

Redesigning Schooling: a grassroots movement

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What is Redesigning Schooling and Vision 2040?



- The campaign
- March symposia
- Vision 2040
- Pamphlets
 - Williamson, *Why change is needed*
 - Claxton and Lucas, *What kind of teaching for what kind of learning*
 - Wiliam, *Principled curriculum design*
 - Matthews, *Intelligent accountability*
 - Middlehurst, *Student Impact*
 - Chambers, *Employers*
 - Lucas, *Parents*
 - Wiliam, *Assessment*
 - Fullan and Hargreaves, *Professional capital for the UK*
- National Conference 2013
5 – 6 December, Manchester Central

Why now?

“ . . . professional development for teachers is a central priority for the Department.

We are actively considering how we can encourage all teachers to take part in more professional learning.

*We are particularly keen to help teachers to **make better use of educational research.**”*



The Rt Hon Michael Gove MP

*Letter to the Teacher
Development Trust*

2013

Why now?



Stephen Twigg MP

Teaching Leaders Quarterly

2013

First, we need greater emphasis on the importance of CPD for teachers. This agenda needs to be delivered through collaboration between schools.

*Second, we need to make it the norm . . . that they **use data to systematically evaluate** the impact of development strategies for effective teaching and learning.*

Why now?

*“To improve training and professional development of teachers, leaders and support staff, we will . . . help talented teachers develop into school leaders, and introduce new **ways for teachers to improve their teaching based on evidence about what works**”*



The Rt Hon David Laws MP

Department for Education

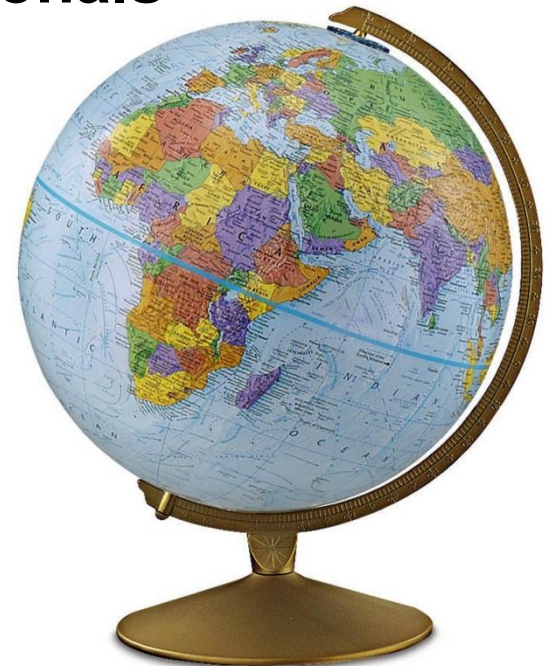
2013

The evidence

Countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers **responsibility as professionals** and leaders of reform.

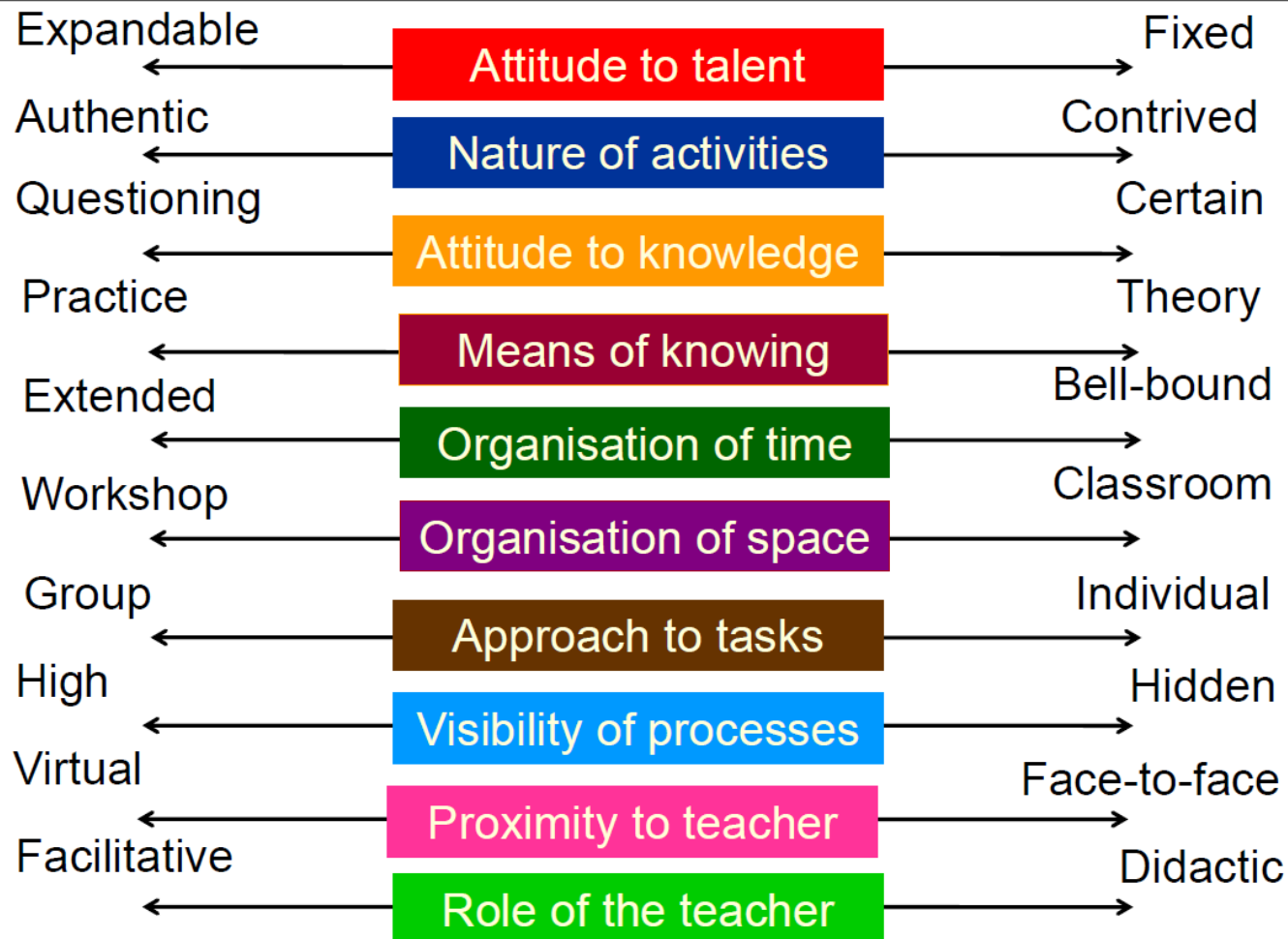
This requires teacher education that helps **teachers to become innovators and researchers in education**, not just civil servants who deliver curricula.

PISA 2012



SSAT
Redesigning Schooling

Effective teaching and learning



T&L Research Projects

What are the characteristics of effective learners and the contexts in which they develop in your own schools?

- Bite-sized case studies.
- Define the characteristics of effective learners at the different stages of their school career from EY to 18 (scope to unpack the context beyond age / stage ...)
- 'Test' the characteristics against a broad range of different schools and contexts
- Exemplify the definition using this broad range of schools
- Develop a film of 'characteristics of effective learners'

Models of learning to re-educate and engage parents

- Identify practice with impact in our own and other schools
- Summarise research to date link school based evidence to the research
- Work with a range of schools in collecting 'parent voice' – what have parents found most effective in engaging with their child's learning, breaking down barrier to being involved at school?

Principled curriculum design

Principles of curriculum design

- A good curriculum is:
 - ▣ Balanced
 - ▣ Rigorous
 - ▣ Coherent
 - ▣ Vertically integrated
 - ▣ Appropriate
 - ▣ Focused/parsimonious
 - ▣ Relevant

Curriculum Research Projects

The extent to which school curriculums are designed based on principles, student experiences, or policy

- What is happening in schools to develop the wider curriculum
- Comments about the nature of these changes being 'principled curriculum design' and /or principled Cd in response to principles or policy and clarity about validation of wider skills and experiences with/for students in our own schools
- Principled curriculum design in practice – exemplifying how some schools are responding to the validation of wider skill and experience with alternatives

Balancing the wider school curriculum with the national curriculum

- How we balance the compulsory curriculum within a wider, coherent school curriculum.
- How we defining success for individual schools and students
- How our Catholic ethos is the foundation to go beyond a narrow definition of success, happiness and fulfilment & emphasising the development of the whole person.

Professional capital

Business Capital view assumes that good teaching:

- is technically simple.
- is a quick study.
- can be mastered readily.
- should be driven by hard performance data.
- Is about enthusiasm, effort, talent, & results.
- Is replaceable by online instruction.

Professional Capital view assumes that good teaching:

- is technically sophisticated and difficult.
- requires high levels of education & long training.
- is perfected through continuous improvement.
- involves wise judgment informed by evidence and experience.
- is a collective accomplishment and responsibility.
- maximizes, mediates & moderates online instruction.

Professional Capital Research Projects

The relationship between effective pedagogy, leadership and CPD on professional capital

- Genuine CPD; developmental models - 'teacher never finished'
- The connection between effective leadership & the core purpose of teaching & learning in our schools
- draw conclusion and evidence an assertion/critique: Professional capital can be achieved through connecting effective leadership & the core purpose of teaching & learning

Models of effective leadership and CPD and the evidence-based movement in education

- The role of leadership in developing professional capital.
- Models of excellent CPD/ ITT partnerships/ leadership practices that fuel strong CPD.
- Explore practice across other schools to gather evidence:
- Professional capital and confidence – the need to be evidence based

Intelligent accountability

A broader view of accountability

4 key relationships

- * Pupils, parents & community: **moral**
- * Colleagues: **professional**
- * Employer/ government: **contractual**
- * The market: **market**

2 key approaches

- * Accounting for quality: **summative**
- * Accounting for improvement: **formative**

Intelligent accountability Research Projects

Self confident schools

- Studies of self confident schools – a range of good and outstanding schools who display confidence
- How did you Ofsted prep / self evaluation (ie contractual accountability) lead to improvement
- The professions view: does accountability lead to improvement
- Alternative models ie: peer accountability, local partnership, governance
- How does accountability secure improvement? What else matters?

Alternatives to Ofsted

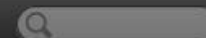
- The cost of school-based inspections to the country
- The relationship between pre-inspection data and ultimate outcome
- The price of an alternative model (i.e. local partnership)
- Recommendations for moving forward

Vision 2040

Presented by **SSAT** | inquire
inspire
innovate
impact



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Vision 2040 Group

Come & meet us ..

Vision 2040 is action-focused, grass roots group of visionary teachers and headteachers who are helping to shape the future of education and amplify the voice of the profession in policy circles. They are implementing strategies that have been identified as being vital for effective school reform, often divorcing themselves from the standard policy environment to focus on routine day to day practice with measurable impact on student achievement.

The Group is driving the Redesigning Schooling campaign

This site is the hub of Vision 2040 activity. Group members will be blogging regularly and sharing with you their academic and action research in a way that will encourage you to adopt similar practice for impact, albeit with your own local contexts.

[Meet the Group](#) | [News & views](#) | [Action research](#)

Meet the Vision 2040 Group, high profile academics and leading thinkers at [SSAT's National Conference](#) in Manchester on 5/6 December - **EARLY BIRD DISCOUNT** available to SSAT members

News and views

[Journey towards outstanding](#)
[Keeping the main thing .. main](#)
[Is talent a defunct concept?](#)
[Gatekeepers](#)
[Can coaching transform teacher quality?](#)
[Guided Learning .. Redbridge shares](#)