

Inspiring leaders; improving children's lives

Future leadership, future leaders

Seizing Success

Annual Leadership Conference



Towards A Personalised Curriculum

Tales From The Journey

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"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

 Pupil focused
 Pupil interviews School focused around the All pupils have regular individual needs of pupils rather than interviews focussing on their teachers achievement and often involving Students receive consistently good parents experience of school Use of data to support interviews Pupil inclusion as a guiding principle Learning from students' views on Behaviour policy teaching and learning Pupils feel safe and secure and Pupils' views sought on can flourish as individuals Listening **Ethos and** effectiveness of classroom Clear sanctions combined with and experience through, for praise where earned for all environment example, surveys and talking to pupils **Personalising** of the conferences the school pupils Quality of environment Pupil involvement school experience Create a 'small school' ethos **Pupils contributing to whole** in a big school school life and to the work of Quality displays to showcase Supporting the whole child and the school achievement guaranteed services for pupils Service standards • Tools **Guaranteed minimum Every pupil and** Support standards: basic level of **Guidance & support for every pupil** teacher has ICT consistency in the Effective pastoral care access experience of school for Multi-agency support for the whole every pupil child Lunch-time and after school homework and catch-up help



Personalised Learning

- Effective use of data to plan learning
- Carefully framed questions to ascertain understanding
- Oral and written feedback to promote further learning
- Peer and self-assessment stressing knowledge of criteria
 - Curricular target setting

- Subjects as basis of enquiry
- Guaranteed core curriculum
- Enrichment and enquiry
 - Change in balance
 between entitlement &
 choice over school career
 - Support and information to make choices
 - Flexibility leading to relevant qualifications for all

Assessment for learning

Curriculum entitlement, choice and pathways

Effective Teaching & Learning

- Tools for teaching: models of learning (expanding the teaching repertoire)
- Learning to learn (progression in strategies and skills)
- Exploiting new technologies
- Behaviour and attendance
- Building independent learning

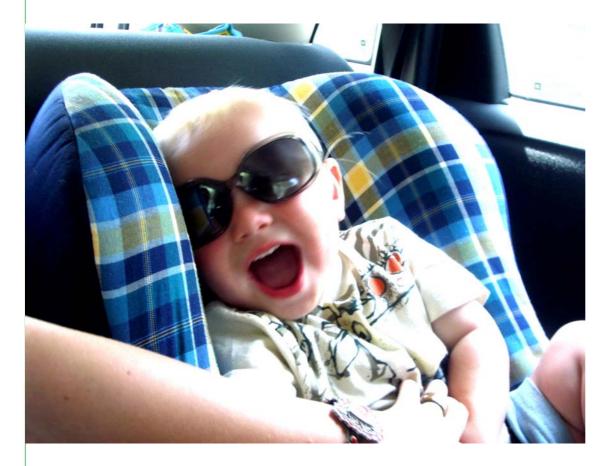
These components impact on all elements of the education process



"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



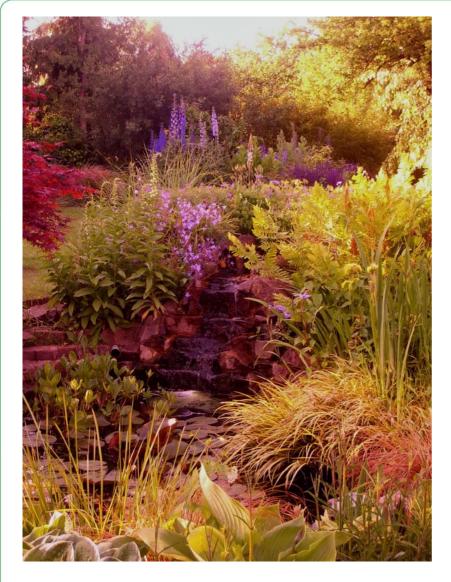


- Happiness
- Balance
- Sense of belonging

Passion

Principle



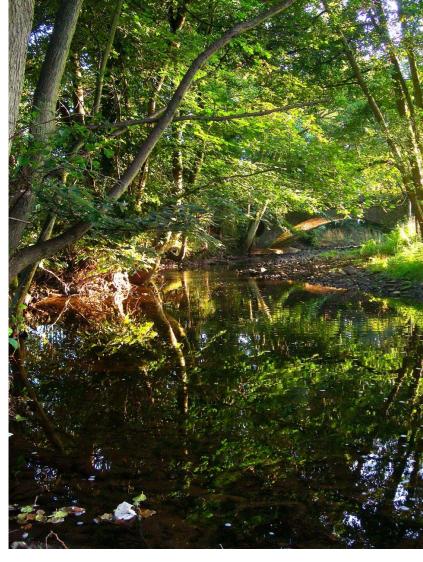


Passion

- 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



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