



*Do not follow where the path may lead.
Go instead where there is no path and leave a trail.*

WHO AM I??



- ❖ Formed a 3-18 school by amalgamating a secondary, junior & infants in record time
- ❖ Formed an innovative academy with a university
- ❖ Author of “Are You Dropping the baton?”
- ❖ Author of “Brave Heads”
- ❖ Writing “Leadership Dialogues” with Prof. John West - Burnham.
- ❖ Managing Director (UK) of Independent Thinking
- ❖ Working across the world on education
- ❖ Believe that work without passion is pointless

Brave Heads



Robert Anthony

*“The opposite of bravery is not
cowardice but conformity”*

Headship in 1880

Sometimes the weight of living in this atmosphere of responsibility, work and weariness seems almost more than I can bear. I feel like a bird in a cage, beating against the bars, longing to be free, but baffled everywhere

Education in 1900

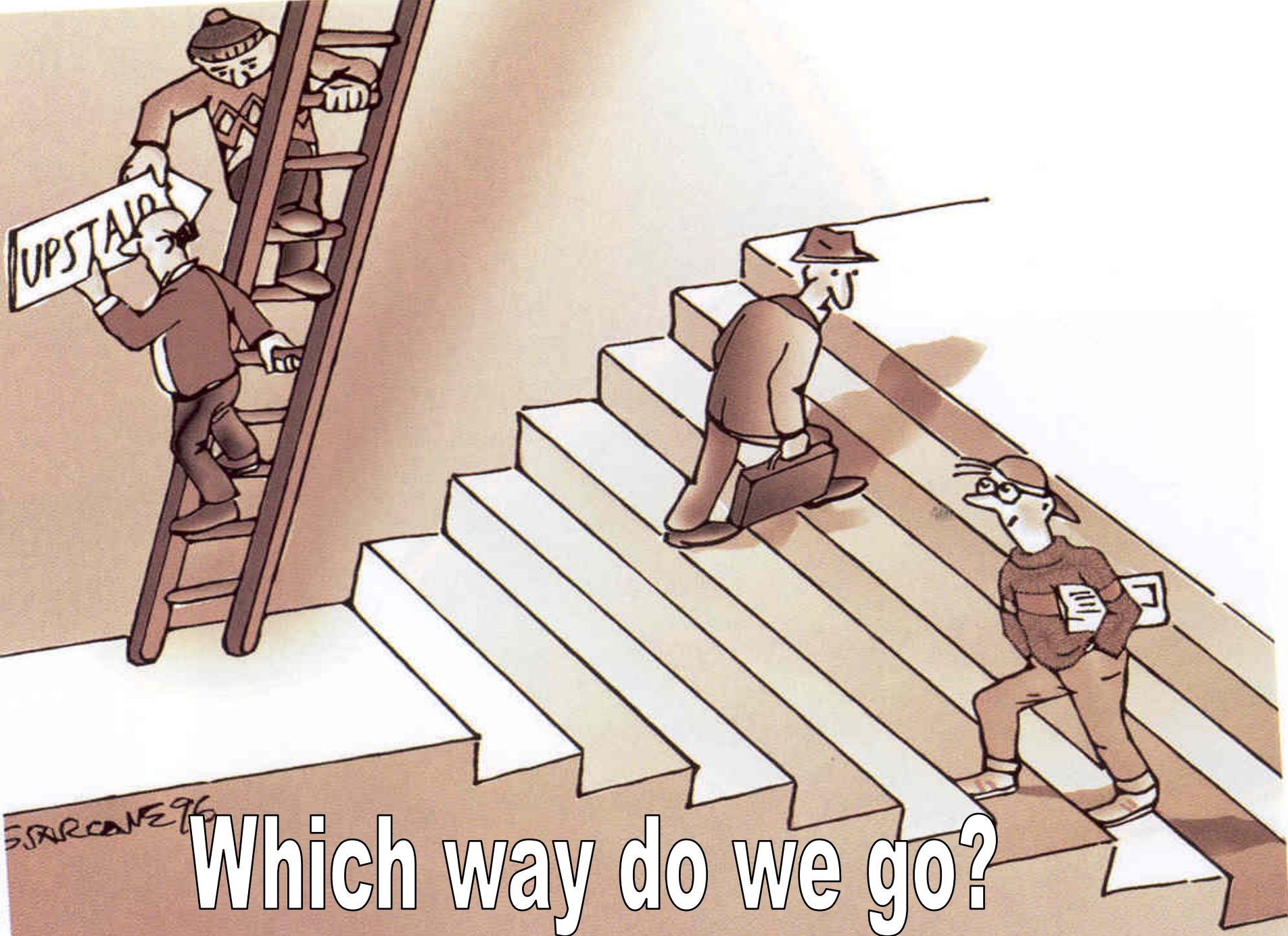
He dreamed of breaking through the monotony and the grind of teachers lives, the treadmill of constant preparation and ceaseless evaluation, which are so apt to dry up and narrow mind and spirit

*Is **now** the time to learn the lesson?*

What is education for?

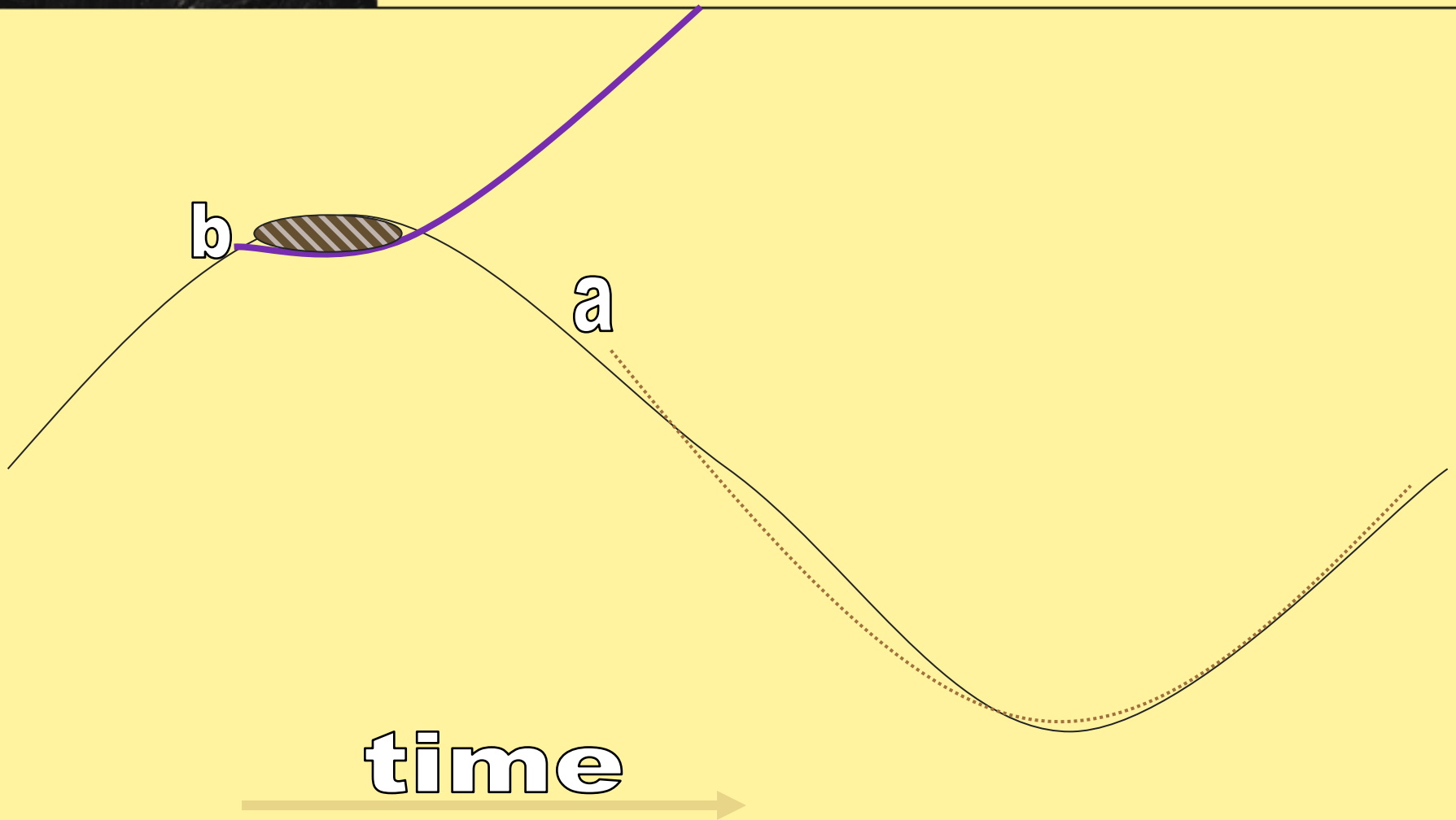






If it ain't broke.....

The Sigmoid Curve



One of the only places operating
largely as it did more than 50
years ago would be the local
school

Numella & Caine



The world our kids are going to
live in is changing four times
faster than our schools

Dr. Willard Daggett



So how must our schooling change?

“In times of change, learners inherit the Earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer



WE ALL AGREE EDUCATION NEEDS TO GROW

But how should this change
be driven??

KPI'S

KEY PERFORMANCE INDICATORS

KNOWINGLY POINTLESS INDICATORS

DEVIL'S WORK



Be careful what you
wish for!

‘if the quest to improve achievement rests on cynical strategies to raise test scores, the results will be educationally unsupportable and unsustainable. Apparent improvements will largely be temporary and quickly reach a plateau; they will register as improvements only in what is directly tested’ (Davies, 2007)

**It's not what you do,
it's how you do it!**



A primary school that keeps pupils until they are age 18

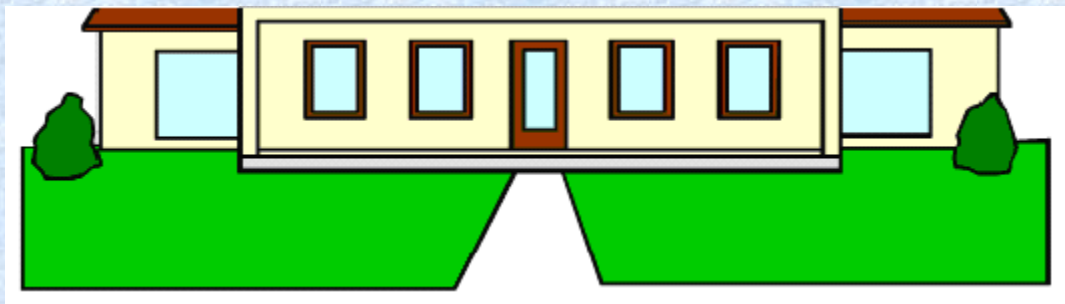
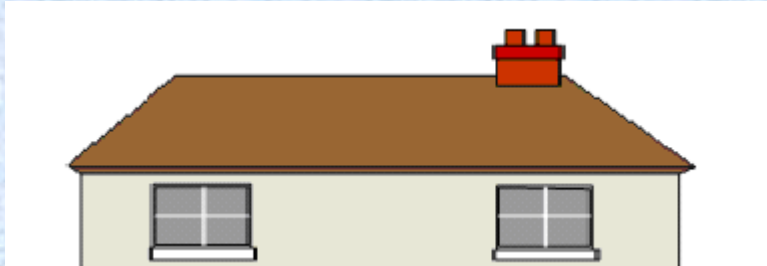
or

A secondary school that takes its pupils
from age 4????

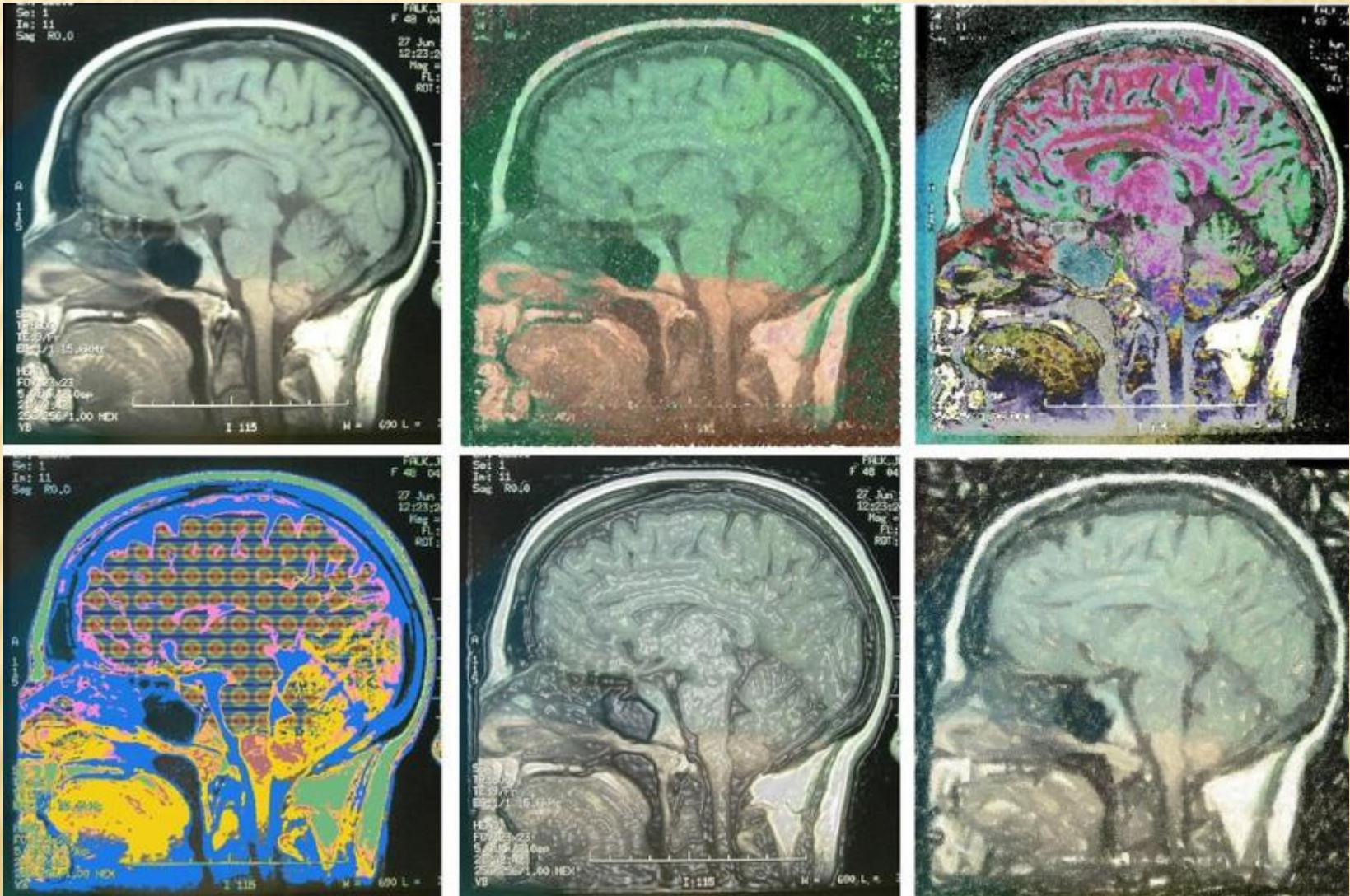


dave.harris@indenendentthinking.co.uk

Imagine you are building a three storey house:



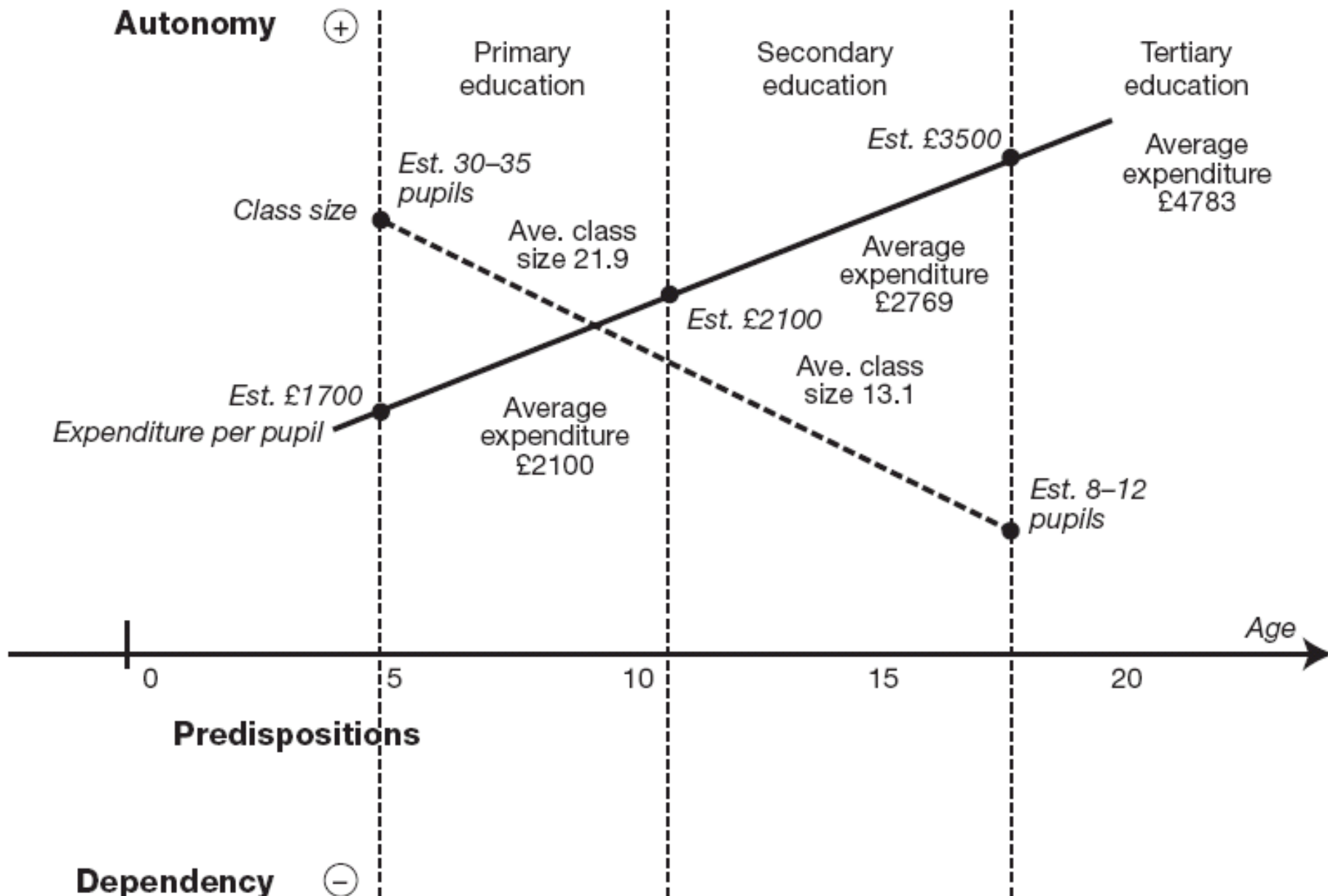
Does the brain require a change at 11?



Was it always this way?



Current relationship of expenditure to class size






Serlby Park

(a 3-18 Business & Enterprise Learning Community)



Amalgamation of an infant, junior and secondary school, to form an all through school with the focus of learning at its core.

An aerial photograph of the Serlby Park area, showing a mix of residential housing, green spaces, and industrial sites. Three callout boxes point to specific schools: North Border Junior school (280 pupils) in the upper left, North Border Infant & Nursery (220 pupils) in the upper center, and Bircotes & Harworth Community School (650 pupils) in the lower right. The overall scene is a wide-angle view of a suburban and industrial landscape under a cloudy sky.

North Border
Junior school
280 pupils


North Border
Infant & Nursery
220 pupils

Bircotes & Harworth
Community School
650 pupils

Serlby Park
(a 3-18 Business & Enterprise
Learning Community
1300 pupils

Benefits for Primary & Secondary

- Clearer curriculum development
- Pupil known throughout the school
- Display and celebration with wider group
- Positive attitude and enthusiasm maintained
- Subject expertise transferred
- Specialist equipment available for all
- Gifted and Talented progression easier
- Positive role models by older pupils

A black and white photograph of a massive flock of swans. The swans are densely packed, filling the entire frame. Most of them have their long necks extended upwards, creating a rhythmic pattern of dark, curved necks against a lighter background. The perspective is from a slightly elevated position, looking down into the flock. The overall effect is one of intense collective movement and energy.

Sort out who we are and what we
really want!

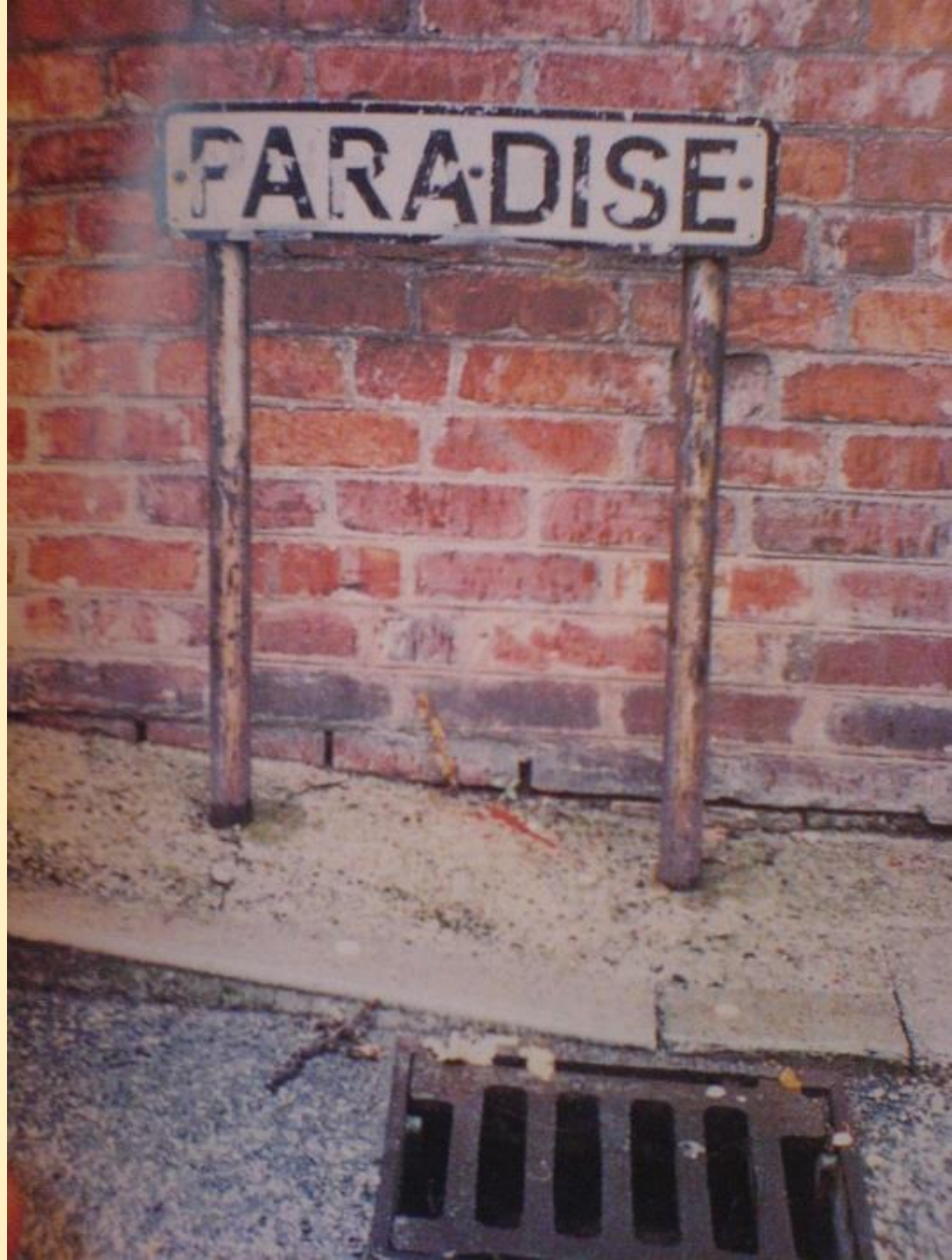
The 3-18 is to
be built on a
core
philosophy not
concrete!



Buildings are less important than the people in them!!!



Bricks don't
hold all the
answers!





















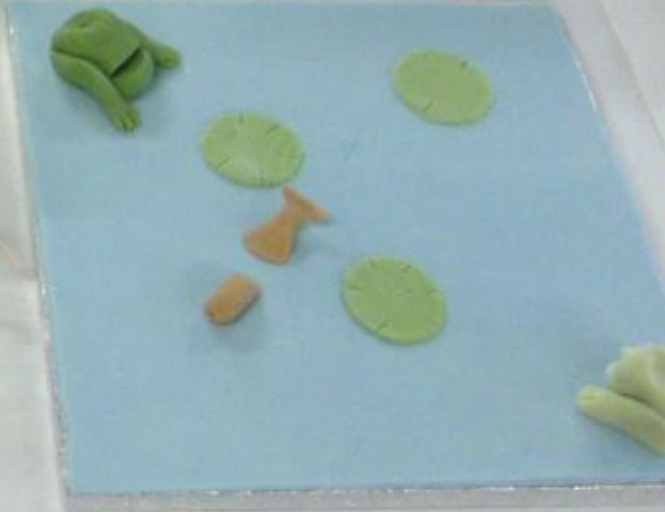
Up, up and away!!







DANIEL SNOOK

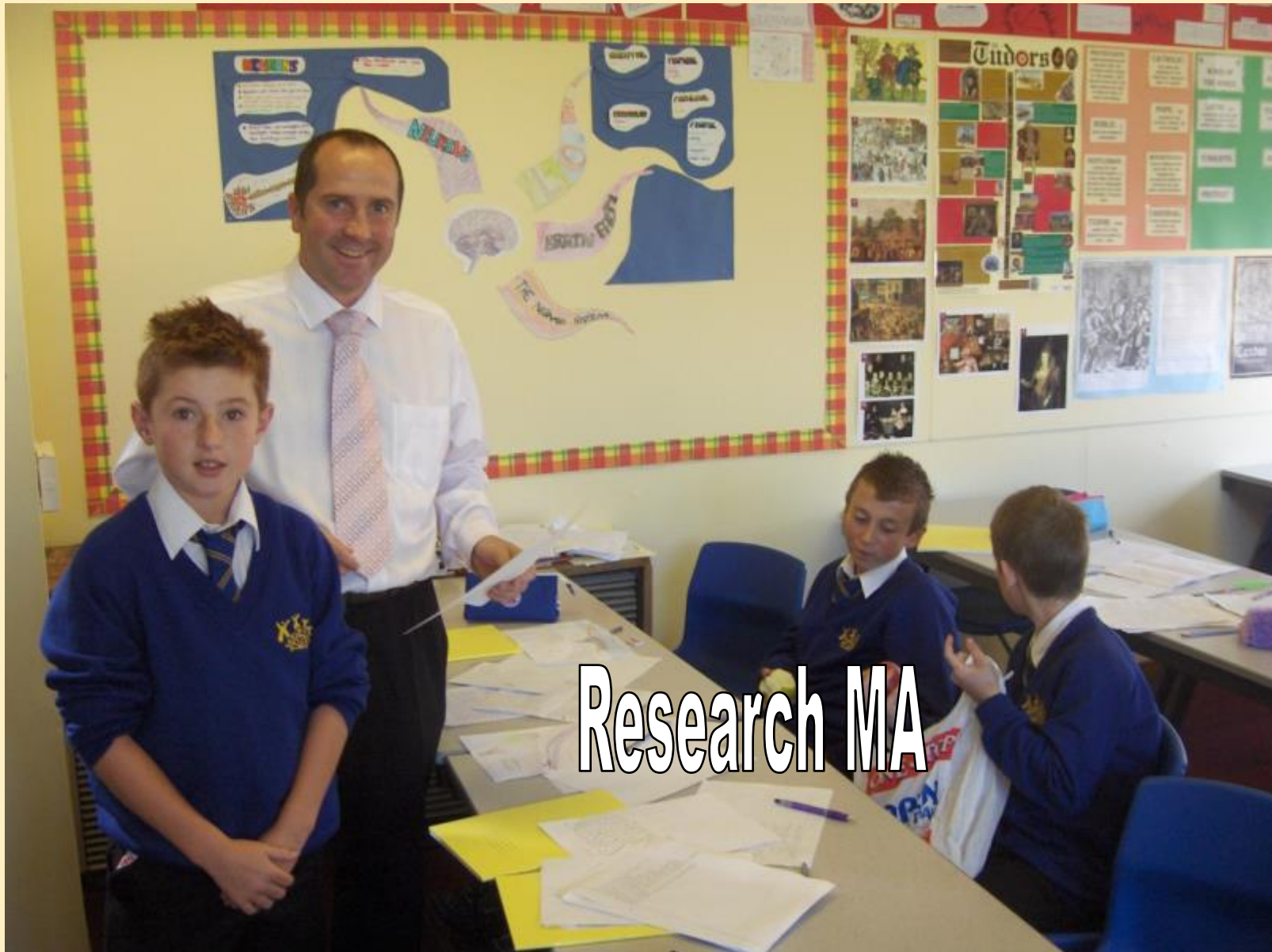


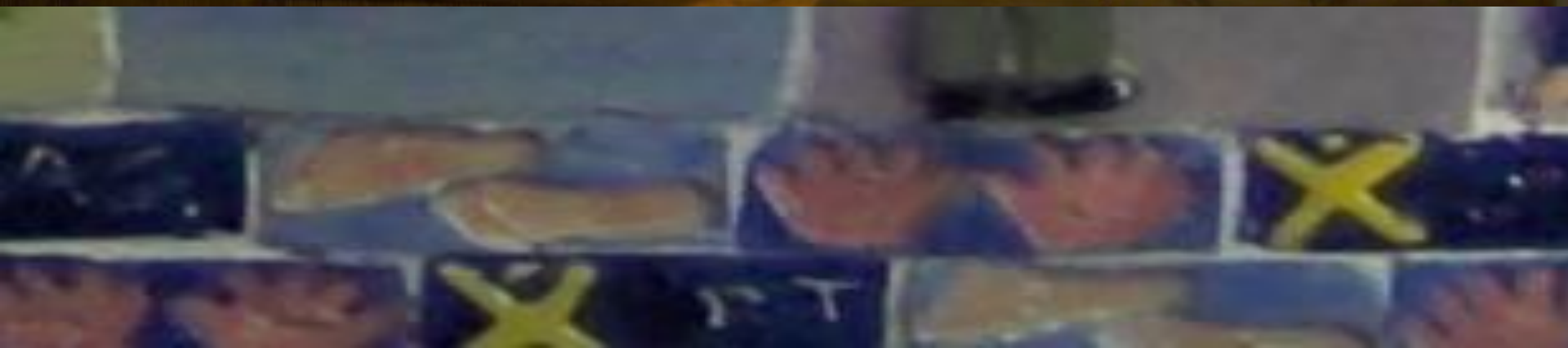






Primary Curriculum









Education is important,
isn't it?





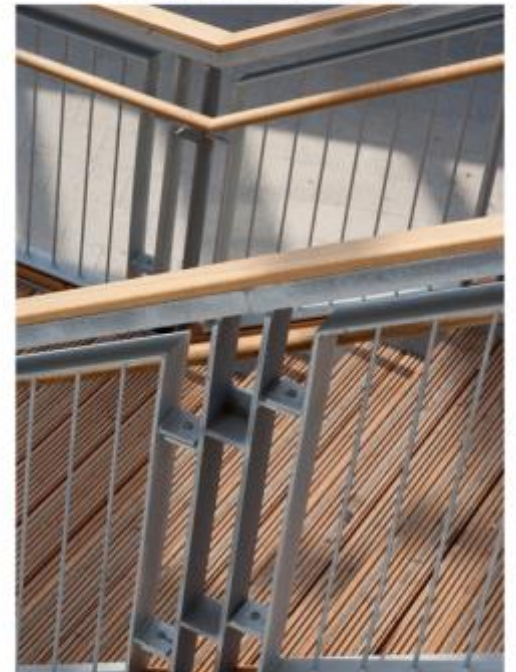
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but it's not all about
buildings



It's about building relationships



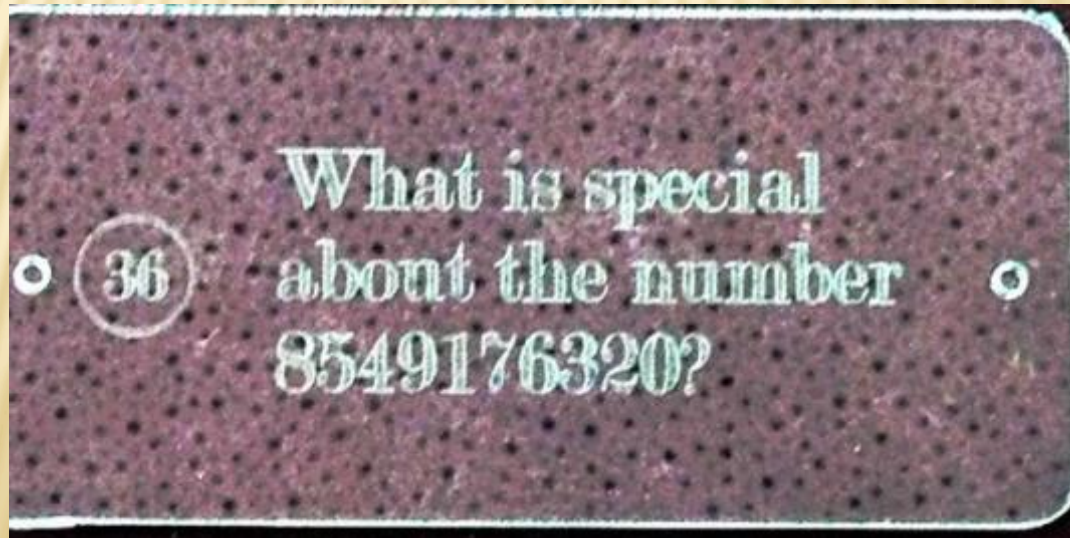
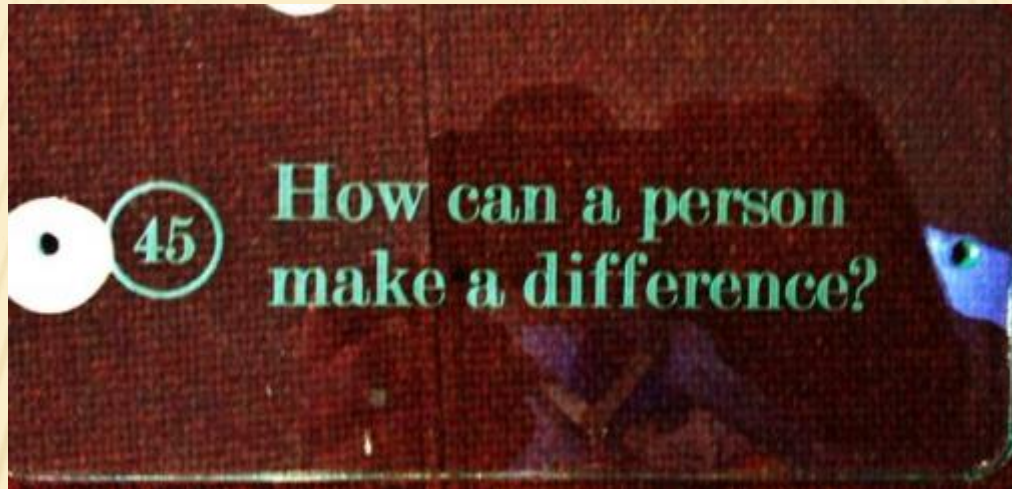
Building trust Asset Model



Nurturing wonder



WONDER TRAIL



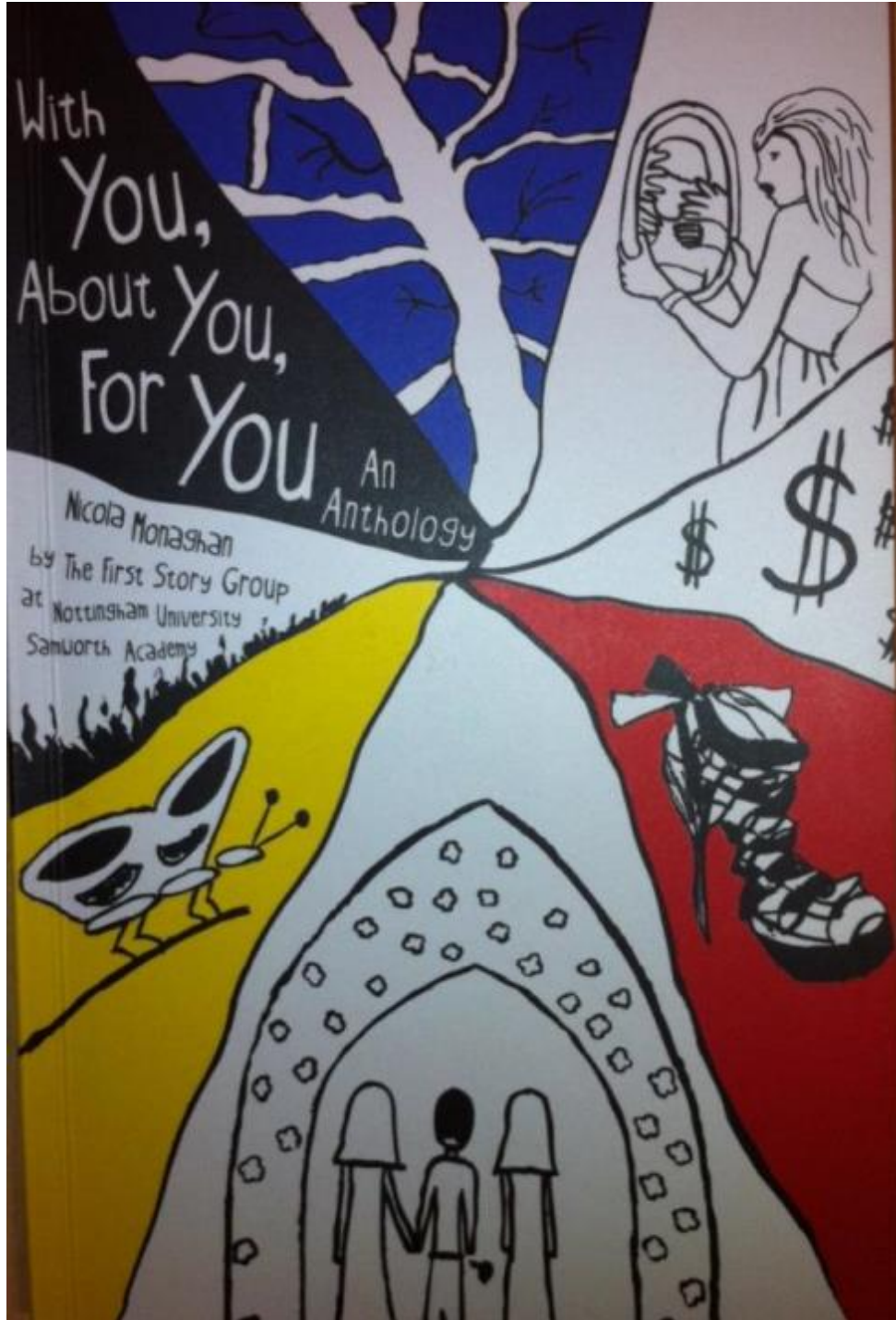


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17	36	32	4	7	3	23	
12	45	26	10	9	44	27	28
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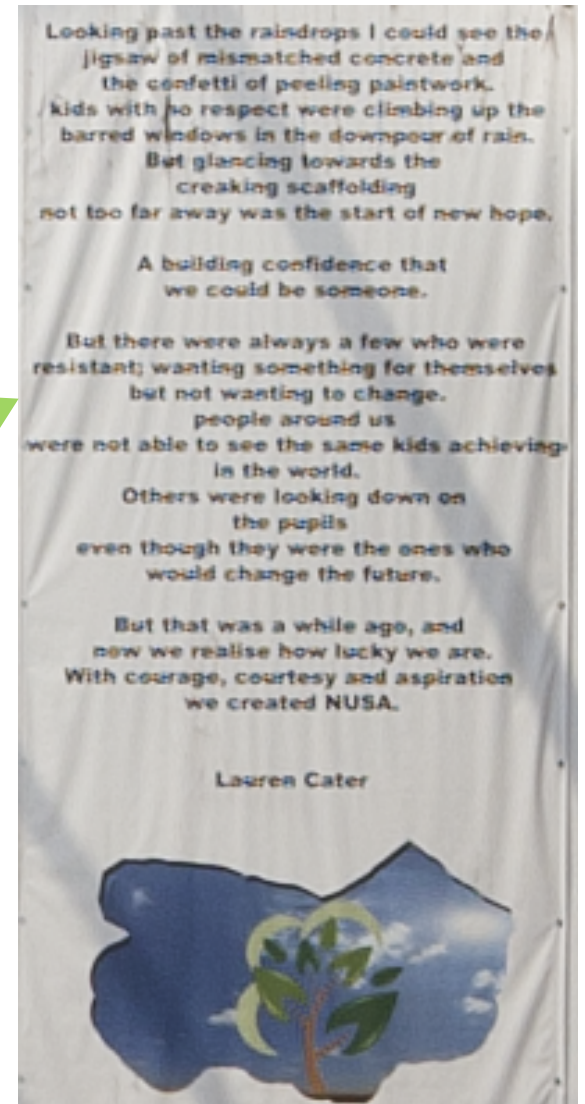
With
You,
About You,
For You

An
Anthology

Nicola Monaghan
by The First Story Group
at Nottingham University
Sawthorn Academy



Nurturing individual potential



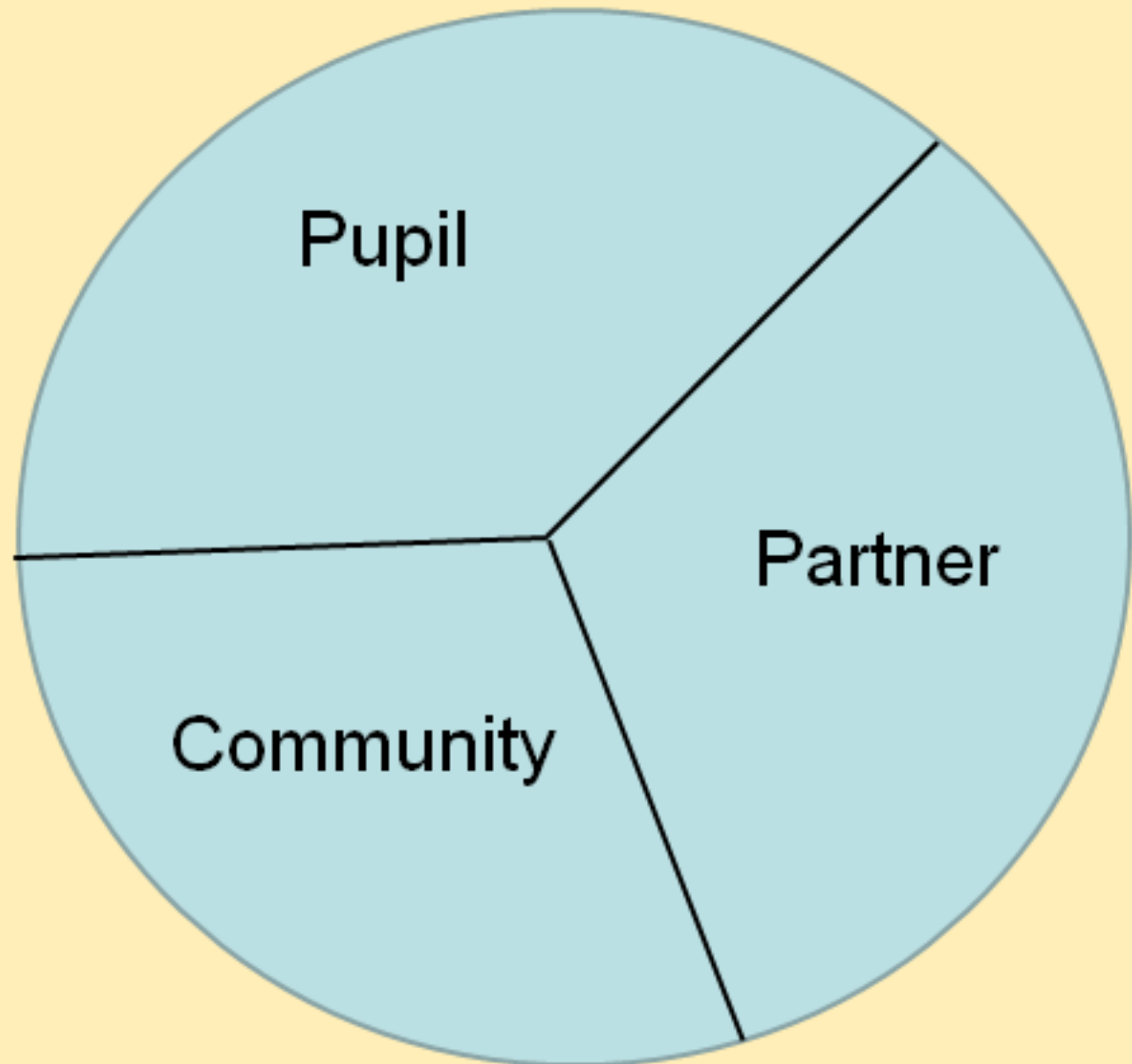
Nurturing the young



L.A.G Meeting



Partnerships



Coca cola partnership



DiverseCity Project



School/ University Archaeology Project

- Skeleton closet
- Roman Dig
- History lesson artefacts
- Changing the things we eat
- How people live

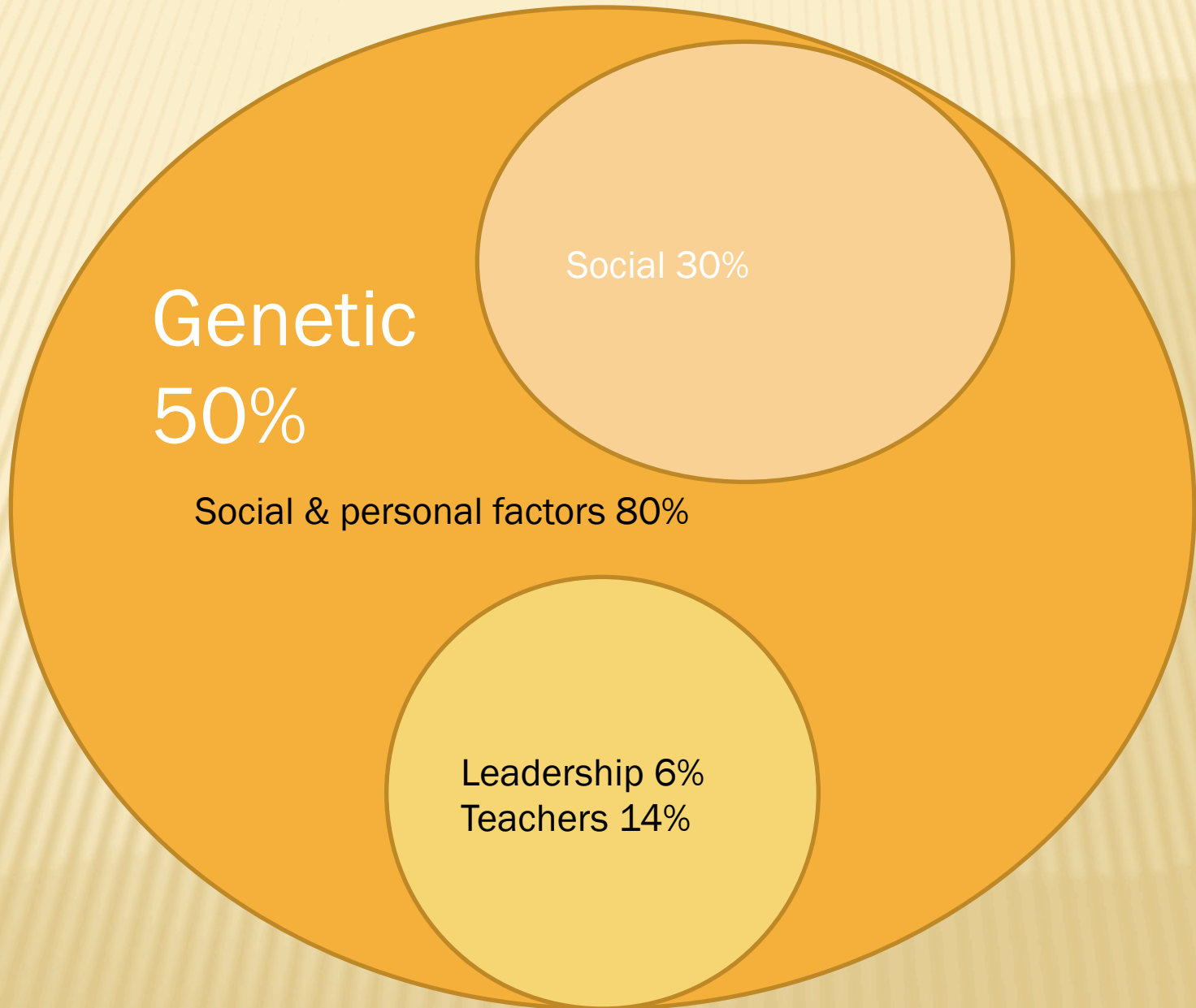






**SO HOW DO WE MAKE A DIFFERENCE ACROSS
COMMUNITIES?**

WHO HAS THE BIGGEST EFFECT?



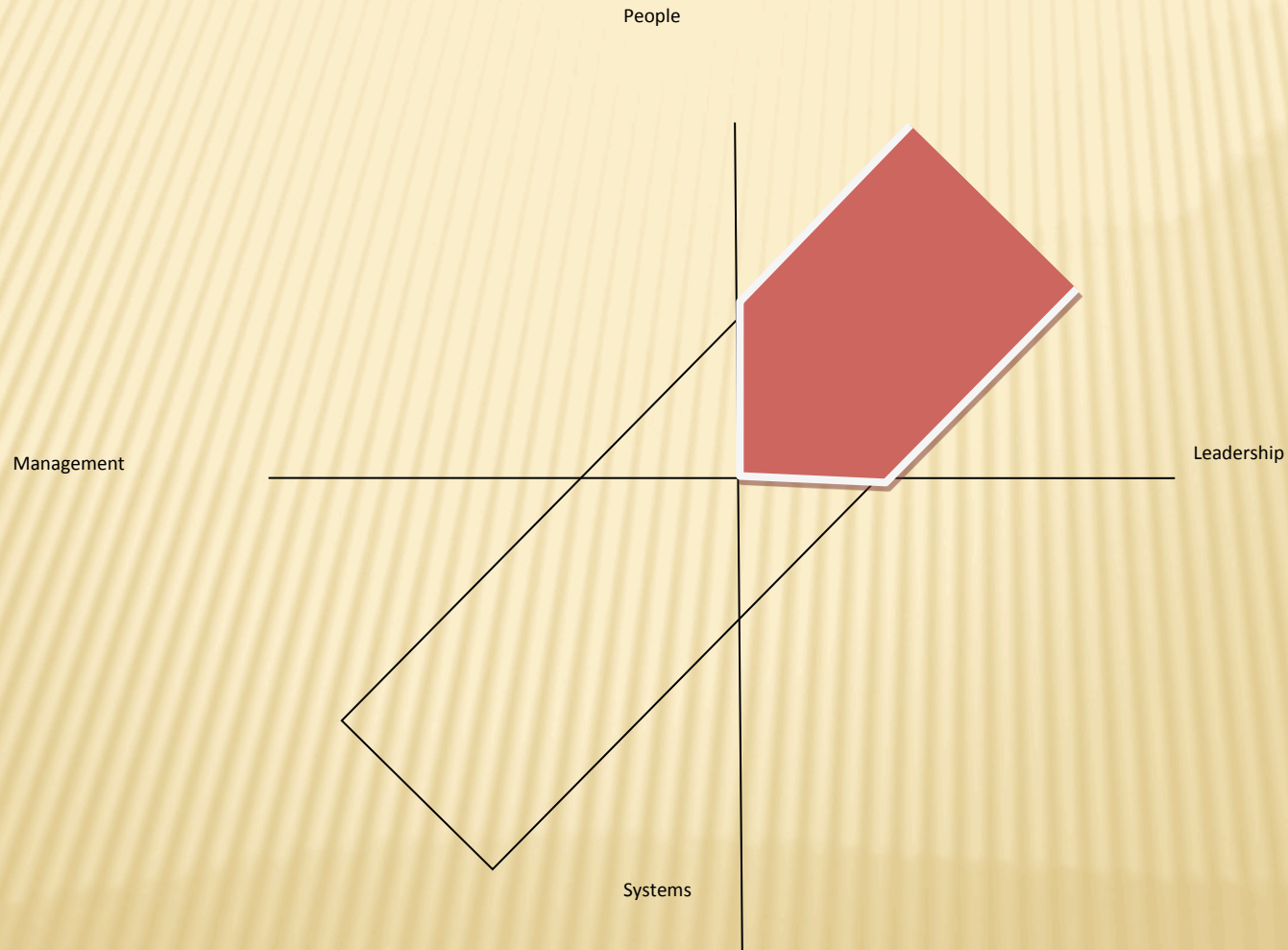
Biggest single effect is internal variation in teaching



90th %

37th %

FOCUS ON THE LEADERSHIP OF PEOPLE



1. SHARED VALUES

“Authentic leaders anchor their practice in ideas, values and commitments” - Sergiovanni



(See Finland for agreement around key values)

2. TRUST

“trust remains a powerful and strong predictor of student achievement even after the effects of student background, prior achievement, race and Gender have been taken into account” Day et al



What happens when people make mistakes at your school?

“School leaders and teachers need to create school, staffroom and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and understandings is welcomed and where participants can feel safe to learn, re-learn and explore knowledge and understanding.”(Hattie, 2008)

3. PROFESSIONAL LEARNING

Effect size comparison:

(by Robinson)

0.84 - promoting & participating in teacher learning & development

0.42 - Establishing goals and expectations

0.42 - Planning, coordinating and evaluating the curriculum

0.31 - strategic resourcing

0.27 - Ensuring an orderly and supportive environment

“The leader participates in the learning as a leader, learner or both... both informal and formal” JWB

4. MOVE FROM FIND AND FIX TO PREDICT & PREVENT

“The best way to close the gap is to prevent children failing and that means actively challenging poor and inappropriate performance and that in turn means identifying and embedding appropriate performance.... It is not just what we do, it’s the way that things are done!” JWB

WHAT THE RESEARCH IS TELLING US

1. Shared Values
2. Trust
3. Professional Learning
4. Move from find and fix to Predict & Prevent

Is this what is happening in your schools?

It's all a matter of balance!

Sense of
purpose &
high standards

Caring & empathetic
organisation



**Good
leadership
focuses
on the
path
ahead not
the cups!**



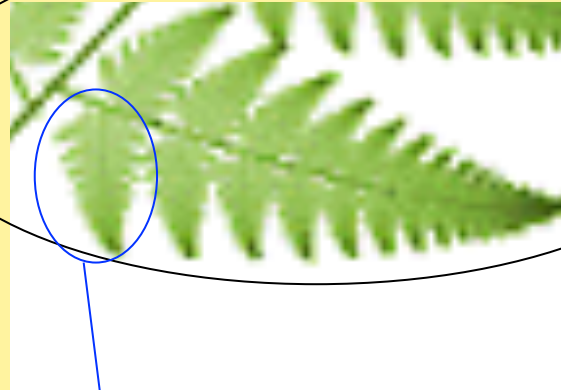
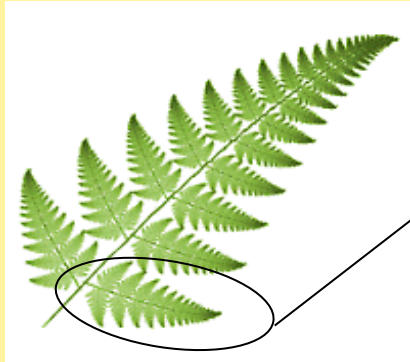
A wide-angle photograph of a large, calm reservoir nestled in a desert canyon. The water is a deep blue-grey color. The surrounding landscape is arid, with reddish-brown soil and sparse, low-lying vegetation. In the background, a range of mountains is visible under a bright blue sky with scattered white clouds. The overall scene conveys a sense of tranquility and natural beauty.

Reservoirs of hope

**Provide the force
not control the direction**



Fractal thinking





Fractals

“Self similarity is achieved not through compliance to an exhaustive set of standards and rules, but from a few simple principles that everyone is accountable for, operating in a condition of individual freedom”

Do we have a skills
shortage or an attitude
shortage?

Martha Graham

- Great dancers are not great because of their technique: they are great because of their passion



Successful people in ANY line

90%+ Attitude

Less than 10% skills



Passion and enthusiasm

Three essentials for success

- Passion
- Vision
- Action

Three essentials for success

- Passion

- Vision It's a daydream!

- Action 

Three essentials for success

- Passion

- Vision

You'll get there.. but
to the wrong goal!

- Action

Three essentials for success

- ~~Passion~~

- Vision

You'll be mediocre

- Action

Three essentials for success

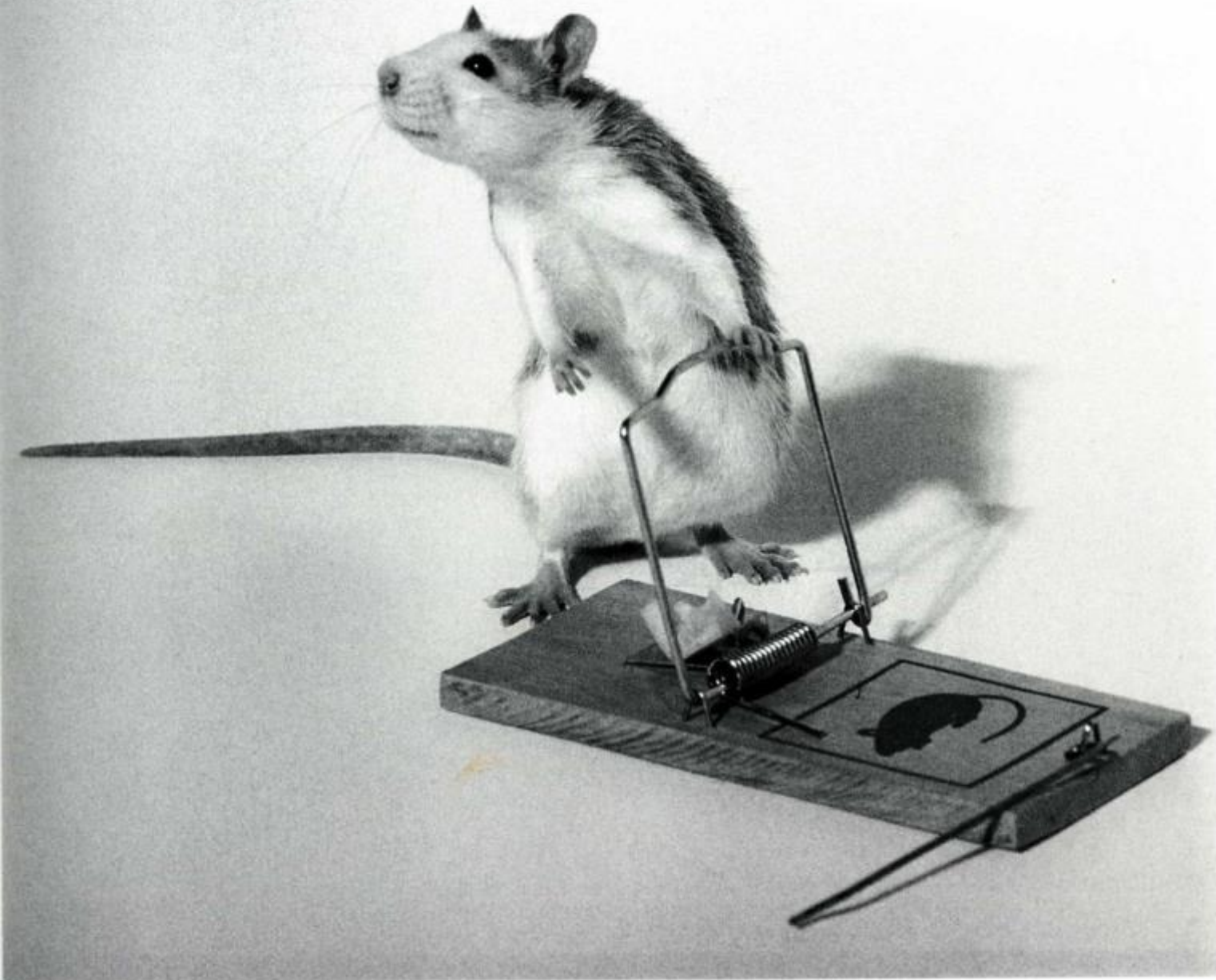
- Passion ✓

- Vision ✓

- Action ✓

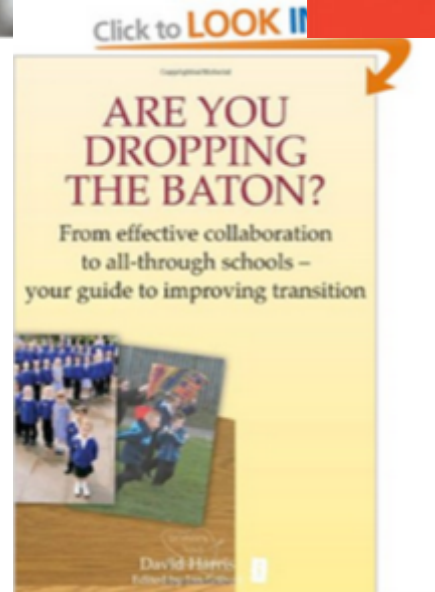
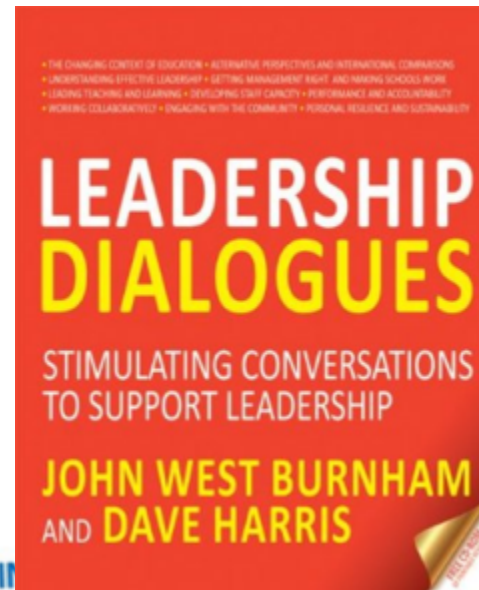
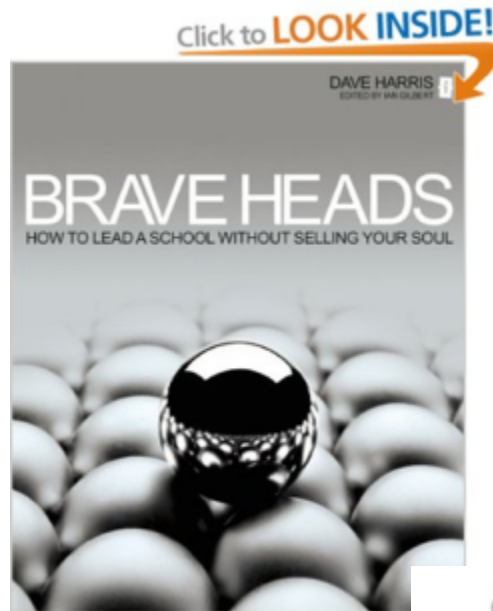
With all 3 we have a
real chance of making
a difference for future.

Think of all the reasons we could fail.....



**Aim for the sky and you will hit the ceiling,
Aim for the ceiling and you will fall flat on your bum!**





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