

Case study:

Jordanhill School

HayGroup



“Transforming Learning should be part of a medium to long term process, it is not a quick fix.”

*Derek Brown,
Jordanhill School*

Using Transforming Learning for Self Evaluation

Jordanhill School is situated in the West End of Glasgow. It is a combined Primary and Secondary School with a total school roll of approximately 1050, aged from 5 – 18. The school catchment area is mainly, though not exclusively, owner-occupied housing. Almost all of the school’s pupils live locally and there is a very substantial waiting list for places.

The school is fully comprehensive in its organisation and structure. There are no fees and no selection other than by residence. It is unique in Scottish state education in being grant-aided, that is directly funded by the Scottish Executive. The school, therefore, controls all aspects of its operations.

The school introduced Transforming Learning in 2002 to support teachers in their self-evaluation and to help them to shape their personal professional development and the school’s staff development priorities.

For Jordanhill Transforming Learning was a whole school affair. The Headteacher started using the Headteacher Account to model the use of TL and encourage teachers to use it. He really wanted to engage staff in a dialogue over the findings, both to seek improvements in classroom climate dimensions and as a vehicle for staff development on some of the wider issues.

Working collaboratively on key decisions

Jordanhill made a group decision to use Transforming Learning – the Head discussed it with staff and asked for volunteers to take it forward. After looking at the benefits these volunteers agreed to be the pilot group – and they were encouraged to share their experiences with each other and with pupils. The use of TL for them was about collaboration – working across the school to explore and improve climate.

After starting with a small group, Jordanhill increased the numbers of teachers involved year by year. This provides the school leadership with annual whole-school data. And for individuals the process quickly became an integral part of their self-evaluation and personal development.

Jordanhill found that both primary and secondary pupils have engaged readily with the process and treat it seriously. Teachers who have chosen to explore their findings with pupils have found it to be a positive experience.

Evidence from TL has been used to inform the school's profile for Investors in People. Having gained iP recognition in 2003, the school became the first in Scotland to undergo the iP profile assessment in November 2004. This provided some very positive feedback. The Head has actively used his findings to shape his personal and the school's priorities.

Jordanhill's advice to schools looking to start using Transforming Learning would be:

"Inexperienced teachers or middle leaders should not undertake such an exercise without support."

"Encourage teachers to view TL as a package which gives them control over their professional development. They own their data and decide with whom to share it. At the same time it is beneficial if the headteacher and others can act as open role models: demonstrating how to engage with it and promoting the benefits to be gained from sharing their learning."

"TL should be one of a range of processes within the school which encourages open dialogue and actively promotes the garnering of both pupil and staff perspectives, with a view to improving the school climate and its effectiveness."

To speak to someone at Jordanhill about their experiences please contact:

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