OSIRIS
Educational

Leadership

- Know Yourself
- Know Your Team
- Know Your Change

IMP**ACT**

Pedagogy

- Mobilising Curriculum
- Mindframes
- Metacognition

Implementation

- Iterating Change
- Intentional Learning
- Investigating Impact

Insight to Impact

Building on work with the greatest academics and thought leaders over the last 30 years, Osiris has designed the *Insight to Impact framework* for you to use to support school development.

The Framework is centred around three themes;
- Pedagogy
- Leadership
- Implementation

The *Insight to Impact framework* does not include everything you need to consider in leading your school, nor should it. What the *Insight to Impact framework* offers is a pedagogical lens to view your school improvement journey, based on robust and extensive evidence and evaluation.

Evidence shows that the combination of strengthening **Pedagogy**, **Leadership** and **Implementation** together creates the greatest impact; with action being at the heart of any impact.
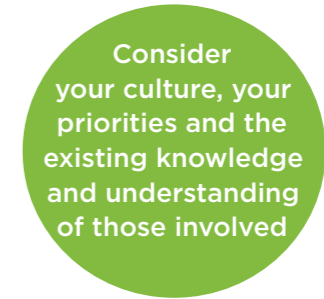
Within the *Insight to Impact framework;*

- The **Pedagogy** strand combines the philosophies and processes of learning and then looks at putting those into practice.
- The **Leadership** strand explores self-awareness, a knowledge of team and putting these into practice to execute impact driven change.
- The **Implementation** strand is not always considered, but it is vital. It addresses the stages of planning, delivering, monitoring and evaluating high impact learning.

The **Levels** are designed to be used formatively, they are:

	Level 1	Level 2	Level 3
Culture	The Senior Leadership Team is setting the culture of the school	The Senior Leadership Team is guiding the staff body to create its own culture.	Behaviour and actions of all staff reflect a tangible and deeply shared culture.
Scale	Some	Majority	All (or nearly)
Content Complexity	Some staff will have an understanding of relevant theory	Many staff will be familiar with relevant theory and how to apply it. Some staff will be seeking out theory to inform their reflections; researching to improve their practice.	Most staff have a good working knowledge of relevant theory, with a culture of research shaping practice and impact cycles.
Priorities	Immediate and short term	Short term addressed – planning medium term	Short and medium term addresses – planning long term

Examples of how it can be used:

- With your team or department – identify where you think your team/department is – which aspects do you agree or disagree about and why? What does this suggest about what should be prioritised next?

- As a Senior Leadership Team – identify where each of you think your school is – which aspects do leaders have different views about and why? How do those findings compare to your strategic plans?

- As a whole school, hub, trust or cluster – how do the views of teaching staff, middle and senior leaders compare?   What insights does this provide? How do these compare with your development priorities and strategic direction?

Pedagogy Making learning visible & increasing teacher impact

Consider your culture, your priorities and the existing knowledge and understanding of those involved

Metacognition The process of learning; what learners know about their learning (focus on student as learner).

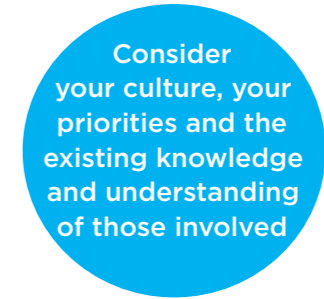| Level 1	Level 2	Level 3
The learning process is guided by the teacher. The process of learning is not always clear to students. The teacher is pivotal in providing guidance on strategy choice, feedback and next steps. There is some awareness of the teachers generating ideas, then finding and researching evidence.	The teacher orchestrates the learning process; making learning visible. Learners have some learning strategies which are supported and scaffolded by teacher guidance. Learners are able to problem solve, classify, seek evidence and make decisions. They can organise their thinking and can apply appropriate strategies to help them learn. They are strategic in their choices, demonstrating early skills in active self-regulation.	Learners know how to learn and they understand the learning process; applying this knowledge to direct the content and pace of their own learning – within and across subject disciplines. They can plan, monitor and evaluate their own learning, articulating how they learn at each stage and deciding when to move on. Learners are reflective and strategic; both 'in the moment' as well as retrospectively. They refine or change their chosen strategies when not successful, seeking assistance when needed. Enhancing learner understanding is at the heart of teachers thinking and planning; teachers have a deep understanding of how students learn which enables this to happen in practice.

Mindframes Beliefs and values shaping how we understand learning (focus on teacher as learner).

Level 1	Level 2	Level 3
Teachers work hard, often in isolation. There is some shared understanding of what learning is, with different stages of understanding in different classes. Teachers plan together; focusing on achieving individual goals. Some teachers believe that high achievement is possible (for all children). Teacher professional learning is guided by senior leaders and instruction is driven by immediate needs.	A shared understanding relating to learning and achievement has been actively established and made explicit. As a result, positive beliefs and values can be seen throughout the classroom. Teachers plan together and share some responsibility for addressing achievement concerns. The school's professional learning programme supports teachers to address specific achievement issues as well as addressing whole-school priorities. Teachers are proactive in gathering evidence of impact and actively engage learners in using assessment to improve and take more responsibility for their own learning.	There is a strong collective belief of high expectations for all learners which is visible in the way that teachers expertly collaborate with each other as well as with other stakeholders. Collaborative behaviours strategically pull together skills and expertise through networks and towards specific outcomes. Teachers confidently innovate, using inquiry-based approaches to enhance their expertise and impact. School leaders actively facilitate and support this approach to professional learning. Learners are living the values of the school and have a shared language of learning. Teachers and learners' values are aligned and these values are clearly embedded in their actions. The teacher's role is seen as focusing on learning not teaching. There are very positive relationships throughout the school, an environment of high standards, and encouragement of healthy challenge. Learner progression is the most important priority for all staff, and building very positive relationships is seen as a vital part of this.

Mobilisation through Curriculum Relationships within the learning process (focus on the relationships and dynamics between teacher and learner)

Level 1	Level 2	Level 3
Curricula are adopted from external sources, with curriculum and teaching and learning discussed separately by staff. Learners are task-oriented. Teachers use teaching and learning methods that are familiar. Some teachers have some knowledge of what evidence shows works in teaching and learning and some teachers would actively like to learn more about pedagogy. Assessment is mainly provided by the teacher, especially feedback. It is not always clear to learners how assessment can be used to inform learning. Impact measurement focuses on short term differences. Planning is driven by the curriculum requirements. Teachers and learners tend to be responsive to the next intervention. There is sometimes a feeling of overload and a need to be more productive. Monitoring of progression tends to be through tick charts and formal assessment tasks.	There is a shared and tangible understanding across the school relating to learning and achievement. Intentions for the curriculum are clear and understood by most. Staff are beginning to see how their teaching and learning actions affect the extent to which curriculum intentions turn into curriculum impact. Learners are increasingly active partners in the learning process and most are effectively challenged. There are structured opportunities for all learners to make progress at depth; this is built upon a foundation of clarity in progression and feedback. Planning is based upon secure assessment of learners' prior-achievements. Staff have a good knowledge of effective teaching; staff interpret and implement these ideas across the school in their own way. There is a calm learning environment which is balanced in approach.	The curriculum has been deeply thought through and co-constructed by staff; drawing upon evidence and knowledge of the school community and its aspirations. This has been undertaken with clear intentions rooted in long term and sustainable impact for learners. There is a cohesive and self-challenging learning environment which is efficient and effective in achieving its intentions. Teachers understand what works for each learner and this is evident in their planning and behaviours. Intentions are clearly visible to learners and leaders, and are clearly articulated throughout interactions. All learning opportunities are maximised to ensure greatest impact. Evidence is used with precision to facilitate highest impact opportunities. There is a learning flow that both teacher and learner fully understand; the teacher knows when to intervene and learners feel empowered to make decisions about their own learning. Critical disposition is developed ensuring high quality progression balanced in approach.

Leadership Surfacing influences to leadership

Consider your culture, your priorities and the existing knowledge and understanding of those involved

Know Yourself The role of beliefs and values in determining your leadership behaviours

Level 1	Level 2	Level 3
Leaders have some awareness about how their ideas and actions affect others. They are starting to shape what they believe are important actions as a leader; largely informed by leaders that they work with, local or national expectations and existing leadership practice. Leaders have some awareness of leadership behaviour research and may have begun to engage with leadership development programmes. Leaders actions focus on short term and often responsive or reactionary needs	Leaders are making the connection between leadership theory and their actions. Leaders are grounded in practice and have an emotional engagement with leadership. There is a knowledge of leadership theory with the majority of leaders; application of this is seen with some but there are cases where this is not the case. There is knowledge of what has and has not worked previously that informs future actions and broader evidence is used to inform future planning. Leaders are aware of the school's values and supporting their enactment across the school. They have thought hard about their own vision and value and what kind of leader they want to be.	There is a shared and consistent belief of what leadership looks like within the school. The school values are clearly visible by all leaders whilst individual leadership styles are encouraged and valued. There is purposeful energy across all layers of leadership within the school. Each leader can see how they fit within the larger school leadership team, shaping the behaviours of others. Cognitive and value-led balance pervades decision-making rather than leaders getting caught up with peripheral and easily measured matters. Leaders take a long-term view whilst understanding short term needs. Leaders recognise that what they learn and think about themselves makes an impact on the way that they approach leadership. They understand that how their thoughts, actions and behaviours create intended and unintended consequences. Leaders have a clear vision and knowledge of what kind of leader they are, what motivates and drives them and how they can keep developing. There is deep engagement with leadership theory and implementation.

Know Your Team Creating, building and developing your team through knowledge of their strengths, skills and dispositions

Level 1	Level 2	Level 3
Some leaders know their teams quite well. Teams work on urgent priorities with lots of trouble-shooting in response to issues raised by senior leaders or external stakeholders. Some staff understand the broader strategic direction and there has been some discussion about how this could be communicated with other leaders and the wider school community. There is variance in how different members of the team are utilised, focused or directed. Professional learning is often linked to short term priorities or initiative directed, with needs and plans made for individuals. There are some examples of limited capacity and trust within the team, and there are some vacancies.	The majority of leaders have a sound knowledge of their teams and understand the strengths/gaps in expertise across the team. Where staff need to be brought in, there is an understanding of skillset required which has been informed by reviewing the impact, expertise and capacity of the existing collective team. Leaders provide professional learning opportunities which build on their team's strengths, build a team identity and work towards shared goals and ambitions. There is a sense of direction across most teams with a few exceptions. There is a feeling of trust and most leaders have the capacity to improve their teams.	Collective efficacy is high; teams have shared goals with mutual understanding about the intentions, actions and intended impact. Staff collaborate purposefully and regularly within and beyond their teams. All leaders get the best out of their team, knowing them in terms of their individual strengths and behaviours and also how that fits within a fully functioning and happy team. High trust, high capacity teams are visible, with clear roles and continually developing strengths. Retention is strong, and where new staff are recruited this is carefully planned for and executed with success. Motivation is intrinsic with leadership supporting rather than instructing.

Know Your Change Impact focused and strategic decision making; prioritising, designing and planning for implementation

Level 1	Level 2	Level 3
The Senior Leadership Team are aware of changes that need to happen, which may be as a result of external factors. Senior Leaders are starting to plan for how to respond to these changes and intend to share these with middle leaders, teachers and other staff as the need arises. There are a series of urgent priorities being addressed, so discussion about strategic vision and direction is not seen as a current priority.	The Senior Leadership Team are working collaboratively to identify what change needs to happen, and why it needs to happen. Senior Leaders intend to communicate this to the whole staff; at this stage staff are aware of day to day priorities and short-term objectives. Most staff are aware that change is underway and have an emerging understanding of why this is the case. Leaders are starting to distinguish between urgent and important, with the focus on this year and the medium term. Discussion is tentatively starting to consider how the whole school might work together beyond this academic year.	All staff are clear about the change that they are leading, what they are implementing and why. They are familiar with the evidence that justifies this approach and are aware of the relevant theory behind the actions. Staff understand the intended impact of their actions and how they will know whether these changes are successful. There is buy-in across the school and everyone knows their role and the important part they play in the collective change underway. All leaders have contributed to, and helped shape the design and implementation plan. Wider staff have been involved in broader discussions. All staff understand the shared outcomes they are aiming for and the steps needed to get there and track along the way.

Implementation The stages of effective planning for high impact learning

Consider your culture, your priorities and the existing knowledge and understanding of those involved

Iterate Change Planning and reviewing iterations and phases

Level 1	Level 2	Level 3
Reactive priorities are the main focus of school led change due to current circumstances. Staff are informed of the actions expected of them and most of these actions are undertaken. There have been a series of initiatives across the school addressing short term outcomes with a few isolated examples of review and feedback. Small steps towards longer term sustainable models are starting. The Senior Leadership Team have started to map out the plan to implement meaningful sequences of change and there has been initial discussion about who should be involved, who is responsible for each element and what the desired outcomes are.	There is an emotional connection across staff that there is a need to do something in response to strategic priorities. There has been some discussion about the process and thinking behind whole school strategies. Most staff understand the intentions and their role in relation to them, and some staff have yet to buy into the change underway or to understand how their role and actions contribute to achieving the desired outcomes. Responsibilities are clear and understood by the majority of staff. The plan has scheduled points of reflection to enable feedback and clear milestones. How and who will lead these is understood by some staff.	Theories of change are understood by leaders and embedded in practice. The school is familiar and comfortable with iterative change and impact cycles. Staff readily engage because rationale is clearly communicated and understood. Consensus on key decisions is garnered through purposeful deliberation. There is clarity about the expectations that staff have of each other. Data gathering and feedback loops are familiar and embraced within practice as staff understand they are an instrumental part of making change happen. Reflexivity and re-positioning are endemic within the culture. Determination and freedom to express opinion is clearly visible. Clear protocols are in place. Interdependence and cooperation can be seen across staff. Collective Efficacy is in play; there is a tangible sense of the whole team working together addressing shared intentions.

Intentional Learning Structures, climate and rhythm

Level 1	Level 2	Level 3
External factors tends to influence what the school does; sometimes this does not align with individual and school's beliefs and values. Teams are good at reacting to immediate needs. Professional learning is provided to support current high priority issues which are usually linked to learner outcomes. Professional learning is often a series of standalone objectives rather than a rhythm of professional learning. Intentions surrounding professional learning are good with some variation in how proactive staff are in engaging with principles and practice.	Leaders direct a carefully designed professional learning programme which is in line with school priorities and the change being implemented. Staff attend a range of appropriate professional learning opportunities and engage in some research (academic or classroom based). Many realise their professional learning is for their benefit as well as supporting the implementation of change. There is a regular rhythm to professional learning, with some staff meaningfully reflecting and understanding how to evaluate impact. There is a positive climate with some collaboration starting to emerge.	A high-quality professional learning programme is implemented across the school. Each person knows their part, the direction and desired outcomes. Learning is pro-active with a variety of approaches, refined at intervals based on feedback and evaluation. A culture of ongoing enquiry is clearly visible, with teachers driving the rhythm. There is a shared understanding of impact and what desired outcomes look like by all staff. The team share a culture where communication, engagement and shared intentions are collectively owned and enacted. Evaluation underpins progress so all stages in development can be understood and tracked. There are individual pathways which allow all adults to make progress through deliberate practice relevant to their expertise. Time is taken to reintegrate learning to ensure sustainable gains.

Investigating Impact Evaluating change through understanding what and how to measure

Level 1	Level 2	Level 3
The desire for change is present across the school with activities happening. There have been small step towards strategic professional learning design; which is starting to drive desired impact through direct and indirect links. Sometimes staff are not quite aware of what success should look like, although some staff are ready, in some areas, to start to evaluate their impact. There is early and tentative discussion about how to assess professional learning across the whole school.	There is a shared understanding of intended changes, what is being put in place to address them, and why these changes are appropriate. Evidence used to inform these changes has been communicated to aid understanding which ensures that the desired impact indicators are visible to all those involved. Impact is starting to happen and is recognised, understood and evaluated by those involved. Milestones/KPIs are in place with a mixture of short and medium-term goals which have been carefully identified to ensure timely and effective monitoring, review and refinement cycles. Design of change is evident although at this stage focuses on predominantly on input factors.	All staff share a deep understanding of impact. All staff recognise direct and indirect effects and these are clearly understood. Precise measurement of both is in place which draws on from established base lines and enables staff to review and refine throughout cycles of change. As changes are refined, iterative plans take account of spaced reviews. Refinements are based on a clear evidence trail involving a range of evidence and engaging staff collaboratively in identifying next steps. Achievement outcomes are high and interlinked, with an evidence trail showing how and why policy and practice has achieved this.

Complete this grid as a team

Complete this column individually before discussing as a group

	Agree the benchmark: which description best describes the realities of our actions at the moment?	Set an ambition: which descriptor, or part of a descriptor, is most appropriate for us to focus on next?	Commit to a timescale: what is a realistic timeframe for us to reach our ambition? Be clear on evaluation: how will we know that we have achieved our milestones on the way?	Agree the next steps: what are the practical actions that we need to complete in order to achieve this?
The **Pedagogy** strand combines the philosophies and processes of learning and then looks at putting those into practice. Consider the descriptors at level 1, 2 or 3 for each of these: • **Metacognition** - the process of learning; what learners know about their learning (focus on student as learner). • **Mindframes** - beliefs and values shaping how we understand learning (focus on teacher as learner). • **Mobilisation through curriculum** - relationships within the learning process (focus on the relationships and dynamics between teacher and learner).				
The **Leadership** strand explores self-awareness, a knowledge of team and putting these into practice to execute impact driven change. Consider the descriptors at level 1, 2 or 3 for each of these: • **Know yourself** - the role of beliefs and values in determining your leadership behaviours. • **Know your team** - creating, building and developing your team through knowledge of their strengths, skills and dispositions. • **Know your change** - impact focused and strategic decision making: prioritising, designing and planning for implementation.				
The **Implementation** strand addresses the stages of planning, delivering, monitoring and evaluating high impact learning. Consider the descriptors at level 1, 2 or 3 for each of these: • **Iterate change** - planning and reviewing iterations and phases. • **Intentional learning** - structures, climate and rhythm. • **Investigating impact** - evaluating change through understanding what and how to measure.				

Use this to help you source, reflect on and organise your thoughts and tasks.

	Useful reading to introduce key concepts	Useful materials to prompt your review, your thinking, and in planning for your next steps;	Key concepts and action points which will help us to achieve our school's ambitions
The **Pedagogy** strand combines the philosophies and processes of learning and then looks at putting those into practice. Consider the descriptors at Level 1, 2 or 3 for each of these: • **Metacognition** - the process of learning, what learners know about their learning (focus on student as learner). • **Mindframes** - beliefs and values shaping how we understand learning (focus on teacher as learner). • **Mobilisation through curriculum** - relationships within the learning process (focus on the relationships and dynamics between teacher and learner).	Dweck, Carol (2007). Mindset: The New Psychology of Success Hattie, John and Gregory Yates (2013). Visible Learning and the Science of How We Learn Perkins, D. (1992). Smart Schools: Better Thinking and Learning for Every Child Wiliam, Dylan (2011). Embedded Formative Assessment	What is Visible Learning and why is it so important? Download free videos where Professor John Hattie introduces the key ideas you need to know and what you can do about them in your school: https://osiriseducational.co.uk/visible-learning-plus/insight/ For further resources and support suggestions go to: https://osiriseducational.co.uk/pedagogy/	1. 2. 3.
The **Leadership** strand explores self-awareness, a knowledge of team and putting these into practice to execute impact driven change. Consider the descriptors at Level 1, 2 or 3 for each of these; • **Know yourself** - the role of beliefs and values in determining your leadership behaviours • **Know your team** - creating, building and developing your team through knowledge of their strengths, skills and dispositions • **Know your change** - impact focused and strategic decision making: prioritising, designing and planning for implementation.	Donohoo, J. (2017). Collective efficacy: How educators' beliefs impact student learning Dweck, Carol (2000). Self-Theories: Their Role in Motivation, Personality and Development Einhorn, Stefan (2010). The Art of Being Kind	What is collective efficacy and why does it matter to schools? Watch this five-minute film *tiny.cc/lv0qfz* together with your colleagues and use as a discussion point when you review this strand of the framework together. For further resources and support suggestions go to: https://osiriseducational.co.uk/leadership/	1. 2. 3.
The **Implementation** strand addresses the stages of planning, delivering, monitoring and evaluating high impact learning. Consider the descriptors at level 1, 2 or 3 for each of these: • **Iterate change** - planning and reviewing iterations and phases. • **Intentional learning** - structures, climate and rhythm. • **Investigating impact** - evaluating change through understanding what and how to measure.	de Bono, Edward (1982). De Bono's Thinking Course: Powerful Tools to Transform Your Thinking Hattie, John (2011). Visible Learning for Teachers: Maximizing Impact on Learning. Rosenthal, Robert and Lenore Jacobson (2003). Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development	As John Hattie says, 'Know Thy Impact' – try this article tiny.cc/9x-0qfz for four key questions that you can use as discussion points with your staff when reviewing this strand. For further resources and support suggestions go to: https://osiriseducational.co.uk/implementation	1. 2. 3.

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Would you like friendly and professional support in identifying practical next steps for your school?

We can help your schools/teams in completing the review, action planning and recommending next stages of professional learning to move towards level 3.

Call Adele Edwards on **01790 753 987** or email **aedwards@osiriseducational.co.uk**

"The Insight to Impact Framework is an excellent piece of work, something which will add enormous value to our teaching profession. It makes inherent understanding – visible to all"

Katrina Morley, CEO, Tees Valley Education

"Great tool to support the evaluation of leadership practice, whole school practice and to unpick and use this to ensure we are achieving maximum impact. Will definitely use this to help inform further/future school priorities and implementation."

Lorraine Budge, Headteacher, Fox Covert Primary, Edinburgh

"Thinking about Pedagogy, Leadership and Implementation together in this way brings absolute precision to our decision making"

John Camp, Trust Leader, Compass Partnership