

Lippy Kids

Enabling creative young people to flourish through
enlightened leadership of learning

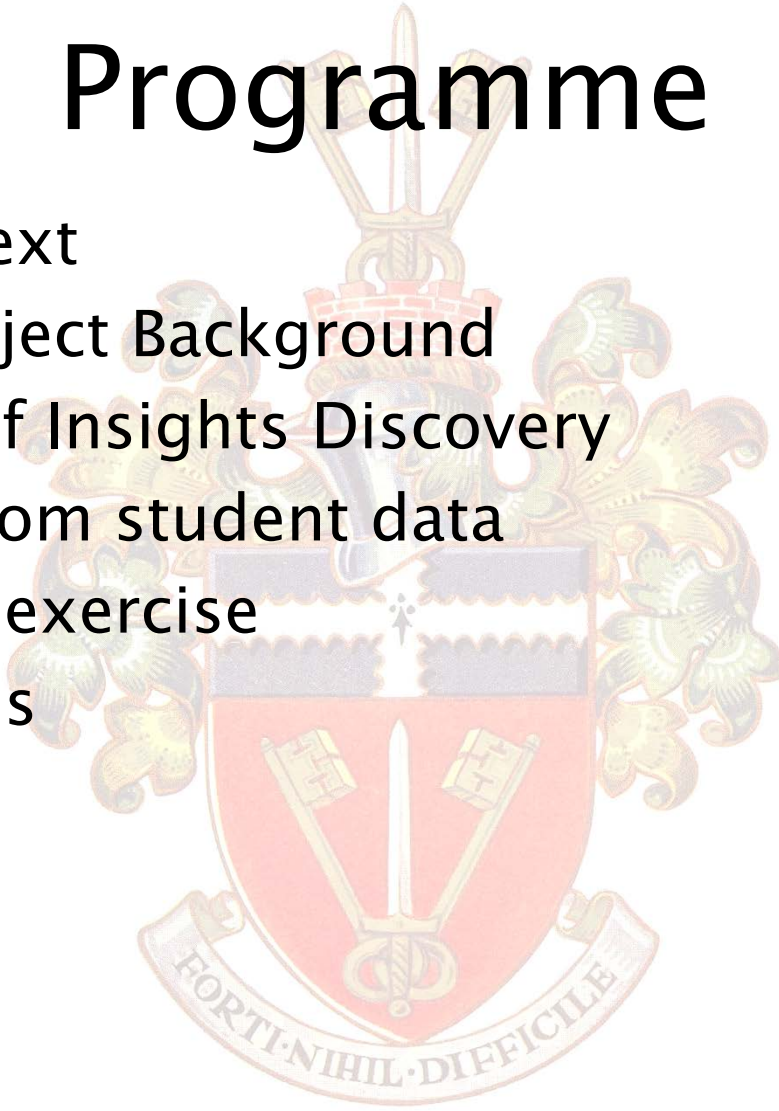
Dr Robin Bevan, Headteacher
Ian Wigston, Bright Field Consulting



BRIGHT • FIELD
CONSULTING

Programme

- SHSB Context
- Lottery Project Background
- Overview of Insights Discovery
- Findings from student data
- Interactive exercise
- Conclusions
- Q&A

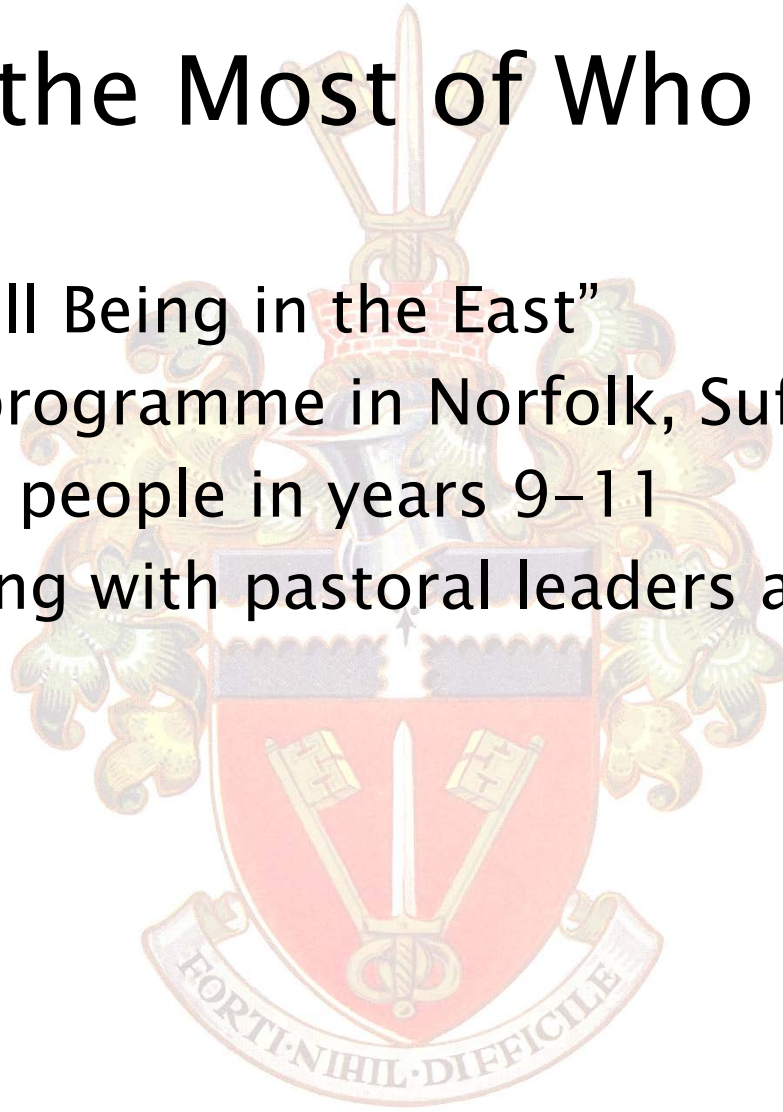


SHSB Context



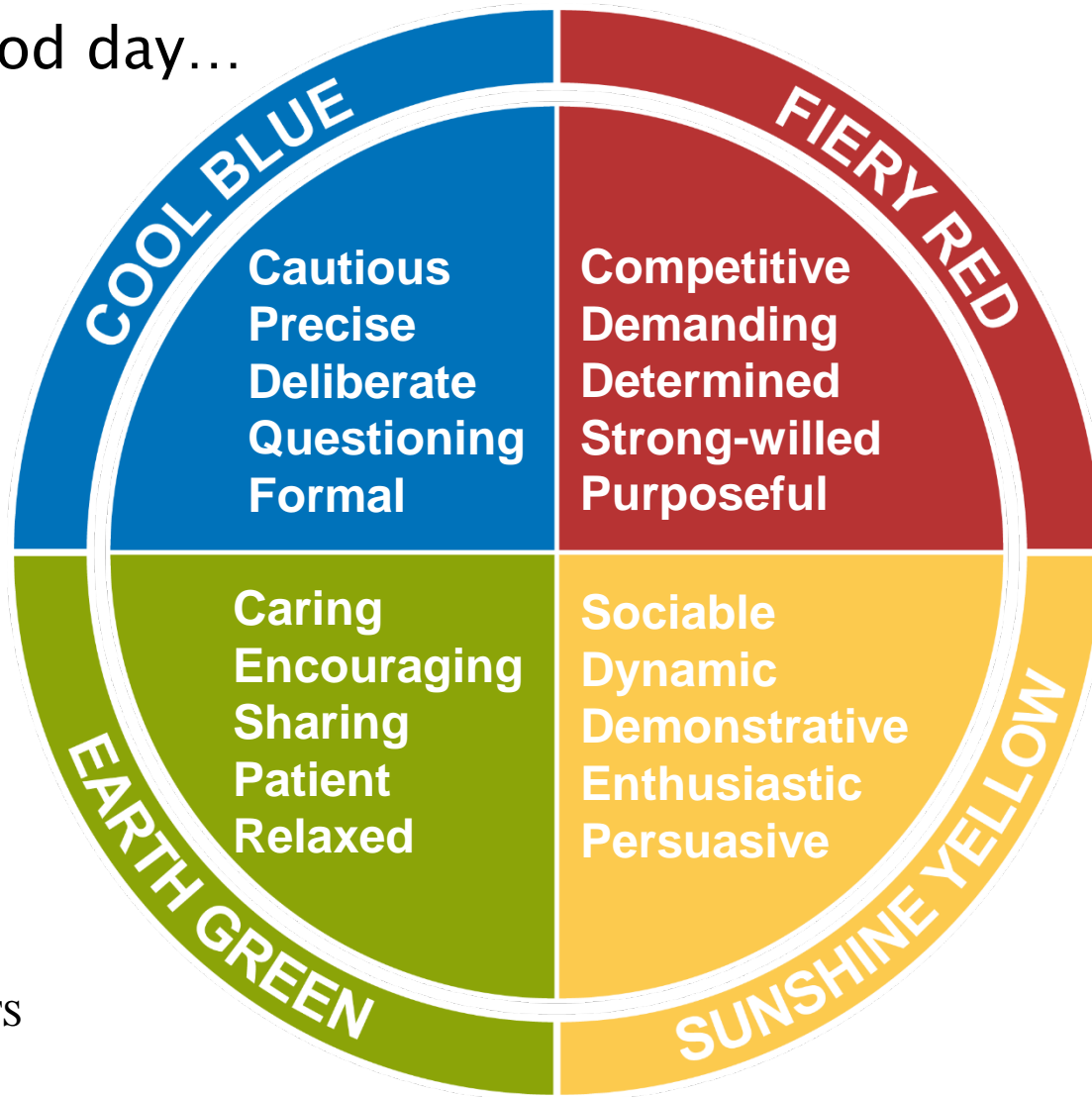
Making the Most of Who You Are

- Part of “Well Being in the East”
- Two year programme in Norfolk, Suffolk & Essex
- 150 young people in years 9–11
- Also working with pastoral leaders and other staff



The Insights Colour Energies

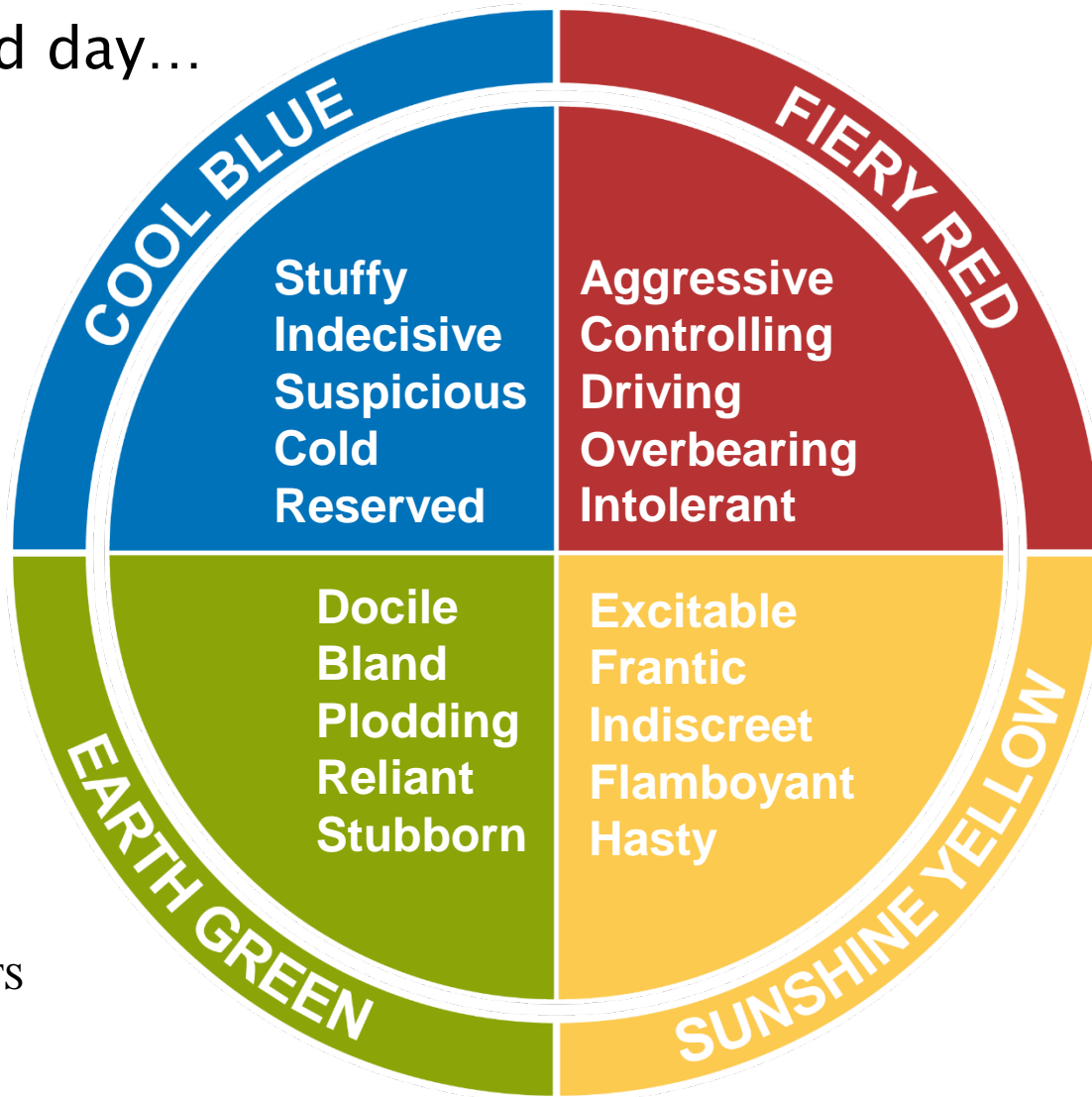
On a good day...



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The Insights Colour Energies

On a bad day...



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Findings from Student Data

“You’ve taken my soul and put it into
a book”

“This report knows me better than my
mother”



Clusters of Behaviour – Good Day



Clusters of Behaviour – Bad Day

suspicious
indecisive
reserved
stuffy
cold



intolerant
driving
aggressive
overbearing
controlling



stubborn
reliant
plodding
bland
docile

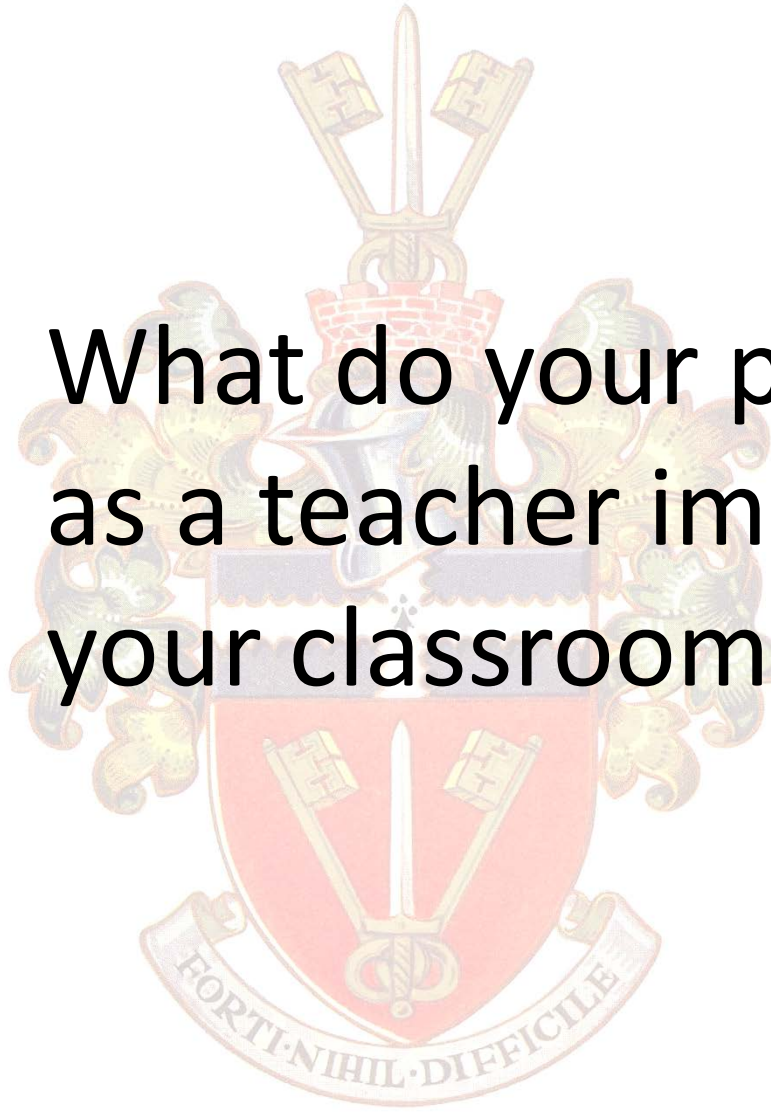


excitable
frantic
indiscreet
hasty
flamboyant



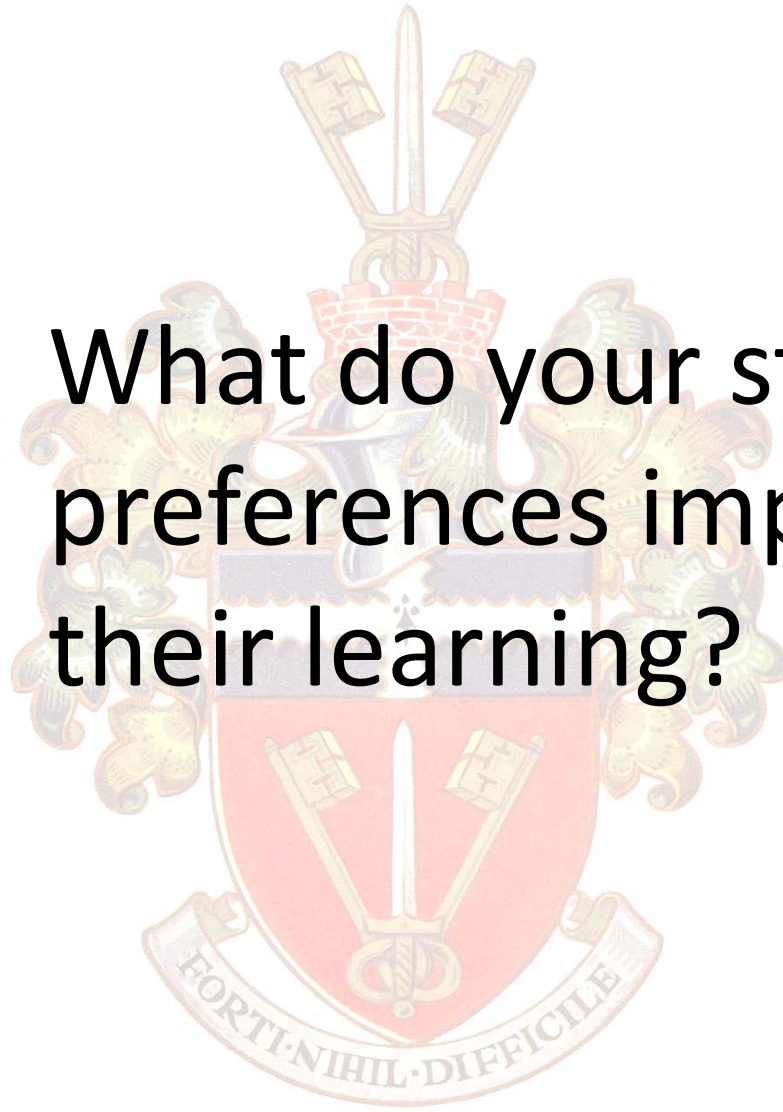


What do your preferences
as a teacher imply for
your classroom choices?





What do your students' preferences imply for their learning?



What if....?

Teacher: high red/blue



Student: high green/yellow

What if....?

Teacher: high red/blue



context/format



activity/tasks



ambience/relationships

Student: high green/yellow



Blue energy most inclined towards	Blue energy less comfortable with
Tightly controlled activities	Student-led activities
Structured formats	Experiential or exploratory formats
Clearly defined or expected outcomes	Open-ended outcomes
Logical sequences of or linear learning	Thematic/"scatter" approaches to learning
Theoretical/factual content	Learning by discovery/emotional/conceptual
Deadlines	Unfocused /incomplete tasks
Rules	Few or no rules/lack of clarity over expectations
Inflexibility	Giving leeway/individuality
Logic, reasoning and evidence based learning	Open-ended, philosophical and emotional learning
Posing questions/hypotheses, testing theories, structured experiments	Didactic, dogmatic approaches
Accuracy, correctness	Sloppy application of facts or processes



Red energy most inclined towards	Red energy less comfortable with
Bearing grudges, "labelling"	Forgive and forget attitude
Brief, direct, efficient delivery	Lengthy, time-consuming approaches or delivery
Clearly defined objectives	"Woolly" or purposeless thinking or planning
Focus on achievement	Failure
Steps, stages, ladders of progress	"Distractions" from achieving targets or barriers to learning
"I am the expert"	Challenge to reputation
Focus on attainment	Differentiation



Green energy most inclined towards	Green energy less comfortable with
Student-centred learning. Personalised learning strategies	Processes/policies devised for convenience, not people
Seeing class as a group of individuals	Blanket/whole group approaches or sanctions
Holistic approach to learning	Differentiation between “academic” and “pastoral”
Creating harmony	Conflict, challenging difficult behaviour
Repeating oneself in effort to be understood. “Wordy”	Moving at the pace of the most able
Listening to and valuing the individual	Pressurised time restraints, targets and goals
Devising codes of conduct in consultation with the students	Imposing rules for rules’ sake
Getting distracted/getting off the subject	Finding the subject more important than the students
Valuing concepts like “synergy” and “Ubuntu” (the whole being greater than the sum of its parts and “I am because we are”)	Corporate or formal identity

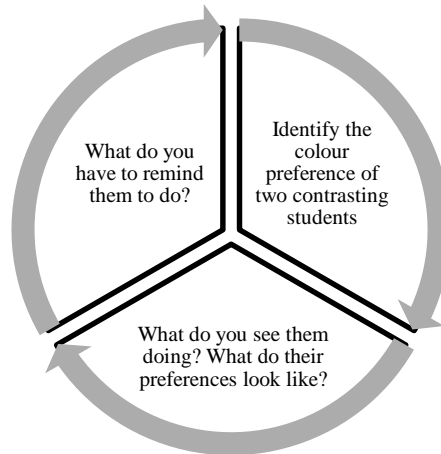
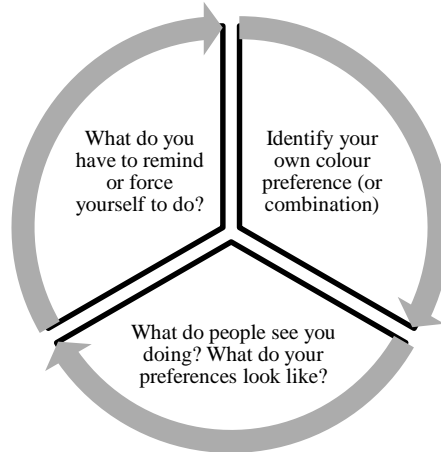


Yellow energy most inclined towards	Yellow energy less comfortable with
A friendly, entertaining, familiar approach	Impersonal
Inclusive, collaborative working	Solo working
Active, practical, discursive activities	Static, theoretical, paper-based activities
Non-linear, creative	Predictable, routine
Allowing or creating a “buzz”	Silence
Tangential exploration, embracing “serendipity”	Ignoring unexpected avenues of thought or ideas, rigidly sticking to “the plan”

Interactive Exercise



“Lippy Kids” Worksheet



What will you differ as a result?

Testimonial

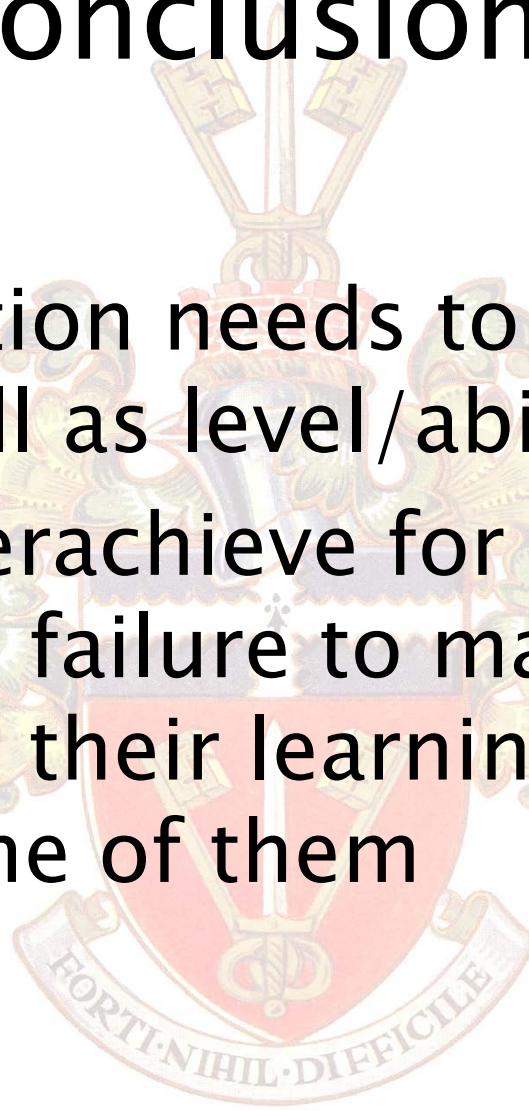
“Bright Field’s approach to developing student and staff self-reflection was illuminating and motivating and has provided us with a language for analysis and problem solving which is extremely useful”

Geoff Barton Headteacher King Edward VI School
Bury St Edmunds



Conclusions

- Differentiation needs to embrace style as well as level/ability
- Pupils underachieve for a variety of reasons – a failure to match our teaching to their learning should never be one of them



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Or visit us at Stand B12

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