## **Supplementary File 2.**

**Local Authority Champions of Research (LACoR) workshops programme and prompt sheet**

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| **Time** | **Content** |
| 09:00 – 09:15 | **Arrivals**Arrivals and refreshmentsRegistration PIS and consent forms distributedSet up presentations |
| 09:15 – 09:45 | **Welcome and introductions:*** Welcome and introductions
* Introduce research team and explain aims of workshop
* Request consent forms
* Background, rationale for choice of topic and future opportunities
* Participants introduce themselves (name, role, length of service in council)
* Working agreement
 |
| 09:45 - 10:05 | **Understanding school readiness*** How would you define School readiness? What do we mean when we talk about school readiness?
	+ Write responses down on flip chart paper following discussions in pairs
	+ *AIM: get respondents thinking about the topic area and clarify terms*
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| 10:05 – 10:3510:35 – 10:45 | **Future visioning*** The year is 2029, and all children in Newcastle are ready for school. What three things have happened to ensure all children in Newcastle are ready for school? What if…?
	+ Write responses down on post it notes and stick on flip chart paper on the wall
	+ *AIM: to set scene, engage participants and define outcomes in relation to topic area*

Group feedback from each table (5 mins each) |
| 10:45 – 11:00 | ***Comfort break*** |
| 11:00 – 11:30*10 mins per question* | **Understanding current practice** * How do you know that a child is ready for school?
	+ Write responses down on flipchart paper – specific examples
	+ *AIM: Gauge participant’s understanding of school readiness and what influences it*
* What evidence/statistics/performance measures/research are collected to show school readiness?
	+ Write each down on separate post-it note then group discussion
	+ *AIM: Get an understanding of what information sources are used to ascertain school readiness and by whom*
* Where does the evidence/statistics/performance measures/research come from?
	+ Put the post-it notes into groupings (on flip chart paper) dependent on where the information comes from
	+ *AIM: Get an understanding of who has access to and who holds what data*
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| 11:30 – 12:00*10 mins per question* | **Understanding current use of research*** How is the evidence/statistics/performance measures/research used and by who (role not name)?
	+ Refer back to the post-it notes from Q3 and use separate flip-chart page to write down how each is used and by whom
	+ Prompt if required on; commissioning decisions, performance targets, performance measures
	+ *AIM: Understand how research is currently used*
* What helps and hinders evidence/statistics/performance measures/research to be used in decision making?
	+ Write responses down on flip chart paper
	+ Prompt if required using responses from Q5
	+ *AIM: Understand current practices, perceived barriers and facilitators*
* What could be improved in terms of the use of evidence/statistics/ performance measures/research?
	+ Write responses down on flip chart paper
	+ Prompt if required using responses from Q5 or on examples of other areas where it has worked well. Explore who would lead areas/actions suggested
	+ *AIM: Understand current practices requiring improvement*
 |
| 12:00 – 12:20 | **Understanding potential role of research*** Who and what is missing?
	+ Prompt on:
		- What evidence is missing? Are there any gaps in our knowledge / understanding?
		- What else is needed?
		- Who else needs to be involved in discussions / plans
		- Any risks / unintended consequences of focusing on school readiness?
		- What else might affect efforts to introduce change at the present time
	+ Write responses down on flip chart paper
	+ *AIM: Get an understanding of what types of evidence may be missing and strength of inter/intra-organisational relationships*
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| 12:20 – 12:30 | **Close and thanks**Round up, next steps and final round of feedback – one thing from the afternoon that will stay with you or make you think differently.  |