Leading Collaborative Learning

Final Report

Alma Harris, Zoe Elder, Michelle Jones, and Angella Cooze

University of Swansea

2022

Table of Contents

FIGURES **3**

TABLES **4**

EXECUTIVE SUMMARY **5**

SECTION 1: INTRODUCTION **7**

1. Project background and policy context 7

SECTION 2: DATA COLLECTION **10**

SECTION 3: LCL PROJECT DESIGN **16**

SECTION 4: LCL PROJECT TIMELINE **24**

SECTION 5: METHODS, METHODOLOGIES, AND DATA ANALYSIS **26**

SECTION 6: FINDINGS (YEAR 1) **32**

6. Year 1 findings and emerging themes 32

SECTION 7: FINDINGS (YEAR 2) **50**

7. Year 2 findings and emerging themes 50

SECTION 8: COMMENTARY 59

8. Intentions, processes, and outcomes 59

1. Swansea University Approved Ethics participant consent and information form (October 2019) ... 64
2. Interview schedule for System Leaders 66
3. Code Book – Definitions, applications & methodologies 67
4. PDF Summary of Welsh SLO Model 78
5. Summary PDF of 14 Parameters Framework (Sharratt, 2019) 79
6. Visual Timeline covering COVID-19 (March 2020 – August 2021) 80
7. Anonymised sample from LCL Research Project Log - response to COVID-19 85
8. Examples of policy mapping activity during October Face-to-Face Training Session 86
9. Screenshot of CLARITY website members area 87

10. Data capture plans (including contingency planning) – Gantt charts (October 2019 – August 2021) 88

11. Webinar schedule (Jan 2021 - July 2021) 88

Figures

Figure 1: Six design principles of LCL Project aligned to National policy 14

Figure 2: Year 1 - Emerging Themes 30

Figure 3: Year 1 - 15 most frequently emerging themes from training week field notes 31

Figure 4: Year 1 - 15 most frequently emerging themes from x15 semi-structured interviews with System Leaders ... 32

Figure 5: Year 1 - Frequency of CLARITY implementation tools from training day field notes and System Leader interviews 35

Figure 6: Year 2 - Most frequently occurring themes - remote planning & live streamed webinars (including the 'Culminating Event') 47

Figure 7: Year 2 - Specific CLARITY Tools mentioned during final webinar session 50

Figure 8: Year 2 – 20 most frequently occurring themes from the final webinar and debriefing session 51

Figure 9: Year 2 - Mapping SLO Dimensions - Final webinar session & Welsh SLO Dimensions 51

Figure 10: The 7C's of the LCL Project-Process in Action 54

Tables

Table 1: Data sources Years 1 & 2 11

Table 2: Mapping of SLO Dimensions against LCL Project Design 16

Table 3: Four phases of data capture 22

Table 4: Data Capture Methods Years 1 & 2 23

Table 5: Emerging themes (Year 1) organised against the research framework 28

Table 6: Year 2 - Data sources 46

Executive Summary

- The LCL project, based on the work of Dr Lyn Sharratt, has made a positive and lasting contribution to pedagogical knowledge in Wales.
- **The LCL work has contributed new instructional knowledge that is continuing to inform and support the ongoing improvement work within Welsh schools.**
- **Pedagogical knowledge building has been secured in schools, through the LCL work, by the sharing and active use of the specific CLARITY tools.**
- **The LCL project has demonstrated that there are strong links and considerable overlap between the 14 Parameters and the 'Schools as Learning Organisations' model in Wales.**
- **The 14 Parameters offers a potential framework that could support the ongoing SLO implementation in Welsh schools.**
- Effective collaborative work was a key feature of the project and a key factor in its progress.
- **Cross regional support and local collaboration proved to be a critical component in the project's success.**
- **Cross regional support offered a strong professional platform for the continuation of the work during Covid 19 and provided an essential infrastructure for the realisation of the project.**
- **The collaborative support, and professionalism of all system leaders, throughout the project, was exemplary and their co-delivery role ensured that the LCL work stayed firmly on track.**
- *The playlist of recorded webinars (developed over January 2021-June 2021) is a legacy resource for all schools across Wales.*
- **The unfailing commitment of Dr Sharratt and the regional delivery teams sustained the momentum of the LCL work. Their professionalism meant that the schools engaged with the LCL learning, even in the most challenging of times.**
- **The LCL work in Welsh schools is ongoing even though the project has formally ended. Such continuity suggests that there are real opportunities to scale up this work and to engage even more schools in Wales in this pedagogical journey.**
- *Welsh schools are now presenting at international events and sharing their LCL work with schools, in many different countries.*

Section 1: Introduction

1. Project background and policy context

1. 'Leading Collaborative Learning' (LCL) was a two-year development and research (D and R) project, supported by the regions in Wales, that focused on the work of Dr Lyn Sharratt. The LCL project connected centrally to the contemporary policy context in Wales i.e., 'Schools as Learning Organisations' [1], the new curriculum[2], the National Professional Standards[3] and the 'National Mission'[4]. The main aim of the LCL work was to contribute to pedagogical capacity building in Wales and to support professionals in their school improvement work.

2. The LCL Project was launched in July 2019, when Dr Sharratt met with the LCL school project teams, representatives from Welsh Government, Regional Leads, the LCL Project Coordinator and the Challenge Advisers, who formed the LCL project delivery team. This launch event in 2020 was also attended by members of the independent LCL research team from Swansea University School of Education.

3. During the launch week, LCL project participants were introduced to the LCL work and were given an overview of the core text, 'CLARITY'. The roles of all members of the LCL delivery and research teams were outlined, along with the main expectations of participation in the LCL Project.

4. The LCL Project aimed to build pedagogical knowledge and instructional capacity within Welsh schools, and across the system in Wales, through a process of dedicated training from Dr Sharratt followed by intensive periods of collaborative activity in and between project schools.

---

[1] https://gov.wales/schools-learning-organisations-slo-overview

[2] https://gov.wales/curriculum-wales-2022

[3] https://hwb.gov.wales/professional-development/professional-standards

[4] https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf

Schools were guided in their enquiry and innovation processes by the '14 Parameters' outlined in CLARITY [5]

5. The D and R work in schools was supported by a team of Challenge Advisers and Regional Leads in each of the four consortia and in the Local Authorities. The LCL Project drew upon the considerable expertise within the regions and involved key stakeholders at all levels in the Welsh system (i.e., Welsh Government, Consortia, Regional Leads, Local Authorities, Challenge Advisers, Headteachers and Teachers).

6. The LCL research team, at Swansea University, collected data throughout the duration of the project, using a research framework that explored the *intentions, processes, and outcomes* of the LCL work. The research methodology was designed to follow the progress of the project by capturing insights and experiences from key participants.

7. From the outset, it was clear that the LCL project was an ambitious intervention, involving a wide range of school leaders and teachers from 29 secondary schools, working together across the four Regional Consortia. The focus on system level change was clear, as was the expectation of creating new pedagogical knowledge that could potentially contribute to the implementation of the new curriculum in Wales.

8. The original research plan included the development of school case-studies. As a result of COVID-19, the focus and plans for the data capture shifted dramatically, as did the delivery plan for the LCL development work in Wales. These changes are discussed in detail later in this report.

9. To locate the LCL project firmly within its Welsh policy context, explicit links were made to 'Schools as Learning Organisations'[6]. The progress of the LCL Project, along with its contribution to this specific policy area, is documented in this report.

[5] https://www.amazon.co.uk/CLARITY-Matters-Learning-Teaching-Leading/dp/1506358721

[6] https://gov.wales/schools-learning-organisations-slo-overview

10. This report also explores, and reflects upon, the impact of the unprecedented challenges and significant disruption caused by COVID-19 from March 2020 onwards. It details the adjustments made to the original project delivery plan and outlines the changes made to the data capture because of remote learning and the closure of schools for a significant period

11. Throughout the pandemic, the LCL project continued to make progress. This was due to the unfailing commitment and professionalism of Dr Sharratt, the delivery team and the schools who maintained the momentum of the work. Such professionalism meant that the LCL project continued even in the most challenging of times.

Section 2: Data Collection

2. Data Capture Plans

2.1. For the duration of the project, a research team from Swansea University undertook an independent research study that focused on three elements:

(a) Intentions – aims and expectations of the project and links to the wider education policy context in Wales, particularly to the Welsh SLO policy and on-going curriculum reform efforts

(b) Processes – logistics, methods, and overall design of the project delivery and content

(c) Outcomes – changes to existing professional practice, organisational structures, individual thinking, and collective understanding of school and system improvement approaches

These three elements remained constant throughout the project, informing the data collection methods and the subsequent re-design of the data capture approaches. All data collection methods and processes were aimed at gauging the progress and impact of the LCL Project.

2.2. As a development and research (D&R) project the main intention of the data capture component (R) was, to illuminate *how* schools engaged with the LCL work and to consider net results or outcomes, in the broadest sense, from the engagement of schools in the project. This was not an evaluation of schools or their support mechanisms, in any way, as the central focus was on the LCL work.

2.3. The significant disruption and adjustment caused by COVID-19 inevitably shifted the data capture process. Access to schools remained a constant challenge for the research team, throughout the life of the project, and case study data was not captured as intended. Instead, the research focused on the remote *delivery* of the project by Dr Sharratt and system leaders in year 2.

2.4. This shift in focus provided a unique opportunity to capture the results and outcomes of collaborative professional learning at a system level. As highlighted later in this report, attention to the system level support provided valuable insights into the processes of collective learning, collaborative engagement and knowledge mobilisation that took place.

2.5. The findings in this report firstly, reinforce the power of cross-regional working and secondly, highlights the collective energy and high standards of professionalism demonstrated by all those supporting the LCL work.

2.6. The research findings also suggest that the LCL work offers a powerful pedagogical platform for realising the Welsh SLO model in schools, as well as a potential implementation model for the delivery of the Welsh SLO model.

2.7. The original aim of the LCL data capture was to represent the views, experiences, and reflections of,

a) school leaders and teachers who engaged directly with the project

b) system leaders who supported those engaging with the project across the wider education system.

2.8. With the disruption caused by COVID-19, the focus for the data capture was switched to,

a) Represent the views, experiences, and reflections of the LCL Project delivery team as a group of ***system leaders*** collaborating with each other across the four regions to co-construct and co-deliver the project with Dr Sharratt.

b) Represent the views, experiences, and reflections of ***system leaders*** as they supported LCL project schools with this work in the context of COVID-19.

c) Capture the insights of school leaders and teachers in project schools *via the reflections and feedback from the LCL Project system leaders* working alongside LCL Project schools throughout COVID-19.

2.9. This report outlines the findings from the LCL data capture between May 2019 and August 2021 only. The team are aware that the LCL work is ongoing in many schools in Wales, which is very positive, but these developments are beyond the scope of the data capture.

2.10. Any adjustments made to the data capture instruments used by the research team, are fully explained in this report. At all times, data capture methods were checked for their fitness for purpose and adjusted to reflect the alternative mode of project delivery i.e., the online training sessions.

2.11. Data collection methods for the LCL Project included documentary analysis, field notes, semi-structured interviews, and non-participant observation notes (NPON). The findings in this report therefore present evidence from a wide variety of data sources (Table 1).

2.12. Consent forms were completed for all semi-structured interviews and the norms of confidentiality and anonymity were fully upheld. All interviews were digitally recorded, annotated, and transcribed.

2.13. The anonymised field notes and non-participant observation notes that summarised the discussions from the planning sessions were securely located in a password protected location. Data from the face-to-face training sessions and the remote online sessions were also held securely. All electronic data was stored on a password protected 'Microsoft Teams' shared drive, accessible only by the research team. Table one summarises the data collection processes.

TABLE 1: DATA SOURCES YEARS 1 & 2

Year 1 data sources	Year 2 data sources
Anonymised summary field notes generated from an immersive week (five days) of face-to-face training sessions in October 2019 with LCL Project school leaders, teachers, and wider system leaders	**Document analysis** of all materials connected with the LCL Project
Document analysis of materials and resources shared as part of the project (pre-reading tasks, materials shared during training sessions and supporting resources, project planning documents, resources publicly available on websites, social media and from the core text, "CLARITY: What Matters Most in Teaching, Learning and Leading"	**Anonymised summary notes** from x3 'Global Learning Collaborative' remote meetings (involving Dr Sharratt in conversation with school and system leaders from Australia, Canada, and Norway)
X15 Anonymised and fully transcribed semi-structured interviews with system leaders conducted remotely between November 2019 and September 2020	**Anonymised summary non-participant observation notes** generated from 9 rehearsal and 9 recorded live-streamed webinar sessions hosted on Hwb between January and July 2020
	Anonymised summary non-participant observation notes from the final remote rehearsal session and the recorded extended live-streamed and webinar session entitled, 'The Culminating Event/ Learning Fair'
	Anonymised filed notes from the post-webinar series debrief session involving the LCL Project delivery team and Dr Sharratt

2.14. All data collection adhered to the research framework of *intentions*, *processes,* and *outcomes* throughout the LCL project. The project also adhered to BERA Ethical Guidelines. As noted earlier, the project team were not able to access schools to collect data during timeline of the project.

2.15. The progress of the LCL work was captured in year 2, by focussing on the remote planning and rehearsal sessions that took place ahead of each of the live-streamed webinar sessions between January and July 2021.

2.16. The final LCL event, delivered in July 2021, involved four LCL schools, one from each of the regional consortia. The schools gave presentations supported by the LCL project team. The final webinar included first-hand accounts of the work schools had undertaken during the 2-year project. Each school presentation was followed by a discussion with Dr Sharratt who reflected on their experiences and identified next steps. The 90 minute live-streamed webinar spotlighted and celebrated the contribution of the LCL work in Wales. This workshop provided the opportunity for the LCL development to be shared more widely across Wales, with the result that it has attracted new schools.

2.17. The final live-streamed webinar was recorded and as with all previous webinars, uploaded onto the national virtual learning platform, 'Hwb' to be made available to all schools in Wales.

2.18. Data from this final LCL event took the form of anonymised non-participant observation notes (NPON). Emerging themes from this final event were compared with the themes from all previous phases of data capture.

2.19. Cross thematic analysis was applied to all data sets to verify and validate the themes emerging. The findings represented in this report are based on constant comparative, cross-data analysis, thus strengthening the reliability of the findings.

2.20. The final element of data capture focused on the experiences and reflections of the core delivery team. A debriefing session, facilitated by Dr Sharratt, was undertaken as the last element of the data capture process.

2.21. The evidence highlighted how the cooperation and commitment of all participants to the LCL project, throughout the COVID period, was pivotal to its success and critically important in

ensuring that the work continued. The levels of expert support, provided by regional personnel, guaranteed that the LCL work continued through the online webinars.

2.22. This report concludes that the LCL project has created a positive and lasting contribution to pedagogical knowledge and collaborative working in Wales. Although beyond the timeline of this research, new schools in Wales are engaging with LCL tools and processes. Regional experts also continue to draw upon and develop the LCL work.

2.23. The findings from this report suggest that the LCL pedagogical approaches and tools have the potential to contribute to the realisation of 'Schools as Learning Organisations' in Wales[7] and could also contribute to the delivery of the new Curriculum in Wales[8].

[t]ions-slo-overview

[8] https://gov.w:ales/curriculum-wales-2022

Section 3: LCL Project Design

3. Design Principles

1. Drawing on data**,** six principles of the LCL project design were identified. The next section of this report outlines the six principles reflected in the LCL project. These six principles also connect to SLOs in Wales (Figure 1).

2. The emphasis on collaboration, co-construction and co-delivery was evident in all aspects of the LCL design and delivery, centrally involving regional consortia leads, challenge advisers, school leaders and teachers.

FIGURE 1: SIX DESIGN PRINCIPLES OF LCL PROJECT ALIGNED TO NATIONAL POLICY

Principle	LCL Project Design Alignment to Welsh SLO Dimensions	Policy context and evidence base from literature

1. Whole-scale commitment to a concerted, systemic drive for improvement	Involvement of all system leaders in the planning, design and delivery of the LCL Project. Schools attend training days with up to four members of staff including SLT and linked Challenge Adviser to work collaboratively throughout the project. On-going contact with system and school leaders and teams in between training weeks facilitated by Regional Leads and Challenge Advisers. **(Aligned to SLO Dimension 1)**	2009 PISA results are a catalyst for educational reform in Wales to ensure the education system delivers the outcomes for all young people in Wales including student progress and student well-being. PISA results continue to be one of the benchmarks against which the impact of educational reform is considered. The education system is structured to provide appropriate support, effective communication and challenge to schools from organisations in the Middle Tier, to facilitate the implementation of national policy to local practice. **School Reform and School Improvement** (Fullan 2011; Fullan and Quinn 2016; Seashore Louis et al. 2010; Harris and Jones 2018) **Effective Professional Development** (Philippa Cordingley et al. 2015; P. Cordingley et al. 2015; Cordingley et al. 2020; Timperley 2008)
2. Learn with and from beyond the immediate context	Schools and system leaders from all four Consortia attend immersive training days together, during which they had the opportunity to learn from and with schools from across Wales, beyond their immediate locality and context. **(Aligned to SLO Dimensions 5 & 6)**	Leadership (Leithwood et al. 2019; Pont 2020; Harris and Jones 2020; Harris and Jones 2016) Establish and foster a sustainable long-term relationship with the OECD (Organisation for Economic Cooperation and Development) as international partners, openly engaging in self-assessment processes at all levels of the system to support educational reform in Wales. **Professional Capital** (Hargreaves and Fullan 2012) **Schools as Learning Organisations** (M. Kools and Stoll 2016)

3. Establish coherent system-wide support to achieve a self-improving system	Regional Leads work closely with Consortia Leads, Challenge Advisers and school leaders and teachers share practice, develop professional learning links, visit each other and collaborate as one LCL Project cohort. **(Aligned to SLO Dimensions 4 & 5)**	Systemic structural support and challenge for schools providing schools with support, guidance and access expertise from local and regional sources, subject to effective regional (middle tier) quality assurance processes. **Self-improving systems** (Brown 2019; Robinson et al. 2017; Hargreaves and Harris 2011) **Collective capacity building** (Philpott and Oates 2017; Hallam et al. 2015; Harris and Jones 2017; Harris 2011)
4. Embrace a holistic, collaborative whole-system ways of working	LCL Project cohort engage in self-reflection activities during training days, learn together from new materials and develop sustainable ways of working in local cluster with non-project schools and cross-regionally with project schools and teams. Development of professional learning opportunities for schools, local and regional teams to share CLARITY tools. **(Aligned to SLO Dimensions 6 & 7)**	Engage in a comprehensive review and reform process, encompassing policies from all elements of the education system, (teacher training, on-going professional development, curriculum and assessment reform and school leadership and accountability). **Collaborative professionalism** (Hargreaves and O'Connor 2018) **System Reviews** (Welsh Government 2019; Welsh Government 2018b; Robinson and Timperley 2007; Donaldson 2015) **Distributed Leadership** (Harris and Spillane 2008; Harris and Jones 2010) (Welsh Government 2018a; Furlong 2015; Estyn 2018; Welsh Government 2018b; Government 2020)

5. Place learners at the centre of reform	Project cohort discuss and share current work on curriculum reform processes, consider alignment to individual and collective school improvement priorities and focus on realisation of the four core purposes through curriculum design and delivery. **(Aligned to SLO Dimension 1)**	Curriculum reform is the central driver of system-wide educational reform processes. The 'Four Purposes' for every learner are located at the heart of the new curriculum. Support is organised around schools to support them to work together to develop and deliver the new curriculum. **Learner-centred leadership** (Robinson 2011; Robinson et al. 2009) **Curriculum reform** (Priestley and Biesta 2013)
6. Encourage collaboration and coherence to build system capacity	Identify and discuss explicit links between current policies (Professional Standards, Curriculum Reform, Welsh SLO, National Mission) and consider implications on school and regional priorities as part of policy and system coherence. Teachers provided with new opportunities to lead LCL work in their schools. **(Aligned to SLO Dimensions 3 & 4)**	Organise schools and teachers to work collaboratively around curriculum reform, connecting them through professional learning programmes and bringing together representatives from all levels of the system to co-construct and lead reform and self-evaluation processes. **Schools as Learning Organisations** (M Kools and Stoll 2016; OECD 2018; Stoll and Kools 2017; Welsh Government 2017) **Networked Professional Learning** (Bryk 2015; Prenger et al. 2017) **Professional Learning Communities** (Harris 2011; Harris and Jones 2017; Hord 2007)

3. The six LCL design principles were informed by the wider policy context in Wales and the international evidence. They were also mapped directly to the 7 Dimensions of the Welsh SLO Model. This enabled the research team to explore the relationship between the Welsh SLO model and the LCL project. This mapping process is presented in Table 2.

TABLE 2: MAPPING OF SLO DIMENSIONS AGAINST LCL PROJECT DESIGN

SLO Dimension & Underlying Elements	LCL Project design elements
SLO 1 **Collaborative aims & vision**	The practical strategies shared and developed in the LCL Project were 'learner centred'. These focused on supporting *every* student to become 'assessment literate' and able to lead their own learning, set their own goals and enact their own improvement steps.
SLO 2 **Continuous learning for every individual**	School and system leaders were encouraged to learn alongside each other and actively reflect on and develop their own instructional and leadership practice.
SLO 3 **Collaborative professional learning across the system**	The LCL Project was focused on whole-school and system-wide improvement, aiming to strengthen the connections within and between schools, establish ways of working and sharing leadership and pedagogical strategies with school and system leaders over this sustained 2-year project.
SLO 4 **Collaborative culture of enquiry**	The original project design brought project schools together in four dedicated training weeks in locations across Wales. Project schools experienced their training days with their Regional Leads and Challenge Advisers. This facilitated school-to-school and cross-regional collaboration, supported by discussions between schools and system leaders in between the training weeks as part of the LCL community.
SLO 5 **Collaborative knowledge mobilisation and practice-sharing**	The support for the project schools from the Middle Tier system leaders (Regional Leads and Challenge Advisers) aimed to provide system-wide support as part of a self-improving system, where project schools and system leaders supported each other by collaborating and sharing practice.
SLO 6 **Collaborative learning beyond immediate contexts**	The input from Dr Lyn Sharratt as an international expert aimed to expose the LCL Project schools and system leaders to a variety of diverse perspectives, providing all participants with a multitude of opportunities to learn from beyond their immediate context.

SLO 7 **Collaborative and distributed leadership**	The co-construction and co-delivery approach to the 2-year LCL Project reflected a commitment to empowering school and system leaders to lead pedagogical strategies and to design professional learning opportunities that connected to ongoing school/system improvement.

4. The emphasis on professional collaboration was constantly reinforced throughout the LCL project. The evidence highlighted how the LCL work brought system and school leaders together to collaboratively learn and to constructively share professional practice.

5. The LCL work focused on developing pedagogical knowledge in professionals, at all levels in the system, whatever their position or level of expertise. The LCL project sought to grow and sustain the distributed leadership of professional learning with a strong focus on pedagogical capacity as an overarching school and system improvement approach.

6. The original design of the LCL Project* was focused on pedagogical and school improvement. It aimed to strengthen the existing connections within and between schools to establish cross-boundary, collaborative professional learning and to provide opportunities for school leaders to share pedagogical strategies beyond their immediate contexts.

7. In terms of intentions, the LCL Project was specifically designed to create sustainable and systemic collaborative learning opportunities for system leaders across and between all tiers of the wider educational system. It intended to contribute to organisational, collective, and individual professional learning among:

    (1) Welsh Government (Tier 1),

    (2) the Regional Consortia and Challenge Advisers (Tier 2)

    (3) and schools (Tier 3)

8. The LCL project was also internationally focused in five distinct ways. First, the Welsh Government engaged Dr Lyn Sharratt[9], an internationally renowned academic, and international system leader to work across Wales with the LCL project schools. This engagement provided all LCL participants with first-hand insights from schools and systems in other settings and contexts. Dr Sharratt's extensive international work brought project participants case studies, exemplars, and illustrations of how the 14 Parameters of CLARITY[10] were being implemented in a variety of contexts and settings.

9. Second, the international reach of the LCL Project was extended by the presentation of the design and objectives of the LCL project by Dr Sharratt and members of the research team at the International Congress of School Effectiveness and Improvement (ICSEI) in January 2020 in Morocco.

10. Third, the international dimension of the LCL project included an open invitation from Dr Sharratt for all LCL members to join the 'Global Collaborative Learning Collective'. This group meets remotely at regular intervals during the year. The group brought together school and system leaders from Australia, Canada, Chile, and Norway to share their experiences and practices of working with the 14 Parameters from "CLARITY: What Matters Most in Learning, Teaching and Leading" (Sharratt 2019).

11. Fourth, throughout the project, Dr Sharratt explicitly invited all LCL participants to engage internationally with her work by becoming members of the CLARITY website[11] to access the CLARITY suite of tools[12], connect with schools who were implementing her work and continue this engagement via social media through Twitter[13] and the weekly 'Faces Friday' session[14] that she hosted on Instagram[15]. These 'Faces Friday' sessions often included school and system leaders from around the world sharing their experiences and practice based on their own engagement with the 'CLARITY' approach.

---

[9] https://www.lynsharratt.com

[10] https://www.amazon.co.uk/CLARITY-Matters-Learning-Teaching-Leading/dp/1506358721

[11] https://www.lynsharratt.com/

[12] https://www.lynsharratt.com/CLARITY-learning-suite

[13] https://twitter.com/lynsharratt

[14] https://www.lynsharratt.com/faces-friday

[15] https://www.instagram.com/lyn_sharratt/

12. Finally, as already highlighted in the six principles, the content and approaches explored in the LCL work were underpinned by a strong international evidence base. The training sessions and assigned readings provided during the 2-year LCL project included references to research findings and empirical evidence that supported the work. Throughout the LCL sessions, Dr. Sharratt frequently referred to her research work and the work of other internationally recognised school and system improvement experts.

13. In summary, the LCL work was firmly grounded in the international research base informed by Dr Sharratt's extensive and ongoing international work with schools in other countries.

Section 4: LCL Project Timeline

4. Project timeline, adjustments, and contingency planning

1. This section of the report explains the LCL project timeline, and the changes made to this timeline because of COVID 19.

2. In February 2020, just prior to the first national lockdown, a remote meeting via Teams provided an opportunity for Regional Leads to give feedback and provide a snapshot of LCL progress.

3. This remote meeting was attended by the LCL project delivery and research teams including the LCL Project Coordinator, Regional Leads from each of the four consortia, members of the SUSE research team and Dr Sharratt. This meeting radically re-shaped the content and design of the planned 3rd training week intended to take place in Wrexham in the week beginning 8th June 2020. This was also the first time that the LCL Project team had met remotely using Teams to co-plan and co-design the next phase of training. The meeting also set the precedent for the online project planning and delivery that the LCL project was to rely on for the next year.

4. The February meeting clarified plans and agreed actions for the 3rd training week including draft communications to be sent to project schools ahead of time. At this point, although the COVID-19 situation was developing quickly and was referenced in these discussions, there were no concrete indications that the 3rd face-to-face training week would not take place as planned.

5. As the fast-moving and turbulent context of COVID-19 unfolded, within a matter of weeks, it became apparent that the third LCL face-to-face training week could not take place.

6. The first national lockdown across Wales was announced shortly after the remote planning meeting. As a result, the third training week was initially postponed and then cancelled following the introduction of the national COVID-19 restrictions. (See Appendix: LCL Project timeline/ visual timeline and project plans).

7. The impact of COVID-19 on the LCL project is a core part of the narrative of the work, as it profoundly affected schools and the wider system. It is huge testament to the relational trust and respect established within the core LCL project team that progress was maintained.

8. The next section of this report outlines the data capture processes undertaken by the research team during the two-year period of the LCL Project.

Section 5: Methods, methodologies, and data analysis

2. Data capture methods

2.1. The aim of the LCL research was to capture data directly from schools and to formulate rich case studies. COVID-19 significantly disrupted access to schools until the project ended and removed the possibility of case study development.

2.2. The data capture process detailed in this report includes adjustments to the project timeline and changes to the LCL project design caused by the disruption of COVID-19. It also includes a brief overview of the data capture methods and the data analysis approach taken.

2.3. Following the initial training week in June 2019, the data capture plan was agreed (See Appendix - LCL Project Timeline) and the data capture process commenced. The data capture for the LCL Project was completed in four distinct phases as outlined in (Table 3).

TABLE 3: FOUR PHASES OF DATA CAPTURE

PHASE	
1	In the first phase of data capture, the research team collated, and analysed documents shared as part of the project (resources, pre-reading tasks, project plans and training materials) and generated immersive field notes from the 5-day training week of face-to-face training with all LCL Project Participants in October 2019.
2	In the second phase of data capture, the research team conducted x15 semi-structured interviews remotely between November 2019 and September 2020 with: • X3 International SLO Experts (including the external facilitator for the LCL Project) • X4 Wider System (Tier 1 & 2) Leaders from the Welsh Education System • X5 Regional Leads from the four Regional Consortia • X3 Challenge Advisers linked to LCL Project Schools

3	The research team used the third phase of data capture to collect data from the 9 remote planning meetings and the 9 live streamed sessions (approximately 30 hours of discussions, sharing materials insights and presentations across the core LCL Project delivery team). These took place between January and July 2021. Documentary analysis of training materials and resources continued, and summary notes were generated.
4	The fourth phase of data capture was based on non-participant observation notes (NPON) from the final webinar session, 'The Culminating Event - The Learning Fair' (a 90 minute live streamed session in July 2021). NPON notes were also generated from the de-brief meeting facilitated by Dr Sharratt following the final webinar with key messages and general themes noted from these discussions between Dr Sharratt and the LCL Project Team.

2.4. All data collection focused on the intentions, processes, and outcomes of the LCL Project. These data collection methods are outlined in detail in Table 4 - the asterisked sections show the elements of data capture plans where adjustments were made in response to COVID-19.

TABLE 4: DATA CAPTURE METHODS YEARS 1 & 2

Year 1	Methods	Description
	Document analysis **(June 2019 – August 2021)**	General analysis of reading tasks and materials provided to LCL Project participants: "Schools as in Wales as Learning Organisations" model ; the core text for the project -"CLARITY: What Matters Most in Learning, Teaching and Leading" (Sharratt 2019); all training materials (handouts, PPT presentations, shared links); web resources from the supporting 'CLARITY' website

	Literature Review	Review of the literature relating to Learning Organisations, Schools as Learning Organisations. Review focused on: 1. Professional Learning – Collaborative Professional Learning 2. Organisational Change - School Improvement & Reform 3. Professional Capital – Social Capital 4. Leadership – Distributed Leadership Literature data-base established curated and maintained (updated in light of newly published SLO-specific research in the European Journal of Education (2020) International Conference paper presentation by members of SUSE research team and Dr Sharratt in Morocco at ICSEI 2020 (January 2020) Article by research team published June 2022 – Wales Journal of Education (Harris et al, 2022)
	Document analysis **(June 2019)**	Analysis of summary notes from Week 1 launch event materials (June 2019)
	Fieldnotes **(October 2019)**	Analysis of summary notes focused on the delivery, content, and key messages of the 2nd of four full training weeks (October 2019) 5 days of training – Day 1 – System Leaders – Live Learning Walks and Talks in school setting Day 2 & 3 – Cohort 1 System leaders and School Teams Day 3 – Training session debrief and feedback with LCL Project Delivery Team Day 4 & 5 – Cohort 2 System leaders and School Teams

	***Online Survey**	*Mix of closed and open questions designed to generate quantitative and qualitative data for all project participants throughout the first phase of the LCL Project* *** Pilot survey designed and tested with sample group from LCL project, but full deployment prevented by COVID-19 disruption*
	***Semi-structured interviews (case study schools)**	*Semi-structured interviews with School Leaders*
	*** Pilot interviews designed and conducted in one case study school by research team, but further interviews prevented by COVID-19 disruption*	
	****Focus Groups (case study schools)**	*Focus group discussions with school team*
	*** Pilot focus group discussion designed and conducted in one case study school by research team, but further interviews prevented by COVID-19 disruption*	
	Semi-structured Interviews (x14) **(October 2019 - September 2020)**	International SLO experts working beyond the Welsh education system
		Policy makers working in Tier 1 of the Welsh education system
		System leaders working within and across the Middle Tier of the Welsh education system
		*****School leaders from 11 selected case study schools with responsibility for leading the LCL work in their own schools in Tier 3 of the Welsh education system*
	***** Case study schools were identified by their Regional Leads in each of the four regions. They were contacted by the research team to confirm arrangements for interviews and focus group sessions just as the disruption from COVID-19 impacted on the education system as a whole and the LCL Project specifically. One semi-structured interview and focus group session was completed in a case study school in the week preceding the first National Lockdown in Wales. The research team were then unable to conduct any further interviews or focus groups with school leaders and teachers owing to the disruption and restrictions.*	
Year 2	**Methods**	**Description**
	Creation of timeline	Documentation and analysis of key events and impact on the progress and experience of LCL Project participants and identification of cross-system working by the LCL project team during periods of national lockdown 2020-2021.

	Non-Participant Observation Notes (NPON)	Analysis of summary notes from the remote rehearsal meetings and live streamed webinar sessions between January 2021 and July 2021 (x10 rehearsal and x10 live streamed remote professional learning sessions hosted on Hwb).
	Summary notes	General notes and documentation of key messages and themes from x2 'Global Learning Collaborative' remote meetings (involving Dr Sharratt in conversation with school and system leaders from Australia, Canada, and Norway).
	Field notes and analysis of NPON	Analysis of final remote live webinar session, 'The Culminating Event – The Learning Fair' (including inputs from Dr Sharratt, Welsh Government representatives, system leaders, members of the Swansea University Research team and school presentations).
	Analysis of notes from debrief discussion	Analysis of post-webinar series-debrief discussion between LCL Project Team members and Dr Sharratt.

2.5. In terms of data analysis, a conceptual framework was developed from a review of the international SLO literature (Harris et al, 2022). The five main themes in the conceptual framework based on the literature review were:

1. **Change** – education reform and school and system improvement strategies, professional learning approaches and capacity building
2. **Context** – policy alignment and system coherence, impact of external limiting and enabling factors on leading change
3. **Culture** – organisational, system and individual expectations, beliefs, norms and opportunities, vision and aims
4. **Leadership** – different leadership approaches including system, instructional, distributed, teacher and school leadership plus leadership of practice and professional learning
5. **Trust** – relational trust (expertise, building common knowledge, relational agency) and trust in content, evidence, and purpose

2.6. Further sub-themes that arose from an initial deductive analysis of data were also included. These sub-themes are included in the LCL Project code book (See Appendix – CODE BOOK).

2.7. The 7 Dimensions of the Welsh SLO model were also tested across all LCL data sets. The main aim of this application was to illuminate the dimensions that were more prominent in the data collected from the face-to-face training, the semi-structured interviews and the webinar preparation and delivery meetings.

2.8. Specific CLARITY implementation tools were also identified and coded within Atlas ti to analyse their frequency and prominence in the data. The purpose of this analysis was to gauge which of the CLARITY implementation tools were highlighted most frequently by participants. A summary of the findings from the data collected in year 1 is outlined in the next section.

Section 6: Findings (Year 1)

6. Year 1 findings and emerging themes

1. In Year 1, the research team collected data on the *intentions*, *processes*, and the *outcomes* of the LCL project. Throughout the project there was a consistent approach to the collection and analysis of the data under these three areas.

2. Semi-structured interview schedules were developed around the intentions, processes, and outcomes framework that underpinned the research. All the data captured related directly to these three key research purposes.

3. All emerging themes from the Year 1 data collection are outlined in Table 5. These themes reflect the findings from the analysis of the interview transcripts. These emerging themes were refined and checked, as the project progressed.

4. The emerging themes from the early data analysis are presented in table 5. As these were indicative and emerging themes, they were tested across subsequent data sets for frequency and strength.

Table 5: Emerging themes (Year 1) organised against the research framework

	INTENTIONS	**PROCESSES**	**OUTCOMES**
1	School improvement	System leadership & learning *and* Middle Tier leadership	System leadership & learning *and* Implementation *and* Thinking Differently

2	System coherence *and* Policy alignment	Enabling environments	Implementation *and* School Improvement *and* Sustainability & risks
3	System leadership & learning	Practical & action-orientated tools (Generic)	Professional learning, Workforce Development & Professional Standards *and* Enabling environments *and* System improvement *and* Reflective Practice
4	System improvement	CLARITY Suite of Tools (Specific)	
5	Enabling environments *and* Implementation	Professional learning, Workforce Development & Professional Standards	
6	Curriculum reform *and* National Mission	Teacher & Leader Learning *and* School Improvement	Preparation for CFW
7	Teacher & leader-learning *and* quality pedagogy	Quality Teaching, Learning *and* Pedagogy	Evidence about changes in pedagogy

5. The most frequently occurring themes based on the data collected in Year 1 are summarised next. Figure 2 outlines the relative strength of each theme from in the data collected in Year 1.

6. The four strongest themes from the Year 1 data were:

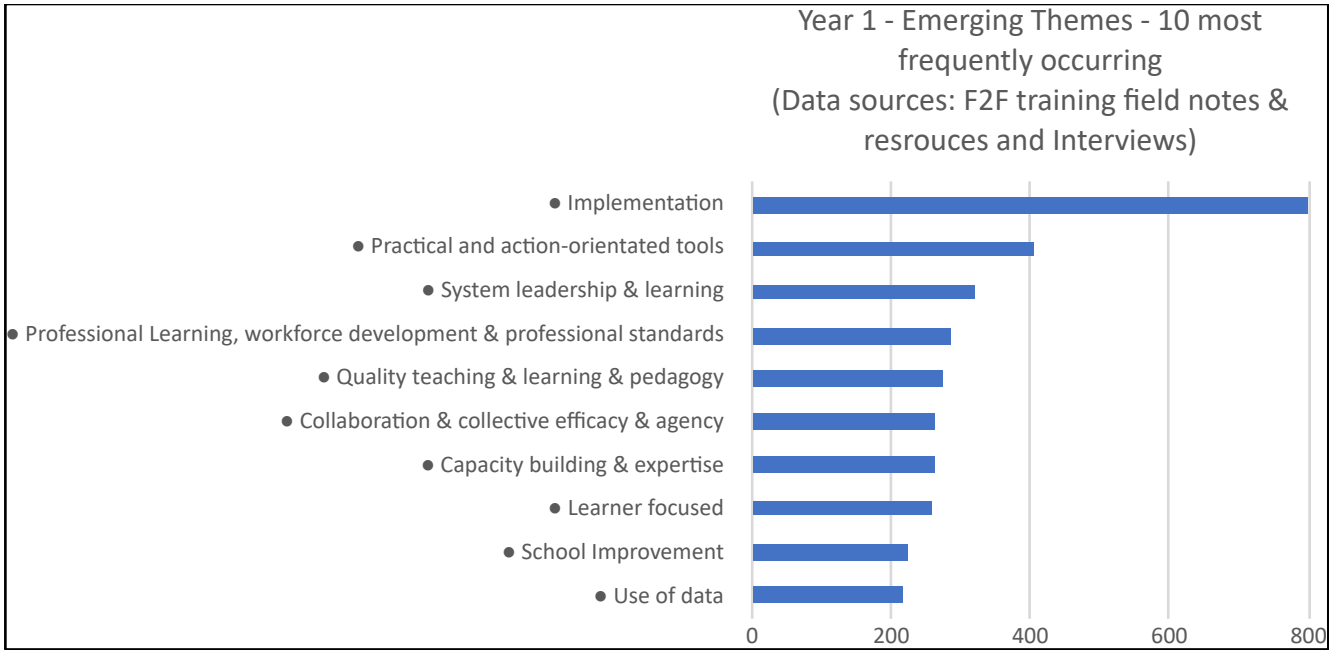
- *THEME 1: Implementation – enabling environments/ quality teaching, learning & pedagogy*

- *<u>THEME 2:</u> Practical and action-orientated tools and the specific CLARITY tools:*
    - *Data walls and FACES & Case Management Meetings & Knowledgeable Other*
    - *Learning Walks & Talks & 5 Questions*
    - *Assessment Waterfall & Assessment Literacy, Learning intentions & Co-constructed Success Criteria*

- *<u>THEME 3:</u> System-wide learning and leadership – System Leadership & Learning/ System Improvement/ Quality Teaching & Learning/ Thinking Differently*

- *<u>THEME 4:</u> Collaborative professional learning - Expert facilitation/ Capacity building & expertise/ Collective Efficacy and agency*

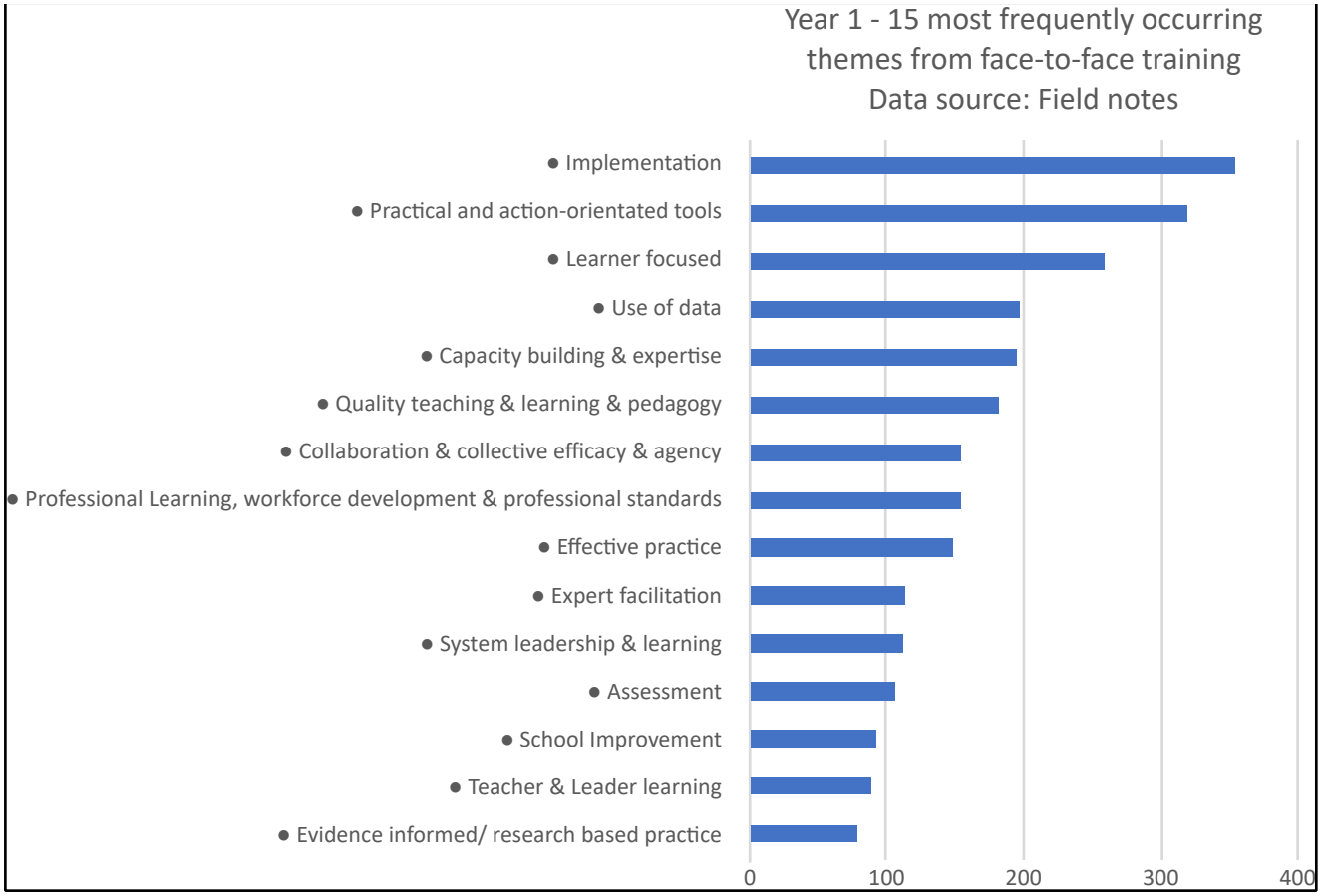
FIGURE 2: YEAR 1 - EMERGING THEMES



7. 'Implementation' was the most frequently occurring theme, overall, in the Year 1 data. As already noted, this theme connected to other element in the data, including '*practical and action-orientated tools'*, *'capacity building & expertise',* and *'quality teaching and learning'*.

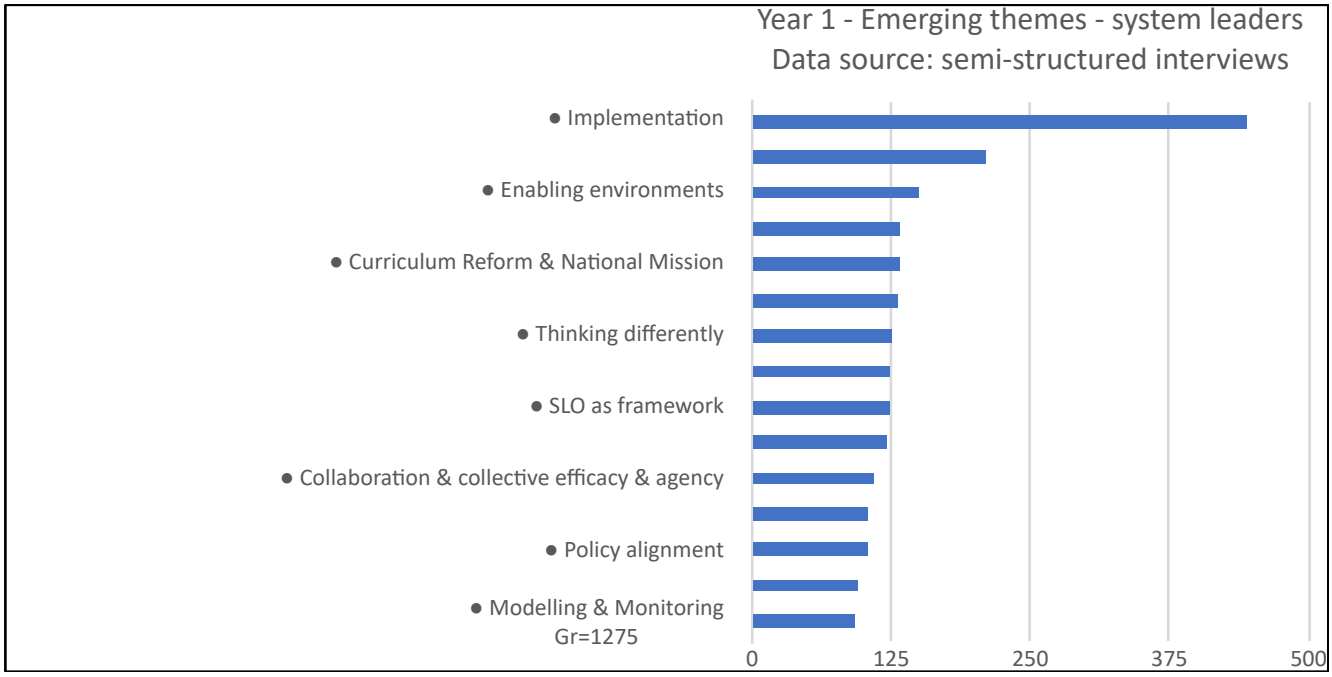
8. The field notes from the face-to-face training sessions (Figure 3) identified that *'practical and action-orientated tools', 'learner focused',* '*capacity building and expertise'*, and '*quality teaching and learning and pedagogy'* occurred most frequently.

FIGURE 3: YEAR 1 - 15 MOST FREQUENTLY EMERGING THEMES FROM TRAINING WEEK FIELD NOTES


Year 1 - 15 most frequently occurring themes from face-to-face training
Data source: Field notes
Implementation
Practical and action-orientated tools
Learner focused
Use of data
Capacity building & expertise
Quality teaching & learning & pedagogy
Collaboration & collective efficacy & agency
Professional Learning, workforce development & professional standards
Effective practice
Expert facilitation
System leadership & learning
Assessment
School Improvement
Teacher & Leader learning
Evidence informed/ research based practice
0
100
200
300
400

9. The theme of implementation was found to be clearly linked to 'system leadership & learning', and 'enabling environments' in the interview data from system leaders (Figure 4).

FIGURE 4: YEAR 1 - 15 MOST FREQUENTLY EMERGING THEMES FROM X15 SEMI-STRUCTURED INTERVIEWS WITH SYSTEM LEADERS



10. Overall, the year 1 data reveal that the LCL project was understood to be focused on leading change and implementing improvement strategies,

> *"…if we talk about culture and leadership, we know those two things are absolutely crucial and the project is creating the conditions for those things to succeed"*
>
> (Regional Lead)

11. For one Challenge Adviser, the principles underpinning the design of the LCL Project were viewed as a way to support their work with individual schools,

"…the principles that we're looking at with [Dr Sharratt's] *work, I have taken back to the team …if schools concentrate on this in their school development plan, they can't go wrong really"*

(Challenge Adviser)

12. The interviews highlighted that the LCL project was seen as an opportunity to lead the implementation of an enquiry-based approach with schools,

"I think all of the schools now have developed a vision which is centred on the learning of all students and is inclusive, where students become independent lifelong learners, then the basis of that is a continued staff development approach which is of a high quality and enquiry-based."

(Challenge Adviser)

13. Establishing '*enabling environments'* was understood by the system leaders interviewed to be the cultural and contextual conditions required to secure positive change and improvement, thereby providing a bridge between policy and practice.

"…you can have any policy … but you need the re-culturing of organisations to make it work. The OECD essentially had an SLO as a model it had developed in other places, but it had to be adapted to a Welsh context"

(System Leader)

14. The contextual point made by the system leader (above) was reiterated by one of the International SLO Experts who highlighted the importance of tailoring the SLO model to context-

"…I think a simple answer to say I think SLOs can develop seemingly in many different contexts, but I think as a pre-condition that it should be very much a model which is tailored to the national context."

(International SLO Expert)

15. **The importance of contextualisation was a feature of many of the training sessions led by Dr Sharratt and was noted in many of the interviews.**

> *"…I think there's loads of work that we can do around this – as I say, it's definitely influenced us as a regional team but …the important thing was we made sure all of our key people attended the LCL sessions. I think if you don't attend the sessions, you don't hear Lyn* [external facilitator] *speak, you don't look at the examples that she provides from a variety of contexts – you have to contextualise everything yourself. Overall, the LCL work just made sense to teachers, you know, in terms of their work and where it fits."*

(Regional Lead)

16. The usefulness of the implementation process and the tools presented during the LCL training sessions was highlighted again and again, in the data. These tools of application from Dr Sharratt were subsequently analysed as a distinct data set (Figure 5).

17. The specific practical tools from 'CLARITY' of *'Learning Walks & Talks'*, *'Assessment Waterfall & Literacy',* '*Learning Intentions'* and *'Co-constructed success criteria'* were covered most frequently during the training sessions (Figure 5). The 5 questions modelled in Clarity are now a driving force for learning walks and talks in various Welsh schools. The '14 Parameters' provided an overarching school improvement framework for the LCL Project, hence its frequent occurrence in the data.

18. System leaders commented on the "common sense" and "tried and tested" nature of the 14 Parameters framework and the specific implementation tools when they reflected on the intentions of the project,

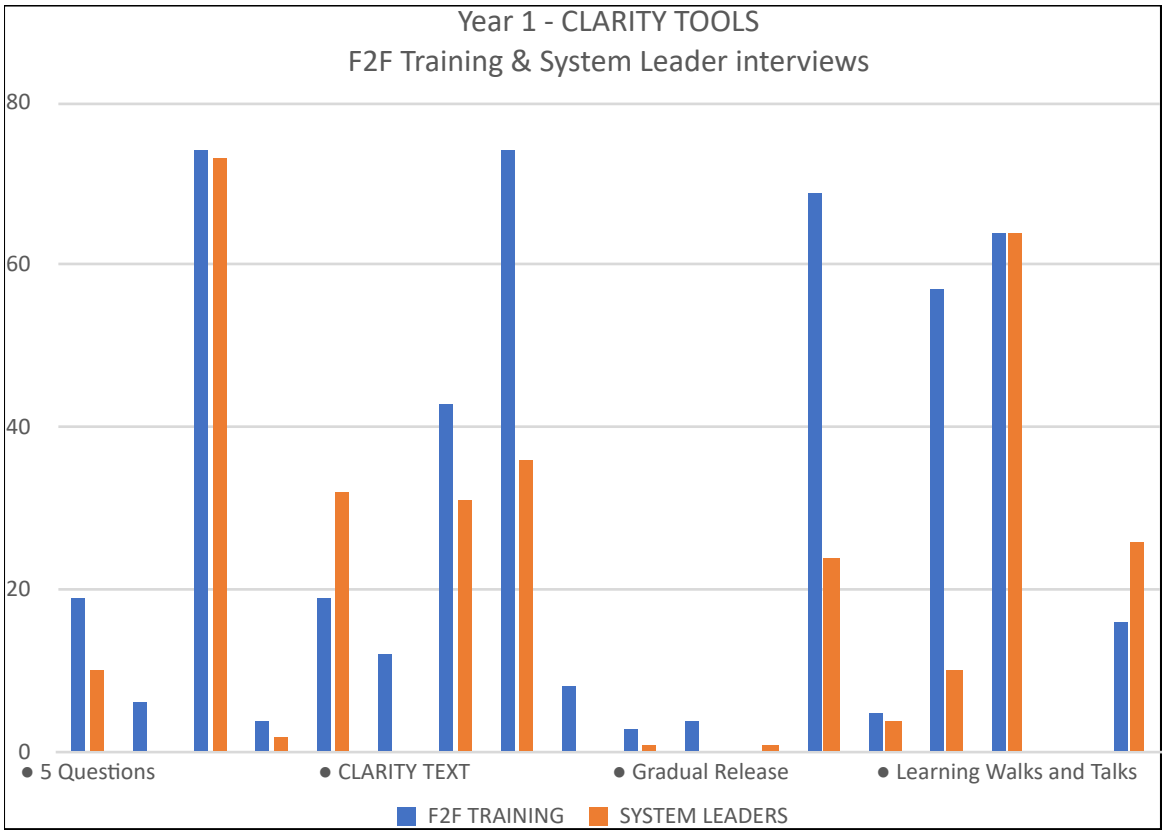
> *"…there's not much within the 14 Parameters that you can't interpret as a common-sense approach for school improvement for any school really …and it establishes some really, really key principles."*

(Regional Lead)

"…anyone that you would speak to in a school improvement domain would agree that the 14 Parameters are the right things we should be doing"

(Regional Lead)

FIGURE 5: YEAR 1 - FREQUENCY OF CLARITY IMPLEMENTATION TOOLS FROM TRAINING DAY FIELD NOTES AND SYSTEM LEADER INTERVIEWS



19. All the specific implementation tools explored during the LCL Project training sessions were categorised as part of *'practical and actionable tools'* related to the theme of 'Implementation' that emerged strongly in the data in Year 1. These tools were present during the initial launch event of the LCL project and in all the subsequent face-to-face LCL sessions.

20. The most frequently occurring CLARITY implementation tools, that featured in the Year 1 face-to-face training sessions and in the interview data, were organised into related categories:

1. Data Walls and FACES, Case Management Meetings & Knowledgeable Other
2. Learning Walks & Talks & 5 Questions
3. Assessment Waterfall & Assessment Literacy
4. Learning Intentions
5. Co-Constructed Success Criteria

21. In particular, *'Data Walls and FACES'* and the *'Assessment Waterfall and literacy'* tools featured frequently, with the former viewed as one of the *"most important processes"* shared during the LCL project. The Assessment Waterfall Chart (Sharratt, 2019) also proved to be very helpful in supporting schools as they prepare for the new curriculum.

22. Using data to stimulate pedagogical conversations was identified as a distinctive feature of the LCL work. One system leader reflected on the specific protocols of using data in this way -

> *"…the Data Walls are a really good way to really focus on targeted improvement and to help you to see those outcomes – those shifts in data.*
>
> *A couple of our schools were already doing that prior to the project, but what the project has done is give them more of a razor sharp focus"*
>
> *(Regional Lead)*

23. The *'Data Walls and FACES'* tool was also mentioned in the '*Case Management Meetings'*. One system leader noted how the '*Case Management Meetings'* improved existing practices in schools by empowering staff,

> *"I think, you know, just the whole idea of the case management approach …was really effective – it empowered staff at all levels really to be involved in an accountable in a positive sense for, you know, a child's improvement."*

(Regional Lead)

24. A number of system leaders also spoke positively about the role of the *'Knowledgeable Other'*,

> *"How can you share your expertise; you know in terms of being the Knowledgeable Other? If a particular student is difficult to engage with then use those case management meetings to really understand what is going on and to make a difference."*

(Regional Lead)

25. The emphasis within the LCL project on sharing pedagogical knowledge and practice, featured strongly in the data along with the importance of the specific CLARITY tools. This sharing of pedagogical knowledge and practice was reinforced by Dr Sharratt-

> *"…leaders and teachers are walking into classrooms and they're looking for specificity that's attached to their school improvement plan, that's attached to the Welsh Government's vision of schools as learning organisations – you can't possibly have a school as a learning organisation if you're not in classrooms. Monitoring…modelling and…working alongside teachers and teacher leaders to really assess quality teaching and learning in every classroom and then monitoring it through …regular ongoing learning walks and talks in classrooms."*

(Dr Sharratt)

26. For one system leader, sharing knowledge across schools and the wider system was a key feature of system leadership in action,

> *'What is a good leader in our system? What does a good leader look like within the middle of the school …if every teacher is a leader of learning, then the headteacher must also be a leader of teaching and learning …it is not just about systems, bureaucracy, and mechanisms, first and foremost, it's about what happens in the classroom…"*

(System Leader)

27. The data highlight how improving teaching and learning was the central focus of the LCL Project. System leaders commented on the opportunity that the LCL training had given them to reflect deeply on classroom practice and pedagogy,

> *"…you need to continue to learn, you can continue to question your practice, you continue to analyse, you can reflect upon yourself as a teacher and so I think it certainly did that…"*
>
> (Challenge Adviser)

28. System leaders also commented on the fact that the LCL Project provided the opportunity to revisit the principles of formative assessment and to consider how this linked to the intentions of the new curriculum for learners,

> *"… one of the most powerful reflections in Lyn's sessions was around learning intentions and success criteria because, I mean, in many schools, people will do them but in…an almost arbitrary way and … you know, they haven't really thought how that links to the curriculum in terms of intentions, they haven't really thought about how that applies to those learners in their classroom at that particular moment in time"*
>
> (Regional Lead)

29. The inter-relationship between each of the specific CLARITY tools was apparent in the data and was underpinned by the coherence of the 14 Parameter Framework.

30. Overall, the data show that the LCL Project was viewed by many system leaders as a gradual, long-term professional learning process that required focused time during *and* between the training sessions. The data suggest that the power of the LCL project resided in the practical nature of the CLARITY tools and their potential to deepen school improvement work.

31. The evidence collected reinforced the power of the *'Learning Walks and Talks'* as modelled by Dr Sharratt in a live school setting. One system leader described how the *'Learning walks and talks'* protocols supported her work with schools,

> *"…learning walks and talks aren't about compliance, they're about learning and they're about finding out what's going on in our classrooms, what our learners understand, and you know, …where perhaps we need to support our teachers to improve."*
>
> (Regional Lead)

32. The specific protocols around the '*Learning Walks and Talks'* were noted by many participants as having the potential to change pedagogical practice significantly. Whilst it was acknowledged that many schools already had approaches to learning walks, lesson drop-ins and/ or lesson observations, the protocols around '*Learning Walks and Talks'* were seen by many participants in the project as a powerful addition to existing practice. One system leader saw this as a timely opportunity to adopt more formative approaches towards lesson planning at a time when schools were reflecting on their own 'norms' of school improvement practices,

> *"… the learning walks and talks and the training that Lyn* [Dr Sharratt] *did with us… about how you carry out a much more formative feedback approach to teachers… I think …that actually …landed at exactly the right time when schools were already experimenting"*
>
> (Regional Lead)

33. For another system leader, the '*5 Pupil Questions'* which accompanied the '*Learning Walks and Talks'* offered a sharper focus on pupil learning during lessons,

> *"…we were using those five questions when we were talking about …lesson observations …bringing the focus back for all practitioners to think about what's the child trying to learn here, how are they doing, …how do you know, how can you improve …where do you go for help? Because if the pupil can answer that, then you know that the facilitator has given them the tools to be able to work independently and to move on"*
>
> (Challenge Adviser)

34. In the second training week in October 2019, the sessions were structured around the five stages of the *'Assessment Waterfall'* tool. For each stage of the assessment process, participants were encouraged to reflect on the principles of formative assessment and discuss their existing formative assessment practices with each other, as a project cohort.

35. Participants were encouraged to consider how they would incorporate the assessment practices from the Assessment Waterfall into their existing practices by exploring the '*Assessment Waterfall'* in detail.

36. The focus on Assessment Literacy provided system leaders with an opportunity to connect classroom practical strategies *and* to connect with each other,

> *"We weren't necessarily looking at the big picture, we were not looking at how all of these different strategies fitted together, so maybe they were doing little bits of it here and there but not really using it as a whole."*
>
> (Regional Lead)

> *"I think in terms of intentions, what this project does is provide schools with a tried and tested model for collaborative learning that allows all of the teachers to be responsible for all of the 'faces'"*
>
> (Regional Lead)

> *"I would say that by the end of Week 2, we had schools who were then connecting with each other outside of the project…to see what was going on with the project…you know, and there was a lot more …buzz around how they might take it forward with the … co-constructed success criteria elements, ….the waterfall chart, you know, some of that stuff in Week 2 really hit home, I think."*
>
> (Regional Lead)

47. Some system leaders reflected on how much they had learned from the practical CLARITY resources and how this had shaped their own practice and their work with schools. One system leader, reflecting on using the '*5 Questions'* from the '*Learning Walks and Talks'* protocols said,

> *"…it's helped me raise the questions of what do you want the children to be successful at and how do you do it? …it's shifting that mindset – it helped me with my coaching skills, probably with those questions.*
>
> (Challenge Adviser)

48. Other system leaders also talked about how their teams had adopted the practical tools from CLARITY soon after the initial training sessions. One system leader reflected on how they had integrated the CLARITY tools into their team action plan to share the work of the project beyond their LCL Project schools,

> *"…the tools are there in the school improvement plan -we agreed that the leadership team would come with us to the training, so that we would model the tools back at the school"*
>
> (Challenge Adviser)

49. The system-wide impact of the LCL work was commented upon frequently in the data,

> *"So, I think from our perspective, those key threads would be perfectly aligned to what we're trying to do to support schools…obviously, we're trying to support the schools that are part of the programme …but actually, we're using some of … the lessons and some of the research to shape our thinking more broadly about how we support schools."*
>
> (Regional Lead)

50. System leaders also talked about the practical application of the CLARITY tools and how they could improve teaching and learning for *all* learners in *all* schools across the wider system,

> *"…the system and the mechanisms promoted in this work through this project allow for sharing knowledge about pupils, sharing expertise in teaching …and having the systems in place to support all teachers to teach and all children to learn"*
>
> (Regional Lead)

51. Overall, the LCL Project was viewed by most system leaders as an expert modelling of impactful pedagogical practices,

> *"…if a system is led by the right drivers, then instructional leadership will be seen as something that is key to delivering what those outcomes are in a crisply articulated vision for the nation."*
>
> (System Leader)

52. Core elements of the project were seen as deepening the pedagogical expertise of everyone, at all levels of the system,

> *"…the more you can do with your staff internally through this LCL approach, then the more profound the development of their professional learning will be, and the impact in the classroom will be…"*
>
> (Challenge Adviser)

53. The collaborative design of professional learning was frequently highlighted in the data,

'…to involve cohorts in learning walks and talks is a really important tool for them to have – non-judgemental walks in classrooms that are very focused and purposeful on what you're looking for that's in your school improvement plan and your professional learning sessions"

(Dr Sharratt)

54. One system leader reflected on the conversations that took place with practitioners as they engaged collaboratively in professional learning during the project,

"…a lot of the CAs who were with me just said that that was probably one of the best training sessions we've had in a very, very long time – as I said, it was…, live, trialling things, having professional conversations with teachers at school, with [Dr Sharratt]*, with other CAs – and being able to then bring that back..."*

(Challenge Adviser)

*CAs – Challenge Advisers

55. Many system leaders reflected on their own professional learning and development as an outcome of the project alongside some of the practical approaches that they had incorporated in their everyday practice both in their teams and in their work with school leadership teams.

56. The 'live learning' day spent in a school during the second training week in Swansea was highly regarded by Regional Leads and Challenge Advisers who were engaged in collaborative professional learning in a 'live' school setting.

57. As one Regional Lead reflected, this explicit modelling of practice provided an immersive and reciprocal professional learning opportunity for all system leaders with school teams,

"I had quite a few professional learning colleagues with us and a few of our … Principal Challenge Advisers, …and … it ranks amongst the best professional learning that I've personally ever done in terms of the simplicity of the approach"

(Regional Lead)

58. The design and delivery of the 'live' elements of the collaborative professional learning within the LCL project was viewed as a good example of leading professional learning,

> *"…as a result of the training which was… so, so valuable…we actually had a CA Day. That was so brilliant, where she took us through Learning Walks and Talks, …and establishing …data walls, data conferences"*
>
> (Challenge Adviser)
>
> *CAs – Challenge Advisers

59. To conclude, the year 1 data show how the LCL work was beginning to build pedagogical knowledge directly from the use of the 'Clarity' tools in schools. Unquestionably, the collaboration across regions was a powerful contributor to the progress of the project. The next section considers the data collected and findings from Year 2 of the project.

Section 7: Findings (Year 2)

7. Year 2 findings and emerging themes

1. The next section of this report considers the findings from year 2 of the project. Following the extensive COVID disruption to schools and the education system in Wales, Dr Sharratt agreed to deliver the remaining training sessions remotely, using Live Teams Webinar streaming services hosted on the national virtual learning platform, Hwb (See APPENDIX – Webinar schedule).

2. All LCL project schools and System Leaders were able to access these webinars either as the live-streamed event or by accessing the recorded version from the Teams LCL project area of the Hwb platform.

3. The research team adjusted their data capture plans to align with the new project delivery plan. Data was captured from the 10 rehearsal and planning sessions and the 10 live streamed sessions using non-participant observation notes (NPON) (APPENIDX – Data Capture Plans adjusted to COVID-19 project re-design).

4. The final phase of data capture focused upon post-webinar debrief session with the LCL project delivery team, facilitated by Dr Sharratt.

5. An exit interview, with Dr Sharratt, following the completion of all project commitments was a critical part of the data capture.

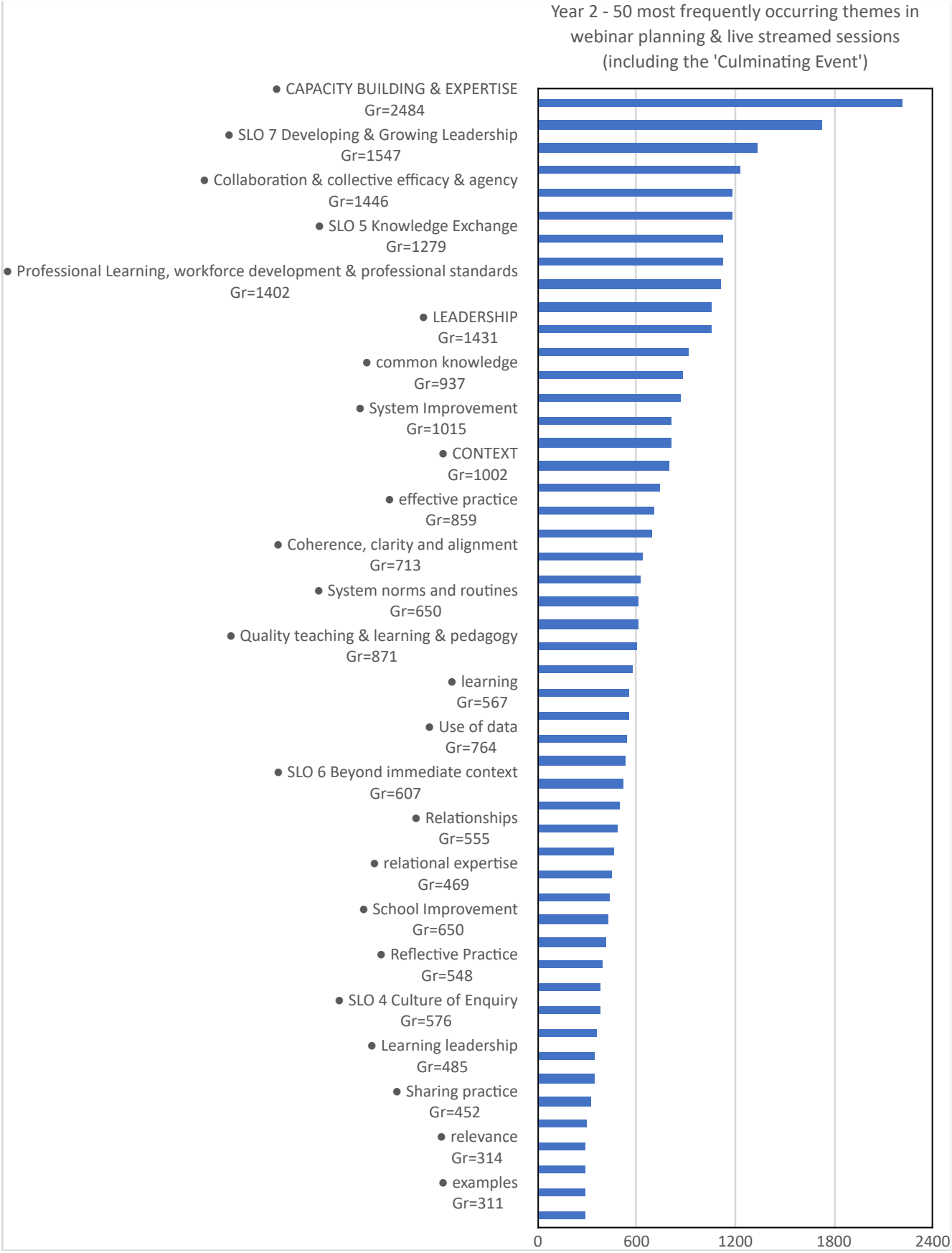
6. This section of the report presents the findings from the analysis of data collected during Year 2 of the project. The data sources in year 2 of the project (Table 6) provided insights into the intentions and processes and outcomes of the LCL work.

TABLE 6: YEAR 2 - DATA SOURCES

Activity	Methods
X9 remote project rehearsal and planning sessions that took place prior to every live streamed webinar	NPON Including photographs, notes, and coding
X9 live-streamed professional learning sessions delivered via the Hwb platform for LCL Project schools and system leaders and recorded for asynchronous access	NPON Including photographs, notes, and coding
X1 remote rehearsal session prior to the final 'Culminating Event', with presentations from 4 LCL Project schools representing each of the Four Regional consortia	NPON (x2 researchers) (Recorded for accuracy - not transcribed)
X1 live-streamed and final 'Culminating Event' - a live streamed 90-minute webinar via the Hwb platform for LCL Project schools and system leaders (recorded for asynchronous access by LCL Project schools)	NPON (x2 researchers) Screen shots of presentations (Recorded for accuracy - not transcribed)
X1 post-webinar series debrief facilitated by Dr Sharratt with the LCL Project delivery team immediately after the final webinar session	NPON & generalised summary notes (Recorded for accuracy - not transcribed)

7. The data analysis revealed that the most frequently occurring themes from the planning and live-streamed webinars were, *'capacity building & expertise', 'expert facilitation', 'system leadership & learning', 'implementation'* and *'modelling & monitoring'* (Figure 6).

FIGURE 6: YEAR 2 - MOST FREQUENTLY OCCURRING THEMES - REMOTE PLANNING & LIVE STREAMED WEBINARS (INCLUDING THE 'CULMINATING EVENT')


Year 2 - 50 most frequently occurring themes in webinar planning & live streamed sessions (including the 'Culminating Event')
● CAPACITY BUILDING & EXPERTISE Gr=2484
● SLO 7 Developing & Growing Leadership Gr=1547
● Collaboration & collective efficacy & agency Gr=1446
● SLO 5 Knowledge Exchange Gr=1279
● Professional Learning, workforce development & professional standards Gr=1402
● LEADERSHIP Gr=1431
● common knowledge Gr=937
● System Improvement Gr=1015
● CONTEXT Gr=1002
● effective practice Gr=859
● Coherence, clarity and alignment Gr=713
● System norms and routines Gr=650
● Quality teaching & learning & pedagogy Gr=871
● learning Gr=567
● Use of data Gr=764
● SLO 6 Beyond immediate context Gr=607
● Relationships Gr=555
● relational expertise Gr=469
● School Improvement Gr=650
● Reflective Practice Gr=548
● SLO 4 Culture of Enquiry Gr=576
● Learning leadership Gr=485
● Sharing practice Gr=452
● relevance Gr=314
● examples Gr=311
0
600
1200
1800
2400

8. The data reveal that the co-design opportunities afforded to the LCL delivery team, in the virtual sessions, were very powerful collaborative learning experiences. Such opportunities to co-deliver the LCL sessions had the net effect of increasing participant expertise in the core elements of Clarity that underpinned the project.

9. The face-to-face training sessions in Year 1 had established the clear expectation of the active involvement of system leaders in the LCL work. During these training sessions, the Challenge Advisers and Regional Leads worked closely with their school project teams to support, engage, and advise. These system leaders were actively involved in the delivery of all the virtual training sessions. They effectively facilitated feedback throughout the training days and actively modelled the professional learning practices expected as part of the LCL work.

10. During the live-streamed webinars, Dr Sharratt frequently invited system leaders to share their observations and experiences of how the practical tools and approaches *could be* and *were* being used in the LCL Project schools. This approach to the webinars ensured that the LCL work was always directly relevant to the Welsh context.

11. During the second year, the system leaders became a core part of the LCL delivery in all the webinar sessions. Each system leader was allocated a slot in the sessions, by Dr Sharratt, thus reinforcing the collective and collegiate approach of the LCL work.

12. There was an explicit recognition by Dr Sharratt that the project team had a deep knowledge and understanding of the policy context and that they were best placed to make links between the project and the policy imperatives. Hence her comments reinforced a collaborative approach.

> *"We're all in this together"*
>
> *"It's so important for people to see you leading this work – it's your work, not mine"*
>
> *"Does everybody have something they can say on this?"*

"We're all leaders of this work"

"What does it say about this in the Welsh Curriculum?"

"Voices from leaders in Wales"

"OUR new curriculum"

"Question number 4 on the slide is particularly important for you in Wales"

"To really highlight you as leaders… hearing your voices and making those connections, it's not about me, it's about you leading this work"

13. This collaborative approach resulted in the active co-construction of sessions and willing engagement in co-delivery. The webinars provided distinct opportunities for reinforcing reflective practice and modelling pedagogical expertise.

14. The methods used to capture the data from the final rehearsal and live-streamed event included non-participant observation notes, summary notes across the research team and artefact analysis.

15. The final webinar session was structured differently to the previous 9 webinar sessions to serve as a stand-alone 'learning fair', referred to by the LCL Delivery team as the 'Culminating event'. During this final webinar, four of the LCL Project schools were asked to share how they had implemented and developed the practical tools and approaches from all the training sessions and resources over the life of the LCL project.

16. Of the specific implementation tools explored during the training sessions, 'Case Management Meetings' and 'Data Walls and Faces' were most frequently mentioned by the schools during their presentations and discussions with Dr Sharratt (Figure 7).

FIGURE 7: YEAR 2 - SPECIFIC CLARITY TOOLS MENTIONED DURING FINAL WEBINAR SESSION

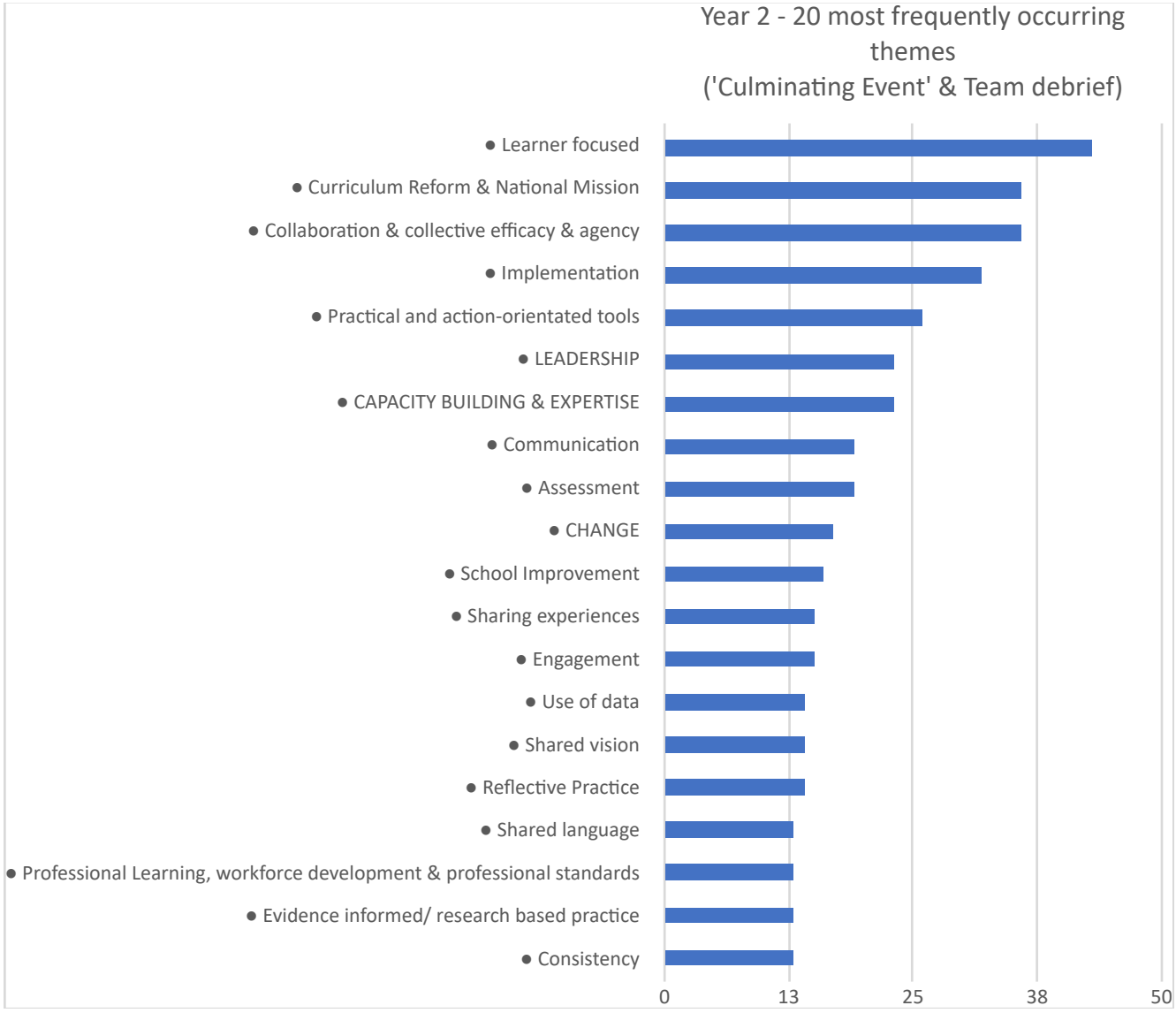
17. The data from the final webinar and the associated discussion session was also mapped across all themes (Figure 8).

18. The dominance of 'learner-centered' practice reflected the centrality of pedagogical improvement that was integral to the LCL Project.

19. The links to the wider policy context reflected the way in which schools were making explicit connections to SLOs and CfW.

20. The centrality of 'collaboration and collective efficacy and agency' as a recurrent theme, in the data, reinforces the way of working that had been modelled by Dr Sharratt throughout the project.

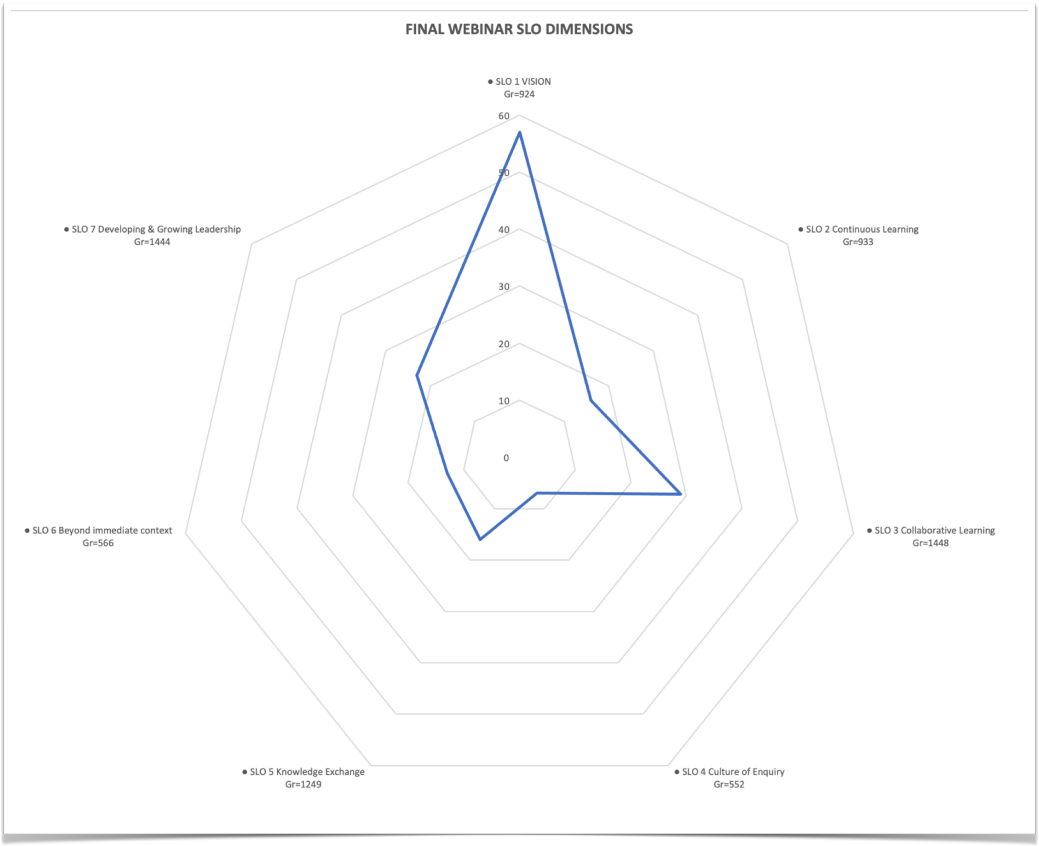
FIGURE 8: YEAR 2 – 20 MOST FREQUENTLY OCCURRING THEMES FROM THE FINAL WEBINAR AND DEBRIEFING SESSION



21. The themes from the 'Culminating event' were also mapped against the 7 Dimensions of the Welsh SLO model to explore the extent to which the dimensions were evident in the data. (Figure 9).

22. From this analysis, it was concluded that SLO D1, 'Developing a shared vision' was the most prevalent dimension. In addition, SLO D3, 'Collaborative learning' emerged as a frequently mentioned aspect of the LCL Project work.

FIGURE 9: YEAR 2 - MAPPING SLO DIMENSIONS - FINAL WEBINAR SESSION & WELSH SLO DIMENSIONS



23. During the final webinar session, system and school leaders highlighted the importance of engaging all staff in the LCL work by creating explicit opportunities for collaboration focused upon pedagogical approaches.

24. The four school examples provided important insights into the impact of the LCL work in practice. The richness and depth in the presentations from schools indicated that there was a significant impact on their practice because of the LCL work. This sample, however, remains too small to generalise and to reach any firm conclusions about the overall impact of the LCL project on participating schools.

25. Unfortunately, the ongoing restrictions in schools during 2021 meant that the independent research team could not collect school level data as planned. Therefore, in the next section, the commentary is based solely on the data captured during the two-year lifespan of the project.

Section 8: COMMENTARY

8. Intentions, processes, and outcomes

8.1. To deliver a D and R project in stable times is hard enough, but to do so in a global pandemic is extremely challenging. It is a credit to Dr Sharratt and everyone involved in the LCL work, that progress was maintained despite the constraints of COVID 19. On reflection, it is testament to the commitment and determination of all those who participated in the project that it progressed.

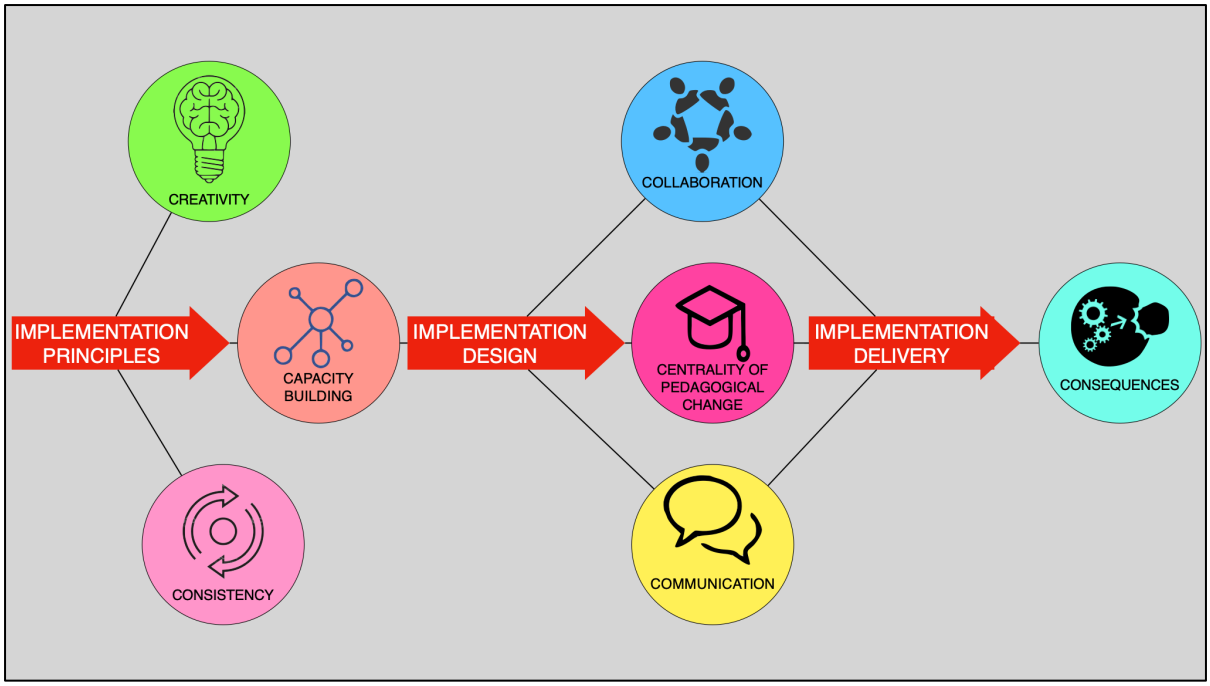
8.2. As a direct consequence of the LCL project, new connections have been forged across the system and existing relational trust has been strengthened, cross regionally.

8.3. Unquestionably, the LCL Project was system-wide, it embraced schools, local authorities, regions, and government. It was truly a tri level project connecting different layers of the system in the pursuit of pedagogical change and improvement.

8.4. In terms of intentions, the evidence underlines that the LCL project fulfilled its ambition of building pedagogical capacity within schools, across schools and at different levels in the Welsh system. Could more have been achieved without COVID 19, the answer is unquestionably yes, as the face-to-face component of the training, which was so essential, was not possible in year 2.

8.5. Regarding the processes, the evidence base highlights the richness and depth of the key drivers of the LCL work. These are summarised as 7 Cs and are represented in Figure 10 below. Each of these C's will then be explained in more depth.

FIGURE 10: THE 7C'S OF THE LCL PROJECT-PROCESS IN ACTION



8.6. **Creativity** - the LCL team responded to the challenges of the pandemic in creative and innovative ways. The online webinars sustained the momentum of the project and supported the on-going developments and innovations in the project schools. The LCL project progressed in ways that were not anticipated, and the project team continually focused on solution-finding to find new and alternative ways of working.

8.7. **Consistency –** the LCL work consistently used the 14 Parameters as a framework and did not detract from the core, practical CLARITY implementation tools. This degree of consistency ensured that the project stayed on track, despite the external instability and uncertainty. The Clarity tools ensured that the work focused consistently and relentlessly on improving classroom practices.

8.8. **Capacity-building** - throughout the LCL project there was clear evidence of capacity building through professional connection, collaboration, and co-construction. Research evidence underscores the importance of implementation and the centrality of having the capacity to deliver**.** Through contributing to building the capacity for change, at the system level, there is now greater scope to deliver and support pedagogical innovation and improvement within the Welsh system.

8.9. **Centrality of pedagogical change** - at the heart of the LCL project was instructional improvement and pedagogical leadership. The core focus was on classroom level change, and this was reinforced throughout the LCL work.

8.10. **Collaboration** – the LCL project continually emphasised the importance of collaboration across the system. One of the real strengths of this project has been how different parts of the system have collaborated in meaningful ways to raise the stakes around pedagogical improvement and with this, school improvement.

8.11. **Communication** - at every opportunity, the LCL work reminded project participants of the importance of being clear about who matters most. It never wavered from this core message and its perpetual revisiting of Parameter 1 (Shared beliefs and understandings) and Parameter 14 (Shared responsibility and accountability).

8.12. **Consequences** – for reasons already outlined in this report, it is not possible to share concrete, school level outcomes from the LCL Project. It is possible, however, to identify some consequences of the LCL work so far. Firstly, as a direct consequence of the project, the LCL work was extended to primary schools in Wales in January 2022. Secondly, the LCL work is still ongoing within Welsh secondary schools and regions.

8.13. To conclude, the LCL project in Wales has contributed to pedagogical capacity building and has assisted professionals, at all levels, in Wales with their school improvement work. It seems fitting, therefore, to end this report with a quote from a system leader,

> *"I think what this project does is provide schools with a tried and tested model for collaborative learning that allows all of the teachers to be responsible for all of the 'FACES'"*

Appendices

1. Swansea University Approved Ethics participant consent and information form (October 2019)

2. Interview schedule for system leaders (November 2019 – September 2020)
3. Code book
4. Summary PDF of Welsh SLO Model
5. Summary PDF of 14 Parameters Framework
6. Visual Timeline covering COVID-19 (March 2020 – August 2021)
7. Sample from Project Log covering COVID-19 (March 2020 – August 2021) (anonymised)
8. Table of mapped SLO dimensions against 14 Parameters – possibly artefact from training sessions
9. Excerpt from LCL Project Research brief from LCL Project compendium (November 2019)
10. Screenshot of CLARITY website members area
11. ICSEI Conference – sample of presentation materials (January 2021)
12. Data capture plans (including contingency planning) – Gantt charts (October 2019 – August 2021)
13. Submitted literature review (January 2021)
14. Progress reports (November 2019/ March 2020/ December 2020/ March 2021)
15. WJE Article submission (March 2021)

1. Swansea University Approved Ethics participant consent and information form (October 2019)

Leading Collaborative Learning (LCL) Study

What is purpose of the study?

This is a development and research (D and R) study focused on the work of Dr Lyn Sharratt in Wales. It is being undertaken by a research team from Swansea University (Dr Alma Harris, Dr Michelle Jones, Dr Angella Cooze and Zoë Elder).

The LCL aims to capture the way in which 'Leading Collaborative Learning' Project is impacting on upon schools as part of their school improvement journey. The data capture will include non-participant observation of all sessions, as well as interviews and focus groups with key players in the project (Welsh Govt, Consortia Leads, Regional Leads, Challenge Advisers, School Leaders and Teachers) as well as documentary analysis and informal observation. The aim of the study is to be formative rather than evaluative with a key focus on intentions, process and outcomes of the developmental work led by Dr Sharratt. Participation in the study will be voluntary and subject to written consent.

What will participation in the study involve?

Participation in the study will be to:

a) respond to a short survey (20 minutes on-line x two 2)

b) participate in a semi-structured interview (25minutes)

c) participate in a focus group discussion (40minutes)

Not all participants will be asked to engage in all three data capture approaches. Participation is by negotiation and explicit permission.

Even if you take part in the data capture you can withdraw from the study at any point, without giving a reason. Any data will then be destroyed, and you will be removed from the project.

What will happen to the interviews and focus group recordings?

Interviews and focus group discussions will be digitally recorded and partially transcribed adhering to the norms of confidentiality and anonymity. All electronic data will be stored on a password-protected shared drive and only accessed by the research team.

Unless you withdraw, your data will be stored for 5 years. Your data will only be viewed by the researcher/ research team and only used for the explicit purposes of the project. If you are in a case study school, the school will be named but individuals will have the choice to be anonymised in any reporting. The normal ethical procedures will be followed to safeguard your privacy.

Will the data be anonymised?

Every effort will be made to ensure that any identifiable information about you/your school, is anonymised and confidential. Any names mentioned during the focus group (for example, names of colleagues) will be anonymised. Your consent information will always be respected and adhered to. No pupil names will be recorded, and pupil information is not a part of this study, so will be deleted if mentioned.

What will the information be used for?

The information provided through the data capture methods will be used to compile a report for Welsh Government and the findings will be disseminated in academic conferences and potentially published in academic journals. Permission will be sought from Welsh Government to publish the work and no individual will be identifiable. The case studies are fuller accounts of the response to LCL and a range of permissions will be sought to represent a more detailed account of an individual school journey.

Who can I contact for more information about the study?

If you would like more information, please email alma.harris@swansea.ac.uk

Additional information:

The data controller for this project will be Swansea University. The University Data Protection Officer provides oversight of university activities involving the processing of personal data, and can be contacted at the Vice Chancellors Office: dataprotection@swanseauniversity.com.ac.uk.

Your data will be processed in accordance with the Data Protection Act 2018 and the General Data Protection Regulation 2016 (GDPR).

Consent form

The following brief form gives your consent to participate in the study.

If you agree, please tick the statements below and add your signature.

	Please tick
1. I confirm that I have understood the information sheet for the above study.	
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reasons.	
3. I am happy for my data to be used (anonymously) in the final report, academic papers and conferences as part of the data capture process	
4. I am willing for the interview/focus group to be recorded.	
5. I agree to take part in this study.	

Professional Role:

Signature:

Date:

---

2. Interview schedule for System Leaders

LCL Project - Semi-structured interview questions – system leaders

1. Tell us about your current role and professional experience (broad opening question)
2. What is your link to the LCL /SLO work?
3. What is your view/experience/understanding of the project/SLOs in terms of…
4. Intentions?
5. Processes?

6. Outcomes?
7. Any limitations to this work?
8. Any personal reflections or thoughts
9. What questions do you think this project should be asking of school leaders and teachers?
10. Any other comments?

3. Code Book – Definitions, applications & methodologies

LCL PROJECT – CODE BOOK

Coding categories:

1. CLARITY-SPECIFIC TOOLS - INTERVENTION TOOLS & FRAMEWORK – applied DEDUCTIVELY to ALL DATA
2. Organisation of quotes selected for reliability checking
3. RESEARCH FRAMEWORK of intentions, process & outcomes – applied to ORGANISE the interview data to capture participants' perspectives of the study
4. MAIN THEMES - CONCEPTUAL FRAMEWORK – five central themes generated from the literature review – applied DEDUCTIVELY to ALL DATA as a start point for analysis
5. SLO FRAMEWORK 7 dimensions of the Welsh SLO model – applied DEDUCTIVELY to ALL DATA
6. EMERGING THEMES – INDUCTIVE analysis of ALL DATA - aligned to the conceptual framework headings for categorisation and enhancing understanding of the conceptual framework within the context of this study

Code GROUP	Comment/ definition

CLARITY-SPECIFIC INTERVENTION TOOLS & FRAMEWORK – applied DEDUCTIVELY to ALL DATA	
Sub-codes	
14 PARAMETERS	Practical tools and approaches linked to intervention project referred to as "CLARITY" and its framework of 14 PARAMETERS
Accountable Talk	CLARITY PRACTICAL TOOL (AT)
Assessment waterfall & literacy	CLARITY PRACTICAL TOOL (AWF)
Bump It Up Walls	CLARITY PRACTICAL TOOL (BIUW)
Case management meetings	CLARITY PRACTICAL TOOL (CMM)
CLARITY Text	CLARITY PRACTICAL TOOL (TEXT)
Co-constructed success criteria	CLARITY PRACTICAL TOOL CO-CONSTRUCTION SC)
Data walls & faces	CLARITY PRACTICAL TOOL (DW)
Descriptive Feedback	CLARITY PRACTICAL TOOL (DF)
Differentiated Instruction	CLARITY PRACTICAL TOOL (DI)
Gradual Release	CLARITY PRACTICAL TOOL (GRR)
Higher Order Questioning	CLARITY PRACTICAL TOOL (HOTs/ HOQ)
Instructional Leadership	CLARITY PRACTICAL TOOL (IL) - PLUS explicit references to pedagogical expertise and pedagogical leadership
Knowledgeable Other	CLARITY PRACTICAL TOOL (KO)
Learning intentions	CLARITY PRACTICAL TOOL (LI)
Learning Walks and Talks	CLARITY PRACTICAL TOOL (LWT)
Robust Tasks	CLARITY PRACTICAL TOOL (RT)
Vision P1	CLARITY PRACTICAL TOOL - plus any reference to the creation and sharing of a collective vision across school and/or system
RESEARCH FRAMEWORK of intentions, process & outcomes – applied to ORGANISE the interview data to capture participants' perspectives of the study	
Sub-codes	

A. INTENTIONS	All data analysis and in particular for interview data - participant perceptions of the intentions of the project
B. PROCESSES	All data analysis and in particular for interview data - participant perceptions of the intentions of the project
C. OUTCOMES	All data analysis and in particular for interview data - participant perceptions of the intentions of the project
MAIN THEMES - CONCEPTUAL FRAMEWORK – five central themes generated from the literature review – applied DEDUCTIVELY to ALL DATA as a start point for analysis	
MAIN THEMES	
CHANGE	Leading change, change processes, resistance to change, agency, improvement, enabling, facilitating professional learning, school and system improvement and change. Capacity building and types of change: changes in practice, leadership, structures and how change is implemented and maintained over time. Changes affecting student progress and outcomes, indicators of change at organisational and system level.
CONTEXT	Specifically, the wider national context and differences in regional and local school contexts reflecting geographic, socio-economic, and cultural differences within the system. Global nation context of COVID-19 and the wider political and policy context
CULTURE	Culture of organisation and system, how this affects practice, behaviours and readiness to respond to change, pressure, learner needs etc. Prioritisation of professional learning within schools and across all levels of the system. Willingness to engage and conditions of environment to support, enable and facilitate improvement and organisational, collective and individual learning.
LEADERSHIP	Leadership of organisations, innovation and change at all levels of the system, within and between schools. How leadership is expected, invited and driven, incidents of leadership being modelled at all levels of the system by all members. Process of decision-making, of approaches and strategies adopted by school leaders, aligned to agency and autonomy. Degree to which distributed leadership is embraced and encouraged across the system. How key messages are agreed upon, shared, communicated and enacted. Leadership styles and leadership mindset at all levels,
TRUST	Characteristics of trust implied or inferred from activities described such as collaboration, sharing practice and knowledge brokerage. Also trust between students and teachers and leaders and the influence/ affect it has to empower, give confidence and promote a change in thinking ahead of change in practice at individual, organisational or system level.
SLO FRAMEWORK 7 dimensions of the Welsh SLO model – applied DEDUCTIVELY to ALL DATA	
SLO 1 VISION	Mapped against the underlying elements of the WELSH SLO D1 DEDUCTIVE

SLO 2 Continuous Learning	Mapped against the underlying elements of the WELSH SLO D2 DEDUCTIVE
SLO 3 Collaborative Learning	Mapped against the underlying elements of the WELSH SLO D3 DEDUCTIVE
SLO 4 Culture of Enquiry	Mapped against the underlying elements of the WELSH SLO D4 DEDUCTIVE
SLO 5 Knowledge Exchange	Mapped against the underlying elements of the WELSH SLO D5 DEDUCTIVE
SLO 6 Beyond immediate context	Mapped against the underlying elements of the WELSH SLO D6 DEDUCTIVE
SLO 7 Developing & Growing Leadership	Mapped against the underlying elements of the WELSH SLO D7 DEDUCTIVE
EMERGING THEMES – INDUCTIVE analysis of ALL DATA - aligned to the conceptual framework headings for categorisation and enhancing understanding of the conceptual framework within the context of this study **Each sub-code is colour-coded according to the five main themes of: CHANGE – CONTEXT – CULTURE – LEADERSHIP - TRUST**	
Accountability	References to accountability systems, structures, measures, organisations
Agility and flexibility	Ability of the system to change and adapt effectively to internal and external pressures and unexpected events
Assessment	Classroom practices relating to the assessment of students, their progress and the focus of that assessment. Also relating to formative assessment practices and linked to use of data. References to standardised tests, assessment and external methods of tracking and monitoring.
Autonomy	Degree of freedom to make decisions, enact new approaches and set direction by all those in the system. LINKS to: LEADERSHIP - distributed, coherence, CLARITY and alignment and TRUST - confidence, enabling environments, empowering
Blended learning	A mixture of face-to-face and online learning (synchronous and asynchronous) - prevalent in response to school closures as a result of the COVID-19 context
Bottom-up & on the ground	Flat structures, giving access to leadership opportunities across the school and system foster high levels of trust. Leadership is often distributed where hig levels of trust can be found and professionals are trusted to explore new approaches, be innovative and take risks with their practice. Professionals in high trust organisations also report high levels of agency, autonomy and affiliation and a sense of ownership of approaches. This links to the co-construction of the SHARED VISION, and KNOWLEDGE-SHARING to lead change and improvement

Capacity building & expertise	Where teachers and leaders utilise knowledge and processes directly from the training and programme or systems are introduced to provide leadership opportunities, sharing of effective practice and to develop resources and knowledge within the system. LINKS: Knowledge sharing, professional learning and school and system improvement
Caution	References to characteristics of the system or organisation that may inhibit successful improvement practices and/ or implementation of alternative, refined or improved approaches. Identification of risk-factors when considering the sustainability of improvement practices, and in particular, school and system improvement and growth. LINKS to: CHANGE - sustainability, confidence and enabling environments and LEADERSHIP - Middle tier leadership, decision-making and CONTEXT - policy coherence
Challenge	How the system responds to challenges, pressures and different contexts - how the culture of the system embraces these challenges and can respond effectively to them. LINKS to: CHANGE - sustainability, TRUST - integrity, enabling environments and LEADERSHIP - communication, coherence, CLARITY and alignment
Co-construction	Capacity building that serves to include all members of the system/ organisation and reflects a democratic 'flat' approach to involving all members of the system to contribute and collaborate. LINKS to:
Coherence, CLARITY and alignment	Where the intervention is described in terms of bringing numerous policies and/ or priorities together and coherence is viewed as an enabling factor for school and system improvement. Leaders who show an awareness of this and actively seek to achieve coherence become enablers in and of a system where connections are made, and relevance is communicated to those directly affected by decisions taken and actions and/ or behaviours by stakeholders at all levels of the system. LINKS to: CHANGE - sustainability and TRUST - confidence
Collaboration & collective efficacy & agency	High levels of trust stem from opportunities for staff to work and learn together and in systems, for organisations to learn from each other. LINKS to DL, LEADERSHIP, KNOWLEDGE SHARING, SHARING PRACTICE and CULTURE
Collegiate	Examples of co-planning and co-delivery. Evidence of shared responsibility for elements of the delivery of the project or implementation of the work. Team camaraderie, support and encouragement.
Common knowledge	According to Edwards' definition where knowledge is shared across professional or organisational boundaries as a result of relational expertise and leading to relational agency - integral to improvement-intervention work (p.304 - Working Relationally Across Boundaries, Edwards, A., 2017)

Communication	Ensuring CLARITY of messaging, purpose and rationale for decisions and actions taken, taking care to communicate key messages in a contextually sensitive way, ensuring messages are created with the audience at the forefront (rather than the deliverer). Showing awareness of other priorities and communicating with empathy and responsiveness to individual situations and contexts. Selection of methods of communication, ways to introduce new and alternative approaches as part of any change initiative, policy reform or intervention programmes. LINKS to: TRUST - integrity, confidence, enabling environments and CULTURE - reflective practice, drivers and engagement
Confidence	Correlation between increased confidence and high levels of trust. Confidence of individuals and teams feeds into organisational confidence and trust in LEADERSHIP. Learning depends on high levels of confidence to explore, reflect, risk being wrong or for approaches not to work immediately. LINKS to ACCOUNTABILITY and CULTURE, EVIDENCE-INFORMED PRACTICE & EXPERT FACILITATION
Consistency	Repeated approaches, familiar structure and design to project delivery and training sessions. Established protocols in communicating approaches and regular and systemic references to agreed aims, core text and practical tools.
Courage	Specifically relating to individuals to engage with something different OR change course in response to timely feedback. LINKS to LEADERSHIP and CULTURE.
COVID-19	Implications of the global pandemic and the impact of this on this research, the LCL project and the potential significant re-shaping of schooling and the system as a result
Culture of enquiry	Norms, Opportunities & Beliefs - embedded reflections of the expectations of the system of those operating within it. LINKS to: TRUST - confidence, enabling environments, confidence and CHANGE - evidence-informed, LEADERSHIP - coherence, CLARITY and alignment
Curriculum Reform & National Mission	Significant impact of the policy context and specifically, the curriculum changes underway during this research and the LCL Project. Connected to the National Mission, the Welsh SLO model and professional standards and approaches to professional learning
Decision making	Leaders enacting and modelling their values through the deployment of resources, systems and structures they establish
Distributed Leadership	Non-hierarchical leadership - where leadership is actively encouraged and facilitated at all levels of the system - leadership opportunities are deliberately created and developed within organisations and the system as a whole. Leadership viewed as PRACTICES rather than limited only to POSITION. LINKS to: TRUST - confidence, empowerment and enabling environments and CULTURE - expectations, ambitions and aspirations
Drivers	System drivers that galvanise, set directions and motivate change and exist to stimulate improvement strategies

Effective practice	Pedagogical or leadership behaviours and practices considered to be 'ideal' or 'recommended'
Empowering	Conditions nurture agency and serve to stimulate and support practitioners and leaders to be innovative and proactive in improvement approaches
Enabling environments	Creating the ideal conditions for change by establishing system-wide eco-systems and learning systems
Engagement	Degree of engagement demonstrated by members of the system
Evaluating SLOs &/0r CLARITY	References to how the changes initiatied might be measured and what outcomes can be taken into account - relating to the SLO and/or the interventions
Evidence base needs building	Relates to the SLO but also to follow-up steps for the project intervention LINKS to sustainability
Examples	Instances of practical, real-life examples of practice shared to enrich understanding and support contextual implementation of approaches
Evidence informed/ research-based practice	Use of evidence - either from existing practice within the system or beyond the system to inform practice and policy
Expectations, ambitions & aspirations	Standards, focus of any change and improvement initiatives and reflection of philosophy of the system - the purpose of education
Expert facilitation	Leading by facilitating knowledge and expertise sharing, establishing enabling environments and effective opportunities for reflection and collaboration. Characterised by modelling, 'real' learning experiences and responsiveness to individual and organisational needs. Strong relational ties established quickly, and learning expectations clear from the outset and frequently returned to. Examples from a variety of contexts shared and developed in response to learner needs, to consolidate learning and introduce alternative ways of thinking and practice. LINKS to: CONTEXT and CHANGE and TRUST
Impact	References to the change that is seen/ is expected to be seen
IMPLEMENTATION	Factors to consider when adapting/ adopting any model for school improvement and leading change. Importance of identifying the relevance and adaptability of any model/ change process when individual schools are adopting/ adapting new approaches. When successful, reflects a dynamic system-wide mindset, change can be flexible enough to respond to local, individual and collective need
Inclusion & Equity	Explicit approaches (policies, strategies and resources deployed) adopted by the system to be inclusive and address issues of inequity where they exist
Innovation	High trust promotes and supports new approaches and ideas, reflection and refinements leading to innovation of practice and approaches. LINKS to LEADERSHIP and CULTURE
Integrity	Where commitments are adhered to and actions are followed up

International contexts and comparisons	Mentions of international examples and variety of approaches adopted and subsequent impacts and experiences of the SLO model in particular and system change more generally
Knowledge brokerage	Common knowledge is actively developed and nurtured and shared across the system
Knowledge mobilisation	Deliberate actions to transfer new or existing knowledge across boundaries, the system and between organisations and individuals.
Learner focused	Explicit mentions where actions or statement are connected to learner outcomes
Learning	General/ vague references or inferences of learning - organisational/ individual/ systemic
Learning leadership	Leaders demonstrating ability to learn through leading and centre their leadership on learning (student, staff and system) Leaders focus on classroom practice as the core business and T&L dominates meeting and discussion agendas, lead and modelled by leaders at all levels of the system to build decisional capital and grow leadership. LINKS with: MODELLING and MONITORING and TRUST -confidence, enabling environments and integrity
Limitations & risks	Identification of factors that might limit the implementation, scaling and/ or system reform that the SLO model and the LCL intervention might bring
Middle Leadership	Middle leadership in school settings which serves to build capacity, distribute leadership and knowledge throughout the school and make connections between strategic decisions and actions to design the correct conditions for knowledge-generation, sharing and brokerage and everyday classroom practice. LINKS to: CHANGE and TRUST - Knowledge sharing, confidence and CULTURE - reflective practice
Middle Tier Leadership	System wide support enacted through the 'middle tier' with deliberate planning, resourcing and support mechanisms established to ensure all tiers of the system are connected, can see and learn about, from and with each other. X-regional connections are mentioned along with in-regional collaboration to communicate and share knowledge about schools, resulting in coherent support for individual schools from the middle tier. LINKS to: TRUST - knowledge brokerage and sharing, CONTEXT - policy coherence and CULTURE - self-improving systems
Modelling & Monitoring	Leadership practices reflecting the shared vision and values of the leader to model follow-up and commitment. LINKS to: EXPERT FACILITATION and CHANGE and TRUST
Momentum	Pace of change during the project intervention, process of change following training sessions, sharing with school colleagues and implementing changes as a result of the training and new learning from the project intervention. Interruptions to the momentum and pace of the project caused by internal or external contextual factors (linked to CONTEXT)
Norms	Aspect of cultural setting – habits or typical expectations of behaviours that form the often 'unsaid' 'how we do things around here'

Opportunities	Taking Spillane's definition of culture - opportunities is one of 3 elements where the culture of a system/ organisation can be understood through the opportunities it does/ doesn't create for its members
Ownership	Stakeholders consider their involvement to be integral to the object, organisation, strategy and have autonomy and agency to implement, develop and refine it
PLCs	Professional Learning Communities that reflect an embedded approach to professional collaboration and sharing of expertise and knowledge
Policy coherence	Recognition of the need to align and connect where possible the National Mission, Curriculum reform, National Approach to Professional Learning and SLO policies
Practical and action-orientated	Identification of the applicability of the interventions, the SLO policy and changes that have occurred as a result of being involved in the project/ engaging with the SLO model. Particular references to the 14 Parameters in light of how they have been adopted/ adapted by teachers, leaders and system leaders to improve practice as part of the change process. Practicality of the project intervention AND the SLO dimensions highlighted as a positive factor for initiating, supporting and sustaining change for system and school improvement
Professional Learning, workforce development & professional standards	References to new, changed or improved practices relating to professional learning within and between schools by teachers and leaders and other stakeholders. Linked also to knowledge exchange and sharing practices, school and system improvement. Mentions of the Professional Standards policy as having been affected by change as a result of the intervention/ SLO policy
Quality teaching & learning & pedagogy	Classroom practices, routines, pedagogy and curriculum changes mentioned in relation to practice and thinking changes that come about as a result of the intervention. Also relates to the impact of professional development and learning that brings about change for teachers and leaders and the learning experiences for students
Readiness for change	References to organisational (school or system) preparations, planning, and strategic thinking in response to changes - particularly policy initiatives and educational reform. May be related to capacity, time, and CONTEXT e.g., external pressures experienced in the system
Reflective Practice	Deliberate opportunities created and sustained for system members to reflect on practice at individual and organisational level
Relational agency	According to Edwards' definition where relational agency is viewed as shedding light on problems or 'ruptures' in the system in order to create new knowledge and approaches to address these - integral to improvement-intervention work (p.304 - Working Relationally Across Boundaries, Edwards, A., 2017)
Relational expertise	According to Edwards' definition & how being a professional involves the ability to negotiate in order to 'lead to a more richly informed practice' (p.300 - Working Relationally Across Boundaries, Edwards, A., 2017)

Relationships	High levels of trust promote and nurture professional relationships support collaboration, knowledge sharing and system-wide connections - LINKS to RELATIONAL EXPERTISE, BUILDING OF COMMON KNOWLEDGE and CULTURE
Relevance	Explicit references that overtly link current local context, situation and setting to policy and intervention project aims and approaches
Resilience	References to system, school, organisational, leader & practitioner resilience when faced with change, uncertainty and complexity
School Improvement	Specific mentioning of school improvement changes that take place or are intended and/ or desired as a result of the SLO/ project intervention
Self-improving system	Reflection of David Hargreaves' work characterising steps to create a sustainable self-reflective and on-going systemic improvement culture
Shared language	An indicator of change is where the language and/ or terminology of an organisation has changed - suggesting that the intervention, new approach has been adopted as part of the daily practice of the organisation/ system/ team - language changes seen as indicative of practice and mindset/ attitudes/ thinking: LINKED to changes in THINKING
Shared vision	A clearly stated purpose to why everything is done the way it is - a shared and common rationale that galvanises the system and everybody working collectively to realise its aims
Sharing practice	Practitioners and leaders share knowledge and expertise across organisations and the wider system LINKS to: CULTURE - self-improving system, shared vision and LEADERSHIP - systems thinking, middle tier leadership, communication
Shared	General references to shared approaches, activities to enhance sharing of knowledge and practice
SLO as framework	References to the Welsh SLO Model as an improvement framework & self-evaluation tool used in multiple contexts and how ti is located in the national system
SLOs	Direct references to Schools as Learning Organisations
Small changes	Descriptions of how change has taken place, the degree and approaches adopted to bring about school and system improvement in response to the SLO model/ interventions
Staff Wellbeing	Staff interests are supported and known
Student outcomes	Where student performance is mentioned - occurs as INTENTIONS, PROCESSES and OUTCOMES. LINKS to classroom practices, use of data and building an evidence base. Improvements in student outcomes and placing the student at the centre of actions taken to lead change
Student progress	Progress distinct from outcomes, where there is mention of the development in learning that students make and encompassing multiple aspects of their development, not restricted to examination results or other forms of academic summative attainment
Student wellbeing	Student needs are considered, prioritised and focused upon thereby fostering high levels of trust across the organisation

Support	Where mention is made of the leadership giving permission, actively enabling as individuals or the systems and routines they design, for practitioners to learn, develop and access additional expertise and resources. LINKS to Teacher and leader learning, sharing practice and knowledge plus CULTURE and LEADERSHIP
Sustainability & risks	Ability of leaders, practitioners and school teams to sustain project interventions (PROCESSES) over time, in between training sessions. Identification of risk factors that might prevent interventions being continued and/ or embedded
System coherence	Links made to the system being connected and component parts being galvanised and joined as part of a resilient, dynamic system through policy AND practice at all levels of the system
System Improvement	Mechanisms in place to drive on-going improvement across the system
System leadership & learning	References to wider collaborative approaches school-to-school and region-to-region. Actively seeking opportunities to strengthen connections and build social capital across the system through collaborative approaches, Middle Tier support and leadership. Clear focus on purpose of learning, values as drivers to ensure collaboration is a priority to share knowledge and expertise. Links to: TRUST - enabling environments, confidence and courage and CULTURE - engagement and drivers
System norms and routines	Strategies and structures within the system that form 'the way we do it here'
Systems thinking	Reference is made to the bigger picture and organisational or system needs beyond the immediate context OR immediate moment in time. LINKS to: CULTURE and TRUST
Teacher & Leader learning	Trust results in teachers and leaders actively learning together, able to make mistakes, try new approaches and change existing practice
Teacher leadership	practitioners encouraged to contribute to the shape and direction of the wider system - within their own school and beyond. Where these efforts are captured and shared as part of knowledge brokerage and system improvement
Technology	Pertinent to blended learning (linked) and remote learning - use of technology to enhance learning & support communication, collaboration across the system
Thinking differently	High levels of trust characterise the conditions needed for practitioners and leaders to change their mental models and practice and for schools to commit to new approaches, seek support, resource and new knowledge from other schools across the system. LINKS to EFFECTIVE PROFESSIONAL LEARNING and LEADERSHIP and CULTURE
Time	Where time is viewed as an important resource to facilitate organisational, collective and individual learning - where it enhances, establishes trust between professionals across and within the system. LINKS: CHANGE and professional learning, LEADERSHIP decisions to create opportunities for teachers to collaborate and to CULTURE where time become an expectation and an entitlement for reflective practice

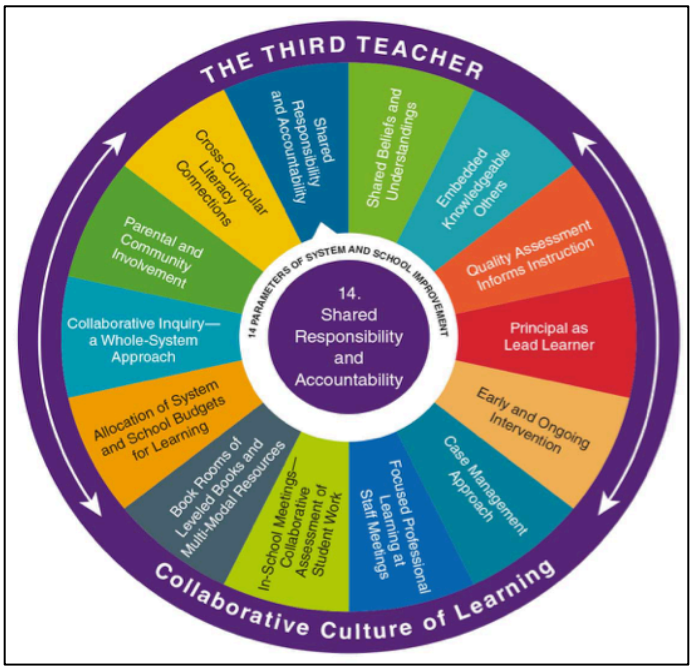
Use of data	Data relating to student progress and attainment concerning how, what and when data is collected and by whom. References to systems, people involved with and methods of data sharing, collection, analysis and discussion and how these methods have changed as a result of the intervention
Variation in the system	Acknowledgements of the 'messiness' of the system - a learning system that learns at different rates and includes organisations at different stages on their improvement and learning journeys
Wellbeing	References to staff and/or student wellbeing and outcomes beyond academic performance or professional skills/ expertise – references to CfW core purposes for all students

---

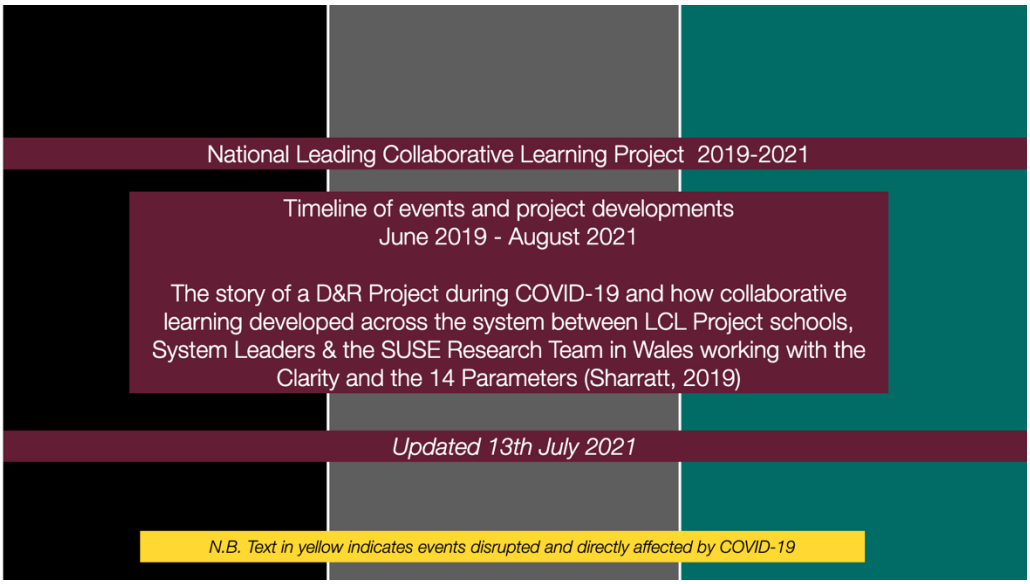
4. PDF Summary of Welsh SLO Model

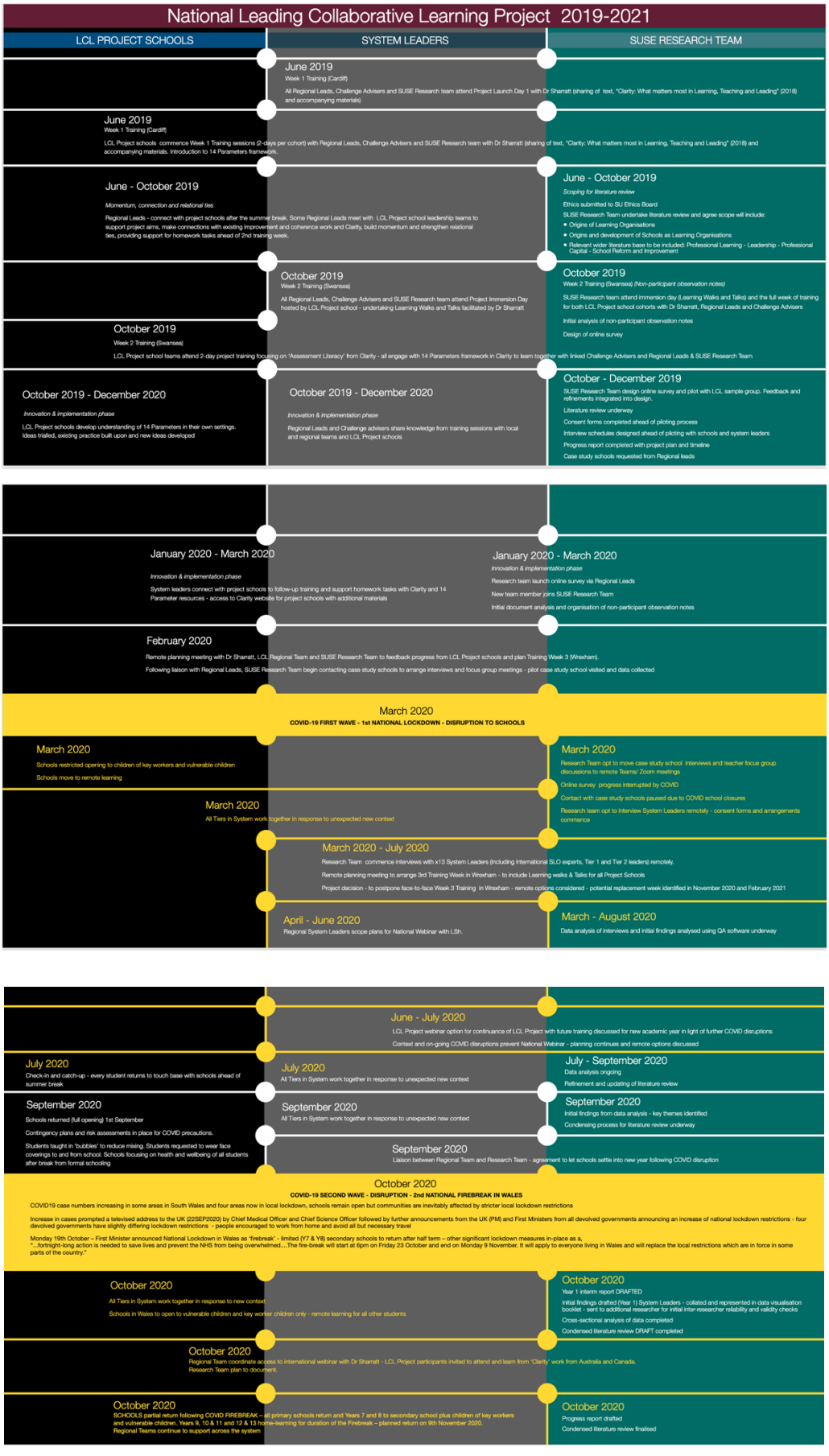
---

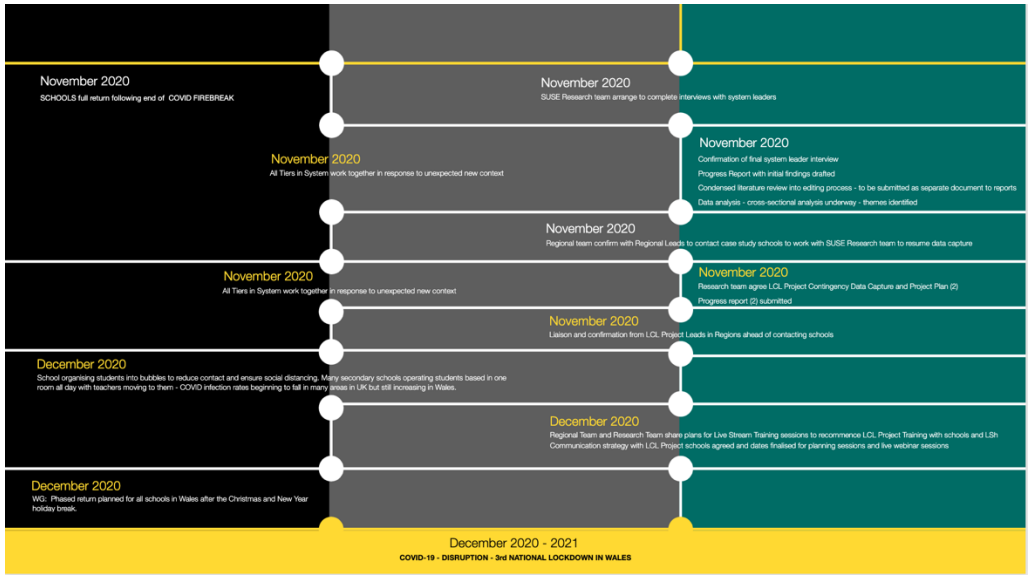
5. Summary PDF of 14 Parameters Framework (Sharratt, 2019)

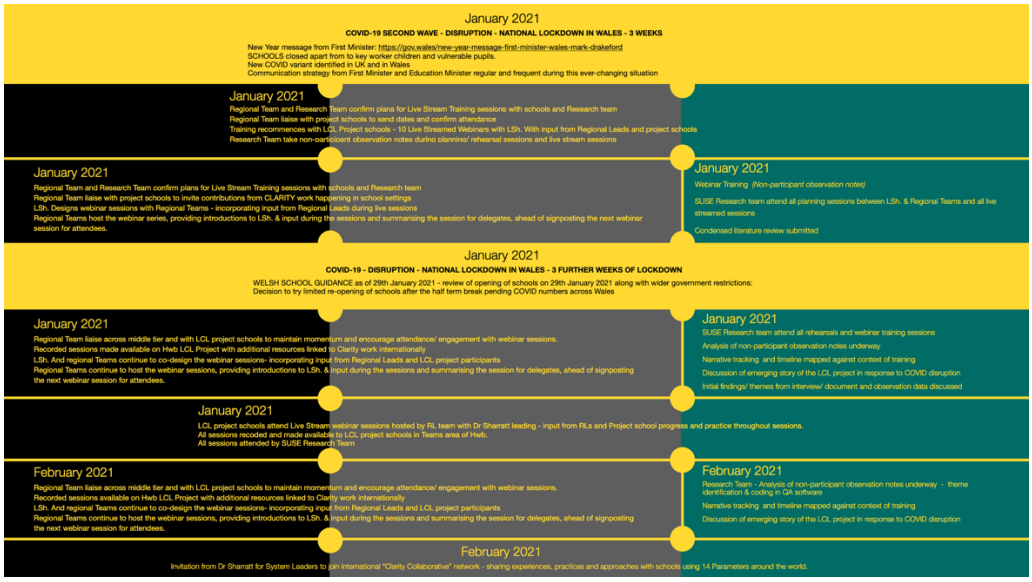


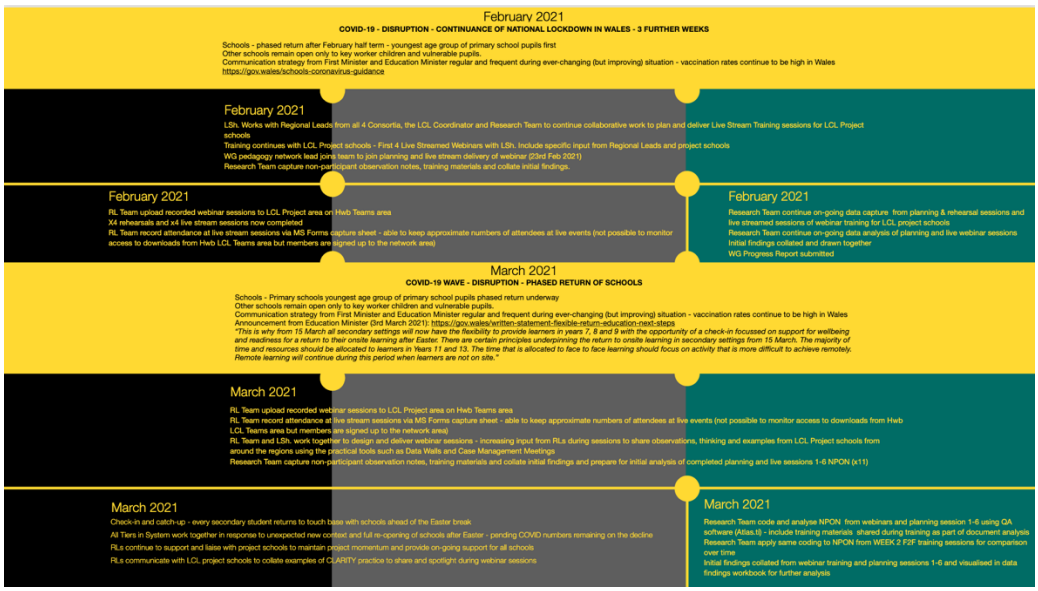
6. Visual Timeline covering COVID-19 (March 2020 – August 2021)

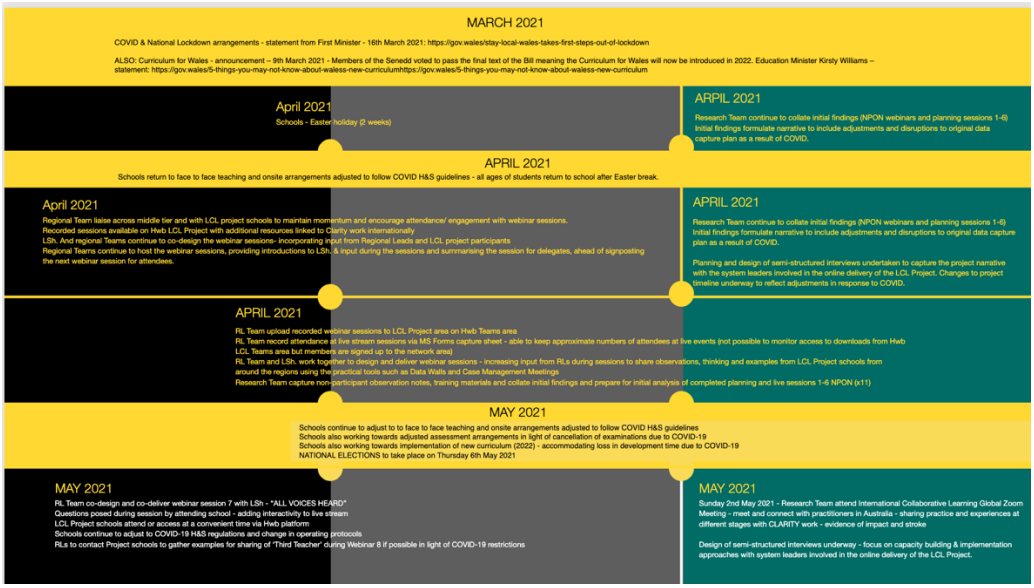


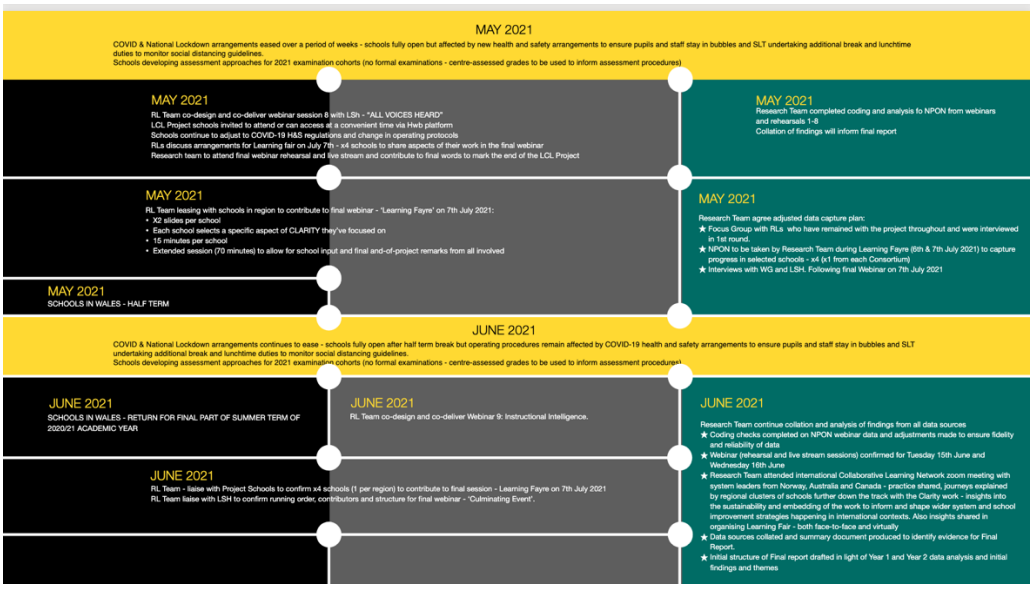

National Leading Collaborative Learning Project 2019-2021
LCL PROJECT SCHOOLS
SYSTEM LEADERS
SUSE RESEARCH TEAM
June 2019
Week 1 Training (Cardiff)
All Regional Leads, Challenge Advisers and SUSE Research team attend Project Launch Day 1 with Dr Sharratt (sharing of text, "Clarity: What matters most in Learning, Teaching and Leading" (2018) and accompanying materials)
June 2019
Week 1 Training (Cardiff)
LCL Project schools commence Week 1 Training sessions (2-days per cohort) with Regional Leads, Challenge Advisers and SUSE Research team with Dr Sharratt (sharing of text, "Clarity: What matters most in Learning, Teaching and Leading" (2018) and accompanying materials. Introduction to 14 Parameters framework.
June - October 2019
Momentum, connection and relational ties
Regional Leads - connect with project schools after the summer break. Some Regional Leads meet with LCL Project school leadership teams to support project aims, make connections with existing improvement and coherence work and Clarity, build momentum and strengthen relational ties, providing support for homework tasks ahead of 2nd training week.
June - October 2019
Scoping for literature review
Ethics submitted to SU Ethics Board
SUSE Research Team undertake literature review and agree scope will include:
Origins of Learning Organisations
Origins and development of Schools as Learning Organisations
Relevant wider literature base to be included: Professional Learning - Leadership - Professional Capital - School Reform and Improvement
October 2019
Week 2 Training (Swansea)
All Regional Leads, Challenge Advisers and SUSE Research team attend Project Immersion Day hosted by LCL Project school - undertaking Learning Walks and Talks facilitated by Dr Sharratt
October 2019
Week 2 Training (Swansea) (Non-participant observation notes)
SUSE Research team attend immersion day (Learning Walks and Talks) and the full week of training for both LCL Project school cohorts with Dr Sharratt, Regional Leads and Challenge Advisers
Initial analysis of non-participant observation notes
Design of online survey
October 2019
Week 2 Training (Swansea)
LCL Project school teams attend 2-day project training focusing on 'Assessment Literacy' from Clarity - all engage with 14 Parameters framework in Clarity to learn together with linked Challenge Advisers and Regional Leads & SUSE Research Team
October 2019 - December 2020
Innovation & implementation phase
LCL Project schools develop understanding of 14 Parameters in their own settings. Ideas trialed, existing practice built upon and new ideas developed
October 2019 - December 2020
Innovation & implementation phase
Regional Leads and Challenge advisers share knowledge from training sessions with local and regional teams and LCL Project schools
October - December 2019
SUSE Research Team design online survey and pilot with LCL sample group. Feedback and refinements integrated into design.
Literature review underway
Consent forms completed ahead of piloting process
Interview schedules designed ahead of piloting with schools and system leaders
Progress report completed with project plan and timeline
Case study schools requested from Regional leads
January 2020 - March 2020
Innovation & implementation phase
System leaders connect with project schools to follow-up training and support homework tasks with Clarity and 14 Parameter resources - access to Clarity website for project schools with additional materials
January 2020 - March 2020
Innovation & implementation phase
Research team launch online survey via Regional Leads
New team member joins SUSE Research Team
Initial document analysis and organisation of non-participant observation notes
February 2020
Remote planning meeting with Dr Sharratt, LCL Regional Team and SUSE Research Team to feedback progress from LCL Project schools and plan Training Week 3 (Wrexham).
Following liaison with Regional Leads, SUSE Research Team begin contacting case study schools to arrange interviews and focus group meetings - pilot case study school visited and data collected
March 2020
COVID-19 FIRST WAVE - 1st NATIONAL LOCKDOWN - DISRUPTION TO SCHOOLS
March 2020
Schools restricted opening to children of key workers and vulnerable children
Schools move to remote learning
March 2020
Research Team opt to move case study school interviews and teacher focus group discussions to remote Teams/ Zoom meetings
Online survey progress interrupted by COVID
Contact with case study schools paused due to COVID school closures
Research team opt to interview System Leaders remotely - consent forms and arrangements commence
March 2020
All Tiers in System work together in response to unexpected new context
March 2020 - July 2020
Research Team commence interviews with x13 System Leaders (including International SLO experts, Tier 1 and Tier 2 leaders) remotely.
Remote planning meeting to arrange 3rd Training Week in Wrexham - to include Learning walks & Talks for all Project Schools
Project decision - to postpone face-to-face Week 3 Training in Wrexham - remote options considered - potential replacement week identified in November 2020 and February 2021
April - June 2020
Regional System Leaders scope plans for National Webinar with LSh.
March - August 2020
Data analysis of interviews and initial findings analysed using QA software underway
June - July 2020
LCL Project webinar option for continuance of LCL Project with future training discussed for new academic year in light of further COVID disruptions
Context and on-going COVID disruptions prevent National Webinar - planning continues and remote options discussed
July 2020
Check-in and catch-up - every student returns to touch base with schools ahead of summer break
July 2020
All Tiers in System work together in response to unexpected new context
July - September 2020
Data analysis ongoing
Refinement and updating of literature review
September 2020
Schools returned (full opening) 1st September
Contingency plans and risk assessments in place for COVID precautions.
Students taught in 'bubbles' to reduce mixing. Students requested to wear face coverings to and from school. Schools focusing on health and wellbeing of all students after break from formal schooling
September 2020
All Tiers in System work together in response to unexpected new context
September 2020
Initial findings from data analysis - key themes identified
Condensing process for literature review underway
September 2020
Liaison between Regional Team and Research Team - agreement to let schools settle into new year following COVID disruption
October 2020
COVID-19 SECOND WAVE - DISRUPTION - 2nd NATIONAL FIREBREAK IN WALES
COVID19 case numbers increasing in some areas in South Wales and four areas now in local lockdown, schools remain open but communities are inevitably affected by stricter local lockdown restrictions
Increase in cases prompted a televised address to the UK (22SEP2020) by Chief Medical Officer and Chief Science Officer followed by further announcements from the UK (PM) and First Ministers from all devolved governments announcing an increase of national lockdown restrictions - four devolved governments have slightly differing lockdown restrictions - people encouraged to work from home and avoid all but necessary travel
Monday 19th October – First Minister announced National Lockdown in Wales as 'firebreak' - limited (Y7 & Y8) secondary schools to return after half term – other significant lockdown measures in-place as a, "...fortnight-long action is needed to save lives and prevent the NHS from being overwhelmed....The fire-break will start at 6pm on Friday 23 October and end on Monday 9 November. It will apply to everyone living in Wales and will replace the local restrictions which are in force in some parts of the country."
October 2020
All Tiers in System work together in response to new context
Schools in Wales to open to vulnerable children and key worker children only - remote learning for all other students
October 2020
Year 1 interim report DRAFTED
Initial findings drafted (Year 1) System Leaders - collated and represented in data visualisation booklet - sent to additional researcher for initial inter-researcher reliability and validity checks
Cross-sectional analysis of data completed
Condensed literature review DRAFT completed
October 2020
Regional Team coordinate access to international webinar with Dr Sharratt - LCL Project participants invited to attend and learn from 'Clarity' work from Australia and Canada.
Research Team plan to document.
October 2020
SCHOOLS partial return following COVID FIREBREAK - all primary schools return and Years 7 and 8 to secondary school plus children of key workers and vulnerable children. Years 9, 10 & 11 and 12 & 13 home-learning for duration of the Firebreak – planned return on 9th November 2020.
Regional Teams continue to support across the system
October 2020
Progress report drafted
Condensed literature review finalised

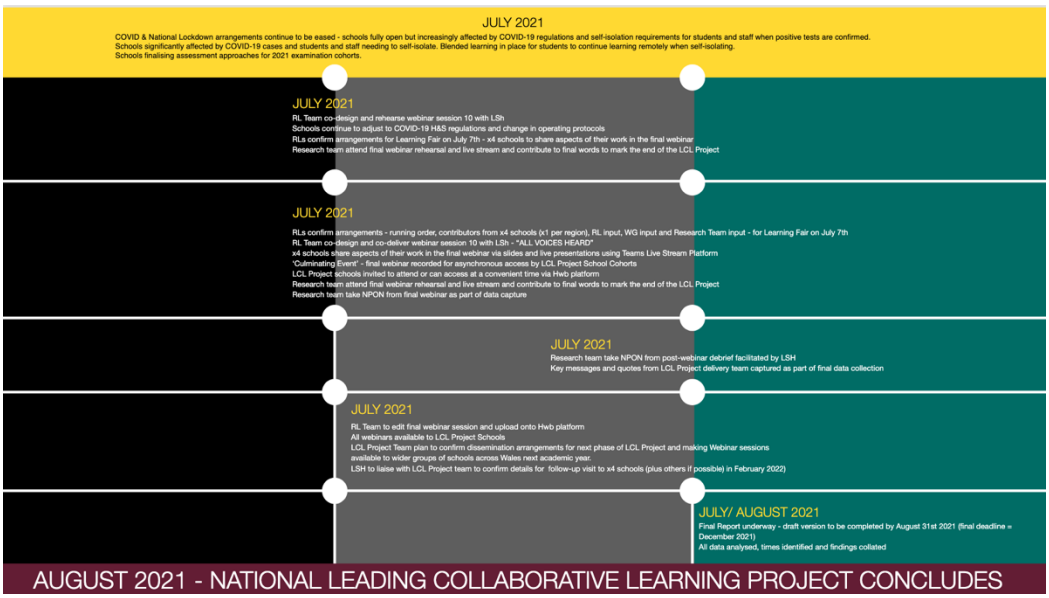

November 2020
SCHOOLS full return following end of COVID FIREBREAK
November 2020
SUSE Research team arrange to complete interviews with system leaders
November 2020
Confirmation of final system leader interview
Progress Report with initial findings drafted
Condensed literature review into editing process - to be submitted as separate document to reports
Data analysis - cross-sectional analysis underway - themes identified
November 2020
All Tiers in System work together in response to unexpected new context
November 2020
Regional team confirm with Regional Leads to contact case study schools to work with SUSE Research team to resume data capture
November 2020
All Tiers in System work together in response to unexpected new context
November 2020
Research team agree LCL Project Contingency Data Capture and Project Plan (2)
Progress report (2) submitted
November 2020
Liaison and confirmation from LCL Project Leads in Regions ahead of contacting schools
December 2020
School organising students into bubbles to reduce contact and ensure social distancing. Many secondary schools operating students based in one room all day with teachers moving to them - COVID infection rates beginning to fall in many areas in UK but still increasing in Wales.
December 2020
Regional Team and Research Team share plans for Live Stream Training sessions to recommence LCL Project Training with schools and LSh
Communication strategy with LCL Project schools agreed and dates finalised for planning sessions and live webinar sessions
December 2020
WG: Phased return planned for all schools in Wales after the Christmas and New Year holiday break.
December 2020 - 2021
COVID-19 - DISRUPTION - 3rd NATIONAL LOCKDOWN IN WALES


January 2021
COVID-19 SECOND WAVE - DISRUPTION - NATIONAL LOCKDOWN IN WALES - 3 WEEKS
New Year message from First Minister: https://gov.wales/new-year-message-first-minister-wales-mark-drakeford
SCHOOLS closed apart from to key worker children and vulnerable pupils.
New COVID variant identified in UK and in Wales
Communication strategy from First Minister and Education Minister regular and frequent during this ever-changing situation
January 2021
Regional Team and Research Team confirm plans for Live Stream Training sessions with schools and Research team
Regional Team liaise with project schools to send dates and confirm attendance
Training recommences with LCL Project schools - 10 Live Streamed Webinars with LSh. With input from Regional Leads and project schools
Research Team take non-participant observation notes during planning/ rehearsal sessions and live stream sessions
January 2021
Regional Team and Research Team confirm plans for Live Stream Training sessions with schools and Research team
Regional Team liaise with project schools to invite contributions from CLARITY work happening in school settings
LSh. Designs webinar sessions with Regional Teams - incorporating input from Regional Leads during live sessions
Regional Teams host the webinar series, providing introductions to LSh. & input during the sessions and summarising the session for delegates, ahead of signposting the next webinar session for attendees.
January 2021
Webinar Training (Non-participant observation notes)
SUSE Research team attend all planning sessions between LSh. & Regional Teams and all live streamed sessions
Condensed literature review submitted
January 2021
COVID-19 - DISRUPTION - NATIONAL LOCKDOWN IN WALES - 3 FURTHER WEEKS OF LOCKDOWN
WELSH SCHOOL GUIDANCE as of 29th January 2021 - review of opening of schools on 29th January 2021 along with wider government restrictions:
Decision to try limited re-opening of schools after the half term break pending COVID numbers across Wales
January 2021
Regional Team liaise across middle tier and with LCL project schools to maintain momentum and encourage attendance/ engagement with webinar sessions.
Recorded sessions made available on Hwb LCL Project with additional resources linked to Clarity work internationally
LSh. And regional Teams continue to co-design the webinar sessions- incorporating input from Regional Leads and LCL project participants
Regional Teams continue to host the webinar sessions, providing introductions to LSh. & input during the sessions and summarising the session for delegates, ahead of signposting the next webinar session for attendees.
January 2021
SUSE Research team attend all rehearsals and webinar training sessions
Analysis of non-participant observation notes underway
Narrative tracking and timeline mapped against context of training
Discussion of emerging story of the LCL project in response to COVID disruption
Initial findings/ themes from interview/ document and observation data discussed
January 2021
LCL project schools attend Live Stream webinar sessions hosted by RL team with Dr Sharratt leading - input from RLs and Project school progress and practice throughout sessions.
All sessions recoded and made available to LCL project schools in Teams area of Hwb.
All sessions attended by SUSE Research Team
February 2021
Regional Team liaise across middle tier and with LCL project schools to maintain momentum and encourage attendance/ engagement with webinar sessions.
Recorded sessions available on Hwb LCL Project with additional resources linked to Clarity work internationally
LSh. And regional Teams continue to co-design the webinar sessions- incorporating input from Regional Leads and LCL project participants
Regional Teams continue to host the webinar sessions, providing introductions to LSh. & input during the sessions and summarising the session for delegates, ahead of signposting the next webinar session for attendees.
February 2021
Research Team - Analysis of non-participant observation notes underway - theme identification & coding in QA software
Narrative tracking and timeline mapped against context of training
Discussion of emerging story of the LCL project in response to COVID disruption
February 2021
Invitation from Dr Sharratt for System Leaders to join international "Clarity Collaborative" network - sharing experiences, practices and approaches with schools using 14 Parameters around the world.


February 2021
COVID-19 - DISRUPTION - CONTINUANCE OF NATIONAL LOCKDOWN IN WALES - 3 FURTHER WEEKS
Schools - phased return after February half term - youngest age group of primary school pupils first
Other schools remain open only to key worker children and vulnerable pupils.
Communication strategy from First Minister and Education Minister regular and frequent during ever-changing (but improving) situation - vaccination rates continue to be high in Wales
https://gov.wales/schools-coronavirus-guidance
February 2021
LSh. Works with Regional Leads from all 4 Consortia, the LCL Coordinator and Research Team to continue collaborative work to plan and deliver Live Stream Training sessions for LCL Project schools
Training continues with LCL Project schools - First 4 Live Streamed Webinars with LSh. Include specific input from Regional Leads and project schools
WG pedagogy network lead joins team to join planning and live stream delivery of webinar (23rd Feb 2021)
Research Team capture non-participant observation notes, training materials and collate initial findings.
February 2021
RL Team upload recorded webinar sessions to LCL Project area on Hwb Teams area
X4 rehearsals and x4 live stream sessions now completed
RL Team record attendance at live stream sessions via MS Forms capture sheet - able to keep approximate numbers of attendees at live events (not possible to monitor access to downloads from Hwb LCL Teams area but members are signed up to the network area)
February 2021
Research Team continue on-going data capture from planning & rehearsal sessions and live streamed sessions of webinar training for LCL project schools
Research Team continue on-going data analysis of planning and live webinar sessions
Initial findings collated and drawn together
WG Progress Report submitted
March 2021
COVID-19 WAVE - DISRUPTION - PHASED RETURN OF SCHOOLS
Schools - Primary schools youngest age group of primary school pupils phased return underway
Other schools remain open only to key worker children and vulnerable pupils.
Communication strategy from First Minister and Education Minister regular and frequent during ever-changing (but improving) situation - vaccination rates continue to be high in Wales
Announcement from Education Minister (3rd March 2021): https://gov.wales/written-statement-flexible-return-education-next-steps
"This is why from 15 March all secondary settings will now have the flexibility to provide learners in years 7, 8 and 9 with the opportunity of a check-in focussed on support for wellbeing and readiness for a return to their onsite learning after Easter. There are certain principles underpinning the return to onsite learning in secondary settings from 15 March. The majority of time and resources should be allocated to learners in Years 11 and 13. The time that is allocated to face to face learning should focus on activity that is more difficult to achieve remotely. Remote learning will continue during this period when learners are not on site."
March 2021
RL Team upload recorded webinar sessions to LCL Project area on Hwb Teams area
RL Team record attendance at live stream sessions via MS Forms capture sheet - able to keep approximate numbers of attendees at live events (not possible to monitor access to downloads from Hwb LCL Teams area but members are signed up to the network area)
RL Team and LSh. work together to design and deliver webinar sessions - increasing input from RLs during sessions to share observations, thinking and examples from LCL Project schools from around the regions using the practical tools such as Data Walls and Case Management Meetings
Research Team capture non-participant observation notes, training materials and collate initial findings and prepare for initial analysis of completed planning and live sessions 1-6 NPON (x11)
March 2021
Check-in and catch-up - every secondary student returns to touch base with schools ahead of the Easter break
All Tiers in System work together in response to unexpected new context and full re-opening of schools after Easter - pending COVID numbers remaining on the decline
RLs continue to support and liaise with project schools to maintain project momentum and provide on-going support for all schools
RLs communicate with LCL project schools to collate examples of CLARITY practice to share and spotlight during webinar sessions
March 2021
Research Team code and analyse NPON from webinars and planning session 1-6 using QA software (Atlas.ti) - include training materials shared during training as part of document analysis
Research Team apply same coding to NPON from WEEK 2 F2F training sessions for comparison over time
Initial findings collated from webinar training and planning sessions 1-6 and visualised in data findings workbook for further analysis


MARCH 2021
COVID & National Lockdown arrangements - statement from First Minister - 16th March 2021: https://gov.wales/stay-local-wales-takes-first-steps-out-of-lockdown
ALSO: Curriculum for Wales - announcement – 9th March 2021 - Members of the Senedd voted to pass the final text of the Bill meaning the Curriculum for Wales will now be introduced in 2022. Education Minister Kirsty Williams – statement: https://gov.wales/5-things-you-may-not-know-about-waless-new-curriculumhttps://gov.wales/5-things-you-may-not-know-about-waless-new-curriculum
April 2021
Schools - Easter holiday (2 weeks)
ARPIL 2021
Research Team continue to collate initial findings (NPON webinars and planning sessions 1-6)
Initial findings formulate narrative to include adjustments and disruptions to original data capture plan as a result of COVID.
APRIL 2021
Schools return to face to face teaching and onsite arrangements adjusted to follow COVID H&S guidelines - all ages of students return to school after Easter break.
April 2021
Regional Team liaise across middle tier and with LCL project schools to maintain momentum and encourage attendance/ engagement with webinar sessions.
Recorded sessions available on Hwb LCL Project with additional resources linked to Clarity work internationally
LSh. And regional Teams continue to co-design the webinar sessions- incorporating input from Regional Leads and LCL project participants
Regional Teams continue to host the webinar sessions, providing introductions to LSh. & input during the sessions and summarising the session for delegates, ahead of signposting the next webinar session for attendees.
APRIL 2021
Research Team continue to collate initial findings (NPON webinars and planning sessions 1-6)
Initial findings formulate narrative to include adjustments and disruptions to original data capture plan as a result of COVID.
Planning and design of semi-structured interviews undertaken to capture the project narrative with the system leaders involved in the online delivery of the LCL Project. Changes to project timeline underway to reflect adjustments in response to COVID.
APRIL 2021
RL Team upload recorded webinar sessions to LCL Project area on Hwb Teams area
RL Team record attendance at live stream sessions via MS Forms capture sheet - able to keep approximate numbers of attendees at live events (not possible to monitor access to downloads from Hwb LCL Teams area but members are signed up to the network area)
RL Team and LSh. work together to design and deliver webinar sessions - increasing input from RLs during sessions to share observations, thinking and examples from LCL Project schools from around the regions using the practical tools such as Data Walls and Case Management Meetings
Research Team capture non-participant observation notes, training materials and collate initial findings and prepare for initial analysis of completed planning and live sessions 1-6 NPON (x11)
MAY 2021
Schools continue to adjust to to face to face teaching and onsite arrangements adjusted to follow COVID H&S guidelines
Schools also working towards adjusted assessment arrangements in light of cancellation of examinations due to COVID-19
Schools also working towards implementation of new curriculum (2022) - accommodating loss in development time due to COVID-19
NATIONAL ELECTIONS to take place on Thursday 6th May 2021
MAY 2021
RL Team co-design and co-deliver webinar session 7 with LSh - "ALL VOICES HEARD"
Questions posed during session by attending school - adding interactivity to live stream
LCL Project schools attend or access at a convenient time via Hwb platform
Schools continue to adjust to COVID-19 H&S regulations and change in operating protocols
RLs to contact Project schools to gather examples for sharing of 'Third Teacher' during Webinar 8 if possible in light of COVID-19 restrictions
MAY 2021
Sunday 2nd May 2021 - Research Team attend International Collaborative Learning Global Zoom Meeting - meet and connect with practitioners in Australia - sharing practice and experiences at different stages with CLARITY work - evidence of impact and stroke
Design of semi-structured interviews underway - focus on capacity building & implementation approaches with system leaders involved in the online delivery of the LCL Project.


MAY 2021
COVID & National Lockdown arrangements eased over a period of weeks - schools fully open but affected by new health and safety arrangements to ensure pupils and staff stay in bubbles and SLT undertaking additional break and lunchtime duties to monitor social distancing guidelines.
Schools developing assessment approaches for 2021 examination cohorts (no formal examinations - centre-assessed grades to be used to inform assessment procedures)
MAY 2021
RL Team co-design and co-deliver webinar session 8 with LSh - "ALL VOICES HEARD"
LCL Project schools invited to attend or can access at a convenient time via Hwb platform
Schools continue to adjust to COVID-19 H&S regulations and change in operating protocols
RLs discuss arrangements for Learning fair on July 7th - x4 schools to share aspects of their work in the final webinar
Research team to attend final webinar rehearsal and live stream and contribute to final words to mark the end of the LCL Project
MAY 2021
Research Team completed coding and analysis to NPON from webinars and rehearsals 1-8
Collation of findings will inform final report
MAY 2021
RL Team leasing with schools in region to contribute to final webinar - 'Learning Fayre' on 7th July 2021:
• X2 slides per school
• Each school selects a specific aspect of CLARITY they've focused on
• 15 minutes per school
• Extended session (70 minutes) to allow for school input and final and-of-project remarks from all involved
MAY 2021
SCHOOLS IN WALES - HALF TERM
MAY 2021
Research Team agree adjusted data capture plan:
★ Focus Group with RLs who have remained with the project throughout and were interviewed in 1st round.
★ NPON to be taken by Research Team during Learning Fayre (6th & 7th July 2021) to capture progress in selected schools - x4 (x1 from each Consortium)
★ Interviews with WG and LSH. Following final Webinar on 7th July 2021
JUNE 2021
COVID & National Lockdown arrangements continues to ease - schools fully open after half term break but operating procedures remain affected by COVID-19 health and safety arrangements to ensure pupils and staff stay in bubbles and SLT undertaking additional break and lunchtime duties to monitor social distancing guidelines.
Schools developing assessment approaches for 2021 examination cohorts (no formal examinations - centre-assessed grades to be used to inform assessment procedures)
JUNE 2021
SCHOOLS IN WALES - RETURN FOR FINAL PART OF SUMMER TERM OF 2020/21 ACADEMIC YEAR
JUNE 2021
RL Team co-design and co-deliver Webinar 9: Instructional Intelligence.
JUNE 2021
RL Team - liaise with Project Schools to confirm x4 schools (1 per region) to contribute to final session - Learning Fayre on 7th July 2021
RL Team liaise with LSH to confirm running order, contributors and structure for final webinar - 'Culminating Event'.
JUNE 2021
Research Team continue collation and analysis of findings from all data sources
★ Coding checks completed on NPON webinar data and adjustments made to ensure fidelity and reliability of data
★ Webinar (rehearsal and live stream sessions) confirmed for Tuesday 15th June and Wednesday 16th June
★ Research Team attended international Collaborative Learning Network zoom meeting with system leaders from Norway, Australia and Canada - practice shared, journeys explained by regional clusters of schools further down the track with the Clarity work - insights into the sustainability and embedding of the work to inform and shape wider system and school improvement strategies happening in international contexts. Also insights shared in organising Learning Fair - both face-to-face and virtually
★ Data sources collated and summary document produced to identify evidence for Final Report.
★ Initial structure of Final report drafted in light of Year 1 and Year 2 data analysis and initial findings and themes

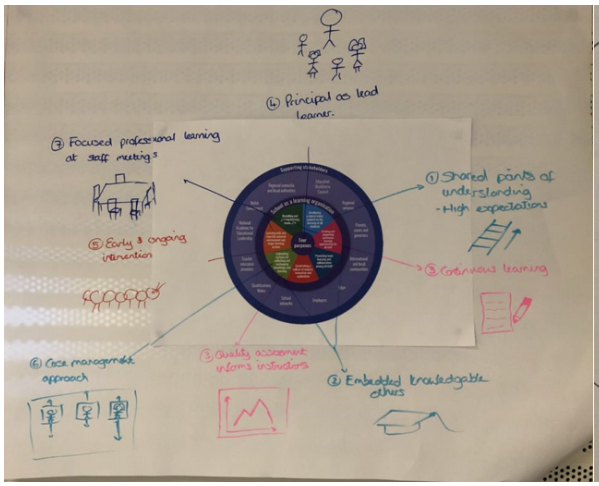

JULY 2021
COVID & National Lockdown arrangements continue to be eased - schools fully open but increasingly affected by COVID-19 regulations and self-isolation requirements for students and staff when positive tests are confirmed.
Schools significantly affected by COVID-19 cases and students and staff needing to self-isolate. Blended learning in place for students to continue learning remotely when self-isolating.
Schools finalising assessment approaches for 2021 examination cohorts.
JULY 2021
RL Team co-design and rehearse webinar session 10 with LSh
Schools continue to adjust to COVID-19 H&S regulations and change in operating protocols
RLs confirm arrangements for Learning Fair on July 7th - x4 schools to share aspects of their work in the final webinar
Research team attend final webinar rehearsal and live stream and contribute to final words to mark the end of the LCL Project
JULY 2021
RLs confirm arrangements - running order, contributors from x4 schools (x1 per region), RL input, WG input and Research Team input - for Learning Fair on July 7th
RL Team co-design and co-deliver webinar session 10 with LSh - "ALL VOICES HEARD"
x4 schools share aspects of their work in the final webinar via slides and live presentations using Teams Live Stream Platform
'Culminating Event' - final webinar recorded for asynchronous access by LCL Project School Cohorts
LCL Project schools invited to attend or can access at a convenient time via Hwb platform
Research team attend final webinar rehearsal and live stream and contribute to final words to mark the end of the LCL Project
Research team take NPON from final webinar as part of data capture
JULY 2021
Research team take NPON from post-webinar debrief facilitated by LSH
Key messages and quotes from LCL Project delivery team captured as part of final data collection
JULY 2021
RL Team to edit final webinar session and upload onto Hwb platform
All webinars available to LCL Project Schools
LCL Project Team plan to confirm dissemination arrangements for next phase of LCL Project and making Webinar sessions available to wider groups of schools across Wales next academic year.
LSH to liaise with LCL Project team to confirm details for follow-up visit to x4 schools (plus others if possible) in February 2022)
JULY/ AUGUST 2021
Final Report underway - draft version to be completed by August 31st 2021 (final deadline = December 2021)
All data analysed, times identified and findings collated
AUGUST 2021 - NATIONAL LEADING COLLABORATIVE LEARNING PROJECT CONCLUDES

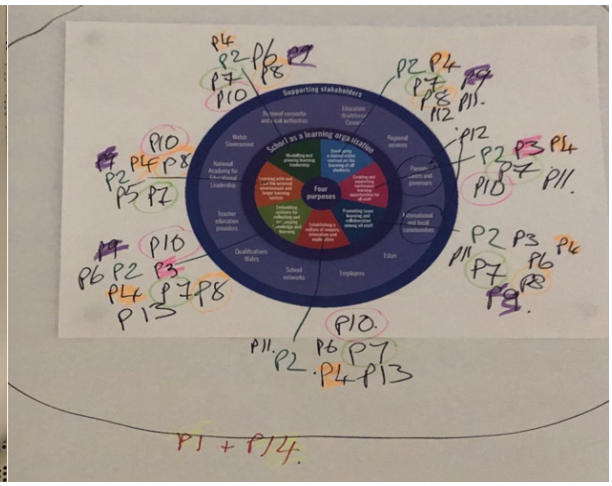
7. Anonymised sample from LCL Research Project Log - response to COVID-19

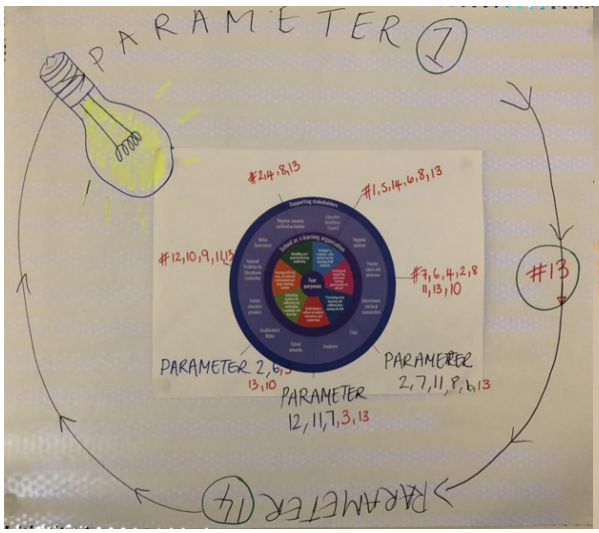
SAMPLE FORMAT OF LCL PROJECT LIVE LOG

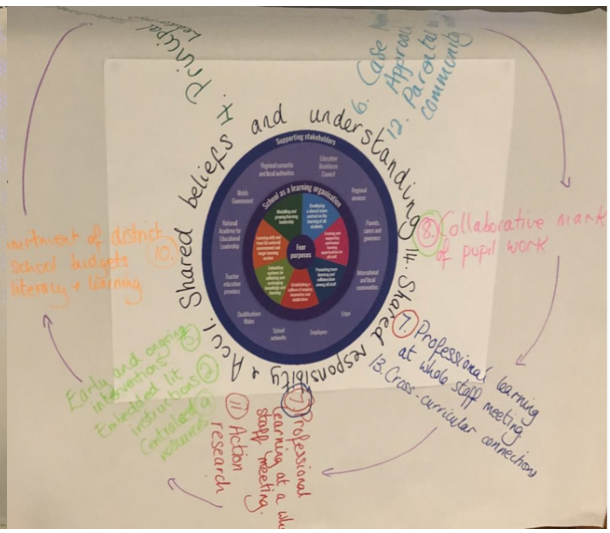
W/B (*1- or 2-week log)*	Progress/ Updates	Action/ Next Steps
Example LCL wider context information: **WIDER CONTEXT - COIVD-19 DISRUPTION & ADAPTATIONS** • WALES – All schools: operations within COVID_19 guidelines • COVID & National Lockdown arrangements & school arrangements for learning • Status in Wales and wider UK COVID-19 infection/ hospitalisation rates • Week (x) in school term (x) • Week (x) of project delivery – focus for training/ system support for LCL Project		
CURRENT CONTEXT	*Example LCL Research Team actions from final LCL project Webinar Delivery week:* • COVID-19 continues to affect context and situation in schools in terms of operating procedures and assessment arrangements. • As previous weeks, Wales continues to adjust from National Lockdown in response to reduced COVID cases. • Project team – all appreciative for the purposeful relationships and central LCL Coordination with LCL Project team who remain in contact with schools. • Four project schools invited to present at Culminating Event (Final Webinar) on 7th July 2021	
COMMUNICATIONS / DATA CAPTURE & ANALYSIS	*Example format for every week for LCL Project Research Team:* **TEAM updates** – *for discussion* **TEAM MEETING** – *for discussion & actions* **DATA CAPTURE** – *plans & actions* **TRAINING DELIVERY SCHEDULE** - *Completion of training schedule*	*Example actions from final LCL project Webinar Delivery week:* 1. COMPLETE - analysis of findings from coding of NPON from x18 Webinars - Live Stream and rehearsal sessions 2. COMPLETE - analysis of findings from coding of NPON from Final rehearsal and webinar 10 3. COMPLETE - analysis and coding of debrief post-final webinar session 4. On-going – FINDINGS 5. Final report – underway 6. On-going – Drafting de-brief

8. Examples of policy mapping activity during October Face-to-Face Training Session

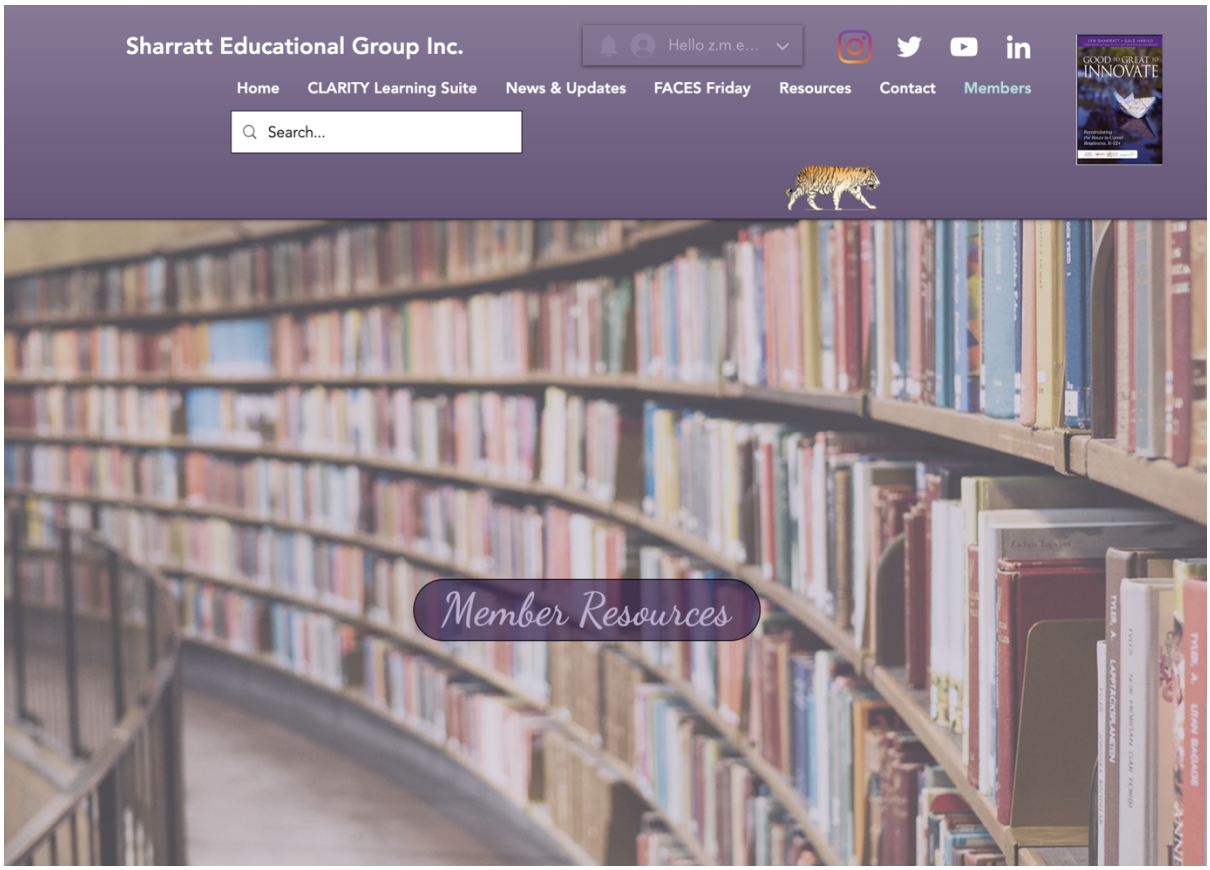






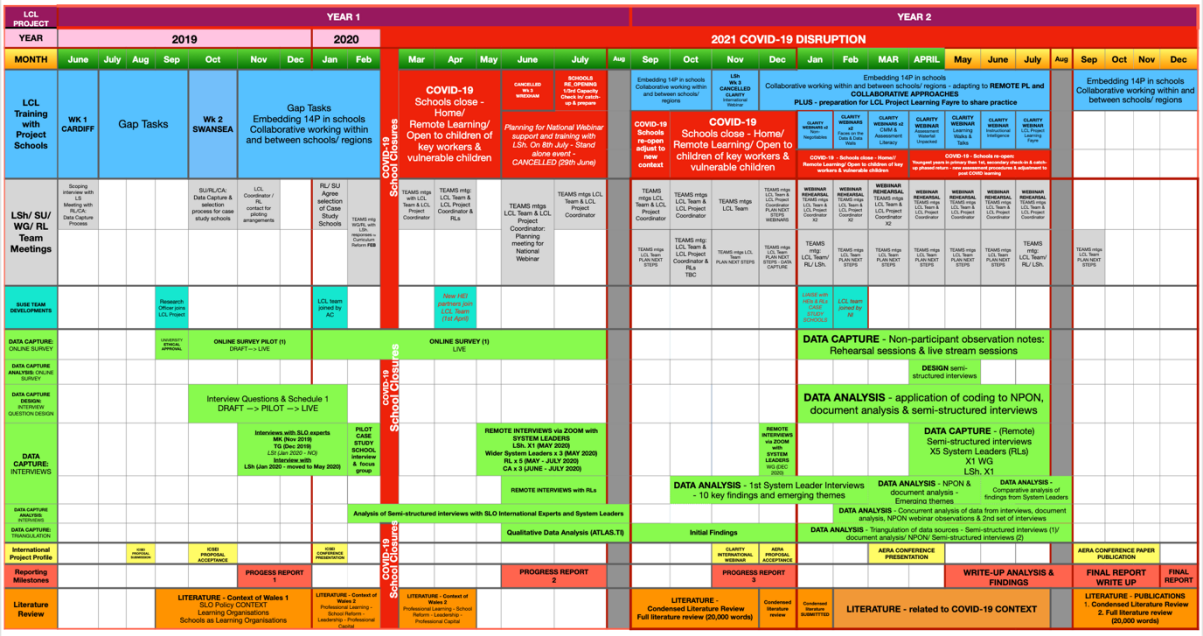


9. Screenshot of CLARITY website members area



10. Data capture plans (including contingency planning) – Gantt charts (October 2019 – August 2021)

LCL PROJECT TIMELINE - ADAPTED project contingency plan in response to on-going COVID-19 disruption (UPDATED 30th March 2021)



---

11. Webinar schedule (Jan 2021 - July 2021)

LCL PROJECT - Schedule for remote collaborative professional learning sessions - rehearsal sessions and x10 professional learning webinars (confirmed 1st December 2020 updated 31st March 2021)

2020	2021	2021					
December	**January**	**February**	**March**	**April**	**May**	**June**	**July**
PLANNING THURSDAY 10th 14.00 *Getting back on track*	**PLANNING** **WEDNESDAY 20th** **16.00-16.45** *Practice session 1*	PLANNING WEDNESDAY 3rd 16.00-17.00 *Practice session 3* *Putting Faces on Your Data*	PLANNING TUESDAY 2nd 16.00-17.00 *Practice session* *Case Management Meetings*	**PLANNING** **TUESDAY 20th** **16.00-17.00** ***Practice session*** ***Assessment waterfall unpacked***	**PLANNING** **TUESDAY 18th** **16.00-17.00** ***Practice session*** ***Learning walks and talks***	**PLANNING** **TUESDAY 15th** **16.00-17.00** ***Practice session*** ***Instructional intelligence***	**TUESDAY 6th** **16.00-17.00** ***Rehearsal*** ***Virtual Learning Fayre***
AH/ AC/ MJ/ ZE	AH/ AC/ MJ/ ZE	AH/ AC/ MJ/ ZE	AH/ AC/ MJ/ ZE	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**
Role of Research Team: • **Attend all rehearsals and live webinars** • **Non-participant observation notes to be taken during webinar sessions as part of the SUSE research team data capture process**	**WEBINAR 1** **THURSDAY 21st** **16.00-17.00** **Non-negotiables**	**WEBINAR 3** **THURSDAY 4th** **16.00-17.00** **Faces on the data**	**WEBINAR 5** **WEDNESDAY 3rd** **16.00-16.00** **Case Management Meetings**	**WEBINAR 7** **WEDNESDAY 21st** **16.00-17.00** **Assessment Waterfall Unpacked**	**WEBINAR 8** **WEDNESDAY 19th** **16.00-17.00** **Learning Walks & Talks**	**WEBINAR 9** **WEDNESDAY 16th** **16.00-17.00** **Instructional Intelligence**	**WEBINAR 10** **WEDNESDAY 7th** **16.00-17.00** **Virtual Learning Fayre**
	AH/ AC/ MJ/ ZE	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**
	PLANNING **WEDNESDAY 26th** **16.00-16.45** *Practice session 2*	PLANNING TUESDAY 23rd 14.30 - 15.30 *Practice session 4* *Data Walls, CMM & BIUW*	PLANNING TUESDAY 9th 16.00-17.00 *Practice session* *Assessment Literacy*	**PROTOCOLS FOR PLANNING, DELIVERY and DATA CAPTURE of REMOTE PL SESSIONS:** • Rehearsal sessions to take place the day before the live webinar for approx.1 hour - RLs, SUSE Research Team to attend rehearsals and live events • All LCL Project Schools invited to attend planning sessions and live streamed webinars • SUSE Research team to attend all planning and live streamed sessions • Roles and contributions to be clarified during rehearsals • Technical rehearsals included in planning sessions • All webinars recorded and accessible to LCL Project Schools unable to attend during live event via HwB by RLs • Regional Leads to work closely with LCL Project Schools to prepare for Learning Fayre contributions • All contributions from LCL project schools will be collated and uploaded to HwB area to ensure schools continue to share knowledge and practice • Non-participant observation notes will capture the 'story' of the planning and live streamed		
	AH/ AC/ MJ/ ZE	AH/ AC/ MJ/ ZE	AH/ AC/ MJ/ ZE				
	WEBINAR 2 **THURSDAY 27th** **16.00-17.00** **Recap - Non-negotiables**	**WEBINAR 4** **TUESDAY 23rd** **16.00-17.00** **Data Walls, CMM & BIUW**	**WEBINAR 6** **WEDNESDAY 10th** **16.000-17.00** **Assessment Literacy**				
	AH/ AC/ MJ/ ZE	**AH/ AC/ MJ/ ZE**	**AH/ AC/ MJ/ ZE**				