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**Assessment Pack for Participants and Facilitators**



**GHT Assessment Pack**

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**Instructions For Participants and Facilitators**

**Note: In addition to these instructions, facilitators should read the Assessment Guidance for Facilitators Section.**

The purpose of these assessments is to:

1. Help facilitators understand the starting point of their participants
2. To help participants to
	1. Observe the progress they are making.
	2. Help them set goals for their time on the programme.

These assessments are to help promote reflection and to inform a participants’ own learning.

**Stages**

There are three stages to assessing participants on the Getting Heads Together programme:

* Stage 1 assessment should be completed prior to starting the programme. The purpose of tsgae 1 is to help the participant and the facilitator understand the extent that the participant already understands complexity and applies these ideas to their practice.
* Stage 2 assessment is a mid-way review point. These assessments will help participants and facilitators to understand the progress each person has made and provide feedback for participants to act on during the programme.
* The Stage 3 assessment should be completed at the end of the programme. The purpose of this assessment is to help the participant reflect on the progress they have made and to help them plan for future learning.

**Preparation**

* The participant should identify a trusted colleague at the school. This colleague should be someone that the participant works with regularly. The participant should ask their colleague if they are willing to complete a peer assessment on their behalf. Please reassure your colleague that each assessment should only take 5-10 minutes and that their participation is voluntary.
* Please be honest. You are not being judged. Honesty will help you to see the progress you will make and how you can improve.
* We recognise that schools and participants are busy. The procedure below is only a suggestion, and you do not need to use every assessment tool. **We would recommend that, at least there is a self and peer review for each stage of the assessment process.**
* These tools should not form part of any performance management procedure.
* The facilitator of the programme should coordinate the collection of assessments and use the assessment rubric to help them to determine the areas of strength and areas for development.

**Stage 1 Assessment.**

Stage 1 assessment should be completed prior to starting the programme.

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**PART 1: TASK**

Please read the following scenario (Adapted from Gilbride, 2021). The questions after the scenario will ask how you would investigate the situation.

**SCENARIO**

You are the teacher responsible for student behaviour and development at a large Secondary school. The headteacher has invited you to a meeting after concerns were raised about a child called Peter. Peter is 14 years old and has been at the school for 3 years.

Recently, some teachers have said that Peter is disrupting lessons and that this disruption is increasing. The headteacher told you the following.

“Some teachers are telling me that I need to expel Peter, or find him another school. They say that *Peter’s behaviour be very challenging. He never pays attention. He has been rude to staff. He shows no respect for the school rules and I am always using detention to control his behaviour – such as interrupting the teacher, not completing classwork or disrupting other students. Other students are becoming frustrated by his behaviour*

 However, o*ther teachers are saying that Peter can be attentive and kind if you can build a good relationship with him. That you just need to know how to engage Peter and help him – give him lots of praise and try to ignore behaviour such as interrupting the teacher or getting up out of his seat during lessons. Peter can do good work and that he could get good grades; he just needs to be look after.”*

The headteacher added that, whilst the parents say that Peter has Attention Deficit Hyperactivity Disorder (ADHD)., there is no formal diagnosis of AD(H)D and no doctor/healthcare team is involved. Some students really get along with Peter – they would describe him as kind and funny. Some students worry about being in the same class as Peter as he can disrupt them and sometimes insult the teachers or other students.

The headteacher wants you to decide what to do next.

**QUESTION**

Question 1a: What makes the problem difficult?

Question 1b: Explain your answer below.

Question 2a: What is your process for deciding what to do?

Question 1b: Explain why you would take the actions in Question 1a.

**Part 2 – SELF-ASSESSMENT**

Please can you statement how much you agree or disagree with the following statements.

1: When a situation is unclear, and a solution is difficult to find…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| I have a process which I can use to help me understand the problem |  |  |  |  |
| I find it easy to understand all problems in my school. |  |  |  |  |
| My experience can definitely tell me what solution I should use.  |  |  |  |  |
| The perspectives of other people can complicate problems.  |  |  |  |  |
| I usually figure out the problem on my own.  |  |  |  |  |
| A leader needs to act and solve the problem on their own.  |  |  |  |  |
| I am nervous about what to do.  |  |  |  |  |
| I enjoy trying to solve these problems. |  |  |  |  |
| The perspectives of other people are important.  |  |  |  |  |
| Sometimes, answering the problem can cause more problems.  |  |  |  |  |
| I know exactly what to do to help understand the problem |  |  |  |  |
| I know exactly how to solve the problem |  |  |  |  |

|  |
| --- |
| 2: Some problems are hard to understand. Please describe how you try to understand a problem that is hard to understand.   |
|  |
| 3: When you understand the problem, you must respond to the problem with a solution. Please describe how you approach solving the problem?  |
|  |

**Part 3 – PEER ASSESSMENT**

Thank you. Your colleague is about to attend training about how school leaders can better understand the problems they face in leadership.

Sometimes, school leaders have to try to understand and solve ‘complex’ problems. Complex problems are:

* Difficult to understand: The problem is unique and difficult to describe. Different people see the problem in different ways. There is no right answer
* Difficult to solve: There are many possible solutions. There is no ‘right’ solution. Trying to solve the problem might cause other problems and there is no way to predict what might happen next .

We would like you to answer some questions about how your colleague attempts to understand and solve complex problems. Complex problems are

Please can you statement how much you agree or disagree with the following statements.

1: When a situation is unclear, and a solution is difficult to find, **your colleague**…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| …has a process for working with a range of people to help understand the problem |  |  |  |  |
| …will look at different ideas |  |  |  |  |
| …will collect a range of different opinions  |  |  |  |  |
| …will try to understand the problem on their own  |  |  |  |  |
| …is very confident on what to do next.  |  |  |  |  |
| The perspectives of other people is important to them.  |  |  |  |  |
| …will know exactly how to solve the problem |  |  |  |  |
| …will try to solve the problem quickly.  |  |  |  |  |

|  |
| --- |
| 2: Some problems are hard to understand. Please describe how your colleague tries to understand complex problems.   |
|  |
| 3: Some problems are hard to solve. Please describe how your colleague usually tries to solve complex problems.  |
|  |

**STAGE 1 REFLECTIVE REVIEW**

Using information from

* Self Review
* Task
* Peer Review

You will now work with your facilitator to determine your strengths and areas for development.

You should write your responses with your facilitator.

|  |
| --- |
| Looking across the different assessments, what are the ways you consistently try to understand complex problems?  |
|  |

|  |
| --- |
| Looking across the different assessments, what are the ways you consistently try to respond to complex problems?  |
|  |

Alongside your facilitator, compare your responses to the assessment rubric on Page X rubric, score yourself on:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Not Evident | Partial | Evident |
| Defining what complex problems are.  |  |  |  |
| How you try to understand complex problems.  |  |  |  |
| How you try to respond to complex problems.  |  |  |  |

|  |
| --- |
| Take time to read the purpose of the programme.Working with your facilitator, write down what you hope to learn over the next 3 sessions.  |
|  |

**Stage 2 Assessment.**

The Stage 2 Assessment review should be completed at Session 4.

**STAGE 2 ASSESSMENT**

**PART 1: SELF REFLECTION**

1: When a situation is unclear, and a solution is difficult to find…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| I have a process which I can use to help me understand the problem |  |  |  |  |
| It is easy to understand all problems in my school. |  |  |  |  |
| My experience can tell me what the solution should.  |  |  |  |  |
| The perspectives of other people can complicate problems.  |  |  |  |  |
| I usually figure out the problem on my own.  |  |  |  |  |
| A leader needs to act and solve the problem on their own.  |  |  |  |  |
| I am nervous about what to do.  |  |  |  |  |
| I enjoy trying to solve these problems. |  |  |  |  |
| The perspectives of other people are important.  |  |  |  |  |
| Sometimes, answering the problem can cause more problems.  |  |  |  |  |
| I know exactly what to do to help understand the problem |  |  |  |  |
| I know exactly how to solve the problem |  |  |  |  |

2: At this point in the programme….

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| I feel I can identify complex problems |  |  |  |  |
| I feel I have a process which helps me to understand complex problems  |  |  |  |  |
| I recognise the need other people to help understand a complex problem  |  |  |  |  |
| I feel able to use the perspectives and opinions of others.  |  |  |  |  |
| I feel comfortable with uncertainty in complex problems |  |  |  |  |
| I recognise the limitations of trying to find a solution |  |  |  |  |
| I recognise that complex problems are hard to predict |  |  |  |  |
| Complex problems need time to understand  |  |  |  |  |
| Complex problems need time to identify a solution  |  |  |  |  |

**3:** At this point in the programme….

|  |
| --- |
| **3a: I have noticed the following differences in how I try to understand complex problems**  |
|  |
| **3b: I have noticed the following differences in how I try to solve complex problems** |
|  |

**PART 2: PEER ASSESSMENT**

Thank you. Your colleague has been training about how school leaders can better understand the problems they face in leadership.

Sometimes, school leaders have to try to understand and solve ‘complex’ problems. Complex problems are:

* Difficult to understand: The problem is unique and difficult to describe. Different people see the problem in different ways. There is no right answer
* Difficult to solve: There are many possible solutions. There is no ‘right’ solution. Trying to solve ther problem might cause other problems and there is no way to predict what might happen next .

We would like you to answer some questions about how your colleague attempts to understand and solve complex problems.

Please can you statement how much you agree or disagree with the following statements.

1: When a situation is unclear, and a solution is difficult to find, **your colleague**…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| …has a process for working with a range of people to help understand the problem |  |  |  |  |
| …will look at different ideas |  |  |  |  |
| …will collect a range of different opinions  |  |  |  |  |
| …will try to understand the problem on their own  |  |  |  |  |
| …is very confident on what to do next.  |  |  |  |  |
| The perspectives of other people is important to them.  |  |  |  |  |
| …will know exactly how to solve the problem |  |  |  |  |
| …will try to solve the problem quickly.  |  |  |  |  |

1: When a situation is unclear, and a solution is difficult to find, my colleague

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| …has a process for working with a range of people to help understand the problem |  |  |  |  |
| …will look at different ideas |  |  |  |  |
| …will collect a range of different opinions  |  |  |  |  |
| …will try to understand the problem on their own  |  |  |  |  |
| …is very confident on what to do next.  |  |  |  |  |
| The perspectives of other people are important to them.  |  |  |  |  |
| …will know exactly how to solve the problem |  |  |  |  |
| …will explore potential solutions and try to understand them.  |  |  |  |  |
| …will try to solve the problem quickly.  |  |  |  |  |
| …will give enough time to try to understand the problem. |  |  |  |  |

**3:**

|  |
| --- |
| **3a: I have noticed the following differences in how they try to understand complex problems**  |
|  |
| **3b: I have noticed the following differences in how they try to solve complex problems** |
|  |

**Part 3 – FACILITATOR ASSESSMENT**

In assessing the participant, you should use your experience of the participant during GDS and IDS sessions. #

The assessment is in three parts:

1. **The Recognition of Complexity** – this is how they articulate their factual understanding of complexity and complex problems.
2. **Process of Understanding Complex Problems –** the participants they take when trying to understand a complex problem
3. **Process of Responding to Complex Problems** – the actions participants take when trying to respond to a complex problem.

***Recognition of Complexity***

Does the participant acknowledge or explicitly articulate that:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| Complex problems can be ambiguous. |  |  |  |  |
| Complex problems can be unique. |  |  |  |  |
| There are multiple, valid interpretations of a complex problem.  |  |  |  |  |
| How their understanding of an incident has been constructed from their own understanding and that other peoples’ perspectives and interpretations.  |  |  |  |  |
| That they are willing to use new information from other people to challenge their own thinking  |  |  |  |  |
| That complex problems are * often entangled with other problems.
* and/or how problems might be linked to other events/problems/situations.
 |  |  |  |  |
| There is a recognition that the problem is continually evolving, and new information could emerge.  |  |  |  |  |
| That problems have a history, and the history will influence the problem.  |  |  |  |  |
| The situation or the solutions applied will not have a predictable outcome.  |  |  |  |  |
| That the situation or the solutions applied will have indirect affects on other parts of the school.  |  |  |  |  |

***Understands Complex Problems.***

Participants undertake the following actions when attempting to understand a complex problem.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| They can evidence how they followed the Ladder of Inference – a step-by-step approach which encourages them to * Make observations
* Select Data
* Make meaning
* Draw assumptions and conclusions
 |  |  |  |  |
| That the participant has used a wide range of different information/data to help them understand the situation.  |  |  |  |  |
| They have explicitly questioned their own point of view, meaning and assumptions and that they can show how this has influenced how they now understand the problem.  |  |  |  |  |
| They have taken the history of the incident and school within their understanding of the problem. |  |  |  |  |
| They have integrated the perspectives/opinions of others to build a jointly held view of the problem across multiple people. |  |  |  |  |
| They have established how the problem is linked to, or is affected by, other situations in the organisation.  |  |  |  |  |
| They have identified the ways in which the problem is unique.  |  |  |  |  |
| They have established processes to monitor how the incident changes and evolve. |  |  |  |  |
| They can articulate how they would revisit their understanding of the incident when new information emerges.  |  |  |  |  |

***Responding to Complex Problems***

When applying a solution to the problem, the participant

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| That the solution can be linked to the understanding of the problem, and that the process has involved bringing together multiple perspectives from across the organisation  |  |  |  |  |
| Can articulate how the solution takes the unique features of the problem into account. |  |  |  |  |
| Has recognised that there are other solutions which could be applied and has evaluated the potential consequences of these solutions.  |  |  |  |  |
| Has assessed the potential problems which the solution might cause. |  |  |  |  |
| Has a plan for monitoring the impact of the solution and its consequences over time |  |  |  |  |
| Can articulate the potential affects that the solution might have on other situations or problems within the organisation. |  |  |  |  |
| Can show how their plan for understanding the consequences of their solutions might explore both direct and indirect affects of their solution.  |  |  |  |  |
| Can articulate the need to revisit their understanding, solution and assumptions in light of the data that emerges from the solution. |  |  |  |  |
| Recognizes that they cannot predict/expect a specific, predictable outcome from the solution |  |  |  |  |

**STAGE 2 REVIEW**

The purpose of the midway review to explore your progress so far, using the information collected

* At the Stage 1 assessment stage
* At the Stage 2 assessment stage

You should complete this with the help of your facilitator.

**In how you recognise incidents as complex:**

|  |  |
| --- | --- |
| **What Am I Doing Consistently?** | **What Can I Focus On?** |
|  |  |

**In how you try to understand complex problems.**

|  |  |
| --- | --- |
| **What Am I Doing Consistently?** | **What Can I Focus On?** |
|  |  |

**In how you try to respond to complex problems.**

|  |  |
| --- | --- |
| **What Am I Doing Consistently?** | **What Can I Focus On?** |
|  |  |

**Stage 3 Assessment.**

The Stage 3 assessment should be completed at the end of the programme. The purpose of this assessment is to help the participant reflect on the progress they have made and to help them plan for future learning.

**STAGE 3 ASSESSMENT**

**PART 1: TASK**

Please read the following scenario (Adapted from Gilbride, 2021). The questions after the scenario will ask HOW you would try to understand the situation.

The scenario is the same as the scenario from the start of the programme. This is intentional.

**SCENARIO**

You are the teacher responsible for student behaviour and development at a large Secondary school. The headteacher has invited you to a meeting after concerns were raised about a child called Peter. Peter is 14 years old and has been at the school for 3 years.

Recently, some teachers have said that Peter is disrupting lessons and that this disruption is increasing. The headteacher told you the following.

“Some teachers are telling me that I need to expel Peter, or find him another school. They say that *Peter’s behaviour be very challenging. He never pays attention. He has been rude to staff. He shows no respect for the school rules and I am always using detention to control his behaviour – such as interrupting the teacher, not completing classwork or disrupting other students. Other students are becoming frustrated by his behaviour*

 However, o*ther teachers are saying that Peter can be attentive and kind if you can build a good relationship with him. That you just need to know how to engage Peter and help him – give him lots of praise and try to ignore behaviour such as interrupting the teacher or getting up out of his seat during lessons. Peter can do good work and that he could get good grades; he just needs to be look after.”*

The headteacher added that, whilst the parents say that Peter has Attention Deficit Hyperactivity Disorder (ADHD)., there is no formal diagnosis of AD(H)D and no doctor/healthcare team is involved. Some students really get along with Peter – they would describe him as kind and funny. Some students worry about being in the same class as Peter as he can disrupt them and sometimes insult the teachers or other students.

The headteacher wants you to decide what to do next.

**QUESTION**

Question 1a: Is this problem a hard or challenging problem?

Question 1b: Explain your answer below.

Question 2a: How would you decide what you and the school should do about Peter?

Question 2b: Explain why you would take the actions in Question 2a.

Question 3: Compare your answer from the first attempt at answering the scenario.

What are the differences in your answers compared to the start of the programme?

**Part 2 – SELF-ASSESSMENT**

|  |
| --- |
| 1a: Describe what a complex problem is.  |
|  |

|  |
| --- |
| 1b: Describe an example of a complex problem from your own leadership.  |
|  |

|  |
| --- |
| 1c: Explain why the example in b) could be considered a complex problem.  |
|  |

2: When a situation is unclear, and a solution is difficult to find…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| I have a process which I can use to help me understand the problem |  |  |  |  |
| It is easy to understand all problems in my school. |  |  |  |  |
| My experience can tell me what the solution should.  |  |  |  |  |
| The perspectives of other people can complicate problems.  |  |  |  |  |
| I usually figure out the problem on my own.  |  |  |  |  |
| A leader needs to act and solve the problem on their own.  |  |  |  |  |
| I am nervous about what to do.  |  |  |  |  |
| I enjoy trying to solve these problems. |  |  |  |  |
| The perspectives of other people are important.  |  |  |  |  |
| Sometimes, answering the problem can cause more problems.  |  |  |  |  |
| I know exactly what to do to help understand the problem |  |  |  |  |
| I know exactly how to solve the problem |  |  |  |  |

3: At this point in the programme….

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| I feel I can identify complex problems |  |  |  |  |
| I feel I have a process which helps me to understand complex problems  |  |  |  |  |
| I recognise the need other people to help understand a complex problem  |  |  |  |  |
| I feel able to use the perspectives and opinions of others.  |  |  |  |  |
| I feel comfortable with uncertainty in complex problems |  |  |  |  |
| I recognise the limitations of trying to find a solution |  |  |  |  |
| I recognise that complex problems are hard to predict |  |  |  |  |
| Complex problems need time to understand  |  |  |  |  |
| Complex problems need time to identify a solution  |  |  |  |  |

|  |
| --- |
| 4a: Some problems are hard to understand. Please describe how you try to understand a problem that is hard to understand.   |
|  |
| 4b: Compare your answer from your first assessment. How is your answer different?  |
|  |
|  |
| 4c: Some problems are hard to solve. Please describe how your approach to solving the problem.  |
|  |

**Part 3 – PEER ASSESSMENT**

Thank you. Your colleague has been training about how school leaders can better understand the problems they face in leadership.

Sometimes, school leaders have to try to understand and solve ‘complex’ problems. Complex problems are:

* Difficult to understand: The problem is unique and difficult to describe. Different people see the problem in different ways. There is no right answer
* Difficult to solve: There are many possible solutions. There is no ‘right’ solution. Trying to solve the problem might cause other problems and there is no way to predict what might happen next .

We would like you to answer some questions about how your colleague attempts to understand and solve complex problems.

Please can you statement how much you agree or disagree with the following statements.

1: When a situation is unclear, and a solution is difficult to find, my colleague

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| …has a process for working with a range of people to help understand the problem |  |  |  |  |
| …will look at different ideas |  |  |  |  |
| …will collect a range of different opinions  |  |  |  |  |
| …will try to understand the problem on their own  |  |  |  |  |
| …is very confident on what to do next.  |  |  |  |  |
| The perspectives of other people are important to them.  |  |  |  |  |
| …will know exactly how to solve the problem |  |  |  |  |
| …will explore potential solutions and try to understand them.  |  |  |  |  |
| …will try to solve the problem quickly.  |  |  |  |  |
| …will give enough time to try to understand the problem. |  |  |  |  |

|  |
| --- |
| 2: Some problems are hard to understand. Please describe how your colleague tries to understand complex problems.   |
|  |
| 3: Some problems are hard to solve. Please describe how your colleague usually tries to solve complex problems.  |
|  |
| 4: What differences in how your colleague tries to understand these problems have you noticed in the last 12 months?  |
|  |

**Part 4 – FACILITATOR ASSESSMENT**

In assessing the participant, you should use your experience of the participant during GDS and IDS sessions. #

The assessment is in three parts:

1. **The Recognition of Complexity** – this is how they articulate their factual understanding of complexity and complex problems.
2. **Process of Understanding Complex Problems –** the participants they take when trying to understand a complex problem
3. **Process of Responding to Complex Problems** – the actions participants take when trying to respond to a complex problem.

***Recognition of Complexity***

Does the participant acknowledge or explicitly articulate that:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| Complex problems can be ambiguous. |  |  |  |  |
| Complex problems can be unique. |  |  |  |  |
| There are multiple, valid interpretations of a complex problem.  |  |  |  |  |
| How their understanding of an incident has been constructed from their own understanding and that other peoples’ perspectives and interpretations.  |  |  |  |  |
| That they are willing to use new information from other people to challenge their own thinking  |  |  |  |  |
| That complex problems are * often entangled with other problems.
* and/or how problems might be linked to other events/problems/situations.
 |  |  |  |  |
| There is a recognition that the problem is continually evolving, and new information could emerge.  |  |  |  |  |
| That problems have a history, and the history will influence the problem.  |  |  |  |  |
| The situation or the solutions applied will not have a predictable outcome.  |  |  |  |  |
| That the situation or the solutions applied will have indirect affects on other parts of the school.  |  |  |  |  |

***Understands Complex Problems.***

Participants undertake the following actions when attempting to understand a complex problem.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| They can evidence how they followed the Ladder of Inference – a step-by-step approach which encourages them to * Make observations
* Select Data
* Make meaning
* Draw assumptions and conclusions
 |  |  |  |  |
| That the participant has used a wide range of different information/data to help them understand the situation.  |  |  |  |  |
| They have explicitly questioned their own point of view, meaning and assumptions and that they can show how this has influenced how they now understand the problem.  |  |  |  |  |
| They have taken the history of the incident and school within their understanding of the problem. |  |  |  |  |
| They have integrated the perspectives/opinions of others to build a jointly held view of the problem across multiple people. |  |  |  |  |
| They have established how the problem is linked to, or is affected by, other situations in the organisation.  |  |  |  |  |
| They have identified the ways in which the problem is unique.  |  |  |  |  |
| They have established processes to monitor how the incident changes and evolve. |  |  |  |  |
| They can articulate how they would revisit their understanding of the incident when new information emerges.  |  |  |  |  |

***Responding to Complex Problems***

When applying a solution to the problem, the participant

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strong Disagree | Disagree | Agree | Strongly agree |
| That the solution can be linked to the understanding of the problem, and that the process has involved bringing together multiple perspectives from across the organisation  |  |  |  |  |
| Can articulate how the solution takes the unique features of the problem into account. |  |  |  |  |
| Has recognised that there are other solutions which could be applied and has evaluated the potential consequences of these solutions.  |  |  |  |  |
| Has assessed the potential problems which the solution might cause. |  |  |  |  |
| Has a plan for monitoring the impact of the solution and its consequences over time |  |  |  |  |
| Can articulate the potential affects that the solution might have on other situations or problems within the organisation. |  |  |  |  |
| Can show how their plan for understanding the consequences of their solutions might explore both direct and indirect affects of their solution.  |  |  |  |  |
| Can articulate the need to revisit their understanding, solution and assumptions in light of the data that emerges from the solution. |  |  |  |  |
| Recognizes that they cannot predict/expect a specific, predictable outcome from the solution |  |  |  |  |

**STAGE 3 REFLECTIVE REVIEW**

The purpose of this Stage 3 review to explore your progress on the programme , using the information collected

* At the Stage 1 assessment stage
* At the Stage 2 assessment stage
* At the Stage 3 assessment stage

You should complete this with the help of your facilitator.

**In how you recognise incidents as complex:**

|  |
| --- |
| **In what ways are you regularly recognising complexity in your work?**  |
|  |
| **What features of complex problems will you need to continue to think about at the end of this programme?**  |
|  |

**In how you try to understand complex problems.**

|  |
| --- |
| **What factors in understanding complexity have you developed whilst on the programme?**  |
|  |
| **What will you need to continue to think about at the end of this programme?**  |
|  |

**In how you try to respond to complex problems.**

|  |
| --- |
| **What factors in responding to complexity have you developed whilst on the programme?**  |
|  |
| **What will you need to continue to think about at the end of this programme?**  |
|  |

**ASSESSMENT GUIDANCE FOR FACILITATORS**

Across the three assessment stages, you are invited to review the information from the assessments. In this review, you are:

* Help the participant to understand the progress that the participant has made
* Helping the participant to reflect on what they can do to improve further.

The information from these assessments is intended to help you to help the participant and expose their learning. Remember, all the assessments provided are to help you.

**Assessment Design**

Each stage incorporates the following:

* Information from the participant. We ask them to complete a task or self-reflection exercise. This information allows us to learn about how the individual participant is perceiving their own learning.
* Information from other observers: Assessing yourself can be very challenging. Self-assessment can also sometimes be inaccurate. We therefore invite peers and facilitators to contribute insights into the learning that they have observed from the participant.

By using a mixture of assessment information, we can build a complete picture of the participant and create accurate insights into their learning.

**Assessment Process**

At each stage, facilitators should do the following:

Later stages (Stage 2 and 3) also ask you to use your insight into how the participant is learning. Please complete the facilitator assessments as directed.

**ASSESSMENT RUBRIC FOR FACILITIATIORS**

**This rubric is applicable to any stage The following rubric will help you when you to review the data from each stage. You should complete this rubric when you have read through all of the information.**

***Recognition of Complexity***

Does the participant acknowledge or explicitly articulate that:

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Partial – differences between different information sources (e.g Self and Peer assessments disagree  | Yes  |
| Complex problems can be ambiguous. |  |  |  |
| Complex problems can be unique. |  |  |  |
| There are multiple, valid interpretations of a complex problem.  |  |  |  |
| How their understanding of an incident has been constructed from their own understanding and that other peoples’ perspectives and interpretations.  |  |  |  |
| That they are willing to use new information from other people to challenge their own thinking  |  |  |  |
| That complex problems are * often entangled with other problems.
* and/or how problems might be linked to other events/problems/situations.
 |  |  |  |
| There is a recognition that the problem is continually evolving, and new information could emerge.  |  |  |  |
| That problems have a history, and the history will influence the problem.  |  |  |  |
| The situation or the solutions applied will not have a predictable outcome.  |  |  |  |
| That the situation or the solutions applied will have indirect effects on other parts of the school.  |  |  |  |

***Understands Complex Problems.***

Participants undertake the following actions when attempting to understand a complex problem.

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Partial – differences between different information sources (e.g Self and Peer assessments disagree  | Yes  |
| They can evidence how they followed the Ladder of Inference – a step-by-step approach which encourages them to * Make observations
* Select Data
* Make meaning
* Draw assumptions and conclusions
 |  |  |  |
| That the participant has used a wide range of different information/data to help them understand the situation.  |  |  |  |
| They have explicitly questioned their own point of view, meaning and assumptions and that they can show how this has influenced how they now understand the problem.  |  |  |  |
| They have taken the history of the incident and school within their understanding of the problem. |  |  |  |
| They have integrated the perspectives/opinions of others to build a jointly held view of the problem across multiple people. |  |  |  |
| They have established how the problem is linked to, or is affected by, other situations in the organisation.  |  |  |  |
| They have identified the ways in which the problem is unique.  |  |  |  |
| They have established processes to monitor how the incident changes and evolve. |  |  |  |
| They can articulate how they would revisit their understanding of the incident when new information emerges.  |  |  |  |

***Responding to Complex Problems***

When applying a solution to the problem, the participant

|  |  |  |  |
| --- | --- | --- | --- |
|  | No | Partial – differences between different information sources (e.g Self and Peer assessments disagree  | Yes  |
| That the solution can be linked to the understanding of the problem, and that the process has involved bringing together multiple perspectives from across the organisation  |  |  |  |
| Can articulate how the solution takes the unique features of the problem into account. |  |  |  |
| Has recognised that there are other solutions which could be applied and has evaluated the potential consequences of these solutions.  |  |  |  |
| Has assessed the potential problems which the solution might cause. |  |  |  |
| Has a plan for monitoring the impact of the solution and its consequences over time |  |  |  |
| Can articulate the potential affects that the solution might have on other situations or problems within the organisation. |  |  |  |
| Can show how their plan for understanding the consequences of their solutions might explore both direct and indirect effects of their solution.  |  |  |  |
| Can articulate the need to revisit their understanding, solution and assumptions in light of the data that emerges from the solution. |  |  |  |
| Recognizes that they cannot predict/expect a specific, predictable outcome from the solution |  |  |  |