

# Dangos Llwyddiant Demonstrating Success

**Children in Wales Annual Round Table  
Conference: 25th November 2009**

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Arad Consulting

- Introduce **Demonstrating Success**
- Introduce the concept of '**Social and Emotional Dispositions and Skills**'
- Update on work to date & pilots across Wales

# What is Demonstrating Success?

- A new approach to measuring the success and achievements of young people in Wales
- Based on recognition that young people achieve more from programmes than is recognised
- Set of indicators, tools and guidance for measuring the progress, success and development of young people
- Summarised in a handbook for practitioners

## Three phases:

### – Phase 1: Research ✓

- Develop and refine concepts and definitions; academic grounding; review existing methods. Wide-ranging consultation.

### – Phase 2: Development ✓

- Develop new formats and tools

### – Phase 3: Piloting

*Ongoing*

- Pilot and evaluate the use of the whole model in a range of settings,

## What are we trying to measure?

*“Social and emotional dispositions and skills”*

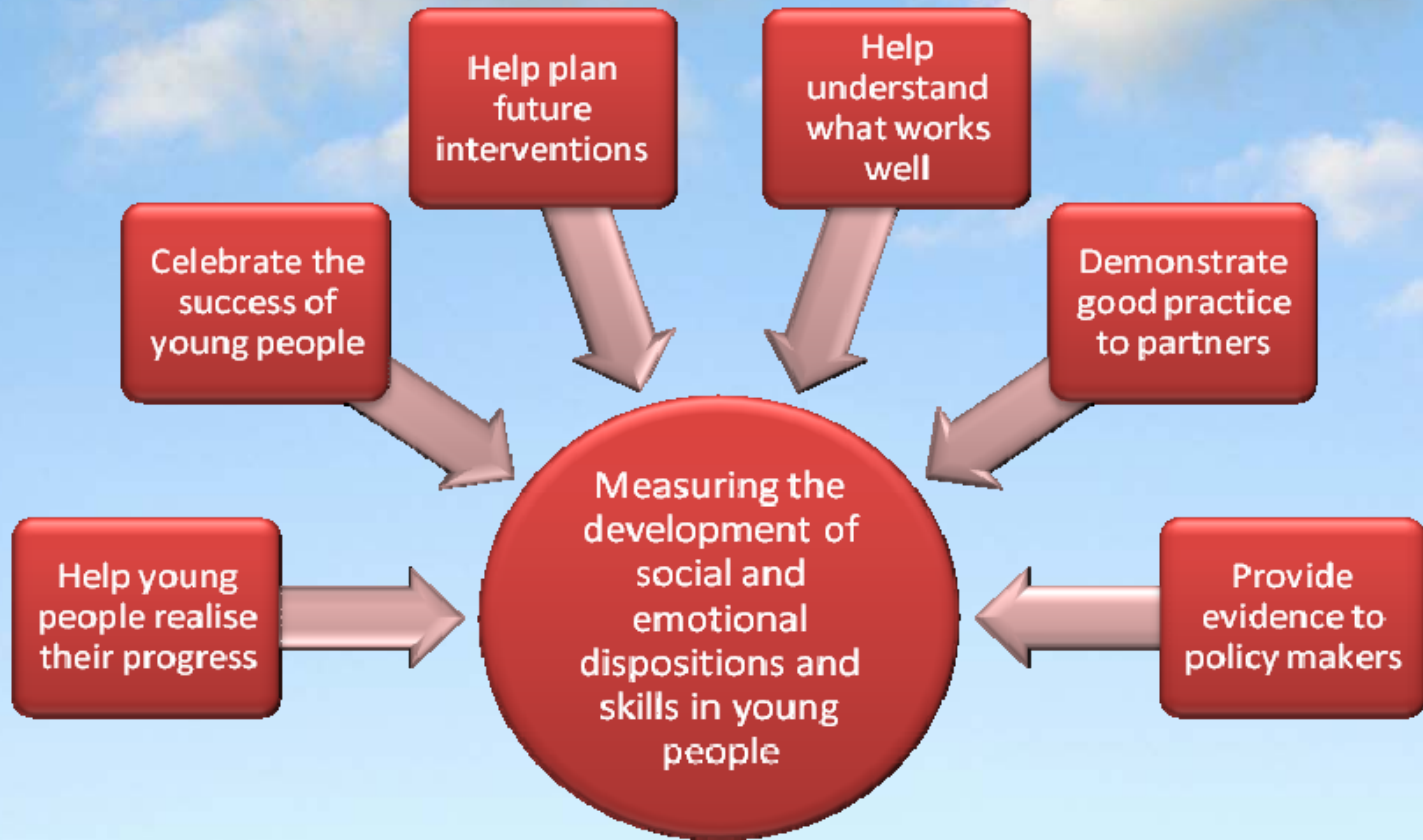
– Emotional intelligence, soft skills, soft outcomes

Based on behaviours and actions *not*  
personality

# **Why demonstrate that a young person has developed in terms of their social and emotional skills?**

- How would you describe the progress?
- What changes can you see?

## Why use the Model?



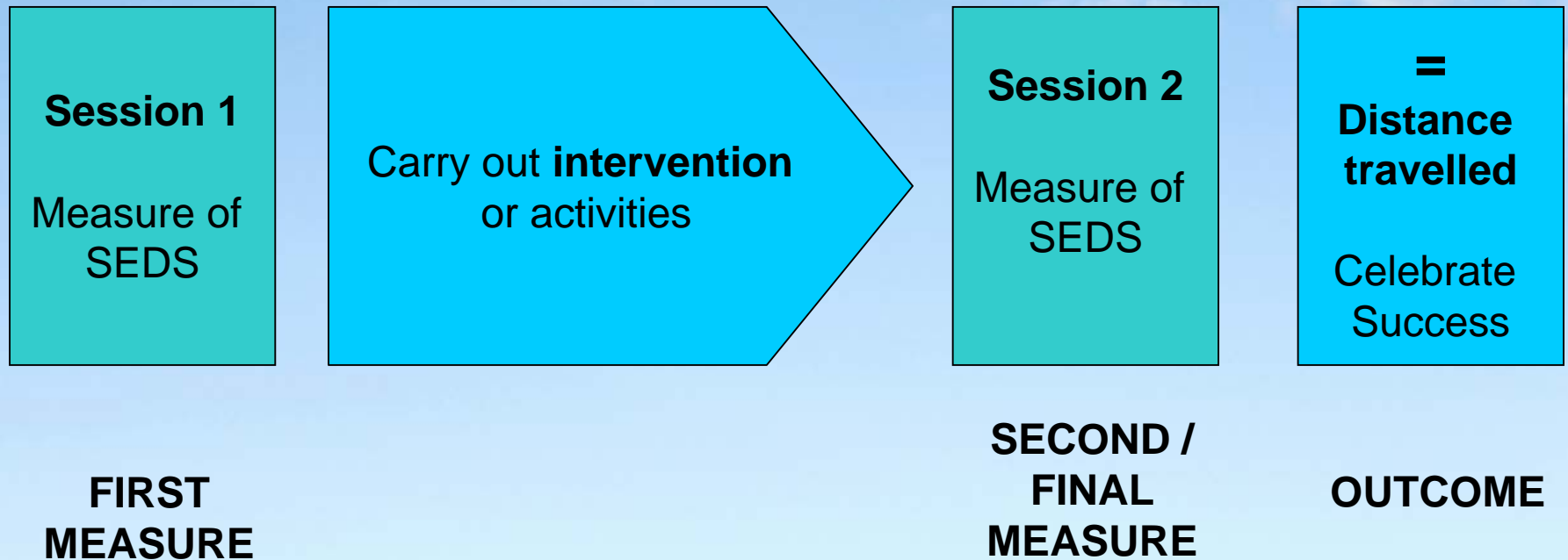
## **Four 'constructs' of Social and emotional dispositions and skills (SEDS):**

- 1. Interaction
- 2. Respect for others
- 3. Motivation and active participation
- 4. Independence

## Constructs

Interaction	Motivation and active participation	Independence	Respect for others
Listens to others	Demonstrates a willingness to participate	Manages own feelings	Accepts others
Asks questions	Makes a positive contribution to an activity	Knows rights and taking responsibilities	Practices empathy
Uses appropriate body language	Sees value in participation	Manages risk and understands consequences	Values relationships
Uses appropriate verbal communication	Shows resilience	Is individual	

- Measure social and emotional dispositions and skills (SEDS) before and after an intervention / period of activities



## How we show progress

- **Level 1** *Demonstrates the skills in a familiar setting / in supervised setting*



- **Level 2** *Demonstrates the skills in a less familiar setting / with some support*



- **Level 3** *Demonstrates the skills in an unsupported setting / helps others demonstrate this skill*

# Handbook for practitioners

- Introduces the model
  - When to / Why use Demonstrating Success?
- Introduces SEDS
  - Constructs, levels & example statements at each level
- Methods for measuring SEDS
  - Including recording sheet
  - Flexible
  - Focuses on observable behaviours
- Guidance

# Demonstrating Success

a new approach to measuring progress

# Dangos Llwyddiant

dull newydd o fesur cynnydd

## 2 Introduction

The Demonstrating Success model is a new approach to measuring the progress and outcomes of children and young people in Wales. It is based on a recognition that young people achieve far more through their involvement with programmes and policies than is currently measured by more traditional approaches that focus largely on assessment and attainment measures, such as GCSEs. The model will therefore capture previously unrecorded progress, developments and achievements. The diagram below outlines a number of scenarios where measuring the development of Social and Emotional Dispositions and Skills (SEDS) is useful.

As part of the process in developing the approach we worked with young people to develop this description:

*The Demonstrating Success project is about finding out the best ways to measure what activities or projects are making a difference to you (the young person). We want to measure things like confidence, the skills you've gained and how you handle situations.*

*These ways might include asking your opinion on different parts of a project, working in groups to discuss your ideas, questionnaires, acting or drama presentations about what you've got out of a project and so on. We don't yet know what ways would work best - so we want to work with you and other young people to figure this out!*

Figure 1: Reasons for using the Demonstrating Success model



Many programmes and initiatives improve the social and emotional dispositions and skills (SEDS) of young people. The Demonstrating Success model can be used by practitioners to capture these improvements for a number of reasons including:

- Help young people recognise their progress / Celebrate the success of young people

## 2.1 When to use Demonstrating Success?

Quantifiable measures alone are not always suitable in terms of recording the progress made by young people. Further to this, although many practitioners do record the wider achievements of young people, this is not done in a consistent manner across practitioners and is not recognised through a national framework that can be related to achievements in different settings. Using the model of indicators and tools will enable practitioners to demonstrate evidence of outcomes achieved by young people, facilitate the identification of good practice and help inform policymakers and managers' funding decisions regarding services to young people.

The Demonstrating Success model offers an assessment framework for a practitioner that is tailored specifically to the needs of young people in Wales. The model has been developed in conjunction with a range of stakeholders, drawing together and building on existing methods. It will help practitioners and policymakers choose the most appropriate methods of evaluating whether, and to what extent, young people benefit from policies, initiatives and activities aimed towards them and enable the achievements of young people to be recorded and reported in a consistent manner that is widely recognised by young people themselves, practitioners, and policymakers.

The model should be used as part of the process of assessing the success an intervention to improve the social and emotional dispositions and skills of young people has been. In this respect the model should be used by practitioners to undertake a baseline assessment and a summative assessment. The framework and methods to be adopted for these measurements are flexible (see sections 4-10).

Figure 2: The process for using Demonstrating Success



Note - The Demonstrating Success model is therefore a measuring tool, rather than a programme of learning, a developmental tool or a diagnostic tool. However, the model may assist with processes such as identifying issues to work on with young people or helping them reflect on their own learning.

## Methods for measuring SEDS

Ways in which we will evidence these in the young people we are working with.

- Observation by practitioner
- Creative methods
- Diaries
- **One-to-one interviews**

## DEMONSTRATING SUCCESS RECORDING TOOL

**Name** .....

Date #1.....

**Staff name**.....

Date #2.....

**Setting & immediate context of the observation (brief details – where, what activity etc?)**

.....

- Interaction** (Listens to others; Asks questions; Uses appropriate body language; Uses appropriate verbal communication)
- Motivation and active participation** (Demonstrates a willingness to participate; Make a positive contribution to an activity; Sees value in participation; Shows resilience);
- Independence** (Manages their own feelings; Knows their rights and takes responsibilities; Manages risk and understands consequences; Shows independence)
- Respect for others** (Is accepting of others; Practices empathy; Values relationships)

Construct	Session 1	Session 2	Notes
<b>Interaction</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	
<b>Motivation and active participation</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	

## **Piloting (Sept 2009 – March 2010)**

- Test the handbook and methods with practitioners & young people
  - Content, presentation, application
- Understand what level of training & support is required
- Understand what works well / refine
  - Improve the model

## **Feedback & Refine (April - December 2010)**

# Demonstrating Success

a new approach to measuring progress

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## www.demonstratingsuccess.co.uk

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2010 abertawe cyfarfod **dangos**  
**llwyddiant**  
**demonstrating**  
**success** directions document  
dogfen gogledd cymru grŵp llywio;  
gweledigaeth; dogfen weledigaeth meeting  
meetings **north wales**  
**pobl ifanc** steering group  
swansea vision vision document  
**young people**

### Community of Practice North Wales – venue confirmed

The first meeting of the North Wales Demonstrating Success Community of Practice will take place on Friday the 19th of September from 11am at Coleg Llandrillo, Rhos on Sea, LL28 4HZ. Directions available here.

### Cymuned Faes Gogledd Cymru – cadarnhau'r lleoliad

*Bydd cyfarfod cyntaf y Cymuned Faes Dangos Llwyddiant ar gyfer gogledd Cymru ar y 19eg o Fedi am 11yb. Y lleoliad fydd Coleg Llandrillo, Llandrillo yn Rhos, LL28 4HZ. Cyfarwyddiadau ar gael yma*

Tags: [directions](#), [meetings](#), [north wales](#)

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First South Wales Demonstrating Success Community of Practice (CoP) meetings arranged/Cyfarfod cyntaf Cymuned Faes Dangos Llwyddiant wedi'w drefnu

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**Diolch**

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