Networks

‘Ethos Enhancing Outcomes’

# **Approach 1: Begin with the End in Mind**

Defining the Issue and Desired Change

What questions might **Educating for Wisdom** provoke?

What questions might **Educating for Hope** provoke?

What questions might **Educating for Community** provoke?

What questions might **Educating for Dignity** provoke?

How have others approached this? *(Case studies from the network)*

How could ethos ***enhance*** *outcomes in this situation?*

Action planning and accountability

# **School Leaders Exemplar Approach 1: *‘Character Education’***

## Educating for Wisdom, Knowledge and Skills

* If education can become focused on *‘fostering the skills to shape life well’*, to what extent do our assessment methodologies equip pupils to do this, and where are the gaps?
* When you celebrate great leaders or figures from history in the curriculum or in collective worship, do you focus on their achievements or their character development?
* To what extent does your timetabling create space for pupils *‘to pursue the big questions of meaning such as ‘Who am I? “Why am I here?” “What do I desire?” and “How then shall I live?”’*
* How are you developing your students actively to become *‘good citizen, parent or employee’*, and how do you define ‘good’ anyway?

## Educating for Hope and Aspiration

* If character is formed and revealed ‘*in the drama of ongoing life’* – how are we actively developing our students’ ability to *‘approach the future’* well?
* Does character develop in young people’s bad experiences, and learning to deal with them well?
* To what extent does your school leadership consistently inspire ‘perseverance, patience and gratitude’?
* How does your collective worship *‘inspire both a realism about how flawed and fallible we are and a confidence in transformation for the better’?*

## Educating for Community and Living Well Together

* What does it mean for your school to be a *‘hospitable community’* and how would anyone know this when they visit?
* How does your school work in partnership with local churches and Chaplaincy to develop character in its pupils and staff?
* How are you teaching your pupils about *‘relationships and commitments’* and how does staff team embody and model what you mean by this?

## Educating for Dignity and Respect

* How is your commitment to dignity and respect of each member of your community shaped by ‘the person, teaching and example of Jesus’?
* If ‘*how schools deal with difference is a crucial indicator of their quality’,* how does your approach to integration of students reflect a ‘deeply Christian’ approach to character formation?

# **School Leaders Exemplar Approach 2: ‘Removing Disadvantage’**

## Educating for Wisdom, Knowledge and Skills

* To what extent does our Teaching and Learning actually ‘*foster confidence’* in our learners, and what practical strategies could we use to centre our lessons on this approach?
* Wisdom helps us to foster ‘*strong academic habits’* – how does our homework policy support disadvantaged students to thrive? What extra support should we provide in loco parentis?
* How does our over-resourcing of Maths and English provision/mentoring/support de-prioritise the breadth of curriculum in which all students are more likely to flourish? How do we reconcile this with our allocation of teaching assistants?
* To what extent do we as a school see test performance as our chief end, as opposed to focusing on becoming a ‘*good citizen, parent, employee or team member’*?

## Educating for Hope and Aspiration

* How do we help our students conceive their future? What kind of future do they have, and how could our school help present a brighter, more ambitious vision, seeing them with God’s eyes?
* If we see each child as God sees them, what barriers would still remain?
* How do our teachers practically embody hope at parents’ evenings?
* How often do we let *‘bad experiences have the last word’* – to what extent do we pigeon hole based on the past? How many times should we forgive?

## Educating for Community and Living Well Together

* If our school was known for being a *‘just institution’*, how would we know with our use of Pupil Premium funding – what tangible things would be seen?
* If we drew a pie chart of how much time we give to building character versus improving performance, how might it look?
* Does your school really believe that these students are of ‘*ultimate worth’*? I’m not sure you do…could you show me how your actions demonstrate this?
* Is school the place where your disadvantaged students feel the most loved? Should it be, and if it were, what difference would that make?

## Educating for Dignity and Respect

* How did the lesson you taught today demonstrate the dignity with which you see your disadvantaged students?
* How could you spend the money, if your chief aim was to bring dignity?
* Do your students ever feel ashamed of failure – if so, how do you reinforce this?

# **School Leaders Exemplar Approach 3: *‘Staff/Students’ Well-being’***

## Educating for Wisdom, Knowledge and Skills

* If Good schools *‘foster confidence and delight’*, how does your approach to teaching and learning deliberately build pupils’ confidence? Can you see this confidence grow in your lessons?
* How are you developing pupils’ *‘emotional intelligence’* alongside the pressure to improve their mathematical skills – is developing the confidence to fail the most important element of Maths teaching?
* This vision values a broad curriculum – *‘creativity across the whole range of school subjects’* – how does you timetabling and staffing reflect this, and what impact does your curriculum have on pupils’ wellbeing?
* What impact on staff wellbeing does the pressure to achieve test results have, and what difference could it make to broaden the school’s aims *‘to be a good person, citizen, parent, employee’*?

## Educating for Hope and Aspiration

* How could the relationships within your staff team help you deal better with ‘*the drama of ongoing life’* in terms of the way that you *‘approach the future’?*
* What kind of resources does your school have for *‘healing, repair and renewal’* and what impact does this have on your staff and pupils’ wellbeing?
* Do you ever let ‘*bad experiences have the last word*’? How could you embody hope as leaders of learning?
* Are you a reservoir of hope? What practical steps could you take to improve this?

## Educating for Community and Living Well Together

* We are ‘*inextricably involved with others, utterly relational’ –* to what extent do our relationships contribute positively to our well-being as staff?
* If our school was known for being a ‘*just institution’*, what would we actually see in terms of pupils’ wellbeing?
* To what extent do you see your pupils *‘flourishing together’*- what would you like to see more of, and how could you achieve this?

## Educating for Dignity and Respect

* How did the lesson you taught today demonstrate the dignity with which you see your pupils?
* If your pupils/staff are of ‘*ultimate worth*’ – how do you reflect this in the way you treat one another?

# **School Leaders Exemplar Approach 4: *‘Gender gaps in achievement’***

## Educating for Wisdom, Knowledge and Skills

* Good schools ‘*foster confidence and* delight’ - How does your teaching and learning reflect the different ways that boys’ grow in confidence and in what ways do they learn to experience and embrace failure well?
* “Boys and girls want to succeed just as much as each other – it’s just that boys want to achieve without trying” – how could your pastoral work develop boys’ ‘*emotional intelligence’* more specifically to address this self-awareness?
* Do you teach boys with *‘imaginative and daring exploration’* and how does your timetabling in the middle years positively discriminate to give them the best chance of keeping pace with faster-maturing girls?
* How do you accelerate and celebrate boys’ reading from Day 1 in your school?

## Educating for Hope and Aspiration

* How do you help boys *‘approach the future’* and what kind of role models do you actively provide to widen horizons and deepen passion to succeed? What percentage of your boys could articulate their future goals (and do they need to know more than girls?)
* How frequently do middle-band boys get ‘promoted’ in setting and if this is not frequent, what message about ‘stasis’ could this potentially communicate?
* What is your theology of resilience and how does your Christian vision make any difference to the character (vs achievement) of your students?

## Educating for Community and Living Well Together

* We are ‘*inextricably involved with others, utterly relational’ –* how do your staff understand the ways that boys make, sustain, break and recover relationships?
* How does your school’s Christian vision impact the kind of relationships that characterise your community? Who is flourishing and why? What impact does success have on boys’ sense of loneliness, self-esteem and mental health?
* What impact does the gender balance of your staff in Year 8 and Year 9 teaching sets have on boys’ progress?
* Do you think boys are attracted to *‘flourishing together’* through competition or collaboration, or a mixture of both?

## Educating for Dignity and Respect

* How do you ‘*pay special attention to the disadvantaged’* in your lessons?
* How did the lesson you taught today demonstrate the dignity with which you see your pupils?

# **School Leaders Exemplar Approach 5: *Ofsted and External Measures***

## Educating for Wisdom, Knowledge and Skills

* Does the pursuit of performance measures stand in tension with the pursuit of wisdom, and ‘*the skills needed to shape life well*’?
* How could your Vision for Education effectively ‘steal a march’ on Ofsted’s measurement – valuing the centrality of academic achievement, but seeing flourishing as much broader as well?
* In reading the Ofsted framework/schedule alongside the CofE Vision for Education – are there any actual tensions between the 2 documents for you?
* If we value ‘*the whole range of school subjects’,* how will you convince an inspector of this in the way your present your data analysis?

## Educating for Hope and Aspiration

* Most schools are Good or Outstanding – if you are in this context, how are you balancing an aspirational vision for the future, whilst deliberately celebrating that which is already great?
* In challenging contexts, external judgement can be something to be feared, leaving leaders and teachers without hope. How are you embodying hope to your staff and where are you being replenished as a leader?
* Our Vision is about *‘affirming what is of worth in the past and present, rejecting courageously things that we judge unwise, and working to transform those that are valuable but need improvement’* – how are you affirming the value of that which requires improvement, and more deeply, affirming the value of ***those leading those areas*** of your school?

## Educating for Community and Living Well Together

* We are ‘*inextricably involved with others, utterly relational’ –* what kind of networks and relationships are helping you improve outcomes for students?
* How might you serve the wider community by ‘giving’ to networks rather than seeing them as ‘a means to an end’ for your school?
* How might your school become a ‘*hospitable community*’ to other leaders that need support or a haven from a challenging external judgement?

## Educating for Dignity and Respect

* What does it look like to treat under-performing staff with dignity and respect? How are you developing your staff to have challenging conversations within this Vision?
* To what extent could your school be called ‘*an environment where all God’s children are* valued’ – how is this reflected in the performance of groups within your data?
* Does your school fear/avoid admitting children from more challenging behavioural, Fair Access or SEN backgrounds to guard against negative impact on performance data?

# **School Leaders Exemplar Approach 6: *Admissions***

## Educating for Wisdom, Knowledge and Skills

* What are the key messages we communicate about our school in our admissions/marketing material in relation to our school’s vision for education and how this connects to a wider national vision?
* What kind of curriculum design do we communicate to our local stakeholders in admissions, and how does it reflect *‘creativity across the whole range of school subjects*’?
* Does our admissions policy suggest we are ‘*a hospitable space’*?

## Educating for Hope and Aspiration

* What does our admissions policy say about the impact of *‘whatever the religious or other tradition with which they or their family identify’* upon their entry to our school?
* If *ad*-mission is to be called ‘to a mission’ – what is the mission of our school?
* What does it mean to offer a *‘rich experience of Christianity…and an encounter with Jesus Christ which enhances their lives*’ within a diverse community?

## Educating for Community and Living Well Together

* How are you practically approaching the challenge to be ‘*a hospitable community that seeks to embody and ethos of living well together*? – Not what do you say, but what do you actually do?
* How does your approach to admissions reflect a positive interaction with local church community? How does this enhance your approach?
* In what way does your admissions policy contribute more to social cohesion than community division?

## Educating for Dignity and Respect

* To what extent does your admissions policy reflect *‘a special attention to the disadvantaged, excluded, despised and feared’*?
* Should a deeply Christian view of education involve a sense of seeking social mobility, and if so, how might your approach to admissions reflect this more tangibly?

# **Governors Exemplar Approach 1: Recruitment and development of leaders**

## Educating for Wisdom

* What is age balance of our leadership team, and to what extent does this reflect Wisdom within the school? How are we investing in our current leaders to develop Wisdom, and thus a pipeline of leadership for the future?
* What kind of vision do candidates embody in relation to breadth of curriculum, emotional intelligence and creativity?
* If good schools *‘foster* confidence, *delight and* discipline’, how does our advertising for external positions reflect the deeply Christian thinking that characterises our school?

## Educating for Hope

* How have our candidates experienced and coped with ‘the drama of ongoing life’, and to what extent can they demonstrate that bad experiences *‘need not have the last word’?*
* How long term is our hope and aspiration for our school and how do we demonstrate this in our recruitment?
* How do our leaders sustain their ‘reservoir of hope’ and to what extent is this explored at interview?
* Do we practically embody hope when dealing with staff under-performance and possibility of future change?

## Educating for Community

* If ‘*our humanity is co-humanity’,* how does our development of leaders invest in the relational capital needed for a team to flourish?
* How might we work genuinely in community to develop leaders together with other schools – is there space for collaboration and sharing in our competition?
* How might we notice that our approach led to a ‘*just institution’?*
* If the ‘*qualities of character that enable people to flourish together´* are important, to what extent do our recruitment processes focus on character vs. competence or call?

## Educating for Dignity

* How do your recruitment processes demonstrate the dignity with which you see your staff? What values do your practical/logistical arrangements communicate?
* If an internal candidate is unsuccessful, how do love and respect them in their ongoing participation in your community? Who is responsible for this?
* If ‘*Jesus paid special attention to the disadvantaged, excluded, despised and feared’,* how might your recruitment processes unpick and evaluate candidates in this regard?

# **Governors Exemplar Approach 2: Keeping school leaders accountable**

## Educating for Wisdom

* How do you balance as a GB a rigorous approach to standards in the narrowest sense of performance tables, with the confidence to build a broader curriculum? What is really valued in our conversations with leaders?
* ‘*How do we combine continuity and innovation wisely?’*
* How would you evaluate the ‘q*uality of our disagreements’* in GB meetings?
* What elements of the Vision language help to broaden our GB agenda beyond performance outcomes at end of Key Stages?

## Educating for Hope

* How do we practically ‘*affirm what is of worth in the past and the present, rejecting courageously things we judge unwise’?*
* In what practical ways does our GB work ‘*to transform those things that are valuable but need improvement’?*
* How might we in fact show that the things (and by implication those leading them) that ‘*need improvement’* are actually still of value?
* How does our GB understand a student’s ‘*God-given potential’?*

## Educating for Community

* How do we develop the ‘*centrality of relationships*’ whilst holding our leaders accountable? How do we actually and practically invest in those relationships?
* Do our leaders feel like that they being tested, or journeying together?
* Does our GB ‘*live well together’* with our senior staff – how would anyone know from the outside?
* In what ways does our drive for accountability look outwards to relationships and networks beyond our own school walls?

## Educating for Dignity

* How do we really embody a sense of dignity in a performance/capability situation with staff? What practical steps can we take to improve this?
* How do we actively reconcile our differences?
* Do your staff ever feel ashamed of failure – if so, how do you reinforce this?

# **Approach 2: Asking the right leadership/coaching questions**

Defining the Issue and Desired Change

What **theological** questions should you be asking….?

Introductory Emerging Questioning/Debating Challenging

What **pedagogical** questions should you be asking….?

Introductory Emerging Questioning/Debating Challenging

What **leadership** questions should you be asking….?

Introductory Emerging Questioning/Debating Challenging

What is the **interaction/dialogue** between these 3 streams of coaching?

Action planning and accountability

# **School Leaders Exemplar Approach 1: ‘Character Education’**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging** | *How do you test and evaluate character at interview?* | *Could a student effectively fail every course, but see their character formed positively through failure?* | *How does character relate to human flourishing and Aristotle’s concepts of ‘eudaimonia’* |
| **Questioning/**  **Debating** | *What impact does a staff members’ character have on their performance as a teacher/leader?* | *In an individually based assessment system, how do you promote and improve group work?* | *What is the role of suffering in character formation?* |
| **Emerging** | *How do you invest in your staff character as a leader?* | *How do your lessons allow students to appreciate their differences?* | *Does character form primarily through difficult or painful experiences?* |
| **Introductory** | *What kind curriculum time do you give to character formation – is it explicit or implicit?* | *Which matters more to you when you’re marking- character or achievement?* | *Does God value the development of our character over our achievements and failures?* |
|  | What **leadership** questions should you be asking….? | What **pedagogical** questions should you be asking….? | What **theological** questions should you be asking….? |

# **School Leaders Exemplar Approach 2: ‘Removing Disadvantage’**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging** | *What is your core moral purpose in education, and is your leadership team aligned in this? How?* | *How do you allocate teaching resources to positively discriminate?* | *How is your school’s mission congruous to the call to serve all groups and nations?* |
| **Questioning/**  **Debating** | *To what extent do you communicate your vision for removing disadvantage by the way you act?* | *How do you coach teachers to consider the value of each of their students?* | *Does your school admissions policy help to remove disadvantage?* |
| **Emerging** | *How could you evaluate the impact of your PP money to support students in their learning?* | *How does your approach affect your marking and feedback policy?* | *Is social mobility a fundamentally Christian starting point for education?* |
| **Introductory** | *How have you organised your leadership approach to removing disadvantage?* | *How do your teachers accelerate progress?* | *If God is love, how does your school practically value every individual?* |
|  | What **leadership** questions should you be asking….? | What **pedagogical** questions should you be asking….? | What **theological** questions should you be asking….? |

# **School Leaders Exemplar Approach 3: ‘Well-being’**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging** | *What leadership decisions are you making that actively reduce staff wellbeing?* | *How could you include wellbeing in your lesson observation practice?* | *How does your Christian foundation help you hold it together when it all goes wrong?* |
| **Questioning/**  **Debating** | *How are you replenishing your reservoir of hope and what are you doing to model this to others?* | *What strategies can you develop to help pupils fail well and move forward stronger?* | *How do you foster the spiritual wellbeing of your community? (not just teach them in Acts of Worship)* |
| **Emerging** | *What pressures do you feel under as staff and how could these be better shared?* | *How does your approach affect your marking and feedback policy?* | *What difference would it make to see every child and staff member through the eyes of God?* |
| **Introductory** | *How do you practically demonstrate that you value your colleagues?* | *How do you improve pupils’ wellbeing in every lesson?* | *How does your school actively enable all pupils to flourish in their God-given gifts?* |
|  | What **leadership** questions should you be asking….? | What **pedagogical** questions should you be asking….? | What **theological** questions should you be asking….? |

# **School Leaders Exemplar Approach 4: *‘Gender gaps in achievement’***

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging** | Do your middle-band boys need a completely different (and shorter, chunked) curriculum model? | How do your teachers insist on excellence, not just ‘good enough’? | What impact could biblical male role models of failure have on your boys’ conception of God? |
| **Questioning/**  **Debating** | Do your teachers have strengths with boys/girls teaching and does your timetabling reflect this? | How does your marking and feedback enhance boys’ love of competition and fear of failure? | To what extent does your worship reflect a more ‘feminine’ way of thinking about God? |
| **Emerging** | Who is pastorally picking up those boys who by age 13 realise they aren’t the best at anything? | Why do you teach in mixed-gender classes and could same-sex classes make a difference in any subject? | Does boys’ identity/faith develop more quickly through actions than words? |
| **Introductory** | What personal successes can you name/celebrate in each of your boys? | What impact does your seating plan policy have on progress of boys? | What kind of reflective space do we provide through our tutor programme and what impact on boys? |
|  | What **leadership** questions should you be asking….? | What **pedagogical** questions should you be asking….? | What **theological** questions should you be asking….? |

# **Governors Exemplar Approach 1: Recruitment and development of leaders**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging** | *How honest are you about the challenges you are facing as a GB in recruitment?* | *How do you allocate teaching resources to positively discriminate and remove disadvantage?* | *Do you see your prospective leaders as the spiritual directors of the school, and if so, how do you test this?* |
| **Questioning/**  **Debating** | *How does your advertising invite people candidates into your community?* | *What mode of Teaching and Learning epitomises your school?* | *How much do you pray about the recruitment process and does discernment play any role?* |
| **Emerging** | *To what extent do GB members share a clear understanding of what they are looking for in a leader?* | *How important do you think pedagogical skill is to being a great leader?* | *IHow do you understand calling/vocation and how is this unpacked at interview?* |
| **Introductory** | *What frameworks (e.g. HT Standards, Vision for Education) most help you to define what you’re looking for?* | *How much does a breadth of curriculum matter to you?* | *How interested are you in leaders’ personal journeys of faith and how do you explore this?* |
|  | What **leadership** questions should you be asking….? | What **pedagogical** questions should you be asking….? | What **theological** questions should you be asking….? |

# **Governors Exemplar Approach 2: Keeping school leaders accountable**

|  |  |  |  |
| --- | --- | --- | --- |
| **Challenging** | *How narrow are you in your perception of success measures? Do senior leaders respond to your lead on this?* | *How are you ensuring that CPD resources are well-targeted and accounted for?* | *How do you balance the pursuit of standards with the potential stress/pressure on staff and what this says about God?* |
| **Questioning/**  **Debating** | *How does you GB demonstrate a genuine shared responsibility for accountability?* | *How rigorous are you in ensuring your teachers are improving in their practice?* | *How does seeing each child ‘through God’s eyes’ empower your rigour and passion/challenge?* |
| **Emerging** | *How do you invest in key relationships such that when a challenging conversation comes, it is easier?* | *What educational/pedagogical experience is present on your GB and how could you improve this?* | *How do you deal with staff who feel a difficult conversation is ‘un-Christian’ and un-supportive?* |
| **Introductory** | *How clear are your lines of accountability, and how consistently are they reinforced?* | *How well do you actually know the quality of teaching in school and how often do you experience it?* | *How do you show love in a challenging conversation?* |
|  | What **leadership** questions should you be asking….? | What **pedagogical** questions should you be asking….? | What **theological** questions should you be asking….? |