



DOING THE SIMPLE THINGS WELL

Mike Cladingbowl

TALK AND QUESTIONS

Focus on

- partnership
- conduct
- teaching
- leadership
- narratives

A man with short hair, wearing a blue polo shirt, is smiling broadly. He is standing in a kitchen with white cabinets and a granite countertop. In the background, there is a white door and a framed picture on the wall. In the foreground, the necks of several dark beer bottles are visible.

‘Partnership is the panacea
for all educational ills’



SUCCESS

Doing ordinary things extraordinarily well.

SUCCESS

Not going to things like this.

<http://www.independentthinking.co.uk/media/180881/getting-to-the-heart-of-discipline-in-schools-2017.pdf>

Use unique insights into the motives behind challenging behaviour

Transform disruptive and detrimental behaviour into powerfully positive attitudes and a thirst for learning

Start afresh. Revel in calm classrooms where you can teach to your potential and your class can progress

IT BEAT THATCHER...
IT BEAT BLAIR. NOW IT'S...

GOVE VS THE BLOB



STARRING **MICHAEL GOVE** · NICK GIBB · ANDREW ADONIS · PARENT POWER
PROBLEM PRODUCED BY **LABOUR FAILURE** · PROBLEM DIRECTED BY **NAKED SELF INTEREST** · ED BALLS AND SCREENPLAY BY **THE COLLECTIVISTS**

The typical redress has been to devise so-called “idiot-proof” solutions where the proofing has been to restrain the idiots to tight scripts – tighter curricula specification, prescribed textbooks, bounded structures of classrooms, scripts of the teaching act, and all this underpinned by a structure of accountability. The national testing movements have been introduced to ensure teachers teach the right stuff, concentrate on the right set of processes (those to pass pencil and paper tests), and then use the best set of teaching activities to maximise this narrow form of achievement (i.e., lots of worksheets of mock multiple choice exams).

Hattie, 2003

CONDUCT

Are you clear who ought to do what about behaviour?

Do you recognize that rules are for teachers as much as for students?

Do you insist on your code of conduct?

Are you picky about things like handwriting, presentation, work rate and amount of work completed?

Do you expect enough self-regulation?

TEACHING

Do you know where students need to get to?

Do lessons build on what students can do already, know and understand?

Where students have not got to where they should, do you make adjustments so that they do?

Do teaching strategies keep the students involved, including most able, SEN and pupil premium? Old adage holds true - if people lose interest you need to change the channel.

Do students work hard to produce plenty of high-quality work?

GREAT LEADERS RARELY

Mistake representation for leadership (or being liked for being effective)

Assume they are beyond reproach

Focus on the wrong things

Make decisions that have unintended consequences

Settle into rhythms that make progress slow

But they do ask the simple questions...

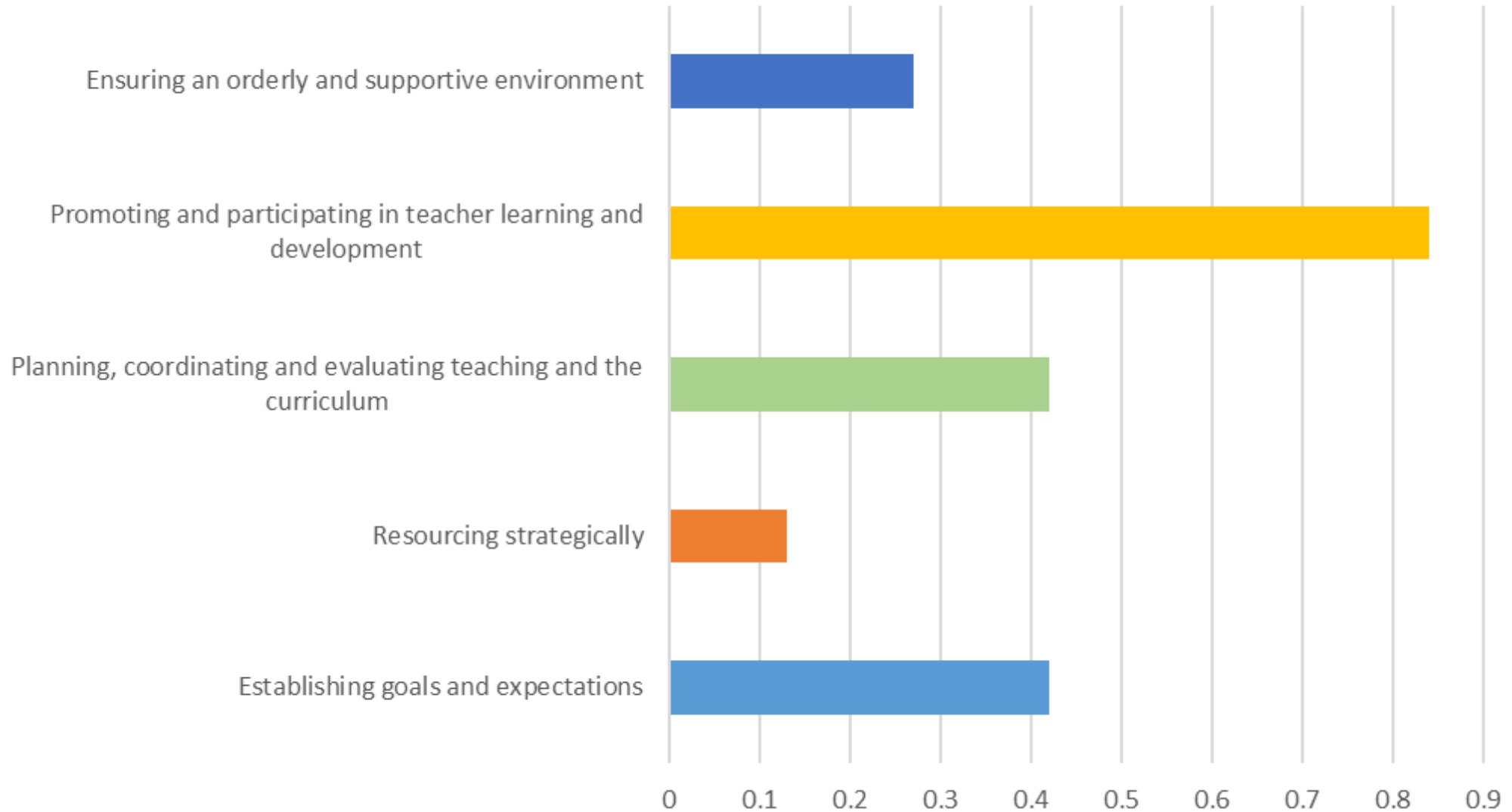
WORKING OUT WHAT WORKS

School leadership and student outcomes: identifying what works and why (revised 2015)
by Viviane Robinson et al

‘A definitive baseline for building on practice and research in applying the findings to school improvement’ (Michael Fullan) - meta-analyses of research into impact of transformational/instructive leadership on outcomes

- Establishing goals and expectations
- Strategic resourcing
- Planning, coordinating and evaluating the curriculum
- Promoting and participating in teacher learning and development
- Ensuring an orderly and supportive environment

The impact of five leadership dimensions on student outcomes



My favourite leadership axioms

Never duck the tough judgments.

Managing others is easy. It's much harder to manage yourself.

Act as if small is big.

The final (average) quality assessment of the key areas (POK), is determined automatically on the basis of given points and indicators' weight coefficients ($T_1, T_2, T_3 \dots T_n$) using the formula:

$$POK = \frac{I_1 * T_1 + I_2 * T_2 + I_3 * T_3 + \dots + I_n * T_n}{T_1 + T_2 + T_3 + \dots T_n}$$

Final grade for the key area obtained by the formula is transferred into a descriptive assessment in the following scale:

<i>Points</i>	<i>Level of quality assessment</i>
1,00-2,50	Unsatisfactory
2,51-4,00	Generally satisfies
4,01-5,50	Satisfactory
5,51-7,00	Generally successful
7,01-8,50	Successful
8,51-10,00	Very successful

Narrative (and inspectors)

Inspection is an art.

Keep the messages clear and simple.

Put yourself in the shoes of the inspector.

Keep it simple

Are all the children making enough progress?

Are all the children behaving well enough?

Are all the teachers teaching well enough?

Are all the leaders leading well enough?



Keep it simple

Is it improving outcomes?

If so, do more of it it.

If not, stop it and do something else.



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