

What I have  
learned today

# The big thoughts

- \* I love you xxx
- \* Because.....
- \* The speed of interaction
- \* The questions
- \* The laughter
- \* The intensity
- \* The commitment

- \* The hands
- \* The ambitions
- \* The willingness to wrestle

# Specific thoughts

- \* Leadership is mainly concerned with getting people to do what they are supposed to do
- \* If you let the vision lead, you can be part of the change and the judge of the change
- \* Remember there are those who can leap up the stairs, there are those who need the banister
- \* And those who need the Stenna stairlift

# Resistance and incapacity

- \* Always establish the points of reference
- \* Treat lost causes differently, don't let them drain you
- \* Think in children's timescales, not teachers'
- \* Provide the structure and support, but make clear that you are dealing with performance management, not professional development
- \* Timetable and deploy to minimise impact

# Challenging Success

- \* Use the pupil voice
- \* Look for the chink/use the incident/protect from pressure

- \* A vision can evolve, but there has to be a starting point and you must have the vision
- \* There is a difference between being a dictator and being an enforcer
- \* Your main role is to be the voice of the child and the community
- \* There must be results **and** horizons
- \* A leader is also a filter and a sense-maker

# Listen Carefully – you need to hear this!!!!!!!!!!!!!!

- \* Managing others means managing yourself
- \* And being yourself, but your best self
- \* Know yourself,
- \* but remember you are not dead,
- \* You are still growing
- \* Grow in response to your team
- \* Facing dilemmas means making choices

- \* Open door
- \* Don't swap the shower for the bidet
- \* Delegation, prioritisation
- \* Meg Ryan

# Giving tools

- \* Concrete criteria
- \* Safe mirrors – keep the focus on the practice and not the person for as long as possible
- \* Provide perspective
- \* Even in the most intimate of contexts, self-evaluation starts with “how was it for you?”

- \* Sometimes it is good to be bad
- \* It is never good to become bad

# Excellent?

- \* Sound is good...
- \* Effective is better...
- \* Sustainable is good too...
- \* Caring is vital...
- \* Purposeful is essential
- \* Excellent is outstanding and exceptional
- \* Improving is what we need

# Schools can.....

- \* Provide a better, more effective, more appropriate learning experience for all pupils
- \* Look at their practice. They must see themselves as having a shared responsibility for children
- \* Of all the factors affecting pupil performance the skills of the teacher are the most important. Of these skills the most important are in classroom organisation

# The other factors

- \* The second vital ingredient is the raising of aspirations and expectations.
- \* Third, teachers' morale and attitude to their craft. It is hard to improve what you do through clenched teeth.
- \* Fourth is the climate within the school..a positive attitude to improvement in which people look at what is happening in classrooms, reflect on it and implement judicious change