

Guest Speaker – Professor David Reynolds, University of Plymouth

- Effective leadership has four main challenges.
 - (i) The balance between the standards agenda and the whole child agenda
 - (ii) Working as system leaders engaging other schools
 - (iii) Succession planning and growing tomorrows leaders
 - (iv) Ensuring clear leadership in a more complex environment

- The most successful styles of leadership will focus on:-
 - (i) Developing teacher/pupil interaction
 - (ii) Will ensure clarity of purpose and have high expectations
 - (iii) Time management and shared objectives for the school

- The most effective monitoring strategies have been:-
 - (i) ‘Walking the school’ on a regular basis and engaging with the pupils and teachers in the learning process.
 - (ii) Developing the environmental impact on pupils learning (Ethos)
 - (iii) Staff selection and replacement

- The management of transition within and between phases which involve:
 - (i) Changes for success which sustain standards cross phase
 - (ii) ‘Changing’ our approach to phase changes
 - (iv) Common themes developed into a single purpose network

- Developing a sense of value amongst the key stakeholders ensuring:-
 - (i) The school has value added with ‘specialist’ variations of success
 - (ii) Celebrating the variations of skills inherent in pupils and teachers
 - (iv) Developing change from within

Ref:- Effective Leadership – Dfes

Future challenges schools are faced with are:-

- (i) Who do you learn from
- (ii) The development of middle management
- (iii) The flexibility and interaction of management – engaging the learning community

Ref: ‘Google’ – High reliability schools. [www. Standards.Dfes.gov.uk](http://www.Standards.Dfes.gov.uk)

Guest Speaker – Professor David Egan, Adviser to Jayne Davidson (WAG)

Key issues which schools will need to address in the near future:-

- Transition – policies and development
- The application and development of strategies in 'The Learning Country' © - Sept 06
- The successful roll out of The Foundation Phase
- The Staffing issues which are relevant for The Foundation Phase,
- The development of a streamlined 7 to 14 curriculum to ensure relevance continuity and progression
- The impact of the National Curriculum Review in 2008
- More emphasis on skills development in KS2 and KS3 to replace the imbalance between skills and knowledge
- Teacher assessment will be given a higher profile
- The development of 'Learning Pathways' for 14 to 19 pupils. Far more young people can access routes with higher education.
- A greater emphasis on vocational education for pupils to meet society's current economic demands.
- The introduction of 'RAISE' based on:-
 - (i) Data available on disadvantaged communities
 - (ii) Underachievement at KS2 and KS3
- The development of community schools
- The need to develop resources for the delivery of aspirations
- To further develop school networking systems for success – based on the work of Mike Fuller in Ottawa, Canada
- To improve cooperation between WAG, LEA's and schools
- A greater emphasis on 'Consortia Based Development'
- To continue to support and develop workforce reform to improve social pedagogy
- To continue to finance effective workforce reform
- To develop a more coherent policy for funding LEA schools
- The appropriate funding for schools of the future in Wales is crucial!

Guest Speaker – John Valentine Williams – (ACCAC) GTCW

With regards to future assessment arrangements in Wales:-

- Assessment review will be completed in 2008
- National Curriculum Orders will change
- Assessment will be more 'skills' based
- More emphasis on skill development and progression is essential
- The changes will be implemented from 2008
- A new framework will be drawn up for skills development as well as knowledge base for Early Years, KS2 and KS3
- Assessment arrangements currently being used have highlighted standards required, however, available data has been unproductive
- It is the intention to have a system which focuses more on teacher moderation between KS2 and KS3
- A new skills test will be introduced for Year 5
- A more streamlined approach will release more time for teaching and learning
- Further optional tests will be available up until 2007
- Teacher assessment at KS2 will develop a moderation model
- More information on assessment strategies to be introduced from Autumn Term 2006
- Further information will be available on the role of support staff in assessing pupils
- Bilingual materials will be further developed for the Foundation Phase, KS2 and KS3

Guest Speaker – Hayden Llewellyn – GTCW

Changes to be introduced for the induction of NQT's

- Funding to continue for years 1, 2 and 3
- Programmes for induction are to be revised and more focused
- A tracking system will be developed linked to central register to monitor NQT progress
- The management of induction will continue to be the schools responsibility
- The NQT's on completion of their induction will be presented with a certificate
- Notification of induction process will go to GTCW on start and LEA on completion
- It is essential that paperwork is sent to GTCW to activate funding
- CPD budget to increase to £3million
- New funding projects will include:-
 - (i) Group bursaries to facilitate networks of professional development
 - (ii) Curriculum development and management of the foundation phase
 - (iii) The development of Welsh as a second language

Ref: www.gtcw.org.uk

Guest Speaker – Susan Lewis – Senior HMI ESTYN

In future our school leaders will need to respond to the changes in the inspection framework.

- The continuation of sustainable models of school self-evaluation
- To continue the progress in school development as a leader of learning in our communities
- To build on the improvement in leadership and management from schools inspected in 2004/05, 75% of schools good or better
- To develop further community partnerships as a focal point of strategic management
- To extend learning in a high technology multi-media world

This has implications for our schools in Wales and targets we set in future should include:-

- Extending educational provision in the community
- The application of a variety of teaching styles and methods
- Increased use of up to date ITC systems
- Engaging more learners in a variety of ways, including vocational education
- The continuation education of support working alongside teachers to support learning potential to raise achievement
- The adoption work/life balance strategies and healthy living schemes
- The development of skills to access and assimilate knowledge
- To continue to remodel the community to have a workforce which meets the requirements of the 21st Century
- Head Teachers to manage change systems to support and endorse the future of education

The implications for our future leaders are as follows:-

Innovation

- Developing action plans for change
- Fund planning into school
- Facilitate training for staff
- Lead and share best practice
- Consult with key stakeholders in the process

Developing Learning

- Developing thinking skills
- Developing a baseline of measures for pupils in speaking and listening
- Using the media to measure improvement and as means of gathering data
- Sharing practice in a network of schools
- Leading staff including the use of middle managers through INSET and staff meetings
- Contributing research work which can be accessed locally and nationally on websites

Clarity in Systems

- The development of systematic use of data
- Matching pupils needs to learning styles
- Teacher learning through collaboration and observation
- Informed middle management working with the head to lead the learning
- Developing cross phase transitional systems of attainment and progress

Changing Systems

- To promote collective action in communities
- Individual members being encouraged to design and create educational opportunities
- Building educational relationships in the school community engaging teaching and non teaching staff

Leadership Development

The future will be about:-

- A shared purpose and aspiration for pupil learning
- Creating opportunities for collaboration and problem solving
- Individual and collective responsibility for pupil learning
- Developing clarity of purpose between teaching, learning and pupil achievement
- Leadership focused on learning communities
- The school operating as an essential pro-active partner in a wider educational community

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14th May 2006