



National College for
School Leadership

Inspiring leaders;
improving children's lives

A branch with several green leaves, some showing signs of aging or damage, is positioned in the upper left corner of the slide.

Future leadership, future leaders

Seizing Success

Annual Leadership Conference

Towards A Personalised Curriculum

Tales From The Journey

David Smith

Headteacher, Longlevens Junior School, Gloucester

head@longlevens-jun.gloucs.sch.uk

“All human beings have a wonderful capacity to learn.... when they feel like it.”

Unattrib’

- **Relevance**
- **Motivation**
- **Engagement**
- **Security**

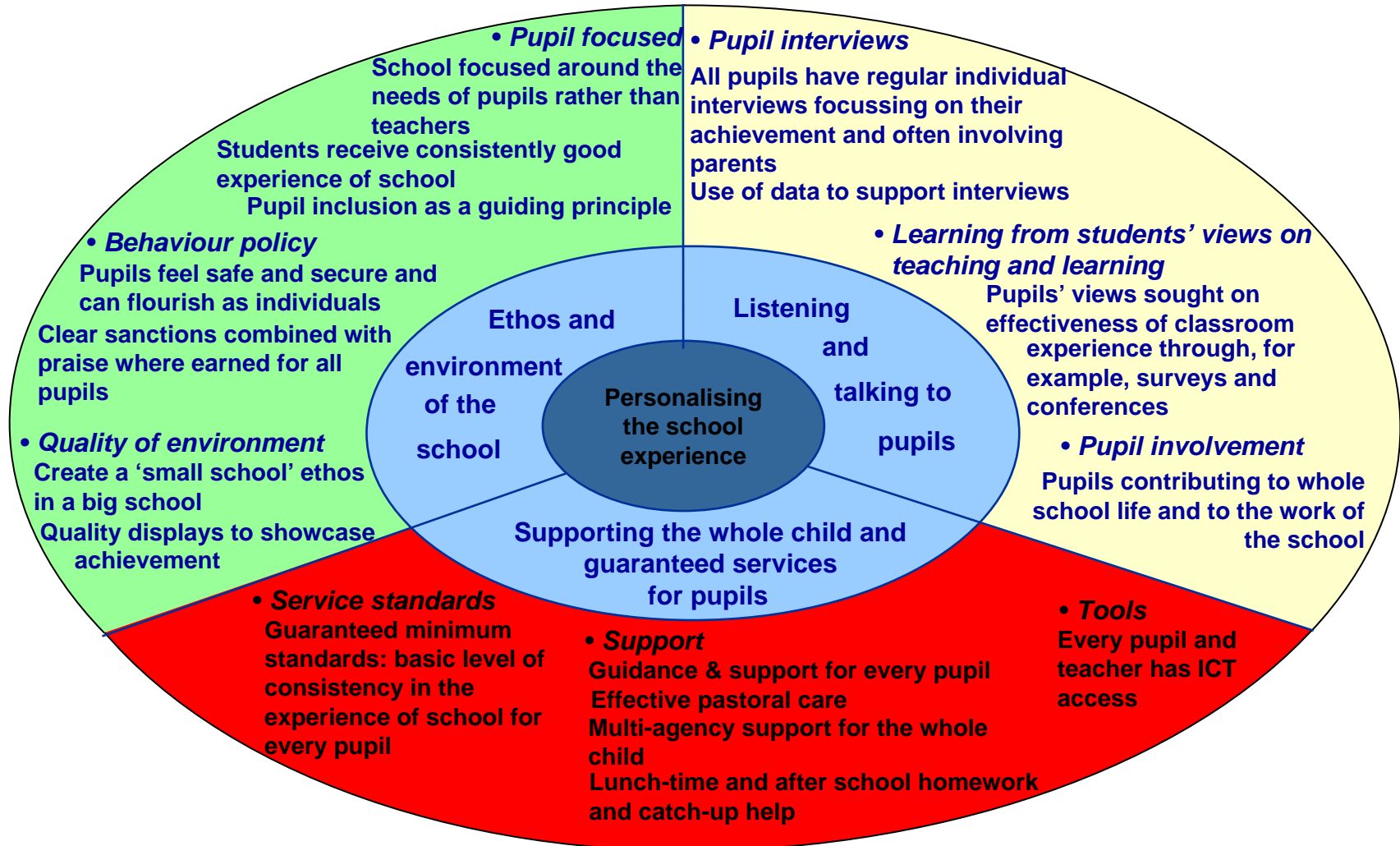
Three Questions To Answer?

When does a curriculum become personalised?

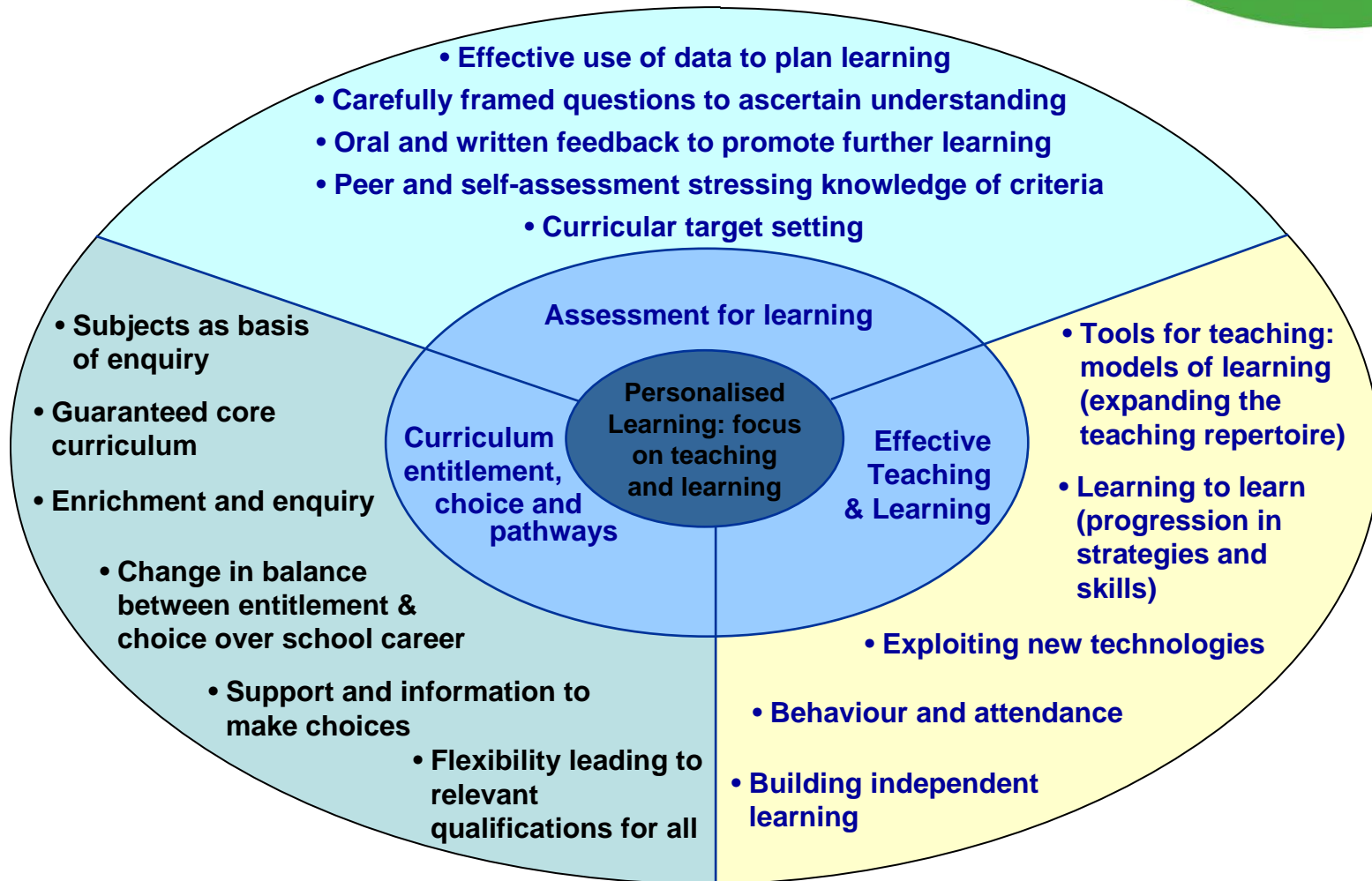
What can I do as a school leader to make that happen?

What's all this about the future!!??

Personalising The School Experience



Personalised Learning



These components impact on all elements of the education process

"Before you can inspire with emotion, you must be swamped with it yourself. Before you can move their tears, your own must flow. To convince them, you must yourself believe."

Winston Churchill



- **Happiness**
- **Balance**
- **Sense of belonging**

Passion

Principle



Passion

- **Sense of beauty**
- **Organic growth**
- **Pleasing outcome**
- **Sense of pride**

Principle



Passion

- **Dynamic**
- **Uncertain**
- **Spontaneous**
- **The beautiful journey**

Principle

A Shared Vision For Personalisation

Whenever a child walks through the doors of LJS, they bring with them talents to be encouraged and developed, and weaknesses to be supported, we aspire to meet these needs with equal measure.

Longlevens Junior School Prospectus

Learning Joy Success

Nine Questions & Ten Steps...

- What does learning look like?
- How do you create happy confident learners?
- How much time is given to enable teachers to learn?
- How much do we share with the community?
- Do new technologies help or get in the way?
- What do we know about our children as individuals?
- Is what we have assessed and recorded used to inform teaching?
- Can the children access the resources they need to support their learning?
- Do we create a challenging learning environment?

Taking The Tenth Step: Futures Thinking...

In the eighty years or so after 1780 the population of Britain nearly tripled, ... the average income of the population more than doubled, the share of farming fell from just under half to just under one-fifth of the nations output, and the making of textiles and iron moved into steam-driven factories. So strange were these events that before they happened they were not anticipated, and while they were happening they were not comprehended.

D. N. McCloskey, "The Industrial Revolution in Britain 1780-1860"

Planning For Future Personalisation

- **How?**
 - Using Scenarios
 - Role Play
 - Impact of the Learning Society
 - Creative Approach
- **What next for LJS?**
 - An electronic record of achievement
 - Diversity & choice for pupils through extended community partnerships
 - Re-structuring the use of time

“All human beings have a wonderful capacity to learn.... when they feel like it.”



A striking and distinctive feature of the school is the quality and engrossed focus to the learning.