

# Using Lead Practitioners to Lead Learning



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# Creating a Vision for Teaching & Learning

September 2013

A blank slate and an opportunity to design a framework for T&L that met the academy's expectations for its students

September 2015

Another opportunity to refine and adapt a policy, to the needs of our Academy, our students.

A chance to collaborate and share best practice to widen our impact

*Aspiration, ambition and high achievement for all.*



*Endeavour - Enjoy - Excel*

# Questions to ask ourselves as leaders of Teaching & Learning

- ▶ What **types of learning** do we want to expose our students to, and ultimately, what kind of people do we want them to be? How do we design a framework for teaching and learning that supports this?
- ▶ How can we **maximise teacher performance** so that our students have the exceptional learning experiences they deserve? How do we develop **leadership capacity**?
- ▶ How do we create and sustain the **motivation** of the teachers to perform to their potential?
- ▶ How do we **meet the needs of individuals** at the same time as **meeting the needs of the academy as a whole**?
- ▶ How do we **measure the impact**?





What types of learning do we want to expose our students to, and ultimately, what kind of people do we want them to be?

How do we design a framework for teaching and learning that supports this?



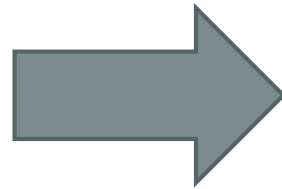
# Establishing a Shared Vision and Responsibility

## Term 1:

Articulating the vision

Mapping out  
fundamentals of teaching  
and learning in our  
Academies

Sharing good practice -  
who is taking ownership  
of the programme, in  
their own context. How  
can we broaden this?



## Term 2:

Research Focussed

Leading others towards  
shared goals

Rigour

Ownership

Presence and  
Engagement

# Selecting our Team

- ▶ Observations and Learning Walks - consistently good practitioners.
- ▶ Participation in CPD activities
- ▶ Interview and Application process
- ▶ Launch to the staff; seen as a promotion - a desirable role within the Academy.
- ▶ Incentivised through timetable allocation -not pay.
- ▶ Commitment



# Elements of the role

- ▶ Developing improving teachers
- ▶ Leadership of CPD
- ▶ Coaching and support.
- ▶ Whole school responsibility (EAL, Numeracy, SEN, etc.)
- ▶ Regular meeting / training around elements of the SSAT framework.



## TASK:

Where do you need to build capacity within your teaching and learning teams?

What could the LP role look like in your Academies?

How do you ensure that it is perceived as a prestigious post?

# Teacher Performance & Marginal Gains

*Marginal gains is the philosophy that underpinned the extraordinary success of Team GB Cycling at the Beijing and London Olympics. The philosophy is simple: focus on doing a few small things really well. Once you do this, aggregating the gains you make will become part of a bigger impact.*



*The 'aggregation of marginal gains' refers to a 1% margin for improvement in everything you do*





# Excellent Teaching Programme

- ▶ Teachers graded as consistently good undergo a programme of intensive observation and feedback from a group of peers to analyse aspects of an 'excellent' lesson
- ▶ This is coupled with their development as coaches and coaching feedback triads, thus developing their ability to lead teaching and learning in their own areas and build leadership capacity at the academy.
- ▶ In 2013/14, three of its alumni were appointed to Assistant Principal, demonstrating its efficacy in supporting succession planning at the academy. *Of the 17 participants since September 2013, 88% have delivered 'Excellent' lessons.* There are currently a further nine participants on the most recent cohort .

G2D

Performance = potential - interference

# Consistently Good: The 9X4 Framework for exceptional Teaching

- ▶ A programme to ensure 'Consistently Good' teaching
- ▶ Based on the 9X4 Framework for Exceptional Teaching by the Cassidy Brothers
- ▶ An 8-10 week programme of CPD and coaching based, evaluative feedback on the focus area for the week based on the framework
- ▶ Since September 2013, 10 teachers have undergone the programme and 100% now deliver consistently good lessons; 30% have delivered outstanding lessons
- ▶ We currently have ten more teachers undertaking the programme



# Sharing Good Practice: Friday briefings and Teach Meets

- ▶ Sharing Good Practice
- ▶ EYFS - KS5
- ▶ How do subjects excel in the academy priorities (literacy, challenge, inclusion) and how do students progress from EYFS - KS5.



Create the Hypothesis:

Medieval Britain was far superior in many ways than the Ancient Greek Civilization.  
What do we need to do to prove it?



Are students extending their existing levels of knowledge, understanding skills?

Are you speaking "Effort?"



Watch for learning!

"Emotion is an on/off switch for learning...the emotional brain, the limbic system, has the power to open or close access to learning, memory, and the ability to make connections."  
Priscilla Vail "The Role of Emotions in Learning"



# Networking



# Utilising the Accreditation

- ▶ The framework provides a solid basis for developing self reflection, and providing tailored CPD to individuals.
- ▶ A chance to align Academy priorities with opportunities  
To gain evidence in support with the accreditation.
- ▶ Personalised projects for each individual, with clear goals and Outcomes, that become tangible evidence for achieving the accreditation, and have a positive impact on the Academy as a whole

## Strands for Emerging LP's:

Challenging, Developing and Innovating.

Negotiating and Influencing

Undertaking research to improve specialist knowledge

Coaching to lead

Negotiating to Lead

Networking to Lead



# Emerging Leaders

- ▶ In our Academy, the accreditation forms a strong base for leadership progression.
- ▶ Experience of developing and shaping whole Academy policy - with implementation and review processes.
- ▶ Shapes leaders of teaching and learning - coaching model means leaders are effective communicators.



# Outcomes / Success

So far, across our Academies:

- ▶ 12 participants on the programme (Variety of Positions and Roles within the Academy).  
(7 are new LP's as of Sept 2015)
- ▶ All participants are 'Outstanding practitioners'
- ▶ Contributed through CPD to ensure that 88% of teachers were consistently Good or Outstanding by SUM-02.
- ▶ 3 Participants have received promotion as a result of their work in the role.
- ▶ Chobham Academy - '*Outstanding*' in every Category, OFSTED 2015.



# Extending the role

- ▶ We want out LP's to have as much evidence for the transforming and leading strand of the criteria - in each category.
- ▶ Our unique context; All through Academies.
- ▶ LP's within a Federation or Alliance of schools.
- ▶ LP's within a National agenda - seeking opportunity.



## Reflections:

How could you extend the reach of your LP's?

What are the benefits for your Academy in doing this?

# Our next steps

- ▶ Developing the learning process, in line with the new curriculum. (Mastery)
- ▶ The role of LP's is extending across the Academies (Senior LP position, whose role is to coordinate those who are new to the role).
- ▶ Extending the input of our LP's within the Federation and beyond.



# Using Lead Practitioners to drive institutional change





# Using Lead Practitioners to drive institutional change

- ▶ Moving beyond outstanding
- ▶ Curriculum change - challenge of linear exams
- ▶ Need for deep, memorable learning
- ▶ *"What got you here won't get you there"* Jim Collins
- ▶ Fundamental need for a change in the way students learn

# Mastery Learning

- ▶ Teachers reinforce an expectation that all pupils are capable of achieving high standards
- ▶ The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- ▶ Teaching is underpinned by *methodical curriculum design* and supported by *carefully crafted lessons* and resources to foster *deep conceptual and procedural knowledge*.
- ▶ *Practice and consolidation* play a central role. Carefully designed *variation* within this builds *fluency and understanding of underlying concepts in tandem*.
- ▶ Teachers use *precise questioning* in class to test conceptual and procedural knowledge and *assess pupils regularly to identify those requiring intervention so that all pupils keep up*.
- ▶ *'Fewer things in greater depth'* Tim Oates

# In England...

National Centre  
for Excellence in the  
Teaching of Mathematics



- All/most pupils can and will achieve
- Keeping the class working together so that all can master mathematics
- Development of deep mathematical knowledge
- Development of both factual/procedural and conceptual fluency
- Longer time on key topics

# Mastery teaching is not just for maths!

- **All/most pupils can and will achieve**
- Keeping the class working together so that all can master ~~mathematics~~
- **Development of deep ~~mathematical~~ knowledge**
- Development of both factual/procedural and conceptual fluency
- Longer time on key topics

# A Mantra for Mastery Learning

The answer  
is only the  
beginning.....

What happens after we have the answer to  
deepen learning and ensure it is encoded in  
long term memory?





Teaching

Partner 1

Partner 2

Both partners

Tell Yourself

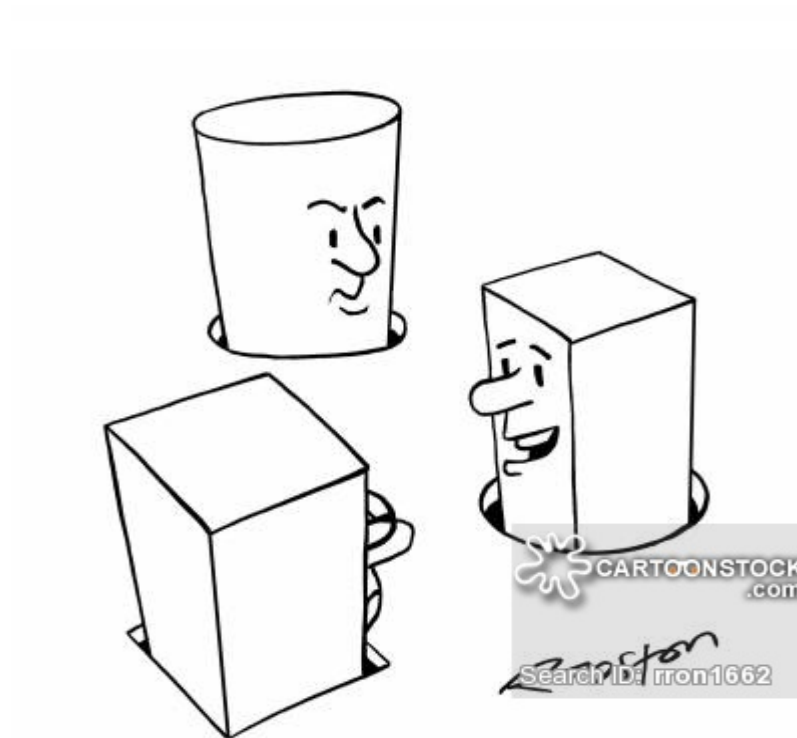
True or false?

Amaze me!



# Challenges of Mastery in the secondary curriculum

Pace of content vs deep, conceptual learning

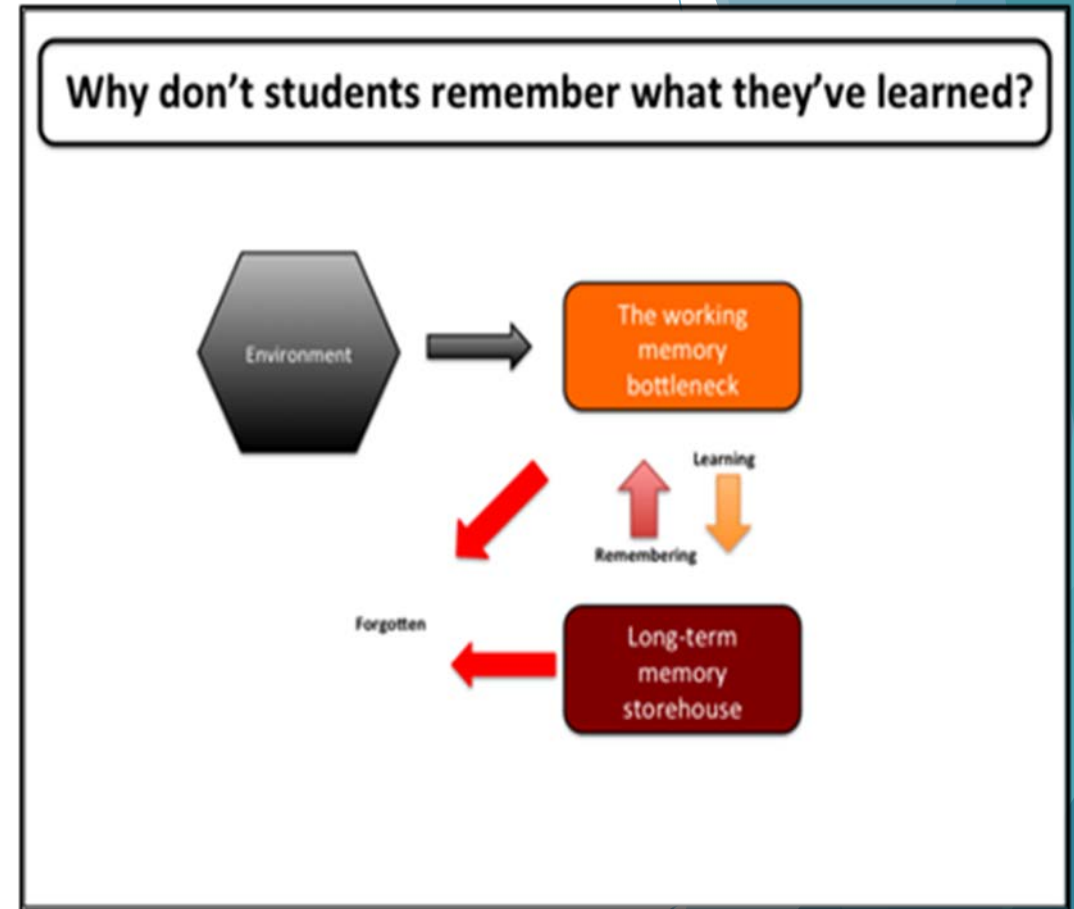


"I say, if it feels right, do it."

# The buy in.....

## Working memory and learning

- If we overload the working memory with items that are not relevant to the concept being learnt, we are likely to see less learning.
- ▶ For teachers, a key learning point from these models is **that if nothing has changed in long-term memory, then nothing has been learned and nothing can be recalled or applied.**
- ▶ Our teaching should therefore **minimise the chances of overloading students' working memories and maximise the retention in their long-term memories.**
- Willingham maintains that this requires **deliberate, repeated practice.**



*Willingham identifies that the crucial cognitive structures of the mind are working memory (a system which can become a bottleneck as it is largely fixed, limited and easily overloaded) and long-term memory (a system which is like an almost limitless storehouse).*

# Teaching and learning - raising attainment



- ▶ Feedback
- ▶ Extending school time
- ▶ Individualised instruction
- ▶ Performance related pay
- ▶ Mastery learning
- ▶ Homework (secondary)
- ▶ Collaborative learning
- ▶ Setting or streaming
- ▶ Early years interventions
- ▶ Mentoring
- ▶ Peer tutoring



Education  
Endowment  
Foundation



## Teaching and learning methods - raising attainment

- ▶ Feedback
- ▶ Mastery learning
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Education  
Endowment  
Foundation



## WHAT DOES MASTERY LOOK LIKE?

A pupil really understands a concept, idea or technique if he or she can:

- ▶ describe it in his or her own words;
- ▶ represent it in a variety of ways -where appropriate (e.g. in maths, using concrete materials, pictures and symbols)
- ▶ explain it to someone else;
- ▶ make up his or her own examples (and non-examples) of it;
- ▶ see connections between it and other facts or ideas;
- ▶ recognise it in new situations and contexts;
- ▶ make use of it in various ways, including in new situations.



# Embedding Mastery learning across the secondary curriculum

Term	Focus
Autumn 1	Peer Talk to deepen conceptual understanding
Autumn 2	Questioning to deepen conceptual understanding
Spring 1	Threshold concepts and troublesome knowledge
Spring 2	Error seeking, misconceptions and fruitful learning
Summer 1	Seeking connections deepen conceptual understanding
Summer 2	Synthesising knowledge and applying it to new contexts

# Embedding Mastery learning across the secondary curriculum

Professional Learning	Accountability
CPD	Observation Focus
Coaching partnerships	Learning Walks
Subject Masterclasses	Curriculum redesign
Curriculum development workshops	
Friday briefing - sharing good practice	

Here are some new words we need to learn.

**body**

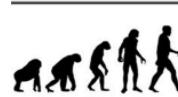
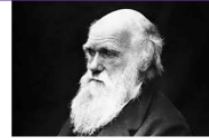


**skeleton**



Humans are similar to animals...

This scientist, Charles Darwin, found out more about how we are similar to animals. We are very similar to some animals and scientists have learnt a lot about humans by finding out about other animals! Maybe you could do that too!



What is the same? What is different?



Both partners - tell your partner the correct word.



**This is my body/skeleton.**



**This is my body/skeleton.**

Mastery in primary  
Science

Look!

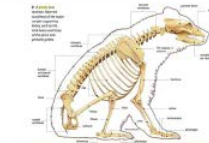


**This is my body/skeleton.**



**This is my body/skeleton.**

Animals have body parts too!



**No!**

What is the same? What is different?



Is he correct?

Only humans have  
body parts and a  
skeleton.



DQ: How has Newton changed our understanding of the Universe by enumerating his Law's of motion?

LO link: Apply Newton's Law to justify the motion of an object

Use Newton's law to justify the motion of the rocket which is **at rest**, when the forces shown in the diagram are applied to it.



Challenge:

- Can you suggest another everyday examples of this and draw a force diagram to demonstrate this?

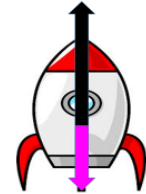
Green partner: Teacher your partner. Be careful to use the keywords correctly and refer back to Newton's Law.

Blue partner: Check the understanding of your partner by asking questions. Do you agree with what they have done? Why? Can you suggest improvements to their explanations or use of scientific vocabulary?

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DQ: How has Newton changed our understanding of the Universe by enumerating his Law's of motion?

LO link: Apply Newton's first Law to justify when an object will speed up, slow down or remain at rest if in motion

Use Newton's law to justify the motion of the rocket which is **already in motion**, when the forces shown in the diagram are applied to it.



Challenge: What is the 'same' and what is 'different' from when the rocket was stationary?

Both Partners: Discuss the motion of the rocket

Challenge: What is the 'same' and what is 'different' from when the rocket was stationary?

## Mastery in secondary Science

Teaching slide: Activation

DQ: How has Newton changed our understanding of the Universe by enumerating his Law's of motion?

LO link: Calculate resultant forces and use these calculations to justify the motion of objects according to Newton's Law

### Resultant forces

An object may have several different forces acting on it, which can have different strengths and directions. But they can be added together to give the **resultant force**. A moving object with a zero resultant force keeps moving at the same speed and in the same direction and a stationary object will remain stationary.



DQ: How has Newton changed our understanding of the Universe by enumerating his Law's of motion?

LO link: Apply knowledge of resultant forces and Newton's Law to explain the motion of a range of objects and suggest everyday examples of Newton's Law

1. With no outside forces a ball will never move

2. If a ball is in motion, when balanced forces are applied the object speeds up

3. If a ball is in motion, when balanced forces are applied the object speeds up



4. If the box is already in motion, it will remain stationary



5. If the box is already in motion, it will speed up

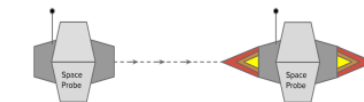
Challenge: True/false

True or false?: The statements are in agreement with Newton's first Law

DQ: How has Newton changed our understanding of the Universe by enumerating his Law's of motion?

LO link: Apply knowledge of resultant forces and Newton's Law to explain the motion of a range of objects and suggest everyday examples of Newton's Law

A space probe is drifting to the right at a constant speed in deep interstellar space (far from any influence due to planets and stars) with its rockets off. If two rocket thrusters both turn on simultaneously exerting identical forces left and right, what would happen to the motion of the rocket?



- The space probe would continue with constant velocity
- The space probe would speed up
- The space probe would slow down and eventually stop
- The space probe would immediately stop

Amaze me!

# What types of texts are these? TTYP



What types of features would you expect to find in each of these texts? TTYP

## Mastery in Primary Literacy

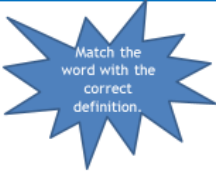
### Picture/Word match! TTYP

- smithereens
- glint
- ridicule
- assiduously



### KEY VOCABULARY - MATCH IT WITH YOUR PARTNER!

unpleasant	Not enjoyable. Rude or angry.
adenoids	Short, sudden breaths because of pain or shock.
peer	The soft flesh between the back of the nose and the throat.
apprehensive	To make a sudden, high sound, usually when in pain.
basin	A drug that prevents you from feeling pain.
gasp	To look carefully at something.
groggy	Weak and unable to think clearly or walk correctly.
anaesthetic	Feeling worried about something that you are going to do or that is going to happen.
instrument	An open round container shaped like a bowl.
yelp	A tool or device used for performing a particular piece of work.



EFFECTIVE MATHS

### Sequencing activity

Inside your envelope, you will have several strips of paper that come from 'Being a refugee'. Your job is to put them in chronological order with your partner.

When I received refugee status, I only had 28 days to leave my temporary accommodation and find somewhere new to live. I had no idea how to do this. I wanted to retrain as a doctor and look for work too. But I didn't know where to start.

I was forced to flee in July 2007. I came to the UK and was granted refugee status at the beginning of September. When I got status, the feeling of safety and security was wonderful. But the practicalities of life as a refugee were worrying.

When the war came in 2003, it became unsafe to go outside even if you stayed at home, you never knew if you were safe. People were being attacked for being Shia, or working with the government or with the Americans or British. It became hell - it was not the Baghdad I knew.

My name is Amina. I am a refugee from Iraq. Before the war in my country, I was a doctor in Baghdad. I worked in the x-ray department. Life was good before the war. We had a house and cars and everything was alright.

Then they directed me to the Job Centre and helped me plan my future.

The person I spoke to was really friendly. He helped me write a CV and put me in contact with an organisation that helps retrain refugee doctors. The concept of looking for work was completely new to me. In Iraq, the authorities would tell you where to work - you never looked for work by yourself.

Luckily, I found Refugee Action. First, they helped me find a place to live.





## Teaching slide

admitted	eager	strewn	fellow
indifferently	dingy	baize	bind
dissecting	gaunt	received	ruminated
anatomical	distasteful	barred	grate

## Partner 1

Spell these words to Partner 2

admitted	eager	strewn	fellow
indifferently	dingy	baize	bind
dissecting	gaunt	received	ruminated
anatomical	distasteful	barred	grate

## Partner 2

Spell these words to Partner 1

admitted	eager	strewn	fellow
indifferently	dingy	baize	bind
dissecting	gaunt	received	ruminated
anatomical	distasteful	barred	grate

## Both partners

admitted received	eager interested	strewn scattered	fellow friend
indifferently carelessly	dingy small	baize tough fabric	bind infuse
dissecting slice	gaunt thin	received admitted	ruminated contemplated
anatomical bodily	distasteful gross	barred blocked	grate bars

# Mastery in secondary English

## TTYP

Put these words into groups.

Be ready to explain why you have put them in these groups.

admitted	eager	strewn	fellow
indifferently	dingy	baize	bind
dissecting	gaunt	received	ruminated
anatomical	distasteful	barred	grate

## Tell Yourself

Read through the extract in your head.

- What is happening in the extract?

*I think that...*

- What is our main character like?

*Our main character is/thinks/feels...*

- How can we describe him?

*We could describe him as...*

- How can you tell?

*We can tell that he is... because...*

## True or false?

- T/F** The word dingy may be used to suggest how luxurious the surroundings are.
- T/F** Ruminated may suggest our character's intelligence.
- T/F** Ruminated may suggest that our character is in a predicament that he may need to think of a solution for.
- T/F** Our character is looking very well and healthy.
- T/F** Our character is very defensive and doesn't like people to get too close to him.
- T/F** Our character is very careful and particular in the way he wants things done.

## Amaze me!

**Point:** Something we can say about the character based on what we have read.

**Evidence:** A line from the extract that supports what we have said about the character.

**Explanation:** Explaining why we have chosen this evidence and what this evidence tells us about our character's actions, thoughts and feelings.

**Zoom:** Choose one word from the evidence to look at in detail.

**Explanation:** Tell us why this word is so important and what it tells us about our character.

## Literature A Level A02: precise selection of textual detail



Which linguistic device most reflects the concept of the personal and the global aspects Shakespeare's romance? TTYP

Partner 1: select the most relevant quote and explain  
 Partner 2: question why & probe for detail (teacher)

Partner 1: select the most relevant quote and explain  
 Partner 2: select a different quote and argue the same point

# Mastery in secondary Literature

## Literature AS A03: Evaluation of texts in light of critical views

Othello: Noble hero or self dramatizing egotist?

He is a **noble and tragic hero**; Othello is, in one sense of the word, by far the most **romantic figure** among Shakespeare's heroes; and he is so partly from the strange life of war and adventure which he has lived from childhood. He does not belong to our world, and he seems to enter it we know not whence - almost as if from wonderland.

AC Bradley



Partner 1: Find evidence from Act 1 Scene 3 and argue for the noble moor  
 Partner 2: Find evidence and argue for the self dramatizing egotist

*Othello's self-idealization, his promptness to jealousy and his blindness are shown in their essential relation. The self-idealization is shown as blindness and the nobility as here no longer something real, but the disguise of an obtuse and brutal egotism. Self-pride becomes stupidity, ferocious stupidity, an insane and self-deceiving passion. The habitual "nobility" is seen to make self-deception invincible, the egotism it expresses being the drive to catastrophe*  
 F.R Leavis

## Literature A Level A03: Evaluates texts in light of appropriate selection of different interpretations

"Carter is concerned, not only with the shortcomings of traditional representations of gender, but also with different deconstructed masculine evil"

From 'Deconstructed masculine evil in Angela Carter's The Bloody Chamber

Partner 1: argue this critical viewpoint using evidence from the passage

Partner 2: Why can they not say this with absolute certainty? Look for ambiguities or complexities in their argument and interject appropriately.

From The Bloody Chamber: The courtship of Mr. Lyon.

"Although her father had told her of the nature of the one who waited for her, she could not control an instinctual shudder of fear when she saw him, for a lion is a lion and a man is a man and, though lions are more beautiful by far than we are, yet they belong to a different order of beauty, and besides, they have no respect for us: why should they? Yet wild things have a far more rational fear of us than is ours of them, and some kind of sadness in his agate eyes, that looked almost blind, as if sick of sight, moved her heart."

## Literature A Level A01: Makes appropriate use of critical terminology to refine the line of argument and evaluate texts

### THE TIGER'S BRIDE

Partner 1: which of these images most reflects a Freudian interpretation of the story? Justify your response with textual evidence

Partner 2: Evaluate their argument - what are its strengths and limitations?

Partner 2: which of these images most reflects a Marxist interpretation of the text? Justify your response with textual evidence

Partner 1: Evaluate their argument - what are its strengths and limitations?



## True or false style questioning to challenge expectations Shakespeare or hip hop? TTYP

If Shakespeare were alive, would he be a rapper?

Lyric	Shakespeare or hip hop??
1. "To destroy the beauty from which one came"	
2. "Maybe it's hatred I spew, maybe it's food for the spirit"	
3. "Men would rather use their broken weapons than their bare hands"	
4. "I was not born under a rhyming planet"	
5. "The most benevolent king communicates through your dreams"	
6. "Socrates, philosophy and hypotheses can't define me"	
7. "Count myself a king of infinite space"	
8. "I wonder why we take from our women?"	



## Mastery in secondary Literature

## Hinge Questions in English (Evaluation)

- **Dr. Faustus'** hubris elicits **less** sympathy from the reader than **Dr. Frankenstein's** because his transgression is based on rational thought, rather than fuelled by less rational emotion
- **Dr. Faustus'** hubris elicits **more** sympathy from the reader than **Dr. Frankenstein's** because his transgression is based on rational thought, rather than fuelled by less rational emotion
- **Dr. Frankenstein's** hubris elicits **less** sympathy from the reader than **Dr. Faustus** because he is unable to control internal forces that compel him to transgress
- **Dr. Frankenstein's** hubris elicits **more** sympathy from the reader than **Dr. Faustus** because he is unable to control internal forces that compel him to transgress

What are the mitigating factors?

## Hinge Questions: inference in non-fiction



In the 2001 census, 390,000 people identified their religious conviction as Jedi. By the time of the 2011 census, that number had dropped by over half to around 177,000. Perhaps the new Star Wars film will boost their number – after all, this film is subtitled "the force awakens".

But when this film is released in the runup to Christmas, the executives at the UK's leading cinemas have decided in their wisdom that an advertisement featuring the Lord's Prayer is to be banned from their screens. Apparently, with wisdom to rival Yoda himself, the Jedi religion is fit for the big screen, but the Christian one is not.

The British Board of Film Classification gave the advert a U rating, the lowest available. But the Odeon, Cineworld and Vue chains – which control 80% of screens around the country – believe it's apparently more likely to offend than an R18. It "carries the risk of upsetting, or offending, audiences", they say. So what is its racy content, you may ask? Well, it's a sheep farmer and a group of young people and the archbishop of Canterbury quietly saying, "Our father, which art in heaven ...". It doesn't require the wisdom of Yoda to realise that banning the Lord's Prayer from cinemas is nonsense on stilts.

theguardian

Which option best describes the opinion the writer is trying to assert in this piece? TTYP

1. He believes that the Jedi religion should be represented in cinemas, but Christianity should not
2. He believes the new star wars film will encourage more people to join the Jedi religion
3. He believes it is wrong to ban religious advertisements from the cinema
4. He believes that religious advertisements have no place in entertainment
5. He believes religious advertisements are offensive

## What's the same and what's different – TTYP

*O, she doth teach the torches to burn bright!  
It seems she hangs upon the cheek of night  
Like a rich jewel in an Ethiope's ear;  
Beauty too rich for use, for earth too dear!  
So shows a snowy dove trooping with crows,  
As yonder lady o'er her fellows shows.  
The measure done, I'll watch her place of stand,  
And, touching hers, make blessed my rude hand.  
Did my heart love till now? forswear it, sight!  
For I ne'er saw true beauty till this night.*

Shakespeare – Romeo & Juliet

*She was the modern Isis, honey thought she was  
priceless  
Perfect definition what a wife is, I like this  
Showed me how excitin life is  
I used to hang around dudes that used ice picks  
The sheistiest, put you on they heist list  
How we met it must have been fate  
First date, crushed grapes, we ate lobster and steak  
She kept asking questions how the cash made how my  
rent's paid  
How many guns I sprayed and huns I laid  
She said she want to have a family raise kids someday  
Like out in Beverly Hills she wanna live one day  
I can get with that I drop you off home  
I call you hit me back  
Nas – K-I-S-S-I-N-G*

If Shakespeare were alive, would he be a rapper?

# Reflection

## Task:

- How are your schools / academies preparing for challenges ahead?
- What changes to teaching and learning / curriculum delivery will you have to lead?
- How will you do this? Who is involved? Consider the influential people you will use.
- What obstacles might you face when leading change? How will you plan to overcome them?