

SSAT's National Conference 2013 explored

It all comes together in Manchester

SSAT National Conference 2013
Manchester, December 5-6

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The SSAT National Conference will give

you, as teachers and school leaders, the chance to define your profession and set the agenda.

Sue Williamson explains how

Throughout my professional life, I have always tried to read widely, but, as Professor David Hargreaves has told me on a number of occasions, I have not read enough.

I have always excused myself by saying that I'm too busy and have tended to dip into books. There have been exceptions when I have dedicated time to reading and research. For example, in my second year of teaching, I started to study for a Master's in history in education, and loved every minute of the two-year programme because it was so relevant to my work in the classroom.

Professional Capital

This year, I read *Professional Capital* by Professors Andy Hargreaves and Michael Fullan and immediately thought that it should be compulsory reading for every teacher in the UK.

SSAT invited Andy to lead a

“ This is your chance to define your profession – we must not leave it to others. The conference is designed to give you maximum opportunity to provide your thoughts and practice ”

symposium on Professional Capital earlier this year as part of our Redesigning Schooling campaign.

It was a challenging and stimulating day that totally engaged the school leaders and teachers present, and highlighted for me the importance of the teaching profession taking responsibility for defining the new professionalism – from NQT to system leader.



This is why the theme for SSAT's National Conference in December is The New Professionalism. Both Andy and Michael will be there to guide our discussions and to help us agree the actions we need to take.

Many of our contributors have deep knowledge of the leading education systems in the world and will be able to share these lessons with us. There will also be inputs from school leaders, teachers and students.

Finnish Lessons

Finnish Lessons by Pasi Sahlberg is another inspirational book I have recently read, and we will be working with Pasi to ensure the

education has to be research-based and that there are three key principles.

Deep knowledge: Teachers need a deep knowledge of the most recent advances of research in the subjects they teach. They also need to be familiar with the research on how something can be taught and learned.

Research-led: Teachers must adopt a research-orientated attitude towards their work. This means learning to take an analytical and open-minded approach to their work, drawing conclusions for the development of education based on different sources of evidence coming from recent research as well as their own critical and professional observations and experiences.

On-going study: Teacher education in itself should also be an object of on-going study and research.

As we know, teaching in Finland is a much-desired profession and parents trust teachers. What can we take from the Finnish system and use to define the new professionalism for teachers in England?

Accountability

The SSAT conference will address the issue of accountability with Michael Wilkins, chief executive of the Outwood Grange Academy Trust, discussing confident leadership and governance, and Professor Bill Lucas chairing a panel discussion on intelligent accountability.

We know that many school leaders are unwilling to innovate or take advantage of the freedoms

they have because of a fear of Ofsted. One of the roles of SSAT's network of schools is to provide support and encouragement to innovate by sharing the ideas and practices that work.

The New Professionalism

The one sure way to raise standards in schools is to have an outstanding team of teachers, who are constantly learning themselves. How can we achieve this for every school in the UK? What does this mean for initial teacher training and CPD? How can we ensure that all teachers find the time to read and look at research, as well as being researchers themselves?

The National Conference will provide many of the answers to these questions, and many more besides. Our academic contributors will help us by sharing their knowledge of education systems and teacher development from around the world.

But – it is essential that we have inputs and a commitment to action from as many school leaders and teachers as possible. This is your chance to define your profession – we must not leave it to others. The National Conference is designed to give you maximum opportunity to provide your thoughts and practice, so that Andy and Michael can go away and write what I hope will be the blueprint for the teaching profession in the UK.

National Conference 2013

Please join us in Manchester on December 5 and 6 – full details of the conference are on our website: www.ssatuk.co.uk/nationalconference2013

How are we developing our school workforce?

THE DEBATE: How can we as an education system and as individual schools best invest in and develop our teachers' professional capital?

Despite the increased focus on educational inequality in recent years, the greatest determinant of a child's educational success continues to be based on how wealthy their parents are.

Last year, just over a third of young people receiving free school meals achieved the five GCSE A* to C benchmark compared to just over two-thirds of all other pupils.

At the heart of our work is the belief that it doesn't have to be this way. There is much research to suggest that teachers can have a major impact on a child's educational success despite their background – in 2008 research by the Institute for Public Policy Research found that the difference between excellent and bad teachers means pupils achieve more than a GCSE grade extra.

To help young people from all backgrounds to similarly achieve and fulfil their potential, and access opportunities at the highest levels, our teacher training – or what we call our “leadership development programme” – has been designed in a way that encourages great teaching and classroom leadership.

These goals are ambitious and go far beyond any one charity or organisation. As a result, collaboration and innovation are two huge priorities involved in developing our teachers; ensuring that we continue to share and build on outstanding practice with our partner universities and schools, in order to design a programme that recognises the diversity of ways that educational inequality can be addressed.

This approach also allows us to tailor the development opportunities and curriculum to better reflect the context in which our teachers work.

During the initial two years that participants spend working full-time in schools where the majority of pupils come from the poorest families in the UK, we also challenge them to drive their own learning, to help each other learn, and to accept their role as contributors to as well as recipients of learning.

In order to support our teachers and monitor the effectiveness of our programme, they are closely supported by Teach First's leadership development officers, the school of education for the university in the region they are working in, and an experienced teacher at the school.

Through our commitment to learning and supporting our teachers to develop, and the way that we collaborate with other colleagues in their schools and throughout society, we are better able to give all the children we work with the chances in life that they deserve.



Brett Wigdortz
Founder and CEO
Teach First

“Collaboration and innovation are two huge priorities involved in developing our teachers”

In the best education systems in the world, schools work together both to develop practice and to hold one another to account. It's not a good thing when teachers work alone, nor is it a good thing when schools operate in isolation, no matter how collaborative they are internally.

Teachers improve when they collaborate with, and learn from, other teachers. Schools also improve when they collaborate with, and learn from, other schools – but not always.

Just as collaboration between teachers can be weak, unfocused or excessively contrived, the same is true for collaboration among schools. However, we also know that it can be highly effective – but only if you go about it in the right way. Collaboration should be: focused on specific improvement, transparent about practices, and linked to evidence of outcomes. What we are talking about here is professional accountability – how teachers and leaders self-regulate.

The profession itself needs to set its own standards regardless of the external demands put on it by the policy cycle. Government policies come and go, but a strong network of teachers working together can ensure that the profession always demands the best of itself.

Collaborative cultures when they work well operate to provide teachers with continuous feedback that improves the work of all.

Some of the best examples of school-to-school collaboration happen in England. You evidently got tired of trying to raise achievement and turn around underperforming schools through top-down strategies of intervention.

However, unlike approaches we have taken in Ontario, your strategy is more market-driven and does not foster ownership system-wide.

England's innovative energy in developing examples of robust architectures of improvement – where schools work with schools, professionals work with professionals, and the strong help the weak – has been admirable in terms of the number of schools showing improved learning and achievement. But the problem then becomes how to spread out any strategy that shows great promise. This is the challenge for the next phase of reform.

How do we sustain, restore, and extend across the whole system that dynamism that made the early networks so valuable? Professional capital is about the entire profession individually and collectively, so we must evaluate its presence on that basis. I look forward to working with you all in December in Manchester to define how we do this.



Michael Fullan
Professor emeritus
Ontario Institute
for Studies in
Education

“Teachers improve when they collaborate with other teachers”



Defining the new professionalism
Continue the debate at **SSAT National Conference 2013**
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www.ssatuk.co.uk/nationalconference2013

How do we make the best pedagogical choices?

THE DEBATE: How can we support our teachers to ensure they can make the best pedagogical choices every day in their classrooms? Three National Conference speakers give their views

If we are to redesign schools we have to go beyond the fine visionary words which can be found on most school websites about 21st century skills. For any design process depends fundamentally on clearly understanding purpose and function. School leaders need to be absolutely clear about the educational outcomes they want. Then, depending on what these are, they must think through, in order:

1. The kinds of learning which will deliver their desired outcomes.
2. The kinds of teaching which will lead to the kind of learning that is needed.
3. The kind of leadership that is required for both of the above.

We strongly believe that, as well as seeking to enable students to achieve particular examination results, we must also develop certain habits of mind. Some of these are social characteristics like kindness, generosity, tolerance, trustworthiness, moral courage and conviviality. Some are more epistemic – pro-learning dispositions such as curiosity, resilience, imagination, craftsmanship, appropriate scepticism and thoughtfulness.

Clear leadership is paramount in the redesign process. Schools will need to take stock of whether the teaching methods they select are indeed producing the kinds of learning experiences which are likely to cultivate the kinds of dispositions they value.

As a whole, schools need a far greater concern with the development of pedagogy – the art, science and craft of teaching and learning. For it is as a result of the choices that are taken in the classroom that, for example, students will emerge with good examination results and a resilient inquisitiveness or with good results and more dependent and passive habits.

There are teaching methods which actively encourage students to develop the capacity to become good problem-solvers and there are others which deliver answers at the expense of the development of persistence.

At SSAT National Conference, we will build on our discussions with school leaders and teachers. We will show how key principles of teaching and learning are being applied in practice, in schools today, to:

- Cultivate dispositions as well as developing knowledge.
- Develop a set of learning to learn strategies.
- Encourage growth mindsets for all.
- Help learners to be teachers.
- Offer authentic learning.
- Provide stretching goals and feedback-rich environments.
- Create opportunities to develop emotionally and intellectually, socially and individually.
- Provide practical and academic experiences, within and beyond the formal curriculum.



Professor Bill Lucas
Professor Guy Claxton
Centre for Real-world Learning
University of Winchester

The intelligent use of technology at Shireland Collegiate Academy has revolutionised not just the way children learn, but the way teachers teach. The school, judged outstanding by Ofsted, is clear about the role of technology. Its sole purpose is to provide a foundation for outstanding teaching and student outcomes.

The school's Learning Gateway, based around Office 365, is one of the most advanced learning platforms in the country. It makes around 20,000 sample lessons available to staff, as well as hosting specialised subject and individual class sites. Students are involved in creating resources too with recent projects including a SatNav-style resource to support grammar, punctuation and spelling.

Having the class sites has unlocked the school's use of flipped learning. Staff upload resources and lesson plans in advance so students can log-on to a range of "media rich" resources before coming to lessons armed with their questions.

Executive principal Sir Mark Grundy explained its impact: "They come into the lessons already knowing what they want you to teach them. We are responding to their needs. It's been phenomenal. The American (approach to flipped learning) is going viral, but most of it is just showing a video. Our approach is several levels deeper than that. Having the class sites where they can see the resources we intend to use that week completely changes the way you teach."

To support this approach, all students at the academy receive a laptop or netbook. The school has also helped to distribute almost 3,000 computers to pupils' homes in the last five years.

Shireland's competency-based key stage 3 curriculum model, entitled Literacy for Life (L4L), has transformed teaching approaches too. Pupils tackle curriculum topics through 10 different competencies, such as communication, science and personal development, with improved literacy and reading also a core aim.

The school uses specialist delivery teams in years 7 and 8. Year 7 groups are taught by one teacher for 19 hours a week across all subjects (except practical science, design, art and PE). In year 8, this timetable reduces to 13 hours and then to 10 hours in year 9. The delivery teams group plan and are continually improving and developing resources, lesson plans and their pedagogical approaches through collaborative working.

Shireland, which is also a Teaching School, is located in one of the most deprived parts of the country. But Sir Mark believes that using technology to unlock innovative pedagogies has helped them to achieve 59 per cent A* to C including English and maths, with around 80 per cent of students achieving three levels of progress. He says it has also been key to driving attendance up to 95 per cent.

Sir Mark emphasises that technology is "just another tool" for his teachers, but the approach seems to be working: during their last inspection in March, 100 per cent of teachers were graded good or outstanding. Sir Mark says his aim is for all his teaching staff to achieve outstanding, adding: "It is much easier to become an outstanding teacher in our environment."



Sir Mark Grundy
Executive principal
Shireland Collegiate Academy
West Midlands



Developing effective classroom pedagogies
Continue the debate at **SSAT National Conference 2013**
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How do teachers take back control of the curriculum?

THE DEBATE: Is today's school curriculum fit-for-purpose? Or does the profession need to take back control of what we are teaching in our schools? And how can we achieve this?

From September 2014 a new national curriculum will be in place in England. Unlike previous major revisions, there will be no "massive bulldozer" system of support from the centre. On the surface, this looks bad – low central support for a major reform of the system. But we should be more cautious in our reaction. Just how should this lack of detailed support be interpreted?

It certainly is not happening by accident. The underpinning rationale is driven partly by events (the recession has given a hard hit to public coffers) but is driven largely by a view that curriculum development in schools has been seriously eroded by heavy centralised prescription of content and process.

There is extreme contrast of views over the Strategies – John Bangs, now very active in the OECD and previously senior in the NUT – considers them to be "...the biggest funded staff development exercise for schools in years", while others, including the secretary of state, consider them too determining of practice – an erosion of the "professional space" of teachers.

What is clear is that there arose during the 1990s and up to 2009 serious confusions about what was law and what was not in respect of the national curriculum. The schemes of work had no legal force but gave a detailed outline of teaching which many considered to be a legal requirement, or at least favoured by Ofsted. Too many things assumed "quasi-legal" status.

The confusions between the national curriculum (a sparse statement of necessary entitlement) and the school curriculum (the rich reality of teaching, learning, ethos and culture in each school) were not a trivial matter. Confusions regarding just who is responsible for what, and using which learning models, and what materials, is not a sign of a healthy education system – and that's clear from trans-national comparisons.

What the report of the Expert Panel (December 2011) asserted was the importance of the distinction between national and school curriculum. But it recognised the burden regarding curriculum development which this places on schools. What I am heartened by is the effort now being put into institutional and curriculum development by many schools. Important new links are being forged between schools, with Teaching Schools becoming "hubs" of discussion and development.

There is no "bulldozer", ticking over in the basement of the DfE, waiting to push materials and teaching processes out from the centre. Development of the school curriculum has been clarified as residing with schools, not with central agencies and central government.



Tim Oates
Group director of
assessment research
and development
Cambridge
Assessment

Since the introduction of a national curriculum for schools in England and Wales in 1988, the issue of what should be in the school curriculum has been rather neglected. However, as more and more young people attend schools that are not bound by the national curriculum, the issue of what they should learn has been gaining increasing prominence.

This renewed interest in curriculum has highlighted the fact that while governments can mandate the intended curriculum, the real curriculum – the lived daily experience of young people in schools – is determined largely by how they are taught. Pedagogy trumps curriculum – a bad curriculum well-taught is a much better experience than a great curriculum.

That is why teachers have to be involved in curriculum development. Statements of what students are to be taught, or even of what they are to learn, do not form a curriculum. It is the creative work of teachers that transforms desired outcomes into learning activities.

The problem is that the school curriculum is inherently political. We expect schools to do many things. School has to enable young people to take control of their lives, pass on "the great things that have been thought and said", ensure that they can participate effectively in democratic citizenship, and prepare them for rapidly changing workplaces.

The curriculum is a sometimes messy compromise between these competing drivers, and different stakeholders in education will press for different resolutions of these tensions.

More importantly, the best experiences for young people in schools will build on what exists in their local community, and will also be sensitive to local constraints. That is why there cannot be a single national curriculum, no matter how tightly the curriculum is centrally prescribed. Ultimately, curriculum is local, created every day by teachers in classrooms.

The danger in all this is that the curriculum becomes almost random, determined entirely by the interests of individual teachers. What is needed, therefore, is an approach to curriculum development that is "loose" enough to be applied differently in different schools, but still "tight" enough to be more than just the "pet topics" of those in charge – in other words, a principled approach to curriculum development.

In my SSAT pamphlet, *Principled Curriculum Design* (available at www.ssatuk.co.uk/library), I present a series of seven principles that, from reviews of the best curricula worldwide, would appear to be particularly useful for schools to use as "audit tools" for examining the curriculum. No curriculum could ever satisfy all seven principles, but by applying the principles to their own curricula, schools will be better able to examine whether the inevitable compromises they have made are ones that they can live with.



Dylan Wiliam
Professor emeritus
Institute of
Education,
University of
London

**Pedagogy
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Designing your principled curriculum
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How do we stay true to the moral purpose of education?

THE DEBATE: With Ofsted still dominating discussions about accountability, two National Conference speakers argue for a wider, more intelligent definition of professional accountability

It is hard to imagine any sustained debate about education reform in this country where the word “accountability” would not be used. Usually, it is interpreted negatively as unhelpful pressure on schools and teachers. This is because it is generally associated with public accountability – with results, league tables and Ofsted. But accountability in its broadest sense provides important support for teacher development and school improvement. As such, it deserves championing as an essential and even energising element of a self-improving school system.

A decentralised system of accountability operating at the level of the individual teacher, the individual school and across networks of schools can provide a source of professional aspiration and improve teachers’ knowledge, skills and practice so that children are supported better in their learning. Schools manage a range of accountability relationships. The focus of the last 30 years has been on accountability to government or employers (contractual accountability) and to the market (market accountability) where parents have a choice of school.

If we are to create a truly self-improving system, greater leverage for improvement comes from accountability to pupils (moral accountability) and to colleagues (professional accountability). The best leaders embrace each of these forms of accountability, but in a self-improving system the last two need to assume greater importance.

In any system, it is the teachers themselves – in particular the quality of their teaching and their relationships with pupils – who make the most difference to pupils’ learning. The best school leaders establish a culture that enables teachers to feel greater ownership of accountability and see it as something that supports their work.

They encourage teachers to develop a strong sense of both individual and collective purpose and to feel part of a professional learning community where a continuing process of review and dialogue about practice leads to better learning for pupils. So a system of school-led accountability, rooted in moral purpose and professionalism, requires us to move forward in a number of ways:

- Increasing teacher and school ownership of accountability as a support for their professionalism and pupils’ learning.
- Ensuring school evaluation is a dynamic and inclusive process, involving pupils, parents, staff and the community, that leads to better practice.
- Establishing a culture of professional reflection, enquiry and learning within and across schools that increases teachers’ aspirations and the development of better practice in teaching and pupils’ learning.
- Embedding collaboration within and across schools as a rigorous and effective tool for improving practice.
- School networks to develop capacity and ensure all schools are engaged.
- Focusing inspection to give greater support to school-led accountability.

This should help shift the perception that accountability is invariably negative, mechanistic and stressful, to one where it is seen as a positive and practical tool to accelerate improvement.



Christine Gilbert
Ofsted chief
inspector 2006-2011

Photo: Alex Deyrell

A chief executive of a former Premiership football club in England became a successful designer of football stadia. He had no previous experience in this field but held a fundamental belief that four things were important:

- You should have a compelling mission or vision and a belief in what you are doing.
- You should attract people who are highly qualified and share that vision with you.
- You need to get them to work together collectively.
- The accountability measures you implement allow you to check up on them a little, but not too much, to make sure they are doing what you expect.

His basic beliefs apply equally to education. The most important thing is that you find and attract high-quality people and then put in place strategies to enable them to work together successfully.

Most organisations perform best when they have good people who take transparent and collective responsibility for the quality of what they are doing and there is quality of care over the people they serve. Accountability is what is left when responsibility fails, but it should not be the main driver.

In international rankings such as PISA, England comes out as high-achieving but with large achievement gaps. Yet we know that the highest achievers – such as Finland, Singapore and Alberta in Canada – all have some accountability but nowhere near the degree that we have in England. In Finland, accountability is used for monitoring purposes but success is built on strong relationships and high trust, and weak systems are picked up quickly. Singapore has one test at age 11 but it is working to restrict the impact of that test, and is freeing up the curriculum and reducing top-down pressure.

Alberta, meanwhile, is the highest performing English-speaking jurisdiction in the world, and in May this year announced the abolition of all remaining standardised tests. These will be replaced with tests that take place at the beginning of the year, are more teacher-led, and are carried out online, offering important feedback item-by-item, student-by-student. No other English-speaking high-performing country feels the extent of pressure of accountability that the UK and USA do. Most use accountability to check their systems are working and their success comes from schools helping schools. What works best is when data is used to inform, rather than to browbeat people into compliance.



Professor Andy Hargreaves
Thomas More
Brennan Chair
Lynch School of
Education, Boston
College, USA

“The most important thing is that you find and attract high-quality people”



Deliver your vision with intelligence, confidence & integrity
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Bringing this into our schools

CASE STUDIES: The four core themes of National Conference 2013 form the heart of SSAT's Redesigning Schooling campaign. The Vision 2040 group of school leaders is driving this work on the ground. Two members explain how Redesigning Schooling is inspiring their schools

When it was time to debate how the Redesigning Schooling work would affect Greensward Academy in Essex it seemed obvious that the views of the students should be sought.

Philippa Edwards, literacy co-ordinator and aspiring leader, asked their gifted and talented cohort to consider the four main areas of Redesigning Schooling – professional capital, teaching and learning, curriculum redesign, and intelligent accountability.

The students created a curriculum model which was similar to the school's own, allowing for vocational pathways. This showed they had considered the varying strengths and interests of individuals, and that differentiation was required.

Ms Edwards told *SecEd*: "They also had some interesting perspectives on examinations, desiring piecemeal assessment in order to be able to work at their maximum potential throughout and remove the stress of having all examinations at once – a view which differs from the current transition from modular to linear assessment.

"The students also reflected positively on the Chinese idea of more 'one-to-one' time and they emphasised the importance of marking and feedback as an instigator of progress.

"They viewed Ofsted as a necessary standardisation measure

What are the true features that make a good teacher? How can these be defined, shared and nurtured in others?

but felt that the school's day-to-day journey was important, and that their views should be the ones used to ascertain the quality of provision experienced."

This input has led to increased use of feedback and surveys at Greensward as a barometer for success in lessons and for insight on what needs to be done.

"As a school we have looked at best practice by initiating successful approaches from elsewhere and by communicating more," Ms Edwards added. "This is what good teachers and good schools do – Redesigning Schooling is the theatre for large-scale sharing and practical engagement, a centre for excellence and for conceptualising best practice.

"Teachers are the ones who live and breathe teaching, and our receptive audience is our most critical friend. Inspection and standardisation cannot be dismissed, as the students agree, but we are the experts who can carry out research and move education forward."

Meanwhile, at Perins School

in Hampshire, Mel Kirk, assistant head of learning skills, will be carrying out research on behalf of the Vision 2040 group, looking at CPD in the local Teaching School Alliance, of which the school is a member. It will examine in particular its impact on professional capital, which is the sum of human, social and decisional capital.

"Much of the focus in teaching has been directed towards achievement data pushing for higher test scores and bulldozing through curricula, which has been imposed from parties with no experience of teaching and little understanding of the complex learning and social needs of 21st century learners," Ms Kirk explained.

"Teaching should be personal, not robotic or unexciting. Teachers and headteachers are always seeking to know what works, of course, and it would be easy to roll with the next fad or grab onto the silver bullet that flies past for a quick fix. But what are the true features that make a good teacher? How can these be defined, shared and nurtured in others?"

Her case study will look at three main areas:

- What are the models of CPD adopted/developed at each school, and which aspect of professional capital do they seek to improve?
- How do leadership teams model or become involved in CPD, and what aspect of professional capital does this help to improve?
- To what extent is the CPD model improving the "learning skills" of students in readiness for a successful life, rather than just successful examinations?

"My aim is purely to get a better understanding about some of the models that have evolved due to autonomy in schools," Ms Kirk added.

"I will be sharing these ideas with the Vision 2040 group, which will have followers from all areas of our profession and other connected agencies. What will the evidence suggest to be good CPD models in terms of developing professional capital? Which models could be adapted on a wider scale? How can these models be taken into a national professional forum withholding integrity, like a Royal College of Teaching perhaps or another collective professional evidence-based institution?

"Eventually, the Vision 2040 group hopes the outcomes will lead to creating collective professional responsibility, which will change the way teachers are trained, both initially and continually."

Redesigning Schooling

The SSAT Redesigning Schooling campaign aims to ensure that the future of education is shaped by high-quality practice and research within the profession. Its four themes – Professional Capital, Teaching & Learning, Curriculum Redesign, and Accountability – are the themes of National Conference 2013.

To book your place at SSAT National Conference, visit www.ssatuk.co.uk/nationalconference2013

The Redesigning Schooling pamphlets are available from www.ssatuk.co.uk/library

Pictured, left, Professor Dylan Wiliam leads the recent Curriculum Redesign symposium



The New Professionalism

“It is essential that we have inputs and a commitment to action from as many school leaders and teachers as possible. This is your chance to define your profession – we must not leave it to others”

Sue Williamson – page 2

Professional Capital

“Teachers improve when they collaborate with, and learn from, other teachers. Schools also improve when they collaborate with, and learn from, other schools”

Professor Michael Fullan – page 3

Teaching & Learning

“Schools need a far greater concern with the development of pedagogy – the art, science and craft of teaching and learning. For it is as a result of the choices that are taken in the classroom that, for example, students will emerge with good examination results and a resilient inquisitiveness”

Professors Guy Claxton & Bill Lucas – page 4

The dawn of a new professionalism

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[www.ssatuk.co.uk/
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Intelligent Accountability

“The best school leaders establish a culture that enables teachers to feel greater ownership of accountability and see it as something that supports their work. They encourage teachers to develop a strong sense of both individual and collective purpose and to feel part of a professional learning community”

Christine Gilbert – page 6

Redesigning Schooling

“This is what good teachers and good schools do: Redesigning Schooling is the theatre for large-scale sharing and practical engagement, a centre for excellence and for conceptualising best practice”

Redesigning Schooling in practice – page 7

Principled Curriculum Redesign

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Professor Dylan Wiliam – page 5

SSAT National Conference 2013 – The New Professionalism takes place on December 5 and 6, 2013, at Manchester Central in Manchester. For programme information, visit www.ssatuk.co.uk/nationalconference2013. This supplement has been produced by education newspaper *SecEd* in association with SSAT. A PDF version can be downloaded online at www.sec-ed.co.uk/supplements. The *SecEd/SSAT Supplement Redesigning Schooling*, can also be downloaded at <http://bit.ly/16NPRfA>