

"DIALOGUES OF POSSIBILITY"

DAVE HARRIS

WHO AM I??

- ❖ Retired school head with 12 years experience
- ❖ Formed a 3-18 school by amalgamating a secondary, junior & infants in record time
- ❖ Author of “Are You Dropping the baton?”
- ❖ Author of “Brave Heads”
- ❖ Author of “Leadership Dialogues” with Prof. John West Burnham
- ❖ Writing “Dialogues around vulnerability and equity” with Prof John West-Burnham
- ❖ Passionate about improving transition
- ❖ Part time member of leadership team for Stone Soup Academy
- ❖ Working on leadership with heart around the World
- ❖ Business Director for Independent Thinking
- ❖ Believe that work without passion is pointless

INDEPENDENT THiNKING 2016



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Posted: 17 November 2016 - 13:37:40

Get 'Grow' Jackie Beere's new book - for £7.99 (20% off RRP) until 18th November! More info in Extra-Special Offers on website.

Reclaiming Education

For over twenty years, Independent Thinking has been helping schools help young people be even better, both in the classroom and beyond.

We aren't a speakers bureau, although our Associates are some of the world's leading educational speakers and practitioners. We aren't a consultancy, although we are more than happy to work with you to help you become great at what you do. We aren't a panel of educational experts because we don't believe

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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





Oulder Hill

Community School

“It is through
education and learning
that we can ultimately
achieve all our goals
and desires”



Confusables

it's
it is

vs

its
shows possession

lose
present tense of lost

vs

loose
not tight, not fixed

than
a method of comparison

vs

then
a point in time

their
it belongs to them

they're
they are

there
a place

to
indicates motion or direction

too
also or excessively

two
the number 2

were
past tense

we're
we are

where
a place

whether
whether or not

vs

weather
the climate

you're
you are

vs

your
it belongs to you

which
which one

vs

witch
a hag on a broomstick

could of - **could've** - could have
should of - **should've** - should have



 Educate
Awards
2015

Most Inspirational
Primary School
WINNER

Halewood Church of England
Primary School



The challenge of giving Time...

- Teachers talk about teaching
- Teachers observe each other teach
- Teachers plan, teach and evaluate together
- Teachers teach each other

Staff wellbeing is key to school success

There is a significant and positive association between the wellbeing variables and the following measures of school performance

- Constructive Feedback
- Reduce unnecessary workload
- Invest in CPD
- Share good news stories
- Praise and recognise

A research study into links between staff wellbeing and school performance

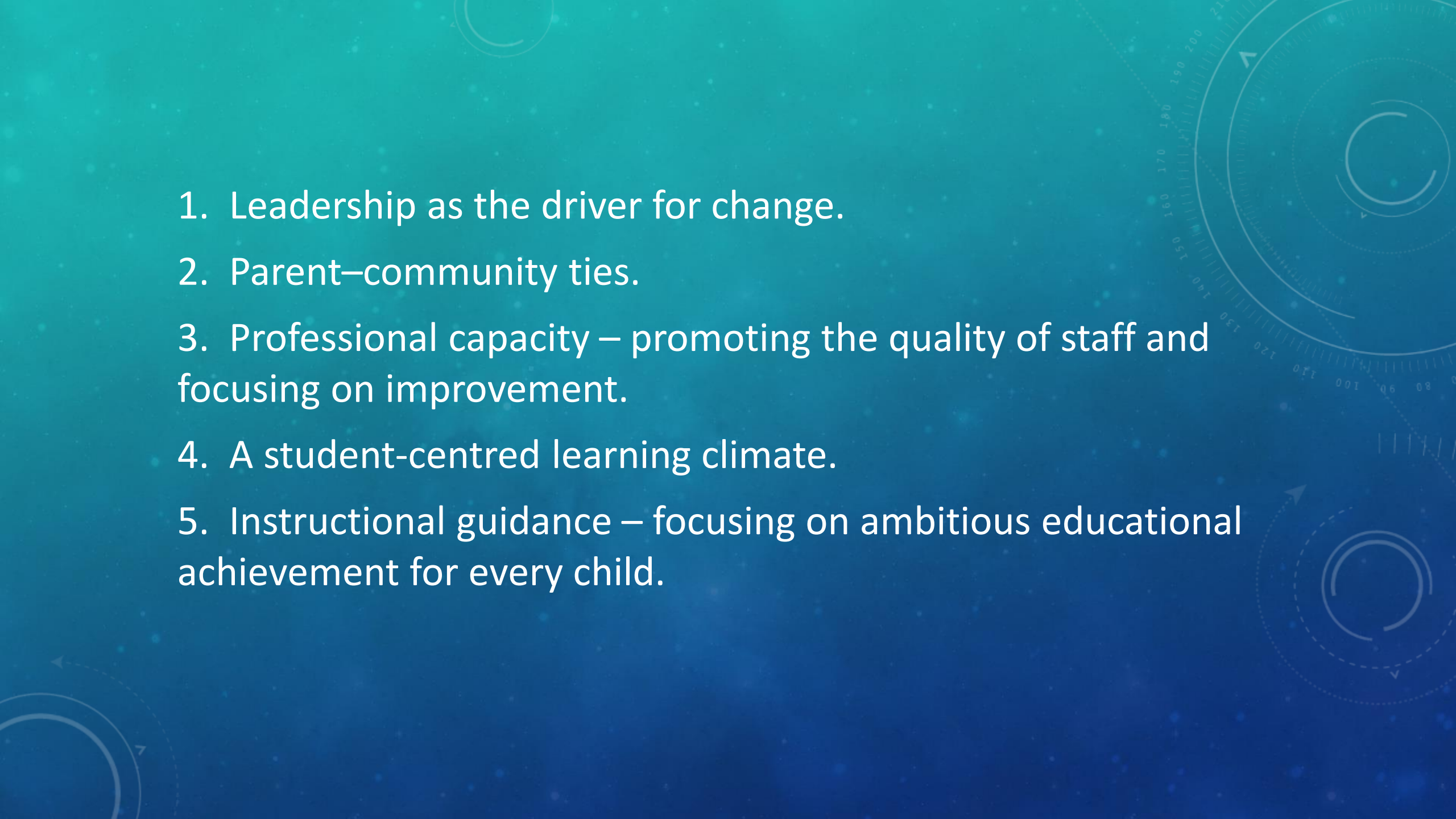
LOOKING AFTER THE ENVIRONMENT





Bryk et al. (2010: 45–46) report on a detailed and systematic longitudinal study carried out since 1989 looking at over 100 schools that have improved, compared with over 100 schools that have declined.

The key differences between the schools has enabled them to create a framework for school improvement that is made up of a number of ‘essential supports’:

- 
1. Leadership as the driver for change.
 2. Parent–community ties.
 3. Professional capacity – promoting the quality of staff and focusing on improvement.
 4. A student-centred learning climate.
 5. Instructional guidance – focusing on ambitious educational achievement for every child.

INGREDIENTS FOR A GOOD SCHOOL?



‘Our school supports the individual and nurtures talent’





LEADING PEOPLE



RECAP: WHAT THE RESEARCH IS TELLING US

1. Shared Values
2. Trust
3. Professional Learning
4. Move from find and fix to Predict & Prevent

MORAL LEADERSHIP

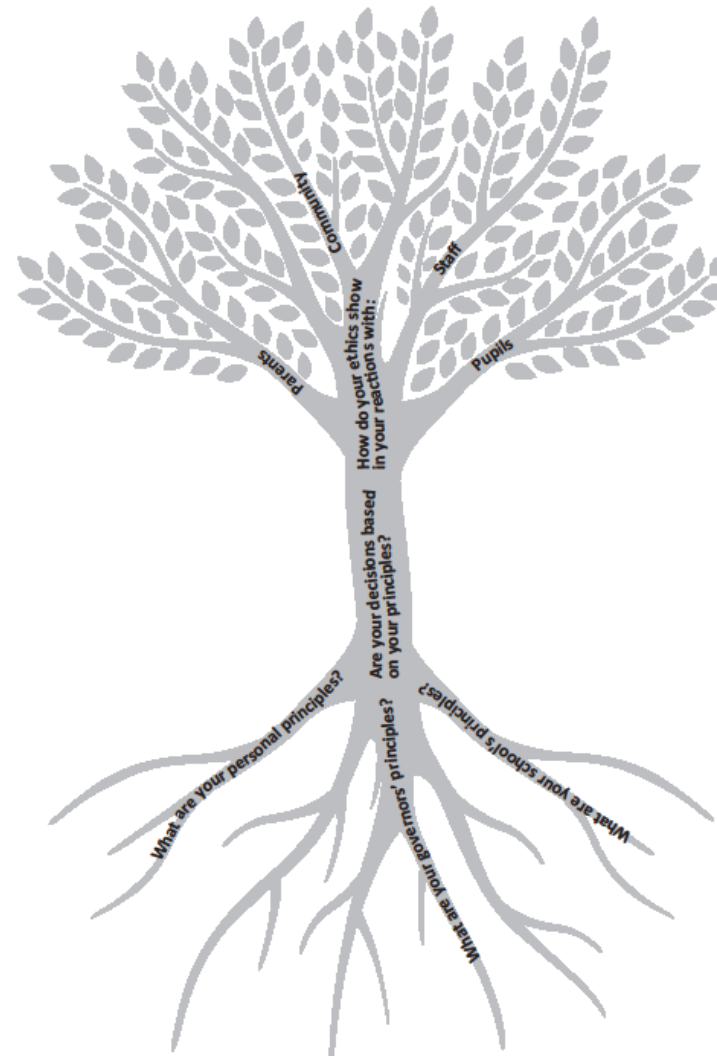
“Education is effectively a moral activity. Morality is a crucial factor in educating the next generation, so schools, given the nature of their professional and social responsibilities need to be moral communities.”

TOPIC A2

The effective leadership tree

Leadership Dialogues

A2(i)



Resource from Leadership Dialogues © John West-Burnham and Dave Harris, 2015

Leadership Dialogues

In your school to what extent does principle inform practice?

Eg.

TOPIC **A2**

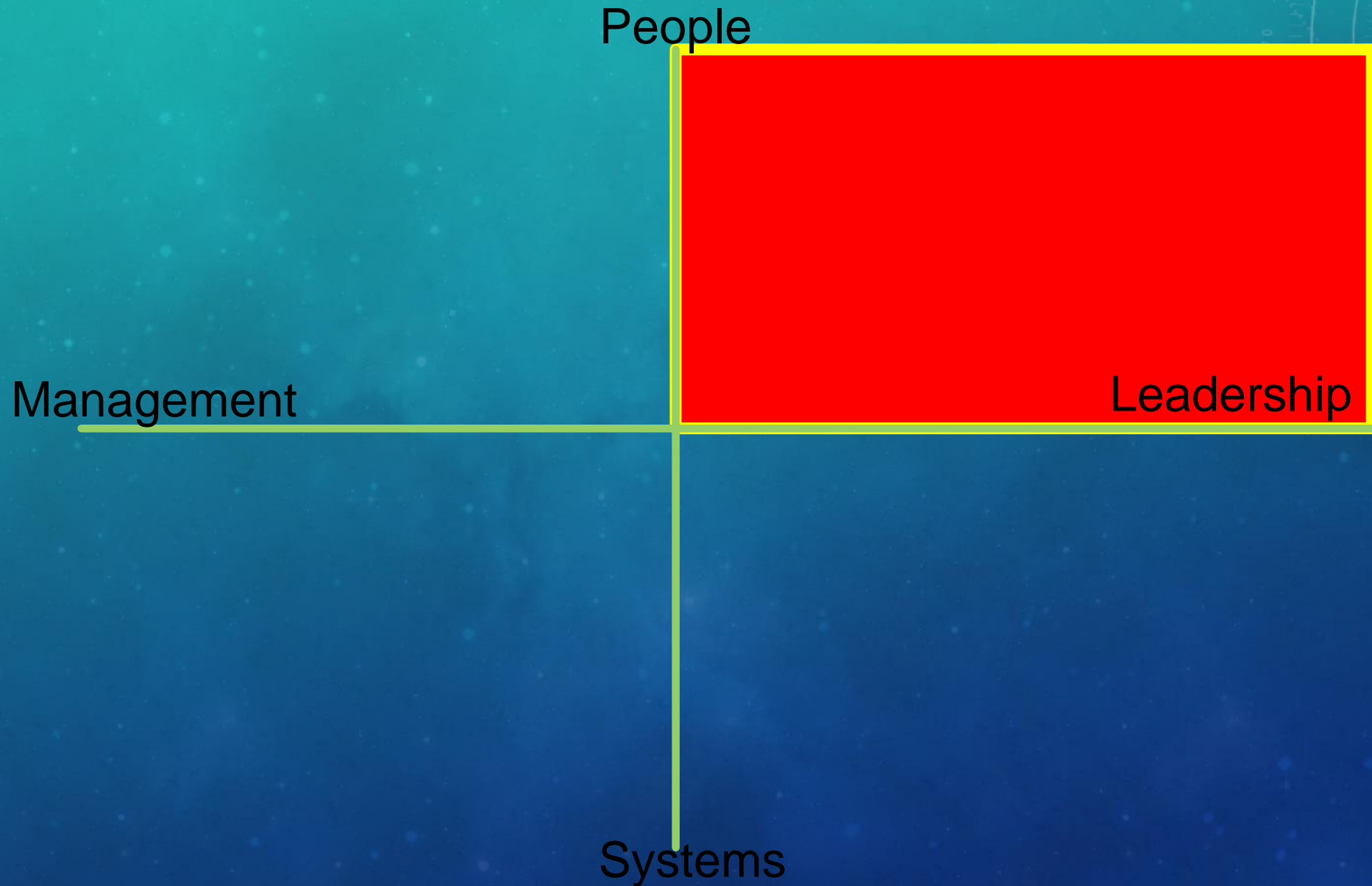
Are the most vulnerable children taught by the most effective teachers?

Have banding and setting been abandoned because of the negative impact they have on most learners?

Are resources deployed to maximise the impact of intervention strategies?

Do your decisions on spending stand up to a moral test?

WHERE A LEADER IS MOST EFFECTIVE



HOW IS YOUR MANAGEMENT / LEADERSHIP BALANCE?



MANAGEMENT

Improvement
Control
Tight
Conformity
Systems
Standards
Instruct
Rules

LEADERSHIP

Transformation
Trust
Loose
Creativity
Relationships
Values
Coach
Empower

IDENTIFYING THE ISSUE

The background is a gradient of teal and blue, with a subtle pattern of small white dots. On the right side, there is a large, faint circular scale with numbers from 0 to 200 and arrows. There are also several smaller, faint circular patterns and arrows scattered across the background.

Scenario planning (pupil needs): exams

B3(iv)

	Exam performance focus		Attitude and skills focus	
Effect on your community				
Effect on the needs of your pupils				
What do you need to do to prepare for this scenario?				

Scenario planning (pupil needs): professions

B3(vi)

	<div>Prepare for a profession</div> <div>Prepare for multiple roles</div>		
Effect on your community			
Effect on the needs of your pupils			
What do you need to do to prepare for this scenario?			

What if ...?

B4(ii)

Change is often viewed with scepticism within a school. Using what if ...? scenario setting can be a gentle but powerful way to explore the need for change. We would recommend personalising these questions but offer these as a starter.

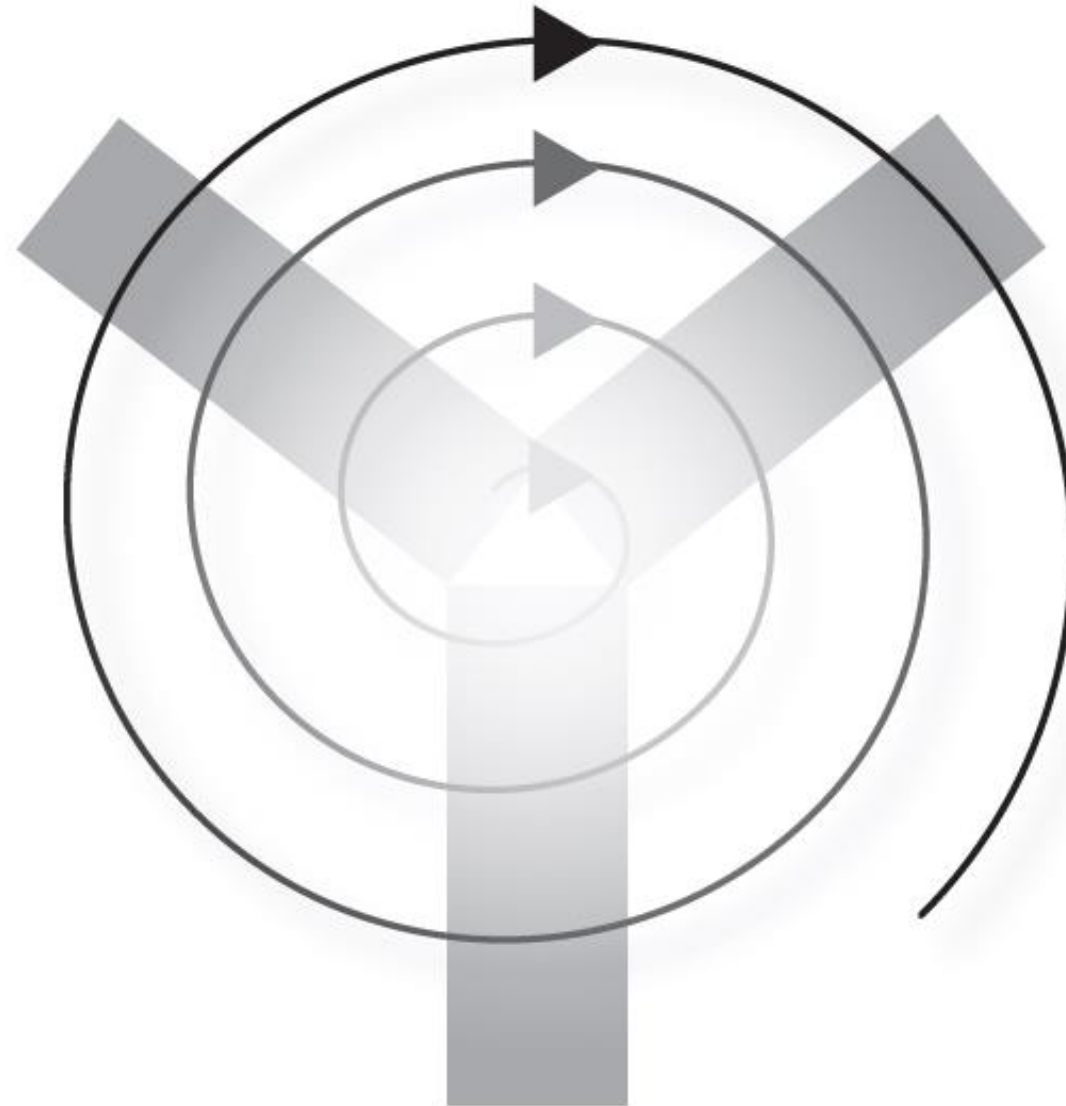
- *What if the school had never existed?*
- *What if the school stays exactly the same for the next 50 years?*
- *What if the school starts working in exactly the way a school did 50 years ago?*
- *What if the school reversed its working hours?*
- *What if there were no teachers?*
- *What if we had no computers?*
- *What if every child had the very latest and best technology?*
- *What if we had no year groups?*
- *What if we had mixed age learning?*
- *What if we had classes in a local shop?*
- *What if the school was a shop?*
- *What if the school didn't have holidays?*
- *What if the school had no tables?*
- *What if the school had no chairs?*
- *What if the classrooms had no boards/screens?*
- *What if classes were of 50?*
- *What if there were lessons in the evening?*
- *What if everyone wanted to do their homework?*
- *What if we had no school leaders?*
- *What if we had no classroom support?*



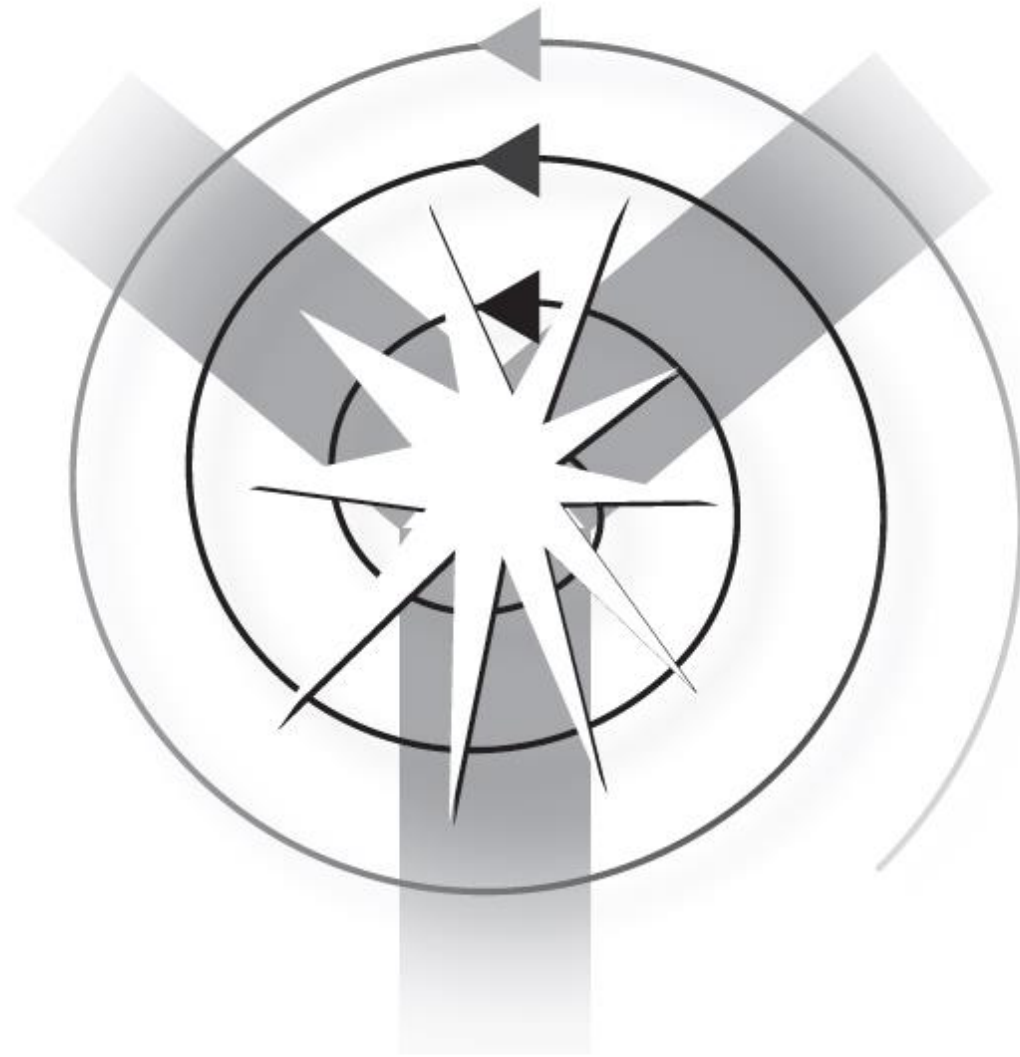
ADDRESSING THE PROBLEM

Spiralling out

B5(i)

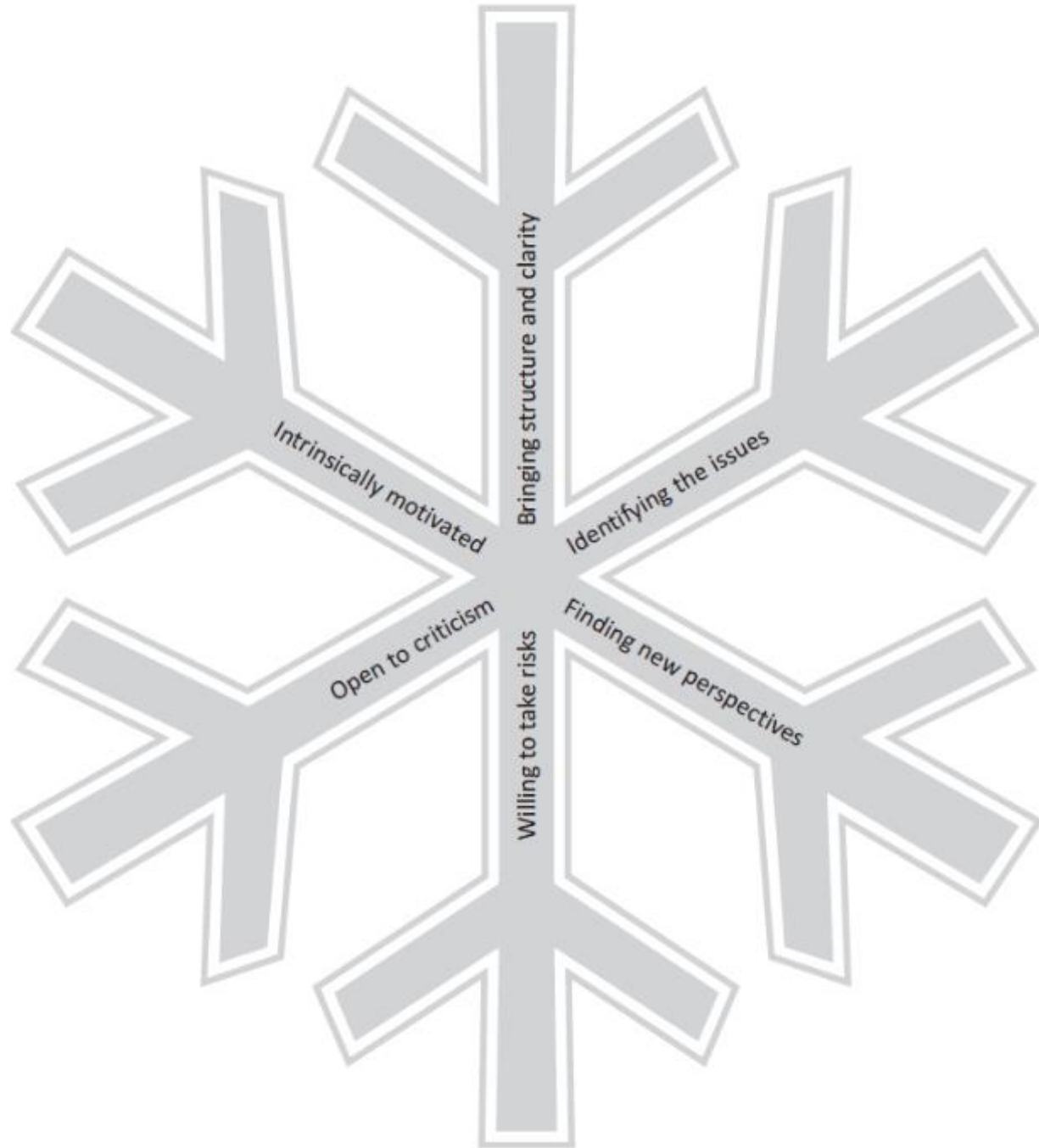


Topic being developed:



Decision being sought:

Action to be taken:



If you're not prepared to
be wrong, you'll never
come up with something
new

Robinson 2006



Opposite Thinking

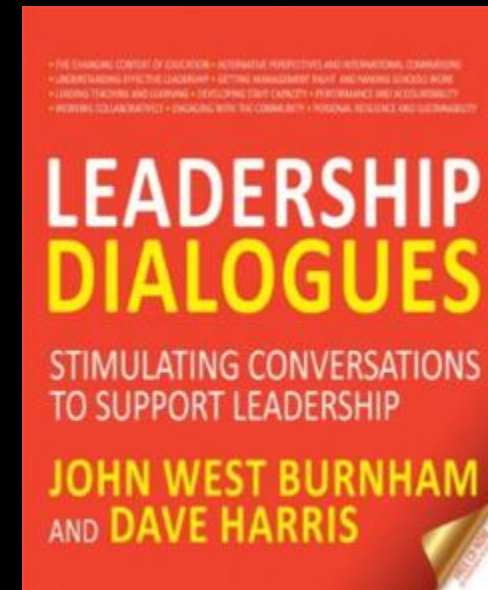
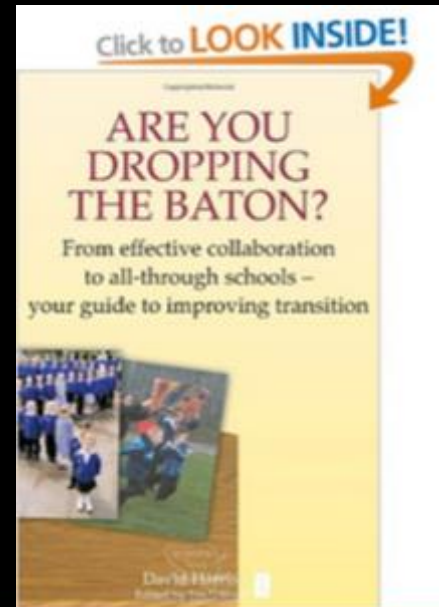
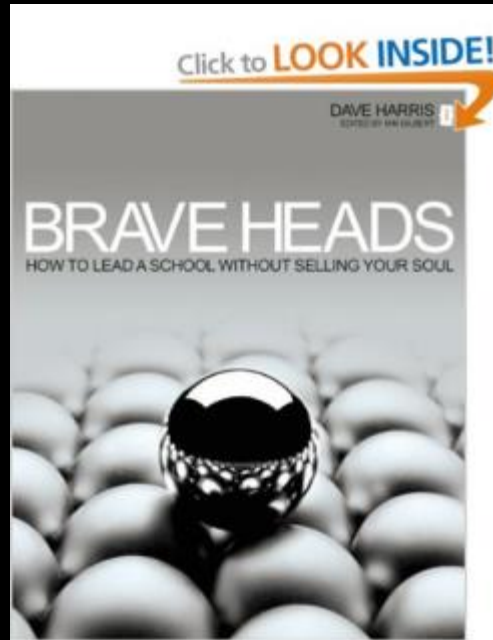
Opposite Thinking

GO MAD!

Make

A

Difference



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