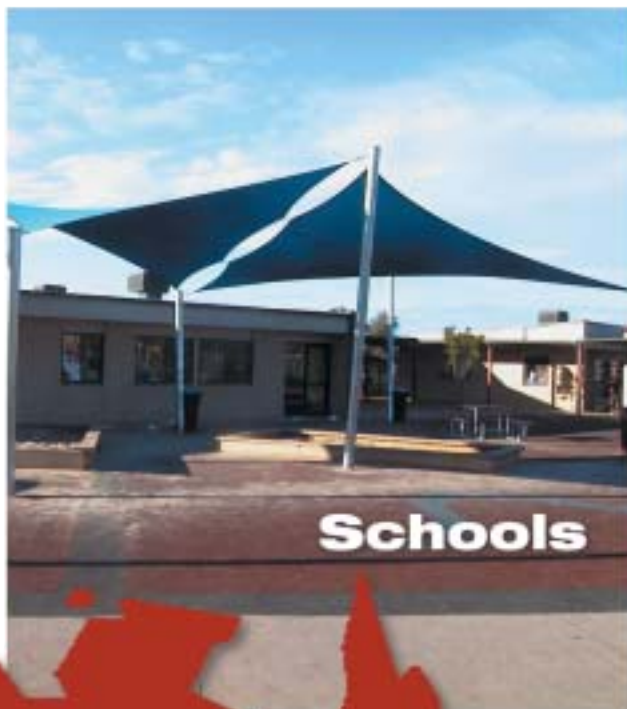


# Shape the Future

## Teaching & Learning



## Schools



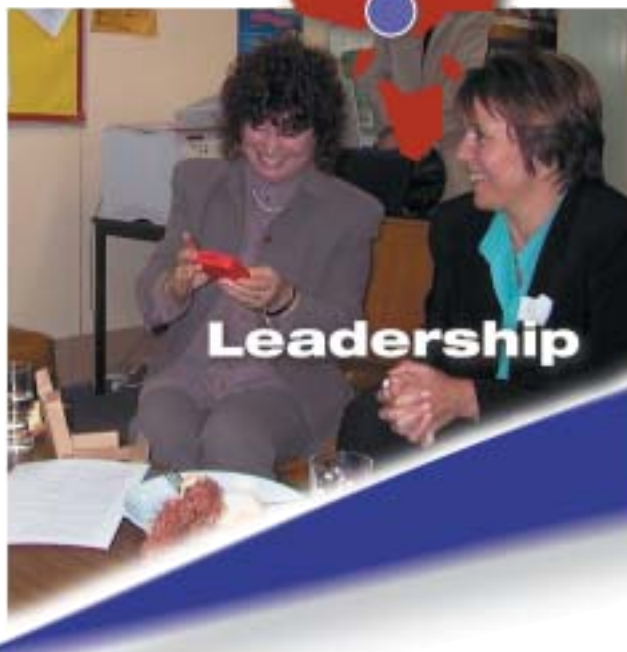
## Preferred Futures



## An International Study Visit to Melbourne, Australia



## Collaboration



## Leadership

Take ten Headteachers from different types of South Gloucestershire schools - strap them into a 747 for 27 hours - fly them to Melbourne - provide decent surroundings and stimulating people to work with from 8.00 am until the early hours for ten days, and what you get is life-changing transformation!

## Teaching and Learning

It was interesting to see that 'learning' is at the heart of education in Victoria and how this impacts on the teaching, which in turn helps to raise standards. This is in contrast to the standards driven agenda in this country.

The 'learning to learn' approach was common in all the primary and special schools we visited, but it was not so evident in all of the secondary schools. We observed children being able to access a range of learning strategies, and the language of learning was used commonly by staff and children alike. Children were actively encouraged to consider the type of thinking they would need to carry out a task.

There was an inclusive feel to the schools. Most of the children are immigrants – very few children are indigenous to Australia and many children have English as a second language. There were schools for children with special needs but in some cases children were included in mainstream. The emphasis on learning styles seemed to benefit all children, and staff spoke of particular successes with, for example, autistic children.

In all the schools there was a greater emphasis on creativity and specialist teachers really benefited from the development of specialist skills such as performing arts. We observed some inspirational projects which involved children working in cross-phase groups with a focus on experiential learning.

However, we also noted a rigour to the curriculum and literacy in particular, a focus in schools with most primary aged children engaging in two hours of literacy each day. Interestingly, the teachers tried wherever possible to use a cross-curricular approach, which included the use of ICT. At times we did question the learning experiences and felt that some of the higher attainers weren't always challenged as much as they could have been. All in all though, we felt children in Victorian schools had a really good deal and left school as confident learners with excellent self-esteem and belief in their learning.

*Thinking hats*



## Special

Base room model of inclusion with special classes in three link primary schools.

An inclusion coordinator role – middle manager whose role is to seek out and develop further inclusion opportunities in the primary schools.

A cascade system of partial to full-time placement between the mainstream and special school.

Personal networking was the key to successful inclusion and networking is an established part of pedagogy.

A curriculum following seven key areas of learning and a state-wide drive in measuring academic progress across key learning areas.

## Primary

There was an emphasis on children learning how to learn. The language of learning was used confidently. We observed a mixed 'prep' and Year 1 class preparing Power Point presentations. Children kept learning journals in which they kept a visual record of their learning.

Accelerated learning techniques were common including the use of aromatherapy and music to create a calm learning environment. Children were able to 'graze' on brain food (nuts, fruit, seeds and raw vegetables) during the day.

All children in mixed age groups had 1.5 hours experiential play organised by a teacher. Older children modelled behaviour and language for the younger children. The children were motivated, interested, playing co-operatively and had opportunities to learn from each other.

Children had two hours of literacy each day (one hour reading and one hour writing) with a lot of cross-curricular literacy.

There were specialist teachers in sport, music, and arts. We observed children making and editing videos that they had planned and made. The class teachers were given non-contact time whilst the specialists took the class.

Headteachers were committed to appointing people who could lead.



## Secondary

Different culture – children engaged in 'bin duty' not as a punishment but as a service to others.

A primary school head asked if her school could 'grow' to become a primary / secondary and was successful.

Private, state, church schools shared the same campus with dual use of teaching and recreational spaces.

Bungalows on school boundaries were leased as classrooms and sold off by the private sector owner when the admissions bulk decreased.

No national curriculum, no talk of standards, no league tables, no inspection system – but rigorous self-evaluation. Only one exam taken by some Y12 students prior to University.

Cross-phased collaboration within a partnership of thirty schools working together with a shared set of values and a common preferred view of the future and an aspiration to create an educational precinct.

Modular courses with an emphasis on PSHE, group work, problem solving designed in consultation with Y9/10 pupils and parents to address disaffection. Students were allowed to take controlled risks, and put in a situation of trust and responsibility.

'Reading is Ok' programme – celebrated success. Y10's applauded and congratulated Y7's without teacher involvement.



## Leadership

**Leadership was a topic of interest common to us all.**

**What we saw was inspiring!**

The language of leadership and of learning was all-pervasive. Underpinning all was the rigour of academic study, on-going research and high quality professional development. Teachers saw themselves as educators, confident in their understanding of the processes of teaching and learning. All teachers appeared to see themselves as leaders and teachers appeared to enjoy high status and the confidence of their communities.

Much of the leadership we saw was stunning, characterised by:

- 🔥 clarity of values, vision and purpose
- 🔥 a quest for a preferred future
- 🔥 support and care for colleagues
- 🔥 leadership devolved at all levels
- 🔥 calculated and determined risk taking
- 🔥 bravery
- 🔥 chameleon-like ability to match leadership styles to follower needs
- 🔥 high emotional intelligence
- 🔥 flair and imagination
- 🔥 a commitment to professional development of self and colleagues
- 🔥 trust
- 🔥 a willingness to take responsibility
- 🔥 self-confidence
- 🔥 charisma
- 🔥 tremendous drive and energy
- 🔥 a wide range of high-level personal contacts and networks and a belief that more can be achieved together than alone
- 🔥 networking/collaboration

# Preferred Futures

We had very interesting and thought provoking meetings with Peter Ellyard and Brian Caldwell. Some of the key points are as follows:



*Peter Ellyard*



*Bert Van Halen and Brian Caldwell*

## Getting to the future first

Ellyard defines success and "Thrival" as getting to the future first in a global, localised individualised world. This is considered the epitome of empowerment. To get to the future first one must look in three different directions, and education must develop individuals who have the capacity to look in these three directions:

**Direction 1 Insight** - understanding of oneself. "The secret of a successful life is to understand what is one's destiny to do, and to do it". This is self-knowledge leading to accomplishment. He also calls this "destiny probe". Developing this insight into the self is therefore an essential goal of education

**Direction 2 Foresight** - To use one's imagination to travel to the future in order to access knowledge about emerging possibilities, opportunities and threats. This is perceived as an essential life skill and therefore a key element in any education. He also calls this "future quest"

**Direction 3 Hindsight** - The third direction is "behind". Understanding one's history and experience, learning from past successes and

failures. A key element here is developing an understanding why humans find change so difficult. From Palaeolithic communities onward change has meant floods, earthquakes, eruptions, war, epidemics. Our biological inheritance is to fear change, it is encoded in our genes. The educational imperative is to develop change takers rather than change casualties, and therefore produce future makers.

**Remember 70% of jobs in 2020 are yet to be invented!**

***We cannot work to create a future, which we do not first imagine***

Peter Ellyard

## Collaboration

We were very impressed by the way educators in Melbourne collaborated professionally and socially. A strong vision and values underpin the Victorian Education system and this is driven by inspirational leaders in schools.

As a result there are some innovative developments including:

- ✿ Development of community precincts, which include education, social services, health and leisure sharing the same site.
- ✿ A common accord binds the partners together around shared values and purposes.
- ✿ Teaching and learning drives decision making in the widest sense.
- ✿ There is evidence of strong partnership between the private and public sectors.
- ✿ School self-evaluation and development planning is collaborative and involves all stakeholders, including parents and pupils. Local authority staff share responsibility with the schools for school development and improvement.



*The amount of space made a considerable difference!*

## Personal and

*Seeing is believing;  
direct experience gives  
you the knowledge to  
move on quickly*

*The level of debate was  
stimulating and really  
stretched my mind in  
terms of thinking about  
leadership. This in turn  
has motivated me to  
continue reading and  
finding out from others  
about certain aspects,  
and it will certainly  
inform future practice*

*It's not about adding value-  
it's more about building  
capacity for learning*

*I have read about it in  
theory and I have dreamt  
about it, but today I saw it  
and it was awesome*

# Professional Development

*I realise now that my focus in school leadership has been wrong for so many years and I should be leading learning rather than simply managing*

*It was dramatic to notice the new knowledge gained about South Gloucestershire schools while in Melbourne- an area that must be addressed in the future*

*The visit allowed me the opportunity to share with colleagues (both UK and Australian) ideas surrounding leadership. It also allowed me to reflect upon my own practices and observe at first hand educational practices in an international context. I really don't think it would have been the same if I had visited schools in this country*

*What I find interesting is the way the Australians speak another language – it's a language of pedagogy – the language of learning*



# Things You Need to Know

If you want to know more about any aspect of this publication please visit the South Gloucestershire website <http://www.southglos.gov.uk/ed/Advisory> and follow up the addresses in the text.

Listed below are useful contacts for anyone interested in travelling abroad to further develop professionally:

- **British Council**

<http://www.britishcouncil.org>

Really worth looking at as there are many ways of accessing funding. Since our return we have submitted individual school bids and have secured funding for a further 22 teachers from South Gloucestershire to visit Melbourne in February 2004.

- If you would like to chat more informally about any aspect of this publication or the trip please contact

**Tom Whittingham** 01454 868669  
Adviser for South Gloucestershire

or any of the group participants:

<b>Paul Casson</b>	New Siblands Special
<b>Clive Cooper</b>	Redfield Edge Primary
<b>Wendy Davey</b>	Baileys Court Primary
<b>Rob Gibson</b>	Ridings High
<b>Jan Isaac</b>	Emersons Green Primary
<b>Colin McArthur</b>	Filton High
<b>Don Sibley</b>	Tynings Primary
<b>Brenda Spenceley</b>	Patchway High
<b>Alex Wilkinson</b>	Christchurch Juniors
<b>Tom Winskill</b>	(ex) Chipping Sodbury Secondary

## Our Thanks Go To:

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**Judith Mullen** and **Cherry Winchester** - for British Council support and encouragement

**Bert van Halen** - for his facilitation skills, hospitality and friendship

**David Cox** - for facilitating and keeping the group together

**Albanvale Primary, Brookside, Mackellar Primary, Seabrook Primary, Mount Eliza Secondary, The Grange, Jackson and Sunshine Special** - schools which hosted us so kindly

**The staff and governors of our schools** - for supporting our applications and managing the schools in our absence

