

Excellence in Headship

Stretch Meet

Headteacher agency for system change

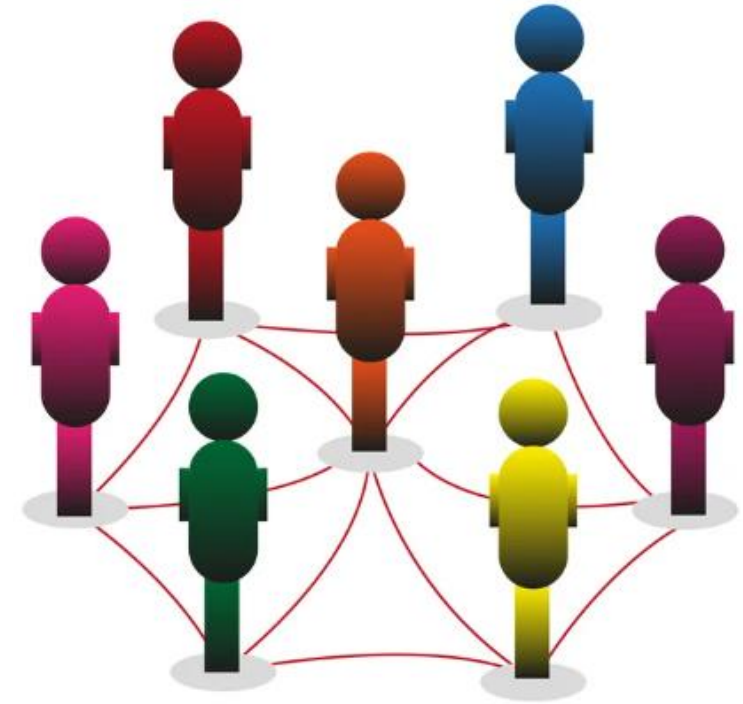
Date: 2nd February 2023



Connector

Split into groups – introduce yourself

1. Agree one thing you all dislike
2. Agree one thing you all like
3. Share with the room



Aim of the Session

By the end of this session I will have:

- Reflected on the area of enquiry that I am considering exploring
- Started to discuss and interrogate this theme or focus with colleagues
- Started to develop a theory of action
- Begin to consider the three fields of knowledge





- Forming collaborative enquiry groups
- Creating your Theory of Action
- **Stretch Session: Socially Just Leaders:** Part 1 - March 9th 2023, 13.30 – 16.00
Part 2 - March 2023 TBC
- **Stretch Session: Dr Simon Breakspear: Post crisis Renewal** – February 7th 2023, 09.00 – 11.30
- **Stretch Session: Dr Simon Breakspear: Rethinking Resistance** – March 7th 2023, 09.00 – 11.30
- **The Residential: Stirling Court Hotel – 16th & 17th March 2023**

Car Parking



What are the three "top" points for you?

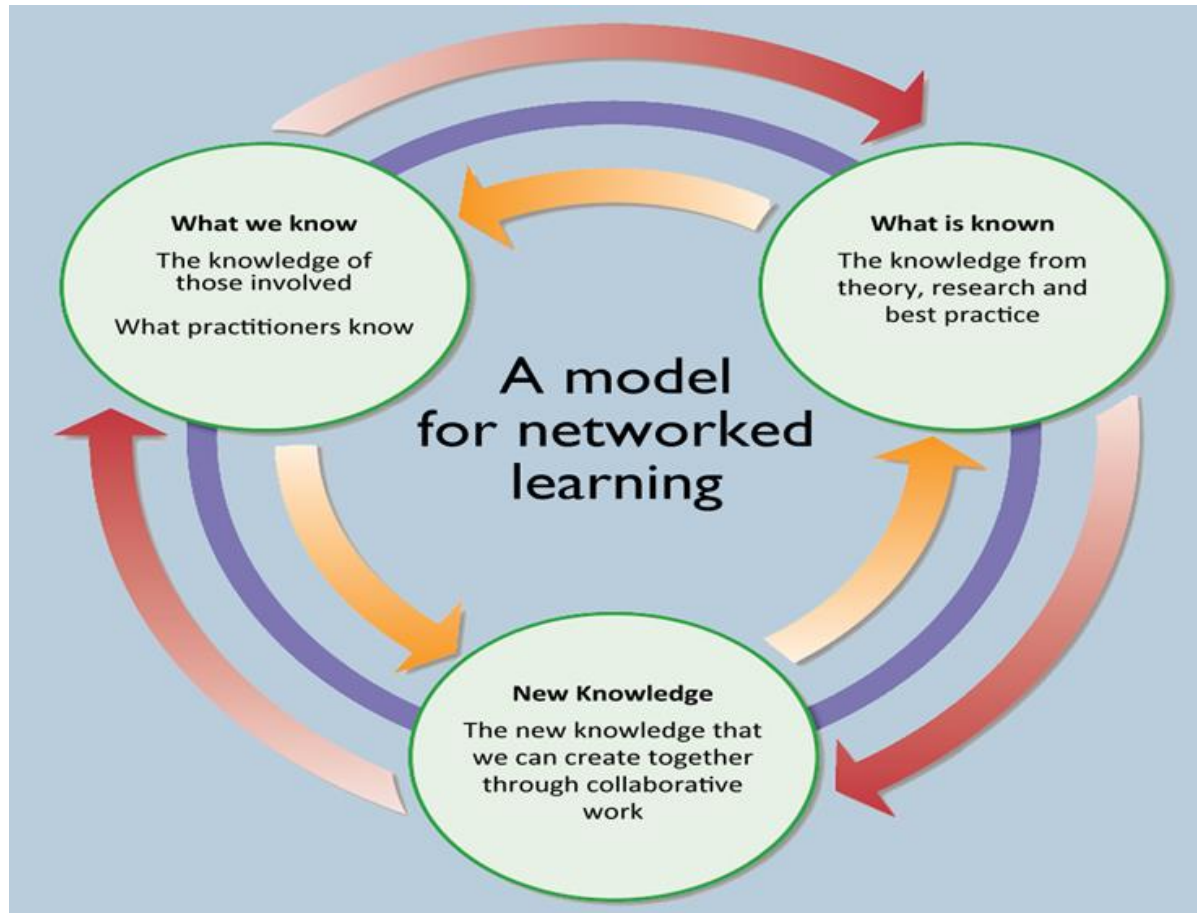


What "squares" with your thinking?



What is still "circling" around your thinking?

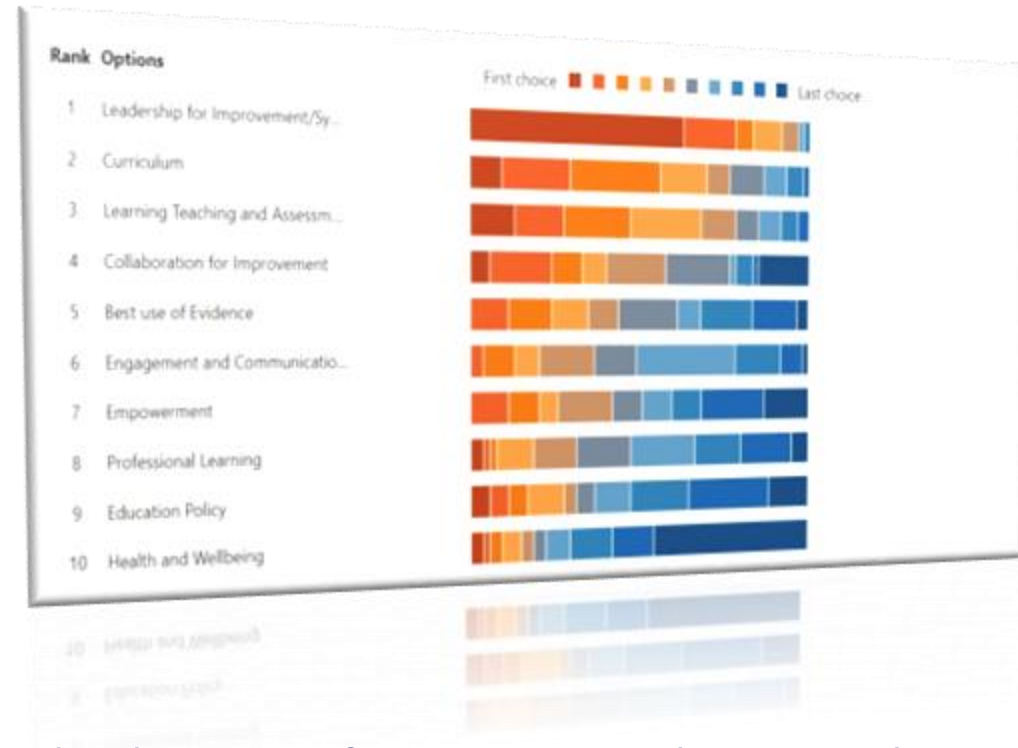
Three Fields of Knowledge



“The aim of knowledge animation is creation of new knowledge by learning communities that will help people enhance their practice and policy. This new knowledge takes centre stage and is the outcome of connecting what individuals know and what is known ‘out there’, external research. Knowledge animation provides the collaborative processes for new knowledge creation by ensuring that what is known is connected to what people know through collaborative dialogic processes”

Three Fields of Knowledge NCSL, 2006.

Forming Groups



“Planning requires deliberate and strategic thinking. Before a group begins planning, each group member needs time to think about their own commitment to being a part of a rigorous inquiry.”

(Facilitator’s guide to Collaborative Enquiry 2012)

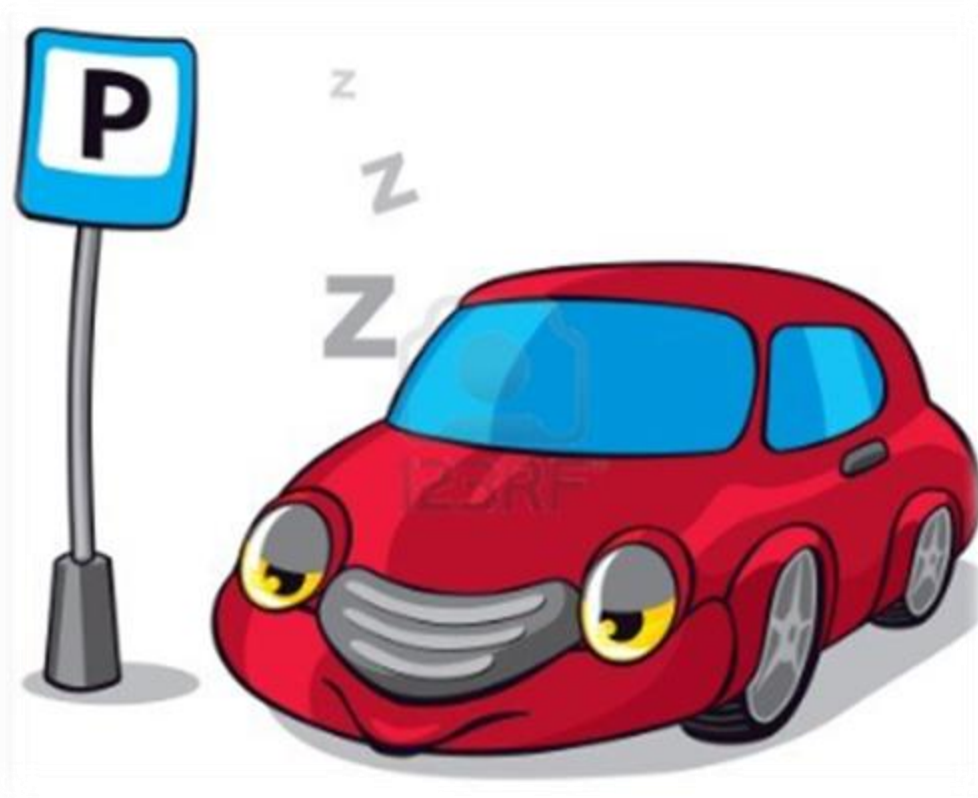
Forming Groups



1. Share your 'why' for this group (10 minutes each)
2. Consider your learning to date and how as this impacted upon your 'why' for this group
3. Feedback to the room – key points from your discussion



Car Parking



What are the three "top" points for you?



What "squares" with your thinking?

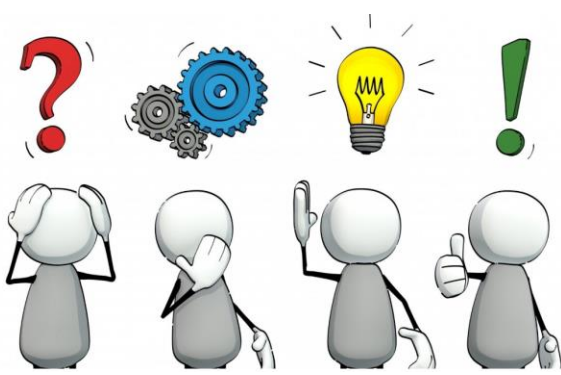


What is still "circling" around your thinking?

Process and next steps

Collaborative enquiry is a structure in which members of a professional learning community come together to systematically examine their educational practices, to:

- Ask questions
- Develop a theory of action
- Determine action steps
- Develop and test hypotheses
- Gather and analyse evidence
- Assess impact of their actions
- Share and celebrate the learning
- Debrief the process



What is a Theory of Action

A theory of action is

a set of underlying assumptions about how we will move our organisation from its **current state** to its **desired future**.

- Aligns intended theory with the realities of work within your context and the 'system'.
- Connects strategy to the actions and relationships critical to achieving improvement.
- Identify the mutual dependencies that are required to get the complex work of improvement done.
- Grounded in research or evidence-based practice.

(City, Elmore, Fiarman and Teitel, 2009)

In groups - Think about the area of enquiry that you are considering

Clarify Canvas

Improvement area _____

Date _____

IMPACT

Q1. What impact do we want to have?

PROBLEM

Q2. What problem/s are we trying to solve?

CHANGE

Q3. What change/s could we make that will result in improvement?

EVIDENCE

Q4. How will we know if we are having the desired impact?

Research evidence base supporting this approach

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Simon
Breakspear

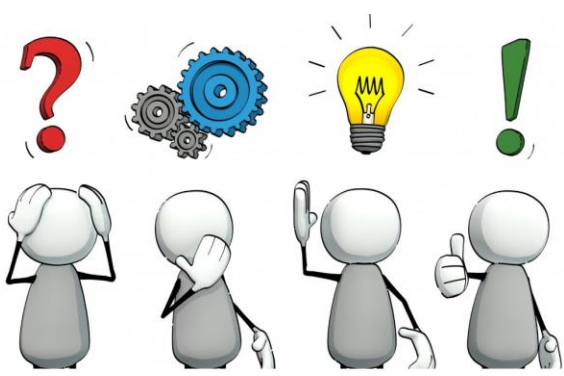
If you are successful, what will the results be: What is your preferred future?

- **Possible future** -things that could happen but are unlikely
- **Probable future** - things that probably will happen unless something is done to turn events around
- **Preferred futures** - things that you would prefer to happen and/or that you would definitely like to happen



Curriculum making as a social activity within and between levels

Site of activity	Examples of activity	Examples of actors
SUPRA	Transnational curriculum discourse. Curriculum policy lending/borrowing. Policy learning	OECD, EU, World Bank
MACRO	Developing policy frameworks. Legislation	National govt., National curriculum agencies
MESO	Developing policy guidance. Leadership and support of curriculum making	National govt., National curriculum agencies. RIC, LA, RIT, subject and sector organisations
MICRO	School level curriculum making, curriculum planning, lesson planning	HT, school leadership teams, PT, teachers
NANO	Curriculum making in class and learning spaces. Learning interactions	Teachers and learners



Where do I begin my research?

- How do we get from the current state to the desired state?
- What are the vital actions that will improve e.g. teaching and learning?
- What evidence do we have that these actions will be successful in our local context?
- As a result of these actions, what will happen?
- How will this transform e.g. the teaching-learning experience?
- How will this action impact students?
- What will this action lead to?
- What results will we see?

Feedback

