
THE INNOVATION UNIT: NEXT PRACTICE - COMMUNITIES FOR LEARNING
(Formerly called Using the Whole Community to Enhance Learning)
FIELD TRIAL STATEMENT OF INTENT

We are keen to have a number of good field trials – and will assess statements of intent using the criteria below. We hope this will help.

Field Trials:

- ***will embody ideas that are radically different from current practice***
- ***will address a pressing local and national need***
- ***are likely significantly to enhance outcomes for children and young people***
- ***are driven by practitioners already working at the edge of current practice***
- ***have key stakeholders prepared for the scale of change involved with capacity both to implement this and to handle its consequences***
- ***will co-design enquiry and evaluation arrangements, and contribute to the learning of the wider system***

1. What would you like to do and how will you do it? (Say what are the key activities / actions are that will be undertaken to make the field trial a success)

[Guidance: Please be as explicit as possible about what you will actually DO. We are not expecting you to outline aspirations here but rather the detail of things you will undertake to start to realise your aspirations.] Examples:

- *We will establish new roles for young people to help to deliver the teaching strategies in the school*
- *We will establish roles for community mentors working with young people across a range of schools accessible from 15.00 to 02.00 every day*
- *We will rethink and redevelop governance and leadership roles across public services in our area*
- *We will change the roles of associate staff so that everyone contributes to student learning*

- The Learning Advocate project will address the fundamental local and national need of identifying the key ingredients for raising aspirations, achievements and attainment through the development and evaluation of a next practice programme which could be implemented and transferred to other communities both locally, nationally and internationally.
- The project will contribute to the key actions and the priorities within the Children and Young People's Plan for the city of Derby and contribute to the ECM outcomes of Enjoy and Achieve, Economic Well- Being and Making a Positive Contribution.
- Working with our community and business partners, we will establish a new learning advocacy and support programme for a targeted cohort of children and young people from backgrounds of low economic well- being and generations of unemployment to raise aspirations and to maintain and improve ECM outcomes across key stages 2, 3 and 4.
- We will implant and integrate the field trial into the pilot programme of integrated children's services within an area of the city of Derby which has newly established multi-agency teams serving four wards. This can be replicated across the city as the integrated children's services pilot programme is rolled out across Derby.

- We will establish co-ordinating and delivery roles to enable learning advocates to work with groups of primary and secondary schools across two contrasting areas within the city.
- We will work with the University of Derby to develop innovative ways of integrating the learning advocate programme into existing programmes such as youth and community, social work and teacher training thus releasing students for sessions over their three year period.
- We will work with the YMCA to integrate their 'Challenges Programme' into the learning advocate programme to offer more choices to the young people involved.
- We will work across all sectors to establish and mobilise an advocacy pool to compliment professional development programmes within appropriate agencies.
- We will evaluate the success of the field trial working in partnership with Hull LA using the aspirations toolkit to measure the aspirations of young people and their families in the community.
- We will use collaborative enquiry involving stakeholders to identify and disseminate examples of this best next practice to a broad multi-agency audience.
- We will use the 'Family Learning Signature' methodology in the pilot area to identify how parents support their children's learning alongside the learning advocate programme and evaluate the impact.
- The nature of the programme necessitates that it runs for 3 years but would be carried out in phases.
- In year one we will aim to work over the 12 months in 3 stages and will monitor and measure the impact during and at the end of each stage.
- We will implement an evidence based, proven, staged change process based on the remodelling programme of mobilise, discover, deepen, develop, deliver and sustain.
- Launch the field study with all stakeholders which will clearly define the aims, objectives and benefits
- We will identify a multi-agency change team to bring people on board and to mobilise all stakeholders
- We will use the Business Lab Family Learning Signature methodology in the area to identify attitudes, behaviours, skills, resources and barriers to the learning advocate programme in order to focus our support and assess the impact.
- Identify and work with 1 cohort of year 6 children from one primary school moving up to one secondary school in the area.
- We will agree the conditions for integrating the programme into the existing courses at the university
- Set up and validate the new learning advocate programme.
- We will negotiate the service level agreements with all stakeholders
- We will appoint a project lead and 3 Learning advocates
- Deliver the learning advocate training programme
- We will monitor and evaluate the field trial tracking the involvement in extended learning activities of all young people within the cohort and measure their attainment achievement and levels of aspirations.

2. The reason this is so important to us, and we are passionate about achieving this is:

We want to improve the life chances for all children and put them on a level playing field.

We are passionate about achieving this as **some** children in areas of deprivation despite entering the foundation stage at levels significantly below the LA and national average are able to achieve levels close to or at the national average at the end of year 6 but unfortunately by the end of key stage 3 and certainly key stage 4 are back where they began relative to their peers.

We need to be innovative and activate a new intervention strategy which reaches beyond the bounds of what has gone before. In Area 1 we are able to build upon the effective work of the Education Action Zone, New Deal for Communities and the Integrated Children's Services pilot. We need to involve the community through our multi-agency structures and give these young people the chance to experience the **sustained** support of a qualified adult across the key **transition** point and beyond.

Through the **Learning Advocate programme** we believe this is possible.

In 5 years time we want to see key stage 4 results and the staying on rate to match the rest of the city.

We want to see parents more involved and informed about their children's learning.

We want the **whole** community actively involved in this learning process

We know this programme will build upon the existing structures and interventions and has the ability to make a difference to the quality of life for every child it touches.

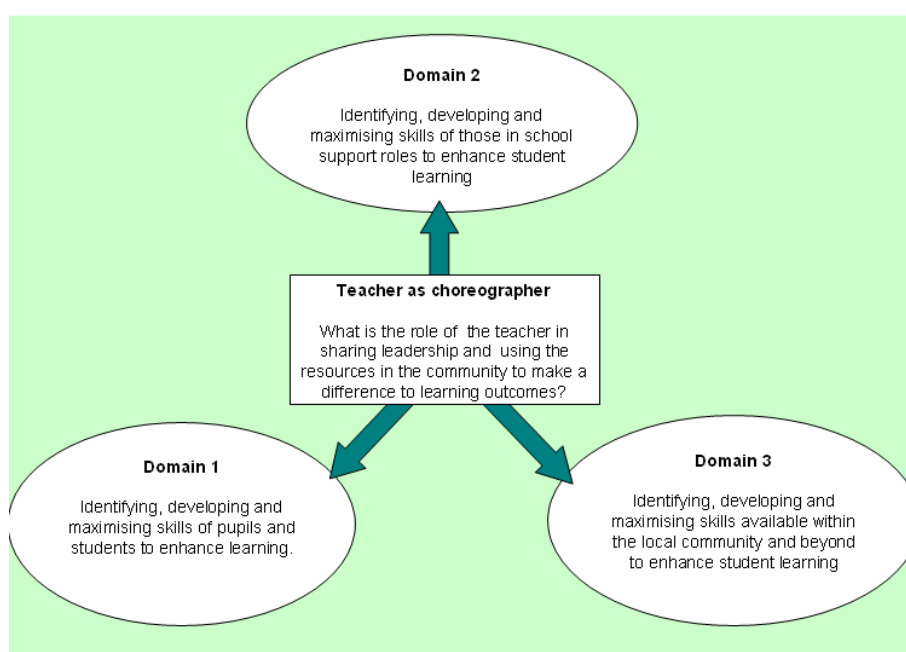
3. What do you think is next practice about your field trial, and how will it work more powerfully than what is happening now?

The Learning Advocate Programme is **unique** next practice because it builds on the role of the traditional learning mentor in a creative and innovative way by:

- making strong multi-agency and community links through innovative ways of shared leadership of a learning focused programme
- providing **sustained** follow through support across key stages and encompassing shared responsibility across all sectors.
- targeting resources to young people who are not necessarily deemed at risk but who will have their economic well being affected through under achievement and lack of aspiration if opportunities are not presented to them
- giving a new and different opportunity for professionals to support children and young people
- involving community organisations such as the YMCA in the development and delivery of the support programme
- giving an added value for children and young people to be further challenged and supported in their aspirations
- providing a created opportunity for schools to draw upon the experience of advocates for the sustained benefit of their children and young people

- providing a responsive service through a co-ordinated approach matching the need of the child to the experience of the learning advocate
- providing a tailor made personalised service designed to support the children and young people, their families and the school
- using collaborative enquiry is a new way of working to share stories of best next practice
- using the aspirations toolkit developed in partnership with Hull LA to measure aspirations of young people and their families
- using the Business Lab Family Learning Signature methodology to build a picture of strengths, barriers and the capacity to target and prioritise actions.

4. to which domain(s) is your idea most relevant (see below)? How does the idea concern the role of the teacher?



Our idea is relevant to domains 2 and 3. This project will maximise and enhance the skills of those in school by the addition of the Learning Advocate's role. All stakeholders will be better informed about the impact of support and the nature and importance of community input. The Learning Advocate will share the responsibility with the staff in school and add another perspective thus enriching the practical dimension to the learning experience of the young person.

5. What impact do you expect the field trial to have on learning?

[Guidance: think about learning in terms of “what learning for whom” e.g. students, staff, the education system. How will the learning experience for those students involved in the field trial be different as a result of it?]

- Learning development in young people would rise **consistently** throughout key stage 2, 3 and 4 at **least** in line with national average.
- Lowering of NEET and more young people making the successful transition into post 16 learning.
- More effective decision making for year 9 option choices.
- Aspirations of young people would be raised by contact, support and guidance from the learning advocate.
- Learning for young people will be a different experience as it will be better supported and personalised through negotiation and they will have a voice through their learning advocate.
- Levels of motivation and sustained engagement in learning would encourage young people to enjoy and achieve.
- Teaching staff would have a higher awareness of the difficulties experienced by young people from backgrounds of low social capital.
- The learning experience would be an uninterrupted, supported process across a key transition point
- Learning advocates would have the opportunity to pursue further accreditation and personal/professional development.
- Collaboration between the young people, the school, the university, the community, the parents, the multi-agency team would influence the shape and nature of the learning process and enrich the whole experience.
- Aspects of the higher education system will be influenced and university courses will be enhanced through the integration of the Learning Advocate programme
- Through interaction with their children and the learning advocates parents will have raised aspirations for their children and for themselves leading to increased ability to support their children's learning.
- The partnership working with Hull LA will contribute to identifying key factors which influence learning as well as informing the processes within the multi agency structures that Derby and Hull have in place. Thus providing an excellent opportunity to compare and contrast and learn from each other through the use of common evaluative processes and collaborative enquiry. The learning advocate programme will be an excellent innovative project which will bring benefits for all stakeholders as outlined above.

6. What are the key risks associated with your field trial? How do you propose to mitigate them? How would you want to work with The Innovation Unit and TDA in addressing obstacles and barriers?

[Guidance: e.g. what will happen if the lead contact or other key people engaged in the field trial leave during the trial, anticipated funding from other sources built into your proposal fails to materialise, timescales prove unrealistic, key stakeholders are not supportive etc?]

- Field trial lacks direction strategy and forward planning-creation of a strategic plan with key aims and objectives-use of key performance indicators and objective setting with targets-monitor operational performance-
- Lack of resources-appoint project lead
- Length of time for CRB checks-build in realistic milestones
- Unable to appoint co-ordinator-person spec open to multidisciplinary function- offer a competitive salary
- University dept not engaging- ensure project enables university to achieve shared outputs
- Lack of interest from potential advocates- ensure programme has Kudos and professional development benefits.
- Key stakeholders not supportive-marketing strategy to include benefits to stakeholders
- Loss of key personnel- put succession planning in place-appointment with tie in notice periods and handovers and competitive terms and conditions would mitigate the risk
- Unrealistic timescales- plan and agree phased programme with contingency actions
- Limited measurable impact over 12 months- Work with TDA to obtain sponsorship to ensure project runs over 3 years

We would want to work with the innovation unit and the TDA **to raise the profile of the field trial by lending their name to the initiative and publicly supporting the programme** and more specifically:

We would want to work with the innovation unit to :

- access funding
- plan for maximum impact
- marketing and publicity
- develop national and international links
- help to obtain sponsorship for continuation of the project

We would want to work with the TDA to:

- plan training and development
- advice for launch
- support with monitoring
- develop materials for dissemination

The wider practical implications for rolling the project out include marketing a successful and sustainable training programme which could be recognised and made available nationally.

This would need government support through the TDA clearly showing the links to other strategies and policies and pedagogies.

It would need to be given a high profile and be backed by sound **evidence of impact** to demonstrate the benefits to teachers.

Higher education would need to review and create accessible pathways for professionals to become learning advocates. This would involve a modular accredited programme which would be open to a wide range of learners.

Making the programme transferable to other key stages.

We would have to work with all our social partners including the unions to agree the terms and conditions of the programme and it's participants.

7. What are your ideas for building support with key stakeholders in the community?

- Within Derby there is strong commitment to partnership working and we will link into the existing and developing structures for locality based multi-agency working in the pilot area for integrated services.
- The structures engage stakeholders from the statutory and voluntary sector, schools and members of the community.
- The newly formed locality services management groups include head teachers from all the schools within the localities working alongside the multi-agency representatives. Outside the pilot area there are extended services management groups established in the other four areas already operating in readiness for the area pilot programme roll out when they will **evolve** into locality services management groups.
- The extended schools agenda will contribute to raising the profile of the learning advocate through the core offer which emphasises the value of young people having access to a varied menu of activities and their families being able to access parenting support.
- We will report into a multi -agency sub group who will oversee the work of the field trial giving advice and support. This will result in shared leadership, shared values and goals.
- A key part of the project plan will be the sustained engagement throughout the field trial of key identified stakeholders which will help to create an inclusive culture. There will be a strong partnership with shared values between schools, parents, learning advocates and the community.
- Launch of the field trial will raise awareness and build support.
- Joint management of the project lead by stakeholder group
- Regular monitoring and evaluation will be communicated through a variety of media to all stakeholders and will incorporate case studies

8. What are the resource implications of your field trial idea? How will you meet your needs?

[Guidance: think about resources in terms of financial, non-financial, legislative, expertise, brokering, access to specific equipment etc.]

Resources	£000
Project lead	38
3 learning advocates	60
Launch	5
Validation of programme	1
Aspiration survey	5
Family Learning signature	5
Collaborative enquiry	5
Administration and research support	10
Dissemination of project to other areas	5
Total	134

9. What support do you need from The Innovation Unit / Training and Development Agency for schools to make your field trial idea a reality?

[Guidance: Look at the offer from The Innovation Unit. We are aiming to respond flexibly to requirements and have shared a non-exhaustive list which includes: access to wider ideas pool; access to community of interest; creative space (to incubate ideas); safer space to legitimate experimentation; obstacle removal (e.g. using the Power to Innovate); social capital and connection; gateway to Departmental teams; confidence and moral support; resourcing to support the change and development process; real-time learning and enquiry support; co-design of evaluation.]

- Funding for field trial highlighted above I project lead and 3 learning advocates
- Support with training and development
- Advice support and guidance in setting up and delivering the field trial
- Support and identify best practice and issues that arise
- Potential delivery of workshop sessions to key stakeholders
- Monitoring

10. Key contact and delivery team

Who will be your key contact for the field trial?

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Who are key members of your team?

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Thank you!