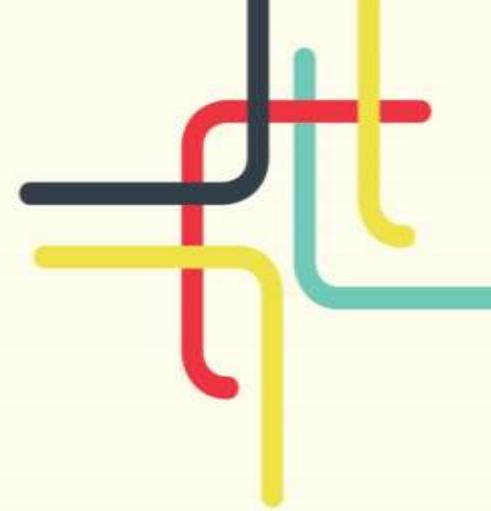


Partner Schools  
Global Network

# SCHOOLS NOW! 2018

**Innovation in Education**  
(System, School and Classroom)





# **Sylvia Paddock**

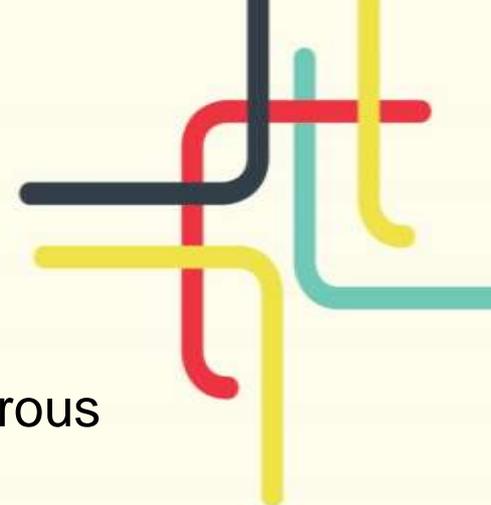
*Director of Operations, SSAT*

***Redesigning Schooling – new ways of thinking about education***



# What happens in school?

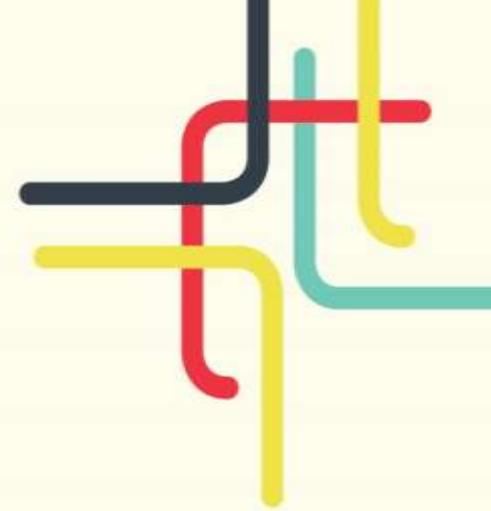
- Being right
- Creating ideas
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- Being adventurous
- Copying down
- Discussing with peers
- Accepting what you're told
- Working with others
- Sitting still
- Imagining possible solutions
- Showing respect
- Taking responsibility
- Being evaluated



# Habits for life?

- Being right
- Creating ideas
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# Why do we need to think differently about education?



- The world is changing
- People are changing
- Education has a morale imperative to the students in our classrooms to keep pace
- Globally, we have more evidence than ever before about how students learn effectively – what can teachers do with this knowledge?



# The evidence

- Countries that have succeeded in making teaching an attractive profession have often done so not just through pay, but by raising the status of teaching, offering real career prospects, and giving teachers **responsibility as professionals** and leaders of reform.
- This requires teacher education that helps **teachers to become innovators and researchers in education**, not just civil servants who deliver curricula.

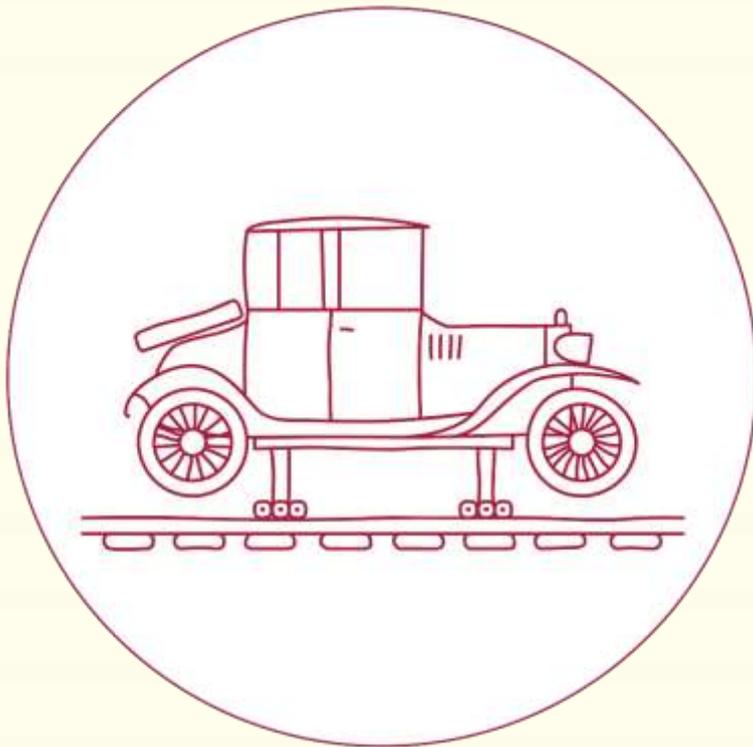
## *Programme for International Student Assessment (PISA)*

- Professor Dylan Wiliam says that anything you do in a classroom is likely to have a positive impact on students' learning – so the challenge is how to stop doing some good stuff, to enable teachers to do even better stuff

**SSAT defines innovation in schools as 'doing things differently, to do them better'**

# Mass production to mass customisation

From Henry Ford to Michael Dell...



# Mass production to mass customisation



- In **mass production**, the company has to persuade customers that they need and want a pre-decided product
- In **mass produced education** the staff have to persuade students that they need and want a pre-decided form of education
- **Mass customisation** is where the design of a product is changed in direct response to a customer's needs – without incurring significant additional costs

**Research indicates that student involvement raises achievement, promotes engagement and enables learning to become more personalised.**





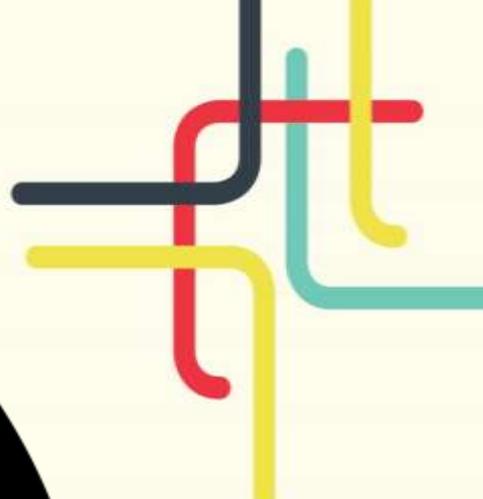
*‘Personalising learning is nothing less than the path to the transformation of education.’*

**Professor David Hargreaves, 2004**

Personalising learning means meeting:

- **more** of the educational needs of
- **more** of the students
- **more** fully than ever before

This means we **HAVE** to understand the evidence about learning



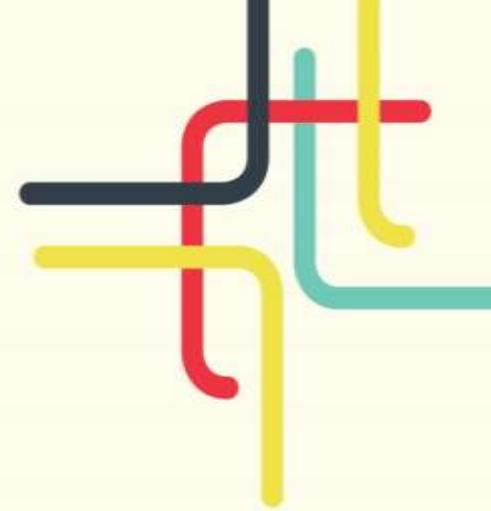
**REDESIGNING  
SCHOOLING**  
THE CAMPAIGN FOR A SCHOOLS-LED  
**VISION FOR EDUCATION**



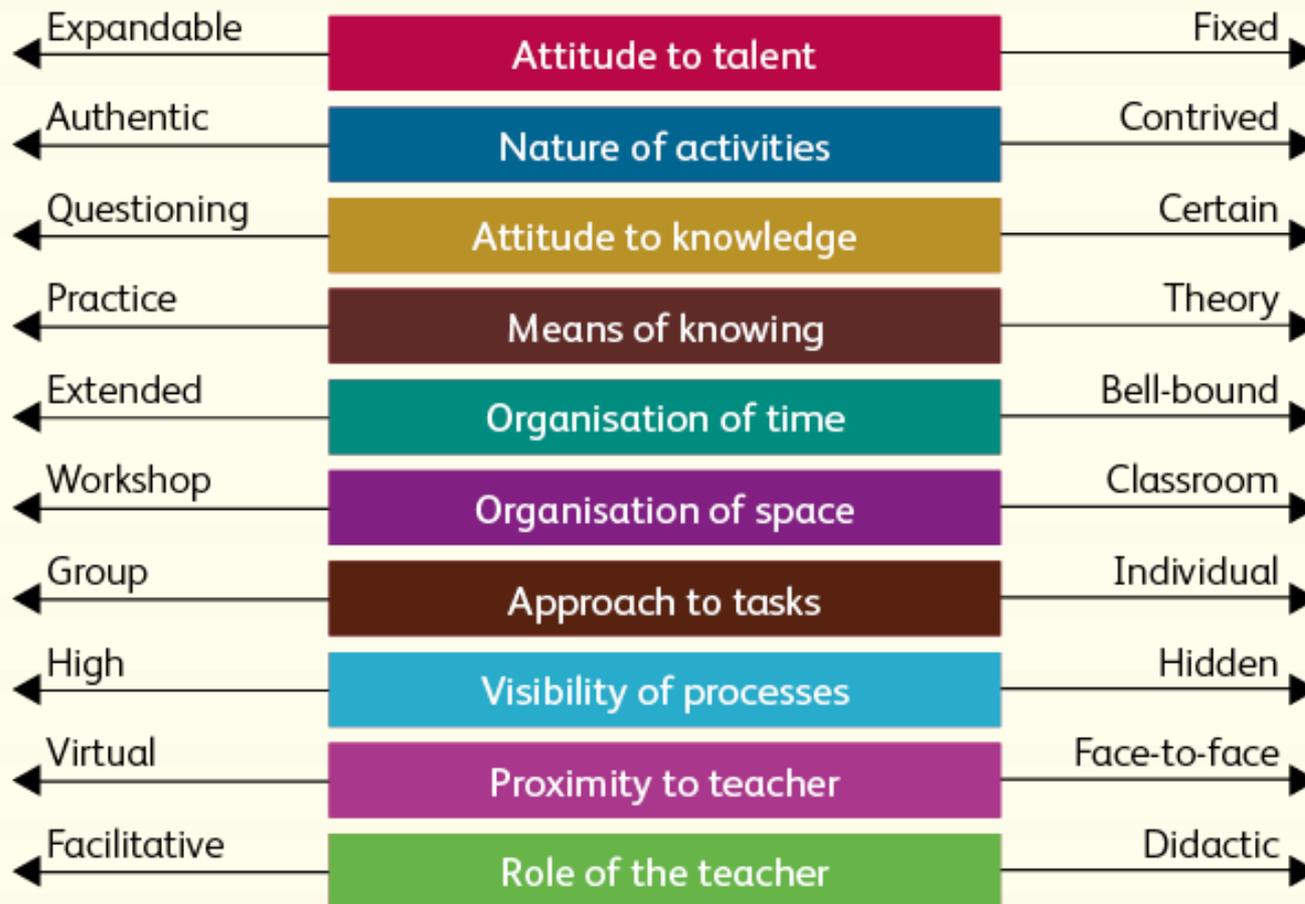
**ssat** the schools, students  
and teachers network

# New ways of thinking about education

- Pedagogy – what type of teaching, for what type of learning?
- Curriculum – what are the principles of good curriculum design?
- Assessment – what is assessment for?
- Accountability – what does intelligent accountability look like?
- New professionalism – what does it mean to be a C21st teacher?



# Pedagogy – what type of teaching?



# Outcomes – teaching for learning



The Redesigning Schooling campaign advocates approaches to teaching and learning that leads to:

- An ambitious climate for learning
- Is relevant and authentic learning
- Support the development of digital literacy and appropriate pedagogy
- Effective learner behaviours
- Bring about an ability to enquire and research
- Demand expertise and subject knowledge of teachers
- Students as leaders and co constructors of their learning
- Involve parents and the wider community



# Curriculum – principled curriculum design



The Redesigning Schooling campaign advocates that schools develop curriculum models that deliver a considered balance of:

- Subject discipline
- Breadth and balance
- Personalisation
- Rigorous
- Coherence
- Vertical integration
- Appropriateness
- Focus
- Relevance
- Wider experiences



# Assessment – what is assessment for?

- Assessment is the bridge between teaching and learning
- If everything we taught was learnt by students, we wouldn't need assessment – but it's not!
- So we need assessment systems in our schools that help us make inferences about what a child knows and what they don't
- Assessment must therefore always come from the curriculum

Dylan Wiliam

# Principled assessment design

The Redesigning Schooling campaign advocates approaches to assessment that:

- Correlate to the curriculum
- Set aspirational targets
- Lead to valid interpretations
- Measure progress of groups
- Inform teaching and planning
- Reflect a broad range of and breadth of learning
- Motivate and encourage students to reflect on their work
- Encourage parental involvement

# Intelligent accountability

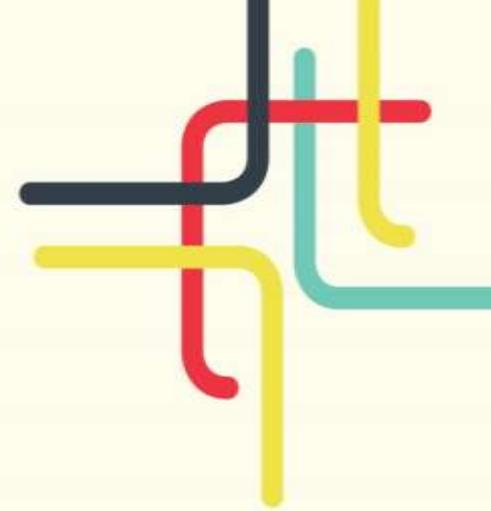
A broader view of accountability

## 4 key relationships

- Pupils, parents and community: **moral**
- Colleagues: **professional**
- Employer/government: **contractual**
- The market: **market**

## 2 key approaches

- Accounting for quality: **summative**
- Accounting for improvement: **formative**



# Courageous leadership for professional accountability?

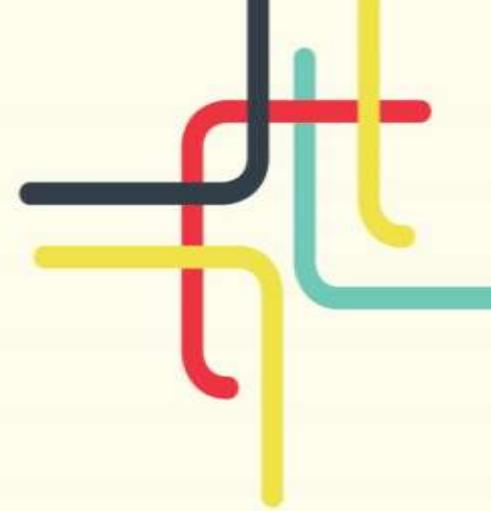


The Redesigning Schooling campaign requires courageous leaders who will redefine approaches to accountability by:

- Leading with courage
- Valuing internal and external evaluation
- Creating a climate for innovation
- Taking greater ownership of professional accountability
- Developing leadership capacity
- Driving system leadership



# Professional capital



## Business Capital view assumes that good teaching:

- is technically simple
- is a quick study
- can be mastered readily
- should be driven by hard p
- is about enthusiasm, effort
- is replaceable by online in

## Professional Capital view assumes that good teaching:

- is technically sophisticated and difficult
- requires high levels of education and long training
- is perfected through continuous improvement
- involves wise judgement informed by evidence and experience
- is a collective accomplishment and responsibility
- maximises, mediates and moderates online instruction.



# The new professionalism

The Redesigning Schooling campaign advocates that school leaders and teachers adopt the new professionalism to help shape their commitment to:

- Always be learning
- Embracing teaching
- Committing to developing in partnership with higher education, business and other stakeholders a fully qualified, high quality teaching profession
- Ensuring that all teachers professional development includes research
- Fostering collaboration
- Raise the esteem and prestige of the profession
- Putting learners at the heart of all we do

# What happens in school?

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- **Working alone**
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# Habits for life?

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# What habits are important?

## 19th century officer worker?

- Being right
- Copying down
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## 21st century explorer?

- Being adventurous
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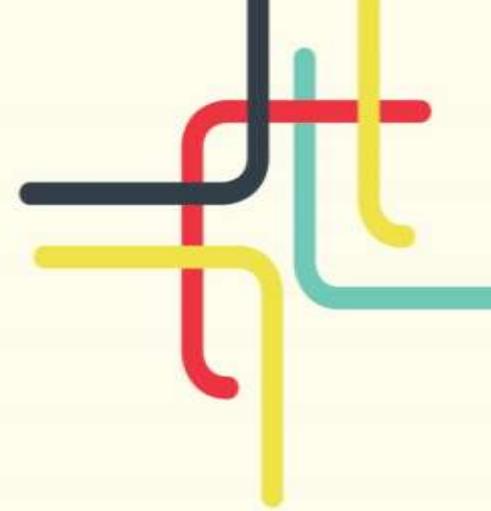
# Questions to consider for your school or system



1. Effective teaching – are there ‘best practice’ models for different contexts?
2. To what extent is the curriculum based on the RS principles?
3. How does accountability secure improvement? What else matters?
4. What is the relationship between effective pedagogy, leadership and continuing professional development on professional capital

Vision 2040 – A vision for education





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