

Leading

Learning:Securing

improvement

What changes are we all responding to?

- * The changing world - technology, globalism, uncertainty
- * The changing context - policy, frameworks, expectations and priorities
- * Changing relationships
- * Inhabiting ambiguity

Eric Hoffer

- * In times of change, the learners shall inherit the earth while the learned will remain beautifully equipped for a world that no longer exists

David Cameron

- * And the learners who can create and innovate, who can identify opportunity and manage risk will shape that inheritance and define the future

What do learners need?

- * Basic skills – literacy, numeracy
- * The specific skills required by disciplines or vocational choices
- * The skills to access knowledge including the skill of questioning

- * The capacity to think, learn and adapt
- * The ability to innovate and create
- * The commitment to sustained enquiry or task
- * The ability to choose, and use, the tools for learning, life and work

What sort of learning?

- * Based on the gifts not the deficits
- * It has to be active
- * It has to involve the quest for meaning
- * It has to be varied
- * It needs motivation
- * It should respect disciplines but not be dominated by them
- * It must be assessed in terms of breadth, depth and application

Thoughts

- * I don't think that you can just sit in a classroom and be taught how to save the planet or whatever – you have to actually get out there and learn what needs done and how to do it"
- * **"People learn what they need to learn, not what someone else thinks they need to learn." Fullan (1994)**
- * **"You cannot have students as continuous learners and effective collaborators, without teachers having these same characteristics." Sarason (1990)**
- *

Jamie

Health

Family Life

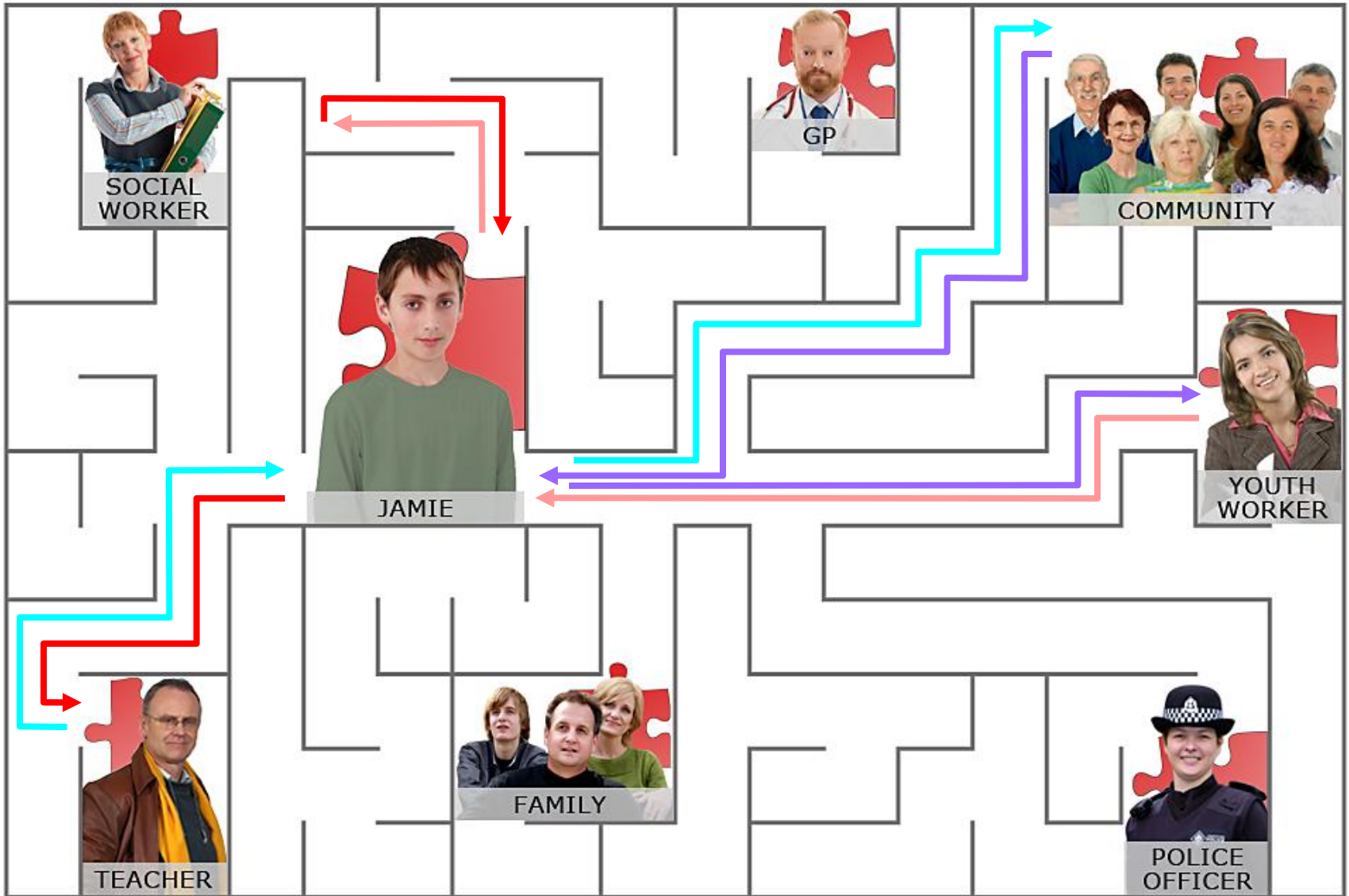
Peer Pressure



Drug Exposure

Behavioural Issues

Legal Problems

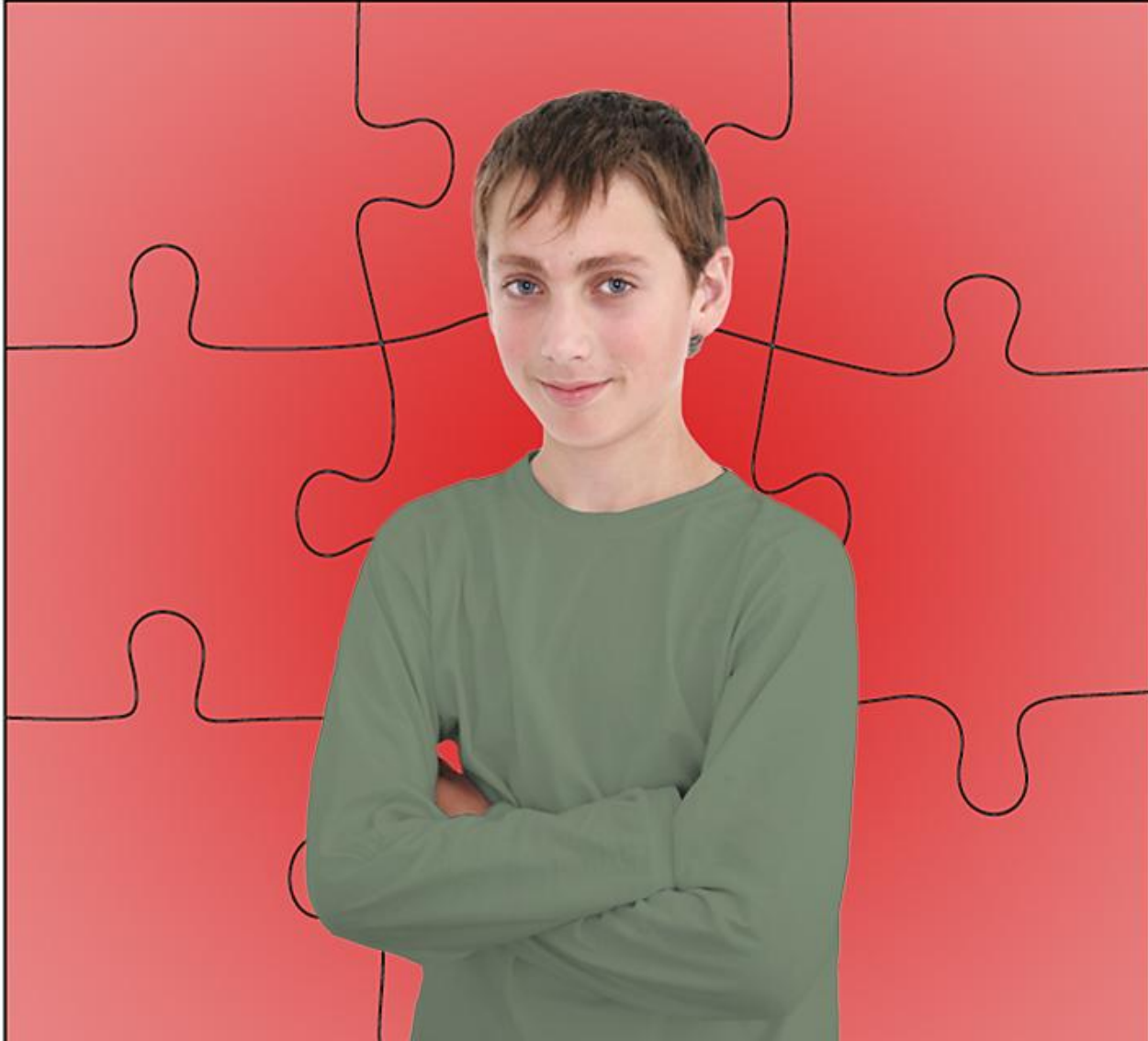






LEAD PROFESSIONAL

JAMIE



Therefore.....

- * Learning everywhere
- * Stimulated
- * Varied
- * In context
- * Always available

But.....

- * We cannot leave learning to chance
- * We need structure
- * We need guidance
- * We need “capture”
- * We don't need barriers

Chance

- * Exacerbates inequality - “Outliers” – Malcolm Gladwell
- * Makes learning random
- * Loses cooperation
- * Endangers social purpose

Structure

- * Bridges learning contexts
- * Spreads resources
- * Directs learning
- * Maximises opportunities
- * Equalises resources

Guidance

- * Can use social networking
- * Can build in reflection
- * Can build in joint design of tasks
- * Can inform “teacher” and the learner
- * Can provide focus

Capture

- * Key to evaluation
- * The foundation for progression
- * Allow personalisation and collective activity
- * Needs sound assessment practice

Ideas for Assessment

- * Applying in different contexts
- * Testing a hypothesis
- * What happens next?
- * Making a plan
- * Pursuing an enquiry
- * Facebook, blogs, tweets

Key principles

- * Where change is imposed or driven by others, we play at it, defuse it and subvert it
- * It affects interviews far more than practice
- * It makes no difference to pupil achievement
- * You work best when you are enthusiastic about what you are teaching

More Principles

- Change should only be driven by self-evaluation, provided that self-evaluation is realistic and takes account of economic and social changes
- If all learners were experiencing the best practice in our schools, we would not be talking about system change
- Any change has to be rooted in current practice

And.....

- * Focus on learning
- * Support and challenge learners
- * Whatever you do, do it right, consistently and persistently
- * Improvement comes through systems, priority for practice and looking at the needs of individual learners

What are we doing in Scotland?

- * Curriculum for Excellence
- * Donaldson Review – Teaching Scotland's Future
- * Review of Devolved School Management
- * McCormac Review – Teachers' terms and Conditions
- * Restructuring of Inspection
- * Review of iCT strategy

A real vision

..we believe that people are important, the children placed in our care, the adults who spend their working lives in the school, the parents and members of the wider community.

We believe that education is about every aspect of human personality and achievement. This view requires that teachers give generously of their ideas and the community to welcome those ideas

What we teach must work for all the children and tap all their potential talents, not just some of them.

The curriculum that we offer must be broad, balanced and progressive. It must reach out and touch all children in a way that makes sense to each individual child. It must motivate each child, involve each child, inspire and enlighten each child. It must be a curriculum that recognises that there are many kinds of knowing, feeling and expressing truth.

What do we need?

- * **Clarity**
- * **Commitment**
- * **Courage**
- * **Collegiality**

The Leadership Hierarchy

- * Obstruction
- * Abdication
- * Instruction
- * Direction
- * Enablement
- * Empowerment

David Cameron

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