

Introducing... Redesigning Schooling in Action

The next
phase of the
Redesigning
Schooling
campaign

The Redesigning Schooling campaign for a schools-led vision for education was launched in 2012, born out of a landscape of rapid and seismic policy change, system fragmentation, fear of external accountability and a crisis in teacher training and recruitment.

Partnering with leading academics and supported by school leaders, SSAT, as the largest and longest-standing schools' network, launched the campaign to give teachers and school leaders a platform from which to shape a schools-led vision for education. That vision so far has trained its sights on creating a world-class education system – one that puts learners at the centre, demands equity of opportunity and achievement for all, and is shaped and led by a profession that is collaborative, self-improving, autonomous and respected.

Redesigning Schooling is a strategic movement that touches on and challenges all aspects of schooling. The ideas and approaches it puts forward can be adopted at an individual and school level. Individuals and schools can support and progress it through making choices based on the courage of their convictions of what is right for their learners and their willingness to spread their ideas and practice across their networks and the system – for example, by contributing to this next phase of the campaign: Redesigning Schooling in Action.

SSAT's primary role is to support this by identifying and sharing the practice and ideas that can transform the system.



Redesigning Schooling is a strategic movement with 'a sense of direction, discovery and destiny.... It will not be possible for "recipe followers" to lead the way but they may follow. What will be required is master chefs who are able to identify with clarity a direction to travel, select the ingredients of high-quality learning and development and skillfully combine them into a world-class education system for all.'

Stephen Tierney, March 2013
Executive director of Christ the King, St. Cuthbert's & St. Mary's Catholic Academies.
Course leader for SSAT's Aspiring Senior Leaders programme, Chair of Vision 2040.



PHASE 1 2012/13 THE REDESIGNING SCHOOLING SYMPOSIA

In 2012/13, a series of regional symposia offered the school leaders who were early supporters of the campaign the opportunity to engage in lively debate with fellow practitioners, leading educational thinkers and academics.

These symposia explored the cornerstones of education to examine much-needed change from a variety of perspectives. We discussed: what kind of teaching for what kind of learning? What does principled curriculum design look like? What lessons for the development of the profession can we learn from global reform movements? What forms should accountability and intelligent inspection take? These symposia were supported by Guy Claxton, Bill Lucas, Dylan Wiliam, Tim Oates, Andy Hargreaves, Christine Gilbert and Chris Husbands.

The discussions gave participants the chance to outline, as a profession, the necessary actions and mindsets that would be needed to pursue the big ideas for change that were outlined, and to start work towards a schools-led vision for education.

PHASE 2 2013/14 THE REDESIGNING SCHOOLING PAMPHLET SERIES

In 2013/14, the big ideas outlined at the symposia were explored further in 10 research and discussion pamphlets. These gave depth and detail to the nature and purpose of the Redesigning Schooling campaign, looked at lessons from other systems, and shaped the debate on how we take our education system to world class. The big ideas explored were what kind of teaching for what kind of learning; principled curriculum and assessment design; professional accountability, working with stakeholders (students, parents and employers), collaboration and networking, and the way in which we recruit, train and develop teachers.

Touching as they do on all aspects of schooling, the big ideas of Redesigning Schooling go beyond teaching approaches and school structures. The success of the campaign will depend on individuals within the profession approaching the decisions they make in school every day, and their contribution to the wider profession, with integrity and courageous leadership – in short, with the ‘new professionalism’, as described by Sue Williamson in *Redesigning Schooling – 10: What the new professionalism means for England*.



The new professionalism is a way of thinking, as an individual professional and as a member of a profession that wields enormous influence over the future of our country. It means being committed to be always learning; understanding the core principles that underpin the best research-informed practice; understanding how those principles can be applied to different contexts and the different needs of our students; and understanding that they change over time as our world and our setting evolves.

By applying the new professionalism, we can develop the capacity to take back control of the core business of learning in our schools and for our students, creating a world-class education for our setting, our staff and our young people. Just as important, as a profession we can build the credibility that will persuade policymakers that it is the profession that should set curriculum and monitor standards – proving the case for a reduction in external control and intervention.

To redesign schooling, we aspire to be

- always learning and thinking about our profession
- autonomous, within the realities of the current education system
- valued and respected by all stakeholders for our insights and practices;
- shaping and leading our own professional vision

PHASE 3 2014/15 REDESIGNING SCHOOLING IN ACTION

Now, in autumn 2014, the campaign moves into its next stage: Redesigning Schooling in Action.

This phase is grounded in the conviction that, despite external constraints and accountabilities, many schools up and down the country are finding ways to deliver the aspirations of the Redesigning Schooling campaign.

Leaders and teachers with a clear vision for their school and their community are demonstrating courage and commitment to start working towards a schools-led vision for education. They are developing the pedagogical expertise to deliver deep learning in a caring, supportive and safe environment through which talent and achievement can flourish. They are designing curricula that are right for their students' needs; that raise aspiration and provide opportunity. And they are developing the new professionalism that will help individuals commit to research, innovation and collaboration and drive forward a self-improving system.

Redesigning Schooling in Action brings together real life examples to share how schools are already driving forward this strategic movement – despite external constraints and accountability measures - through their actions and choices. It builds on SSAT's heritage and proven expertise in supporting schools to:

- find out where redesigning schooling is happening now and how, drawing common themes and examples together from across the country
- learn from each other about Redesigning Schooling approaches
- keep practice rooted in the original research, but applicable to varying contexts
- collaborate with other schools to develop innovative approaches within the existing framework, and potentially in new frameworks with greater autonomy for the school system.

This first set of case studies is just the start of our mission to collect a comprehensive library of examples of Redesigning Schooling in Action from which all schools can learn. The library will be held in the members' zone of the SSAT website. Case studies will be available alongside a framework for evaluating the range of examples and considering the transformative potential of adopting and adapting them in your context.

TURN OVER TO FIND OUT WHICH SCHOOLS ARE CONTRIBUTING TO THE FIRST SET OF REDESIGNING SCHOOLING IN ACTION CASE STUDIES

Redesigning Schooling in Action: the case studies

Coming up: the first set of case studies. The first will be published in January 2015...

Teaching for learning

Creating an ambitious climate for learning

Sirius Academy, Hull

A dynamic 21st century teaching environment promoting the highest expectations and opportunity where the latest technologies are embedded in students' everyday learning experience.

The UCL Academy, North London

Innovative use of the new-build spaces to create collaborative and interactive approaches to learning and teaching.

Creating an ability to enquire and research

Greenfield Community College, County Durham

Developing Sugata Mitra's ideas. Using cloud-based learning, a modern and innovative laboratory – Room 13 – enables students to learn collaboratively and independently.

Students as leaders and co-constructors

The Weald School, West Sussex

Cross phase peer tutoring in maths that has increased outcomes and understanding at KS2 leading to better progress at KS3.

Devonport High School for Boys, Plymouth

Student entrepreneurs have developed successful products in technology and social enterprise showing range and depth of skills beyond the classroom.

Ormiston Venture Academy, Norfolk

Student-run guilds, activities students can choose to join for a seven week course, allowing them to try, learn and develop skills in as part of the curriculum, many now designed and led by students.

Principled curriculum design

Coherence

St Mary's Catholic Academy, Blackpool
'Dynamic Days' which explore deeper, more varied ways of learning, making the interdisciplinary connections and exploring external learning opportunities.

Developing subject discipline

Wade Deacon High School, Cheshire

Flexible, cross-curricular days woven into personalised curriculum pathways to promote subject understanding, rigour and progression over time.

Huntington School, York

Developing mastery approaches to enhance subject expertise, depth of knowledge and understanding.

Westminster Academy, Central London

Progression in maths through clear curriculum concepts that afford specific guidance on exactly how well a child is learning and exactly what they need to do to get better. Developing subject expertise, depth and rigour, true to the disciplinary habits of the subject.

Breadth and balance

Bohunt School, Hampshire

Content and language integrated learning (CLIL): immersion language learning providing depth learning and interdisciplinary connections across the curriculum.

Could your school contribute to the Redesigning Schooling library of profession-led practice and evidence?

Get in touch at redesigningschooling@ssatuk.co.uk to discuss how you can support the campaign for a schools-led vision for education.

Principled assessment design

Correlating assessment to the curriculum

Shenley Brook End School, Milton Keynes
Assessment structures that correlate to the curriculum and reflect a broad range of learning and thinking skills.

Durrington High School, West Sussex
Assessment without levels correlated to the curriculum, assessing the big ideas of each subject with intrinsic checkpoints along the journey that mark progression.

Grzebrook Primary School, North East London:
Correlating the assessment to the curriculum with intrinsic checkpoints that assist pupils, staff and parents understand progression.

Feedback to inform teaching and planning

Eggars School, Hampshire
Using assessment in maths to inform teaching and planning, scaffolding next steps for delivery and intervention.

Motivating students to reflect on their work

Bethnal Green Academy, East London
Marking and feedback that not only supports planning but encourages student reflection of learning, helping them become self-managing in their progress planning.

Kingsford Community College, East London
Clarifying learning intentions and response to feedback.

Courageous leadership for professional accountability

Taking ownership of accountability

Uplands Community College, East Sussex
Developing collaborative approaches to professional learning through lesson observation without grading.

Creating a climate for innovation

Landau Forte College, Derby
Innovative approaches to use of time to enhance the use of term and time in order to prioritise professional learning for staff.

Developing leadership capacity

Canons High School, North West London
Use of distributive leadership and a climate of innovation enhancing collaborative approaches to pedagogical development across the school.

The new professionalism

Professional development, collaboration and research

Bay House School and Sixth Form, Hampshire
Developing pedagogy and fostering collaboration through innovative through innovative research-informed approaches to professional development.

Cramlington Learning Village, Northumberland
Use of lesson study to develop collaborative approaches for enhancing pedagogy and outcomes.

Groby Community College, Leicestershire
Use of lesson study to develop collaborative approaches for enhancing pedagogy and outcomes.

Redesigning Schooling

The big ideas for schools and teachers

To put your learners at the heart of all you do, you will need to consider how far your approaches and systems reflect these big ideas of Redesigning Schooling.

REDESIGNING SCHOOLING
THE CAMPAIGN FOR A SCHOOLS-LED VISION FOR EDUCATION

Teaching for learning

How and what we teach says a lot about our beliefs and values as individuals, organisations, and as an education system.

It is our responsibility to ensure we actively engage with our professional disciplines and current research enquiries. We need to understand and have expertise in the pedagogies that best suit the context and ambitions of our setting. Only then can we productively influence the curriculum choices that are made for the long-term benefit of each learner.

The Redesigning Schooling campaign advocates approaches to teaching and learning that lead to:

- **An ambitious climate for learning**, creative with the use of time and space to best suit the needs of students and reflecting high expectations and appropriate challenge
- **Relevant and authentic learning**, in which learners experience real-world examples and activities with relevance, supported by employer partnerships and links to local or global business and organisations

- **Digital literacy and pedagogy**, with technology supporting and enhancing learning in and out of the classroom, for example through bring your own device (BYOD), flipped learning, and the cloud
- **Effective learner behaviours**, where learners have a growth mindset and display resilience, self-regulation, curiosity, skills of communication and collaboration, moral and social awareness, emotional well-being and autonomy

- **An ability to enquire and research** through effective thinking, questioning and evidence-based practices
- **Expertise and subject knowledge**, becoming experts in their field, mastery
- **Students as leaders and co-constructors** of their learning and influential citizens of their school and wider community.
- **Parents and the wider community** being actively involved as partners in the learning process.

Principled curriculum design

The curriculum model of any school is a considered balance of factors, because in any setting these are in tension and often direct conflict with each other.

A prescribed national curriculum does not prevent us from exercising our autonomy to create an environment that is right for our students across the entirety of their experience, in and out of the classroom.

A core skill of teaching is being able to examine a curriculum to make considered choices about where the right balance lies in your own context.

The Redesigning Schooling campaign advocates that schools develop curriculum models that deliver a considered balance of:

- **Subject discipline**, balancing the development of mastery and expertise alongside frequency and the length of time of study
- **Breadth and balance**, with traditional disciplines offered alongside creative arts, STEM, PE and other culturally relevant subjects
- **Personalisation**, enabling students to follow a pathway that builds on their strengths and maximises their future possibilities

- **Rigour**, so that in the context of each discipline your curriculum is true to the disciplinary habits of mind and develops transferable competencies (communication, collaboration, critical thinking, problem solving, metacognition)
- **Coherence**, with interdisciplinary connections across the curriculum made explicit and enhanced by transdisciplinary project-based learning and whole-school approaches to literacy and numeracy
- **Vertical integration**, making clear the progression plan and sequencing of each subject; how material builds on what has gone before and what it looks like to progress and get better

- **Appropriateness**, grouping students to maximise their learning potential: stage vs age, key stage vs year-by-year sequencing
- **Focus**, knowing what the big ideas are through which to develop connections and the required depth and discipline
- **Relevance**, co-constructing with all stakeholders to ensure that the curriculum is engaging, motivating and connected to valued outcomes both during and after formal education
- **Wider experiences**, making explicit the learning desired through the interactions and all the experiences available in the school.

Principled assessment design

Assessment is the bridge between teaching and learning. It is the way in which we establish whether what we taught resulted in the learning we intended.

The way in which a school chooses to assess, record and report says a great deal about what it values. When redesigning schooling, a fundamental part of our professional responsibility is to ensure that we use evidence to decide practice.

Whatever systems you use, the processes must be considered, mapped and interpreted to lead to maximum impact on students' achievement and future choices.

The Redesigning Schooling campaign advocates approaches to assessment that:

- **Correlate to the curriculum**, assessing the big ideas of each subject with intrinsic checkpoints along the journey that mark progression

- **Set aspirational targets**, based on known or agreed starting points, with clear purpose and audience
- **Lead to valid interpretations**, having taken into account the reliability of the assessment and margins for error in any assessment process
- **Measure progress of groups**, individuals and cohorts in a range of contexts
- **Inform teaching and planning**, through questioning and feedback, scaffolding next steps for delivery, and intervention

- **Reflect a broad range and breadth of learning**, with students given opportunity to demonstrate a range of thinking skills in an agreed taxonomy or environment
- **Motivate and encourage students to reflect on their work** of students on their work, helping them become self-managing in their progress planning
- **Encourage parental involvement** as critical partners in the support of learning and progress

Courageous leadership for professional accountability

To redesign schooling, we need leaders and teachers who share a clear vision for their school and their community, based on a clear set of values and professional judgement that lead to exceptional outcomes for young people.

External accountability is a reality of our system. Courageous leaders will take greater ownership of accountability, looking beyond mere implementation of government policy towards a more collaborative future where the profession is willing and able to hold itself to account. External obligations must be balanced with the moral imperative to do what is right for

the students in our schools both now and into the long term. We need courageous leaders who will shape and lead a schools-led vision for education.

The Redesigning Schooling campaign requires courageous leaders who will redefine our approach to accountability by:

- **Leading with courage**, with a clear vision for your school and community
- **Valuing internal self-evaluation** as an ongoing continual process that promotes reflection and genuine school improvement

- **Creating a climate for innovation** because the challenge of redesigning schooling to put learners at the centre demands creative and innovative approaches. Doing things differently to do them better.
- **Approaching external accountability** with integrity, meeting it in a way that doesn't sacrifice values.
- **Taking greater ownership of professional accountability**: the growth of school-to-school partnerships, teaching school alliances, federations, trusts and clusters – all with forms of inter-school review – points to a

- more collaborative future, with challenge and support from peers and stakeholders as a more powerful driver of school improvement
- **Developing leadership capacity** within the school and the system
- **Driving system leadership** by committing to work with all those with claims to be the system's leaders at a local, regional and national level. Committing to agree the purposes of the system, how it should be designed and operated, and how the success of that design can be evaluated

The new professionalism

To achieve Redesigning Schooling's ambitions for our education to become world class we have to develop the 'new professionalism' – characterised by a relentless focus on improving the quality of teaching and learning, innovative practice, and engagement with research.

Doing so will support leaders and teachers in developing pedagogical expertise to deliver deep learning in a supportive and safe environment, through experiences that raise aspirations and deliver opportunity.

The Redesigning Schooling campaign advocates that school leaders and teachers adopt the new professionalism to help shape their commitment to:

- **Always be learning**, developing pedagogic, subject and leadership knowledge at all stages of your career
- **Embracing teaching** as a difficult but rewarding and intellectual job that requires us to work as professionals, not merely technicians delivering government policy

- **Committing to developing, in partnership with higher education** a fully qualified, high-quality teaching profession that is capable of leading on pedagogy, curriculum design and assessment
- **Ensuring that all teachers' professional development includes research** that contributes to 'next practice' in teaching and learning
- **Engaging with all stakeholders**, including students, employers and parents, as well as higher and further education, to redefine relationships so that all roles are focused

- on achieving successful outcomes for all students
- **Fostering collaboration** within and across schools, and being expected to have a genuine commitment to working in focused collaborative cultures internally and in wider networks externally
- **Raise the esteem and prestige of the profession**, so it becomes valued by all stakeholders and more able to influence policy
- **Putting learners at the heart of all we do**



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