

## How do interventions work in practice?

### An example

### Learning Halton

In collaboration with the Centre, a steering group of head teachers, local councillors, local authority advisors and parent governors have developed a central unifying strategy – **Learning Halton** – across the Borough from early years through to post-16 education.

It is driven by the creation of a **common language of practice**. This is developed by engaging with evidence about what is happening in education in the Borough and using this to build on and challenge ways of working. The process is strengthened through extensive collaboration and collective leadership, structured around a unified framework for learning.

While *Learning Halton* clearly aims to benefit learning for all children and young people, taking part in the intervention has also had positive **learning outcomes for practitioners and local authority staff**.

**LEARNING HALTON**

**What is it?**  
Halton's strategy for raising expectations and aspirations by:

- Improving learning outcomes for all
- Narrowing the gap
- Making a difference

**How does it work?**  
Through:

- Creating a common language
- Building on existing good practice
- Strengthening collaboration
- Engaging with learners
- Using evidence
- Sharing responsibility
- Distributing leadership

**What will the outcomes be?**  
Improvement in:

- Achievement
- Attainment
- Attendance
- Participation
- Life chances

### The challenges

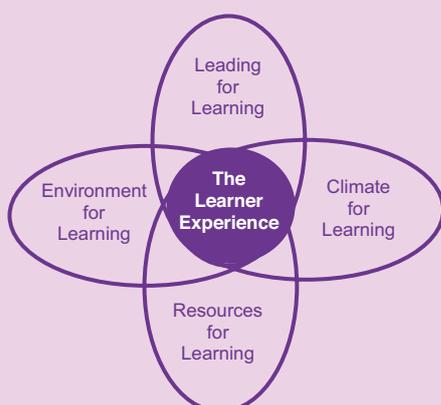
Despite many particular success stories, the steering group has identified areas in its education provision which need addressing across the Borough.

These relate to:

achievement and attainment  
participation

attendance levels  
life chances

### Framework for Learning



**Focusing centrally on the experience of learners, the framework is a way to:**

- gather evidence
- build on and challenge existing ways of working and thinking
- strengthen collaboration across the Borough
- evaluate changes
- improve the experience of every child.

### Towards a common language of practice

Creating a language of

- **existing good practice** Encouraging teachers to share good practice within and across schools, through mutual observations and discussions.
- **opportunity** Seeing learners who do not fit our plans for learning as offering opportunities for developing our practices further.
- **learner voice** Listening, engaging and responding to the views of our learners especially those who are most vulnerable to inequities in our education.
- **cooperation** Working cooperatively between all educational practitioners and local authority staff to ensure we make the best use of human resources and expertise across the borough
- **critical thinking** Providing opportunities for mutual observations and discussions across learning establishments to critically reflect on and develop our practices.
- **risk taking** Using collaboration and supportive processes to encourage experimentation.