Future World

The challenge of: challenge

- ❖ globalisation
- ❖ changing demographic balance
- ❖ increasing health inequalities
- ❖ impact of technology
- ❖ employers' need for generic and 'soft skills 'soft-skills
- ❖ sustainability
- ❖ demand for quality, customisation, personalisation
- ❖ moving up the 'value chain' – good is no longer good enough

We are preparing young people for jobs that don't yet exist…

requiring technologies that haven't yet been invented…

to solve problems of which we are not yet aware.

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CHARTER MARK

No pain no gain

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Achievement

Intrinsic motivation   Excellence

Solution focused   Different learning approaches

The motivated institution

Evaluation focused on improvement
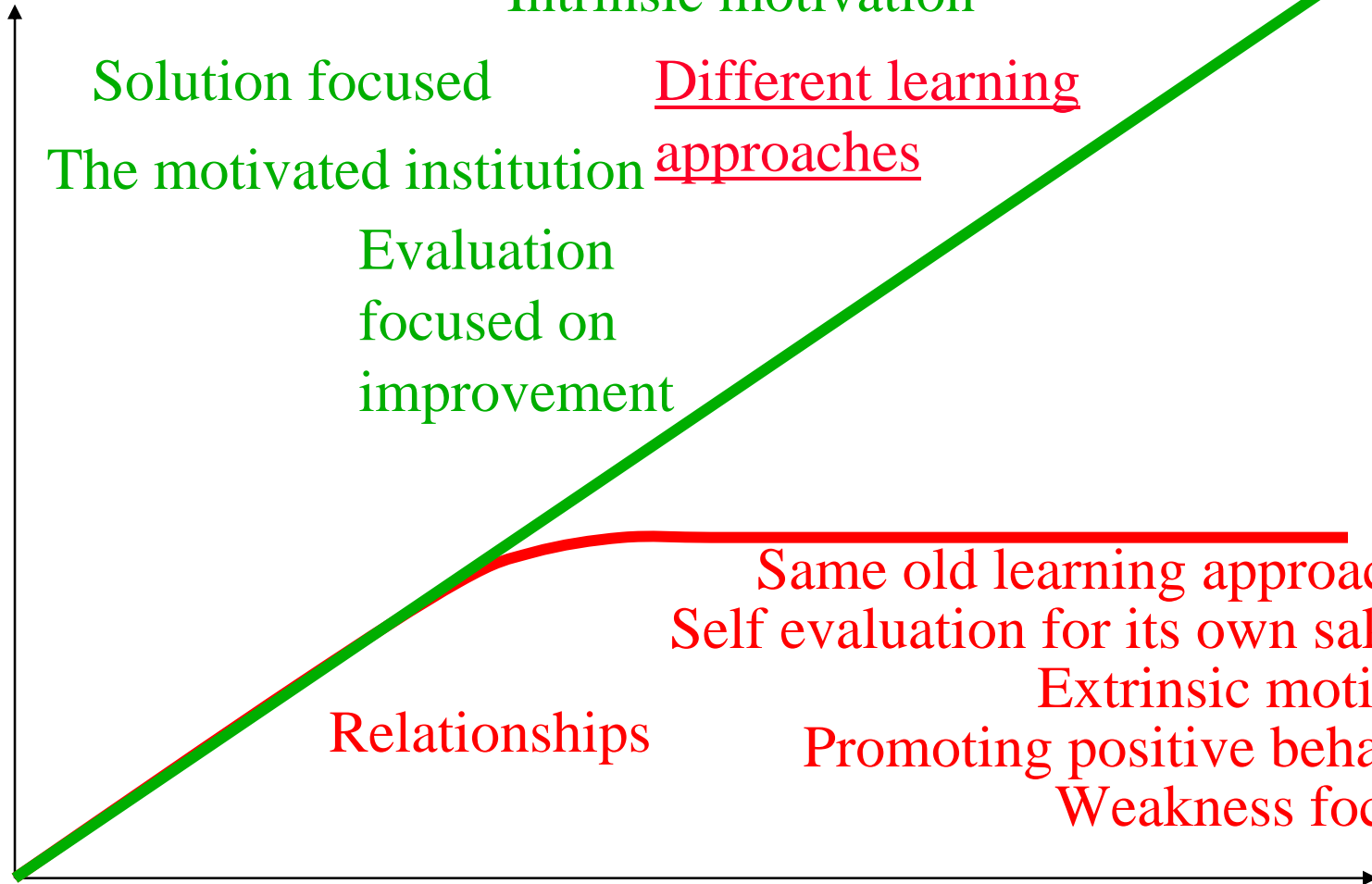
Same old learning approaches
Self evaluation for its own sake
Extrinsic motivation
Relationships   Promoting positive behaviour
Weakness focused

Time

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What do you think excellence is?

Excellence is the result of:

caring more than others think is wise;

risking more than others think is safe;

dreaming more than others think is practical; and

expecting more than others think is possible.

What is learning?

BLOOM'S REVISED TAXONOMY

Higher-order thinking

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation
Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information
Recognising, listing, describing, retrieving, naming, finding

Learning as change through interacting with the environment

LEARNING EXPERIENCE

THE WIDER ENVIRONMENT

SCHOOL

CLASS OR PLAYROOM

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Learning is the work

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POTENTIAL BARRIERS TO LEARNING

- **learning environment**
  e.g. learning and teaching and curriculum unsuited to needs, poor relationships
- **family circumstances**
  e.g. deprivation, parental drug/alcohol misuse, young carers, looked after children
- **health or disability**
  e.g. sensory, language, autistic spectrum disorder, mental health, absence through illness
- **social or emotional factors**
  e.g. discrimination, challenging behaviour, truanting

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How the world's
best-performing
school systems
come out on top

September 2007

McKinsey&Company

1. "The quality of an education system cannot exceed the quality of its teachers"
2. "The only way to improve outcomes is to improve instruction"
3. "High performance requires every child to succeed"

It's the classroom

❏ Variability at the classroom level is up to 4 times that at school level

❏ It's not class size

❏ It's not the between-class grouping strategy

❏ It's not the within-class grouping strategy

❏ It's the teacher

Dylan Wiliam

ttv

Go **further** with the grain

Good

Planning

Great

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Professional drive

Humility

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How good is our school?
A journey to excellence

AIMING FOR EXCELLENCE

EXPLORING EXCELLENCE

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How good is our institution/service?

How good can we be?

The quality framework

SUCCESSES AND ACHIEVEMENTS		WORK AND LIFE OF THE SCHOOL		VISION AND LEADERSHIP
What outcomes have we achieved?	How well do we meet the needs of our school community?	How good is the education we provide?	How good is our management?	How good is our leadership?
1. Key performance outcomes 1.1 Improvements in performance 1.2 Fulfilment of statutory duties	**2. Impact on learners, parents, carers and families** 2.1 Learners' experiences 2.2 The school's success in involving parents, carers and families	**5. Delivery of education** 5.1 The curriculum 5.2 Teaching for effective learning 5.3 Meeting learning needs 5.4 Assessment for learning 5.5 Expectations and promoting achievement 5.6 Equality and fairness 5.7 Partnerships with learners and parents 5.8 Care, welfare and development 5.9 Improvement through self-evaluation	**6. Policy development and planning** 6.1 Policy review and development 6.2 Participation in policy and planning 6.3 Planning for improvement	**9. Leadership** 9.1 Vision, values and aims 9.2 Leadership and direction 9.3 Developing people and partnerships 9.4 Leadership of improvement and change
	3. Impact on staff 3.1 The engagement of staff in the life and work of the school		**7. Management and support of staff** 7.1 Staff sufficiency, recruitment and retention 7.2 Staff deployment and teamwork 7.3 Staff development and review	
	4. Impact on the community 4.1 The school's success in working and engaging with the local community 4.2 The school's success in working and engaging with the wider community		**8. Partnerships and Resources** 8.1 Partnership with the community, educational establishments, agencies and employers 8.2 Management of finance for learning 8.3 Management and use of resources and space for learning 8.4 Managing information	

HOW GOOD CAN WE BE?:
What is our capacity for improvement?

EVALUATION OF QUALITY

QUANTITATIVE DATA

PEOPLE'S VIEWS

DIRECT OBSERVATION

How do we get there?

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The Ten Dimensions of Excellence

Working with people – and permeating
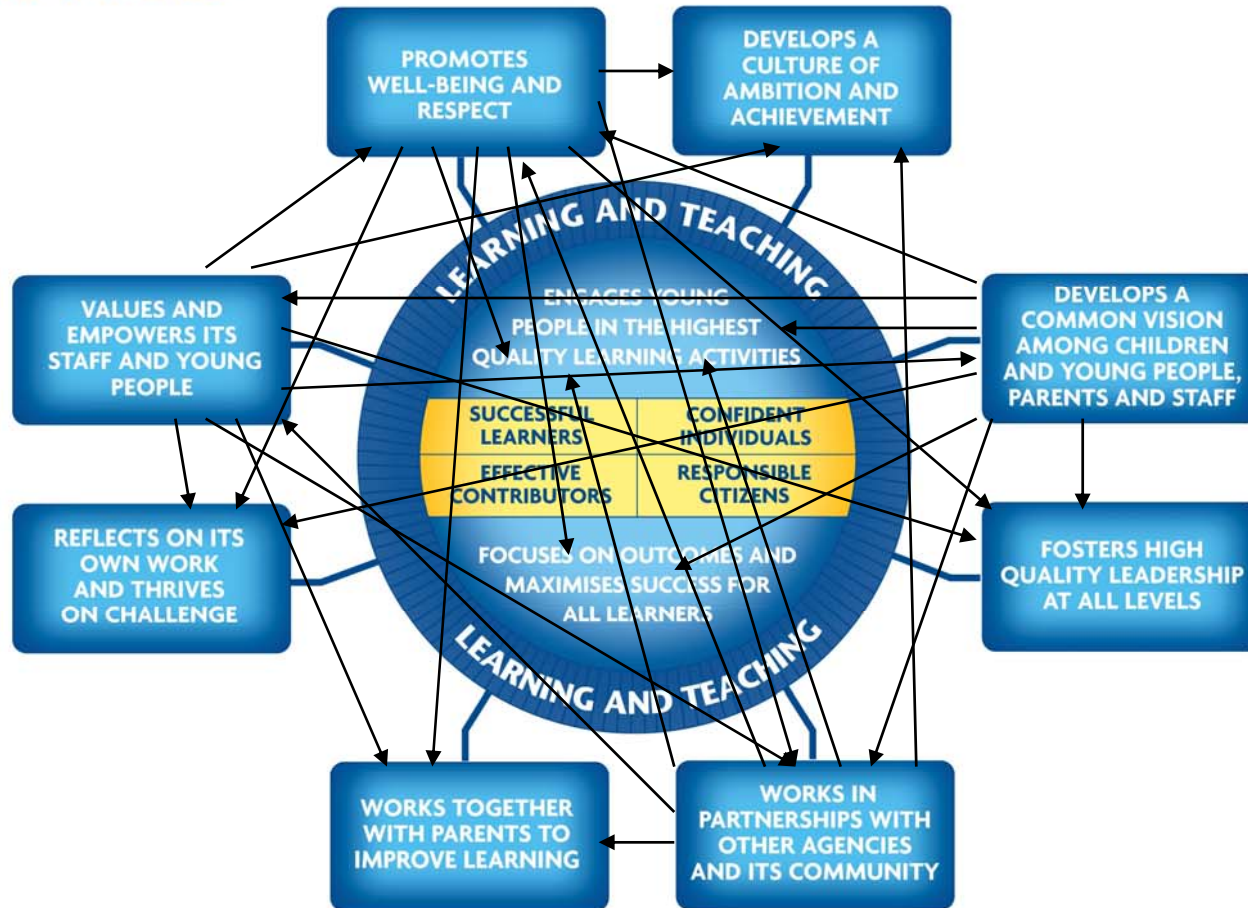
Outcomes of A Curriculum for Excellence

Curriculum for Excellence

Strategies relating to Assessment for learning

Teaching for effective learning

Permeating – Inclusion and Success for ALL

HM Inspectorate of Education

The Ten Dimensions of Excellence

MAKING USE OF JTE

❑ Using the movie clips in talks – and making suggestions for adding to them

❑ When discussing improvement planning

❑ In professional engagement and dialogue, discussing learning for pupils and CPD for staff

❑ During feedback to staff – building on strengths, suggesting action points

❑ Suggesting sources of best practice: places, people, published research

❑ Using learning trails and developing your own

❑ REQUIRES LEADERS TO BE FAMILIAR WITH THE RESOURCE, THE CONTENTS AND THE STRUCTURE

A classroom-perceiving approach – evaluation for improvement

- ❏ Use a variety of evidence
- ❏ Involve all stakeholders
    - ❍ be open
    - ❍ use teachers' self-evaluation
- ❏ Track pupils' progress
    - ❍ use ICT, get data rich
- ❏ Feed back to each teacher
    - ❍ classroom practice
        - ❍ 5 min slivers, 5 min feedbacks
    - ❍ pupils' work
    - ❍ forward plans
- ❏ Focus on improving outcomes for pupils

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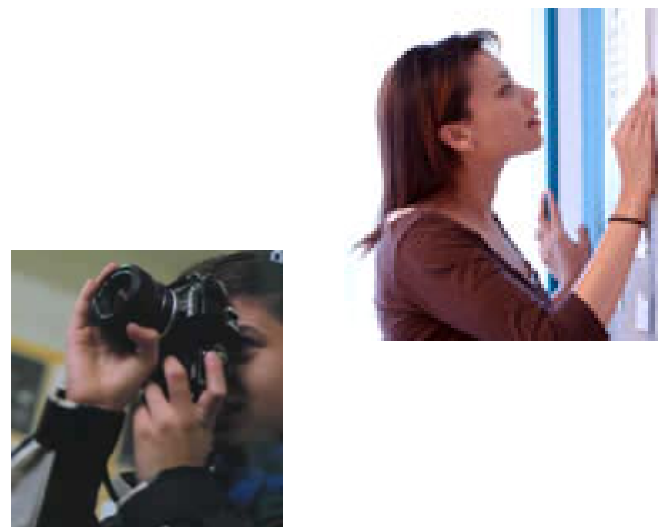
STARS analysis

Strengths
Treats
Allies
Radicals
Successes