

# Gathering evidence through observing others

Use this tool for...	
<b><i>Narrowing the Gap</i></b>	<b><i>Leadership (learning)</i></b>
<ul style="list-style-type: none"> <li>Identifying opportunities to collect diagnostic evidence to help you select the right intervention</li> <li>Framing evidence to help you refine your activities</li> <li>Summative evidence of impact</li> </ul>	<ul style="list-style-type: none"> <li>Observations for research and development rather than for other purposes such as PM</li> <li>Providing the evidence about starting points and progress against the six key dimensions of leadership for NtG</li> </ul>

What it is		
A framework that allows you to focus on specific aspects of observed leadership practice and then to analyse the data from a number of observations		
The six areas of Leadership of NtG	Opportunities for observation	Things you might want to see or hear
<b>creating and securing agreement to a clear vision, prioritising the most vulnerable</b>	<ul style="list-style-type: none"> <li>Partnership and school planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Identification of a range of positive outcomes (e.g. attainment plus well being plus participation and engagement)</li> <li>Frequency with which needs of vulnerable learners are mentioned/time taken to focus on their needs</li> <li>Collection of evidence about the target outcomes &amp; monitoring progress</li> </ul>
<b>focusing the organisation, working in partnership with others</b>	<ul style="list-style-type: none"> <li>Partnership and school planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Use of evidence about likely success of strategies to select actions for improving outcomes</li> <li>Decisions taken to pool resources to make provision for vulnerable learners that wouldn't be possible for partners acting alone</li> </ul>
<b>developing and motivating the workforce</b>	<ul style="list-style-type: none"> <li>INSET sessions or developmental meetings</li> </ul>	<ul style="list-style-type: none"> <li>Points at which there is explicit discussion of the needs of and/or outcomes for vulnerable students</li> <li>Connections made between professional learning, school priorities and improved learning outcomes for vulnerable young people</li> </ul>
<b>using data and managing resources and people effectively</b>	<ul style="list-style-type: none"> <li>Partnership and school planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>Quality and range of data made available across the partnership</li> <li>Extent to which decisions are grounded in analysis of data</li> <li>Decisions being made about the deployment and involvement of staff and other resources behind the agreed strategies</li> </ul>
<b>creating a learning environment</b>	<ul style="list-style-type: none"> <li>Teacher practice</li> <li>Shadowing a group of vulnerable students</li> </ul>	<ul style="list-style-type: none"> <li>Observation of teacher practice based on mini-enquiry activities and work with specific groups of youngsters</li> <li>Moments when vulnerable students do engage actively that can be built upon</li> <li>Moments when vulnerable students withdraw/are least likely to participate</li> </ul>
<b>responding effectively to local circumstances and working effectively with communities</b>	<ul style="list-style-type: none"> <li>School council meetings</li> <li>Community engagement activities</li> </ul>	<ul style="list-style-type: none"> <li>Active steps by council to support vulnerable students in speaking at/through school councils</li> <li>Amount of dialogue engendered in the local community and the way in which their needs are identified and addressed.</li> <li>Instances where community involvement impacts on progress of the initiative</li> </ul>

Some of the questions it answers	Effect on the evidence	Output
<ul style="list-style-type: none"> <li>What were the changes in practice that we could spot that were contributing towards successful narrowing of gaps?</li> <li>What changes did we make to the way we consult and work to improve outcomes?</li> </ul>	Planning evidence collection around the six leadership areas in the NFER literature review increases the likelihood of success and enables the project as a whole to demonstrate impact	Descriptive evidence that can be used for both project development and the evaluation of its impact

What using it involves
<ul style="list-style-type: none"> <li>Agreeing the role and purpose of observation data for your project at the beginning of your work on NtG.</li> <li>Sticking to the same/similar framework for observation to produce a comprehensive evidence base for the future</li> </ul>