

USING THE STAIRS GRID

APPROACHES ASSISTING GAINING EVIDENCE OF WHAT APPEAR
TO PROMOTE GOOD PRACTICE IN COMBATING INEQUALITY IN
EDUCATION



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Using the STAIRS GRID: A workshop folder

Introduction

This workshop covers 5 approaches designed to make the most of STAIRS GRID, looking for evidences of what appears to promote Good Practice. It is one of the tools aimed at raising awareness of and developing practice in adopting initiatives and programmes for reducing prevailing inequality across education.

Taking a multi-disciplinary and collaborative stake-holder approach, STAIRS interrogates strategies across differing contexts and comes up with suggested actions based on experience and research.

Workshop Parts: It is suggested the folder is first read through and then tackled in this order.

Section 1:

Explores the background and introduces an approach using self-questioning techniques to interrogate and assess whether or not an initiative or programme exhibits Good Practice (GP).

It contains:

Grid 1 – with an explanation of its contents

Grid 2 – a filled in Exemplar using one of the Irish Initiative on Literacy

Grid 3 – a blank Grid for members to use

Grid 4 – a blank cumulative Grid to allow members to compare one initiative to others

It has a dual use:-

a) aiding the recognition of GP techniques and assessing a worthwhile example

b) how these can also be used in forming, developing and sustaining initiatives and programmes of ones own, tailored to a specific context

Section 2

Introduces another facet of the use of the Grid useful in observations/dialogues etc. with the actual people engaged in enabling, presenting and evaluation initiatives for GP.

The Grid can be used as a tool for deciding what questions would be pertinent to ask the “experts” in face-to- face, skype, webinar, workshop or seminar etc. situations

Grid 5 – Takes a blank grid and gives some possible exemplars for asking questions inspired by the Grid.

It also highlights areas/questions that are basic to all GP undertakings whatever the context

EXPLANATION: The Contents of the STAIRS GRID

WORKSHOP FOLDER

What seems like a long time ago now, but was only at our first meeting in Budapest we had lots of discussions about what “good practice” looked like when thinking about the STAIRS Project. This led to our pulling together a set of questions, added to and changed over the following weeks that we collectively thought would be helpful.

As part of our STAIRS Tasks for Ireland we constructed a coordinates based grid on these, that was shared with everybody.

Another part of our IRL work was to look at projects and initiatives going on in Ireland and choosing 3 or 4 illustrating Good Practice (GP)to present to you our colleagues.

We decided to use the grid to help us to choose. It quickly became obvious that the Grid, though very comprehensive, was unnecessarily complicated and unwieldy to use.

Going back to the ‘drawing board’ and after further research, we decided that asking ourselves the questions we had collectively drawn up would itself give useful and concrete data on how to recognise what it was contributing to ‘Good Practice’ across a variety of contexts.

In other words what were the indicators that were pointing to examples of GP and how could we use them to recognise GP in initiatives that were likely to lead to development and progress being made in the objectives of STAIRS.

As you will see there are 40 questions in all. These could possibly be reduced in number after more experience of using the Grid, but for the moment at least, we will use it as our STAIRS blueprint.

Take a moment to look through the whole of the folder, then return to page 11 for an explanation of how to use the various grids in this section.

Here are the Questions

The 40 Questions

To make use of the STAIRS grid pose the following questions to yourself : **‘Is there evidence that they had a clear idea of ... ?**

- A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns;
- History of working together – ethos of collaboration;
- Focus on desired outcomes;
- What or who their target/s were;
- What timescale was planned;
- Funding and resources available;
- If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes;
- If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued;
- Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines;
- Clear lines of communication and overall management;
- Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support;
- Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks;

- How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change;
- Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision;
- Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working;
- Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build; ethos emerges from the values held;
- Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc);
- Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore);
- Built-in permission to fail and try again – evaluation mechanism;
- Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context);
- That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others ‘interfering’ or even ‘observing’);
- Full use of the opportunities given for information and knowledge gathering and sharing by information technology;
- Who or what were the agents of change;
- Opportunities for agencies to come together and discuss issues;
- Opportunities to share good practice;
- Opportunities for all agencies to input into evaluations and reviews;
- Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.;
- Evidence of support from government (central, regional and local), education sector and community;
- Evidence of buy-in from the targeted group;
- A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge;
- Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal ‘comfort zone’;
- Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact;

- Agreed, shared and clear qualitative and quantitative indicators that measured outcomes;
- For example, achieved / work-in-progress (yet to be achieved) / reflections and learning;
- Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used;
- A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made;
- A record of the strategies used, including written, on-line materials etc., from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time;
- Self-generated materials for knowledge/skill gain and support;
- Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved;
- What do they actually do?

You will need to go to Section 2 where all 4 grids are available referring back to page 11 for guidance in using them.

GRID 1 will help to find examples of some or all of the criteria in the project you are considering e.g. it may be clear that those involved have/had a partnership agreement, have worked on research in that area before, are all members of staff team, share other projects.

Explanations of the GRIDS

looking at **GRID 1**

You will see it is divided into two columns:

- The left hand poses the questions (now numbered)
- The right hand is to make a note of the answer/s to that particular question you can find in the project/initiative you are researching.

To get started on interrogating an initiative, programme or project to see whether there are indicators of GP in it, go to **GRID 2** to see more

This is an exemplar of interrogating an initiative to assess whether or not it has indicators of Good Practice.

The Programme used here is from Ireland, its called the DEIS Primary Schools Literacy Initiative (it is one of the GP examples for Ireland, detailed information is in the Irish Section on the STAIRS website)

In **Grid 2** you will see the right hand column has an indicator found in the initiative, for simplicity this has been restricted to one example per question and each question has been addressed. In some Programmes this need not be the case, although certain indicators have proven, backed-up by research data, to be vital.

In the same vein many of the indicators could be described as 'basic' requirements across all subjects/contexts etc. More of this later.

We have tried to show a range of types of 'evidence' for these 'indicators' of GP, in an attempt to raise increased awareness of observation and reflection needing to be made.

A few examples being: -

- reflection, change and attitudes and actions shown via video interview with practitioners in the Literacy programme in a reflective feed-back situation. (Q.21)
- how the setting up, funding and retention of Limerick Education Centre shows commitment of managers and policy makers. (Q.30)
- Or how the periodic Reviews ensure the continual assessment of actions, progress and efficacy in meeting the goals of the programme. (Q.34)

You can look for yourself at how the full range of stakeholders in the initiative can demonstrate their contribution to bringing, allowing and supporting GP within any initiative.

A second blank **Grid 3** is in the package for you to try out as a template for your own interrogation of Projects to assess their place on a scale of Good Practice and ultimately whether any of their data could be of use in your particular context, either as it stands or adapted to suit the situation.

Grid 4 is a cumulative proforma to help in assessing one initiative compared with another and its potential usefulness.

We hope you will enjoy using them!


GRID 1

Indicators of “Good Practice” perquisites in the Project: to what extent evidence of these queries are present: put indicator/s here	
Question to pose to yourself -can you see:	Indicator from Initiatives to combat inequality:
1.A shared mission – particularly in relation to equity and equality, commitment to inclusive practice. an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	<i>e.g. Collaborated on project XXX 2 years ago</i>
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	
9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	
18.Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	

19.Built-in permission to fail and try again – evaluation mechanism	
20.Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21.That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others ‘interfering’ or even ‘observing’)	
22.Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23.Who or what were the agents of change	
24.Opportunities for agencies to come together and discuss issues	
25.Opportunities to share good practice	
26.Opportunities for all agencies to input into evaluations and reviews	
27.Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28.Evidence of support from government (central, regional and local), education sector and community	
29.Evidence of buy-in from the targeted group	
30.A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31.Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal ‘comfort zone’.	
32.Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33.Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34.For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
35.Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	
36.A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	
37.A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	
38.Self-generated materials for knowledge/skill gain and support?’	
39.Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40.What do they actually do? Is this clearly enunciated?	

GRID 2

To give an example here is a completed Grid showing one positive attribute of criteria in the Irish Literacy Initiative
(please note there may not be an exemplar for each question- some may be in-appropriate to the context etc. Some instances of evidence may cover more than one question)


Indicators of “Good Practice” perquisites in the Project: to what extent evidence of these queries are present	
Question	Indicator from (name of project)
1. A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns	<p>In July 2011, the Department of Education and Skills (the Department) launched the National Strategy: Literacy and Numeracy for Learning and Life 2011-2020 (the Strategy). The Strategy sets a clear vision for raising standards in literacy and numeracy in early years, primary and post-primary settings by 2020. actions in the Strategy are identified across six Pillars of the education system:</p> <p>Pillar 1: Enabling parents and communities to support children’s literacy and numeracy development Pillar 2: Improving teachers’ and Early Childhood Care and Education (ECCE1) practitioners’ professional practice Pillar 3: Building the capacity of school leadership Pillar 4: Improving the curriculum and the learning experience Pillar 5: Helping students with additional learning needs to achieve their potential Pillar 6: Improving assessment and evaluation to support better learning in literacy and Numeracy</p> <p>URLS of full documents:</p> <div style="background-color: #e0f2f1; padding: 10px; text-align: center;">  pub_ed_interim_review_literacy_numeracy_2011_2020.PDF </div>
2. History of working together – ethos of collaboration	<p>Development of earlier or on-going initiatives covering Early-childhood care and Education (Ecce) involving practitioners, teachers and school leaders, parents and school managers, staff in support services of various types, teacher educators and a range of other bodies, agencies and organisations, and especially the young people, who have worked so hard to enhance their literacy and numeracy skills. These commitments have been underpinned by support and resources from the Department.</p>
3. Focus on desired outcomes	<p>https://pdst.ie/sites/default/files/Literacy&NumeracyforLearningandLife2011-2020.pdf</p> <p>Develop and promote models of • good practice that enable parents, families, communities, ECCE settings and schools to work together to support literacy and • numeracy acquisition</p> <p>Engage with a wide range of child and family support agencies to disseminate information to parents and families on promoting the development of literacy and numeracy skills</p> <p>Develop, in co-operation with the public library service, models of engagement between schools, ECCE settings and libraries, to include areas such as selection and provision of materials, library membership schemes and planned library visits</p> <p>Use existing networks to encourage sharing of best practice in literacy and numeracy development between groups of schools and ECCE settings in local areas.</p>


	Department of Children and Youth Affairs : Department of Education and Skills.
4. What or who their target/s were	<p>Stated:-Including</p> <ul style="list-style-type: none"> • Tackling educational disadvantage – with targets that will link the literacy and numeracy agenda with the DEIS Plan 2017. • Enabling higher-achieving learners to reach their full potential in light of the strong messages from a number of national and international assessments which indicate that the attainment of higher-achieving Irish learners lags behind their international counterparts. • Embedding achievements in literacy – additional emphasis needs to be placed on gaining improvements in literacy for and through the Irish language and on enhancing the digital literacy skills of our learners.
5. What timescale was planned	Initiatives and funding covered 2005 – 2020 – now extended to 2026: reviewed at intervals set when each amendment or addition to the central aim was put in place
6. Funding and resources available	<ul style="list-style-type: none"> • Provision has been made for more time to be spent on literacy and numeracy in primary schools • The Department introduced mandatory school self-evaluation from 2012 for all primary and post-primary schools. The Department determined that schools should focus this self-evaluation on aspects of their teaching and learning, and especially (though not exclusively) on the enhancing of literacy and numeracy skills of their students • Making real progress in respect of these key priorities will depend on a range of actions by stakeholders across the education system. These are discussed in more detail across Parts III and the most important key priority actions are listed here: • Support practitioners in EccE settings and teachers in Early Start centres to gain a deeper understanding of literacy concepts, the sequence in which children learn early speech - speaking and listening ideas and identifying and providing materials and activities which further promote learning in this area, through the implementation of the national curriculum framework Aistear along with the roll out of the Department of Education and Skills' Early Years' Education-focused Inspections. • Roll out, by the full-time primary literacy team in the Professional Development Service for Teachers (PDST), of supports in priority areas, including cluster meetings for schools which are being developed as professional learning communities and Team Teaching for literacy seminars which also have a focus on learning support and inclusive teaching. • Examination by the PDST of ways to provide further opportunities to support speaking, reading and writing across post-primary subject areas. • Promote and encourage projects and initiatives that heighten interest. • Design resources for teachers and schools to support a broad range of teaching and learning methodologies, including inquiry-based learning and problem solving. • The Digital Strategy for Schools 2015-2020 sets out an ambitious plan to embed ICT in teaching, learning and assessment over its lifetime, which coincides with the remaining lifetime of this Strategy. • The Strategy also looks at provision of advice and information to parents on how to support their children's language, literacy and numeracy development. • The National council for curriculum and assessment's (Ncca) publication of materials that are targeted towards or can be used by parents in supporting their children's language and mathematical learning, e.g. the Aistear Síolta Practice Guide (www.aistearsiolta.ie) for early years and the toolkit of support materials for the new Primary Language curriculum (www.curriculumonline.ie) • The distribution of promotional material for www.helpmykidlearn.ie in early years settings, to every crèche, pre-school, parent and toddler group

	<ul style="list-style-type: none"> The National council for Special Education's (NcSE) information booklets for parents of children with special educational needs on the transition between educational settings <p>http://ncse.ie/information-booklets-pamphlets-2.</p>
7. .If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	Mentioned in the national strategy to improve literacy and numeracy among children and young people 2011-2020 (DES, 2011),
8. If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	Expansion of DEIS Schools to be included in the developed programme
9. Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	Committee make-up: consultation across all members: engagement of school principals; teachers, literacy tutors, Steering committee, local agencies Knowledge generation, expertise sharing, peer learning; policy informed and evidence-based project
10. Clear lines of communication and overall management	Interim reviews of all: including
11. Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	<p>Focused meetings organised with groups of principals, teachers and students.</p> <p>Review of National and International Reports on Literacy and Numeracy (2016), a report analysing the findings from national and international surveys, was completed and published by the Department's Inspectorate in February 2016. In addition, a forum was held in January 2016, where an outline of the findings and proposed priorities, based on the consultation process, was presented to stakeholders for consideration.</p> <p>The findings were also considered by the Literacy and Numeracy Implementation advisory group. a list of members of this group in 2016 is included as appendix 3.</p> <p>The Interim Review also took on board the targets set in the new Action Plan for Education 2016-2019.</p> <p>Finally, this Report also awaited the publication of two key international survey reports: PISA 2015 and TIMSS 2015. Evidence from all of these sources has informed the content and recommendations in this Interim Review.</p>
12. Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	<p>The priorities under the Strategy are linked to actions for related policy developments in the Department, including:</p> <ul style="list-style-type: none"> Action Plan for Education 2016 – 2019 Digital Strategy for Schools 2015 – 2020 DEIS Plan 2017 Further Education and Training Strategy 2014 – 2019 Policy on gaeltacht Education 2017 – 2022 School Self-Evaluation and Looking at our Schools 2016: a Quality framework for Primary / Post-Primary Schools Science, Technology, Engineering and Mathematics (STEM) Education Policy Statement –2017.
13 .How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	Pilot: Plan; Phased development: revision after the reviews: internal and external quality evaluations; after each review changes/additions/withdrawals etc.
14. Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	In order to keep focus on this cohort, a set of discrete targets were identified in literacy and numeracy for DEIS schools, linked to the DEIS Plan 2017. An additional target focused on the key priority group of higher achieving students has been included.

	<p>These targets are set out here:</p> <p>1. Build on improvements in reading and Mathematics for all primary schools.</p> <p>2. Focus on reducing the gap between achievement in reading and Mathematics of pupils in DEIS Band 1 schools and pupils in all primary schools the most recent results at that point were from NaERM 2009 (2011 targets) current Position (NaERM 2014).</p> <p>New Target to 2020 - Reading: at or above Level 3: Second class 40% 46% 50%; Sixth class 40% 44% 50%</p> <p>Reading: at or below Level 1 - Second class 30% 22% 20%; Sixth class 30% 25% 20%</p> <p>Mathematics: at or above Level 3: Second class 40% 47% 53%; Sixth class 40% 42% 50%</p> <p>Mathematics: at or below Level 1; Second class 30% 26% 20%; Sixth class 30% 27% 20%</p> <p>National assessments of English Reading and Mathematics – DEIS Band 1 Primary Schools</p> <p>Target for 2020 set in the 2011 Strategy current Position; (NaERM 2014)</p> <p>New Target to 2020</p> <p>Reading: at or above Level 3 Second class</p> <p>No corresponding target in 2011 Strategy 18% 25%; Sixth class 21% 27%</p> <p>Reading: at or below Level 1: Second class 44% 40%; Sixth class 47% 40%</p> <p>Mathematics: at or above Level 3: Second class</p> <p>No corresponding target in 2011 Strategy: 21% 30%; Sixth class 19% 27%</p> <p>Mathematics: at or below Level 1: Second class 52% 45%; Sixth class 50%</p>
15. Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	<p>Key priority will be to engage all education stakeholders with numeracy for learning and life.</p> <p>In addition to focusing on numeracy, attention up to 2020 also needs to be focused on:</p> <ul style="list-style-type: none"> • Tackling educational disadvantage – with targets that will link the literacy and numeracy agenda with the DEIS Plan 2017. • Enabling higher-achieving learners to reach their full potential in light of the strong messages from a number of national and international assessments which indicate that the attainment of higher-achieving Irish learners lags behind their international counterparts. • Embedding achievements in literacy – additional emphasis needs to be placed on gaining improvements in literacy for and through the Irish language and on enhancing the digital literacy skills of our learners.
16 .Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	<p>Stated in overall policy: in sections of policy linked to collaborating agencies and in self-evaluations by agencies themselves.</p>
17. Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	<p>Inspectorate; specialised experts in specific areas, evaluations and audit against criteria at all levels of practice.</p> <p>All programmes and activities will be underpinned by the Limerick Quality Assurance Framework (QAF) which is being developed by the Limerick City Children's Services Committee and the Programme Innovation Development Fund (PIDF) Sub-group</p>
18. Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	<p>Incremental additions linked to researched needs, pre-set review periods internal evaluation and independent research projects, including comparison with 'norms' from other jurisdictions internal and external to the country.</p>
19. Built-in permission to fail and try again – evaluation mechanism	<p>(a) "...we decided we'd try something different{ from small group teaching each of the 4 working with a separate group} you know we tried SG's idea you know, the literacy hour where children now actually were working as small independent worker with – so they're working with their own little independent stations ... And now we're not doing</p>

	small group teaching every day – they’re not all doing it(b) We changed our way of teaching because the class...(c) I think it’s because we work within their own zone...”
20. Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	Top down for initiative: focus groups for scrutiny of content and fitness for purpose: local consortia cross-agency for commission: individual agency through self-evaluation and reform.
21. That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others ‘interfering’ or even ‘observing’)	<div style="background-color: black; color: white; padding: 10px; text-align: center;"> <p>This clip (8) covers examples illustrating: P&P; DLC; EQ; DL (Q. S. Sub)</p> </div>
22. Full use of the opportunities given for information and knowledge gathering and sharing by information technology	The Digital Strategy for Schools 2015-2020 (October 2015) sets out an ambitious plan to embed Information and communications Technologies (ICT) in teaching, learning and assessment over its lifetime. The implementation of the Digital Strategy is being supported by a fund of €210m, over the five years.
23. Who or what were the agents of change	DES, Limerick Education Centre, Inspectorate and School Principals
24. Opportunities for agencies to come together and discuss issues	<ul style="list-style-type: none"> • The Department has worked with NALA (the National adult Literacy agency) on a national campaign to reach parents and communities. • New resources have been created, by the National council for curriculum and assessment (NCCA) and others, to help engage parents with their children’s learning • Collaboration between bodies and agencies with a stake in literacy and numeracy has been stepped up. • The Better Start National Quality Development Service was launched by the Department of children and youth affairs in 2015 and this and other quality initiatives, including the Aistear-Síolta Practice Guide are contributing to embedding the use of Síolta and Aistear in the sector. • Cohort meetings organized in Local Education (Teachers) Centres • Mentoring provision • Fora organized by schools
25. Opportunities to share good practice	Regular school and project meetings: Consortium meetings: mentoring arrangements: cover for discussion session
26. Opportunities for all agencies to input into evaluations and reviews	Formal and informal reviews, research papers etc. gathered ‘evidence’, verbal and verbatim comments from within and across agencies involved.
27. Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	Policy makers: Agency managers; practitioners all involved and vocal through policy documents; advice support mechanisms, reports and feed-back for assessment and during research by themselves and objective observers.
28. Evidence of support from government (central, regional and local), education sector and community	Policy Documents and local agency documents spell out moral, cultural intrinsic and extrinsic support including finance, personal and plant.

29. Evidence of buy-in from the targeted group	<p>Primary School Principal interview</p> 
30. A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	Limerick Education Centre (LEC) provides a meeting place for the dissemination of knowledge and information to all teachers involved using courses, seminars, conferences, lectures, debates, symposia etc. acting as a resource centre. Enabling project members to share and discuss with other involved agencies, prepare and construct equipment and materials for use in their own context.
31. Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	Teachers/policy makers quote 'Observations during whole- school focus groups and planning meetings have displayed a shift from a "show-me" mentality to a "let me figure it out" approach'.
32. Adopting, adopting and when necessary rejecting new ideas though putting them into practice, observing and assessing the impact	<i>Results of 'Open Door' policy and literacy support teachers ((LST) involvement: '...now you can say I'm stuck on this, what do I do? How do I make my group less stagnant if you're involved in reading with children in your classroom who do you go to and who do you talk to? And the girls (LSTS) brought us on like - if we did have like – you could try this ... - what do I do with the writing group if I'm taking something else? But now it's OK to ask - and you know can – and you know who to ask. Like before - it was like expected that you'd know but you didn't and you were kind of muddling along – but now it's OK not to know..."</i>
33. Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	All programmes and activities underpinned by the Limerick Quality Assurance Framework (QAF) which is being developed by the Limerick City Children's Services Committee and the Programme Innovation Development Fund (PIDF) Sub-group
34. For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	The Interim Review has shown the considerable progress made at the mid-way point in the Strategy. Ireland's progress in promoting a high level of literacy for all has been especially impressive. Irish students ranked 3rd out of 35 OECD countries in reading in Pisa 2015. It has also identified areas where additional focus is needed if we want to achieve our ambition, as set out in the Action Plan for Education 2016-2019, to have the best education and training system in Europe in the next nine years. Feedback in relation to the implementation of the Strategy to date suggests that there may have been a greater focus on literacy than numeracy. a stronger focus on numeracy is now warranted, in order to bring about the 'step-change' that will help us to achieve our ambition to be among the top performers in Europe.
35. Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	<ul style="list-style-type: none"> • An annual Literacy and Numeracy forum • Research on creative and innovative ways to support parents in their role as educators • Prioritising the development of Mathematics curricula at primary and post-primary • PDST continuing to prioritise and refine its literacy and numeracy supports for teachers • Developing further support for the transitions between educational settings, e.g. from early years' settings to primary.
36. A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	In July 2011, the Department of Education and Skills (the Department) launched the National Strategy: Literacy and Numeracy for Learning and Life 2011-2020 (the Strategy). The Strategy aims to raise standards in literacy and numeracy

	<p>for young people in early years, primary and post-primary settings. actions in the Strategy are identified across six Pillars of the education system:</p> <p>The 2011 Strategy placed a focus on clearly defined outcomes, both quantitative and qualitative. As will be seen in Part II of this Report, many of its targets have already been reached, in little over half of the Strategy's ten-year lifespan (2011-2020).</p> <p>Outcome achievements to date: national and international</p> <ul style="list-style-type: none"> • Enabling parents and communities to support children's literacy and numeracy development • Improving Teachers' and Early Childhood Care and Education (ECCE7) practitioners' professional practice • Building the capacity of school leadership • Improving the curriculum and the learning experience • Helping students with additional learning needs to achieve their potential • Improving assessment and evaluation to support better learning in literacy and numeracy including the capacity to read, understand and critically appreciate various forms of communication • Good Ranking in OECD country reports <p>Evidence suggest social conditions have most negative effect but where these are address paramount is the knowledge and skill of the 'teachers' suggesting that 'special expensive initiatives' could be replaced by overall 'better teaching' making combating difference across all schools more affordable - widespread</p> <ul style="list-style-type: none"> • Progress made has not been uniform/Expensive to undertake • Still significant difference in gains in attainment between schools in most disadvantaged areas and those in other areas suggesting a single initiative tho' effective is not a magic bullet.
37. A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	<div>  </div> <p>Policy Maker/Manager</p>
38. Self-generated materials for knowledge/skill gain and support?	<p>'Observations during whole- school focus groups and planning meetings have displayed a shift from a "show-me" mentality to a "let me figure it out" approach'. 'Martina (school literacy teacher) was passionate about developing literacy throughout our school. She helped with planning, organising and assessment throughout the year. She set up the small group literacy instruction groups in 2nd and 3rd. She taught groups of pupils in the SGLI and modelled best practice to the other teachers in the SGLI for 2nd and 3rd. She has improved the literacy instruction in the school enormously'.</p>
39. Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	<p>Speech Therapy team and more parental support materials, later incorporated in advanced policy. Costs and awareness of possible challenges rose with experience</p>
40. What do they actually do?	<p>Agencies: Collaborated, made links with hitherto 'remote' agencies; gained confidence in own judgements, became more questioning</p>

BLANK GRID 3	
Indicators of “Good Practice” prerequisites in the Project: to what extent evidence of these queries are present: put indicator/s here	
Question to pose to yourself -can you see:	Indicator from Initiatives to combat inequality:
1.A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	<i>e.g. Collaborated on project XXX 2 years ago</i>
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	
9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	
18.Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	
19.Built-in permission to fail and try again – evaluation mechanism	

20. Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21. That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others ‘interfering’ or even ‘observing’)	
22. Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23. Who or what were the agents of change	
24. Opportunities for agencies to come together and discuss issues	
25. Opportunities to share good practice	
26. Opportunities for all agencies to input into evaluations and reviews	
27. Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28. Evidence of support from government (central, regional and local), education sector and community	
29. Evidence of buy-in from the targeted group	
30. A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31. Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal ‘comfort zone’.	
32. Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33. Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34. For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
35. Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	
36. A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	
37. A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	
38. Self-generated materials for knowledge/skill gain and support?’	
39. Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40. What do they actually do? Is this clearly enunciated?	

GRID 4: When you have completed your scrutiny of the project/s then this cumulative grid will help you to decide to what extent the project facilitated good practice, what would be worth pursuing and what aspects would need attention if the project was to be adopted by you, or could be useful to pay special attention to in a new project you were writing.

No project is going to be perfect, and the list of questions is not exhaustive, or relevant in every situation. Through scrutiny, reflection, enquiry, adaption and experiment progress towards objectives can be made. The principles, objectives and desired outcomes, like all facets of human endeavour, will morph and evolve over time ---so the whole process begins again.

And a cumulative grid to use when you have completed an -in-depth survey of multiple indicators for the targeted project

Weighing up the good practice: project:- (name)			
After studying the project assess to what extent evidence of these queries are present			
Question	lots	some	none
1. A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns			
2. History of working together – ethos of collaboration			
3. Focus on desired outcomes			
4. What or who their target/s were			
5. What timescale was planned			
6. Funding and resources available			
7. If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes			
8. If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued			
9. Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines			
10. Clear lines of communication and overall management			
11. Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support			
12. Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and their joint effective use			
13. How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change			
14. Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision			
15. Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working			
16. Clear, stated and shared values, arrived at collectively: without this foundation element there will be no firm base to build, the ethos emerges from the values held.			
17. Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc.)			
18. Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)			
19. Built-in permission to fail and try again – evaluation mechanism			
20. Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)			
21. That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others ‘interfering’ or even ‘observing’)			

22. Full use of the opportunities given for information and knowledge gathering and sharing by information technology			
23. Who or what were the agents of change			
24. Opportunities for agencies to come together and discuss issues			
25. Opportunities to share good practice			
26. Opportunities for all agencies to input into evaluations and reviews			
27. Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.			
28. Evidence of support from government (central, regional and local), education sector and community			
29. Evidence of buy-in from the targeted group			
30. A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge			
31. Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.			
32. Adopting, adopting and when necessary rejecting new ideas though putting them into practice, observing and assessing the impact			
33. Agreed, shared and clear qualitative and quantitative indicators that measured outcomes			
34. For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.			
35. Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used			
36. A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made			
37. A record of the strategies used, including written, on-line materials etc., from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time			
38. Self-generated materials for knowledge/skill gain and support?			
39. Are all possible agencies involved? If not, what would be useful and possible reasons why more agencies were not involved?			
40. What do they actually do?			

SECTION 2

Creating Questions to ask “Experts”

SECTION 2

Face to Face Meetings, Webinars, Skype Sessions, Study visits, Seminars etc.

Using GRID 1 Questions to create a 'GRID 5 questions to ask'

During the time spent with practitioners of the various GP projects on the study visits to Ireland and Portugal the grid can help to create a blueprint for questions to ask in areas into which you may wish to gain more insight into:-

- **What have you found that was directly useful to you and could be broadly replicated**
- **What though with problems could be adapted or expanded to suit your needs and how**
- **What, though of interest, would be unworkable within their contextual needs and why**

And more information on the CORE areas that appear, from our experience and research, to have the greatest impact on the success and sustainability of GP initiatives. These are basic common requirements needed in all areas and contexts when addressing disadvantage and inequality of provision, opportunity of access or attainment across education from birth to adulthood.

Namely:-

- **Policy**
- **Funding**
- **Schools/Institutions**
- **Practitioners**
- **collaboration**
- **Professional Development**

We have taken a small selection of the **STAIR Grid Questions** coming from these areas above and suggest some question that might be useful when meeting the practitioners during the study visit. Information gained could then contribute to STAIRS reflection and sharing sessions and the evaluation process. You may wish to choose others to add.

Exemplars of questions prompted by the Grid: (refer to the Questions on pages 5 – 7.

Policy: Finding out:-

17,23,28,33,36,39,40

Where did the policy come from?

What lay behind the need to introduce such a policy?

Who or what were the agents of change

How did they?:-

Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc.)?

Achieve agreed, shared and clear qualitative and quantitative indicators that measured outcomes?

Show?

Evidence of support from government (central, regional and local), education sector and community and maintain this?

When and how did they ensure the summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made?

Do they believe all possible agencies were involved? If not, what would be useful and possible reasons why more agencies were not involved?

And a description of:

What do/did they actually do?

Funding:

05,06,07,13,14,40,

What funding and resources were/are available?

When funding was granted was there a built-in undertaking that this will/would be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes?

If this was to try out a pilot are/were there guarantees it would be rolled out more widely and that the level of support continued?

What was the funding to cover?

What timescale was planned?

How the development was envisaged e.g.– an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change?

Were there strategies for assessing the fitness of purpose of planned programme with a cross -agency participative approach and built-in opportunities for collaboration and revision, if so how and when and did the funding include a section for evaluation?

How did they use the funding and that did they personally do within their own context to maximise its impact?

Was additional funding essential, an added impetus to develop what they were already doing or a ‘sweetner’ to bring about imposed change?

Schools and Institutions

01,02,03,04,09,10,11,15,16,19,20,24/5/6,30,3,38

Could you sum up the collective attitudes to equality and equity at the beginning of the project, how did this change over time?

Would you say it was shared by all, by a few, only addressed because part of a new policy?

How was the school involved in the initiative?

...

And you would add what?

Practitioners

02,03,04,10,12,14,15,16,19,20,24,30,33,38,40

What other experience have you had at working in a collaborative team. How many individual/agencies were involved?

When and how did you arrive at your ethos and goals?

What did you find particularly helpful in the process?

In your opinion what was hardest/most concerning? Why was that?

Had you particular people/children/school/section ... that you saw as likely to benefit most from the project?

In what ways were the team kept up-to date with experiences and developments?

...

Try your hand at creating some more questions – general and targeted

Collaboration

01,02,09,11,12,24,31,40

Left blank for you to try out your own

Professional Development

15,17,19,21,22,29,30,33,37,38,39,40

Have you worked on similar projects with others before?

How did this come about?

How were differences resolved?

What approaches to learning and teaching did you take?

How were these negotiated?

In which ways did you check they were successful?

If something didn't work what did you do?

How was differentiation tackled?

Did you feel things not going to plan was allowed

If they did – how did you react?

Were you able to discuss things with others – how, where, what and when?

When you were planning to observe other lessons what sort of guidelines did you negotiate between you?

Why did you decide to share ideas and resources and the way you worked with one another? What/who do you feel helped most in setting this up?

How was it decided that something was not working well?

Was it just you who decided to change your approaches? Who else and why did cooperation develop?

What facilitated this?

Could you say what for you were the 3 most important support mechanism available?

In reviewing progress overall what strategies/tools were used? Did you feel in charge of these?

How involved were you in the development of materials? Please give some examples

Are there any agencies you feel were missing from the team that you think would have made the experiences more successful?

Could you give me a description of how what you did in the project and tell me how you feel about it?

Gaining experience

As will have become obvious as you work through the GRID, many of the questions that could be asked are relevant to more than one of the bullet-pointed “common” to all GP initiatives introduced above. You might like to take a few minutes now seeing which of the questions suggested above would provide you with valuable knowledge in other sections. Try also to decide what numbered questions each of the answers could be relevant to.

As well as gaining useful insight for assessing and writing projects generally the move from these generalised areas to particular interest areas such as Special Education, Early School Leavers, transition etc. is relatively simple to make.

GRID 5 – adapted for you to pose some questions you could ask

Indicators of “Good Practice” prerequisites in the Project: to what extent evidence of these queries are present: put indicator/s here GRID 5

Question to pose to yourself -can you see:	Questions you might ask to gain more information about the points
1.A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	<i>e.g. Collaborated on project XXX 2 years ago</i>
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	

9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines.	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	

18. Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	
19. Built-in permission to fail and try again – evaluation mechanism	
20. Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21. That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others ‘interfering’ or even ‘observing’)	
22. Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23. Who or what were the agents of change	
24. Opportunities for agencies to come together and discuss issues	
25. Opportunities to share good practice	
26. Opportunities for all agencies to input into evaluations and reviews	
27. Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice,	

intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28.Evidence of support from government (central, regional and local), education sector and community	
29.Evidence of buy-in from the targeted group	
30.A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31.Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	
32.Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33.Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34.For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
35.Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	
36.A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	

37.A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	
38.Self-generated materials for knowledge/skill gain and support?’	
39.Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40.What do they actually do? Is this clearly enunciated?	

YOUR NOTES

Indicators of “Good Practice” perquisites in the Project: to what extent evidence of these queries are present: put indicator/s here	
Question to pose to yourself -can you see:	Indicator from Initiatives to combat inequality:
1.A shared mission – particularly in relation to equity and equality, commitment to inclusive practice. an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	<i>e.g. Collaborated on project XXX 2 years ago</i>
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40. What do they actually do? Is this clearly enunciated?	

