



Machiavelli The Prince

"But since it is my object to write what shall be useful to whosoever understands it, it seems to me better to follow the real truth of things than an imaginary view of them. For many republics and princedoms have been imagined that were never known to exist in reality"

Powerful Learning - Exploding Myths Workshop

The myth that achievement cannot be realised at scale for all students

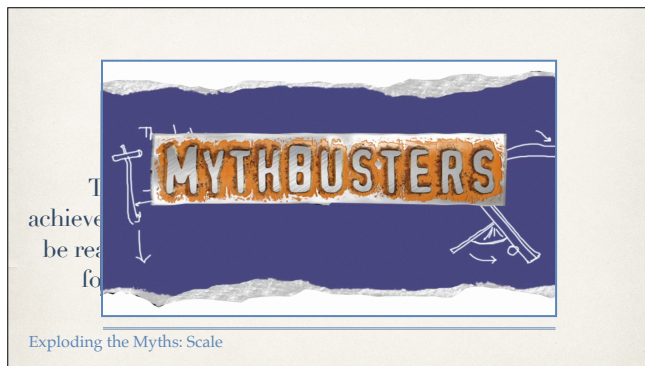
- System and Powerful Learning

The myth that teaching is either an art or science - it is both

- Curiosity and Powerful Learning

The myth of the contribution of charismatic leadership to school reform

- Leadership and Powerful Learning







The story is always about moral purpose

I know if I need extra help or to be challenged to do better I will get the right support

My parents are involved in the school

I belong here

I know how I am being assessed and what I need to do to improve my work

I get to learn lots of interesting and different subjects



I can get the job that I want

I know what good work looks like and can help myself to learn

I can work well with and learn from many others as well as my teacher

I know what my learning objectives are and feel in control of my learning

I use computers to help me learn

All these.. whatever my background, whatever my abilities, wherever I start from



The importance of STORIES

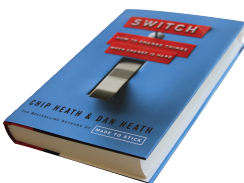
“Story, projection and parable do work for us; they make everyday life possible; they are the root of human thought; they are not primarily — or even importantly — entertainment”

The Literary Mind - the Origins of Thought and Language, Mark Turner



THE IMPORTANCE OF NARRATIVE

The Switch idea	The school improvement perspective
A credible idea makes people believe	Our theories of action
An emotional idea makes people care	Our moral purpose
The right story makes people act	Our collaborative action influences every classroom, the whole school, the system



COURTESY AND
FORWARDED LEARNING

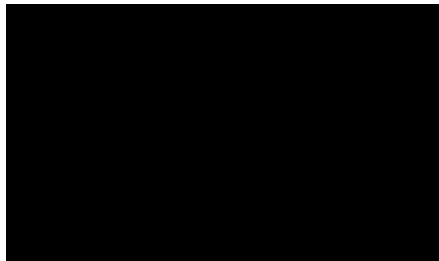
The importance of STORIES



An Australian tradition...



The importance of STORIES




The importance of STORIES



- Psychologically privileged
- Currency of our thoughts
- Flight simulators for the mind





Journeying as Pilgrims ...

- Narrative
- Principles
- Map and Compass
- Leadership
- Collaboration

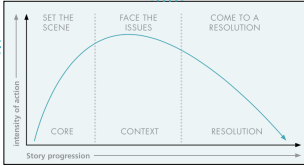
CLIMBING AND TOWERING LEARNING

THE IMPORTANCE OF NARRATIVE

Core

The core story describes:

- the direction
- what success will look like (desired state)



intensity of action

Story progression

SET THE SCENE FACE THE ISSUES COME TO A RESOLUTION

CORE CONTEXT RESOLUTION

This depiction of the narrative arc is adapted from material made available by Angela Scarfil, Savannah, Melbourne.

Context

The context details:

- challenges
- opportunities

Response

The response describes what we intend to do about the context factors:

- how we will manage the challenges
- how we will grasp the opportunities

CLIMBING AND TOWERING LEARNING

THE IMPORTANCE OF NARRATIVE

Narrative Starting Points

Where are we now?	Why do we need to change?	What are we going to do?
Where have we come from?	How are we going to get there?	Where are we going?
What's changed?	What does it mean?	What are we going to do?

CLIMBING AND TOWERING LEARNING



Our School Story

Take ten minutes to think about and map out your school's story

- 1 Use where have we come from as a starting point
- 2 What are the challenges and opportunities - i.e. the context?
- 3 What does the response/resolution layer look like?

Be prepared to share your story




SYSTEM LEADERSHIP

SCHOOL IMPROVEMENT...

"It was the school effectiveness research in the 1980s that gave [us] increasingly well-defined portraits of the effective school that led in the 1990s to increasing knowledge of school improvement (i.e. how to achieve effectiveness).

In the same way, we have in the *last decade* begun to learn far more about the features of an effective educational *system*, but are now only beginning to understand the dynamics of improvement at system level"

- Michael Barber

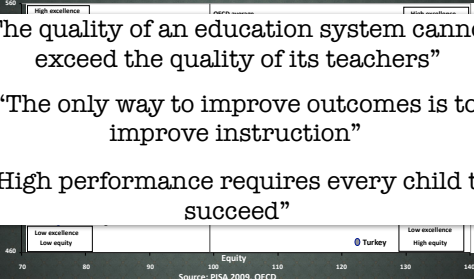


HIGH EXCELLENCE, HIGH EQUITY


"The quality of an education system cannot exceed the quality of its teachers"

"The only way to improve outcomes is to improve instruction"

"High performance requires every child to succeed"



Source: PISA 2009, OECD




Ingredients of successful systems

- Systematic and equitable funding
- Universal standards - mirrored in the views of students, parents, teachers and principals
- School autonomy
- Mix of accountability systems - external and internal
- Continuous monitoring of standards and quick intervention when failure to achieve them is identified

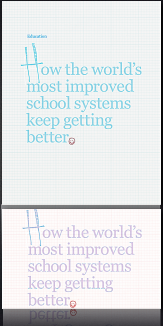
Ingredients of successful systems

- Creating the appropriate environment to achieve the standards set:
 - get the right people to become teachers
 - develop teachers into effective instructors (professional learning)
 - place incentives and differentiated support systems to ensure that every child get the support he or she needs
- Focus on 21st Century Skills
- Networking and Innovation



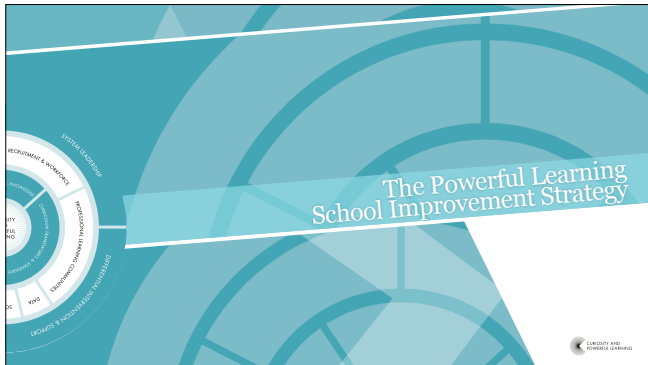
Four stages of improvement were identified as well as stage dependent intervention clusters:

1. "poor to fair" - ensuring basic standards
2. "fair to good" - consolidating system foundations
3. "good to great" - professionalising teaching and leadership
4. "great to excellent" - system led innovation

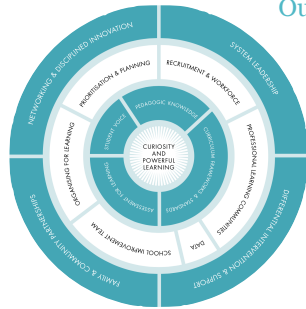




OUR PRINCIPLES OF SCHOOL IMPROVEMENT							
		Agree Yes/No	Important 1 to 10 (10 = very)			Agree Yes/No	Important 1 to 10 (10 = very)
PRINCIPLE 1	WHEN schools and systems are driven by moral purpose THEN all students are more likely to fulfil their potential.			PRINCIPLE 6	WHEN data is used to monitor, provide feedback about, and enhance student performance THEN students' progress accelerates		
PRINCIPLE 2	WHEN the focus of policy is on the quality of teaching THEN student achievement will increase.			PRINCIPLE 7	WHEN teachers and schools, in their search for improvement, reflect deeply on school and student performance and act on evidence about learning THEN the student learning experience deepens and outcomes improve.		
PRINCIPLE 3	WHEN schools and teachers are of high quality THEN relative disadvantage no longer determines educational success.			PRINCIPLE 8	WHEN leadership is instructionally focused and widely distributed THEN both teachers and students can capitalise fully on their capacity to learn and achieve.		
PRINCIPLE 4	WHEN the focus is on powerful learning THEN students attain more, and develop their cognitive and social skills.			PRINCIPLE 9	WHEN teachers and leaders employ more precise strategies for teaching learning and improvement THEN the whole system benefits.		
PRINCIPLE 5	WHEN teachers constantly acquire a richer repertoire of pedagogic practice THEN students' learning constantly deepens.			PRINCIPLE 10	WHEN the system as a whole takes student learning seriously THEN moral purpose is achieved.		



Our school improvement model



CURIOSITY AND POWERFUL LEARNING

Our overarching theory of action

WHEN all the distinct yet interrelated parts of the School Improvement Model - the rings, and each element of the rings - are aligned and working together

THEN all schools will improve



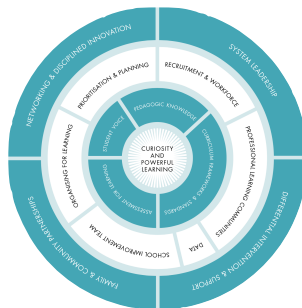
CURIOSITY AND POWERFUL LEARNING

The model moves

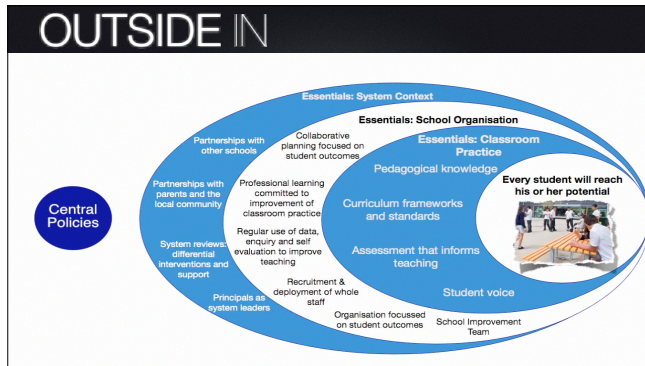
The model puts strategy into action

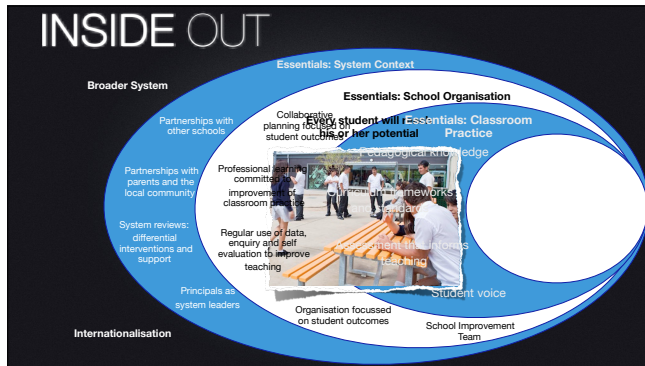
It assists schools to:

- **identify** specific domains of school activity that require an active response
- **plan** the best response
- **act**



CURIOSITY AND POWERFUL LEARNING





Inside-out change

The Model starts with student learning and moves outwards

CLIMBING AND TOWARDS LEARNING



OUR GOAL -

We intend to help our students:

- acquire useful and important bodies of knowledge
- become powerful learners by expanding and making articulate their repertoire of learning strategies
- become fine, caring and principled citizens





The Core: Powerful Learning and Curiosity

POWERFUL LEARNING AND CURIOSITY - OUR THEORY OF ACTION

The most direct way to improve student learning is to improve teachers' instructional practice



WHEN we support all teachers to improve their practice
THEN we create the conditions for powerful learning which allow all our students to achieve at high levels



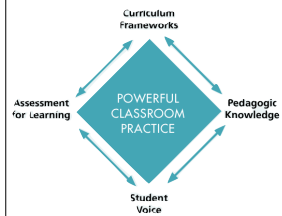
The Inner Ring: Powerful Classroom Practice

POWERFUL CLASSROOM PRACTICE - OUR THEORY OF ACTION

WHEN we increase teacher knowledge about high quality instruction and generate a shared view of effective practice
THEN we will improve teacher capacity to translate that knowledge into effective practice for every student in every classroom

The Inner Ring: Powerful Classroom Practice



One and All

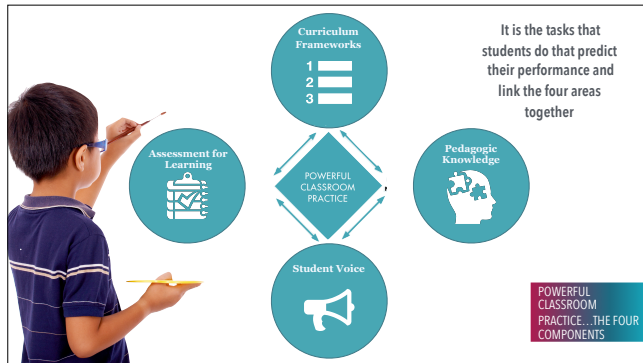
Changing one component *impacts directly* on the other three

All as One

The four components must be *treated as one* if change leading to powerful learning is to occur

Not One alone

Powerful classroom practice is a result of the *quality of the relationship* between the teacher, student, content, and the feedback from assessment – it *cannot emerge from any one component alone*



The Middle Ring: Organisational Capacity



ORGANISATIONAL CAPACITY - OUR THEORY OF ACTION



WHEN we increase organisational capacity so that high performance teaching and learning is supported
THEN student learning will improve



The Middle Ring: Organisational Capacity

SIX factors produce well developed organisational capacity:

- *collaborative planning* that focuses on student outcomes
- *professional learning* that improves classroom practice
- *regular use of data*, enquiry and self-evaluation to improve teaching
- *recruiting* teachers with high quality teaching skills, and *deploying* the whole school workforce in ways that contribute to school improvement
- maintaining a strong *School Improvement Team* that provides research and development capacity for the school
- *redesigning* a school so that it effectively promotes learning



The Middle Ring: Organisational Capacity



The school maintenance structure
Relatively permanent systems and
processes necessary for the school to do
its work efficiently

Stay open for
business

Change

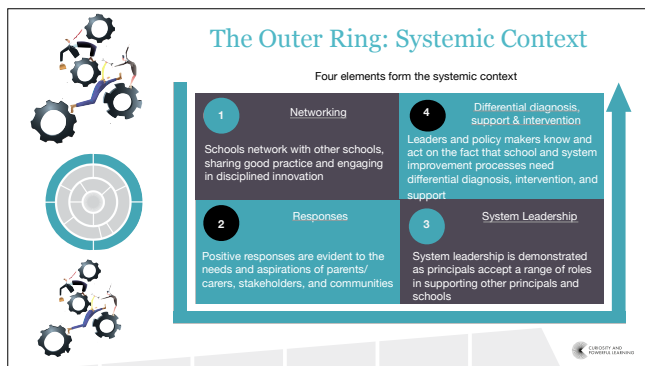
The school development structure
Purposefully develops new ways of working
that, over time, add value to the school

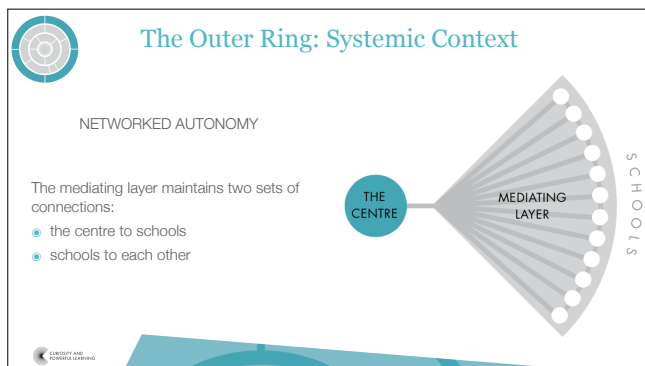
The Outer Ring: Systemic Context

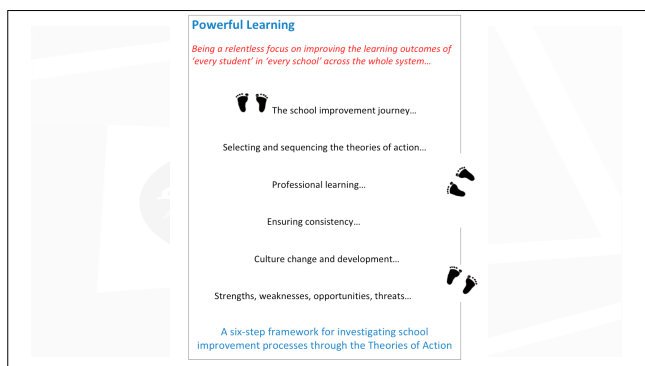


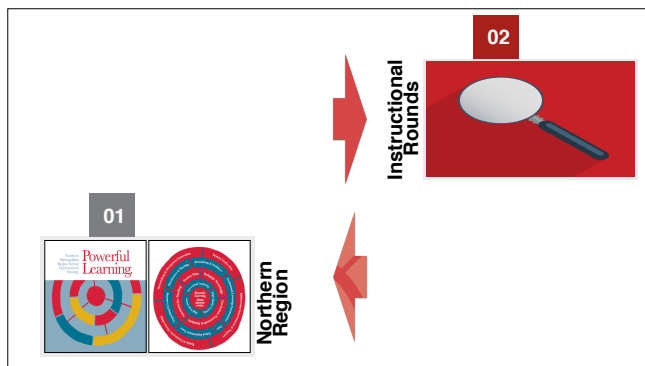
SYSTEMIC CONTEXT - OUR THEORY OF ACTION

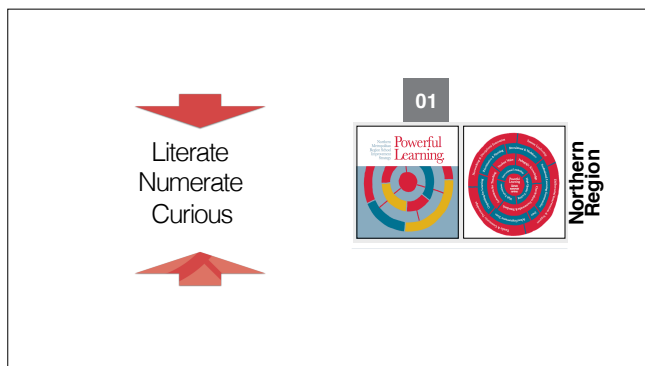
WHEN we take collective responsibility for the learning and
progress of all students
THEN schools will collaborate with each other to share effective
practice











Many schools — in both high and low SES areas — made significant gains

NAPLAN
significant improvement across more than two thirds of schools

VCE
significant improvement in most schools but greater time lag (complexity?)

Student opinion
significant improvement across all schools - higher levels of engagement

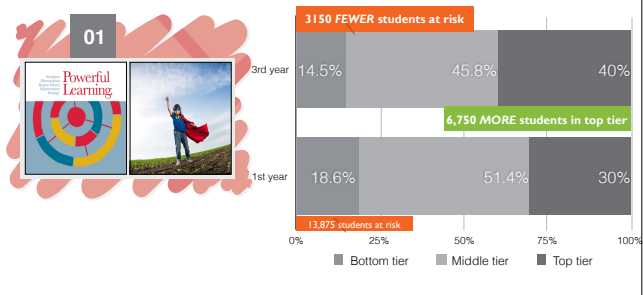
Parent opinion
parents more positive about schools

01

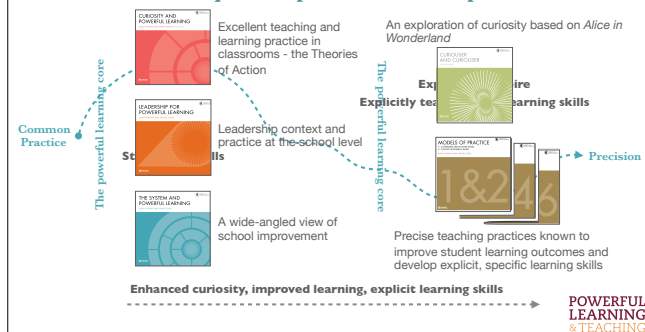
Powerful Learning

The complex block contains text on the left and a graphic on the right. The text describes various educational outcomes and opinions. The graphic, under the number '01', features two circular icons (one colorful, one red) and a photo of a student in a blue shirt and red cape pointing towards the sky.

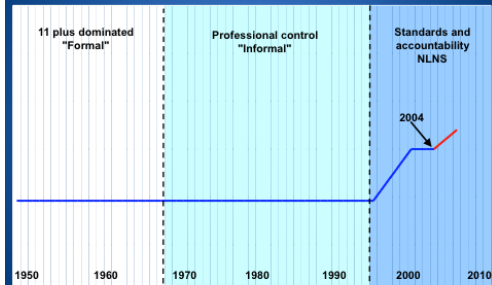
Our data..an example



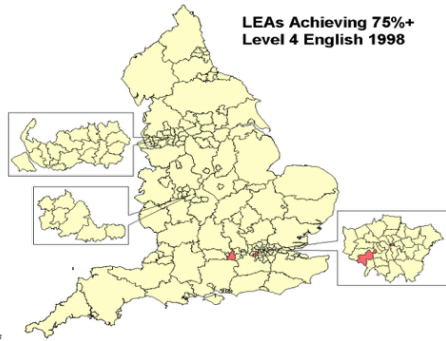
The quest for precision...our steps



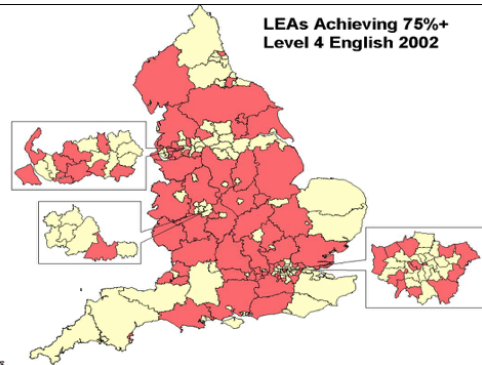
Brief History of Standards in Primary Schools

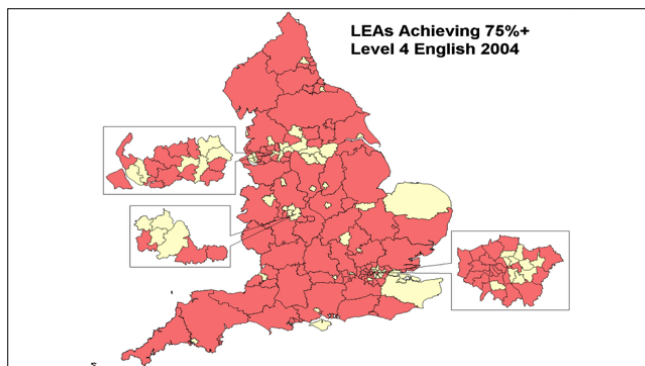


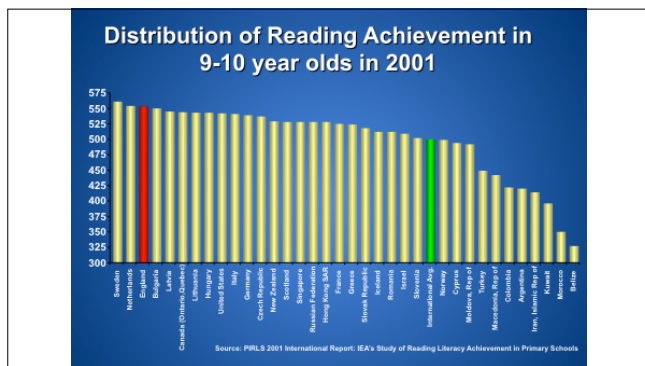
LEAs Achieving 75%+
Level 4 English 1998



LEAs Achieving 75%+
Level 4 English 2002

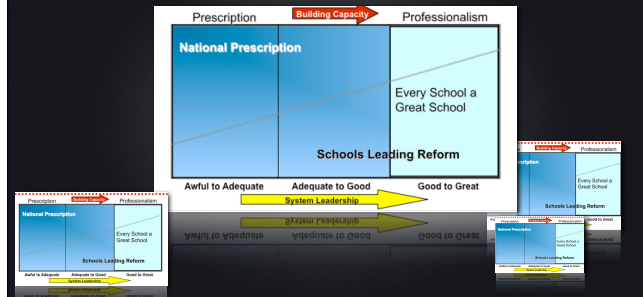




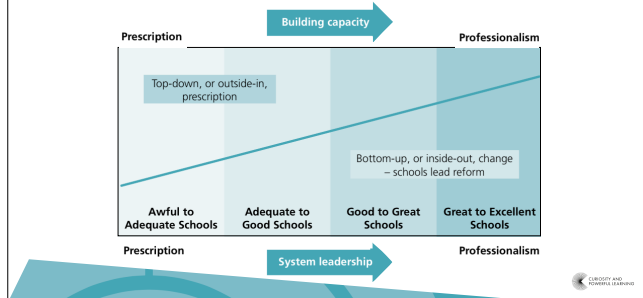




Towards system wide sustainable reform



Our school improvement model - inside out at a system level



Strategic Leadership

THE SCHOOL IMPROVEMENT PATHWAY

AWFUL TO ADEQUATE	ADEQUATE TO GOOD	GOOD TO GREAT	GREAT TO EXCELLENT
<ul style="list-style-type: none"> Curriculum Teaching Learning Assessment/data and accountability Leadership 	<ul style="list-style-type: none"> Curriculum Teaching Learning Assessment/data and accountability Leadership 	<ul style="list-style-type: none"> Curriculum Teaching Learning Assessment/data and accountability Leadership 	<ul style="list-style-type: none"> Curriculum Teaching Learning Assessment/data and accountability Leadership

Awful to Adequate

Adequate to Good

Great to Excellent

Good to Great

Strategic Leadership

Where does your school sit on the improvement pathway?

CURIOSITY & POWERFUL LEARNING

Teaching

- Good schools usually have structures that ensure most teaching is consistently good and that there are no pockets of inadequate practice.

- Often not enough teachers – at all levels – know what outstanding teaching looks like and how to improve their teaching with exemplary practice in mind.

- Many good schools have managed to shift the focus in the classroom from teacher to student. However, students often still see the teacher as the 'font of all knowledge' and that their role as students is to 'remember' what their teachers say.

- Students often have fixed views of themselves as a learner and the school does little to challenge this, accepting that a percentage of students simply cannot improve.

- Are all students treated as individuals?

- Is the classroom atmosphere one of constant collaboration and support?

- In the classroom and during independent study, do learners regularly work in small groups, thinking and analysing with pertinent support from the teacher?

- Are all staff engaged with a number of high leverage development activities such as:

• microteaching

• observation of classroom methods

• video/audio review/feedback

• observing the practice of others

• being observed?

CURIOSITY & POWERFUL LEARNING

THE SCHOOL IMPROVEMENT PATHWAY

Where does your school sit on the "good to great" continuum?

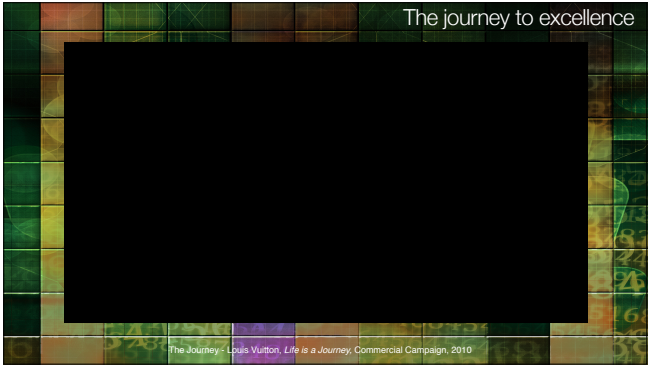
What are your school's strengths and areas for improvement?

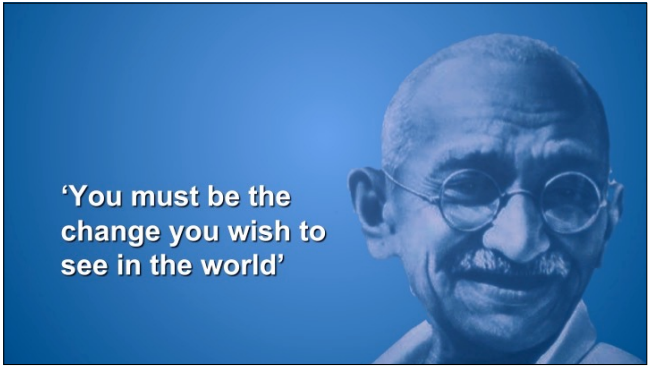
Have parents had input to this assessment?

Colleagues from other schools?

LEVEL OF SCHOOL PERFORMANCE	WHERE TO ASPIRE	ASPIRE TO GOOD	GOOD TO GREAT	GREAT TO EXCELLENT
CURRICULUM NETWORKS TO SUCCESS	Individual teacher interpretation	Consistent use of curricula, yet limited differentiation	Use gaps & widening focus	Curriculum breadth and depth
CHALLENGING, ENGAGING, AND INSTRUCTIONAL PRACTICE	Inconsistent practice	Consistent practice	Thematic of Action and across the school/department	Practice increasingly evidence informed/professional judgement
INCLUSIVE LEARNING SUPPORTS	Developmental	Focus on basic needs	Emphasis on learning process	Learning opportunities & challenge
DATA-DRIVEN HIGH-QUALITY PRACTICE	Non-existent	Developing systems for capturing & analysing data	Performance data increasingly guides lesson planning & support	Achievement & performance expectations are well defined, evidenced, & focused across the whole school
HIGH-PERFORMANCE SCHOOL CULTURE	Leadership lacks influence and influence	Developing leadership quality and influence	High levels of staff efficacy and efficacy	High levels of staff efficacy and efficacy

THE BEGINNING... CURIOSITY & POWERFUL LEARNING TOOLS... PART ONE





David Hopkins

David Hopkins is Professor Emeritus at the Institute of Education University College London and Chair of Educational Leadership at the University of Bolton.

He is a Trustee of Outward Bound and the charity 'Adventure Learning Schools'. David holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Cumbria, Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretaries of States as the Chief Adviser on School Standards at the Department for Education and Skills.

Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound instructor.

David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas. His recent book *Exploding the Myths of School Reform*, completes his school improvement trilogy: the previous two books being, *Every School a Great School* and *School Improvement for Real*. David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.
