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Context

Guiding Ideas from politicians

- Accountability
- Autonomy
- Choice
- Diversity

- Excellence
- Equity
- Equality

Distribution of Powers / Responsibilities

- Democratic - Professional
- National - Local
- Institutional

- Checks and balances

Contentious Issues - Now

- Admissions
- Curriculum and Assessment
- Learning and Teaching
- Inter-school organisation
- Intra-school organisational issues
- Priorities for spending
- Transitions
- Doing more with less

The White Paper

- More of the same or a revolution?

- Dependence = Shallow
- Independence = Deep
- Interdependence = Profound

What's New in School Improvement?

School Effectiveness

- Nouns and adjectives

School Improvement

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

Butterflies

- Punctuation

Defining Themes

- Chapters

- Teachers **TALK** about teaching
- Teachers **OBSERVE** each other's practice
- Teachers plan, organise, (teach) evaluate **TOGETHER**
- Teachers **TEACH** each other

Some General Qualities of Leadership – Not Context Bound

- Moral Purpose
- Understanding Change
- Relationship Building
- Knowledge Creation and Sharing
- Coherence Making

Encircled by Energy, Enthusiasm and Hope

Backed by External and Internal Commitment

Michael Fullan

Skills of Leadership

- Delegation
- Time
- Understanding Change

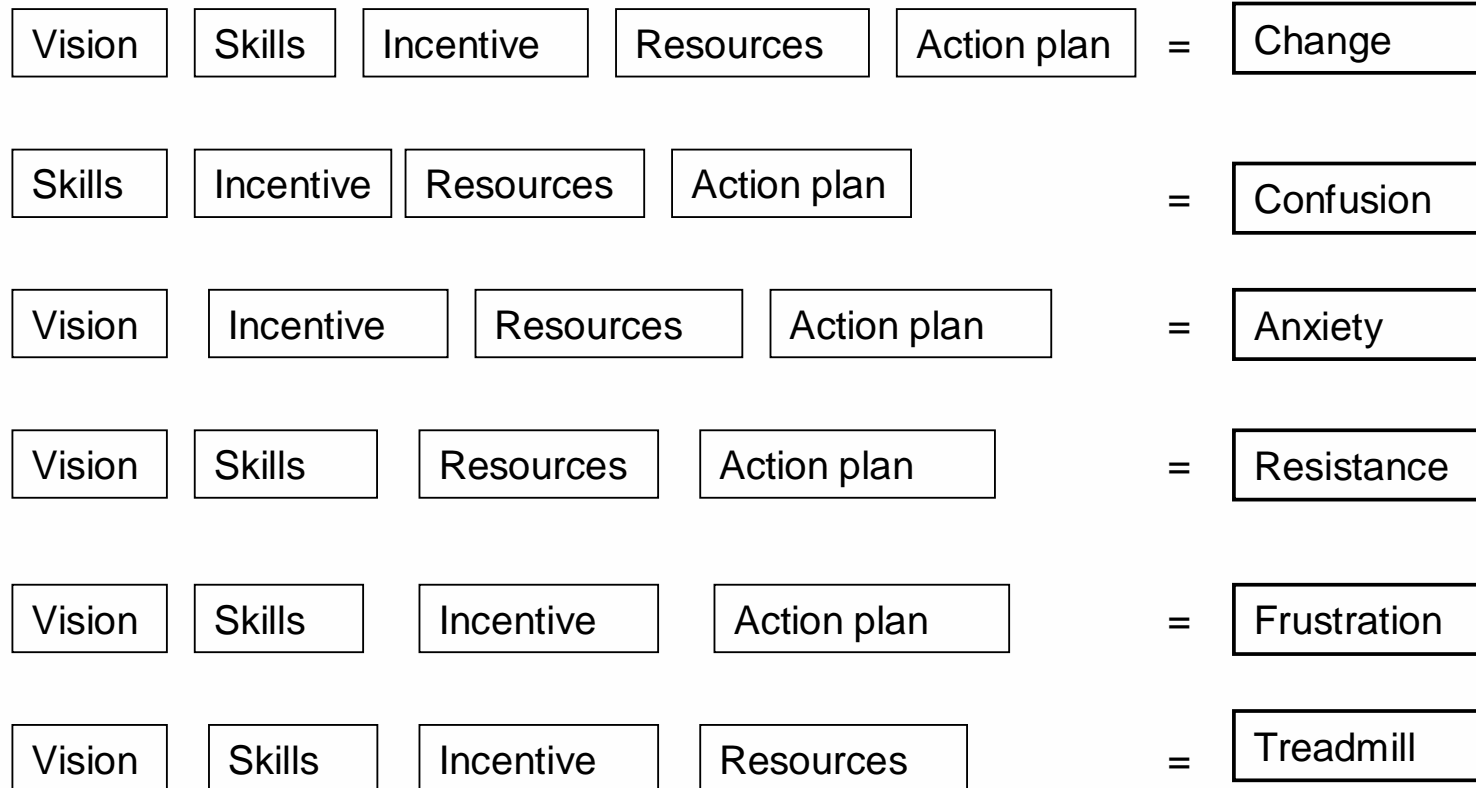
Rules of Delegation

1. Look into this problem. Give me all the facts. I will decide what to do.
2. Let me know the options available, with the pros and cons of each. I will decide what to select.
3. Let me know the criteria for your recommendation, which alternatives you have identified and which one appears best to you, with any risk identified. I will make the decision.
4. Recommend a course of action for my approval.
5. Let me know what you intend to do. Delay action until I approve.
6. Let me know what you intend to do. Do it unless I say not to.
7. Take action. Let me know what you did. Let me know how it turns out.
8. Take action. Communicate with me only if action is unsuccessful.
9. Take action. No further communication with me is necessary.

Time

- They sit on the wall not the fence
- They are 'skalds' not scolds
- They teach, learn and assess for most of their time
- They spend their evenings, weekends and holidays...
working... socialising and being a member of a family
- They spend two hours a week planning and carrying out acts of
unexpected kindness

Rules of complex change



Seven Rules To Thrive And Survive

1. Manage your diary.
2. Find Allies.
3. Have a 7-10 year service.
4. Stop doing one of your regular tasks for a term and let someone else do it. Keep out of their hair. Review at half-term and end of term.
5. Remember to be 'Jack and Jill' of all trades and 'master' of none.
6. Become an expert driller and a lepidopterist.
7. Collect Hyacinths

**What are we doing to move our teaching, learning and assessment practice from good to outstanding?
(Expectation)**

- Questions
- Explanations
- Experiences
- Assessment

What are we doing to move our teaching, learning and assessment practice from good to outstanding?

(Self Esteem)

‘Outstandingly Successful Teaching’ - Beliefs

- Transformability rather than ability of children
- 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
- A child showing great effort in learning is a positive sign of character not 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 'in front' of youngsters
- Share leadership and management
- Teach in the corridors
- Share their 'hyacinths' of learning
- Accept the unpredictability of teaching

Reviewing Regularly

- Policies
- Practices
- Collecting evidence and monitoring
- Data
- Evaluating
- CAT analysis

Developing Staff

- Responsibility
- Permitting Circumstances
- New Experiences
- Respect and recognition