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The story is always about moral purpose

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



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RESPECT LEAD LEARN SECURE

The Past, Present and Future of School Improvement and System Reform



We have generated substantial practical knowledge about how to improve both schools and systems

RESPECT LEAD LEARN SECURE

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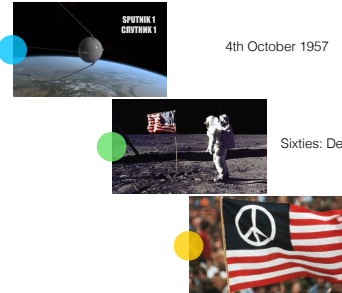
The Past, Present and Future of School Improvement and System Reform

SPUTNIK 1 CRYSTAL 1

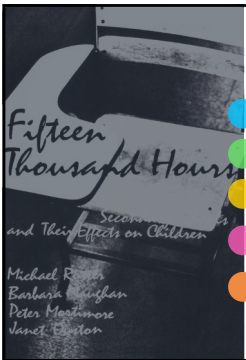
4th October 1957

Sixties: Decade of Curriculum Reform

Seventies: Implementation



6



The Past, Present and Future of School Improvement and System Reform

Effective schools...

- the degree of academic emphasis
- teacher actions in lessons
- availability of incentives and rewards
- good conditions for pupils
- extent to which students can take responsibility

= ethos of an effective school

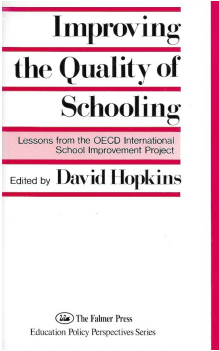
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The OECD
International school
Improvement Project
(ISIP)
1982 - 86

"It was the school effectiveness research in the 1980s that gave [us] increasingly well-defined portraits of the effective school that led in the 1990s to increasing knowledge of school improvement (i.e. how to achieve effectiveness)."

Sir Michael Barber

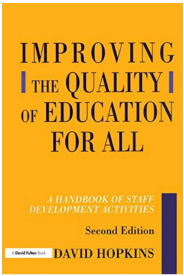


Improving the Quality of Schooling
Lessons from the OECD International School Improvement Project
Edited by **David Hopkins**
The Falmer Press
Education Policy Perspectives Series

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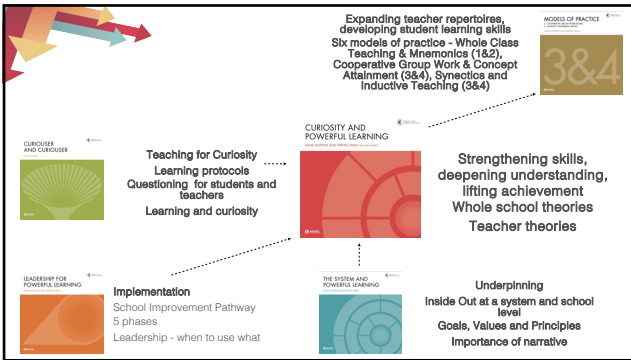
Three Generations of School Improvement Programmes

1. Improving the Quality of Education for All
2. Curiosity and Powerful Learning
3. Unleashing Greatness

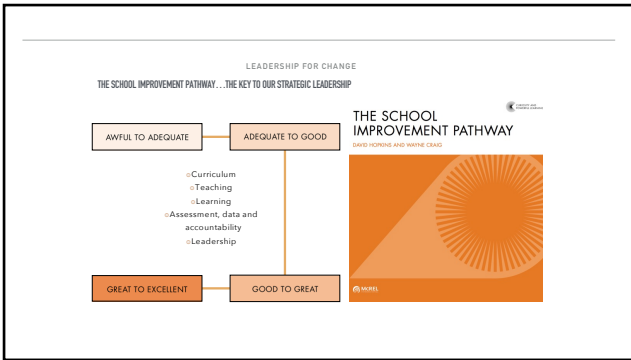


IMPROVING THE QUALITY OF EDUCATION FOR ALL
A HANDBOOK OF STAFF DEVELOPMENT ACTIVITIES
Second Edition
DAVID HOPKINS

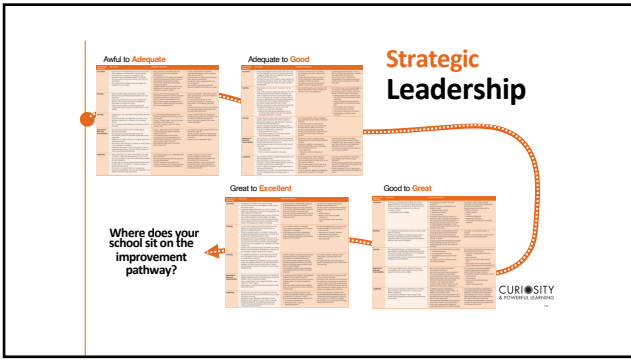
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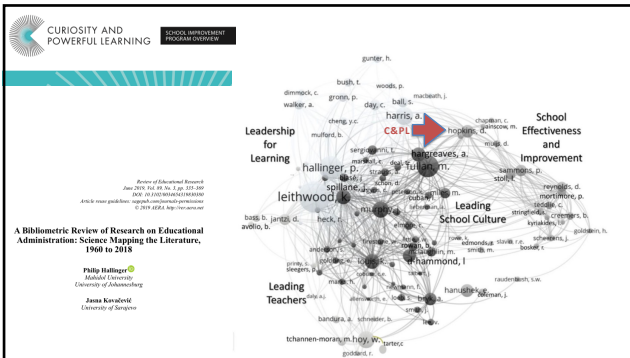
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Here, I stand full square with McKinsey when they argue that, "Issues regarding equity—that is, ensuring that the needs of the most vulnerable are met—should be front and centre, both during the closure and after students return to school."

The question for educational leaders is how to respond to such a cataclysmic event in a morally purposeful, authentic and principled way?

School-system priorities in the age of coronavirus www.McKinsey.com, 21 April 2020.

CURIOSITY AND POWERFUL LEARNING

15

Re-imagine: leaders think what the “next normal” could be like, and how education systems could re-invent themselves.

Reform: educators reconsider education priorities in light of lessons learned.

Further, McKinsey has recently **set out five steps** - *Resolve, Resilience, Return, Re-imagine and Reform* - to move through and beyond the coronavirus pandemic. I want to focus the rest of this presentation on the last two of these steps:

School-system priorities in the age of coronavirus [www.McKinsey.com](https://www.mckinsey.com/industries/education/our-insights/school-system-priorities-in-the-age-of-coronavirus), 21 April 2020.

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- The Primacy of Teaching
- The necessity for 'Inside - Out' Working
- The Eight Steps to 'Unleashing Greatness'
- The 'Unleashing Greatness' Key Questions

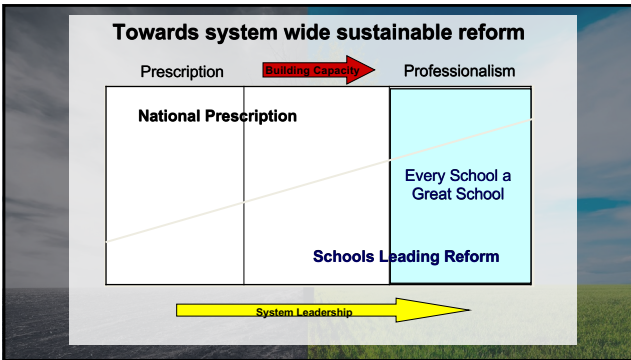
The “Unleashing Greatness” School Improvement Strategy

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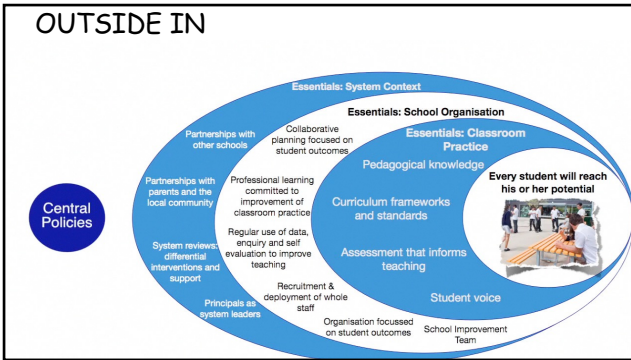
What do we know about successful systems?

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

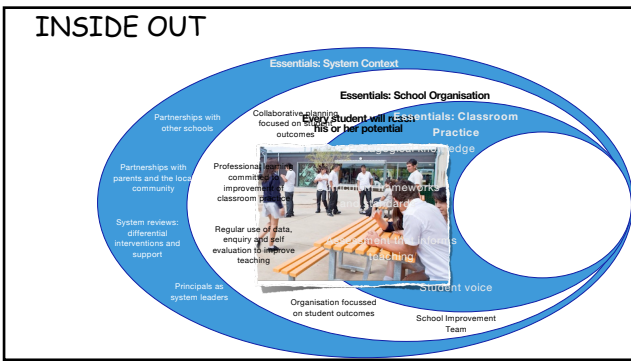
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Unleashing Greatness



As Michael Barber once memorably pointed out, one can mandate the move from awful to adequate and fair to good, but as one progresses, one needs to 'unleash greatness'.

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Unleashing Greatness
The Eight Steps

1. Clarify Moral Purpose
2. Focus on Classroom Practice
3. Decide on the Non-negotiables
4. Articulate the Narrative
5. Instructional Rounds & Theories of Action
6. Triads and Peer Coaching
7. Instructional Leadership
8. Network


UNLEASHING GREATNESS

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The key message here is that moral purpose and strategic action are opposite sides of the same coin. Neither is sufficient by itself: we realise our moral purpose through strategic action; and strategic action is the means of delivering on our moral purpose.

Clarify Moral Purpose



UNLEASHING GREATNESS

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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

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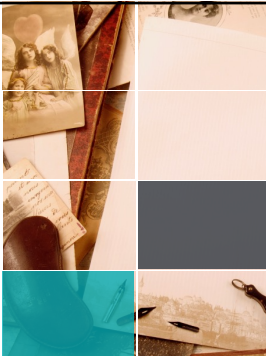
LIFESCRIPTS...
our story to make sense of the world

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**




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FOCUS ON CLASSROOM PRACTICE

LEARNING EXPERIENCES ...

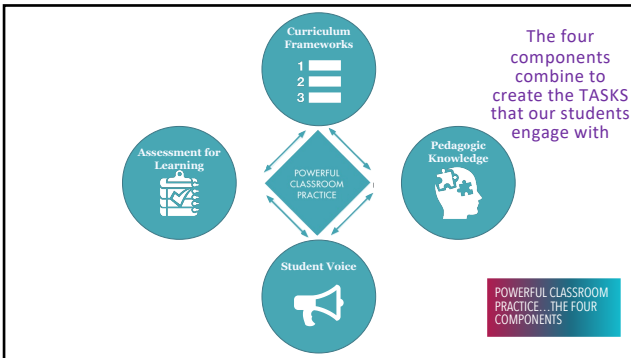
I wrote - with Bruce Joyce - some time ago that:

Learning experiences are composed of content, process and social climate. As teachers we create for and with our children opportunities to explore and build important areas of knowledge, develop powerful tools for learning, and live in humanizing social conditions.



TED^x University of Bolton
an Ashburton Group company

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Table 1. Examples of low- and high-impact investments in building academic achievement (from Hattie, 2009)

Influence	d	Influence	d
Retaining back a year	-0.32	Collective teacher efficacy	1.57
Suspension/Expelling students	-0.20	Student assessment capability	1.33
Charter Schools	0.04	Cognitive Task Analysis	1.29
Teacher performance pay	0.05	Response to Intervention	1.09
Single-sex schools	0.08	Conceptual change programs	0.99
Modifying school calendars/ trimesters	0.09	Strategies to integrate with prior knowledge	0.93
Initial teacher education programs	0.10	Self-efficacy	0.92
Tracking/Streaming	0.12	Success criteria	0.88
School choice	0.12	Transfer strategies	0.86
Reducing class size	0.16	Classroom discussion	0.82
Growth vs Fixed mindsets	0.16	Deliberate Practice	0.79
One-to-one laptops	0.16	Teacher clarity	0.75
Home-school programs	0.16	Feedback	0.74
Web-based learning	0.18	Reciprocal teaching	0.74
Within-class grouping	0.18	Behavioral & memorization	0.73
Systems accountability systems	0.20	Building student confidence	0.71
Adding finances	0.21	Goals/success criteria	0.68

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DECIDE ON THE NON-NEGOTIABLES

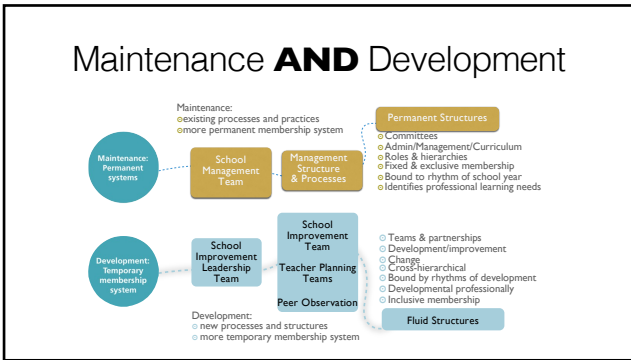
LEADERSHIP... THE PLAYBOOK FOR SUCCESS

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

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School Improvement Team

Although one of the team is likely to be the head or principal, it is important to establish groups that are genuinely representative of the range of perspectives and ideas available in the school. The school improvement group is responsible for managing school improvement efforts on a day-to-day basis within the school.

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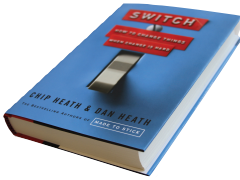
Stories matter...

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

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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



COURTESY AND
COURTESY AND

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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.	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.
... offers a motivating image of the future we are creating for our school and our students.		... is inclusive, and oriented to action in every classroom and across the whole school.
... links moral purpose to action in practical and concrete ways – our values are the constant companions of our actions.		... is shared and understood by staff, students, and the school community.

Characteristics of a compelling school improvement story

CURIOSITY
& POWERFUL LEARNING

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Instructional Rounds & Theories of Action

These are the key strategies for diagnosing and articulating current teaching practice through non-judgmental observation and then developing protocols to ensure subsequent consistency and precision.

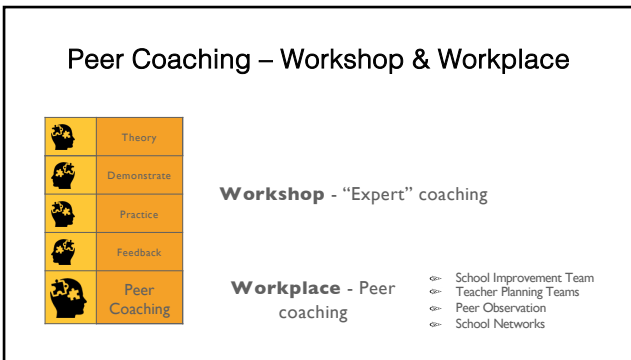
- Instructional Rounds
- Theories of Action
- Protocols

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COURTESY AND

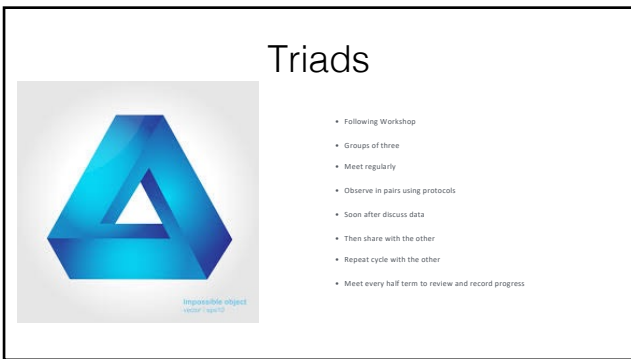
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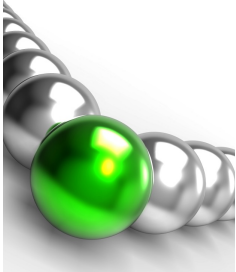


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LEADERSHIP FOR CHANGE

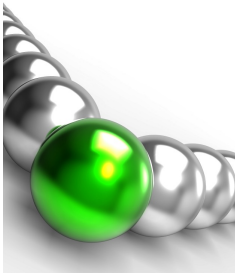


SEVEN STRONG LEADERSHIP CLAIMS . . .

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

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LEADERSHIP FOR CHANGE



SEVEN STRONG LEADERSHIP CLAIMS REVISITED . . .

Table 1. What successful school leaders do.

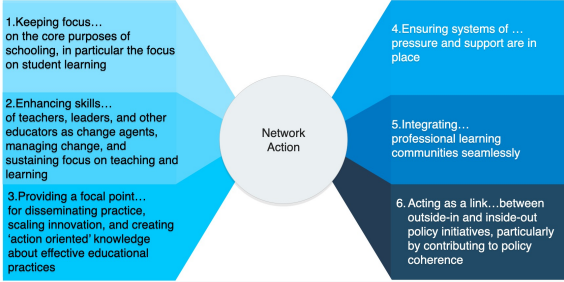
Domains of practice	Specific leadership practices
Set Directions	<ul style="list-style-type: none"> • Build a shared vision** • Identify specific, shared, short-term goals • Create high-performance expectations • Communicate the vision and goals** • Stimulate growth in the professional capacities of staff
Build Relationships and Develop People	<ul style="list-style-type: none"> • Provide support and demonstrate consideration for individual staff members • Model the school's values and practices** • Build trusting relationships with and among staff, students and parents** • Establish productive working relationships with teacher federation representatives
Develop the Organization to Support Desired Practices	<ul style="list-style-type: none"> • Build collaborative culture and distribute leadership** • Structure the organization to facilitate collaboration** • Build productive relationships with families and communities** • Connect the school to its wider environment** • Maintain a safe and healthy school environment • Allocate resources in support of the school's vision and goals**
Improve the Instructional Program	<ul style="list-style-type: none"> • Staff the instructional program** • Provide instructional support • Monitor student learning and school improvement progress** • Buffer staff from distractions to their instructional work

Seven strong claims about successful school leadership revisited

Kenneth Leithwood, Alma Harris & David Hopkins
 To cite this article: Leithwood, K., Harris, A. & Hopkins, D. (2013) Seven strong claims about successful school leadership revisited. *Journal of Curriculum Studies*, 45(1), 1-15.
 DOI: 10.1080/00220272.2012.708887

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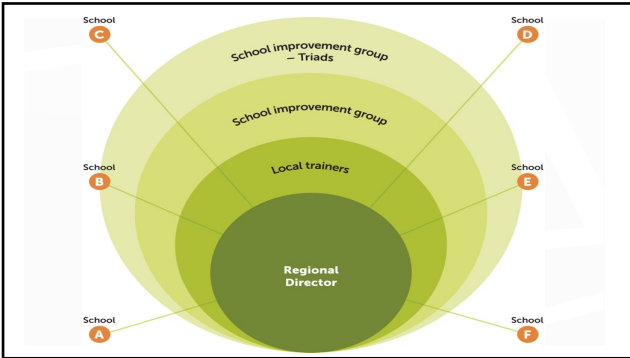
Six forms of action for networks



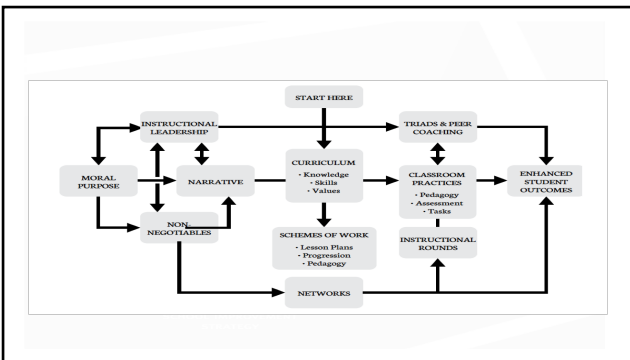
1. Keeping focus... on the core purposes of schooling, in particular the focus on student learning
2. Enhancing skills... of teachers, leaders, and other educators as change agents, managing change, and sustaining focus on teaching and learning
3. Providing a focal point... for disseminating practice, scaling innovation, and creating 'action oriented' knowledge about effective educational practices
4. Ensuring systems of ... pressure and support are in place
5. Integrating... professional learning communities seamlessly
6. Acting as a link... between outside-in and inside-out policy initiatives, particularly by contributing to policy coherence

MCREL INTERNATIONAL Leadership for Learning

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UNLEASHING GREATNESS - KEY QUESTIONS

<p>Moral Purpose</p> <ul style="list-style-type: none"> Does your school's version of moral purpose link aspiration to action? Does your school's version of moral purpose reflect the values of students, parents and the community? Is your school's version of moral purpose widely accepted by the whole school staff? <p>Classroom Practice</p> <ul style="list-style-type: none"> Does your school staff understand the importance of the instructional core both strategically and operationally? How confident are you that all the tasks that your students undertake are located within their zones of proximal development? Are the teaching practices employed in the school well specified, consistently applied and directly applicable to the learning needs of your students? 	<p>Non-Negotiables</p> <ul style="list-style-type: none"> Is the whole staff clear about what the non-negotiables are in your school and are actively working on them? Is there a distinction between the maintenance and development functions in your school, particularly the purposes, funding and responsibilities involved? Is there a school improvement team in your school and how do they operate? <p>Narrative</p> <ul style="list-style-type: none"> Does your school's narrative link moral purpose to action? Does the core story describe the direction the school is moving in and what success will look like - the desired state? Is your narrative understood and owned by all sections of the school community - students, staff, parents and governors?
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UNLEASHING GREATNESS - KEY QUESTIONS ↑

<p>Theories of Action</p> <ul style="list-style-type: none">Does your school staff regularly engage in Instructional Rounds and appreciate that the focus of the observations is on description not evaluation or judgement?How far do the six theories of action reflect common consistent and wide spread practice in your school?Does your school's school improvement team contextualise and provide examples of the theories of action related to the specific context of teaching and learning in the school?	<p>Instructional Leadership</p> <ul style="list-style-type: none">How far are the Seven Strong Claims evident in the leadership behaviours in your school?What proportion of their working time are the senior leaders in your school focussing on the four key behaviours? If it is not 75% or above - why not?Is there a development or implementation plan in your school that leads coherently and strategically in identifiable phases from narrative to eventual culture change?
<p>Triads</p> <ul style="list-style-type: none">Does every member of your school staff part belong to a Triad?Do the Triads meet regularly as part of time-tabled staff development activity?How far do the outcomes of these Peer Observations contribute to higher standards of learning and teaching in the school?	<p>Networking</p> <ul style="list-style-type: none">Is your school a member of an established Network?If so, does the Network have a coherent and systematic approach to capacity building?Do you feel that as part of being a member of your Network that best practice is shared and that the whole 'system' is on an improvement trajectory?

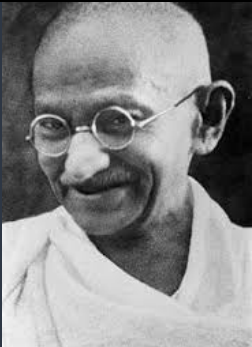
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THE WORLD EXPERT IN YOUR SCHOOL... →



YOU!

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You must be the change you wish to see in the world ...
Live as if you were to die tomorrow;
learn as if you were to live forever.

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