**Glasgow City Council Learning and Teaching Strategy**

**Secondary DHTs: Learning & Teaching Network**

**Summary of Evaluations: 23 May 2018**

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| **What has worked well?** |
| * **Collaboration – fresh eyes amongst colleagues.**
* **Staff visiting other schools – fresh; added rigour and focus of other staff visiting.**
* **Visits showed that consistency remains key and an issue.**
* **Visiting speakers.**
* **Trio Collaboration.**
* **Regular opportunity for professional dialogue.**
* **Sharing ideas.**
* **Creation of professional networks.**
* **The opportunity to meet and discuss similarities.**
* **It has been an excellent opportunity to compare settings and experiences.**
* **Outside speakers have been excellent. This support from tapestry has been a revelation.**
* **Really useful to collaborate with DHTs from other establishments**
* **Sharing information on different QA methods and implementation of Pedagogy and Equity.**
* **Professional dialogue, support and challenge from Trio members**
* **Added rigour to self-evaluation process.**
* **Opportunity to share practice.**
* **To witness the input of various programmes (MTV, Pedagogy & Equity).**
* **Enhanced Pupil Voice through Learning Conversations, Pupil Focus Group.**
* **Enhanced staff Voice.**
* **Sharing practice and professional dialogue.**
* **DHT sessions and the chance to discuss relevant aspects.**
* **External speakers, D Gregory and G Donaldson.**
* **Structure of trios – mixing locations – schools we wouldn’t often visit.**
* **It has been excellent to talk and share with so many DHT colleagues. Much good practice has been in evidence and we have all taken aspects of it back to our own schools.**
* **Trio visits have established valuable and productive links, and again, have allowed the sharing of innovative, useful practice and productive discussion, with a resultant increase in confidence about practice in our schools.**

**What has worked well? (Continued)*** **Meeting colleagues – strong working relationships, visits to partner schools, collegiate discussions round theme and how we would work together.**
* **Opportunities to visits classrooms in other schools, speaking to pupils and staff met out-with school working hours only way to plan and implement this.**
* **Trio set up – flexibility allowed us to adapt to suit our schools and show our separate school’s journey from the first to second visit.**
* **Trio has enhanced the afternoon sessions allowing for further discussion and reflection.**
* **Range of speakers has been good. Each session a quality experience.**
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| **What could be improved?** |
| * **Timing of trio visits was a challenge.**
* **Perhaps seek a return on committed dates for trio visits to ensure consistency.**
* **More time to bond and share experiences. Face to face deputes.**
* **We have had a change in personnel so will endeavour to network more successfully from now on.**
* **It was very interesting listening to DHTs from the Glasgow context speaking. An expansion of this could be useful.**
* **Harmonise calendars at earlier stage to ensure visits are planned and organised well in advance.**
* **Support for getting time out of school. Day to day often prevents time to be dedicated.**
* **Earlier notice of all meetings to allow for planning.**
* **Dedicated trio time at the DHT meetings.**
* **Two rounds of Trio visits (i.e. six in total) has proven to be ambitious. We managed one round, but two would be feasible over the entire session.**
* **Having more time – challenging to fit in.**
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| **What would you like to see in next session’s programme?** |
| * **Flexibility in how run trios (when, how many, focus)**
* **Working collaboratively on pupil focus group around learning and teacher.**
* **Support in planning – DHT visits.**
* **Any opportunity for the detail of pedagogy best practice.**
* **Hear from TLC leaders or members (would they ‘volunteer’).**
* **Sharing our school’s SIPs – EPRs – internal learning visit programmes.**
* **Same format as this year with a similar blend of inputs.**
* **More input from David Gregory and chances to work with Trios.**
* **Perhaps the opportunity for more shadowing/observation and moderation activities.**
* **Inclusion of middle leaders in programme.**
* **It has been a genuinely useful and positive experience.**
* **The programme has been very supportive.**
* **Opportunity to lead across schools/authority.**
* **How will we link the programmes directly to attainment and how do we ensure robust data.**
* **Embedded self-evaluation approaches – D Gregory and the Glasgow videos.**
* **Making clear links between learning and teaching programmes and digital literacy and how to ensure staff are making this link.**
* **As many opportunities as possible for sharing innovation in self-evaluation of teaching and learning.**
* **Possible definite timetabling of trio time in the same way that the Hyndland meetings have been scheduled. This would create greater likelihood of trio visits occurring, and encourage greater consistency.**
* **Continued opportunities to meet as we have done today.**
* **More guest speakers.**
* **Enjoyed the presentations from staff.**
* **Continued opportunity for planning visits in a supportive environment.**
* **Continued sharing of trio experience – this was reassuring.**
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**Secondary DHTs: Learning & Teaching Network**

**Secondary HT and DHT Colleagues**

Thank you for your contribution and commitment to our Secondary DHT Learning and Teaching network. The aims of last session were to support DHTs’ leadership and evaluation of L & T by:

1. Working in trios to support and evaluate the practice being developed through *Making Thinking Visible* and *Pedagogy and Equity* (Tapestry), *Co-operative Learning*, and the development of *Teacher Learning Communities*.
2. Reflecting on the impact in classrooms: examining the quality of Learning and Teaching and writing HGIOS 4, QI2.3 *Learning, Teaching and Assessment* section of the EPR.

Further to your feedback, this session will follow a similar format, the overarching aim being to promote and facilitate excellent learning and teaching in every secondary classroom in Glasgow via four sessions and further development of the allocated trios. The programme will continue to include time for collaborative reflection and sharing of practice and impact of the citywide professional learning programmes. However there will be a further focus this session on:

* **Systems Leadership**: how our senior leaders extend their reach beyond their individual school, working in trios to influence practice more widely in order that every school improves.
* **Building capacity and sustainability:** The nature of DHT leadership required to build capacity in our middle leaders, our learning communities and in making this focus on continuous improvement in Learning and Teaching a sustainable way of working in Glasgow.
* **Meeting learners’ needs**: Examination of the extent to which the new approaches and practices in our classrooms are improving learning and teaching to meet the needs of our increasingly diverse groups of children and young people.

All sessions are for identified DHTs in each secondary school with responsibility for Learning and Teaching, and will take place from 2.00pm – 4.00pm in Hyndland Secondary School on the following dates:

1. **Wednesday 3 October 2018**

*(October 2018 – January 2019: First trio visit and impact Task One)*

1. **Wednesday 7 November 2018**
2. **Wednesday 30 January 2019**

*(January 2019 – May 2019: Second trio visit and impact Task Two)*

1. **Wednesday 15 May 2019**

Thank you

Alison & Maura (31 August 2018)