

Maggie Farrar

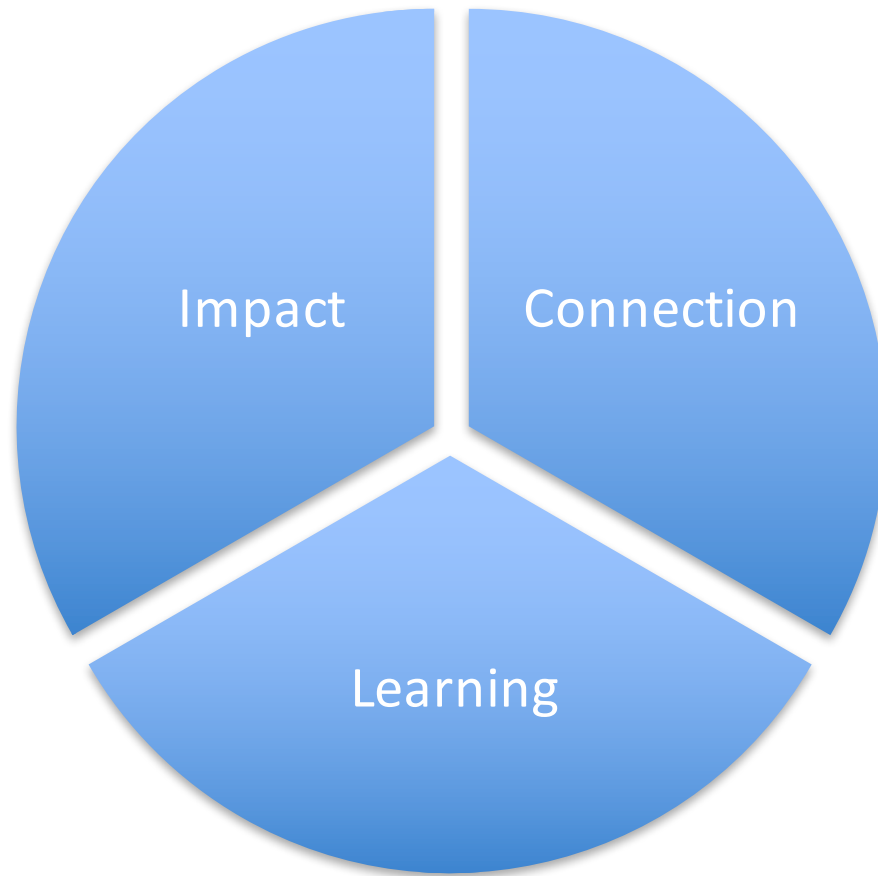


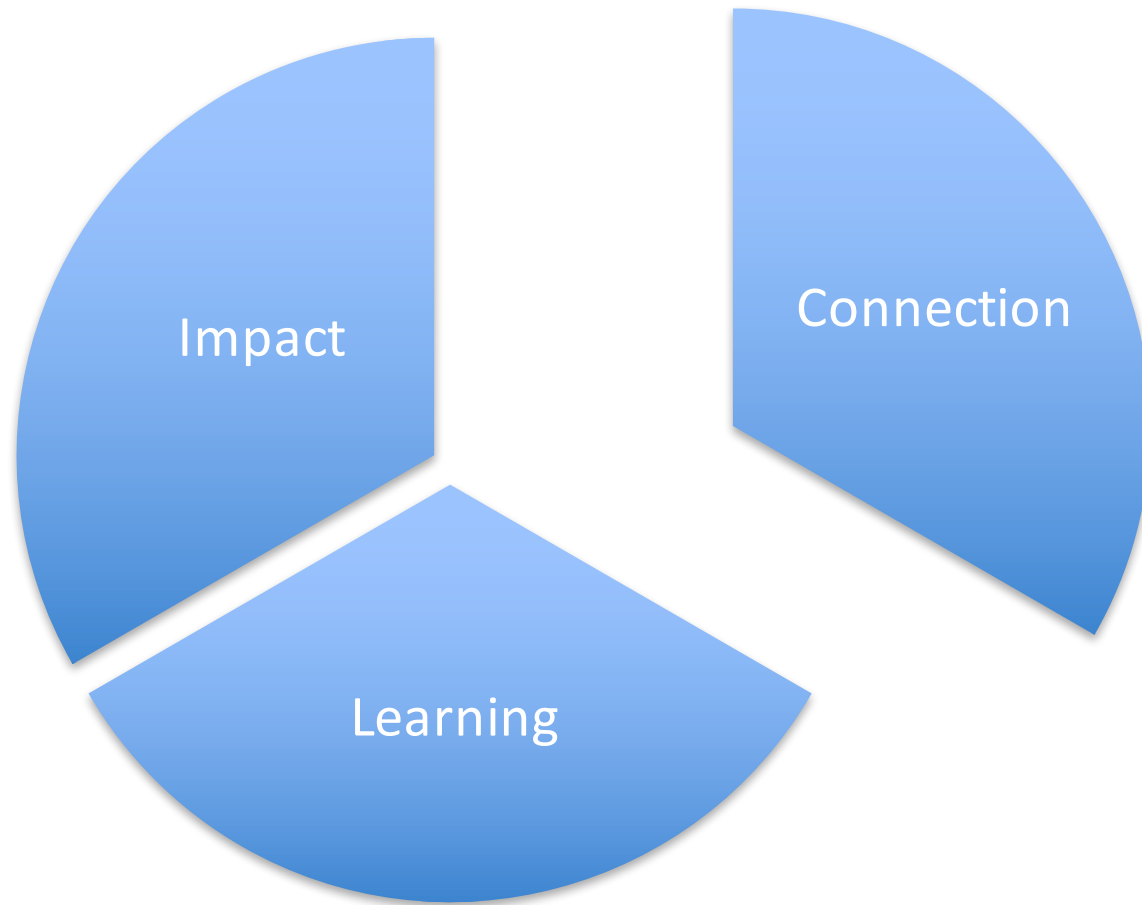
Schools of Tomorrow Conference

**What lies ahead: Seizing our own
power and potential**

SOTO Conference
April 20th 2016

Communities that learn, improve and thrive focus on





“There is a heap of evidence staring policy makers in the face that it is the collaborative group that accelerates performance. These results occur because day to day pressure and support is built into the work. It is social capital that has the quality and speed essential for whole system reform.”

Michael Fullan

Relationships matter

'Any reform initiative that improves relationships has a chance of success. Any that doesn't is doomed to failure'

Michael Fullan

To improve – increase connectivity

‘Isolation is the enemy of improvement’

Michael Fullan

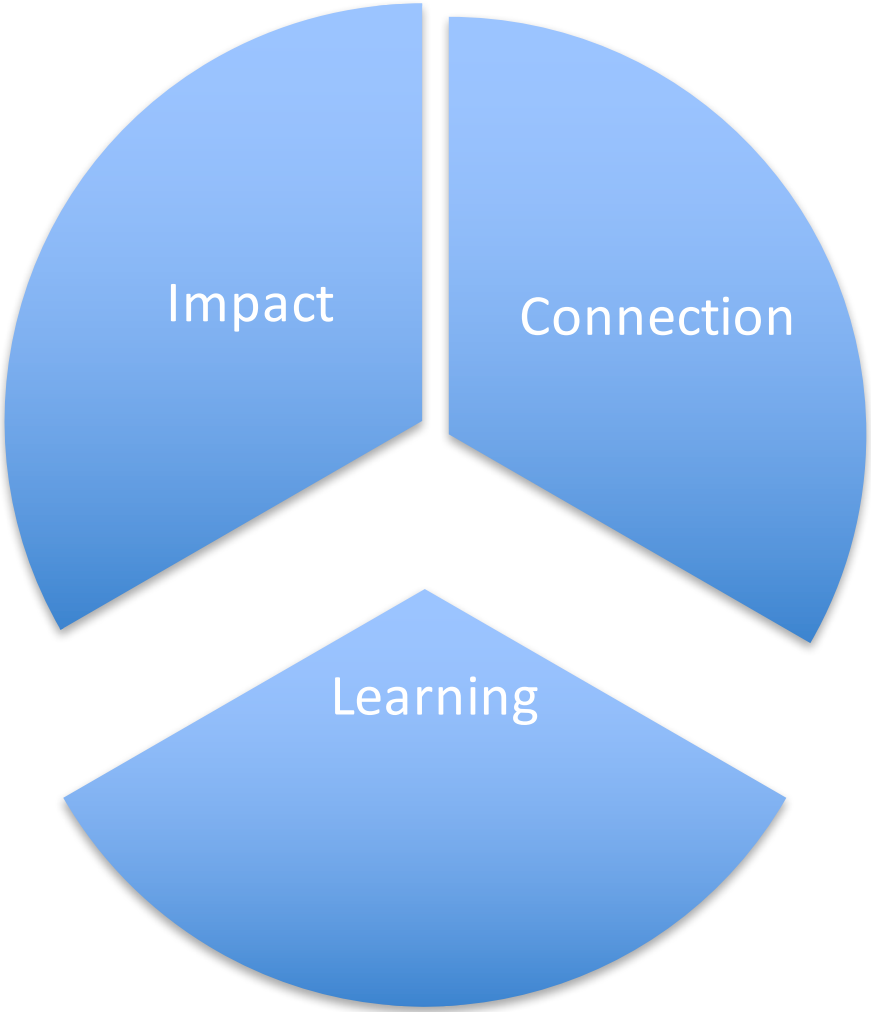
For cluster led improvement this means:

Clusters that come together voluntarily have more chance of success than those that are imposed

Geography (proximity) makes a difference

Partnership agreements that make expectations explicit are essential

Trust is built by **doing** real work together – peer review, giving and receiving feedback, joint practice development



Like inquisitive scientists, the best corporate leaders we've researched remain students of their work, relentlessly asking questions – why, why, why? – and have an incurable compulsion to vacuum the brains of people they meet.

Jim Collins

Good to Great

‘Continuous learning for everyone is central to the notion of intelligent and improving schools’

McGilchrist, Reed and Myers
The Intelligent School 2004

You know you are in an effective cluster when..

Teachers TALK about teaching and learning

Leaders talk about leading

Teachers WATCH each other teach

Leaders watch each other lead

Teachers plan, organise and evaluate TOGETHER

Leaders plan and evaluate improvement TOGETHER

Teachers teach EACH OTHER

Leaders teach EACH OTHER

Tim Brighouse and David Woods,
The A – Z of school improvement

**And using the SOTO framework so do children,
parents, teachers and leaders – together**

Stages of learning

Dependent- *what others tell me*

Shallow

Independent – *what I learn for myself*

Deep

Interdependent – *what I learn with and on behalf of others*

Profound

The case for Professional Learning Communities

David Hargreaves

For cluster led improvement this means:

The opportunity to work alongside outstanding teachers and leaders within own school and in other schools

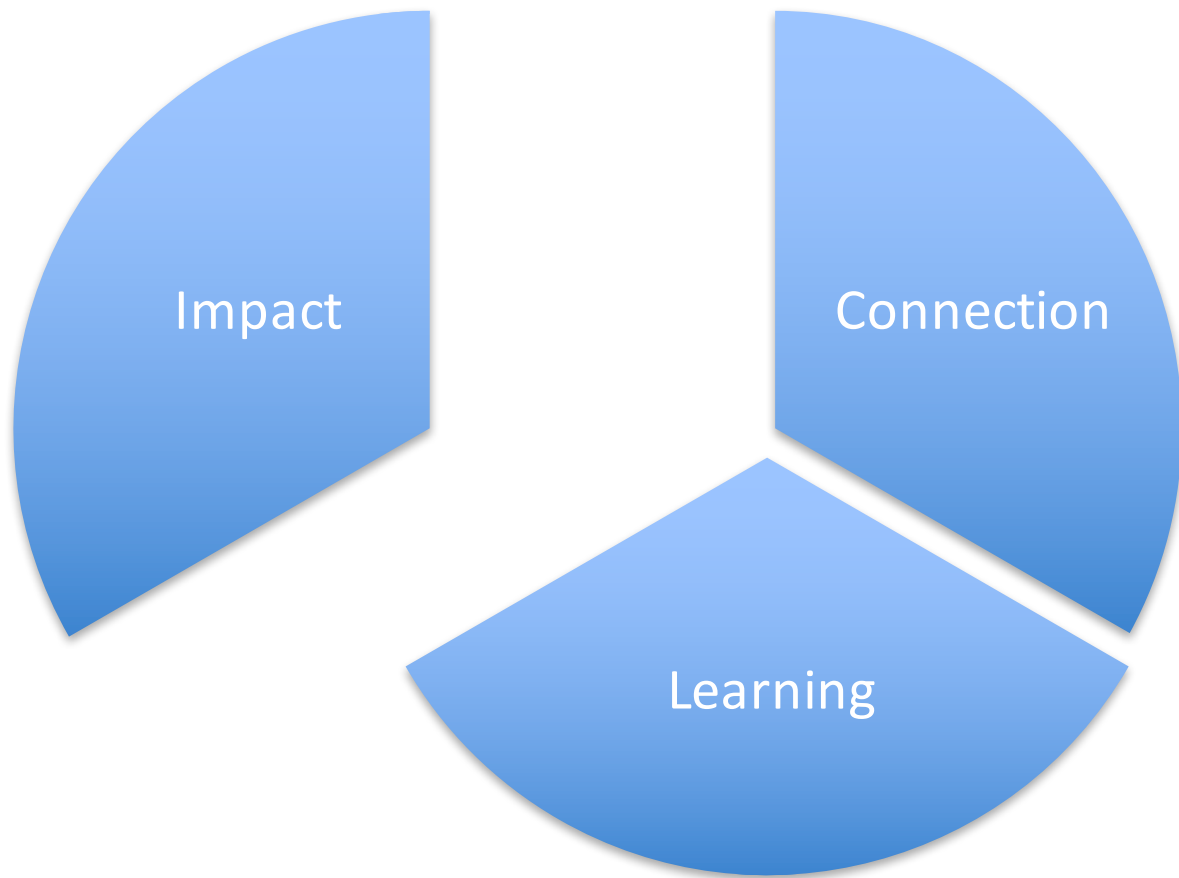
Building a co coaching culture within and between schools

Agreeing an annual professional learning focus for the cluster

Progressive 'staff meetings' in each others schools over the course of the year

Knowing where your best bits 'best bits' are and maximising their influence within and between schools

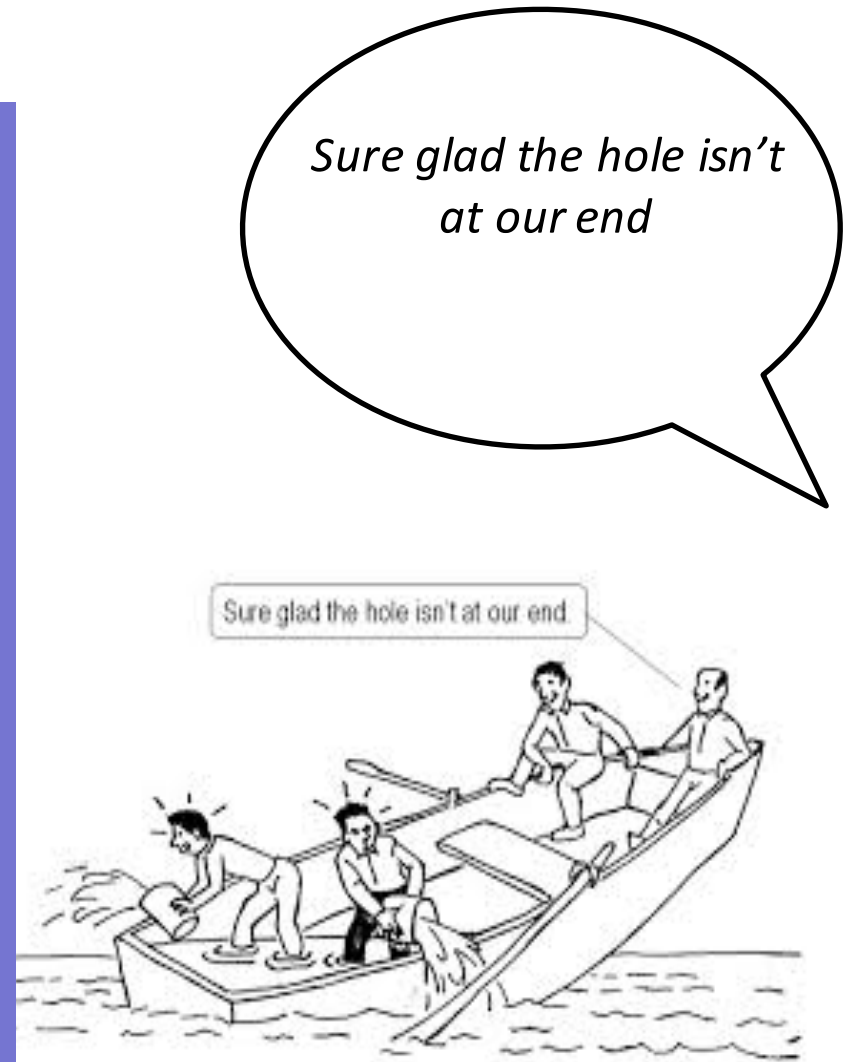
Forward planning to allow for peer review / joint action research / joint professional learning



Mutual accountability – it makes a difference

What could it look like ?

- Agreed performance metrics which all schools report to each other and publish
- Shared review framework with peer scrutiny; reported
- Mechanisms for learning together – joint practice development; and assessing impact – and shared
- Evaluation of partnership/ cluster impact – in which everyone has a say



Accountability: multi-faceted

Personal accountability: To self

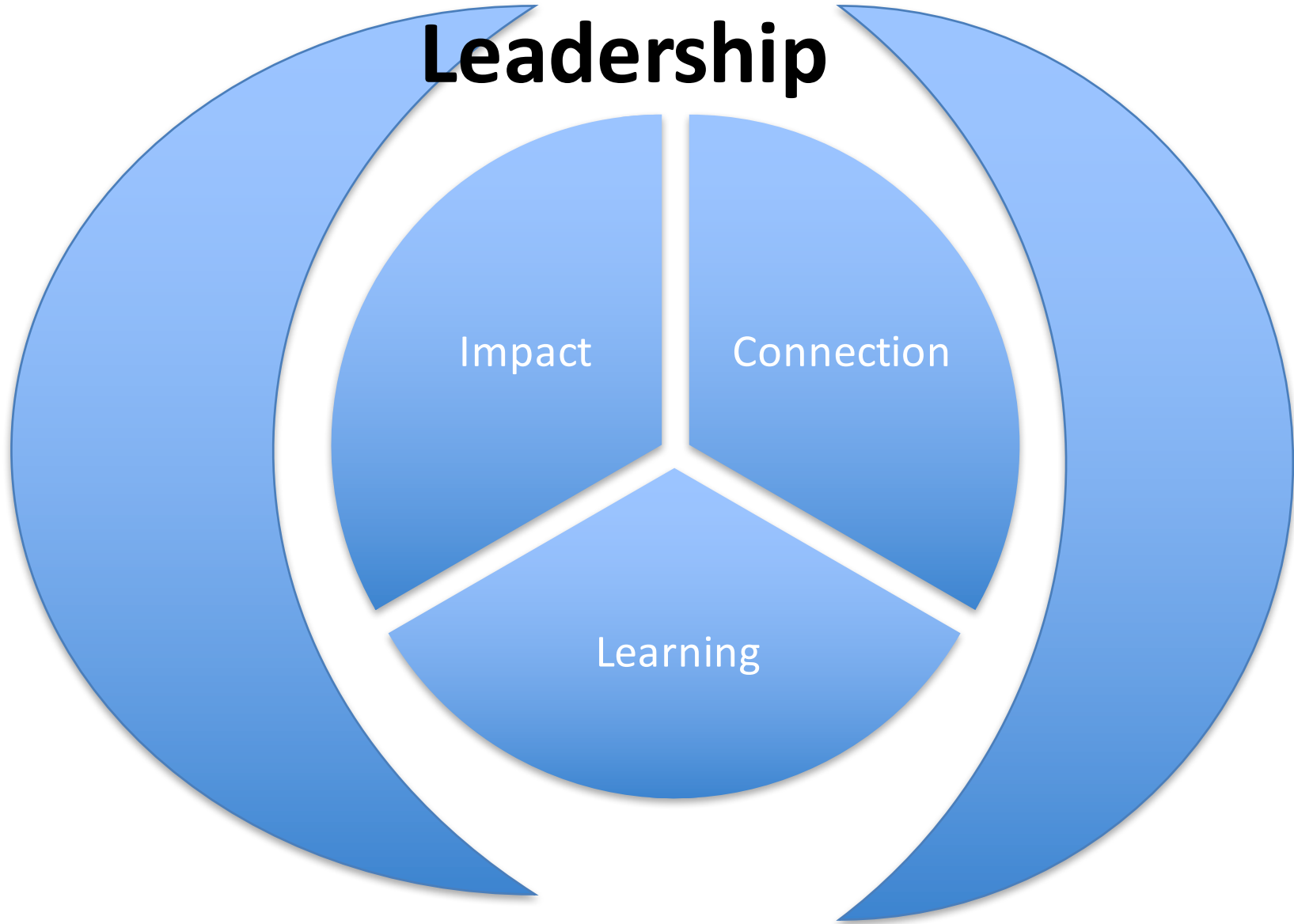
Moral accountability: To students/parents/the community

Professional accountability: To colleagues

Contractual accountability: To employer/government

System accountability; To the wider system

Leadership



‘Becoming a community of leaders requires leading and learning. Becoming a community of leaders requires learning together. And learning together requires that the responsibilities of leadership be shared’

Building community in schools

Thomas Sergiovanni 1993

Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity.

And above all, it takes a willingness to try.

Atul Gawande

Notes from a surgeon