

Part B

SPP role-specific
Training

Improvement
Champion



Materials you will need for Part B Improvement Champion training

The following materials are available online in the [members area of the SPP website](#).

- [Facilitator vs. Trainer](#)
- [GROW model example questions](#)
- [Improvement workshop facilitation tools](#)
- [Improvement workshop case studies](#)
- [Planning an improvement workshop](#)

Password = Collaborate2023

Aim of the session

Part B Improvement Champion training

1. To understand and develop our role as improvement champions
 - Skills for the improvement champion role:
 - Trainer or facilitator? What's the difference?
 - Asking great questions
2. To understand tools to help us run a great workshop
3. To plan a workshop in groups and feed back to each other

And...any questions that we must address in this session regarding your role as an improvement champion?

Improvement champions: What do they do in practice?

A significant part of their role is to:

- Plan and facilitate the improvement workshop (in schools other than their own)
- Over time, bring in evidence-based research to inform the workshops and collaborative school improvement
- Help the partnership to identify priorities for improvement

Improvement champions: How does the IC role work best?

Feedback from SPP groups suggest it works best when the IC:

- Works in a pair with another IC
- Attends the feedback on the review day, ideally in person
- Has time to plan the workshop carefully and consider how evidence-based research could help
- Is able to stand back and be objective – the focus is to facilitate, not to have the answers

Useful resource: Appendix 3 of **SPP handbook**

Improvement champions: What is the improvement workshop for?

- To examine the findings from the review in more detail
- To explore the key messages and underlying issues, possibly from different perspectives
- To consider where the schools can build on existing strengths
- To generate potential options and solutions
- To provide the opportunity for the host school to commit to actions
- To help the school consider where it could benefit from support from across the partnership or beyond

Improvement champions: How does the improvement workshop work?



Post-peer review workshops usually take place within two weeks of the review and can work in a number of ways:

- A small workshop with the headteacher and involving a representative group of staff, aiming for a cross section of views, lasting 1 to 2 hours
- A focused workshop with, for example, specific groups of staff (e.g. middle leaders or phase leaders)
- A workshop with the whole staff, often during a staff meeting session, lasting 90 minutes

Decisions on what sort of workshop relate to the focus, issues raised and the size of school.

Activity 1:

Taking up the role

Brainstorm and categorisation

Reflecting on the role:

- What will enable you to do this role effectively? (Enablers)
- What will get in the way and prevent this? (Barriers)

Contribute to the chat

Facilitator vs. Trainer

Facilitator

- leader of discussion
- coordinator of activities
- shaper of group norms
- provider of feedback comments
- reflector of questions back to group for consideration
- structures expectations and objectives with the group
- builder of group processes and relationships between members
- structures environment with the group
- negotiates areas of focus, scheduling and pacing
- encourages group application of concepts and skills

Trainer

- presenter of information
- director of assignments
- enforcer of rules
- evaluator of answers
- provider of answers
- structures expectations and objectives for the group
- creator of teacher-student relationships
- structures environment for the group
- dictates areas of focus, scheduling and pacing
- directs application of concepts and skills

Facilitator vs. Trainer

Facilitators do:

- structure program activities
- coordinate exercises
- stimulate discussion
- ask questions
- clarify key points
- guide problem solving
- support participants during confusion and doubt
- reflect, expand and summarise participant comments

Facilitators don't:

- present themselves as the experts
- direct and maintain constant control
- evaluate and judge
- solve problems for others
- spend most of the time talking

Activity 2:

Trainer vs. facilitator

Reflecting on the trainer vs facilitator handout, identify:

- ✓ The aspects of either role that you feel reasonably comfortable with
- ? The aspects of the role you feel you need to develop

Contribute to the chat on
the areas you need to develop

Resource used in this activity: **Facilitator vs. Trainer**

Pre-review meeting



The GROW model

A coaching model developed in the late 1980s.

Supports the identification of clear, achievable **GOALS**.

Explores the **REALITY** of the issues, challenges and gap between the current situation and the goals.

Considers **OPTIONS** for moving forward (also often considers obstacles to be overcome)

Ensures commitment to actions as the **WILL**

Activity 3:

GROW Questions

Activity: Padlet – Coaching Questions – Improvement Champions

Discuss in breakout groups

- Which of these questions do you think are particularly helpful or powerful in a workshop?
- Are there any that you wouldn't use?
- Can you add to this list?

Resource used in this activity: [GROW model example questions](#)

Facilitation tools

1. SWOT Analysis
2. Diamond nine
3. Group action planning
4. Dotocracy
5. Radiant thinking
6. RAG rating
7. Problem Solving Team Building (PSTB)
8. Brainstorming
9. Fishbone
10. Five whys
11. Prioritisation matrix

Facilitation tools can be used in the Improvement Workshop to:

- Explore reality
- Generate options

11 examples in the SPP handbook

Activity 4:

Reviewing the tools

Contribute to the chat

- ✓ Which ones are you familiar and confident with?
- ? Which ones are less familiar, and you would like to know more about?

Resource used in this activity: **Improvement workshop facilitation tools**

SWOT analysis

Strengths, Weaknesses, Opportunities and Threats

Why is it used?

Enables a group to analyse possible courses of action.

This tool is a method of analysing data and is solution-focused.

How is it run?

- Decide on a situation or focus on a particular aspect of the organisation. Participants can either work as individuals or in groups.
- Each group can consider all four elements or groups can be allocated one of the four aspects to look at in depth.

Strengths (Usually within the organisation)	Weaknesses (Usually within the organisation)	Questions to consider: How can we best exploit our strengths? How can we address our weaknesses? How can we ensure we take advantage of opportunities? How can we anticipate or mitigate against threats and develop strategies for turning them into opportunities?
Opportunities (Often with consideration beyond the organisation)	Threats (Often with consideration beyond the organisation)	

Diamond nine

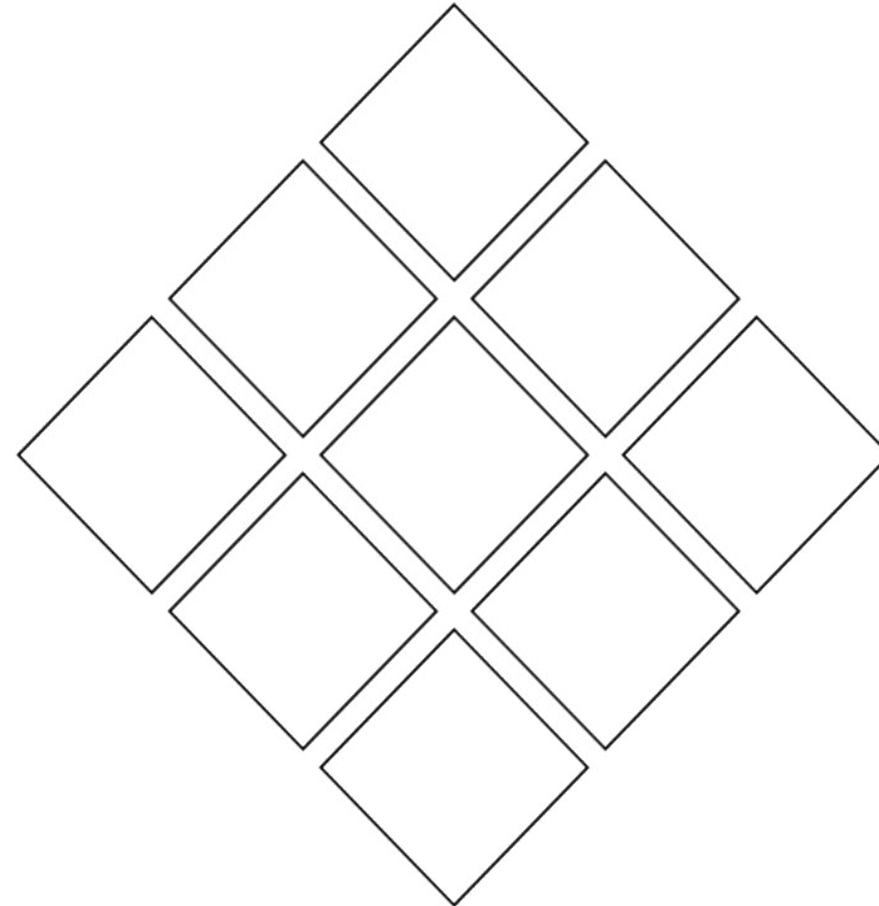
This tool is designed to produce lots of discussion between staff in a relatively short space of time.

Why is it used?

Enables a group to agree a shortlist of priorities quickly

How is it run?

- Participants are given a long list of issues or questions. They are asked to select 9 of the most important items and place them on a diamond shaped grid like this one.
- The most important item is placed in the apex of the diamond. The least important of the 9 is placed at the bottom of the diamond. Items in each row are of equal importance.



Group action planning

Why is it used?

Enables a group to identify the steps required to achieve the desired final outcome

This format for action planning works backwards from a collective vision and encourages groups to consider the specific changes they want to achieve before deciding on actions, resources, timescales, etc.

How is it run?

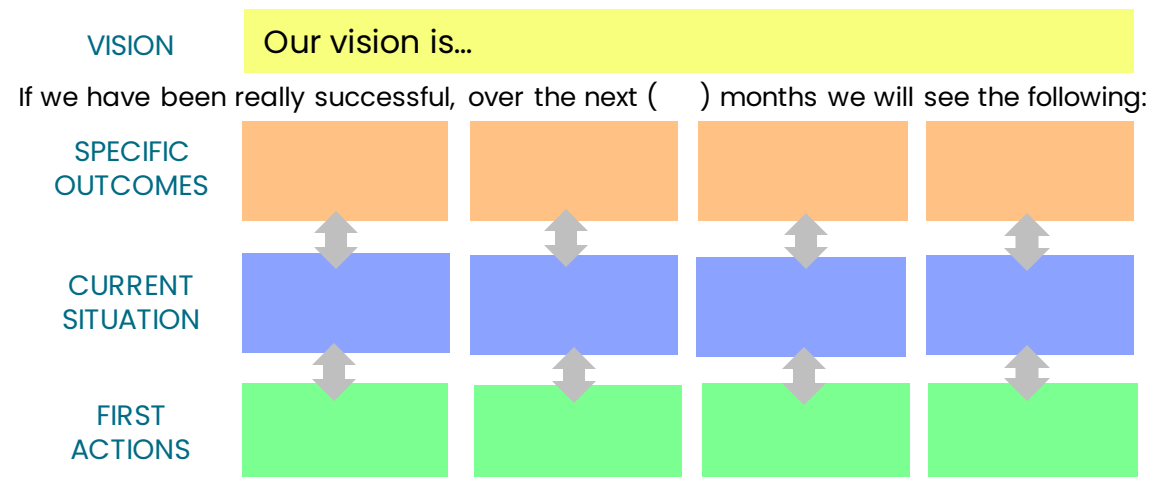
Step 1: The group agree what their vision is for the aspect of practice they wish to change and write that succinctly in the yellow box.

Step 2: They then imagine that their forthcoming intervention has been a fabulous success and consider what different aspects of practice would look like; what would be happening for teachers, pupils, etc. This is recorded in the orange boxes.

Step 3: Then, for each orange box, they consider what this is like currently. This is recorded in the blue boxes

Step 4: They then decide what is the first action to be taken for each of the blue boxes. Sometime one action will address more than one aspect. This is recorded in the green boxes.

Finally this can feed into a more familiar action-planning format that specifies SMART targets, identifies who will take the action and identifies any resources required.



Dotocracy

This tool helps with consensus and prioritisation.

Why is it used?

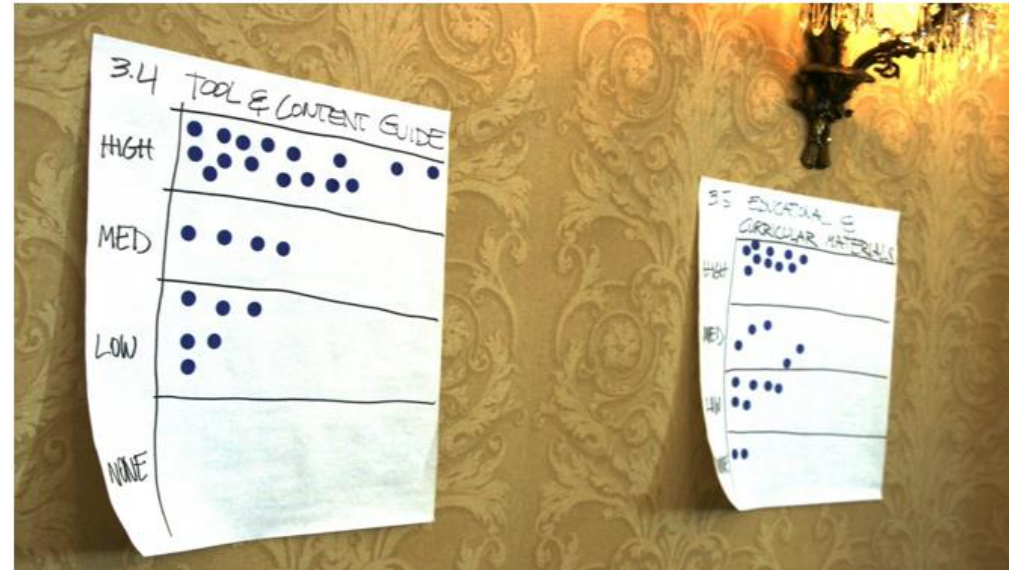
Enables a group to collaboratively identify priority areas

How is it run?

Each person is given a fixed number of sticky dots which they use as 'votes.' The number of dots is decided by the facilitator.

Everyone must use all of their votes.

Votes can be split; for example, if there are five dots, you can use all five in one vote or split the votes into a 2, 2, 1, etc.



It can be used in various ways:

- if a group has generated several ideas and needs to agree which to take forward.
- if red, amber and green dots are used, voters can identify their most preferred with green and least preferred with red, etc.

Radiant thinking

Why is it used?

Enables a group to consider different viewpoints.

This tool is rather like group mind mapping. It generates deeper thinking about an issue and can lead to people considering an issue from different points of view.

How is it run?

- Take a large sheet of paper.
- Start at the bottom or left hand edge of the paper and write the key question you would like to address and generate thinking about. (Framing this question well really helps the activity to work.)
- Ask the group to suggest responses to this question, agree as a group how you will summarise the key responses, and write them in response boxes
- Consider: What further questions does this generate?
- Record the next layers of responses

When you have enough responses and ideas, you may like to extract these from this sheet and ask the group to prioritise them using another process.



RAG rating

Why is it used?

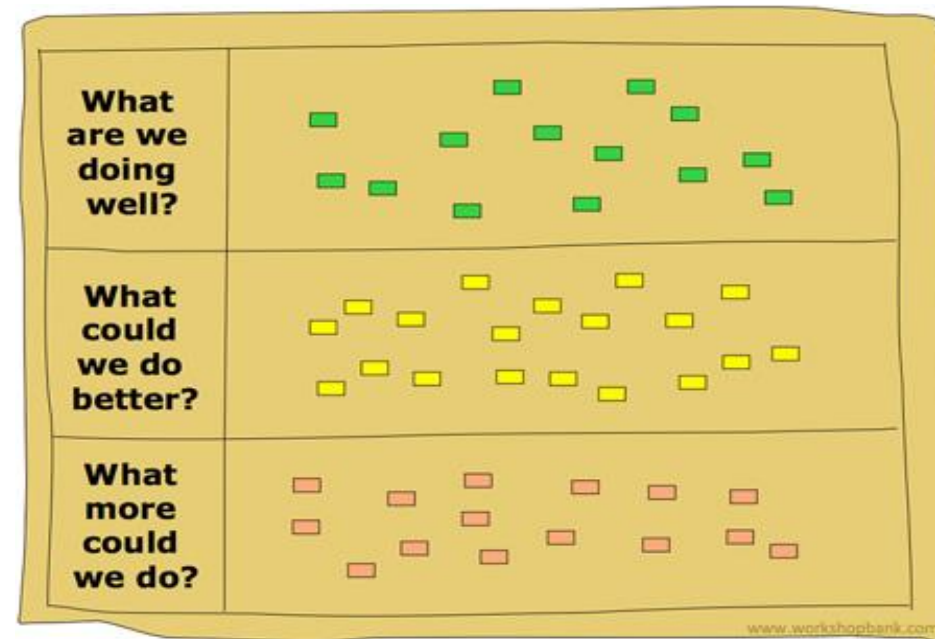
Enables a group to visually record their views

This tool is simply asking people to record their views in relation to a particular aspect of the school, noting:

- Things that we already do well (Green post-it notes)
- Things we do so-so, or could improve (Amber post-it notes)
- Things that we don't do so well or don't do yet (Red post-it notes)

After this exercise, the group could look at the amber things and pose a question around one or two of these, for example, "What is stopping this from working as well as it could?"

Equally, you could take the red post-it notes and ask which of these should be a priority for development. You could use either diamond nine or dotocracy to do this.



Problem Solving Team Building (PSTB)

Why is it used?

Enables a group of people to develop solutions to the root causes of issues.

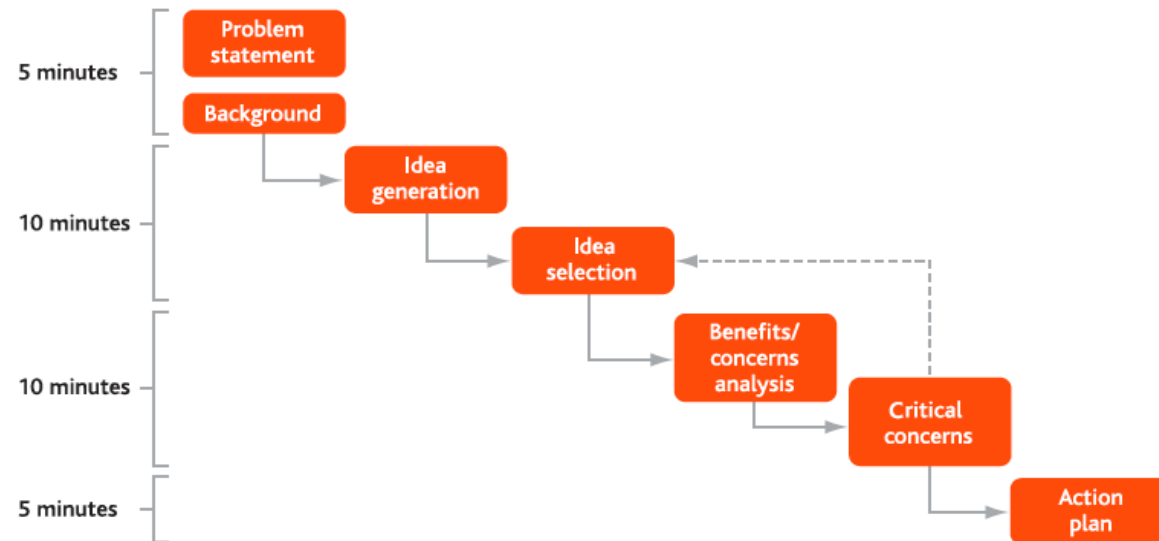
PSTB creates breakthrough progress on an intractable problem by harnessing the team's power. It is an antidote to unstructured, time-consuming meetings that discuss problems but seldom agree a way forward. It provides a structured approach to problem solving and the 'problem owner' walks away with an action plan.

How is it run?

The team works with the 'problem owner,' helped by a facilitator, to create lists on a flipchart following the steps described below:

- Problem statement: a simple, "How do I...?" question
- Idea generation: a rapid brainstorm for everyone
- Idea selection: the problem owner picks the two to three most promising ideas
- Benefits and concerns: assess each of the selected ideas
- Critical concerns: may eliminate an idea if it cannot be overcome
- Action plans: provide a blueprint for addressing the problem

30-minute example



Brainstorming

Why is it used?

Enables a group to gather different perspectives on an issue.

Brainstorming is a simple technique often used with more sophisticated tools. It encourages group members to think freely and widely, go beyond the limits of customary thought and generate fresh ideas.

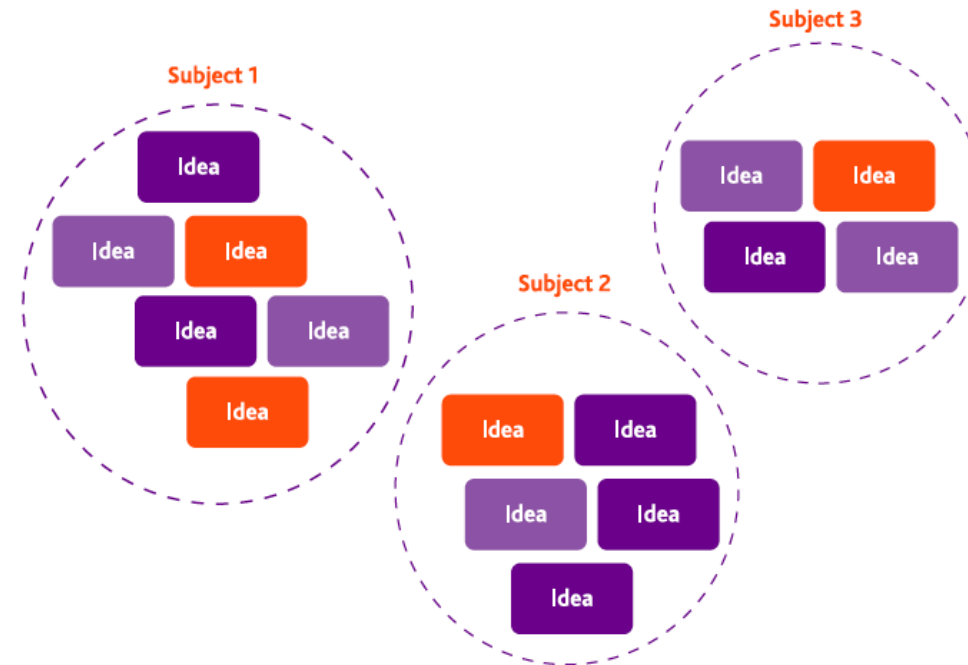
How is it run?

During the session

- State the problem or issue clearly and ensure everyone understands
- Explain the process and time limit
- Encourage individuals to contribute ideas freely
- Capture the ideas with no judgments and contribute only a few ideas personally

After brainstorming

- The group can examine ideas one by one and either expand, combine or eliminate some
- Cluster ideas if they say the same thing
- If the ideas need prioritising, invite the participants to vote



Fishbone analysis

This tool gets its name from how it appears when drawn out, with a problem statement to one side. A 'spine' extends from this statement with lines branching off it on which the team records sub-issues.

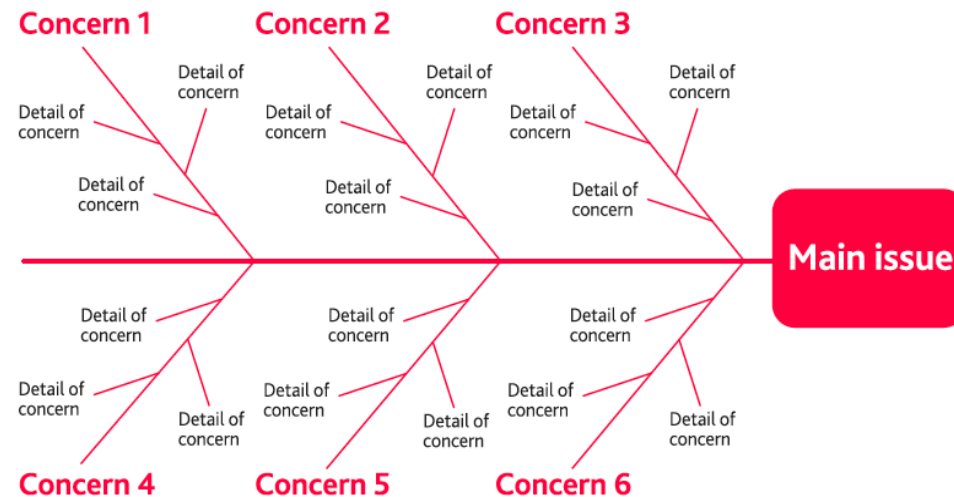
How is it run?

- Write the problem statement on the right-hand side of a large sheet of paper
- Draw a straight, horizontal line to the left (like the backbone of a fish)
- Draw stems at a 45° angle to the backbone line
- At the end of each of these stems, brainstorm five or six key factors
- Break each key factor into subsidiary factors that must be understood before moving on to solutions in the development phase

Note: encourage the team to brainstorm each main 'fishbone' in turn. Perhaps each member could take responsibility for facilitating the brainstorming of one main bone. This way it also becomes a team-building exercise.

Why is it used?

Enables groups to understand the scale and scope of changes needed. Also helps to understand root causes of issues.



Working in this way, teams begin to understand the elements contributing to a perceived problem.

Fishbone analysis is a good tool to help teams explore the perceived difficulties of multi-agency working, for example.

Five whys

Why is it used?

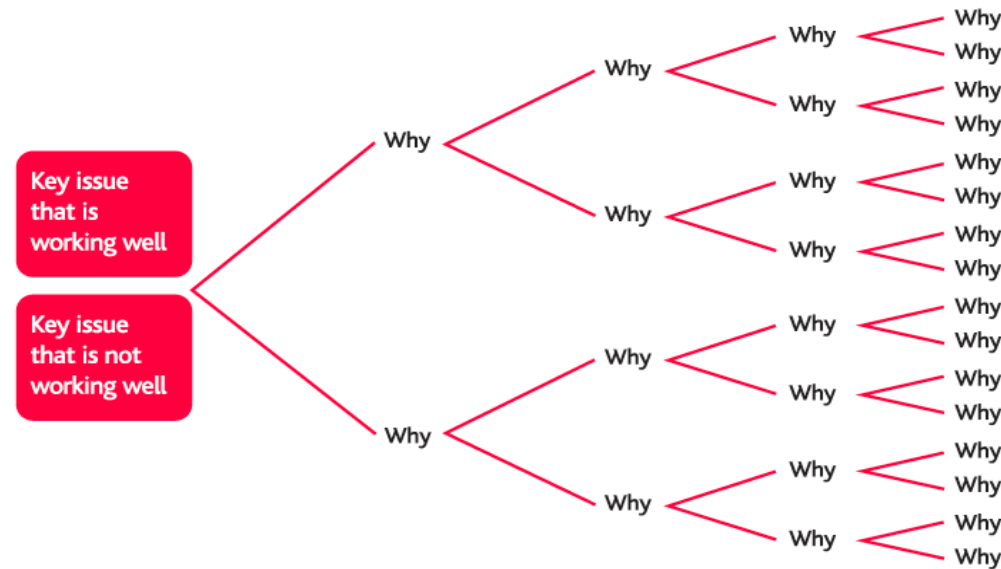
Helps teams understand the underlying root of a problem or issue.

This tool is similar to the fishbone analysis. This technique begins with a clear problem / issue statement and allows teams to interrogate the statement with the question, “Why?”, repeated five times.

Five whys and fishbone analysis have been used extensively by schools to avoid moving into ‘fix it’ mode too quickly, where solutions may address symptoms rather than cure causes.

How is it run?

- Start your analysis by writing a concise statement on the left of a large sheet of paper
- Move to the right and pose the question: “Why is that?”
- Capture the answers in a short, succinct phrase
- Gradually work from left to right as you pose the same question, “Why?”, at each successive level of analysis
- Try to work each branch of your analysis to five levels, or until you reach a root cause, before returning to a higher level and analysing another branch of the issue



Prioritisation matrix

This visual tool is a quick, effective way to generate group consensus about what should be a priority.

How is it run?

List all the possibilities for action and rate them according to:

- **Impact:** if we did this, what positive impact would it have on fulfilling our objective? (Low, medium, high)
- **Desirability:** just how pressing is the desire to do this? (Low, medium, high)

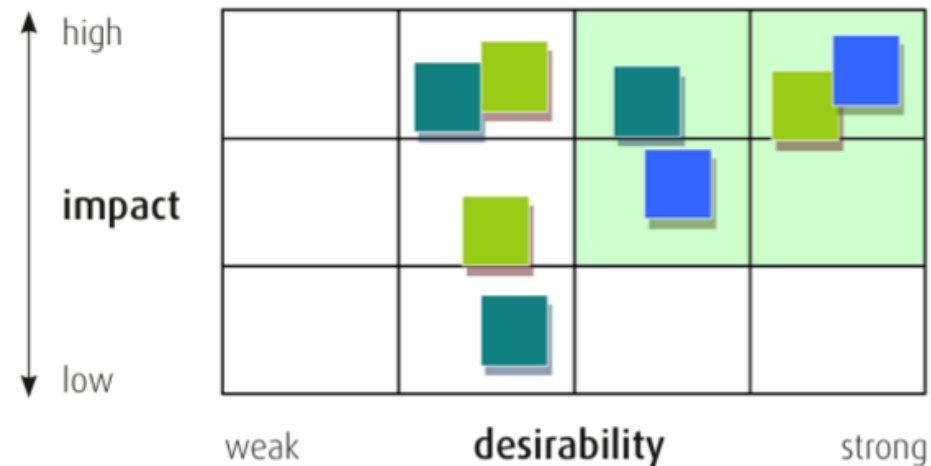
Then plot each on the prioritisation matrix accordingly and moderate their relative positioning in the matrix to arrive at a sensible distribution.

Write each item on a sticky note and, taking them in turn, ask the team to rate items on impact and desirability.

The ideal outcome is to have items distributed across the matrix so only a few fall in the top right-hand box.

Why is it used?

Enables groups to short-list a large number of items, such as challenges or opportunities, into a more manageable number



Review findings template

(available online)

Host school:		Review date:		Review team:		Improvement Champions:	
	Our Impact		Looking Forward		Looking Inward		Looking Outward
What were our specific enquiry questions?							
What evidence did we gather?							
What we found...							
What we celebrate and want to share...							
What we recommend for further development and a possible enquiry focus for the improvement workshop...							

Activity 5:

Workshop planning

You have been given an example workshop plan to review in your group.

Looking at the plan you have been given, discuss in your group:

- What are the elements of this plan that you think would work well? Why?
- Anything about it that you thought wouldn't work so well? Why?
- How successfully does this plan use evidence-based research? Could it have been improved?

Nominate one person to feedback.

Resource used in this activity: **Improvement workshop case studies**

Improvement workshop



The GROW model

A coaching model developed in the late 1980s.

Supports the identification of clear, achievable **GOALS**.

Explores the **REALITY** of the issues, challenges and gap between the current situation and the goals.

Considers **OPTIONS** for moving forward (also often considers obstacles to be overcome)

Ensures commitment to actions as the **WILL**

Evidence sources – Education Endowment Foundation (EEF)

- **Summarising evidence.** Reviewing the best available evidence on teaching and learning and presenting in an accessible way.
- **Finding new evidence.** Funding independent evaluations of programmes and approaches that aim to raise the attainment of children and young people from socio-economically disadvantaged backgrounds.
- **Putting evidence to use.** Supporting education practitioners, as well as policymakers and other organisations, to use evidence in ways that improve teaching and learning.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

Other sources of evidence

- Research Schools Network
- Chartered College of Teaching
- Evidence for Impact
- What Works Clearinghouse
- Foundations (formerly Early Intervention Foundation)
- Education Development Trust

Useful resource: **Evidence Sources and Links**

Example of a workshop plan

Goal – To determine the most successful elements of remote and online home learning that can be successfully adopted and adapted into consistent and common practice across the school for homework without increasing workload for teachers.

Reality – Thinking about the remote and online learning provided during lockdown, what did we do?
Brainstorm and categorisation task

Once categories agreed – separate groups of 3 or 4 people to do prioritisation matrix plotting impact against ease of implementation.

Reflection – Which elements were significantly different to what we might have done before lockdown in terms of home learning?

Presentation of summary of evidence from EEF on Primary Homework and remote learning and Rosenshine’s 10 principles of instruction and how this links remote/home/online learning.

Options – Working in groups as above again.

Which elements can be continued with minimal changes to practice?

Which elements can be adapted to be sustainable for the future?

Which should we stop?

Finally, actions and next steps confirmed.

Example of a workshop plan

Goal – To determine the most effective strategies to further develop meta-cognition and self-regulating learners

Introduce an extract from **Metacognition and Self- Regulation: Evidence Review** May 2020 Pp25 and 26.

One minute sweep reading protocol task.

Summarise the distinction in the research between cognitive, meta-cognitive and social-emotional strategies.

Reality – Three flip charts on the wall, one for each category above. Each flip chart divided into three ROSE (Flourishing), BUD (Developing) and THORN (Tricky). All contribute on post-its. Next break into three groups take one flip chart each. How do we maximise and sustain the ROSE elements and further grow the BUD elements?

Options – Then take the THORN issues. Diamond Nine to prioritise the ones that need to be the focus for development.

Problem Solving Team Building Task focused on the top one or two ideas that came from the diamond nine.

Finally, actions and next steps confirmed.

Activity 6:

Planning a workshop in outline

Work in small groups to plan an outline of a session plan for a workshop lasting 90 minutes

'Planning an improvement workshop' Handout:

- Some examples of ideas for a workshop theme (or use your own real-life scenario)
- Prompts to help you think about who attends and the structure of the session

Resource used in this activity: **Planning an improvement workshop**

Improvement workshop

It is helpful to conclude your workshops with some reflections as follows:

- Who from the host school will take responsibility for the next steps?
- What do they need to be able to do this?

And in relation to reviewing the workshop itself...

- What did we do?
- How well did we do it?
- Who will now benefit?

Summary of improvement workshop and agreed actions template

(available online)

Date of workshop:

The workshop focused on...

-
-
-
-

The key outcomes were...

-
-
-
-

When planning the specific actions following the review, it is important to consider that support with the delivery of those actions could come from:

- a. within the reviewed school itself
- b. within the partnership
- c. outside of the partnership

Action agreed	Timings and deadlines <i>(be specific where possible)</i>	Who will deliver this action?	Comments

90-day check-in

The 90-day check in can be done in different ways:

- As a phone call between the lead reviewer and the Headteacher of the host school
- As a meeting between the lead reviewer and the Headteacher of the host school plus others involved in the follow up actions

As a staff meeting / workshop where all staff involved in the original improvement workshop have an opportunity to take stock and assess progress and impact. The partnership Improvement Champions (ICs) had an important role to play in the first improvement workshop and therefore if they can be part of the 90-day check in this would be beneficial.

Useful resource: **90-day check-in: an 'aide memoire' for partnerships**

So, what next?

1. Who is your partnership lead?
2. Who are the other schools in your partnership?
3. Who are the other Peer Reviewers/Improvement Champions in your partnership?
4. Is there a support network for you?
5. Will you get an opportunity to shadow someone else first?
6. Is the 'getting started' plan or 'cumulative survey' still relevant? If so, can you see it?
7. What partnership protocols might you need to know about?
8. Have you seen the review timetable for this year?
9. What are the arrangements for the 90 day check in?
10. Improvement champions – could you have a go at drafting an outline workshop with some real issues?

And the SPP Team are here to help !

Your feedback

Thank you for taking part in the training session

Please provide your feedback via the link below:

[SPP Capacity and refresher training - Evaluation form \(alchemer.eu\)](https://alchemer.eu)




Your feedback is important and valuable to us to improve our trainings and programme!

Thank you!

» SCHOOLS PARTNERSHIP PROGRAMME

Contact us

 partnerships@educationdevelopmenttrust.com

 0118 902 1661

 SchoolsPartnershipProgramme.com

Follow us

 [@EdDevTrust_SPP](https://twitter.com/EdDevTrust_SPP)

 [linkedin.com/showcase/the-schools-partnership-programme](https://www.linkedin.com/showcase/the-schools-partnership-programme)

