MAT Peer Support Network - DDAT

Making your vision a reality – a quality curriculum fit for all

DDAT
Derby Diocesan Academy Trust

Today's resources are at
**www.cefel.org.uk/DDAT**

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Opening Reflection:
What kind of education?

Designing a Christian hospital…?

- What would you be interested in?
- What would you want to be known for?
- What would you measure?
- How would your faith explicitly impact the way you worked?

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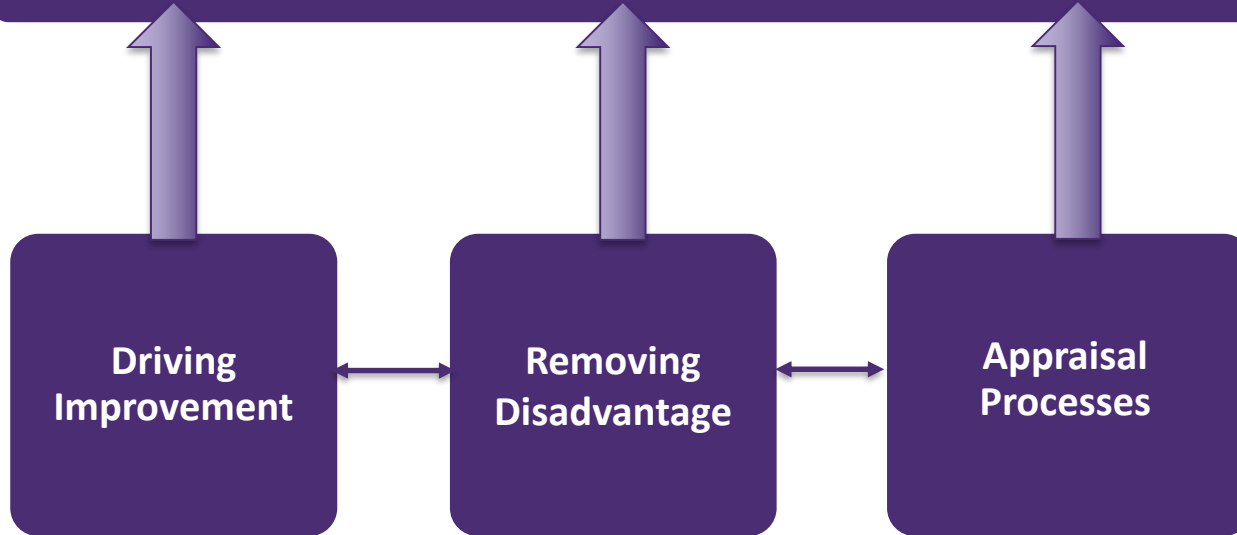
Theology of Educational Leadership Practices Matrix (2019)

	Called	Connected	Committed
Educating for Wisdom, Knowledge and Skills	Leading Learning - Refining Judgement	Creating Confidence - Embracing Interdependence	Deepening Understanding - Driving Improvement
Educating for Hope and Aspiration	Developing Imagination - Nurturing Ambition	Healing Relationships - Pursuing Renewal	Sustaining Vision - Building Resilience
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A Christian vision for Driving Improvement

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"Leaders who see the adults and children in their care through God's eyes recognise how precious each one is, and how important the opportunity that individual has been given is. To such a leader, these individuals appear as the pearl of great price, the lost sheep or lost coin, a child with just one shot, and one chance at education."

- What does it mean to see each child/adult **through God's eyes**?

- To what extent do your students get '**one shot**'?

- How does that affect our approach to **progress data**?

- Who are your '**lost sheep**' – and how do the others feel?

- What do you **measure**? Do we measure what we value, and value what we measure?

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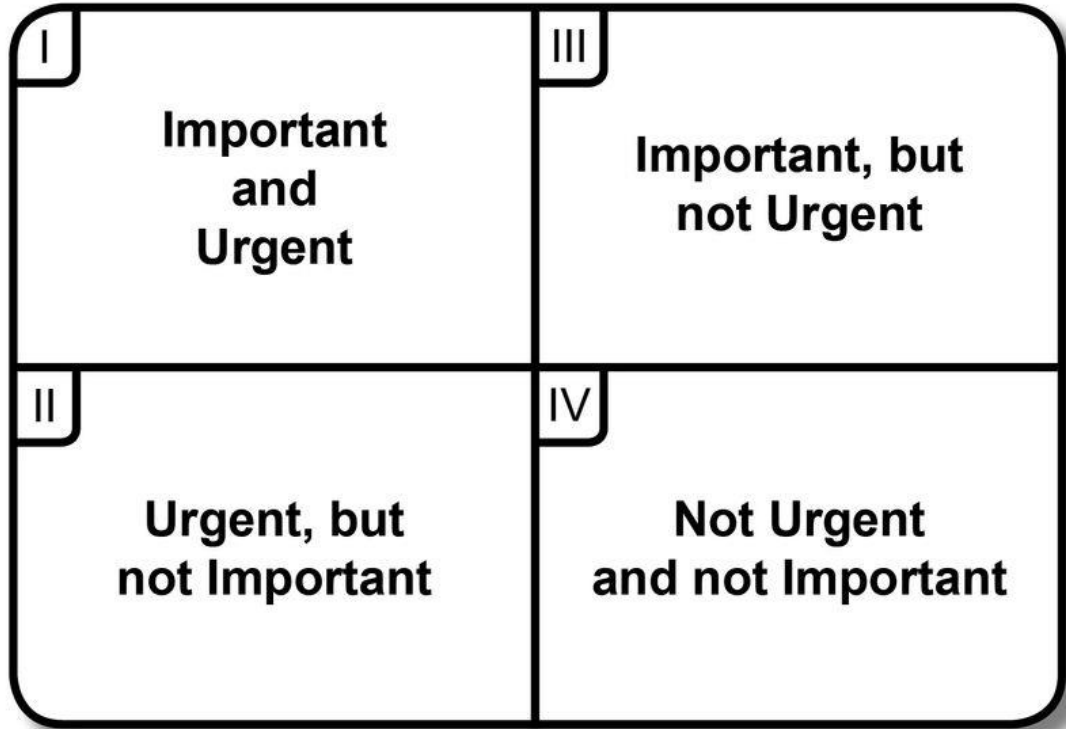
Does your SIP = what you *actually* value?

"That which leaders choose to improve communicates much about their values…they are impatient with mediocrity, and passionate about improvement"

What do you appear interested in? What would your staff say?

What are you impatient with…? What are you passionate about?

Covey, 7 Habits of Highly Effective People

How does what we seek to improve reflect our Christian values?

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seeks to develop and celebrate the flourishing of individuals, communities, families and societies

is fundamental to the pursuit of academic excellence

Character Education

is central to a Christian vision for education for 'life in all its fullness'

invests in a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees

is caught implicitly through role-modelling and relationship, and the deliberate embedding of leadership virtues in staff teams
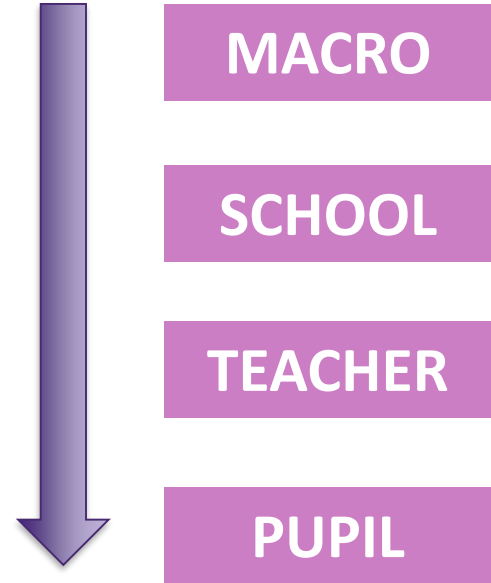
Performance Under Pressure - TCUP

What achievements matter most? How much does one subject impact another? Who knows about my achievements? Do they need validating?

CHARACTER

ACHIEVEMENT

Self-affirmation, Peer Praise, Increased Risk-Taking in Learning

Where does this come from? Can you be disadvantaged in character? If so how? What would need to happen to build this?

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"Leaders who love their pupils recognise the transference of fear that can ensue from macro to school to teacher to pupil, and care deeply for the mental health and wellbeing of their pupils, taking great care with them, particularly at pressure points of examinations."

Transference of Fear?

MACRO

SCHOOL

TEACHER

PUPIL

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There is no fear in *love* but perfect love casts out *fear*

- 1 John 4:18

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BREAK

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A Christian vision for Removing Disadvantage

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"The Christian message is centred on generosity, love and practical action for the poor, the marginalised, the oppressed and the lonely. In announcing his own ministry, Jesus quotes the 'sleeves-rolled-up action-packed mission' of Isaiah:"*The Spirit of the Lord is upon me, because he has anointed me to proclaim good news to the poor."* *Luke 4.18),* and our vision for education must show special concern for the disadvantaged."

- What is the heart of the Christian message in your view/experience?

- How might we define disadvantage based on Jesus' ministry?
  - Material
  - Gender
  - Ethnicity
  - Disability
  - What else…?

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- What kind of worship do we imagine in school?
- If worship = action, then what are the implications for social action, or community service?
- What happens when children serve?

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"Removing disadvantage is invitational; it has implications for admissions policies and the extent they reflect the pursuit of social justice and equity. Jesus tells the story of an unlikely party: "*But when you give a banquet, invite the poor, the crippled, the lame and the blind and you will be blessed.*" (Luke 14.13)."

Admissions – who gets to play?

Provision – where do we build schools, who do we partner with?

What are we known for? – inclusion, AP…?

"There may be no more tangible way of extending God's kingdom in a community than the removal of disadvantage through the transformative beacon of a school minded to choose this path."

LUNCH

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"Our school's ethos is 100% dependent on the leadership behaviours of our colleagues – there is no other way to know what an organisation stands for expect the way its leaders behave under pressure, and in their interactions with pupils, colleagues and parents.

Focusing on numerical targets without discussing behaviours will always result in limited personal buy-in, motivation and surface level accountability.

Our leaders can't really work any harder – but its their character and our shared behaviours that will make the difference, not simply asking them to improve numbers on their own."

Giving specific behavioural feedback – positive/negative
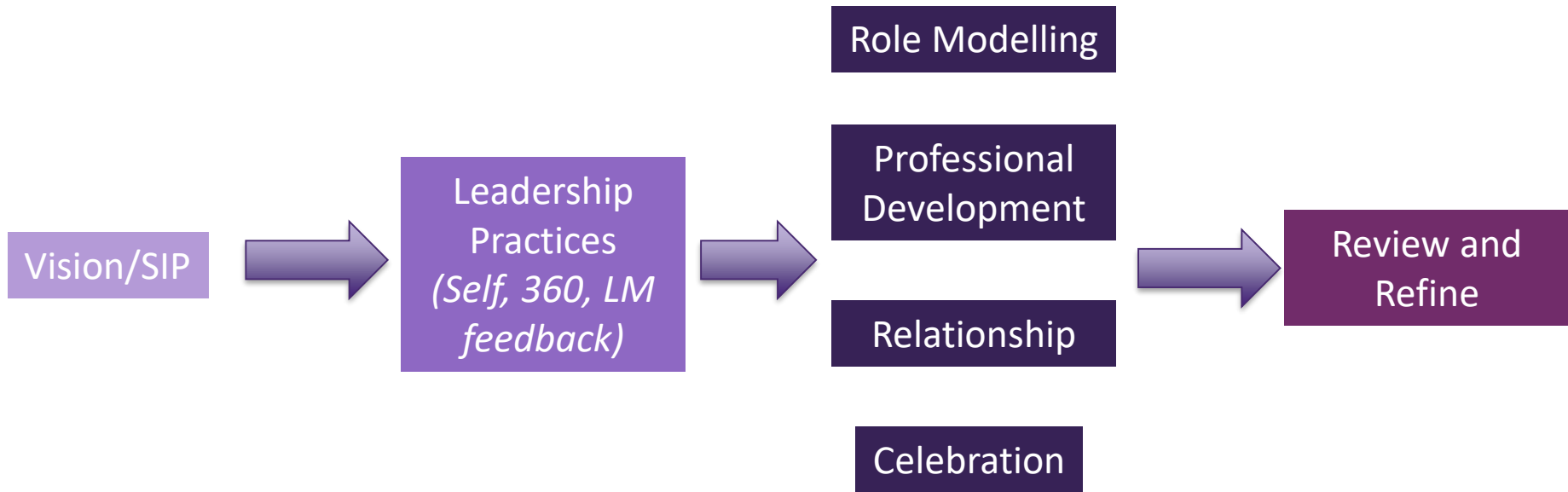
Character Development of Leaders

Common Language and Joining Up Conversations

*To what extent do you/your staff feel like they have a **'horizon of hope'** for their career?*
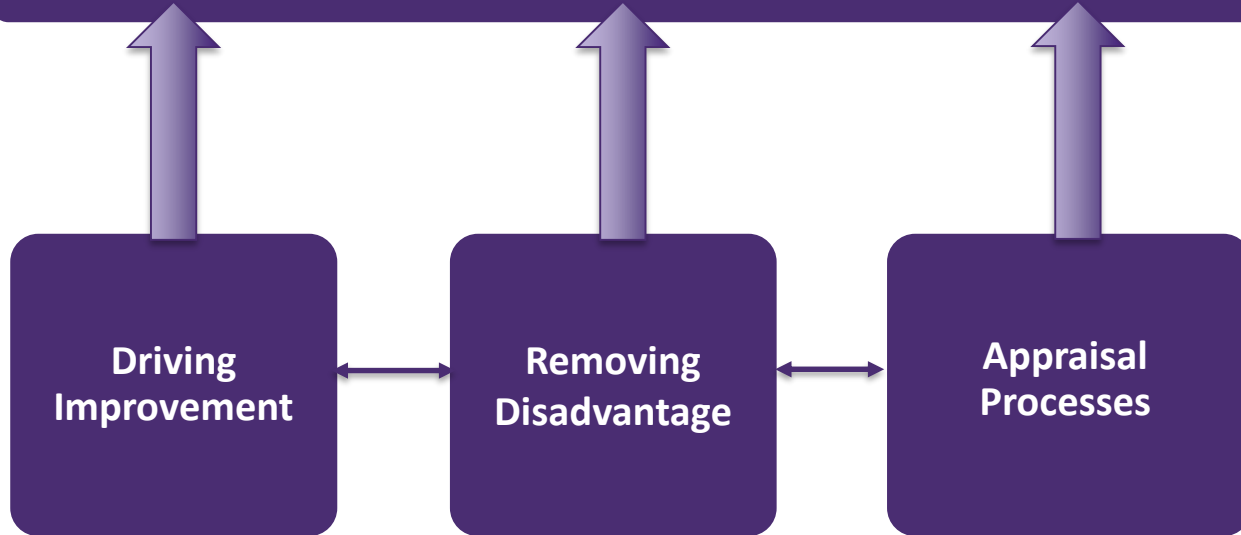
*How could this combination of **vocation/behaviour** complement a focus on data and numerical performance?*

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Review and Next steps for 2019-20 – collaboration, triads development activities

www.churchofengland.org/education

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