

*Come to the edge.
We might fall.
Come to the edge.
It's too high!*

*Come to the edge!
And they came,
and he pushed,
And they flew.*

Christopher Logue

Liminal Leadership

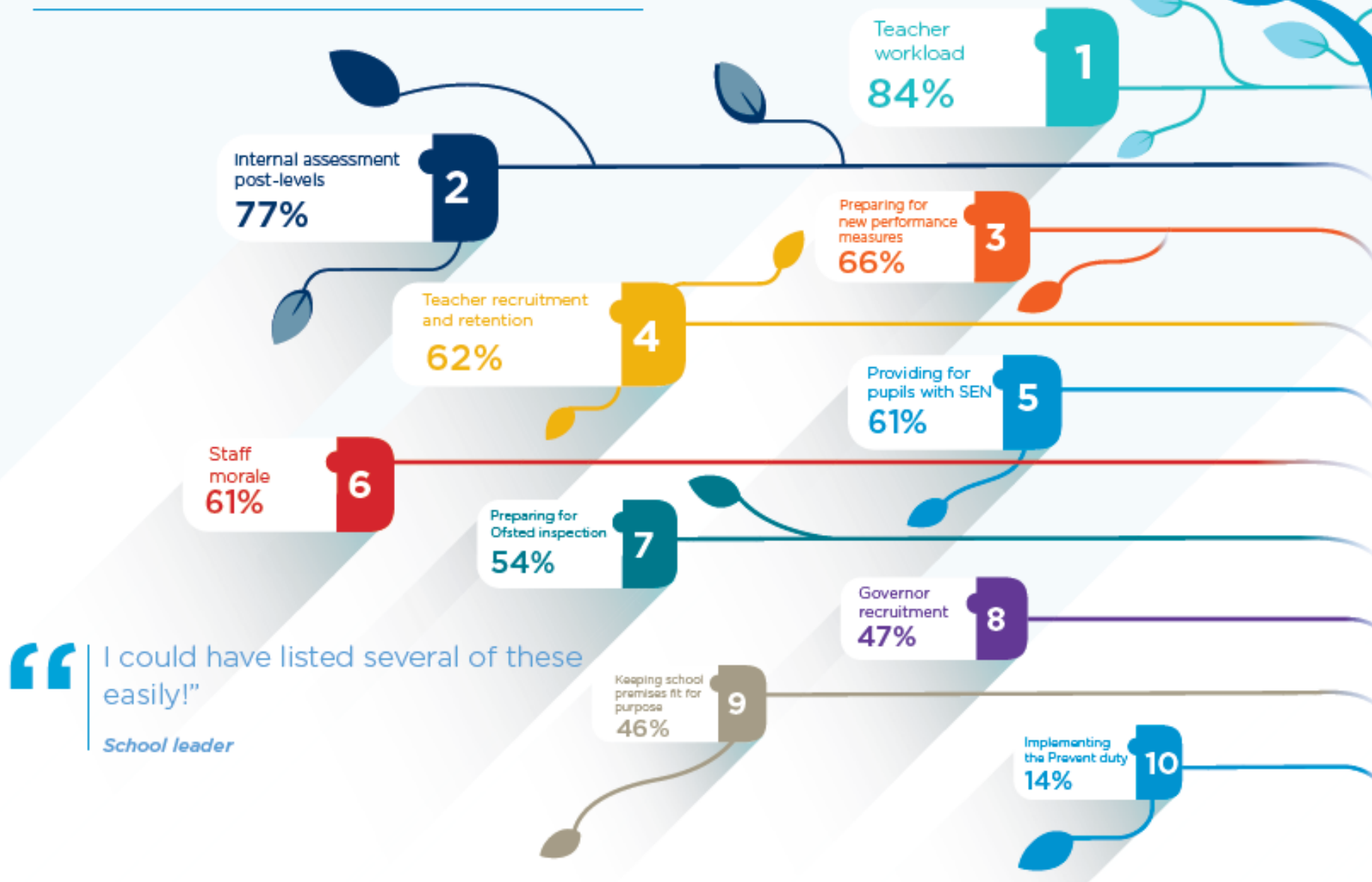
should be allowed to touch it ... I take it that no one claims exclusive rights in this field. Public interest is strong and legitimate and will be satisfied. We spend £6bn a year on education, so there will be discussion. But let it be rational ... To the critics I would say that we must carry the teaching profession with us. They have the expertise and the professional approach. To the teachers I would say that you must satisfy the parents and industry that what you are doing meets their requirements and the needs of our children. For if the public is not convinced then the profession will be laying up trouble for itself in the future ... The goals of our education, from nursery school through to adult education, are clear enough. They are to equip children to the best of their ability for a lively, constructive, place in society, and also to fit them to do a job of work. Not one or the other but both."

James Callaghan's Ruskin College Speech (18th October 2016)

Education's Fuster Cluck

- **Incomplete & Confused Autonomy; Political Diktat**
- **Accountability Gone Mad**
 - **Ofsted, Mocksteds, Limited Metrics**
 - **Performance Management & Performance Related Pay**
 - **An Option for the Poor Which Lacks Coherence**
- **Pointless Data Collection by Teachers & on Teachers**
- **Demographic Time Bomb**
 - **Recruitment, Retention & Admissions**
- **Workload Challenges – Concurrent Curriculum Change**
- **Professional Development focussed on Competence & Coverage rather than Excellence & Impact**

Percentage of school leaders who found the following areas of responsibility difficult to manage in their school over the past 12 months:



Acknowledgement: The Key (2016) *State of Education Survey Report*

The biggest expected challenge for schools over the next 12 months:

1

Budget pressures/
lack of funding

31%

2

Teacher
recruitment
and retention

19%

3

Teacher
workload

15%

4

Managing
work/life balance

8%

5

Quality of
teaching

7%

6

Workload of senior
leadership team

6%

7

Other

6%

9

Safeguarding -
general

2%

8

Quality of
leadership

2%

10

Rising pupil
numbers

2%

11

Headteacher
supply

2%

12

Shortage of
school places

1%

13

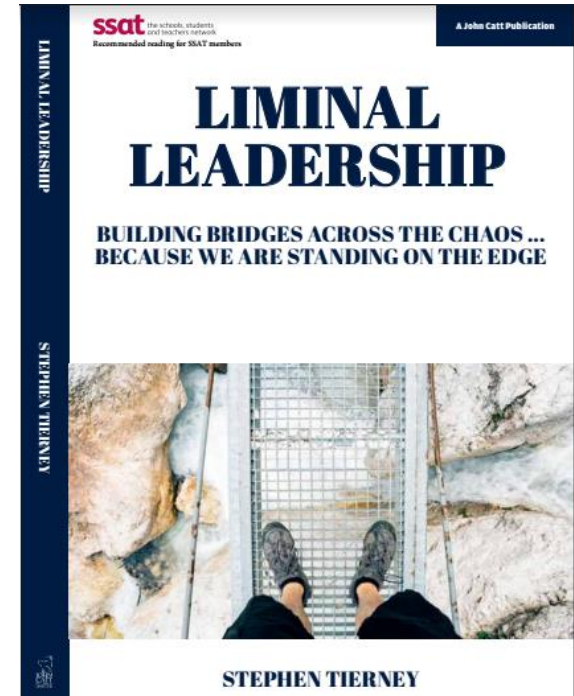
Safeguarding -
implementing the
Prevent duty

0.1%

Be Focused

“You can think of this as the 90 Per Cent Rule, and it’s one you can apply to just about every decision or dilemma. As you evaluate an option, think about the single most important criterion for that decision, and then simply give the option a score between 0 and 100. If you rate it any lower than 90 per cent, then automatically change the rating to 0 and simply reject it ... Mastering this Essentialist skill ... requires us to be vigilant about acknowledging the reality of trade-offs.”

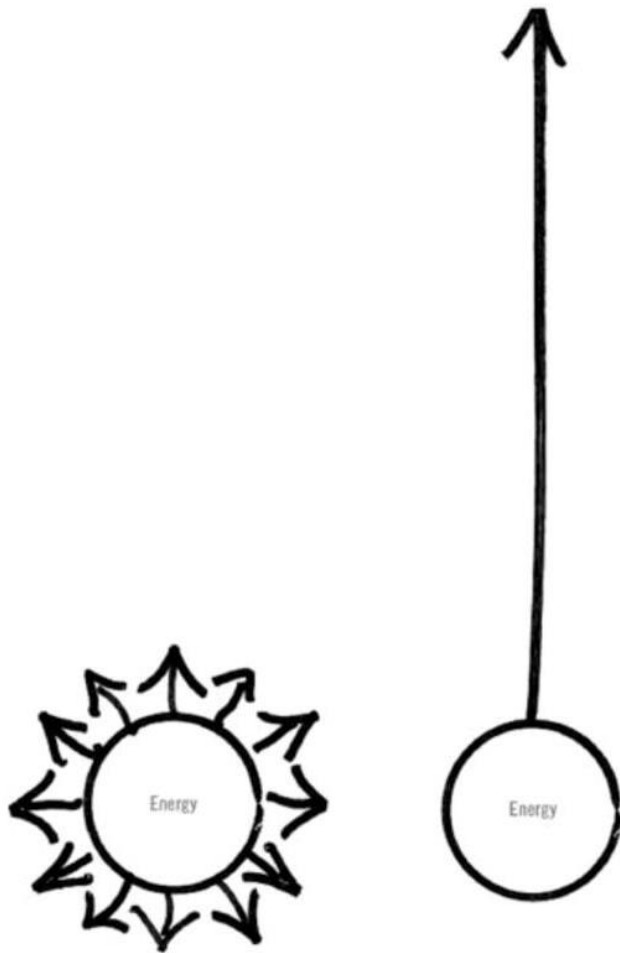
McKeown, G. (2014)¹



Noise or Necessity

Doing Less Better

**If it's Not a 9 or
10/10 it's a No;
Cross it Off the List**



So ... as a teacher, do you feel

- done with
- done to or
- done by?



The question was...

as a teacher, do you feel

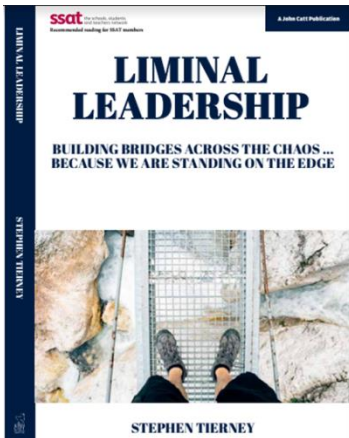
- done with
- done to or
- done by?



I think I'll put you down as
a "done in" ...



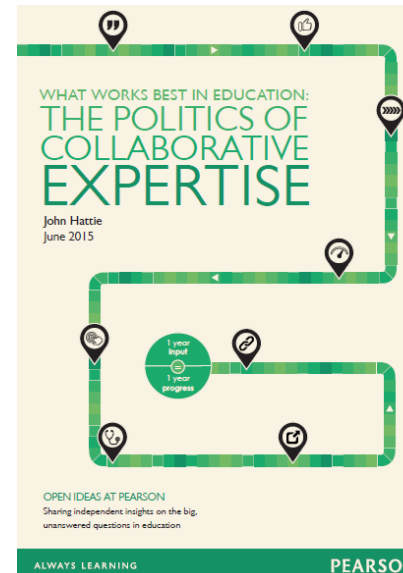
Illustration by Stan Dupp (@sdupp)



or, more simply, that it matters much more which classroom you go to than which school.

From standards and achievement to progression

Perhaps most urgent is the need to reframe the narrative away from standards and achievement and to move it towards progression. This is not to say that high achievement and high standards are not desired, but the way to get there is through a narrative focused on progress. Many Western countries have



Posts Move, Goals Don't

@LCLL_Director (Vivienne Porritt)

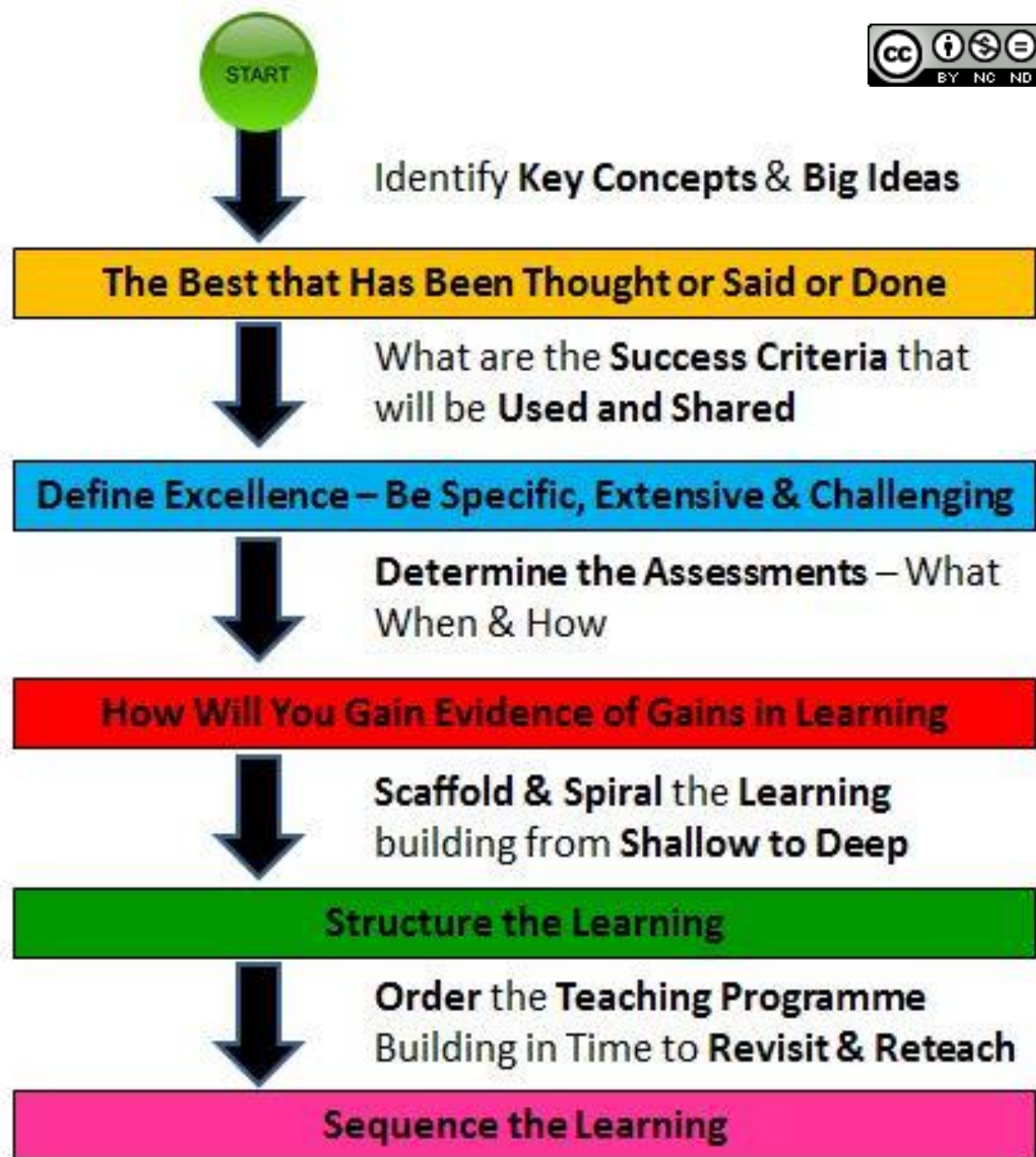
**Have Pupils Made
One Year's Progress
(Or Hopefully Even More)
for
One Year's Teaching?
How Do You Know?**

Life After Levels

*Is Primarily a Curriculum Issue not
Simply a Data Issue*

*Too Many Schools are Rushing to
Create New Labels
(which don't mean anything)*

Don't Plan Lessons Plan Learning



Assessment Design

Assessment Matrix	Shouldn't Know	Should Know
Did Know	Raise Expectations	As Expected
Didn't Know	Future Learning	Easy Pickings



@Leading Learner



Acknowledgement: Visible Learning (2009) by John Hattie. Thanks to @TimLeunig

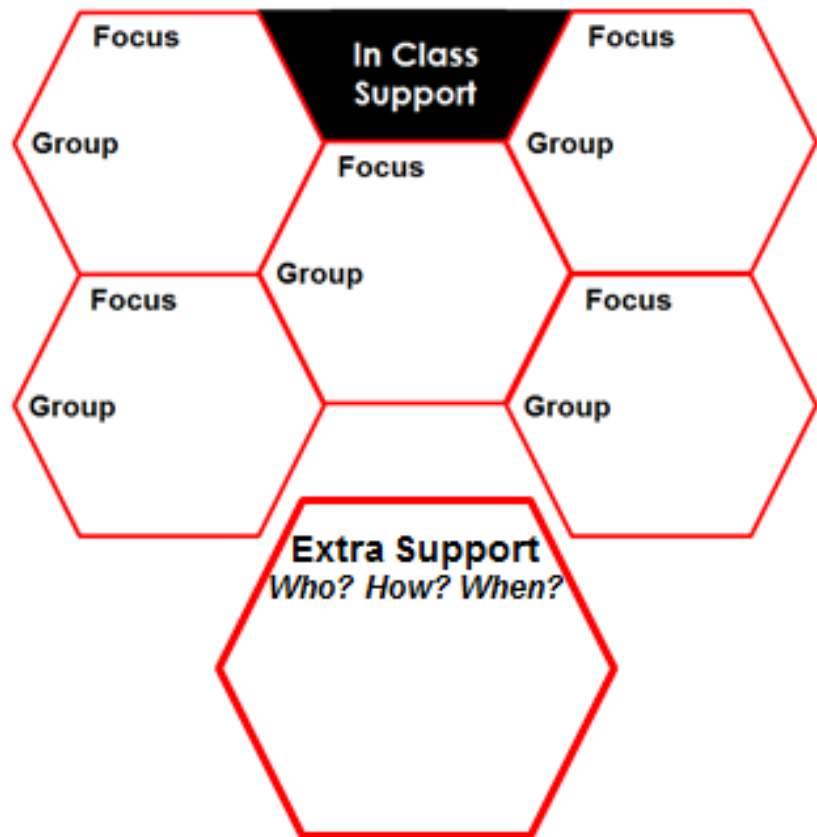
		Place Value	2 Equivalent Fractions and Perc	Stem and Leaf	Forming Formulae	Inequalities	Decimal Multiplication	Forming Equations for the Ar	Angles in Parallel Lines	Questionnaires	0 Construction	1 Functional Percentage Incre	2 Algebra Manipulation	3 Prime Factors, HCF, LCM	4 Functional Proportion	5 Box Plots	6 Cumulative Frequency	7 Angles in Polygons
E		2	0	1	0		3	4	2	4	0	4	7	1	0	1	2	0
L		3	2	0	3		4	0	1	3	0	4	1	0	1	2	0	0
C		2	2	3	3		0	4	2	2	0	4	6	3	0	1	1	0
H		2	0	2	0		0	4	0	4	0	4	2	3	1	2	0	0
N		2	0	3	3		4	1	0	2	0	0	4	3	0	0	2	0
V		3	2	2	0		4	1	0	4	0	4	1	4	1	0	1	0
A		3	0	0	3		2	4	3	4	0	4	3	1	1	0	0	0
S		3	2	3	0		0	4	0	3	0	0	1	3	4	2	1	0
2		3	2	1	0		2	4	0	3	0	4	6	3	4	2	4	0
R		3	2	0	2		0	4	0	3	0	4	8	3	0	1	3	0
O		1	1	1	0		4	0	0	3	0	0	1	0	0	0	0	0
I		2	2	2	0		4	4	3	3	0	4	8	3	4	2	3	0
U		2	2	3	3		4	4	4	3	0	4	9	5	4	2	2	4
Number of 0		0	4	3	7		4	2	7	0	13	3	0	2	5	4	4	12

DAFITAL Meeting Planner & Record

ReTeach – What? How?


☐
☐

Possible Review of Scheme of Learning:



Sub-Group Underachievement

PP Group (by H/M/L Ability)	Support (Who? How? When?)
Higher:	
Middle:	
Lower:	

In Meeting Revisions

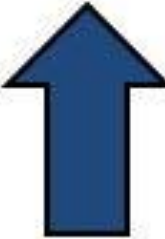
Reteach/In-Class	Extra	PP

Impact of Interventions

Reteach/In-Class	Extra	PP



BIG Focus - Great TAL

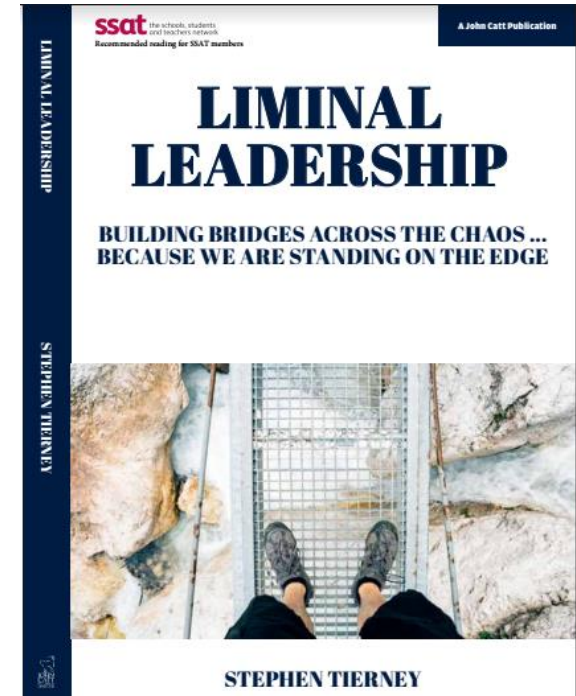
Quality of Teaching	Assessment	Expected Learning Gains	Pedagogy	Student Behaviour	Delivery Focuses On	Outcome
 Increasingly Higher Quality of Teaching	Closes the Gap	Retaught (Tighter)	Refined & Fluent	Inter-dependent	The Learner (Looser)	Wisdom & Growth
	Defines Curriculum Excellence	Structured & Sequenced (Tight)	Researched & Practised	Engaged	The Plan (Tighter)	Achievement
	Consistent	Weakly Defined (Loose)	Silver Bullets	Increasingly Compliant	The Activities (Tight)	Missed Opportunities
	After Thought	Incidental & Haphazard (Loose)	Ineffective	Disruptive	Survival (Loose)	Lack of Progress

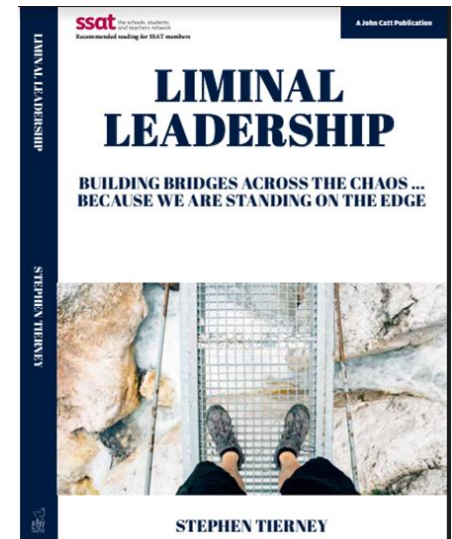


Be Informed

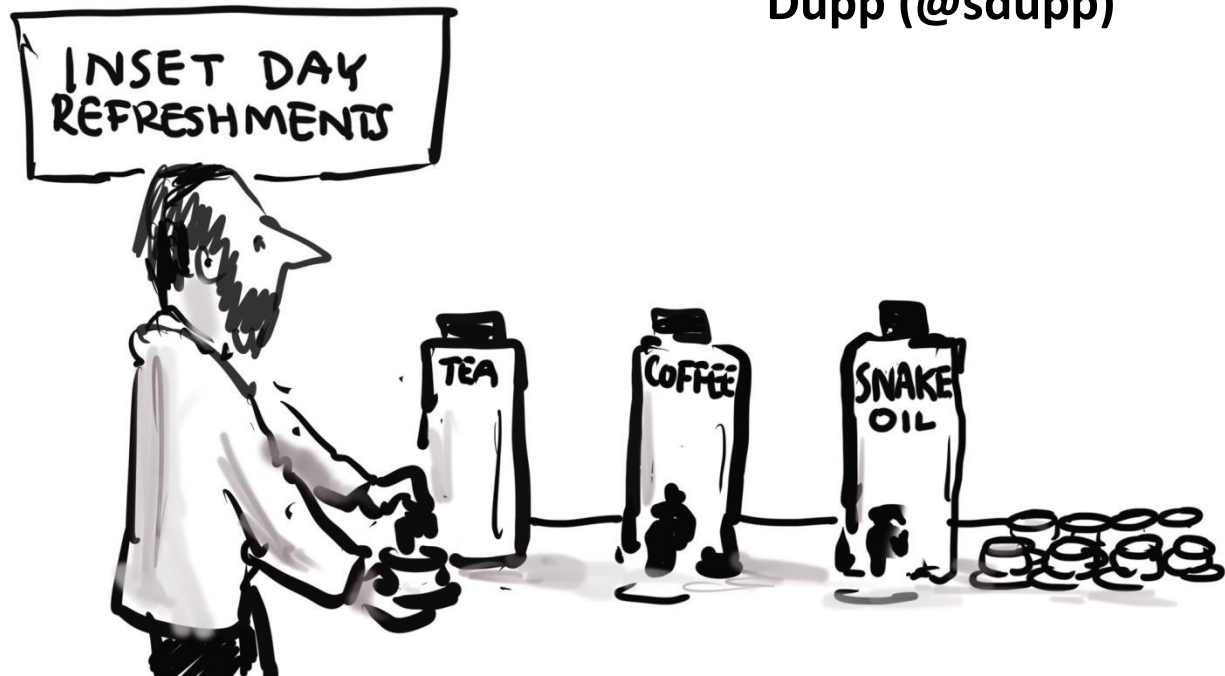
“What makes great teaching? ... We don’t know as much about it as we’d like to. We get glimpses at the moon through a cloudy sky - snippets that give insight. We try and bind them together, but we have a precarious grasp of something that is very complicated ... What we really need ... is teachers with greater wisdom. Teachers who know the research evidence and debates ... and can integrate this into their own experience, skill base and practical repertoire, so their teaching is more creative, more individualised ... The problem is this could be taken as a licence to say, whatever feels good, is good. The dilemma is too much freedom vs too much constraint. Neither quite works. Somewhere in between is right.”

Coe, R. (2016)¹

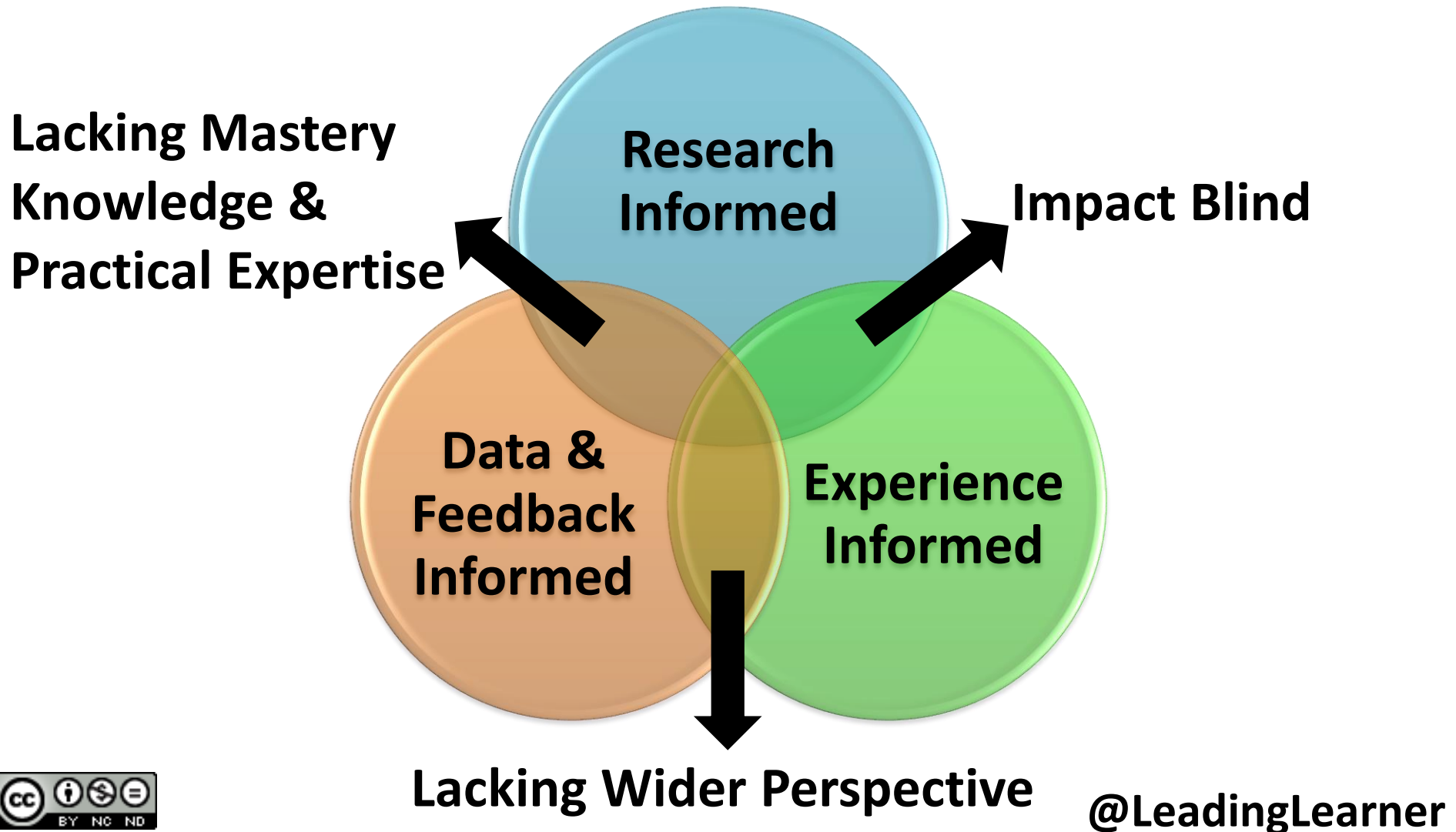




Illustrations by Stan
Dupp (@sdupp)



From Informed to Wise



What CPD Would Help Me Teach Better?

Appraisal Objectives	Discussion Prompts
Pupil Progress	Looking at the evidence from across last year's classes/subjects; in what aspects was there one year or more progress for one year's teaching? In which aspects was this not so?
Professional Development	What was the impact, on pupils' outcomes, of the professional development you undertook last year?
	What area of professional development would most help and support your further development as a teacher this year? What evidence have you used to identify this aspect of professional practice?
Ethos	What contributions did you make to enrich the Catholic Ethos of the Academy? Are there any wider contributions to the education of pupils that we should celebrate?
	How do you intend to contribute in the coming year?
Wider Career Aspirations	What wider career aspirations do you have in the next few years? What professional development would support you in these aspirations in the coming year?

// you're reading...

CPD

NEW BOOK: LIMINAL LEADERSHIP

Challenging Yourself as a Teacher or Leader #ThursdayThunk

POSTED BY LEADINGLEARNER · SEPTEMBER 15, 2016 · 3 COMMENTS

FILED UNDER MAKE A DIFFERENCE PROJECTS, SCHOOL IMPROVEMENT

External pressure and forces may restrict you but they do not define you. You are defined by your "why" and the integrity with which you pursue it.

Liminal Leadership



Making a Difference

A Six Month School Improvement Initiative



Name	
Title of Project	
Brief description of the issue you are seeking to resolve or initiative you wish to introduce (150-200 words)	
Target Cohort	
Research evidence for strategies to be used (400-500 words)	
Metrics Baseline data and data/evidence to be collected	
Actions Taken & Leadership Approaches (400-500 words)	
Evaluation of Impact	

Being Informed as a Signpost Not a Destination



@LeadingLearner

The Central Assessment Concept is Validity

This is important, because it means that a question like “Is this test valid?” is meaningless. Asking whether a test is valid is to commit what Gilbert Ryle described as a “category mistake” (Ryle, 1949)—ascribing to something a property it cannot have, like asking whether a rock is happy.

This is why most researchers in the field now agree that validity is best thought of not as a property of an assessment, but of the *inferences* that the assessment scores support. From such a perspective, we can still ask about the validity of an assessment as a kind of shorthand, but we should be aware that what we are really doing is asking what kinds of inferences this assessment will help us make.

Threats to validity

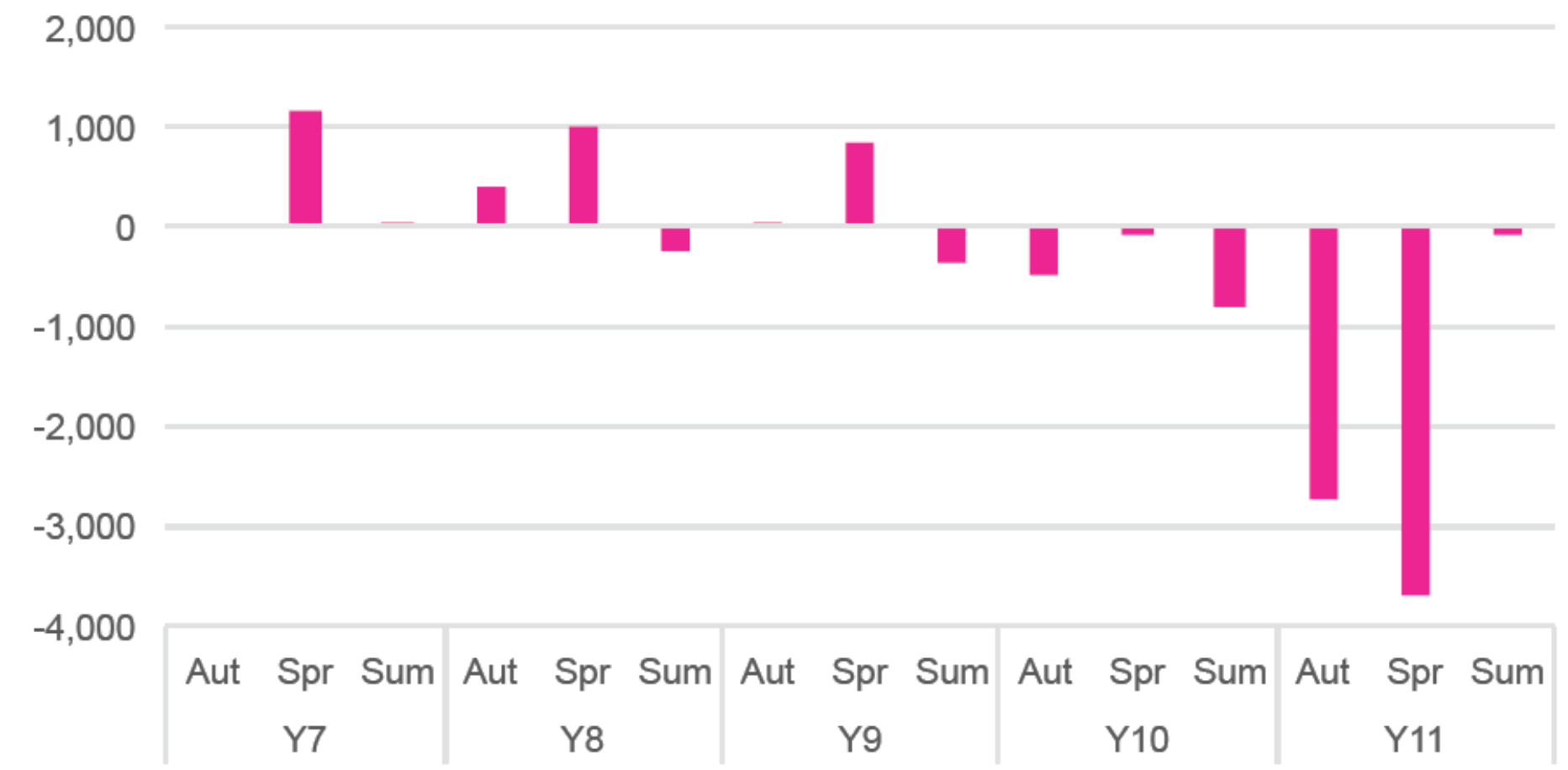
There are many reasons why we might not be justified in drawing the conclusions we want to from assessment results, but most of them are of two kinds: when the assessment is “too small” (in that it fails to assess things it should), and when the assessment is “too big” in that it assess things it shouldn’t. The scientific terms for

Lesson Grades

		2008/09	2009/10	6th Form November	6th Form March	2010/11	2011/12	2012/13	Averages
Outstanding	Outstanding	2	6	9	17	2	13	8	57
Good	Good	22	42	21	24	23	42	17	191
Satisfactory	Satisfactory	3	11	18	7	6	7	1	53
Inadequate	Inadequate	0	0	0	0	0	1	0	1
Total Lessons	Total Lessons	27	59	48	48	31	63	26	302
		2008/09	2009/10	6th Form November	6th Form March	2010/11	2011/12	2012/13	Averages
Outstanding	Outstanding	7.4	10.2	18.8	35.4	6.5	20.6	30.8	18.9
Good	Good	81.5	71.2	43.8	50.0	74.2	66.7	65.4	63.2
Satisfactory	Satisfactory	11.1	18.6	37.5	14.6	19.4	11.1	3.8	17.5
Inadequate	Inadequate	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.3
Outstanding/Good		88.9	81.4	62.5	85.4	80.6	87.3	96.2	82.1

... But they Are Nonsense

Termly change in cohort size in mainstream schools



Reference: FFT Aspire & Education Datalab. (2015). *Floors, Tables & Coasters: Shifting the Education Furniture in England's Secondary Schools*.
Available: <http://www.educationdatalab.org.uk/getattachment/Home/2015-Educationfurniture-04.pdf.aspx>.
Last accessed 23rd May 2016

**Education is an Act of Love.
It is a gift; enabling each of
us to become fully alive**

*The
whole person.*

*The
whole point.*

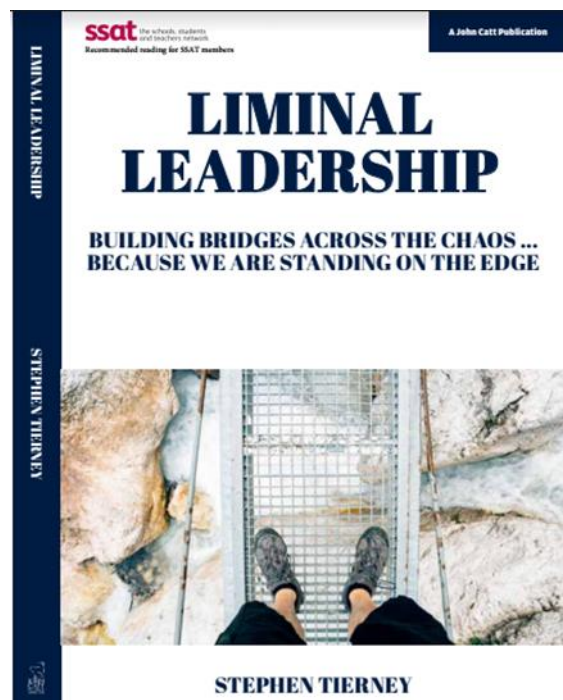
*The primary question ... is not
about what you do with your life
(as important as that question is).*

*It is about something much deeper:
**who do you become while you are
doing it?***

Beyond Ethical to Humane

“What do we mean by ‘education’? There are two Latin roots for the word: educare meaning ‘bring up, to train and to teach’, and educere, meaning ‘to lead and draw out that which lies within’. Together both meanings provide a helpful picture for what education should be. But I believe we now need to place greater emphasis on the educational qualities expressed in the word educere.”

John, Sentamu, Archbishop of York (2016)¹¹



‘We don’t come fully formed into the world. We learn how to think, how to walk, how to speak, how to behave, indeed how to be human from other human beings. We need other human beings in order to be human. We are made for togetherness... to exist in a tender network of interdependence.

That is how you have ubuntu – you care, you are hospitable, you’re gentle, you’re compassionate and concerned.’

Desmond Tutu

We need to prioritise “how we might imbue a deeper and more powerful sense of purpose, identity, meaning and belonging into the lives” of people.

Reference: Chalke, S. (2016). Inspired to take a positive approach against extremism.
In: Chambers, P *Schools for Human Flourishing*. London: SSAT. 44-48.

A People Place (William J. Crocker)

If this is not a place where tears are understood,
Where do I go to cry?

If this is not a place where my spirits can take wing,
Where do I go to fly?

If this is not a place where my questions can be asked,
Where do I go to seek?

If this is not a place where my feelings can be heard,
Where do I go to speak?

If this is not a place where you'll accept me as I am,
Where can I go to be?

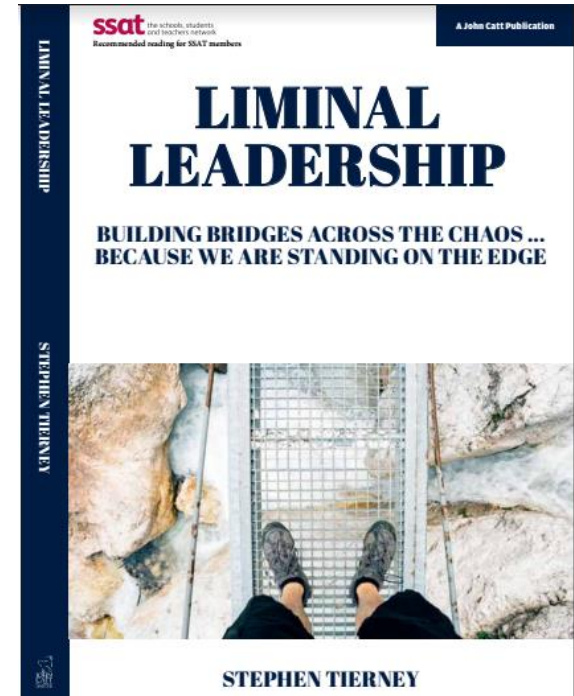
If this is not a place where I can try to learn and grow,
Where can I be just me?

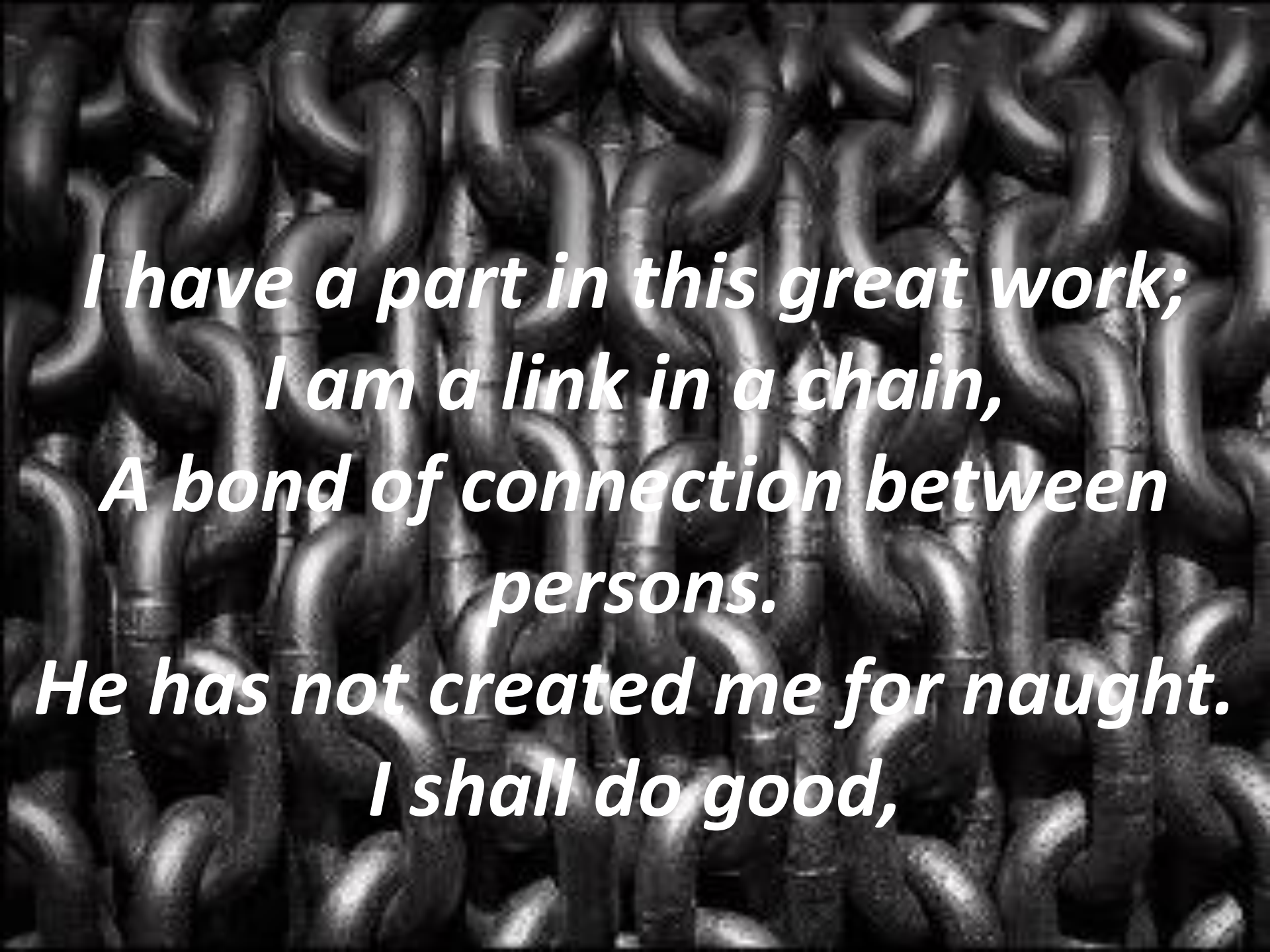
Learning to Lead Beyond a School

“From the moment I got to Manchester United, I thought of only one thing: building a football club. I wanted to build right from the bottom. The first thought of 99% of newly appointed managers is to make sure they win – to survive. They bring experienced players in. At some clubs, you need only to lose three games in a row and you’re fired. In today’s football world, with a new breed of directors and owners, I am not sure any club would have the patience to wait for a manager to build a team over a four-year period. Winning a game is only a short-term gain – you can lose the next game.

Building a club brings stability and consistency.”

Ferguson, A. (2013)¹



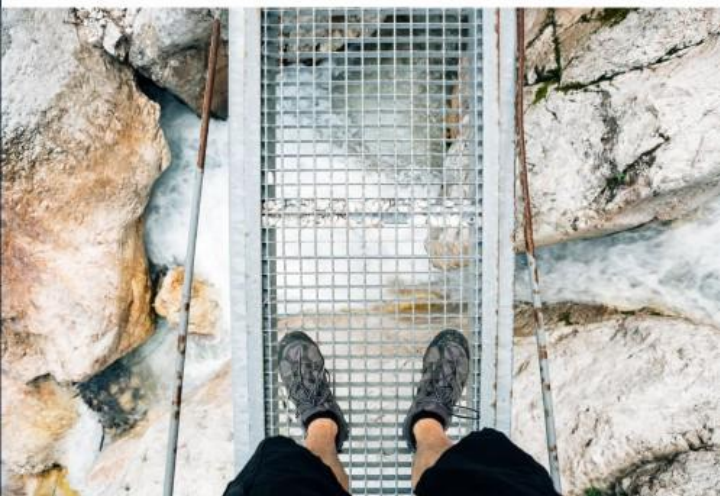


*I have a part in this great work;
I am a link in a chain,
A bond of connection between
persons.*

*He has not created me for naught.
I shall do good,*

LIMINAL LEADERSHIP

BUILDING BRIDGES ACROSS THE CHAOS ...
BECAUSE WE ARE STANDING ON THE EDGE



STEPHEN TIERNEY

@LeadingLearner

FASCINATED BY LEARNING AND LEADING.



• **stephen@leadinglearner.me**



• **@LeadingLearner**



• **www.leadinglearner.me**



• **www.facebook.com/leadinglearner**

SEARCH

Search



Home



About



Subscribe



Contact

HOME

#5MINPLAN RESOURCES

#DIYTEACHINGCPD

#DIYTEACHING RESOURCES

OF STED RESOURCES

BLOGGING & TWEETING

PAPERS & POLICIES

ABOUT ME

// home

