

Panel Discussion: Sharing Learning

Number	Question	Answer
1.	Do we assume that educators can effectively share good practice by the nature of what they do ... are the skills needed to share good practice the same as those in good classroom teaching?	<p>How good are we at the things we say we are good at doing? Real issue. Marc mentioned being isolated. Lots of us work in an isolated way - want to work collaboratively but the system can make us in competition with each other. Forming the trust was about how do we collaborate at a deeper level. The challenge is can we do across the area. Biggest challenge for year 4 - now formed leadership board. Group of people with a link to each school. Starting point - need everyone to be on board and get on board.</p> <p>Marc - build on the point on Leadership very important - Anthony Hughes harmony trust - how can one trust work across two OAs. Some of those schools getting incredible outcomes some who are newer to the trust were not but using PP in similar ways. Defined by inconsistent leadership. Imitative fatigue</p>
	I would like us to think about how to communicate the work of the OA further to parents/carers within our communities organizations working with children and their families through the media so that the strategies and learning that Marc is talking about are part of the future sustainability following year four	<p>Liz - we have a tendency to think that our audience is schools and school leaders and we occasionally neglect the parents and carers so we need to keep pulling ourselves up on that. Tired and tested ways of communicated with schools' newsletters etc. Don't exist for parents and carrers. Some OAs have done community projects and not all of them are successful for a sustained engagement. Parent Champions for Higher Education .</p> <p>Challenging us to remember Creative communication strategies.</p> <p>Clare - Challenge back to schools to communicate to parents the OA work.</p>
	Is one more year of opportunities areas enough to give us time to share good practice and scale up	<p>Richard - one year isn't enough in any case. If you get something that works keep investing in the long term and you'll get long term results.</p> <p>It would have been a good year to do that but this year - not sure we can do everything correctly given the need to have flexibility to support schools over the year...</p>

		Even without the impact covid entrenched challenges make long term change in 4 years not enough. Ministers are pushing for sustainability - balancing the views - honest answer to the future - government has a spending review - difficult due to the pandemic. Liz making a case for continuation, has a place in levelling up.
	Can sharing the latest "silver bullets" cause more problems for schools than it solves how do we know its right for us?	CF - listen to Marcs presentation - start with what do your young people need and then take the advice on board. Brave strong courageous leadership with YP at the center MR - YP at the heart. Assessment of need , what is the evidence that this has an impact
	Is there a way planned for us to learn from other opportunity areas?	
	Is SWERL Just for schools	No - at the moment its limited but if we don't get full take up from schools, we can look to allow PVI to take part
	More details of SWERL	Introduction
	How are schools, PRUs, other organisations working with parents to transmit the messages about SWERL	SWERL network - way to share practice and give examples of how to share with parents etc.
	Given that the presentation showed that many parents don't understand about children's resilience and what they need to do to help their children become resilient, what can we do through early years settings and our work on parent engagement to get the messages out about the different aspects of developing it at home?	
	https://educationendowmentfoudnation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/	