You want to change the world? Make sure the principal is fighting with you

IASL 2009 Keynote address

Words to consider

- You want
- Change
- World
- Principal
- Fighting
- With
- You

Raising the bar

- Two men walked into a bar. And …

Raising the bar

- Two men walked into a bar. And it

hurt!

Raising the school

- Meaning of words is important!

- Two men walked into a school. What did they see?

Perspective

- What one sees depends upon what one looks for and where the looking takes place.

- Perspective is important

Perspective

- So what were the men looking for?

Cross "culture" inspiration

- Many of you are supporters of evidence based practice (EBP) and will be aware of its roots within the health professions.
- We can learn much from Health!

Cross "culture" inspiration

- Professor Philip Darbyshire delivered the International Nurses' Day Oration, Canberra, May 2008. I quote a few lines from his memorable presentation

How can you bear to be a nurse?'

Health Sector

- We have an awesome responsibility to guard against our hospitals and care facilities becoming temples of technocure, or people processing plants, where the only Gods fit to worship are those of ever greater efficiency, cost   saving and throughput.

Health Sector

- When nursing and health care are perverted and distorted into a primarily commercial or economic relationship then patients are no longer people coming to our facilities, ill, in pain, confused, vulnerable and seeking, above all to be cared for and healed. Rather, they become casemix ratios, units of cost or Diagnostic Related Groups, there to be more effectively and efficiently 'throughputted' by a system which sees nursing as just another customer   pleasing strategy to be promised or assured in the new most holy of scriptures   the corporate mission and vision statements. http://tiny.cc/vvP9T

Home fun

- You might like to rework those lines into something that approximates the way governments are redefining school.

- It's a reality that education is controlled by non-educators…educators need to fight back.

What two men?

The two men were:

€ from government

€ professors from the local university

€ parents

€ architects

€ information professionals

€ visiting teachers

€ local entrepreneurs

€ potential benefactors or corporate sponsors

€ past students

€ Green Earth activists

So what does make a good school?

- Politicians (League Tables)
- System (Equity)
- University (examination results)
- Employers (Railway engineer hiring a gang to lay sleepers.)
- Principal (Legacy)
- Teachers (Learning)
- Students (Safety)

The 6 common research findings about highly effective schools

1. Highly effective schools (HES) have strong and effective school leaders whose primary focus is on establishing a culture of learning throughout the school.

   The school is organised, and resources are allocated, in pursuit of this overarching purpose. The principal, with the support of the school leadership team, drives the development of school policies and sets and articulates goals for school improvement.

   A high priority is placed on professional learning, leadership and collaboration among all school staff. In highly effective schools, principals are in constant and meaningful communication with the school community and work to build partnerships beyond the school in pursuit of the school's objectives. [Adapted from http://tiny.cc/WxIgc]

The 6 common research findings

2. Learning in HES is seen as the central purpose of school and takes precedence over everything else.

   High expectations are set for student learning, whether in classrooms or other learning contexts.   There is a deep belief in the ability of every student to learn and to achieve high standards with appropriate and sensitive teaching.   Class time is used as learning time; classrooms are calm and busy; and interruptions to learning are discouraged.   Outstanding schools recognise and celebrate successful learning and high achievement. [Adapted from **http://tiny.cc/WxIgc**]

The 6 common research findings

3. Teachers in HES have a thorough and up-to-date knowledge of their subjects and a deep understanding of how students learn particular subjects.   This understanding includes an appreciation of how learning typically proceeds in a subject and of the kinds of misunderstandings learners commonly develop.

   Teachers know their students well: their individual interests, backgrounds, motivations and learning styles.   These schools insist on the mastery of foundational skills such as reading and numeracy, and also work to encourage high levels of critical thinking, creativity, problem solving and teamwork.   Teachers in highly effective schools encourage students to accept responsibility for their own learning and teach them how to continue learning throughout life.   [Adapted from **http://tiny.cc/Wxlgc**]

The 6 common research findings

4. HES are characterised by outstanding school cultures. Students have a sense of belonging and pride.   They enjoy learning and are engaged and challenged.

   The school provides a physical and social setting that is safe, well organised and caring.   Values of respect, tolerance and inclusion are promoted throughout the school and cultural and religious diversity are welcomed and celebrated.

   In such schools there is a strong commitment to a culture of learning and continuous improvement and an ongoing search for information and knowledge that can be used to improve on current practice.

   [Adapted from **http://tiny.cc/WxIgc**]

The 6 common research findings

5. HES have well-developed systems for evaluating and monitoring their performance.

   They promote a culture of self-evaluation and reflection and collect and use data to inform decision making at all levels.

   They recognise the importance of providing meaningful performance information to a range of stakeholders, including parents.

   These schools place a high priority on the early identification and remediation of gaps and difficulties in student learning.   They give timely feedback to students in forms that can be used to guide further learning, and they encourage students to develop skills in monitoring their own progress. [Adapted from **http://tiny.cc/Wxlgc**]

The 6 common research findings

6. HES have high levels of parent and community involvement.

   Parents are encouraged to take an active role in discussing, monitoring and supporting their children's learning.

   Parents are involved in setting goals for the school and in developing school policies.

   The school itself is seen as an important part of the local community and these schools often find ways to involve business and community leaders in the work of the school, as well as to establish partnerships with other agencies and businesses to advance school goals. [Adapted from http://tiny.cc/WxIgc

HES summary

- Leadership
- Policy driven framework
- Collaborative learning Culture (students and teachers)
- High expectations about what is learned and how it is learned within a culture of self-evaluation and reflection
- Search for information and knowledge that can be used to improve practice and inform decision making.
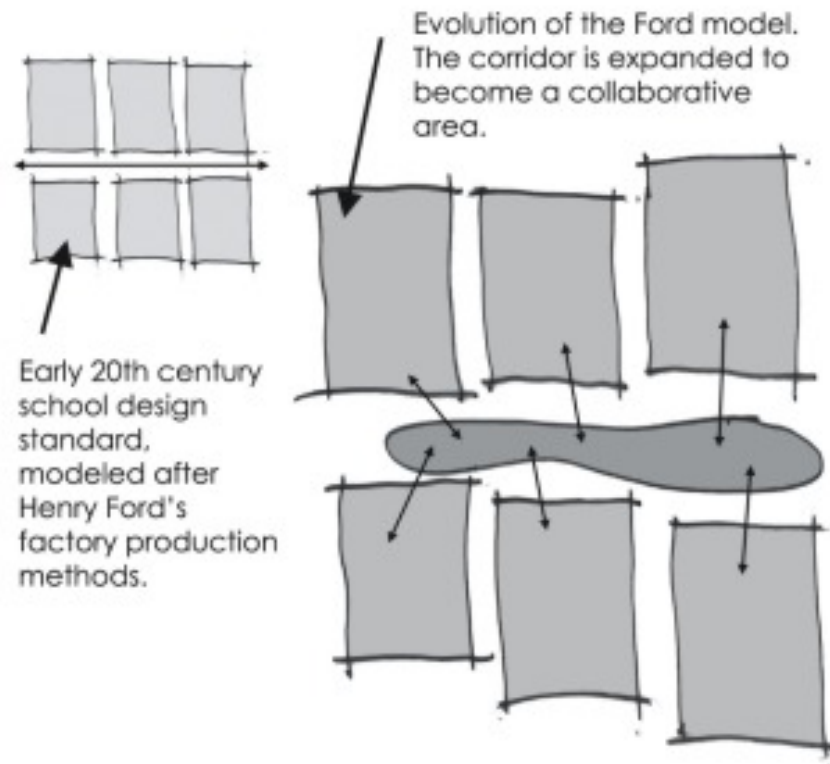
HES summary

- Beyond school networks

1909 and 2009

- Are these measures of HES timeless?
- By analogy…do we use the same measures today that were used in 1959 to judge a highly effective car?
- Are they technology dependent/independent/interdependent?
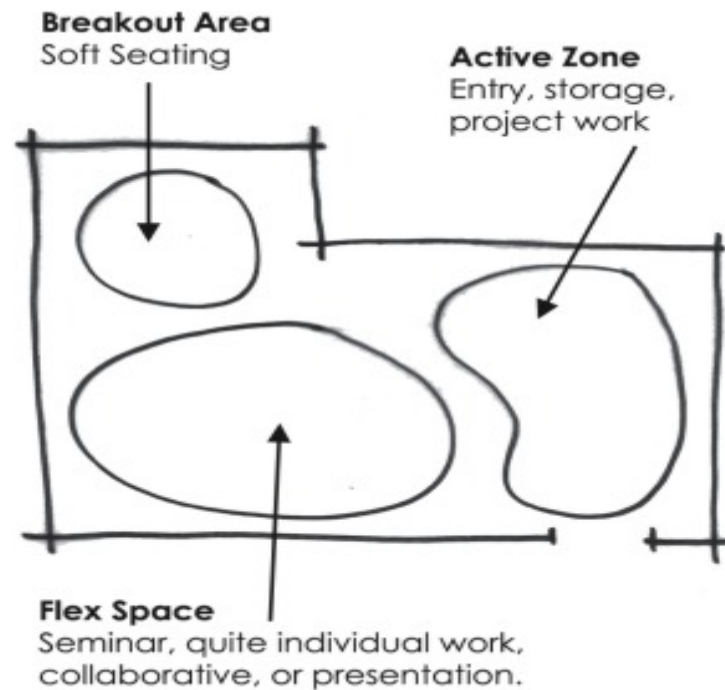
Future schools 1909-1940

Nair, P. & Fielding, R. (2005).The Language of School Design: *Design Patterns for 21st Century Schools. Designshare*
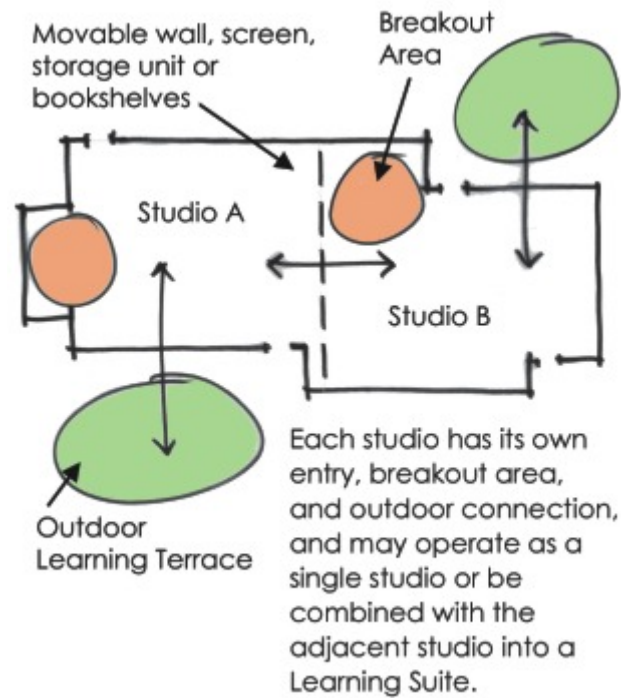
Evolution of the Ford model. The corridor is expanded to become a collaborative area.

Early 20th century school design standard, modeled after Henry Ford's factory production methods.

Future schools 1940s

Nair, P. & Fielding, R. (2005).The Language of School Design: *Design Patterns for 21st Century Schools. Designshare*


Breakout Area
Soft Seating

Active Zone
Entry, storage, project work

Flex Space
Seminar, quite individual work, collaborative, or presentation.

Future schools 1970s

Movable wall, screen, storage unit or bookshelves

Breakout Area

Studio A

Studio B

Outdoor Learning Terrace

Each studio has its own entry, breakout area, and outdoor connection, and may operate as a single studio or be combined with the adjacent studio into a Learning Suite.

Future schools 1990-

Nair, P. & Fielding, R. (2005).The Language of School Design: *Design Patterns for 21st Century Schools. Designshare*
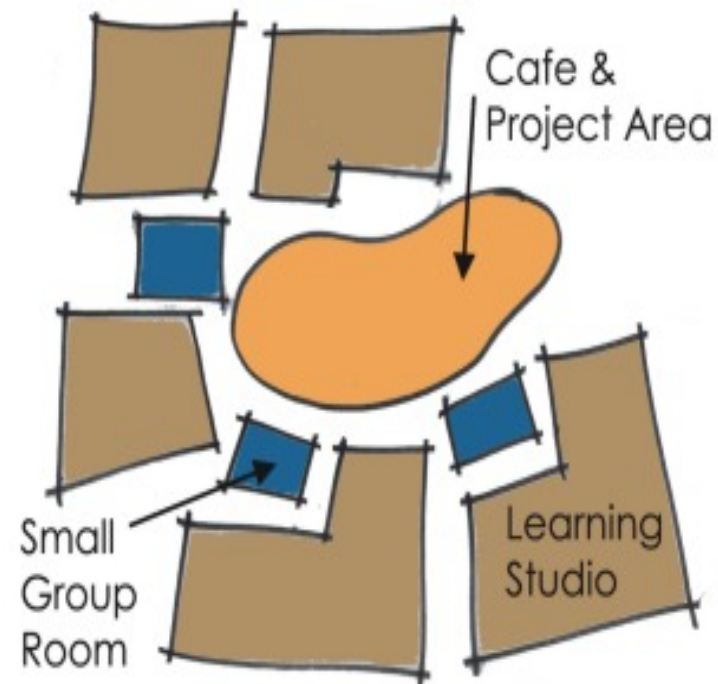
Future schools 2009

Student design: See winners of

Classroom of the Future competition to research and design a futuristic school learning space

http://www.clcfeltham.co.uk/bsf_pcp/entries.html

Future schools 2009

- Flexibility
- Transparency
- Connectedness

Using Sketchup

Entry from Lampton School,
Hounslow, UK

jameshenri@gmail.com

Corner of class

Plasma screen

Interactive board

Yellow walls is proven to be a creative colour

Plant tub

Study has shown that the colour. Blue is very relaxing
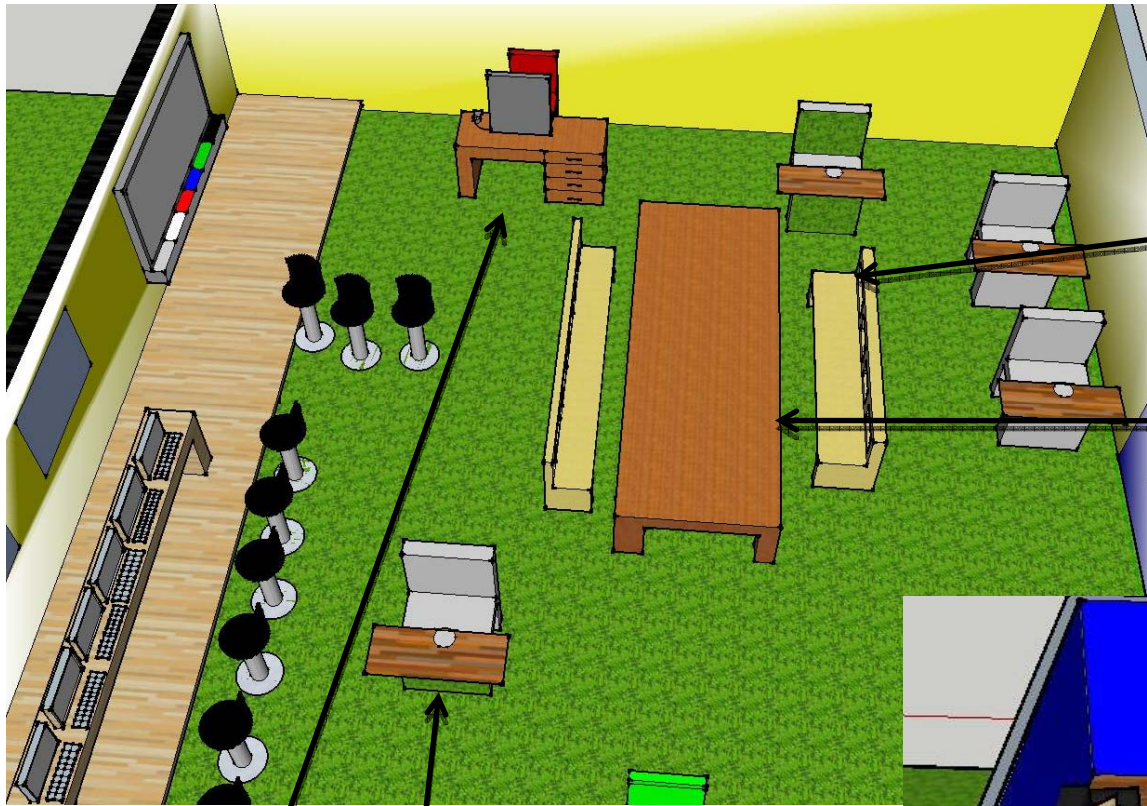
Chillout zone

70% of students we asked said if they could they would have sofas in school

plants

Laminate flooring Easy to clean and very nice looking

Indoor
comfortable
benches for
group work

This table can
be broken
into 4

Circle
table

Table with desk
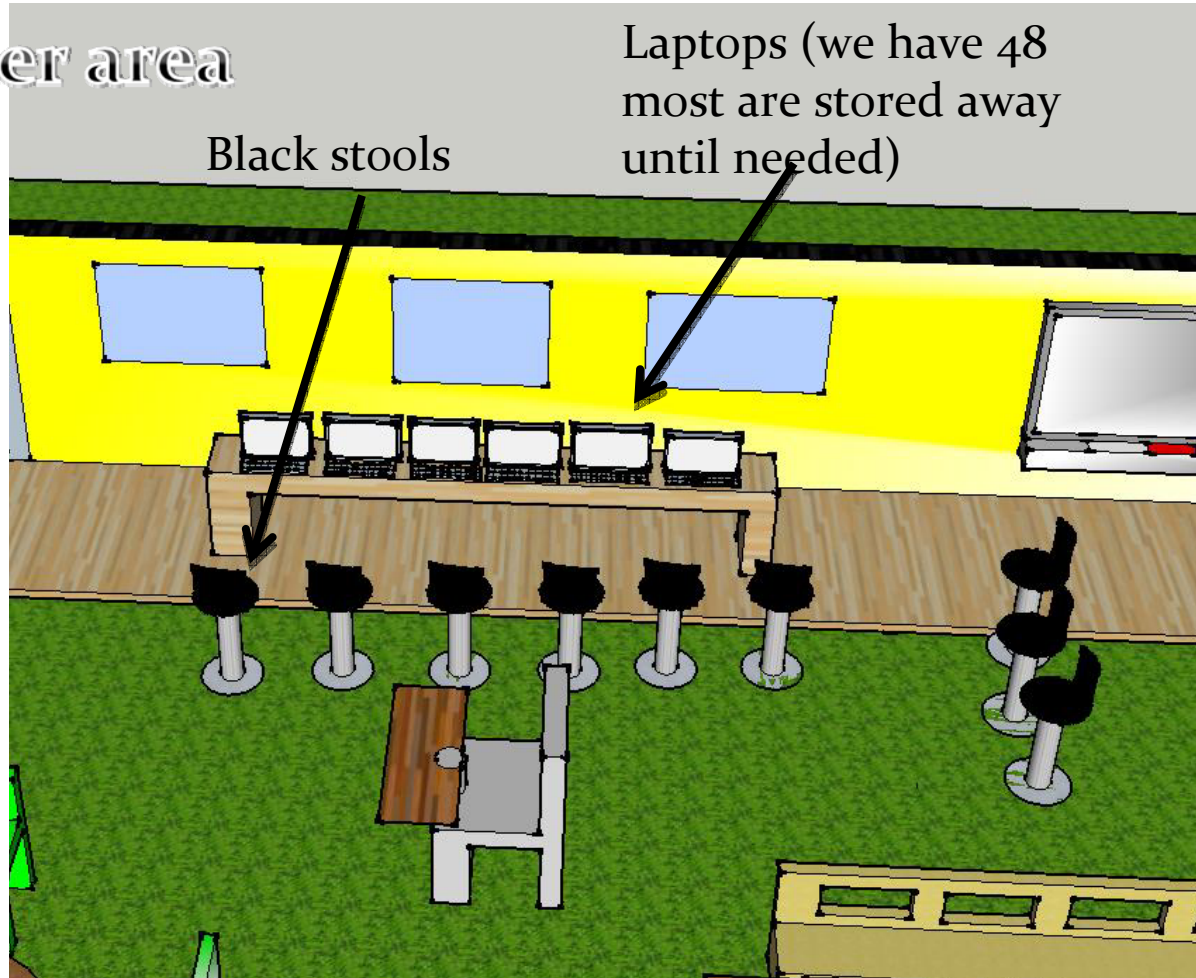in case students
want to work
alone

Green chairs to

Teachers
desk

jameshe

Computer area

Laptops (we have 48 most are stored away until needed)

Black stools

So what does make a good school?

- Two men walked into a school library…

So what does make a good school?

- From the perspective of the person in charge of the school library.

Key school library factors

- Professional education
- An information policy framework
- Allocation of adequate resources
- Ongoing professional development opportunities
- An articulated role statement
- Demarcation of professional, paraprofessional and clerical roles within the library
- Accepted measures of success
- Deep entry into the curriculum by way of enquiry learning
- Flexible scheduling of access to the library

Essential school library factors

- A collegial culture

Collegiality is related to the presence of four types of interactions between and among teachers:
  - *(a) teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice;*
  - *(b) teachers are frequently observed and provided with useful critiques of their teaching;*
  - *(c) teachers plan, design, evaluate, and prepare teaching materials together; and*
  - *(d) teachers teach each other the practice of teaching.*

Little, J.W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. American Educational Research Journal 19:3: 325-340.

Essential school library factors

- A teacher focus

  - Curriculum design (process)

  - Leadership

  - Policy development

Necessary and sufficient school library factor

- Principal support

Principal support comes by means of

- Modelling the way
- Encouraging the heart
- Inspiring a shared vision
- Enabling others to act
- Challenging the process

Source: Kouzes, J.M., & Posner, B. Z. (2007). *The leadership challenge*, 4th Edition. Jossey-Bass.

Wisdom from Kouzes & Posner

- Titles are granted, but it's your behavior that wins you respect

- Leaders have a desire to make something happen, to change the way things are, to create something that no one has created before.

- Leadership is a dialogue, not a monologue.

Wisdom from Kouzes & Posner

- When it comes to innovation, the leader's major contributions are in the creation of a climate for experimentation, the recognition of good ideas, the support of those ideas, and the willingness to challenge the system to get new [ideas] adopted.
- Leaders are learners.
- Leaders foster collaboration and build trust.

Wisdom from Kouzes & Posner

- Leadership is relationship between those who aspire to lead and the those who choose to follow. It's the quality of this relationship that matters most when we're engaged in getting extraordinary things done. A leader-constituent relationship that's characterized by fear and distrust will never, ever produce anything of lasting value. A relationship characterized by mutual respect and confidence will overcome the greatest adversities and leave a legacy of significance.

Wisdom from Kouzes & Posner

- The manager asks how and when; the leader asks what and why

Wisdom from Kuhlthau

- Inhibitors and enablers

    Kuhlthau, Carol C. (1993) *Seeking meaning: a process approach to library and information services*. Norwood, N.J.: Ablex

Inhibitors

- lack of time
- confusion of roles
- poorly designed assessment tasks

Enablers

- A team approach to teaching
- A shared understanding of learning as a constructivist process
- A shared commitment to lifelong learning
- Competence in developing learning activities and strategies

What you ask for

- Modelling the way

  - That the principal is the most information savvy person in the school

  -What you can do for school decision making

  - Professional recognition

  - Unacceptability of being a spare parts/ hand in the dyke resource

  - Respect for the research evidence

What you ask for

- Encouraging the heart
  - Share soul time with the principal
  - Seek multiple alliances

What you ask for

- Inspiring a shared vision

  - Opportunities to deliver on system/school goals

What you ask for

- Enabling others to act

  - Flexibility!!!!!!!!!!!!

  - Space

  - Risk taking

  - Resourcing

  - Access

What you ask for

- Challenging the process

  - Keep asking "Why is it so?"

  * Is the curriculum process or product the focus? Why?

   * Do students make information or record it? Why?

  * Why is the timetable the way it is?

  * Are teachers information literate? Why?

What you give

- High expectations via:

  - Professionalism (The operating theatre model of collegiality) You are the expert!

  - Information leadership (KB,KM, IP, IL)

  - Teacher Focus

  - Planning time

  - Culture of inquiry

Conclusion

The planets are aligning. Moral purpose is alive!

All you need to do is identify a powerful principal leader and do everything you can to make him/her even more famous.

And help the next generation by identifying apprentice principals and making them as info savvy as you.