The best time to plant a tree is ten years ago - the second best is today.

Her Highness Sheikha Mozah Bint Nasser Al Missned Education conference, Doha

Good to great schools

Frank Crawford
The great challenge

It was great that it became better, but it would have been better had it become great.
Mollehave

Good → Great
Coasting

Excellent or on the road to excellence

A spot of trouble

Work in progress

How do you know?
Show me!

✓ strengths and aspects for development
✓ outcomes, quality
✓ where you are improving
✓ how you know – evidence
✓ priorities for improvement
Improvement through self-evaluation

Why?
What?
What are the levers?
How?
Raising achievement matters

For individuals
- Increased lifetime salary
- Improved health
- Longer life

For society
- Lower criminal justice costs
- Lower health-care costs
- Increased economic growth

Wiliam
We are preparing young people for jobs that don’t yet exist…

requiring technologies that haven’t yet been invented…

to solve problems of which we are not yet aware.

Alvin Toffler
Juan Enriques on TED.com
‘Siftables’ or Photosynth on TED.com
Pranav Mistry on TED.com
David Perry on TED.com
Sunitha Krishnan on TED.com


Funny educational pictures http://tinyurl.com/yex263d
By 2023 a handheld device will have the processing power of the human brain (in operations per second):

by 2049, of the entire human race.
Today’s learners are no longer the people our educational system was designed to teach.

M. Prensky
Impact and outcomes

- Raised achievement
- Improved life chances
- Equity and inclusion
- Engagement
- Service quality
What outcomes are we trying to achieve?

Experiences and Outcomes

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors
Melbourne declaration

- Successful learners
- Confident and creative individuals
- Active and informed citizens
- Promoting equity and excellence

Learning and standards
What are attributes

• Innovative and creative
• Able to cross boundaries
• Adaptable and flexible
• Analytical and critical
• Problem solving
• Responsibility for own personal development
• Technologically literate
Skill demand

Demand

Time

Applied knowledge across disciplines

Specialisms, knowledge-based
“.. it is easier to relocate a cemetery than change the school curriculum...”

US President Woodrow Wilson
1914
Creating
Designing, constructing, planning, producing, inventing

Evaluating
Checking, hypothesising, critiquing, experimenting, judging

Analysing
Comparing, organising, deconstructing, interrogating

Applying
Implementing, carrying out, using, executing

Understanding
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recognising, listing, describing, retrieving, naming, finding

Higher-order thinking
Find $x$

Here it is!
What are the levers?
We know what works in improving schools

- Teaching that provides the highest quality learning experience
- Leadership and shared mission
- Partnerships including with parents and families
- Reflection on practice that involves and values people
- Ethos of ambition/achievement
What is our core business?
Learning?
What is learning?
Learning! The core business

Brain changes

A process

led by?

Teaching
Those students who believe that intelligence is fixed and there is nothing you can do about it, are less motivated to learn, more afraid of effort, and more likely to quit after an academic setback.

In contrast, those students who believe that intelligence is potential that can be grown and developed through effort, are much more committed to learning, bounce back after academic setbacks and show improved academic progress.

**Growth mindsets** can be developed in students by building their awareness of the learning brain.

Carol Dweck
What is change?
Change is a learning process!
It’s the teacher, stupid

Variability at the classroom level is up to 4 times that at school level

It’s not class size

It’s not the between-class grouping strategy

It’s not the within-class grouping strategy

It’s the teacher

Dylan Wiliam
It’s the classroom, stupid!
Numeracy:
Thinking about, understanding and relating to the environment

Literacy:
Learning language
Thinking tools

Learning!

Wellbeing:
Care, participation, recognition, motivation

Check out Leadbetter
Incompetence
Chaos
Stupidity
Excellence

Doing things badly
Doing the wrong things
Doing the right things
Doing things right
The main drivers for developing alternative models of leadership

21st century necessitates a shift away from vertical, policy driven change to *lateral, capacity building* change

Alma Harris

In the future, leadership becomes the art of sharing power and the science of getting that right.

Frank Crawford
<table>
<thead>
<tr>
<th>Current Leadership</th>
<th>Future Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hierarchical</td>
<td>Distributed</td>
</tr>
<tr>
<td>Position</td>
<td>Capability</td>
</tr>
<tr>
<td>Problem based</td>
<td>Solution Focused</td>
</tr>
<tr>
<td>Competencies</td>
<td>Practice</td>
</tr>
<tr>
<td>Control and Efficiency</td>
<td>Capacity Building</td>
</tr>
<tr>
<td>Focused on Organisation</td>
<td>Focused on Learning</td>
</tr>
<tr>
<td>Linked to Remuneration</td>
<td>Linked to Professional Growth</td>
</tr>
</tbody>
</table>
Professional drive

Humility

Jim Collins
Leadership for learning – children’s views

It’s more fun to colour outside the lines
Ask ‘Why?’ until you understand
Make up the rules as you go along
It doesn’t matter who started it
You sometimes have to take tests before you finish studying
If you want a kitten, start out asking for a horse
Keep knocking till someone opens the door
You can’t ask to start over when you’re losing
Parents

... the most important ‘parenting’ factor is the parents’ relationship with the school ....

Rowntree Foundation
Positive partnerships improve everyone involved

NCSL has shown that schools which assist others in improving, improve themselves.  

[As well as satisfying a moral imperative.]
Teacher learning communities

Collaborative cultures are strongly associated with student success and retention among teachers.

[As long as they don’t focus too much on swapping cramming techniques or developing discipline policies.]

after Hargreaves and Shirley
Roger Hart's Ladder of Young People's Participation

Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

Why should I go to school?
The classroom energisers

- Engagement: show you care - value
- Self determination
- Structure: show you trust - empower
- Stimulation: show you enjoy teaching them - enthuse
- Purpose
- Feedback: show you believe inform
- Self belief

Alan McLean
Key features of effective learning environments

Autonomy: student engagement

Purpose: orderly environments

Mastery: awareness of thinking
OECD Future schools project

Carry on regardless

Re-school

De-school

Meltdown
Improvement through self-evaluation

How?
(It’s too complex and I don’t have the time.)
The E generation
Data only raise questions. Statistics means never having to say you're certain.
A classroom-perceiving approach – evaluation for improvement

Use a variety of evidence

Involve all stakeholders
  - be open
  - use teachers’ self-evaluation

Track pupils’ progress
  - use ICT, get data rich

Feed back to each teacher
  - classroom practice, 5 min slivers, 5 min feedbacks
  - learners’ work
  - forward plans

Focus on improving outcomes for learners
Three horizons: horizon one: Current scenario

- Existing things that need to be addressed
- Things we need to phase out
- Existing things we need to keep

Prevalence vs. Time
Three horizons: horizon two: Transitional scenario

Innovations that fix the current system and move us towards the future

Innovations that have played their part

Innovations that develop current practice
Three horizons: horizon three: Future scenario

- Radical practice that can be developed
- Innovations to grow to help reach the future
- Features of an ideal system that fit our future vision

© internationalfuturesforum.com
<table>
<thead>
<tr>
<th>What key outcomes have we achieved?</th>
<th>How well do we meet the needs of our stakeholders?</th>
<th>How good is our delivery of key processes?</th>
<th>How good is our management?</th>
<th>How good is our leadership?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Improvements in performance</td>
<td>2.1 Impact on children and young people</td>
<td>5.1 Consultation and advice</td>
<td>6.1 Policy development and review</td>
<td>9.1 Vision, values and aims</td>
</tr>
<tr>
<td>1.2 Fulfilment of general statutory duties</td>
<td>2.2 Impact on parents, carers and families</td>
<td>5.2 Assessment</td>
<td>6.2 Participation of stakeholders</td>
<td>9.2 Leadership and direction</td>
</tr>
<tr>
<td>3. Impact on staff</td>
<td></td>
<td>5.3 Intervention</td>
<td>6.3 Operational planning</td>
<td>9.3 Developing people and partnerships</td>
</tr>
<tr>
<td>3.1 Impact on staff</td>
<td></td>
<td>5.4 Professional development and training</td>
<td></td>
<td>9.4 Leadership of change and improvement</td>
</tr>
<tr>
<td>4. Impact on the community</td>
<td>4.1 Impact on the local community</td>
<td>5.5 Research and strategic development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Capacity for improvement</td>
<td>4.2 Impact on the wider community</td>
<td>5.6 Inclusion, equality and fairness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1 Global judgement based on evidence of all key areas in particular, outcomes, impacts and leadership</td>
<td>5.7 Improving the quality of services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Partnerships and resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1 Partnership working</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2 Financial management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3 Resource management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4 Information systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planning for excellence

Planning which:

- is based on self-evaluation
- makes use of a wide range of data
- is ambitious and aspirational, and based on vision
- involves parents, learners, partners and staff
- focuses on delivery
- builds on the positive, uses excellent practice
- is flexible and responsive to change
Things to avoid

Innovation without change

Lack of purpose

No progress from year to year

Self-delusion
Successful learners
Equity and excellence
Confident, creative individuals
Active, informed citizens

Learning and teaching
Ethos, culture
Vision, leadership
Partnerships
People

How good are we?
How do we know?
How good can we be?
What are we going to do now?

aisnsw.edu.au
What do you think excellence is?
excellence is
caring more than others think is wise
risking more than others think is safe
dreaming more than others think is practical
expecting more than others think is possible

African proverb
and it’s about US

everyone thinks of changing the world, but no one thinks of changing himself (Tolstoy)

the most powerful agent of growth and transformation is something much more basic than any technique - a change of heart (Welwood)

you must be the change you wish to see in the world (Gandhi)
Additional slides
“At Tudor House we needed to consider the rich threads underpinning this traditional icon of Australian education. As such action for improvement relies on reflection, evaluation and careful planning, this is a process no single person can manage. It comes from all stakeholders. An explicit programme that maps out the evaluation process enables all to ‘own’ change, to see the need for change, and for all to be emboldened to ask the key questions: How good are we? How do we know? How good can we be?”

John Stewart
Headmaster
Tudor House
“William Carey Christian School has had the privilege of piloting this program with AIS. The process of evaluating all aspects of your school is simultaneously challenging and exciting. The process of thinking through how good your school is and asking how do you know has been transformational. I believe that the strength of the model is that learning and teaching are at the heart of the underlying framework linking with all the various dimensions of what it means to be an excellent school. This is not a program for the faint hearted. Be prepared to have your own perceptions and assumptions about your school challenged. Watch as the members of your community, students, parents and staff, build partnerships to engage and interact in the process of education.”

Ian Wake
Principal
William Carey Christian School
Pace of change

Inside School = 1

Planning

Outside School = 5
Improving Scottish education

Scenario Planning | The Edinburgh Scenarios

Virtually Vanilla
- Learners enjoy ubiquitous access to content
- Rich provision of content
- Directed and controlled
- Institutional requirements prevail

Establishment, Convention
- Learner experiences
  :: more predictable
  :: less technology-focused
  :: less innovative
- Cost-cutting route
- Traditional models of teaching
- Invest in new classroom but less in infrastructure

Technology Empowers
- Professional teachers
- Learners empowered to control own learning
- Learners confident about technical skills
- Innovative learning experiences
- Creativity and innovation encouraged
- Risk-taking encouraged

Self-organising, Emergent
- Learners opt out
  :: reliance more on popular community groups
- Emphasis on informal, unstructured learning
- Cut back on e-learning and technology
- Poor learning design

Technology Frustrates

You Choose

Back to the Future

Web of Confidence
Think different

Move the camera to another part of a room

Look back on the present from the future

Look for the problem behind the problem

Seek the one-degree change that makes a difference

Power your brain with laughter
Three generations of school effectiveness research

Conclusion: an effective school is a school full of effective classrooms

Dylan Wiliam
Within thirty years, we will have the technological means to create superhuman intelligence. Shortly after, the human era will be ended.

Vernor Vinge, NASA Symposium
1993
Planning for excellence

Planning which:

- is based on self-evaluation
- makes use of a wide range of data
- is ambitious and aspirational, and based on vision
- involves parents, learners, partners and staff
- focuses on **delivery**
- builds on the positive, uses excellent practice
- is flexible and responsive to change
What to look for in schools

Plans which:

- are high level
- have a small number of priorities relating to learning and achievement
- interpret state and community priorities within the school’s own context
- present these priorities as outcomes for learners
- result in demonstrable impact on learners
The most effective planning:

- is proportionate
- involves the whole school community
- builds on identified strengths
- focuses on action, not bureaucracy
- can be recognised by the extent and quality of its outcomes for children.
……. schools have crammed computers into classrooms to sustain and marginally improve the way they already teach……. using computers this way will never allow schools to migrate to a student-centric classroom

Clayton Christensen – Disruptive innovation
New insights fail to get put into practice because they conflict with deeply held internal images of how the world works ....... images that limit us to familiar ways of thinking and acting.

That is why the discipline of surfacing, testing, and improving our internal pictures of how the world works promises to be a major breakthrough for learning organisations.

Peter Senge