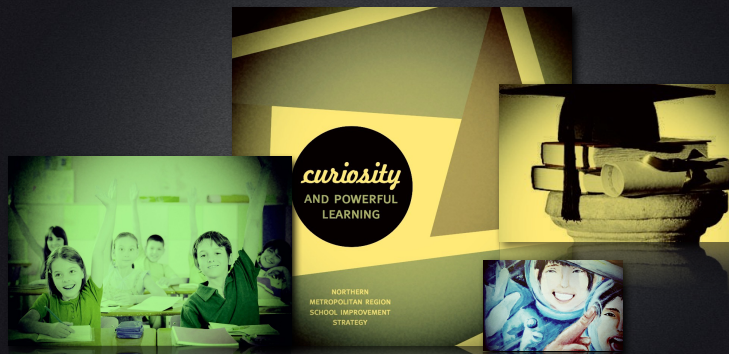


Journeying as Pilgrims not as Nomads ...



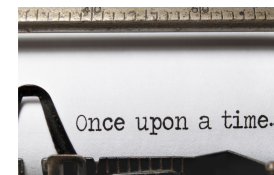
Being a relentless focus on improving the learning outcomes of every student in every school across the whole system...



The importance of **STORIES**

“Story, projection and parable do work for us; they make everyday life possible; they are the root of human thought; they are not primarily — or even importantly — entertainment”

The Literary Mind - the Origins of Thought and Language, Mark Turner



The importance of **STORIES**

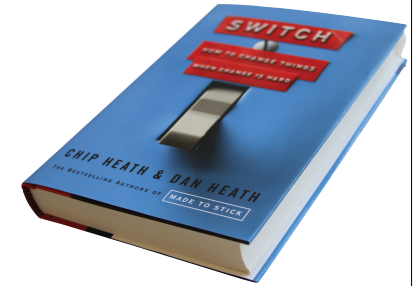


- Psychologically privileged
- Currency of our thoughts
- Flight simulators for the mind



THE IMPORTANCE OF NARRATIVE

The Switch idea	The school improvement perspective
A credible idea makes people believe	Our theories of action
An emotional idea makes people care	Our moral purpose
The right story makes people act	Our collaborative action influences every classroom, the whole school, the system



The story is always about moral purpose

I know if I need extra help or to be challenged to do better I will get the right support

I can get the job that I want

My parents are involved in the school

I know what good work looks like and can help myself to learn

I belong here

I can work well with and learn from many others as well as my teacher

I know how I am being assessed and what I need to do to improve my work

I know what my learning objectives are and feel in control of my learning

I get to learn lots of interesting and different subjects

I use computers to help me learn

All these.. whatever my background, whatever my abilities, wherever I start from



We believe that...



Student achievement and student wellbeing are the fundamental pursuits of schools

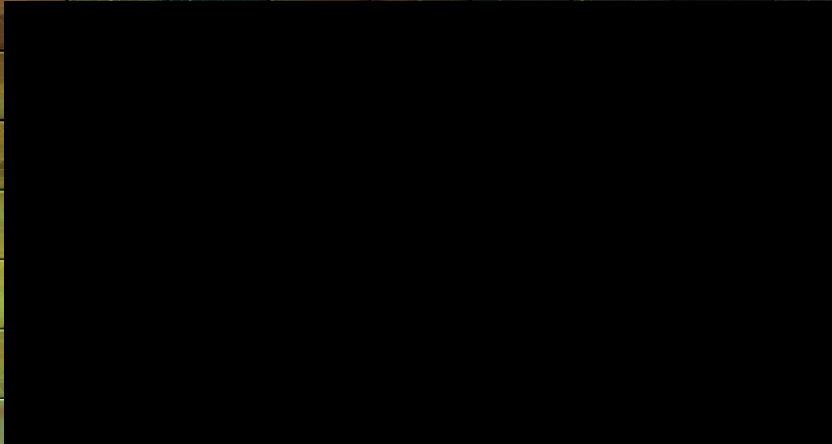
Every student can succeed regardless of personal circumstances

It is our responsibility to act in ways that make individual success a reality

The harder you work the smarter you get

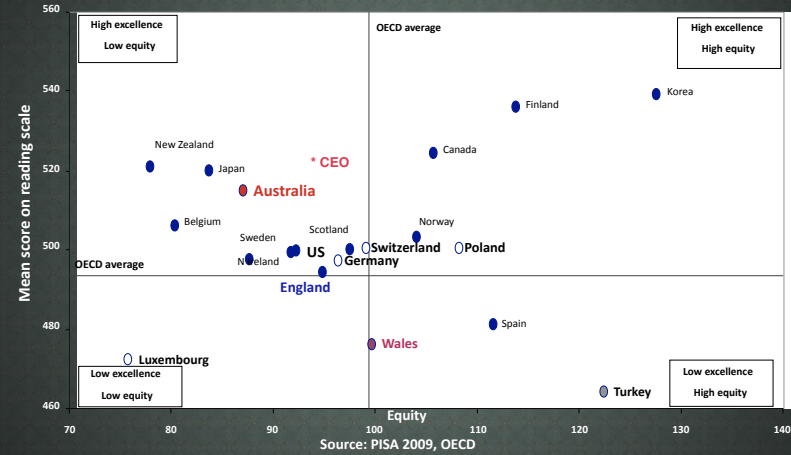
Given sufficient challenge and support, all students can learn and achieve at high levels

The journey to excellence



The Journey - Louis Vuitton, *Life is a Journey*, Commercial Campaign, 2010

HIGH EXCELLENCE, HIGH EQUITY



What do we know about successful systems?



- Systematic and equitable funding
- Universal standards - mirrored in the views of students, parents, teachers and principals
- School autonomy
- Mix of accountability systems - external and internal
- Continuous monitoring of standards and quick intervention when failure to achieve them is identified



What do we know about successful systems?

- Creating the appropriate environment to achieve the standards set:
 - A. get the right people to become teachers
 - B. develop teachers into effective instructors (professional learning)
 - C. place incentives and differentiated support systems to ensure that every child get the support he or she needs
- Focus on 21st Century Skills
- Networking and Innovation



Four Stages of Improvement

- Poor to Fair- ensuring basic standards
- Fair to Good- consolidating system foundations
- Good to Great- professionalising teaching and leadership
- Great to Excellent- system led innovation

Education

How the world's most improved school systems keep getting better 😊

What have we learned about successful school systems?

1. The quality of a system or school cannot exceed the quality of its people
2. The only way to improve student outcomes is to improve the quality of teaching
3. High performance requires every child to succeed



CURIOSITY AND POWERFUL LEARNING

Our Principles for School Improvement



PRINCIPLE 1

WHEN schools and systems are driven by moral purpose
THEN all students are more likely to fulfil their potential

WHEN the focus of policy is on the quality of teaching
THEN student achievement will increase

PRINCIPLE 2

PRINCIPLE 3

WHEN schools and teachers are of high quality
THEN relative disadvantage no longer determines educational success

CURIOSITY AND POWERFUL LEARNING

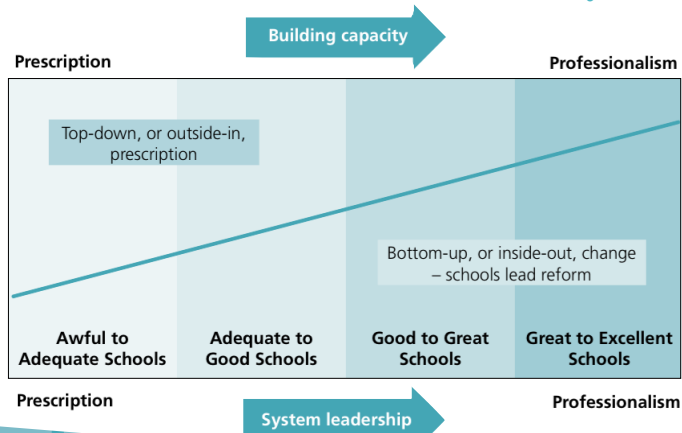
CURIOSITY AND POWERFUL LEARNING

OUR PRINCIPLES OF SCHOOL IMPROVEMENT

		Agree Yes/ No	Important 1 to 10 (10 = very)		Agree Yes/ No	Important 1 to 10 (10 = very)
PRINCIPLE 1	WHEN schools and systems are driven by moral purpose THEN all students are more likely to fulfil their potential.			PRINCIPLE 6	WHEN data is used to monitor, provide feedback about, and enhance student performance THEN students' progress accelerates	
PRINCIPLE 2	WHEN the focus of policy is on the quality of teaching THEN student achievement will increase.			PRINCIPLE 7	WHEN teachers and schools, in their search for improvement, reflect deeply on school and student performance and act on evidence about learning THEN the student learning experience deepens and outcomes improve.	
PRINCIPLE 3	WHEN schools and teachers are of high quality THEN relative disadvantage no longer determines educational success.			PRINCIPLE 8	WHEN leadership is instructionally focused and widely distributed THEN both teachers and students can capitalise fully on their capacity to learn and achieve.	
PRINCIPLE 4	WHEN the focus is on powerful learning THEN students attain more, and develop their cognitive and social skills.			PRINCIPLE 9	WHEN teachers and leaders employ more precise strategies for teaching learning and improvement THEN the whole system benefits.	
PRINCIPLE 5	WHEN teachers constantly acquire a richer repertoire of pedagogic practice THEN students' learning constantly deepens.			PRINCIPLE 10	WHEN the system as a whole takes student learning seriously THEN moral purpose is achieved.	



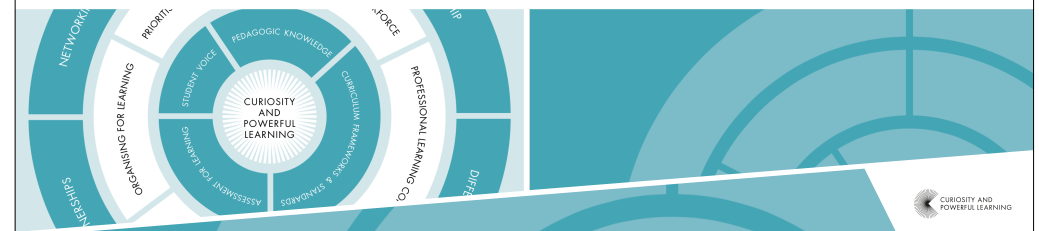
Our school improvement model - inside out at a system level



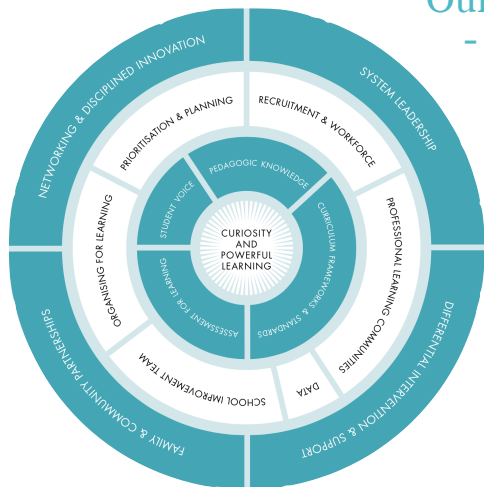
Our overarching theory of action

WHEN all the distinct yet interrelated parts of the School Improvement Model - the rings, and each element of the rings - are aligned and working together

THEN all schools will improve



Our school improvement model - inside out at a school level

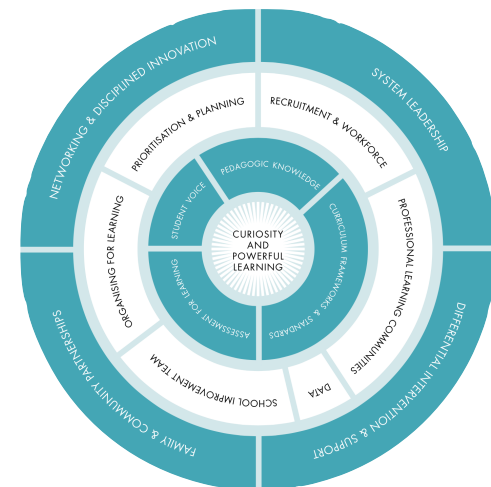


The model moves

The model puts strategy into action

It assists schools to:

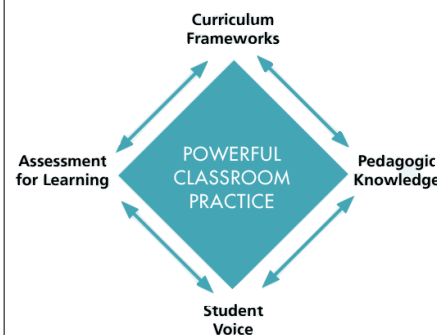
- **identify** specific domains of school activity that require an active response
- **plan** the best response
- **act**



Our goal

The goal of the powerful learning strategy is that:
all our students will be **literate, numerate and curious**

The Inner Ring: Powerful Classroom Practice



One and All

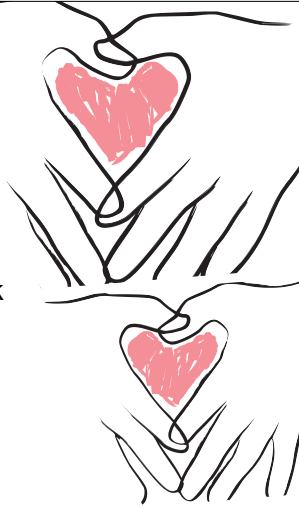
Changing one component *impacts directly* on the other three

The four components must be *treated as one* if change leading to powerful learning is to occur

Powerful classroom practice is a result of the *quality of the relationship* between the teacher, student, content, and the feedback from assessment – it *cannot emerge from any one component alone*

The Middle Ring

Putting professional learning at the heart of our work



The Middle Ring: your school

1	Collaborative planning that focuses on student outcomes	Statement	Agree	4	Recruiting high quality teachers, and deploying the whole workforce in to contribute to school improvement
	In place				Done well
	In place				Sometime
2	Professional learning that improves classroom practice	Statement	Agree	5	Maintaining a strong School Improvement Team that provides research and development capacity for the school
	In place				In place
	In place				Doesn't
3	Regular use of data enquiry and self-evaluation to improve teaching	Statement	Agree	6	Redesigning a school so that it effectively promotes learning
	In place				A work in progress
	In place				

The Outer Ring: Systemic Context

SYSTEMIC CONTEXT - OUR THEORY OF ACTION

WHEN we take collective responsibility for the learning and progress of all students
THEN schools will collaborate with each other to share effective practice

The Outer Ring: Systemic Context

Four elements form the systemic context

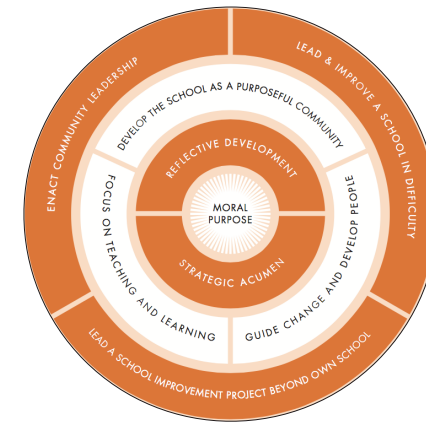
1	Networking Schools network with other schools, sharing good practice and engaging in disciplined innovation	4	Differential diagnosis, support & intervention Leaders and policy makers know and act on the fact that school and system improvement processes need differential diagnosis, intervention, and support
2	Responses Positive responses are evident to the needs and aspirations of parents/carers, stakeholders, and communities	3	System Leadership System leadership is demonstrated as principals accept a range of roles in supporting other principals and schools

LEADERSHIP

FOR LEARNING

School Level	improve teaching and learning by setting objectives and influencing classroom practice
Local Level	improve opportunities by collaborating with other schools and local communities
System Level	essential for successful education reform

Why school leadership matters...
OECD 2008



Our inside-out model...



Instructional Leadership

Activates the passion to improve outcomes

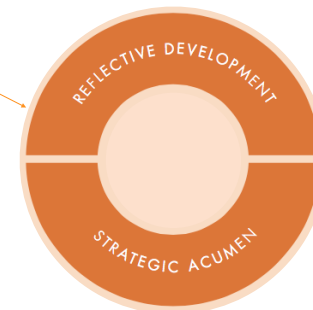
Prompts leaders to empower teachers and others

Leaders take on broader leadership roles

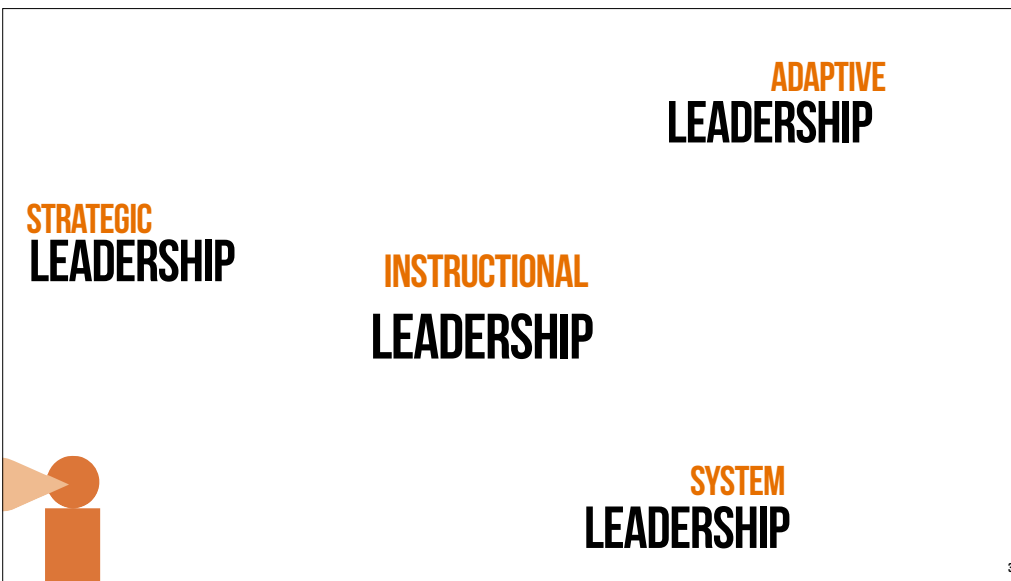
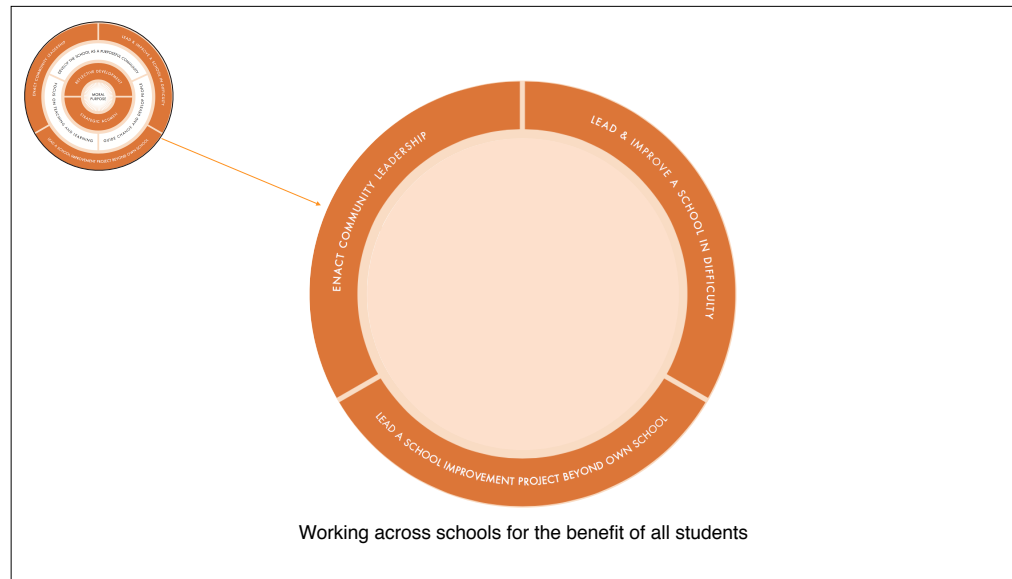
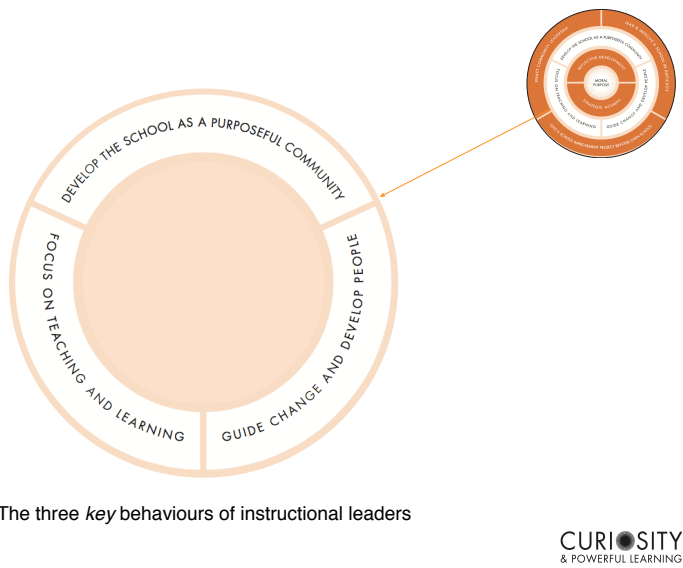
Necessary but but not sufficient



Develop leadership capabilities in response to the particular kinds of leadership work in response to school needs



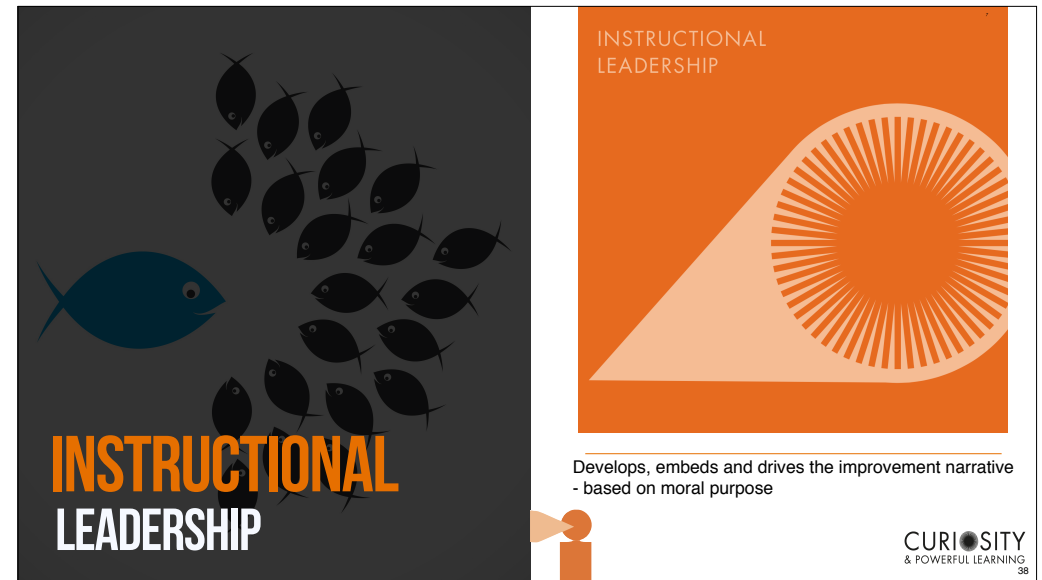
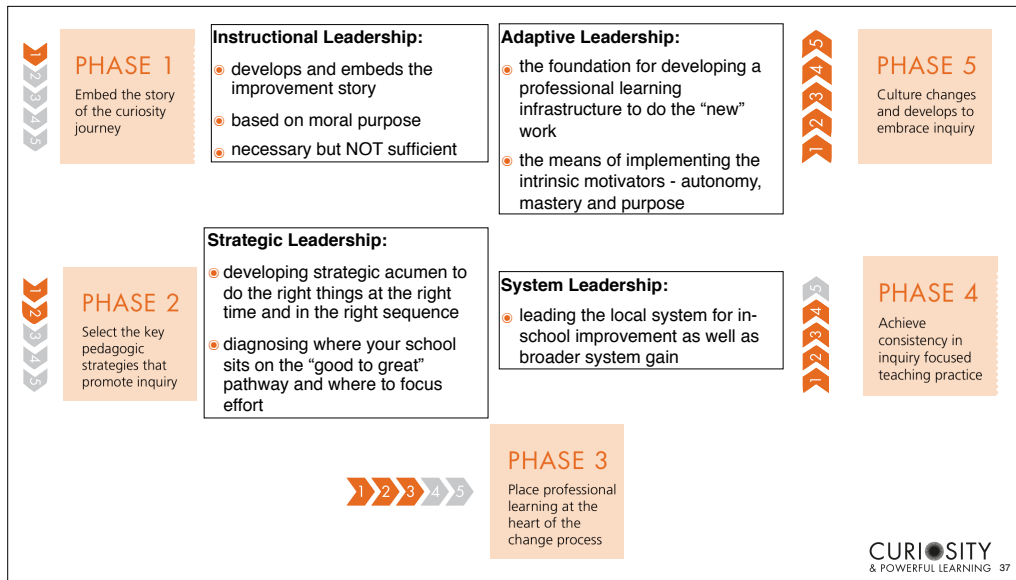
Translating vision and moral purpose, into operational principles and real outcomes



POWERFUL LEARNING & TEACHING

Leadership - Effect Sizes

Leadership Model	Leadership Style	Implementation Strategy	Effect Size
Managing teaching and learning	Instructional	Five phase framework	0.22
Developing People	Adaptive	Infrastructure for Professional Learning	0.21
Developing the Organisation	Strategic	Improvement Pathway	0.27
Working across Schools	System	Networks	0.27



1 INSTRUCTIONAL LEADERSHIP

McREL meta-analysis identified *positive links* between 21 school leadership responsibilities and student achievement

Instructional leadership - what is it?

- Setting direction** - translating moral purpose into curriculum and high expectations
- Focusing on learning and teaching** - consistency of planning and practice, innovation that enhances personalisation, enhancing and expanding teacher skills and repertoires
- Guiding change** - establishing your school as a personal and professional learning community
- School as a purposeful community** - creating an evidence based and effective school

SEVEN STRONG CLAIMS ABOUT SUCCESSFUL SCHOOL LEADERSHIP

- School leadership is second only to classroom instruction as an influence on student learning.
- Almost all successful leaders draw on the same repertoire of basic leadership practices.
- It is the enactment of these basic leadership practices – not the practices themselves – that is responsive to the context.
- School leaders improve pupil learning indirectly through their influence on staff motivation and working conditions.
- School leadership has a greater influence on schools and pupils when it is widely distributed.
- Some patterns of leadership distribution are much more effective than others.
- A small handful of personal 'traits' (such as being open minded, flexible, persistent, and optimistic) explain a high proportion of the variation in leader effectiveness.

Leithwood, 2006

Where are we now? How are we going to get there? Where are we headed?

INSTRUCTIONAL LEADERSHIP 1

ENABLING PURPOSES

Develop, nurture, and embed the reform narrative about student learning

- Embed the story of the curiosity journey
- Select the key pedagogic strategies that promote inquiry
- Place professional learning at the heart of the change process
- Achieve consistency in inquiry focused teaching practice
- Culture changes and develops to embrace inquiry

Embedding narrative using:

- the school vision
- shared leadership
- the school as a learning community
- data
- monitoring curriculum and instruction

Where are we now? How are we going to get there? Where are we headed?



PHASE 1: EMBED THE STORY OF THE CURIOSITY JOURNEY

... is **urgent** – it translates the vision of curiosity, of a focus on inquiry, into clear principles for action.

... offers a **motivating** image of the future we are creating for our school and our students.

... links **moral purpose** to action in practical and concrete ways – our values are the constant companions of our actions.

OUR STORY

... makes **tangible connections** between teaching and learning.

These connections sustain a teaching and learning culture that produces and maintains high standards and student empowerment.

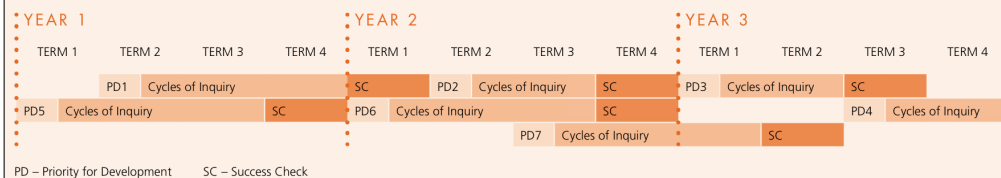
... is **inclusive, and oriented to action** in every classroom and across the whole school.

... is **shared and understood** by staff, students, and the school community.

Characteristics of a compelling school improvement story

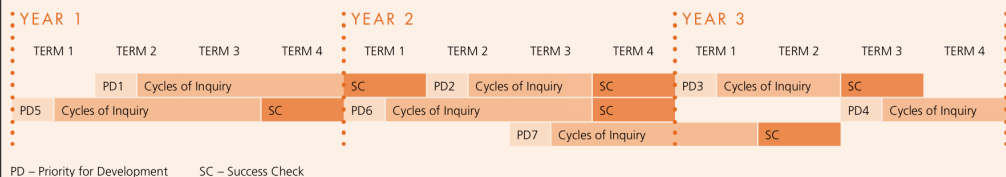


PHASE 2: SELECT KEY PEDAGOGIC STRATEGIES THAT PROMOTE INQUIRY



Which theories of action will you implement and when?

Whole School - Why?
Teacher - Why?



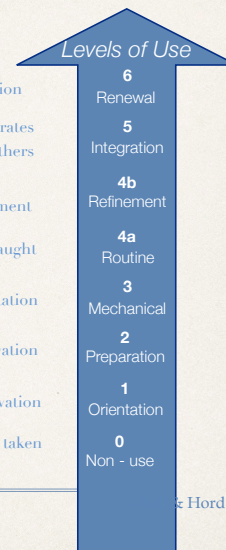
Where are we now?

How are we going to get there?

Where are we headed?

Behaviours

- Explores new and different ways to implement innovation
- Integrates innovation with other initiatives; does not view it as an add-on; collaborates with others
- Begins to explore ways for continuous improvement
- Comfortable with innovation and implements it as taught
- Concerned about mechanics of implementation
- Begins to plan ways to implement the innovation
- Begins to gather information about the innovation
- No interest shown in the innovation; no action taken



Levels of Use



CURIOSITY
& POWERFUL LEARNING

STRATEGIC LEADERSHIP

Focussing on the *right* things at the *right* time and in the *right* sequence...

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STRATEGIC LEADERSHIP

THE SCHOOL IMPROVEMENT PATHWAY

AWFUL TO ADEQUATE	ADEQUATE TO GOOD	GOOD TO GREAT	GREAT TO EXCELLENT
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AWFUL TO ADEQUATE</p> <ul style="list-style-type: none"> ● Curriculum ● Teaching ● Learning ● Assessment/data and accountability ● Leadership 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ADEQUATE TO GOOD</p> <ul style="list-style-type: none"> ● Curriculum ● Teaching ● Learning ● Assessment/data and accountability ● Leadership 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GOOD TO GREAT</p> <ul style="list-style-type: none"> ● Curriculum ● Teaching ● Learning ● Assessment/data and accountability ● Leadership 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GREAT TO EXCELLENT</p> <ul style="list-style-type: none"> ● Curriculum ● Teaching ● Learning ● Assessment/data and accountability ● Leadership

CURIOSITY & POWERFUL LEARNING

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STRATEGIC LEADERSHIP

Awful to Adequate

Category	Current State	Target State
Curriculum	Curriculum is not clearly defined or mapped out.	Curriculum is clearly defined and mapped out, with a focus on literacy and numeracy.
Teaching	Teaching is inconsistent and lacks structure.	Teaching is consistent and structured, with a focus on literacy and numeracy.
Learning	Learning is not clearly defined or mapped out.	Learning is clearly defined and mapped out, with a focus on literacy and numeracy.
Assessment/data and accountability	Assessment and data are not used to inform practice.	Assessment and data are used to inform practice, with a focus on literacy and numeracy.
Leadership	Leadership is not clearly defined or mapped out.	Leadership is clearly defined and mapped out, with a focus on literacy and numeracy.

Adequate to Good

Category	Current State	Target State
Curriculum	Curriculum is clearly defined and mapped out.	Curriculum is clearly defined and mapped out, with a focus on literacy and numeracy.
Teaching	Teaching is consistent and structured.	Teaching is consistent and structured, with a focus on literacy and numeracy.
Learning	Learning is clearly defined and mapped out.	Learning is clearly defined and mapped out, with a focus on literacy and numeracy.
Assessment/data and accountability	Assessment and data are used to inform practice.	Assessment and data are used to inform practice, with a focus on literacy and numeracy.
Leadership	Leadership is clearly defined and mapped out.	Leadership is clearly defined and mapped out, with a focus on literacy and numeracy.

Great to Excellent

Category	Current State	Target State
Curriculum	Curriculum is clearly defined and mapped out.	Curriculum is clearly defined and mapped out, with a focus on literacy and numeracy.
Teaching	Teaching is consistent and structured.	Teaching is consistent and structured, with a focus on literacy and numeracy.
Learning	Learning is clearly defined and mapped out.	Learning is clearly defined and mapped out, with a focus on literacy and numeracy.
Assessment/data and accountability	Assessment and data are used to inform practice.	Assessment and data are used to inform practice, with a focus on literacy and numeracy.
Leadership	Leadership is clearly defined and mapped out.	Leadership is clearly defined and mapped out, with a focus on literacy and numeracy.

Good to Great

Category	Current State	Target State
Curriculum	Curriculum is clearly defined and mapped out.	Curriculum is clearly defined and mapped out, with a focus on literacy and numeracy.
Teaching	Teaching is consistent and structured.	Teaching is consistent and structured, with a focus on literacy and numeracy.
Learning	Learning is clearly defined and mapped out.	Learning is clearly defined and mapped out, with a focus on literacy and numeracy.
Assessment/data and accountability	Assessment and data are used to inform practice.	Assessment and data are used to inform practice, with a focus on literacy and numeracy.
Leadership	Leadership is clearly defined and mapped out.	Leadership is clearly defined and mapped out, with a focus on literacy and numeracy.

WHERE DOES YOUR SCHOOL SIT ON THE IMPROVEMENT PATHWAY?

CURIOSITY & POWERFUL LEARNING

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<h3>Curriculum</h3>	<ul style="list-style-type: none"> - Achievement has lifted in core subjects through intensive drilling and micro-management of the testing/examination system. - Specifically designed structures are in place to ensure English and mathematics interventions are targeted to the right students at the right time. - Often there is uncertainty about how to move to a structure that enables all students to achieve highly in all subjects. - Often there is uncertainty about how to incorporate literacy and numeracy across the curriculum, so that every teacher is a teacher of language and a teacher of numeracy.
<h3>Teaching</h3>	<ul style="list-style-type: none"> - Good schools usually have structures that ensure most teaching is consistently good and that there are no pockets of inadequate practice. - Often not enough teachers – at all levels – know what outstanding teaching looks like and how to improve their teaching with exemplary practice in mind. - Many good schools have managed to shift the focus in the classroom from teacher to student. However, students often still see the teacher as the ‘font of all knowledge’ and that their role as students is to ‘remember’ what their teachers say. - Students often have fixed views of themselves as a learner and the school does little to challenge this, accepting that a percentage of students simply cannot improve.

- Is there a rigorous, research based approach to developing literacy and numeracy?
- To orientate students within the curriculum, do curriculum models take students from the early years through to secondary years?
- Does the curriculum enable students to get to grips with the fundamental structure of each subject discipline?

- Are the core concepts in each subject discipline clearly mapped out?
- Are the outcomes of assessments constantly analysed (every student every half term) to inform:
 - student progress
 - design of short term (six-week) interventions
 - long term reviews of the curriculum map?

- Are all students treated as individuals?
- Is the classroom atmosphere one of constant collaboration and support?
- In the classroom and during independent study, do learners regularly work in small groups, thinking and analysing with pertinent support from the teacher?

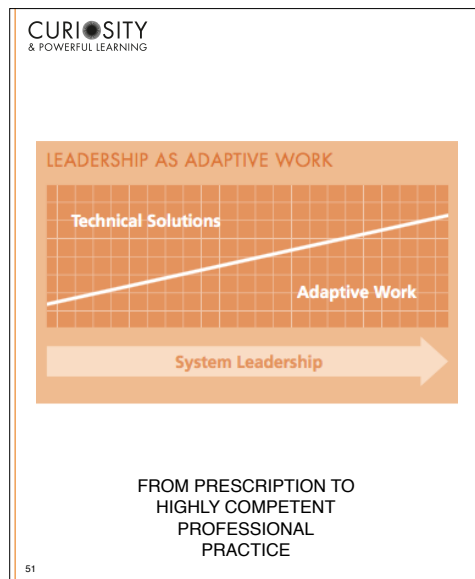
- Are all staff engaged with a number of high leverage development activities such as:
 - microteaching
 - observation of classroom methods
 - video/audio review/feedback
 - observing the practice of others
 - being observed?

Improvement Dimension	Key Issues	Diagnostic Questions
Curriculum	<ul style="list-style-type: none"> - Achievement has lifted in core subjects through intensive drilling and micro-management of the testing/examination system. - Specifically designed structures are in place to ensure English and mathematics interventions are targeted to the right students at the right time. - Often there is uncertainty about how to move to a structure that enables all students to achieve highly in all subjects. - Often there is uncertainty about how to incorporate literacy and numeracy across the curriculum, so that every teacher is a teacher of language and a teacher of numeracy. 	<ul style="list-style-type: none"> - Is there a rigorous, research based approach to developing literacy and numeracy? - To orientate students within the curriculum, do curriculum models take students from the early years through to secondary years? - Does the curriculum enable students to get to grips with the fundamental structure of each subject discipline? - Are the core concepts in each subject discipline clearly mapped out? - Are the outcomes of assessments constantly analysed (every student every half term) to inform: <ul style="list-style-type: none"> • student progress • design of short term (six-week) interventions • long term reviews of the curriculum map?

CURIOSITY & POWERFUL LEARNING 49

Teaching	Key Issues	Diagnostic Questions
<ul style="list-style-type: none"> - Good schools usually have structures that ensure most teaching is consistently good and that there are no pockets of inadequate practice. - Often not enough teachers – at all levels – know what outstanding teaching looks like and how to improve their teaching with exemplary practice in mind. - Many good schools have managed to shift the focus in the classroom from teacher to student. However, students often still see the teacher as the ‘font of all knowledge’ and that their role as students is to ‘remember’ what their teachers say. - Students often have fixed views of themselves as a learner and the school does little to challenge this, accepting that a percentage of students simply cannot improve. 	<ul style="list-style-type: none"> - Are all students treated as individuals? - Is the classroom atmosphere one of constant collaboration and support? - In the classroom and during independent study, do learners regularly work in small groups, thinking and analysing with pertinent support from the teacher? 	<ul style="list-style-type: none"> - Are all staff engaged with a number of high leverage development activities such as: <ul style="list-style-type: none"> • microteaching • observation of classroom methods • video/audio review/feedback • observing the practice of others • being observed?

CURIOSITY & POWERFUL LEARNING 50



Our adaptive challenge: the “more teachers, more teachers, more of the time” dilemma
highly competent, continuously improving practice that is consistent across a school and system

- *adaptive challenges demand learning* - ‘people are the problem’ (and the solution!)
- *progress* - requires new ways of thinking and operating
- *the heart of leadership practice* - mobilising people to meet adaptive challenges
- *adaptive work* - requires us to reflect on the moral purpose of our work

Adaptive Leadership

- helps us meet immediate, short term challenges
- supports us to develop the knowledge and skills need to navigate ongoing adaptive challenges

Adaptive leaders build an infrastructure for professional learning within their school using strategies like the five steps

CURIOSITY & POWERFUL LEARNING 52

ADAPTIVE LEADERSHIP

ADAPTIVE LEADERSHIP – BUILDING AN INFRASTRUCTURE FOR PROFESSIONAL LEARNING

- | | | |
|--|---|---|
| 1 | Maintain structures for scaffolding teacher development | Put in place a development system to support intrinsic motivators |
| Establish peer coaching for professional autonomy, mastery, and purpose | | 2 |
| Establish expectations for teachers to work increasingly in teams that are responsible for cohorts of students | | Define practice and work to make it common |
| 3 | Create protocols for both teaching and learning | 4 |
| Ensure classroom observation focuses on learning | | Incentivise teacher teams |
| Observation supports the professional growth of teachers, school development and classroom research | | |

FIVE CONDITIONS FOR BUILDING INTRINSIC MOTIVATION AMONG TEACHERS



CURIOSITY & POWERFUL LEARNING

SYSTEM LEADERSHIP

Bringing it all together to advance the school and system

SYSTEM LEADERSHIP

The characteristics of system leaders...

- Strategically *manage* the impact of the classroom, school, and system on one another
- Measure *success* in terms of student learning, achievement and welfare
- Act on *context and culture* to improve equity and inclusion
- Lead schools so that they develop as both personal *AND* professional learning communities
- Lead or support improvement in *other schools*
- Commit staff in your own *AND* other schools to improving teaching and learning

CURIOSITY & POWERFUL LEARNING

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SYSTEM LEADERSHIP

Three big possibilities...

- A wider resource for school improvement:

 - identify and transfer best practice
 - lead partnerships that improve student pathways within and across localities
- An authentic response to the needs of low attaining schools:

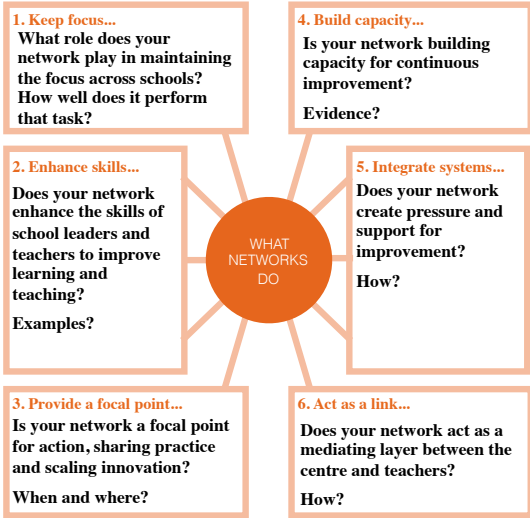
 - a means of engaging very talented leaders in schools that might struggle to attract the best
- Meeting longer term system challenges

CURIOSITY & POWERFUL LEARNING

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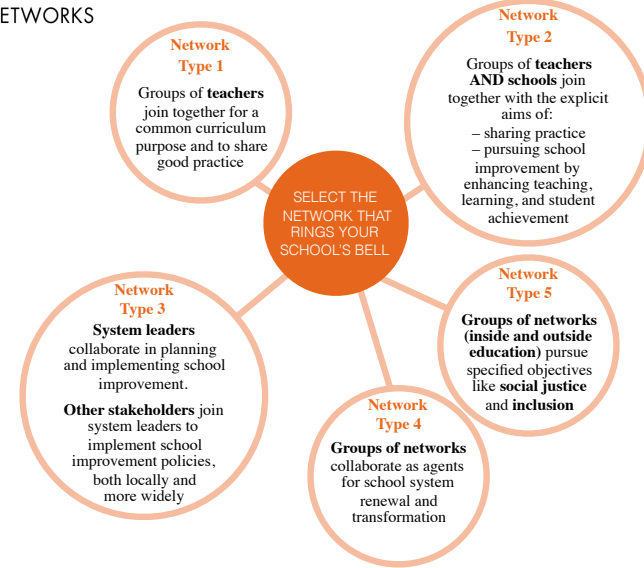
SYSTEM LEADERSHIP



NETWORKS SUPPORT INNOVATION AND CHANGE

- Focus ✓
- Skills ✓
- Focal Point ✓
- Capacity ✓
- Integrate ✓
- Link ✓

FIVE KINDS OF NETWORKS



SYSTEM LEADERSHIP



1

LEADERSHIP STYLES	ENABLING PURPOSES
Instructional Leadership	Develop, nurture, and embed the reform narrative about student learning

Embedding narrative using:

- school vision
- sharing leadership
- leading a learning community
- using data
- monitoring curriculum and instruction

2

LEADERSHIP STYLES	ENABLING PURPOSES
Adaptive Leadership	Create professional learning opportunities: <ul style="list-style-type: none"> relevant to each teachers' development needs aligned with the school's Priorities for Development

Build an infrastructure for professional learning

3

LEADERSHIP STYLES	ENABLING PURPOSES
Strategic Leadership	Ensure consistency and rapid development by precise diagnosis of the school's progress along a well defined improvement pathway

Strategy:

- set the direction
- turn strategy into action
- align people, organisation and strategy
- intervene at the right point
- develop strategic capabilities in school

4

LEADERSHIP STYLES	ENABLING PURPOSES
System Leadership	Nurture system wide reform through adopting a variety of out-of-school roles and the purposeful use of networks

Bringing it all together to advance the school and

LEADERSHIP FOR LEARNING

LEADERSHIP STYLES	ENABLING PURPOSES	EFFECTIVENESS IN THIS DOMAIN? You/your team	EVIDENCE
Instructional Leadership	Develop, nurture, and embed the reform narrative about student learning		
Adaptive Leadership	Create professional learning opportunities: <ul style="list-style-type: none"> relevant to each teachers' development needs aligned with the school's Priorities for Development 		
Strategic Leadership	Ensure consistency and rapid development by precise diagnosis of the school's progress along a well defined improvement pathway		
System Leadership	Nurture system wide reform through adopting a variety of out-of-school roles and the purposeful use of networks		

HOW

DOES YOUR TEAM RATE?

CURIOSITY & POWERFUL LEARNING



The Myth of Autonomy 1



Finally, differences in what leaders do are not directly related to the level of autonomy they are given. Internationally, there is no relationship between the degree of autonomy enjoyed by a school principal and their relative focus on administrative or instructional leadership

Capturing the leadership premium, McKinsey, 2010

/ Networked Autonomy 1

Allows schools to use "Networked Autonomy" to:

- More** fully express their moral purpose of enabling every student to reach their potential
- Ensure** that every teacher has the maximum time to teach and to develop their professional competence
- Maximise** resource allocation to ensure that this happens
- Explore** the full potential of the 'inside-out' school development strategy
- Enable** leadership to work more effectively with the system both within and outside the school and generate sustainable networks that deepen the impact on student learning
- Move** from external to professional forms of accountability



/ Networked Autonomy 2

Allows schools to use "Networked Autonomy" to:

- Put** in place substantive collaborative arrangements ensure schools understand that they are as strong as the weakest link
- Schools** that are failing and/or under-performing can expect to receive unconditional support from all network schools
- Support and accept** significantly enhanced funding for students most at risk
- Take** professional learning and knowledge transfer seriously (governed by the NIKE principle: Just do it!)



David Hopkins

David Hopkins is Professor Emeritus at the Institute of Education University of London and Director of Education for the Bright Tribe Trust.

He is a Trustee of Outward Bound and the new charity 'Adventure Learning Schools'. David holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Cumbria, Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards at the Department for Education and Skills.

Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound Instructor.

David is also an International Mountain Guide who still climbs regularly in the Alps and Himalayas. His recent books *Every School a Great School* and *Exploding the Myths of School Reform* are published by the Open University Press.

www.davidhopkins.co.uk

