

## Dunedin School Recovery Plan and Improvement Action Plan 2021-2022 (20-21 cont.)

### 1.3 DUNEDIN SCHOOL RECOVERY PLAN 2021-2022 (20-21 cont.)

<b>WHOLE SCHOOL RECOVERY PLAN - ITEM 3</b> <b>The staff Team</b> (including 1. how do we manage the staff team at times when flat management isn't appropriate 2. ways to better management each other (when not in a crisis, carried forward from last year's SIP), 3. How do we ensure a fair allocation of tasks and how can we make sure that members of staff are in the most appropriate working groups)		<b>OWNER and team</b> <b>Vicky and Anis, Helen</b>
<b>NIF PRIORITY/DRIVER/ Or Government Improvement planning 20\21 planning focus</b> e.g. Recovery/ continuity of provision under changed circumstances Supporting student and staff health and wellbeing	<b>HGIOS 4 Q.I. (if applicable)</b>  <b>1.4 Leadership and Management of staff</b>	
<b>CURRENT POSITION (WHERE WE ARE NOW)</b> <ul style="list-style-type: none"> <li>In the staff questionnaires concerns were raised regarding management of staff and also allocation of workload. This working group has been set up to address these.</li> <li>The main points of concern were –           <ul style="list-style-type: none"> <li>At times tasks have been taken on by a core subset of staff and that a clearer overview of responsibilities and allocation of duties is required to ensure that the workload is shared by all.</li> <li>that over the last few years procedures to follow in certain management situations have not been clear, and this needs addressing.</li> </ul> </li> <li>These have been scoped at a high level below.</li> </ul>		
<b>TARGET/outcome (WHERE WE WANT TO BE)</b> <ul style="list-style-type: none"> <li>Staff can fulfil their roles knowing that responsibility and workload has been shared proportionately, (reducing stress and some staff being overwhelmed or taken for granted). Staff are able to opt out of existing roles as well as opt in to new roles.</li> <li>Clear management procedures that ensure staff can support each other and fulfil their own roles enabling them to access relevant help/support to do their job effectively. A clear overview of succession plans can be viewed for key roles.</li> <li>The flat management structure is optimised to support the school and that clear procedures are in place to support escalation when other approaches are required.</li> </ul>		
<b>DESIRED OBSERVABLE, MEASURABLE IMPACT</b> <ul style="list-style-type: none"> <li>Workload is shared with less complaints about workload and a happier working environment</li> <li>Staff can fulfil their roles, and know who to speak to/where to go to if they have queries / concerns, thereby feeling better supported.</li> <li>When any situations arise concerning management of staff or individual duties (including performance), they are resolved using clear procedures.</li> </ul>	<b>EVIDENCE/MEASURES OF SUCCESS (HOW DO WE KNOW)</b> <p>Fewer complaints from staff throughout the year and specifically in the end of year staff questionnaire due to -</p> <ul style="list-style-type: none"> <li>Workload more evenly shared throughout staff.</li> <li>Guidelines existing that detail where to get help or how to proceed in a situation where staff require support.</li> </ul>	

	<ul style="list-style-type: none"> <li>Clear procedures and guidelines existing which can be followed regarding staff management – detailing flat management procedures and also when/how to escalate out-with the flat management structure.</li> </ul>
<b>EVALUATION (TO INCLUDE MEASURABLE IMPACT)</b>	

**UPDATE FORM**

**DATE OF UPDATE: January 2021**

<b>WHOLE SCHOOL RECOVERY PLAN ITEM 3</b> <b>The staff Team</b> (including 1. how do we manage the staff team at times when flat management isn't appropriate 2. ways to better management each other (when not in a crisis, carried forward from last year's SIP), 3. How do we ensure a fair allocation of tasks and how can we make sure that members of staff are in the most appropriate working groups)	
<b>OWNER AND WORKING GROUP MEMBERS</b> Vicky Cole (Owner), Anis Saleh, Helen Oglesby	
<b>DETAILED ACTIONS AND TARGET DATES</b>	
Define scope, debate and agree at staff meeting	November 2020
Meet to review scope and agree next steps Notes – look at collegiate working – Steve to send some info. What about looking at the detail of the contingency document – may be stuff there.	December 2020
Meet to discuss potential ways of managing each other when issue is too great for a quiet word, but not severe enough for formal complaint	September 2021
Collate details of what is involved in management tasks from all staff currently responsible for those tasks	November 2021
Create document of all tasks necessary for management of school – to enable smooth succession planning, and to ensure fair distribution of tasks	By January 2022

<p>Discuss, as a whole staff, what we like best about our current system, what we find most frustrating, and what our 'ideal' Dunedin would look like; what are our priorities and values, what do we want to achieve? Then, we can study the manual, and work together to find a practical, achievable and sustainable plan.</p>	<p>Spring term 2022</p>
<p>Allocate management tasks. Upon initial reading, it is clear that this is not simply a matter of sharing out tasks, or even allocating tasks according to strengths and interest. We may need to consider the following:</p> <ul style="list-style-type: none"> <li>• Some tasks require one person, some need a small group</li> <li>• Some tasks are best done by a member of staff, others could be best done by an outsider.</li> <li>• Some tasks take up a considerable amount of time once a year, others are regular, manageable tasks, others are in-between.</li> <li>• Some teachers have greater workloads than others in different years, e.g., teaching Highers, N5, more than one subject, etc.</li> <li>• Tutors have considerable workloads at particular times of year, e.g tutors of senior pupils have a lot to do with YPPMs and transitions, some tutors have 4 tutees and some tutees require a lot more meetings and input than others.</li> <li>• We need to ensure we leave time for 'organic' tasks, e.g., trips, projects, events, etc.</li> </ul> <p>Other points for consideration will become clear as this is discussed by all the staff.</p>	<p>By Easter 2022/ or Summer 2022</p>
<p><b>PROGRESS AND IMPACT</b></p> <p>1. Staff can fulfil their roles knowing that responsibility and workload has been shared proportionately. Staff are able to opt out of existing roles as well as opt in to new roles.</p> <p><b>This was mostly achieved during lockdown, which gave us a glimpse of what can be possible in 'normal' circumstances. Staff had experience of working together in task groups and shared the responsibility of managing the school during a crisis.</b></p> <p>2. Clear management procedures that ensure staff can support each other and fulfil their own roles enabling them to access relevant help/support to do their job effectively. A clear overview of succession plans can be viewed for key roles.</p> <p><b>This is in progress just now and will hopefully be completed by Easter 2022</b></p> <p>3. When any situations arise concerning management of staff or individual duties (including performance), they are resolved using clear procedures</p>	

When issues are minor or commonplace (eg, forgetting to fulfil a rota), a quiet word given politely and with respect is all that should be required, and should be accepted in the same manner by the staff member.

When issues are major and a cause of grave concern, the official complaints/ grievance procedure should be followed.

When an issue is not serious enough for an official complaint, but a quiet word is not enough, or is not appropriate, the following procedure can be followed: If one of us has a concern regarding another member of staff, we could, if we choose to, discuss it with a member of our PRD group first to get their opinion. Then, if we decide to carry on with our complaint, we can take it to a member of the other person's PRD group, who can then meet with their colleague and explain the issue. The whole process would be confidential. This should be able to prevent any potential hostility between the two parties. It is, in effect, a quiet word by proxy

**NEXT STEPS AND TARGETS DATES**

As above

**2. DUNEDIN SCHOOL ASPIRATIONAL IMPROVEMENT 2021-2022 (20-21 cont.)**

<p><b>WHOLE SCHOOL ASPIRATIONAL IMPROVEMENT - ITEM 2.1 Sustainability</b></p> <p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>Identify what learning for sustainability means to us and for us</li> <li>Create an understanding/awareness of the 17 sustainability goals and how we can start to make a workable contribution towards some of these goals within our own context and community</li> </ul> <p><b>School Management/Business</b></p> <ul style="list-style-type: none"> <li>Evaluate our practices at a school management/business level and consider how we might act in greater accordance with the principles of sustainability</li> <li></li> </ul>		<p><b>OWNER and team</b></p> <p>Steve, Gill, Elaine</p>
<p><b>NIF PRIORITY/DRIVER</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<p><b>HGIOS 4 Q.I. (if applicable)</b></p> <p><b>1.2: Leadership of Learning</b>  <i>Staff work collaboratively to strengthen their understanding and implementation of key national policies including...Learning for Sustainability</i></p>	

<ul style="list-style-type: none"> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> <li>• Teacher professionalism</li> <li>• School Improvement</li> </ul> <p>To ensure that Learning for Sustainability (LfS) is considered in planning by subjects, departments, by activity directors and as a component of whole school/cross curricular themes</p>	<p><b>2.2: Curriculum</b> <i>Learning for Sustainability is embedded across our curriculum</i></p> <p><b>2.7: Partnerships</b> <i>The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability</i></p>
<p><b>CURRENT POSITION (WHERE WE ARE NOW)</b></p> <ul style="list-style-type: none"> <li>• Evidence of good practice has been collated. There are some good examples of sustainable and improved practices in place. There is a desire amongst some staff and pupils to make a more positive contribution to the progress of sustainability within the school community.</li> </ul>	
<p><b>TARGET/outcome (WHERE WE WANT TO BE)</b></p> <p>Everyone has a greater understanding of LfS and how they can positively contribute. This understanding has positively changed the way we think and make decisions. 2022  Areas for action are planned and implemented and evaluation has taken place. June 2021  Eco Flag gained. June 2021  LfS becomes embedded in our curriculum and becomes 'business as usual' June 2022</p>	
<p><b>DESIRED OBSERVABLE, MEASURABLE IMPACT</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>EVIDENCE/MEASURES OF SUCCESS (HOW DO WE KNOW)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>EVALUATION (TO INCLUDE MEASURABLE IMPACT)</b></p>	

**UPDATE FORM**

DATE OF UPDATE: March 21

<b>WHOLE SCHOOL ASPIRATIONAL IMPROVEMENT 2.1 SUSTAINABILITY</b>	
<b>OWNER AND WORKING GROUP MEMBERS Steve, Elaine, Gill</b>	
<b>DETAILED ACTIONS AND TARGET DATES</b>	
1. Define scope, discuss and agree at staff meeting	November 2020 - Complete
2. Map the 17 sustainability goals with the outcomes/goals of the Eco Flag Award	November 2020 - Complete
3. Plan and carry out a workshop with pupils to introduce them to LfS. Identify what pupils understanding of sustainability is and gather as a base line; Introduce them to the 17 goals through the lens of the Eco Flag initiative	December 2020 - Complete
4. Roll out Eco flag plan and monitor progress	From December 2020
5. At February In Service do a presentation on LfS for all staff and how we can progress it within the Dunedin context and community for both education and management of a school	February 2021
6. Ask pupils about their understanding of sustainability. Compare against answers to this question from the December 2020.	June 2021 Now under review due to Covid
7. Evaluate Eco flag	By end May 2021 Now under review due to Covid
8. Evaluate and identify areas for staff planning at a subject level and a whole school level for next year to help embed LfS in the culture and curriculum of the school. Agree and set targets for 2021-2022	By end of May 2021 Now under review due to Covid
<b>PROGRESS AND IMPACT</b>	
<b>1. Scope defined and discussed at staff meeting in November– staff have a clear understanding of what the aims are and the plan for delivery</b>	

## 2. Sustainability goals mapped

3. Workshops with pupils were carried out during the Autumn term. Pupils engaged well and their current understanding of sustainability was captured as a base line.

4. Due to further lockdown and home schooling none of the other action points have progressed with the exception of a Waste Minimisation audit and plan being drawn up for reduction of single use plastic. An audit of single use plastic bottles has been carried out and work is being done to try to ensure that all staff and pupils are using reusable water bottles. A video of how to make a wax wrapper has been made and will be on the blog.

### NEXT STEPS AND TARGETS DATES

Once we are back in school we will continue work on the Eco School initiative and action points 4 – 8 above will be actioned with revised target dates.

## 3. IMPROVEMENT ACTION PLAN 2021-22

	Action	Linked to	Actioned by	By when	Status	Completed/ impact
1.	Plan and manage implementation and updating GDPR policies. Plan and manage technical changes to meet GDPR	1.1 1.3	<b>Paul, Sheila, Rosie</b>	Carry forward to 2021/22	Policy review unfinished.	Technical updates complete: Server, laptops, desktops, application software & operating systems all updated.
2.	Plan and manage updating of FOI	1.1 1.3	<b>Paul, Sheila, Rosie</b>	Carry forward to 2021/22	Policy updates unfinished.	
3.	Plan and manage updating of IT policies	1.1 1.3	<b>Paul, Sheila, Rosie</b>	Carry forward to 2021/22	Policy updates unfinished.	