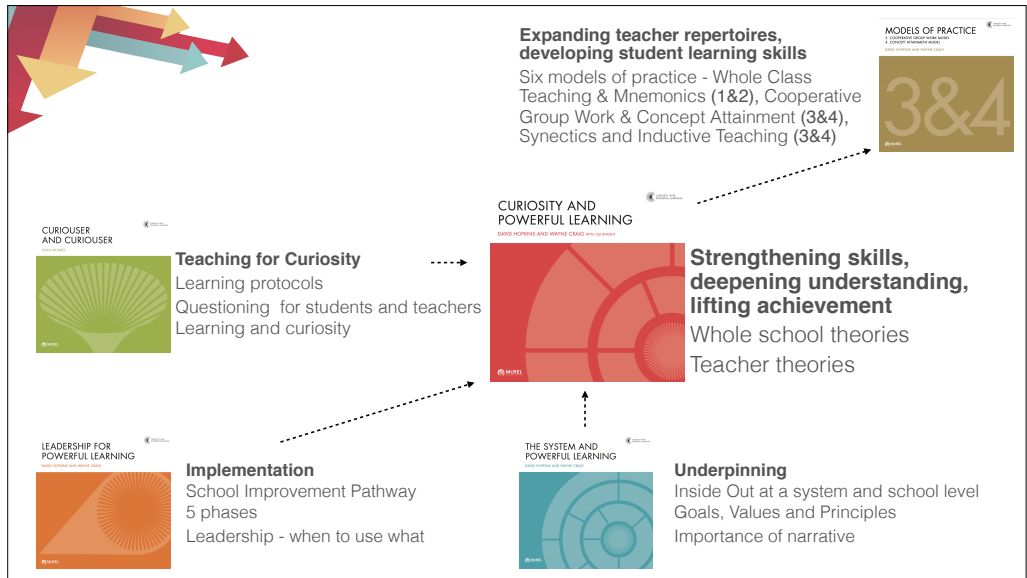
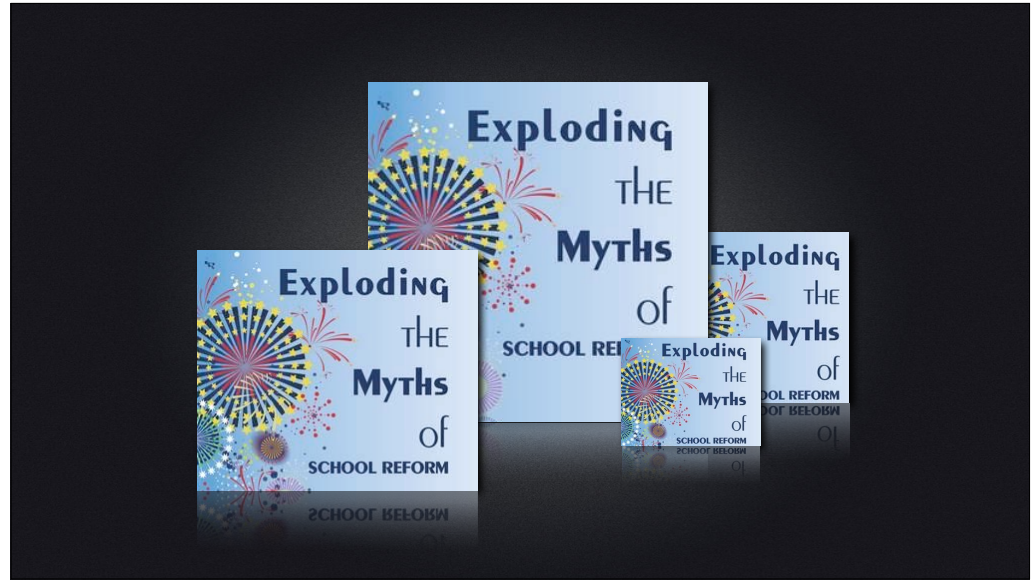


Powerful Learning - Exploding the Myths of School Reform

Professor David Hopkins



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



THE WORLD EXPERT IN YOUR SCHOOL... →

YOU!



- The Importance of Narrative
- Inside-out Working
- Teaching and Learning
- Intrinsic Motivation and Coaching
- Leadership
- Pathway to Excellence

Journeying as Pilgrims ...

COURTESY AND POWERFUL LEARNING



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



The importance of STORIES



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



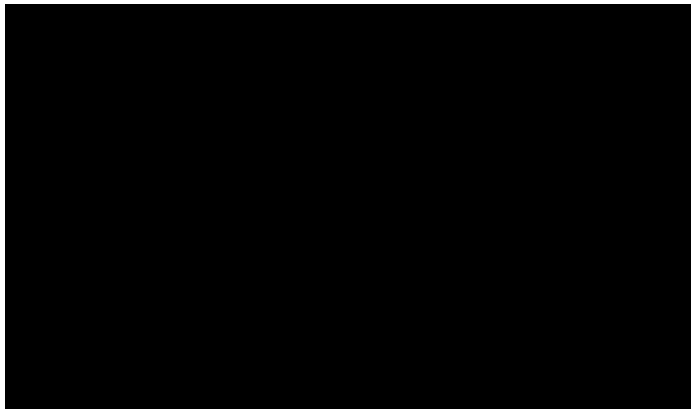
The importance of STORIES



An Australian tradition...

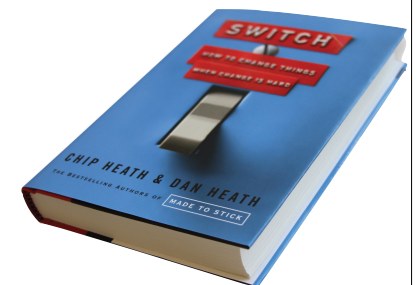


The importance of STORIES



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 IMPORTANCE OF NARRATIVE

Narrative Starting Points

Where are we now?

Where have we come from?

What's changed?

Why do we need to change?

How are we going to get there?

What does it mean?

What are we going to do?

Where are we going?

What are we going to do?



Our School Story

Take a few minutes to think about and map out your school's story

- 1 Use where we have come from as a starting point
- 2 What are the challenges and opportunities - i.e. the context?
- 3 What does the response/resolution layer look like?

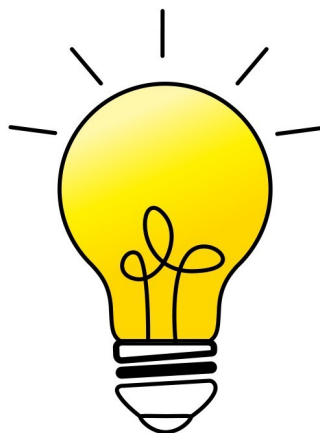
Be prepared to share your story



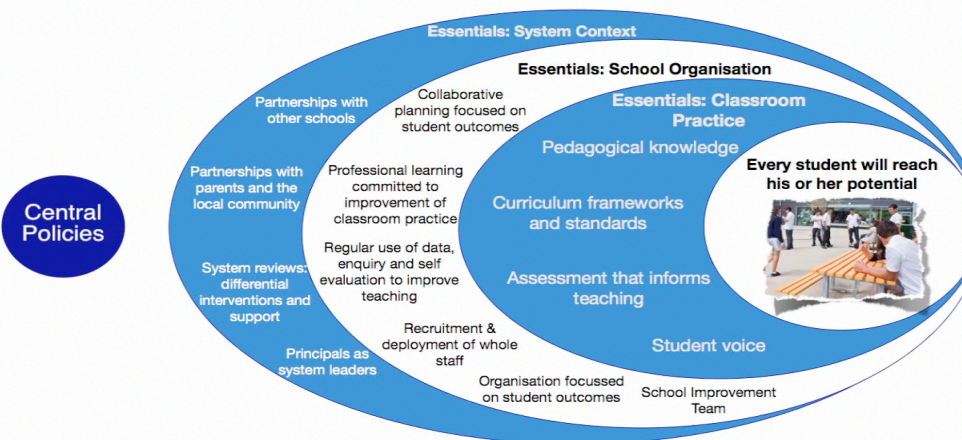
LEADERSHIP FOR CHANGE

THE BIG LEADERSHIP THEMES...

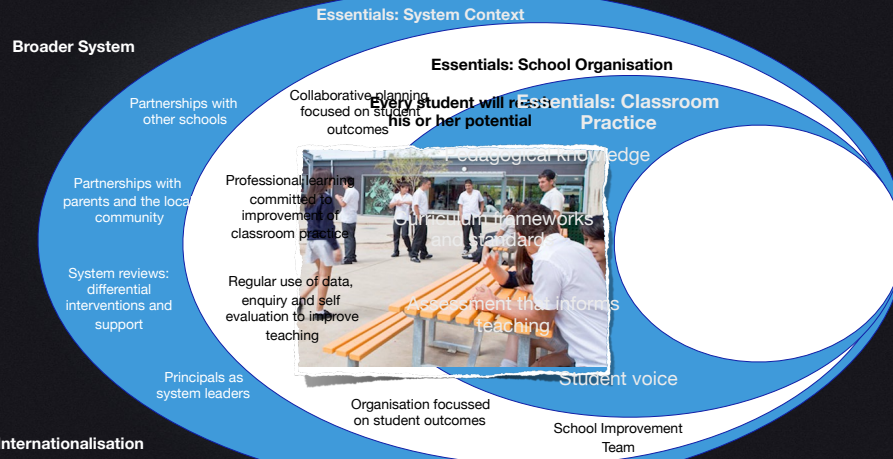
- ▶ a focus on moral purpose
- ▶ learning and teaching at the centre
- ▶ tackling the adaptive challenge of personal and professional change
- ▶ emphasising capacity building and sustainability
- ▶ working from the inside out



OUTSIDE IN



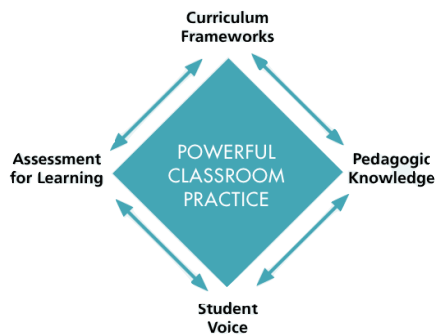
INSIDE OUT



Inside-out change

The Model starts with student learning and moves outwards

The Inner Ring: Powerful Classroom Practice



One and All

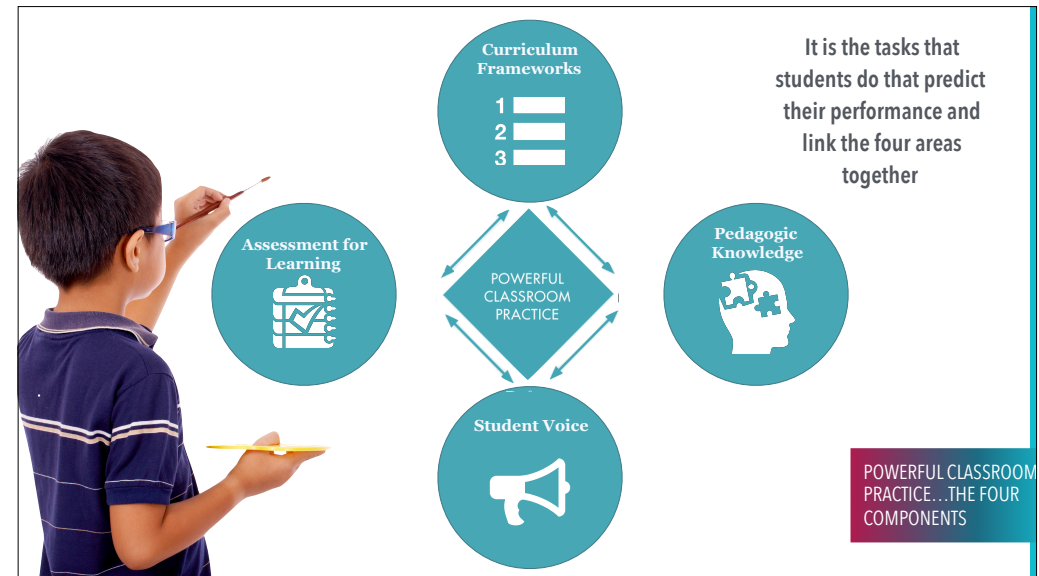
Changing one component *impacts directly* on the other three

All as One

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

Not One alone

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

Statement	Agree
In place	
In place	
In place	

1 Collaborative planning that focuses on student outcomes

Statement	Agree
Done well	
Sometime	
Doesn't	

4 Recruiting high quality teachers, and deploying the whole workforce in to contribute to school improvement

Statement	Agree
In place	
In place	
In place	

2 Professional learning that improves classroom practice

Statement	Agree
In place	
In place	
In place	

3 Regular use of data, enquiry and self-evaluation to improve teaching

Statement	Agree
In place	
In place	
In place	

5 Maintaining a strong School Improvement Team that provides research and development capacity for the school

Statement	Agree
In place	

6 Redesigning a school so that it effectively promotes learning

Statement	Agree
A work in progress	

The Outer Ring: Systemic Context

Four elements form the systemic context

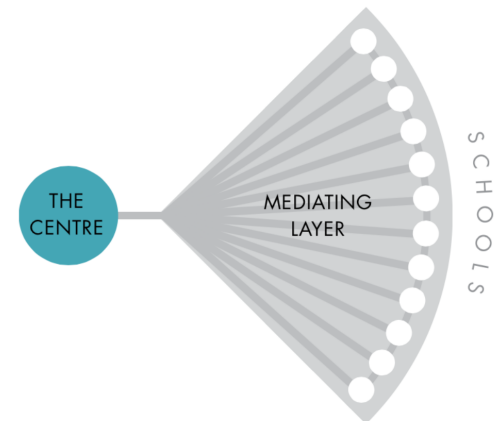
<p>1 Networking</p> <p>Schools network with other schools, sharing good practice and engaging in disciplined innovation</p>	<p>4 Differential diagnosis, support & intervention</p> <p>Leaders and policy makers know and act on the fact that school and system improvement processes need differential diagnosis,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

The Outer Ring: Systemic Context

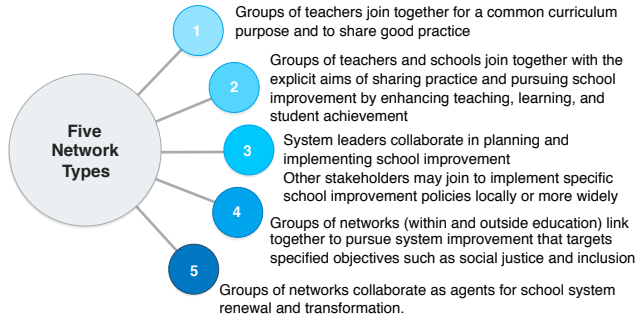
NETWORKED AUTONOMY

The mediating layer maintains two sets of connections:

- the centre to schools
- schools to each other



Five kinds of networks – which one is yours?



Leadership for Learning



THE CHALLENGES OF THE FUTURE



1350 - Classroom at the University of Bologna , Laurentius de Voltolina



The Right Direction



Curiosity matters... academic success...

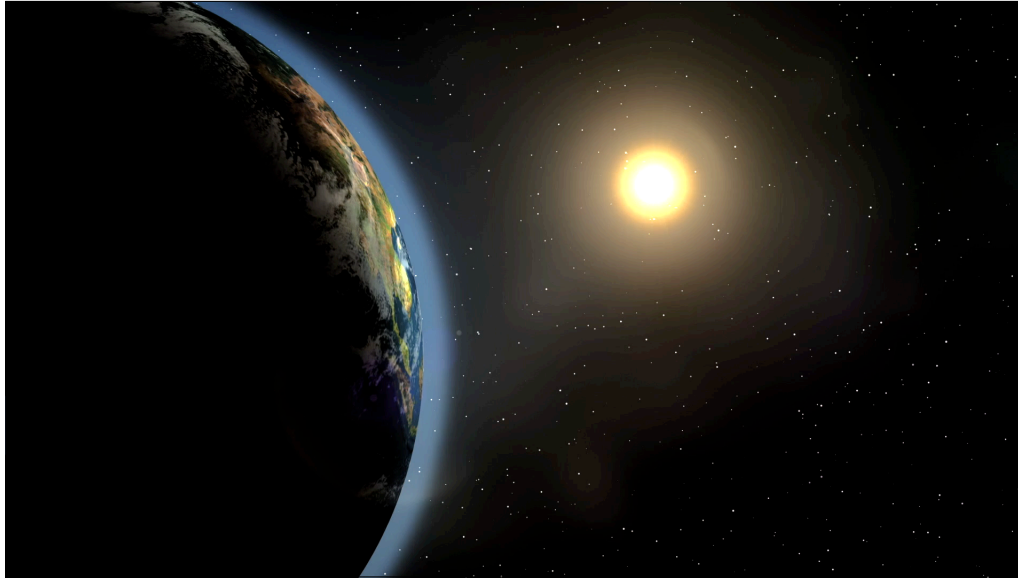
job performance...

relationships...

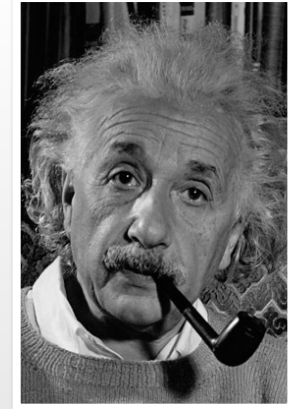
life satisfaction...

problem-solving...

longevity...



“Curiosity is a delicate little plant,
which aside from stimulation,
stands mainly in need of freedom”



If we want our students to be **CURIOUS,**
we have to teach them

POWERFUL LEARNERS



LIFESCRIPTS...

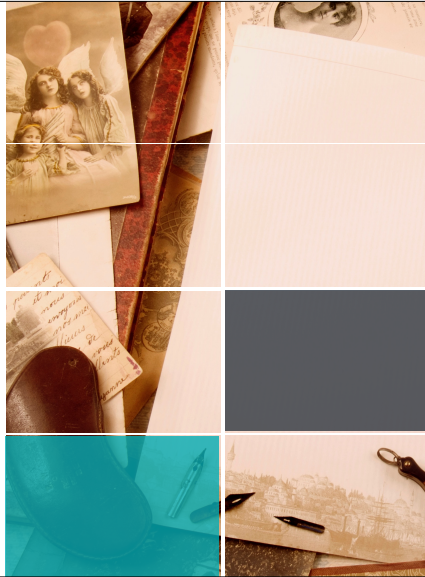
our story to make sense of the world

In childhood we start to create stories about our lives, what they have been and what they will be

Over time we develop a narrative about what we can and will do

Life scripts can be very detailed or very vague

They can be **very empowering**, yet they can also **severely limit our lives**

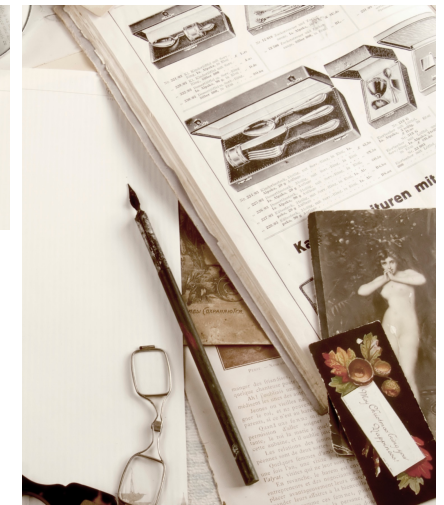


LIFESCRIPTS

our story to make sense of the world

Understanding life scripts gives us the ability to change them

The aptitudes and skills of powerful learners are the tools for change



POWERFUL LEARNERS...

- **acquire** useful and important bodies of knowledge
- **become** powerful learners by expanding and making articulate their repertoire of learning strategies
- **become** fine, caring and principled citizens

POWERFUL LEARNERS...

- **integrate** prior and new knowledge
- **acquire and apply** a range of learning skills
- **solve problems** individually and in groups
- **learn** from their successes AND failures
- **evaluate** conflicting evidence
- **think** critically
- **accept** uncertainty and difficulty

POWERFUL LEARNERS...

How would we rate the "typical" student at our school on:

OUR STUDENTS AS POWERFUL LEARNERS...

- **integrating** prior and new knowledge - what is the evidence?
- **acquiring and applying** a range of learning skills - what are the learning skills and how do students acquire them?
- **solving problems** individually and in groups - how much problem solving is done individually and in groups?
- **learning** from their successes AND failures - how do we celebrate success and failure?
- **evaluating** conflicting evidence - what structures do we have in place to support our students in this area?
- **thinking** critically - is our work on critical thinking effective?
- **accepting** uncertainty and difficulty - what structures do we have in place to support our students in this area?



Common Practice

Idiosyncratic	What and when (but not how) planned in teams	Colleagues a major influence particularly in the early years
Delivered by individuals	Significantly influenced by how the teacher was taught	On the job learning (from mistakes)
Limited use of evidence base	Minimally impacted by teacher training	Limited and haphazard use of technology

THE INSTRUCTIONAL ROUNDS PROCESS WORKS LIKE THIS

Rounds visit to focus on teaching and learning in the school

Small groups visit a rotation of classes and descriptive evidence is gathered

Analyse evidence taking into account school context

Develop Theories of Action

Visitors provide structured feedback to school and teachers

Host school uses the Theories of Action as a basis for planning ongoing professional development.

FIVE LESSONS FROM INSTRUCTIONAL ROUNDS

- 1 **Similar Theories of Action** are defined and implemented in **most schools**, despite differences in schooling phases and contexts
- 2 This is not a **'pick and mix'** approach. It's necessary to integrate all Theories of Action into a teacher's professional repertoire
- 3 All Theories of Action are characterised by teaching approaches with **inquiry at their centre**
- 4 Some Theories of Action are about the **whole school**, and some are about the **individual practice** of teachers
- 5 All Theories of Action have a high level of **empirical support** in the research literature.



THE STORY OF OUR INSTRUCTIONAL ROUNDS

As a result of our "inside-out" work on Instructional Rounds we have identified ten Theories of Action that when taken together

Promote High Expectations & Authentic Relationships

Emphasise Enquiry Focused Teaching

Adopt Consistent Teaching Protocols

Adopt Consistent Learning Protocols

Six Theories of Action for the Teacher

Harness Learning Intentions, Narrative & Pace

Set Challenging Learning Tasks

Frame Higher Order Questions

Connect Feedback to Data

Commit to Assessment for Learning

Implement Cooperative Groups

CURIOSITY & POWERFUL LEARNING: EFFECT SIZE

The Effect Size barometer

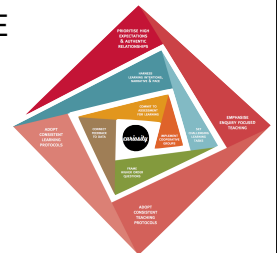
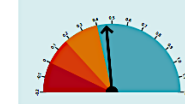
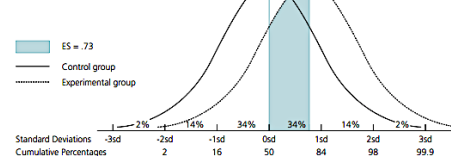
A barometer like this accompanies each theory of action on the following pages.

They impede learning. Some learning is attributed to developmental effects – as children and young people develop, they develop new learning capabilities. Harvie tells us that learning occurring in the orange zone is learning that would probably occur even if there was no schooling.

The yellow zone includes teaching strategies leading to learning outcomes that would occur in a typical year of schooling.

As teachers and school leaders, our task is to apply strategies that fall in the yellow and blue zones. They are high value strategies. Compared to other strategies, they have the largest effect size – that is, they make the biggest difference for our students' learning.

Effect Size for Higher Order Questions



Four Whole School Theories of Action

Prioritise High Expectations & Authentic Relationships

If schools and teachers prioritise high expectations and authentic relationships, *then* curiosity will flourish

Emphasise Enquiry Focused Teaching

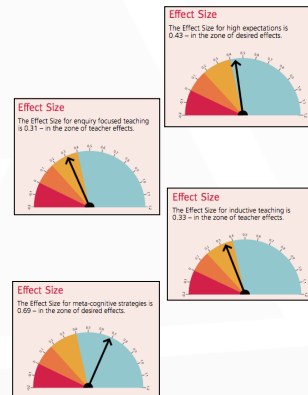
If enquiry is a defining characteristic of a school's culture, *then* the level of student achievement and curiosity will increase

Adopt Consistent Teaching Protocols

If we adopt consistent teaching protocols, *then* student behaviour, engagement, learning and curiosity will be enhanced

Adopt Consistent Learning Protocols

If we adopt consistent learning protocols in all classes, *then* all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity



Six Theories of Action for the Teacher

Harness Learning Intentions, Narrative & Pace

If we harness learning intentions, narrative and pace so students are more secure about their learning, and more willing to take risks, then achievement and understanding will increase and curiosity will be enhanced

Set Challenging Learning Tasks

If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful, progressive and precise learning

Frame Higher Order Questions

If we systematically employ higher order questioning, then levels of student understanding will deepen and levels of achievement will increase

Connect Feedback to Data

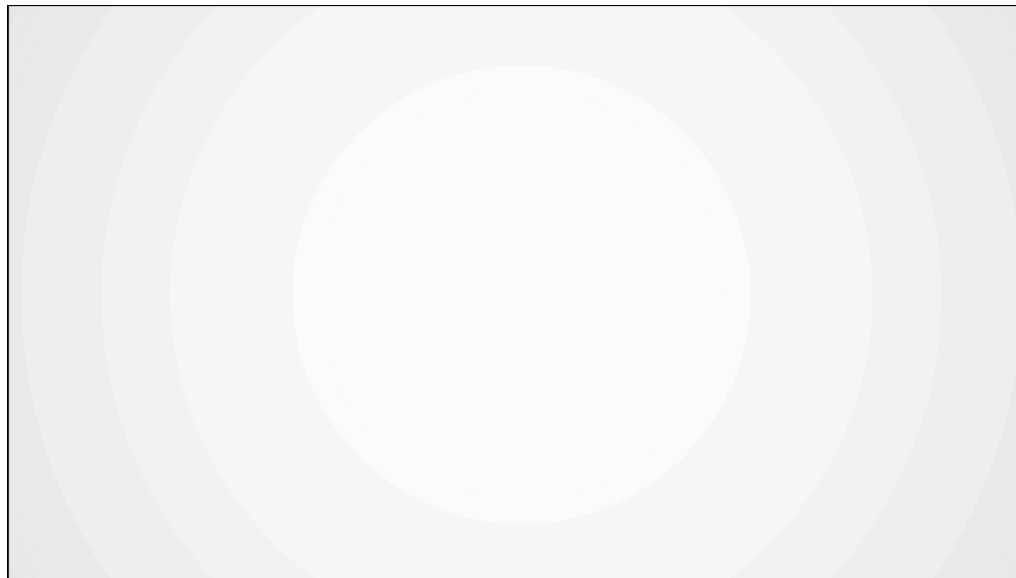
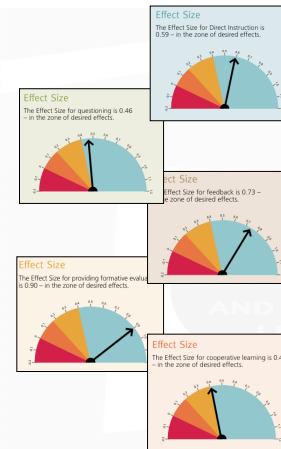
If we connect feedback to data about student actions and performance, then behaviour will be more positive, progress will accelerate, and curiosity will be enhanced

Commit to Assessment for Learning

If we commit to peer assessment, and assessment for learning, then student engagement, learning and achievement will accelerate

Implement Cooperative Groups

If we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase



CURIOSITY AND POWERFUL LEARNING

DAVID HOPKINS AND WAYNE CRAIG WITH OUI KNIGHT



FOUR THEORIES OF ACTION FOR THE WHOLE SCHOOL

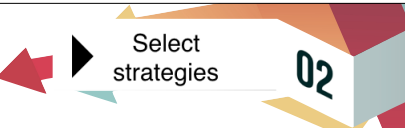
THEORIES OF ACTION	No systematic whole school adoption	Limited, unsystematic whole school adoption	Some systematic whole school adoption & review	Systematic whole school adoption & review	WHAT IS THE EVIDENCE?
PRIORITISE HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS WHEN schools & teachers prioritise high expectations & authentic relationships THEN curiosity will flourish.					
EMPHASISE INQUIRY FOCUSED TEACHING WHEN inquiry is a defining characteristic of a school's culture THEN the level of student achievement & curiosity will increase.					
ADOPT CONSISTENT TEACHING PROTOCOLS WHEN we adopt consistent teaching protocols THEN student behaviour, engagement, learning & curiosity will be enhanced.					
ADOPT CONSISTENT LEARNING PROTOCOLS WHEN we adopt consistent learning protocols in all classes THEN all students will experience an enhanced capacity to learn, & to develop skills, confidence, & curiosity.					

Select strategies

Q2

Assessment against theories of action
Teaching and Learning Protocols

THEORIES OF ACTION	Few teachers know, use & review this practice	Some teachers know, use & review this practice	Most teachers know, use & review this practice	All teachers know, use & review this practice	WHAT IS THE EVIDENCE?
HARNESS LEARNING INTENTIONS, NARRATIVE, & PACE WHEN we harness learning intentions, narrative, & pace so students are more secure about their learning, & more willing to take risks THEN achievement & understanding will increase & curiosity will be enhanced.					
SET CHALLENGING LEARNING TASKS WHEN learning tasks are purposeful, clearly defined, differentiated & challenging THEN all students will experience powerful, progressive & precise learning.					
FRAME HIGHER ORDER QUESTIONS WHEN we systematically employ higher order questioning THEN levels of student understanding will deepen & levels of achievement will increase.					
					CONNECT FEEDBACK TO DATA WHEN we connect feedback to data about student actions & performances THEN behaviour will be more positive, progress will accelerate, & curiosity will be enhanced.
					COMMIT TO ASSESSMENT FOR LEARNING WHEN we commit to peer assessment, & assessment for learning THEN student engagement, learning, & achievement will accelerate.
					IMPLEMENT COOPERATIVE GROUPS WHEN we implement cooperative group structures & techniques to mediate between whole class instruction & students carrying out tasks THEN the academic performance of the whole class will increase.



Assessment against the six teacher theories of action



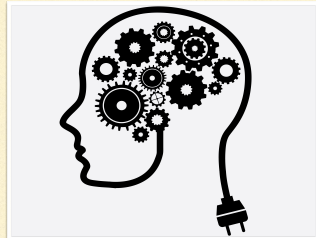
GOOD LEARNING AND TEACHING AT SCALE...
 technically simple, socially complex

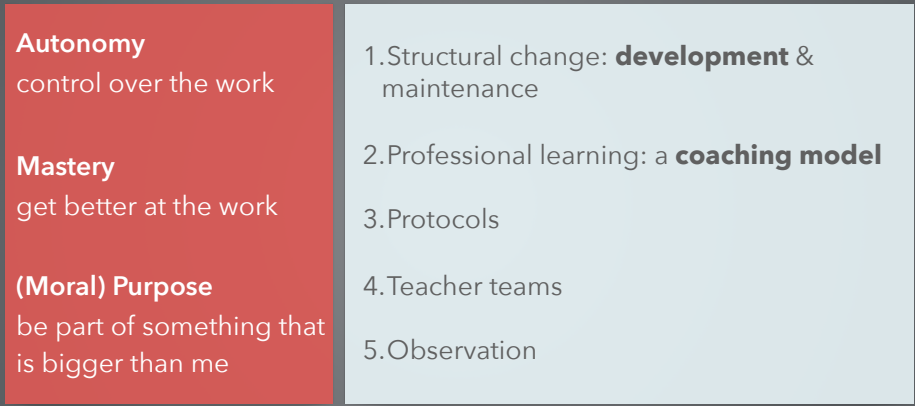
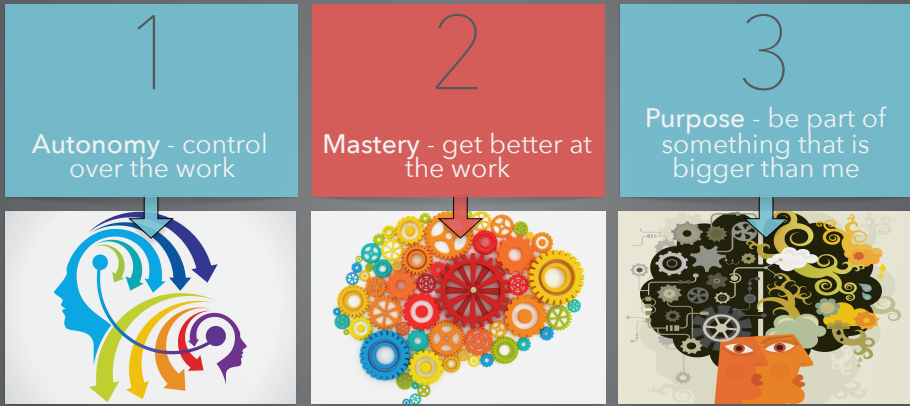


BUILDING EFFECTIVE PRACTICE...
 intrinsic motivation as the catalyst

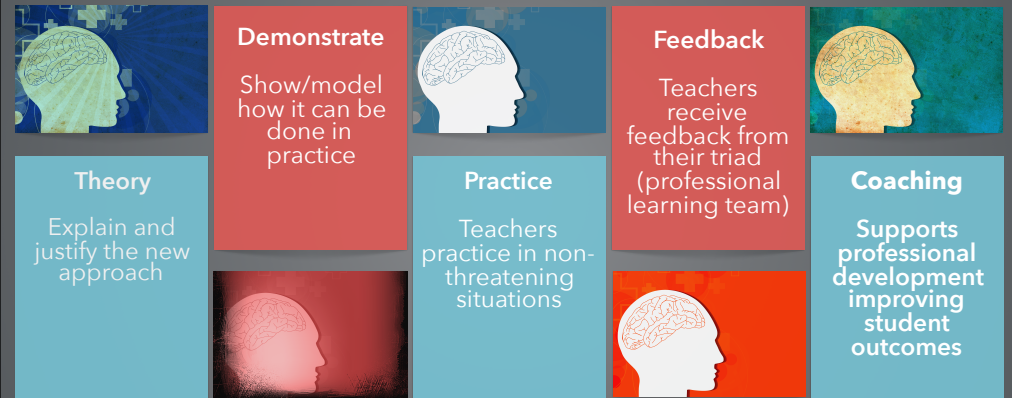
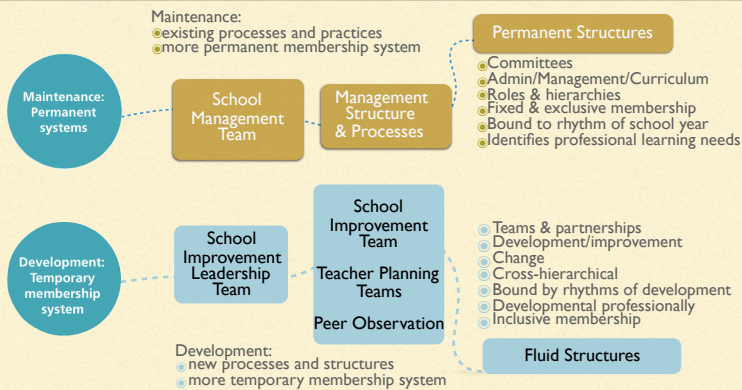
INTRINSIC MOTIVATION

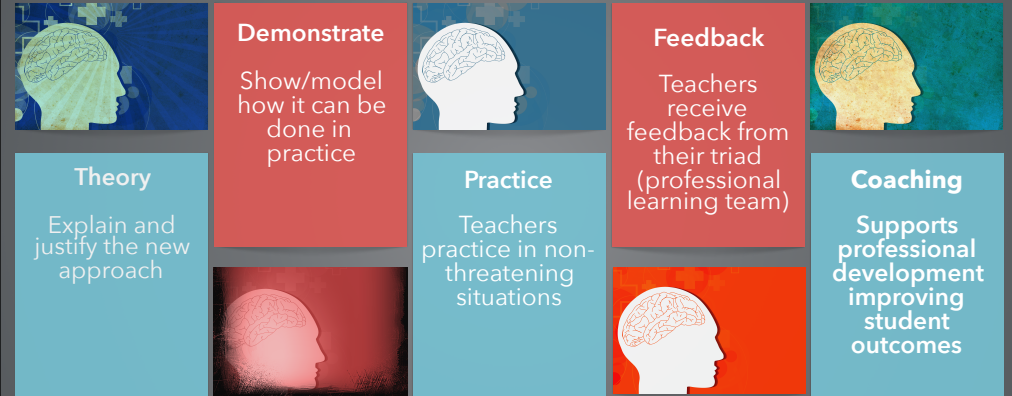
DAN PINK (DRIVE, 2009)





MAINTENANCE AND DEVELOPMENT





PROFESSIONAL LEARNING: A COACHING MODEL

PROFESSIONAL LEARNING: EFFECT SIZES FOR TRAINING OUTCOMES BY TRAINING COMPONENT

Training components and combinations	Knowledge	Skills	Transfer of training
Information	0.63	0.35	0.00
Theory	0.15	0.50	0.00
Demonstration	1.65	0.26	0.00
Theory + Demonstration	0.66	0.86	0.00
Theory + Practice	1.15		0.00
Theory + Demonstration + Practice		0.72	0.00
Theory + Demonstration + Practice + Feedback	1.31	1.18	0.39
Theory + Demonstration + Practice + Feedback + Coaching	2.71	1.25	1.68

Adapted from Joyce and Showers, 1995

PROFESSIONAL LEARNING: A COACHING MODEL



Workshop - "Expert" coaching

Workplace - Peer coaching

- School Improvement Team
- Teacher Planning Teams
- Peer Observation
- School Networks

Teacher Rubrics Why?

THE RUBRICS ARE FLEXIBLE

We encourage teachers and school leaders to adapt the rubrics to suit changing circumstances

THE RUBRICS ARE TOOLS FOR ACHIEVING PROFESSIONAL MASTERY

Using a common language and structure, the rubrics support professional conversations and collective inquiry

THE RUBRICS ARE ABOUT PROFESSIONAL DEVELOPMENT

The rubrics provide tools for situating and evaluating current practice and mapping a pathway for productive improvement

THE RUBRICS ARE ABOUT PROFESSIONAL PRACTICE

They are about what we do as teachers
And they are realistic

Teacher Rubrics

Teacher Rubrics Challenging Tasks

Teacher is aware of strategies that create challenge in the classroom.

- Tasks allow many students to avoid challenge while still meeting success criteria.
- Teacher uses subject-specific language to explain concepts.
- Some students use subject-specific language to explain concepts.
- Some students are often passive and display off-task behaviour.
- A minority of students engage in higher level cognitive tasks.

- Teacher sets low level cognitive tasks that ask students to repeat, reproduce, match, or sequence.
- Students are occasionally asked to develop or apply their thinking.

Teacher uses teaching strategies that are usually matched to most students' needs.

- Most tasks set by the teacher challenge students and require them to use subject-specific language to explain concepts.
- Some students are challenged to demonstrate subject expertise.
- Occasionally the teacher mismatches challenges and students' levels of understanding. This is apparent from flagging pace, engagement, motivation.
- Students demonstrate some autonomy. They often require teacher input before deciding what they need to do to improve their performance.

Teacher uses well-judged and often inspirational teaching strategies. Students learn optimistically and independently.

- All tasks are precisely targeted. Each student makes greater than expected progress.
- All students understand the desired learning outcome and regulate their performance against it.
- Students are engaged by, and able to complete, tasks that require them to find contradictions or tensions in knowledge, and to expose assumptions in knowledge.

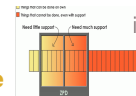
- Students know subject-specific language and use it to talk about their thinking.
- Students confidently formulate content-knowledge and generate new knowledge.
- Students have the autonomy and expertise to monitor their learning. They ask questions and work independently on increasingly complex tasks.

Teacher matches teaching strategies to most students' needs.

- Most tasks are differentiated and set within the ZPD for all students.
- All students demonstrate progress.
- Students are encouraged and supported to use subject-specific language to explain their thinking.
- Students are asked to perform high level cognitive tasks, such as arguing, justifying, analysing, and evaluating.
- Students demonstrate autonomy through task choice.
- Students can talk about the gap between their current performance and the desired performance.

TEACHER TEAMS

Step One



identify zones of proximal development for every student in every class

Step Two
adJUST
monitor calibration

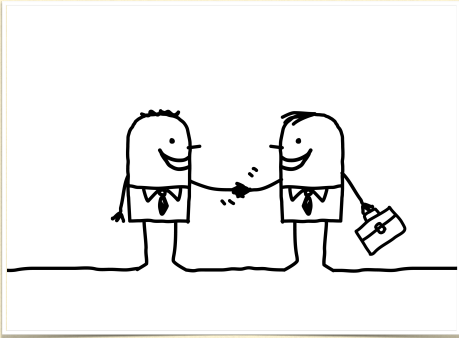
regularly (every six to ten weeks) adjust student groups

Step Three



develop and to adjust teaching strategies

PEER OBSERVATION



Teams of teachers developing professional practices that:

- emphasise non-judgmental peer observation
- support through triads

AND

- are disciplined by clear definitions and protocols

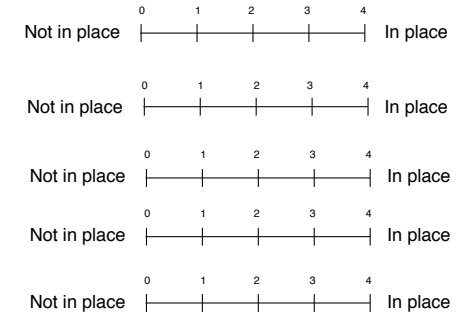
will develop professional practices that have a *predictable impact on student learning and achievement*

FIVE CONDITIONS FOR BUILDING INTRINSIC MOTIVATION AMONG TEACHERS

- 1 Maintain structures for scaffolding teacher development
- 2 Make peer coaching ubiquitous
- 3 Create protocols for both teaching and learning
- 4 Incentivise teacher teams
- 5 Ensure classroom observation focuses on learning

ADAPTIVE LEADERSHIP & US

OUR SCHOOL



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

LEADERSHIP... THE PLAYBOOK FOR SUCCESS

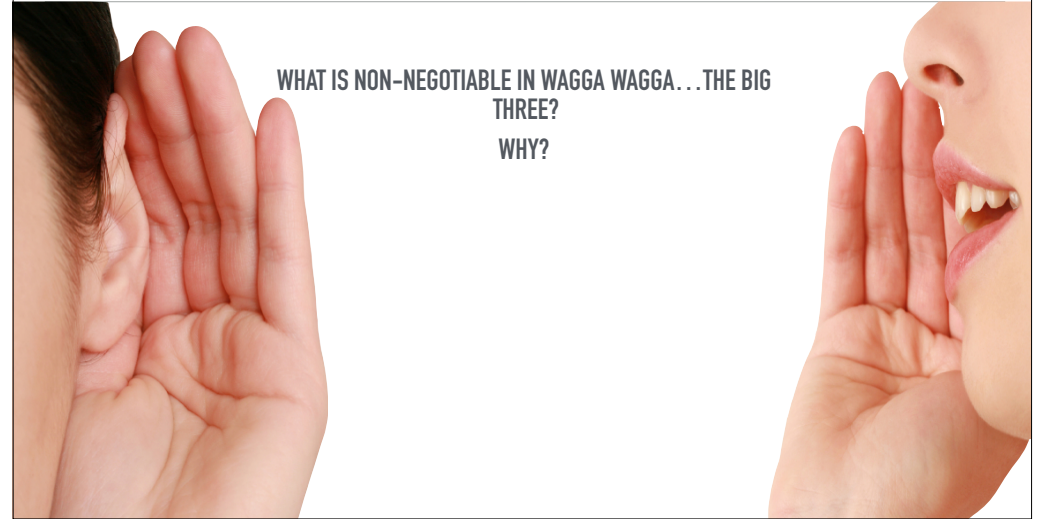
School leaders who bring about significant improvements in student achievement tend to follow a common "playbook"

They:

- decide on what is non-negotiable
- install capable and like-minded people in critical positions
- deeply engage with stakeholders
- secure resources for the non-negotiables
- get early wins on the board

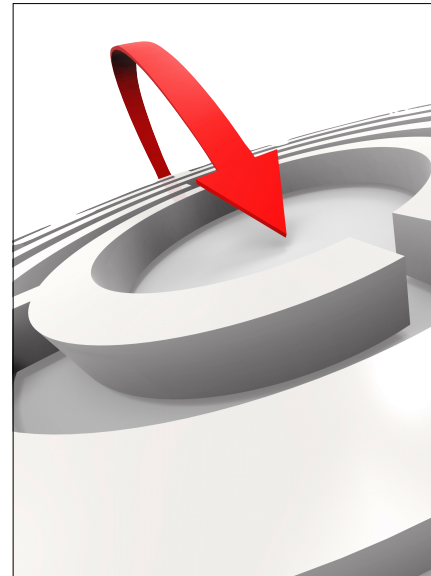
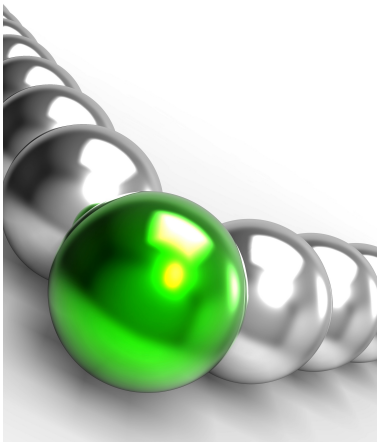


WHAT IS NON-NEGOTIABLE IN WAGGA WAGGA... THE BIG THREE?
WHY?



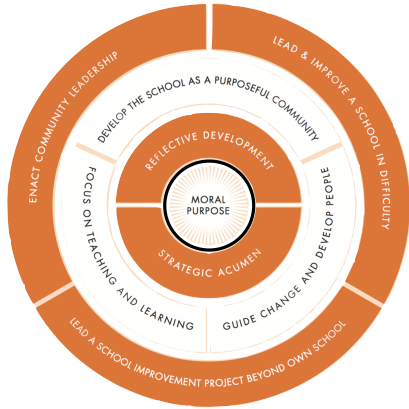
SEVEN STRONG LEADERSHIP CLAIMS...

1. School leadership - second only to classroom practice as an influence on student learning
2. Almost all successful leaders draw on the same repertoire of basic leadership practices
3. It is how these practices are implemented in response to the context that makes a difference
4. Leadership improves pupil learning by influencing staff motivation, working conditions and practice
5. Leadership is more influential when it is widely distributed
6. Some patterns of leadership distribution are much more effective than others
7. A handful of personal traits - open-minded, flexible and persistent - explain a high proportion of the variation in leader effectiveness



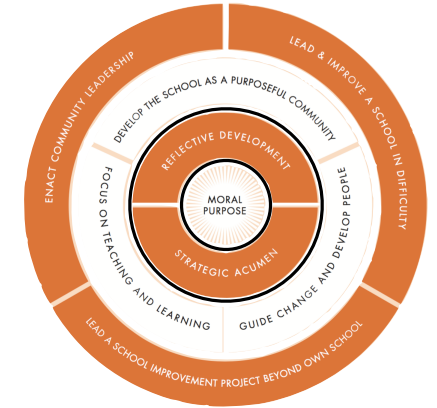
LEADERSHIP...
ANOTHER LOOK AT INSIDE OUT

INSIDE OUT...MORAL PURPOSE



Activates the passion to improve outcomes
 Prompts leaders to empower teachers and others
 Sees leaders take on broader leadership roles

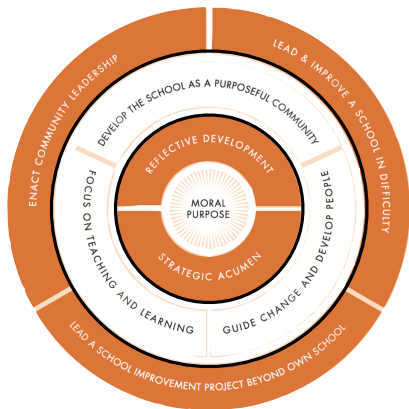
INSIDE OUT...REFLECTIVE DEVELOPMENT, STRATEGIC ACUMEN



REFLECTIVE DEVELOPMENT:
 Leadership capabilities develop in response to the specific need of the school

STRATEGIC ACUMEN:
 Translating vision and moral purpose, into operational principles, action and achievement

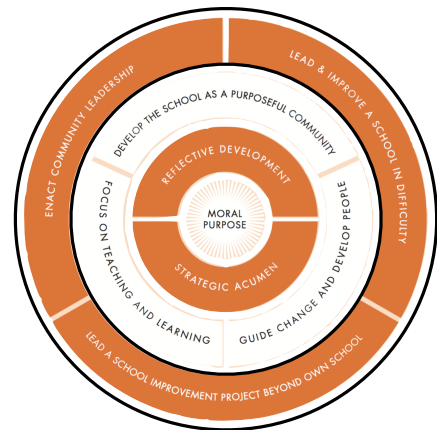
INSIDE OUT...KEY BEHAVIOURS OF INSTRUCTIONAL LEADERS



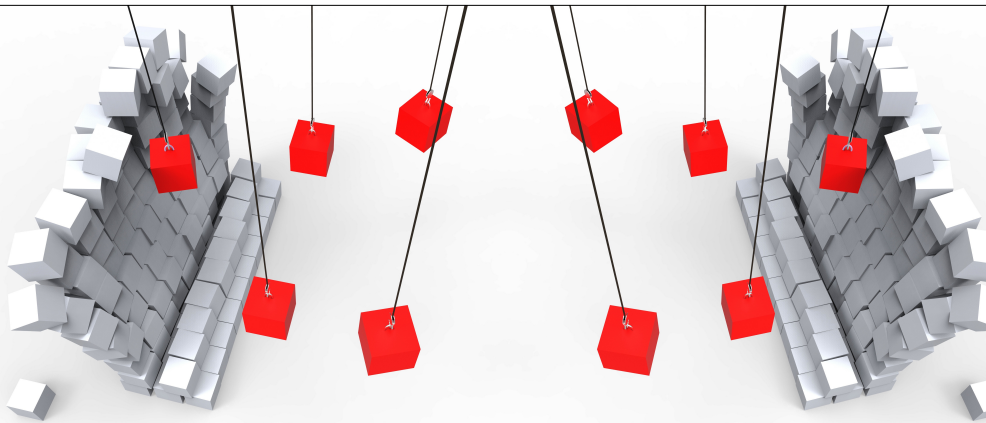
The three key behaviours of instructional leaders:

- focus on learning and teaching;
- guide change and develop people
- develop the school as a purposeful community;

INSIDE OUT...WORKING ACROSS THE SYSTEM



Working across schools for the benefit of all
 - fulfilment of moral purpose

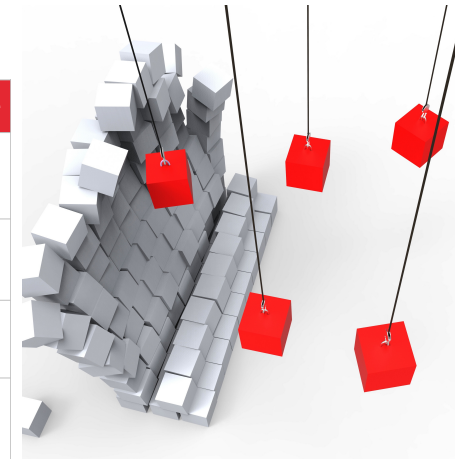


LEADERSHIP...THE IMPACT

LEADERSHIP FOR CHANGE

LEADERSHIP...THE IMPACT

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

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

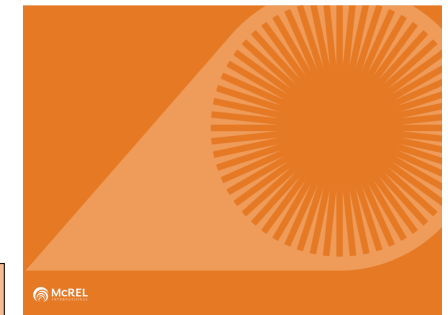
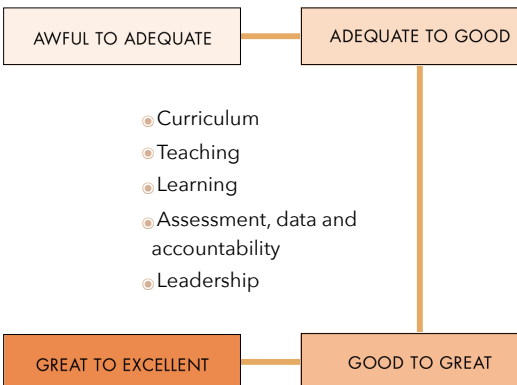
LEADERSHIP FOR CHANGE

THE SCHOOL IMPROVEMENT PATHWAY...THE KEY TO OUR STRATEGIC LEADERSHIP



THE SCHOOL IMPROVEMENT PATHWAY

DAVID HOPKINS AND WAYNE CRAIG



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LEADERSHIP FOR CHANGE

THE SCHOOL IMPROVEMENT PATHWAY . . . THE KEY TO STRATEGIC LEADERSHIP

IMPROVEMENT DIMENSION	AWFUL TO ADEQUATE	ADEQUATE TO GOOD	GOOD TO GREAT	GREAT TO EXCELLENT
CURRICULUM PATHWAYS TO SUCCESS	Individual teacher interpretation	Consistent use of curricula, yet limited differentiation	Literacy & numeracy focus Curriculum breadth evident	Inquiry & integration are priority models for curriculum design & delivery
CHALLENGING, ENGAGING, AND INTENTIONAL INSTRUCTION	Inconsistent practice	Consistent practice Often focussed on whole class teaching	Theories of Action are used across the whole school Peer observation is valued highly	Teachers increasingly exercise autonomous professional judgement
WHOLE CHILD LEARNING SUPPORTS	Serendipitous	Focus on basic needs Improving management of feedback & evidence of student progress	Evidence that learning protocols are beginning to empower students Emphasis on learning skills	Learning is personalised & intellectually challenging High levels of self-efficacy among students
DATA-DRIVEN HIGH RELIABILITY SYSTEMS	Non-existent	Emerging systems for capturing & analysing data	Performance data increasingly guides lesson planning & triggers student support interventions	Achievement & performance expectations are well defined, understood, & monitored across the whole school
HIGH PERFORMANCE SCHOOL CULTURES	Leadership lacks relevance and influence	Emerging leadership capability Yet to secure consistent approaches to teaching, assessment, & behaviour	Strong, credible school narrative targets expertise & lifelong learning Distributed leadership is evident	Leaders actively advance innovation within the school & across the school system

Within a school there may be an overlap on different dimensions

This is a sequential process not a la carte

Deep implementation is necessary at each phase to ensure a secure foundation for the next

Leadership - distributed - is critical

Narrative is crucial

Awful to Adequate

Dimension	Awful	Adequate
Curriculum	Curriculum is interpreted by individual teachers with little regard for consistency or quality. There is no clear vision of what the curriculum should be for the school.	Curriculum is consistent across the school. There is a clear vision of what the curriculum should be for the school. There is a focus on literacy and numeracy. There is a focus on inquiry and integration.
Instruction	Instruction is inconsistent across the school. There is no clear vision of what instruction should be for the school. There is no focus on theories of action or peer observation.	Instruction is consistent across the school. There is a clear vision of what instruction should be for the school. There is a focus on theories of action and peer observation.
Learning Supports	Learning supports are serendipitous. There is no clear vision of what learning supports should be for the school. There is no focus on basic needs or student progress.	Learning supports are consistent across the school. There is a clear vision of what learning supports should be for the school. There is a focus on basic needs and student progress.
Systems	There are no systems for capturing and analysing data. There is no focus on performance data or student support interventions.	There are systems for capturing and analysing data. There is a focus on performance data and student support interventions.
Leadership	Leadership lacks relevance and influence. There is no clear vision of what leadership should be for the school. There is no focus on narrative or distributed leadership.	Leadership is consistent across the school. There is a clear vision of what leadership should be for the school. There is a focus on narrative and distributed leadership.

Adequate to Good

Dimension	Adequate	Good
Curriculum	Curriculum is consistent across the school. There is a clear vision of what the curriculum should be for the school. There is a focus on literacy and numeracy. There is a focus on inquiry and integration.	Curriculum is consistent across the school. There is a clear vision of what the curriculum should be for the school. There is a focus on literacy and numeracy. There is a focus on inquiry and integration. There is a focus on differentiated instruction.
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Great to Excellent

Dimension	Great	Excellent
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Good to Great

Dimension	Good	Great
Curriculum	Curriculum is consistent across the school. There is a clear vision of what the curriculum should be for the school. There is a focus on literacy and numeracy. There is a focus on inquiry and integration. There is a focus on differentiated instruction.	Curriculum is consistent across the school. There is a clear vision of what the curriculum should be for the school. There is a focus on literacy and numeracy. There is a focus on inquiry and integration. There is a focus on differentiated instruction. There is a focus on personalised learning.
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WHERE DOES YOUR SCHOOL SIT ON THE IMPROVEMENT PATHWAY?

STRATEGIC LEADERSHIP

CURIOSITY & POWERFUL LEARNING

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Excellent Schools



“WE ARE WHAT WE REPEATEDLY DO. EXCELLENCE, THEREFORE, IS NOT AN ACT BUT A HABIT.”

ARISTOTLE

The journey to excellence

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

David Hopkins

David Hopkins is Professor Emeritus at the Institute of Education University College London, the University of Nottingham and Chair of Educational Leadership at the University of Bolton.

He is a Trustee of Outward Bound and the 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 and Head of the Standards and Effectiveness Unit (SEU) 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 despite two new knees still climbs and skis in the Alps and Himalayas.

David's recent book *Exploding the Myths of School Reform*, completes his school improvement trilogy; the previous two being, *Every School a Great School* and *School Improvement for Real*. His series of *Powerful Learning* manuals that provide evidence based protocols to empower leaders and teachers are now available as 'e books' as well as being published by McREL and ACEL. David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.

