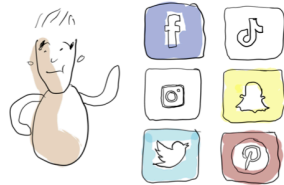


Future vision experience stories

Shorter feedback loops and working more closely with practitioners



Maureen discusses CDP courses in her Facebook groups and leaves a comment about an ES programme she has taken...



Mary monitors all channels on social media using her new, integrated tools which give her notifications and sentiment analysis



A notification appears on Mary's dashboard and she reacts...



Prompted by Maureen's feedback, Mary assembles her team to discuss the issue...



Mary and Maureen chat on Facebook and discuss the programme at length. Mary is able to build trust with Maureen...



...and eventually helps Maureen see the benefits of the online practitioner account. Maureen registers online

Maureen

Maureen S is a teacher at a primary school south of Aberdeen. Last year she engaged in CPD activities around the teaching of languages.

She is aware of a number of places online where her friends and colleagues discuss the challenges of teaching. Some of her connections are active in other online groups (Glow?) but Maureen is most comfortable on Facebook. She has joined a group there and has posted a number of times.

She goes online and shares her experience of doing CPD with a programme established by ES. She states that the training activities were pretty good but that finding them in the first place was hard.

She also comments that on the whole, she hasn't changed her practise that much as a result of taking part in the course: "I did that course organised by Education Scotland but I don't think I really got that much out of it..."

Mary

Mary used to work on the affiliate marketing desk at a big Contract publisher in Dundee. Two years ago she spotted an ad for a role at Education Scotland: Leverage your acquisition and retention skillset but put them towards making a real difference to education in Scotland.

Mary is line-managed as part of a new practice area, "Engagement", but she works in a cross disciplinary team with representatives education officers and evaluators. Her colleagues jokingly call the new team "The Soft Stuff Team" but this doesn't bother Mary as she knows she is making a real difference.

The cross-disciplinary approach is designed to make keeping the feedback loop in the quality control of PL as short as possible. In the old days, SEOs would wait for reports, but now everything happens in real time.

Mary monitors social media activity on all the main platforms. She uses a tool that provides real-time sentiment analysis so she can focus on practitioners who need help.

Her experience tells her that the hardest challenge is helping those practitioners in the invisible middle, those who don't stand out because of poor results but whose struggles are often hidden by needier individuals. As part of ES's programme of engagement, Mary is keeping an eye out for practitioners in this group.

Mary's social media monitor tools also allow her to be notified when a particular topic or course description is mentioned.

When Maureen updated her group's wall, the ES system put a notification on Mary's dashboard. As a result, she was able to engage with the issue and respond effectively.

Mary has picked up on Maureen's negative review of the ES PL programme and takes the data back to her team for discussion and assessment.

The team gathers and discusses the situation. Language teaching in primary schools is a thorny subject and the policy priorities and the guidance seem to change quite a bit.

The team has options for working with this feedback. They can take the feedback and feed it into the new PL development workflow, inviting Maureen to participate in the development of a new PL programme.

They can decide to involve Maureen in an iteration of the programme, a chance to improve or fix it where appropriate.

The option they use most frequently with Facebook group feedback is Facebook chat. The team reaches out to Maureen and invites her to a real-time chat session.

As a result of the live discussion session the team agrees that a revision of the existing PL doesn't make sense, in particular, their research shows that teachers aren't prepared and that new guidance is due out soon. They decide to focus on bringing Maureen and other primary teachers into the future codeign workflow in order to ensure the latest guidance and PL are really solid.

Practitioner acquisition

As part of this process, Mary has worked with Maureen to understand her needs and her aspirations. As a result of their honest exchange and growing relationship, Maureen feels more comfortable participating in the new service that supports her career development with ES. By opting-in to this service (the same "Online Practitioner Account" that John in scenario 3 signs up to), Maureen has access to personalised information and notifications and help planning and finding her future CPD.

One really useful feature is the long feedback timeline which will prompt Maureen to complete her GTCS updates and also keep Maureen's feedback in a context where it will be useful to both other learners and ES.

Practitioner retention

When Maureen opted in to the service, it became possible for ES to keep in touch and understand Maureen's needs over time. Maureen's details are safely (and legally) stored in a system which allows the engagement team to create opportunities to help Maureen and her colleagues as they go on their teaching journey.

Shorter and longer term feedback

When the guidance on language teaching in primary classes changed again Maureen was presented with options to deal with it that focussed on her needs (and geographic location).

She joined another ES PL programme completed it.

The system continued to record her short term feedback but also her longer term reflexions (the content that she posted to GTCS). As well as being able to track and use feedback, Mary is now able to cross reference that longer terms feedback with school performance data, completing her picture:-)

Teachers communicate & share feedback with each other & ES in channel of choice

Monitor & analysis feedback in real-time

CRM tool for engagement and retention

Monitor & analyse real-time sentiment

Social media marketing & management tool

Notifications of 'mentions' on social media

Manage feedback & engagement & sentiment via dashboard

Co-review with practitioner

Alternative collaboration tools

Feedback review Process

Ongoing capture, monitoring & analysis of feedback

Practitioner profile (interests, notifications, recommendations, manage dev plan)

Practitioner manage personal development via ES

ES "Online Practitioner Account"

Ongoing practitioner engagement

CRM tool for engagement and retention

Able to find, access & review aggregated feedback