



I saw the crescent.....



You saw the whole of the moon!!!!



For some of our children it is not enough to add value. For some, the concept of “potential” is close to “the soft bigotry of low expectations”. We need to change the narratives of their lives”

–David Cameron

THE AVERAGE CHILD

by Mike Buscemi

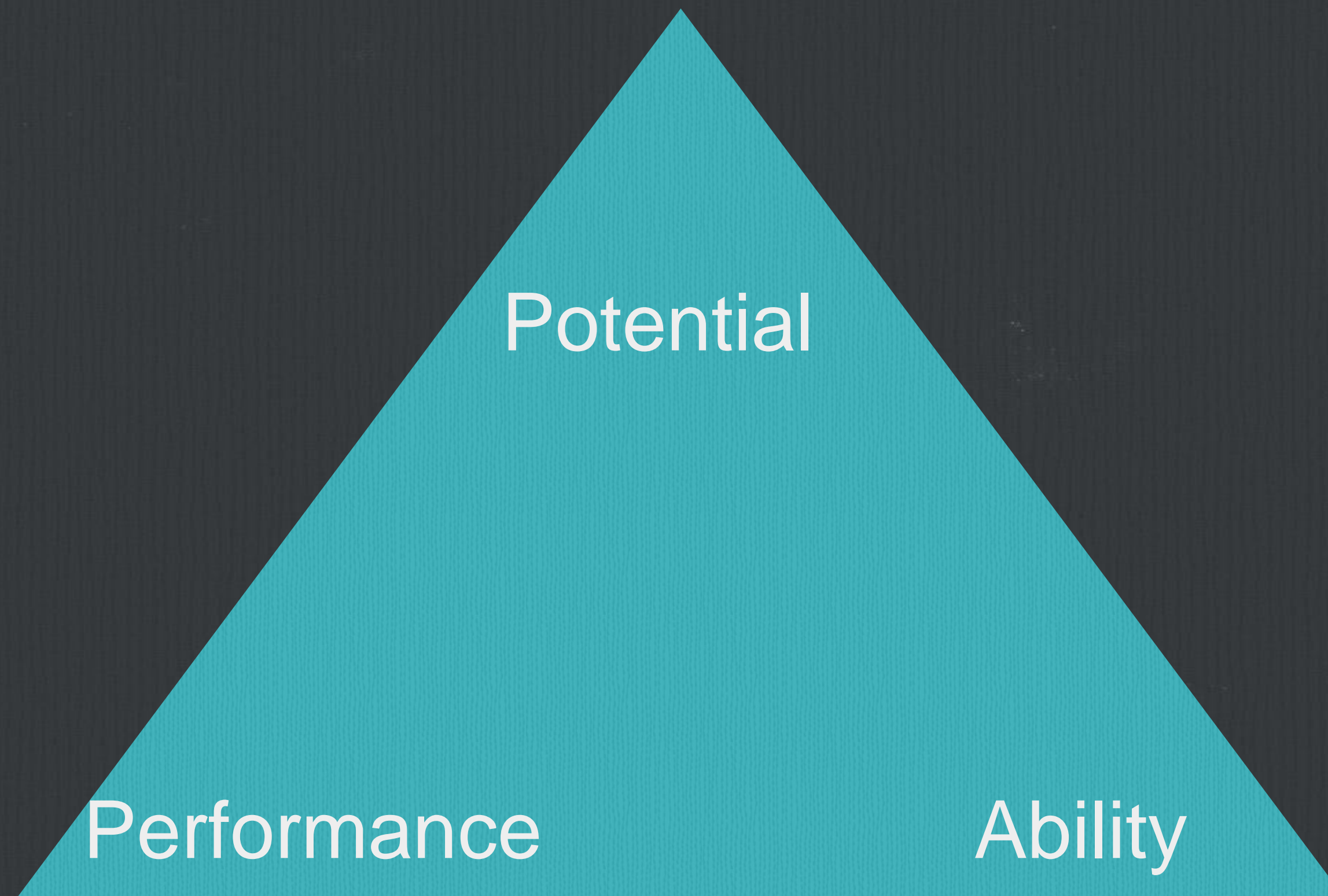
I don't cause teachers trouble;
My grades have been okay.
I listen in my classes.
I'm in school every day.

My teachers think I'm average;
My parents think so too.
I wish I didn't know that, though,
There's lots I'd like to do.

I'd like to build a rocket;
I read a book on how.
Or start a stamp collection...
But no use trying now.

'Cause, since I found I'm average
I'm smart enough you see
To know there's nothing special
I should expect of me.

I'm part of that majority,
That hump part of the bell,
Who spends his life unnoticed
In an average kind of hell.





IS THERE A “RIGHT” WAY TO LEARN?

SHOULD WE AVOID DICHOTOMIES?

HOW SHOULD WE THINK ABOUT
LEARNING?

WHAT EQUIVALENT ACTIVITIES MIGHT
YOU THINK ABOUT?

UNFINISHED BUSINESS

Inspired by Tim Brighouse



UNFINISHED BUSINESS

The life and legacy of
Sir Tim Brighouse
— a tribute and a call to action

Edited by
David Cameron, Steve Munby and Mick Waters

A Vision

- ▶ "We always knew that good schools were human places: exploiting every moment, warm in every crevice and celebrating learning for every person. Good schools are joyous and purposeful places where people enjoy being together, they connect with a real world, have memorable and funny events, happinesses and sadnesses. They help pupils to think for themselves and act for others'
- ▶ Mick Waters and Tim Brighouse

- ▶ "Good teachers are necessarily autonomous in professional judgement. They do not need to be told what to do. They are not professionally the dependents of researchers or superintendents, of innovators or supervisors. This does not mean that they do not welcome access to ideas created by other people at other places or in other times. Nor do they reject advice, consultancy, or support. But they do know that ideas and people are not of much real use until they are digested to the point where they are part of the teacher's own judgement. In short, it is the task of all educationalists outside the classroom to serve the teachers; for only teachers are in the position to create good teaching"

LAWRENCE STENHOUSE – ARTISTRY AND TEACHING; THE TEACHER AS FOCUS OF RESEARCH AND DEVELOPMENT
JOURNAL OF CURRICULUM AND SUPERVISION

-
- ▶ He knew the importance of the educator's contribution from research, experience and insight. I remember him being challenged about what "the answers" were in education at a conference in Scotland. While other expert speakers equivocated, Tim told them that the answer was in that school and eulogised the practice of a teacher he had spent time with that morning. That was what made a difference for children, care, humanity and reflective, thoughtful practice.

- ▶ He recognised the importance of culture, of focussing on how we behave and how we make each other feel.
- ▶ Tim modelled that. He was unrelentingly courteous, curious and interested. We praise him as speaker, but he was a genius at listening and, having listened, he responded with power of praise respect and recognition. All of that brought loyalty and, in his terms, “sustained discretionary effort”
- ▶ It may have been those working in schools who made the weather, but he built the shelter belts and did his best to stop the incoming hurricanes of misguided policies and ideologically inspired demands.
- ▶ For me, Tim was the classic example of “either and” rather than “either or”. He was the romantic, who used the data, the statistician who could instil passion and and researcher who encouraged dreams. He was the person who was always busy and , yet, always had time for others. Tim got results and made lasting, significant and substantial change.
- ▶ He showed us how to be more Tim. He showed us the qualities that make a difference and, in doing so, set a path to make sure the “business” can be finished

- ▶ Tim sought power to enable and to liberate, never to centralise and control. He saw his role as being clear about the wider moral purpose of education. He always saw education as being central, not only to individual lives, but to society more generally. We needed to support attainment, but we needed to help children to become good people.
- ▶ Tim combined terrific self-belief and certainty with openness. He was a compass and never a Sat-Nav. He pointed a direction, but allowed you to find a route. Because of this he could work with people who did not share all of his views and build wide and strong alliances.
- ▶ That sat well with his understanding that collaboration was key to improvement, but he was always careful to avoid hierarchies in this. He encouraged schools to work with similar schools and to seek what he called “aspirational comparisons” - the quest for marginal, and achievable, goals rather than the quest for perfection.

- “Culture eats strategy for breakfast”
– Peter Drucker
- ... and you have it by design or neglect
- Culture is what makes any organisation work
- Culture is what buys forgiveness and allows risk
- Failure to understand the culture of an organisation will lead to failure in any efforts to change it

Key Messages

- Successful companies and organisations are learning organisations
- In the best organisations, everyone knows and understands the business, particularly the key purpose of the business
- Successful organisations have a consistent culture
- Everyone is judged more on how they behave than on what they say

And your culture????

- How would you sum up the culture of your team?
- Do you feel part of it?
- Do you regularly check it?
- Is it healthy(and for whom is it healthy?)?
- How do you know?
- How might you change/develop the culture?
- What “tools” will you use?

AND THIS “CULTURE”?

**"I'm helping
put a man
on the moon!"**

- NASA Janitor



How close are you to this culture?

SOME QUESTIONS

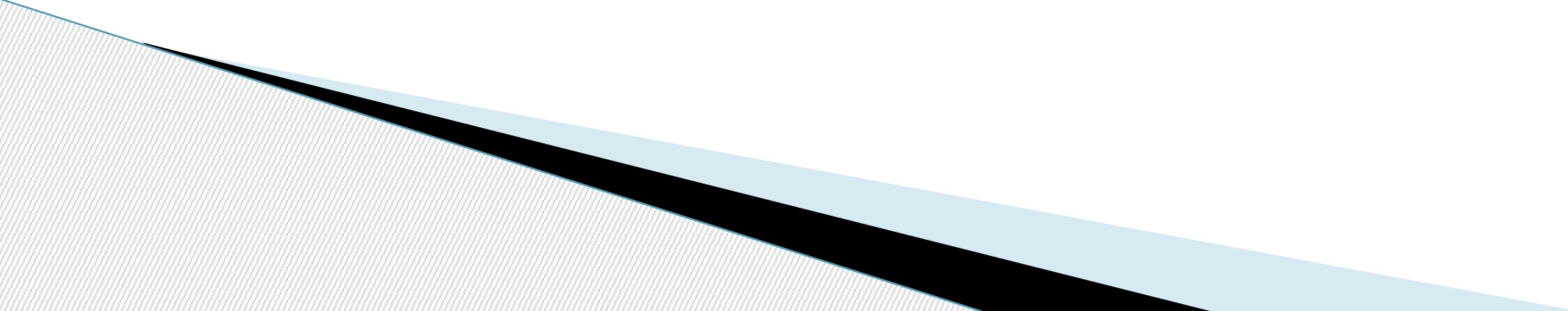
What did you see as the strengths of this school's culture?

Do you think that the culture makes a difference for young people and staff?

Which elements, if any, of this culture are replicated where you work?

Have the videos made you think about any changes you would like to see in your workplace?

You know you are in a good school when....

- Teachers TALK about teaching
 - Teachers OBSERVE each other teach
 - Teachers plan, organise and evaluate TOGETHER
 - Teachers teach each other
- 

AND YOU KNOW WHEN YOU ARE IN AN EXCEPTIONAL SCHOOL WHEN.....

Everyone TALKS about learning

Colleagues OBSERVE each other work

Staff in all roles plan, organise and evaluate TOGETHER

You all teach each other

And

- Everyone learns from each other regardless of role
- Research and reading are shared

A contention

- We spend too much time talking about embedding and not enough thinking about growing

- In times of complex change the answers will come, not from the soloists, but from the choir
- Meaningful change won't be driven, it needs to be organic
- Founded in trust and engagement

8 WAYS TO CREATE A CULTURE OF APPRECIATION

By Amy Gibson



Follow **Amy Gibson** for actionable tips on leadership

[in linkedin.com/in/amy-l-g](https://www.linkedin.com/in/amy-l-g)

More key messages

- ▶ To lead or change an organisation you need to understand its flow - John Seddon
- ▶ Purpose is not simply a target that an organisation aims to achieve, it is an organisation's reason for being - Somebody other than John Seddon
- ▶ You need to decide who, or what, is going to be in your head when you make decisions.
- ▶ You need to be more Tim.....
- ▶ And, perhaps, more, George Bernard Shaw....

“This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.

I am of the opinion that my life belongs to the whole community, and as long as I live it is my privilege to do for it whatever I can. I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no "brief candle" for me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.”

The big decisions

- What should we do?
- What can we do?
- Is there a difference?
- What can we stop doing?
- What must we keep doing?
- What else might we do?

KEY PRINCIPLES

- ▶ Where change is imposed or driven by others, we play at it, defuse it and subvert it
- ▶ It affects interviews far more than practice
- ▶ It makes no difference to pupil achievement
- ▶ You work best when you are enthusiastic about what you are teaching
- ▶ And where you work with the grain of who you are

Time
and
Effort

Impact

“The most common question is: “Where do I start?” The argument....
is that the starting place is the way in which you think about your role
- it is to know, on a regular basis, the nature and magnitude of your
impact on the learning of your students”

—John Hattie : Visible Learning for Teachers

“There is no program, no single script, no workbook on how to implement visible learning; instead.... a set of benchmarks that can be used to create debates, to seek evidence, and to self-review to determine whether school is having a marked impact on all of its students”

– John Hattie : Visible Learning for Teachers

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