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Guiding Ideas from politicians

- Autonomy
- Choice
- Diversity

- Equity
- Equality

- Accountability

- Excellence

What's new in school improvement?

- **SCHOOL EFFECTIVENESS**
- Nouns and adjectives

- **SCHOOL IMPROVEMENT**
- Verbs and adverbs
- **-leading successfully**
- -managing effectively
- -reviewing regularly
- **-developing staff**
- **-focusing on teaching, learning, assessing**
- -creating an environment fit for learning
- -involving parents and community
- -involving pupils

- **BUTTERFLIES**
- Punctuation

- **DEFINING THEMES**
- Chapters

Four Stages of Leadership

- Initiation
- Development
- Stall
- Decline

C.P.D

- Responsibility
- Permitting Circumstances
- New Experiences
- Respect

Review

- Confirm
- Adjust
- Transform

Values/Prejudices

- Success not Failure
- Multi-faceted not general and inherited
- Inclusive not exclusive
- Impassive and formative not normative and comparative
- Lifelong not once and for all

You know you are in a good school when.....

- Teachers TALK about teaching
- Teachers OBSERVE each other teach
- Teachers plan, organise and evaluate
TOGETHER
- Teachers teach each other

‘OUTSTANDINGLY SUCCESSFUL TEACHING’ – BELIEFS

- Success for all not some
- Intelligence is multi-faceted
- Every child needs a worthwhile relationship with at least one adult and it may not be you
- A child’s failure to learn is a challenge to your teaching strategies not a sign of ability on the part of the child
- Transformability rather than ability of children
- A child showing great effort in learning is a positive sign of character not of a lack of ability

‘OUTSTANDINGLY SUCCESSFUL TEACHING’ – HABITS & BEHAVIOURS

- Always improve their story techniques
- Always polish their skill in questioning
- Always extend their best explanations
- Mark other colleagues’ class assignments
- Observe other colleagues teach
- ‘Sing from the same song sheet’ – up to a point
- Treat teaching as a co-operative activity – use ‘we’ a lot
- Store and share dvds on teaching
- Use formative and ipsative assessment in their marking
- Teach ‘alongside’, ‘behind’ and ‘infront of’ youngsters
- Share leadership and management
- Teach in the corridors
- Share their ‘hyacinths’ of learning
- Accept the unpredictability of teaching

What will the mature 2020 School look like?

- A curriculum that is explicitly international, national and local
- A curriculum that includes a set of 'young people's' experiences both within and beyond the school designed to support and stimulate their learning and that provides opportunities for 'co-production' and 'enterprise'
- Pupil access to 'coaching' at specified times and bespoke learning reinforcement at any time during the week

What will a 2020 school look like?

- Pupil access to 'best in class' explanations of key concepts at any time through VLE
- Individual pupils leaving with two 'What they are good at' certificates
- Pupils in Key stage 2 maintain a planned 'out of school' portfolio of experiences and learning – replacing homework (C.U.)
- Curriculum anchored in Story or Research to sustain creativity

What will the 2020 school look like?

- Continuous staff development including planned and focused visits to other comparable schools and 'best in class' practice
- Shared back office services and a shared programme of professional development and pupil enrichment with other partner schools
- Formal and active links with other professionals and community groups within the community

A route to freedom

- Experiences
- Two Timetables
- Education of the mind and the spirit

“Of some of our teachers we remember their foibles and mannerisms, of others their kindness and encouragement, or their fierce devotion to standards of work that we probably didn’t share at the time. And of those we remember most, we remember what they cared about and that they cared about us and the person we might become. It is this quality of caring about ideas and values, this fascination with the potential for growth within people, this depth and fervour about doing things well and striving for excellence, that comes closest to what I mean in describing ‘passionate teaching’. (Robert Freid)

Stages of Learning

- Dependent = Shallow
- Independent = Deep
- Interdependent = Profound

Some considerations to make 'partnerships' more successful?

- What is the purpose of the partnership?
- Are there shared values?
- Who leads on what?
- What is the agreed arrangements for budgets?
- What are the 'success criteria'?
- When is there to be a review of its success?
- When is membership of the partnership to be renewed and how?
- Is there an 'expediter'?

The individual school: making partnership less burdensome

- How many partnerships shall we have? (CPD...School Improvement...the 'vulnerable child'..Curriculum...?)
- Is the leadership of the various partnerships shared among staff?
- How does the health of partnerships feature in 'job descriptions', 'performance management' and the school calendar?
- Do the governors know and are they involved?
- Does the head/principal strike the right balance between showing interest but not dominating?