

**Innovation  
& Identity**



Schools developing Junior Cycle

# Head Teachers' Conference Leaders of Learning

Čatež

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# What makes a good School Leader?

Leaders have a clear vision of where they want to go, and give people the self-confidence that they can make a difference.

Leaders show through day-to-day activities what is really important in the life of the establishment.



# Sharing leadership

Accountability is ultimately tied to the Head Teacher but every member of staff is accountable for the quality of their day-to-day work and allocated responsibilities.



# Learning at the heart of school leadership

Leadership for learning means putting **learning and learners** at the centre of the agenda.

Effective leaders and effective schools promote and support innovation and change, whilst evaluating and managing risks.



# Different types of leadership

- Effective leaders help everyone make an impact on the quality of learning, teaching and achievement.
- There is no one leadership style and no one way to be successful.
- Leaders are not just at the top of an organisation. The most effective schools have strong leaders at every level.
- A culture of student leadership is focused on releasing the talents and energies of the leaders of the future.



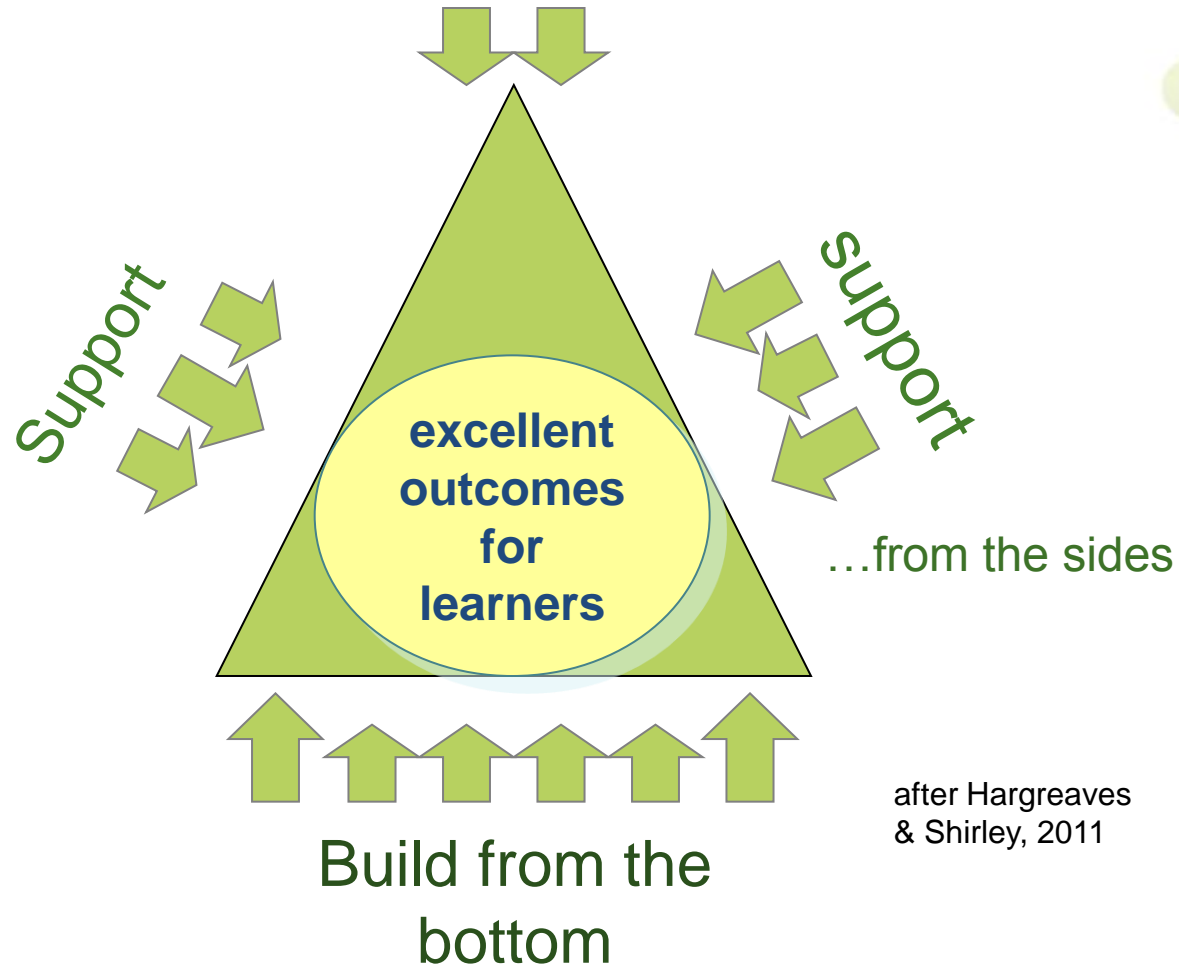
# Developing a collegiate approach

Leaders create an empowering culture in which staff feel able to argue, propose, question and challenge.

Leaders recognise the benefits of team working and the development of team working skills. They sometimes need to be in the chorus rather than out front.



Head Teacher provides  
leadership from the top



after Hargreaves  
& Shirley, 2011



# Some voices –Head Teachers in Scotland

<http://www.journeytoexcellence.org.uk/videos/leadershipsecondary.asp>





# Focus on learning



# Change the learning culture is difficult but.....

often small changes can have a profound effect on the culture of a school.



# Where do I start?



- **Look over the list of 10 features of school practice and consider what would makes a difference to a student's learning.**
- Team Teaching
- Class Size
- Direct Instruction
- Computer Assisted Learning
- Quality of Teaching
- Student's disposition to learn
- Peer Tutoring
- Effective Feedback
- Student's prior ability
- Questioning



# The result of Hattie's research

1. Feedback	1.13	Teacher
2. Student's Prior Cognitive Ability	1.04	Student
3. Quality of Teaching	1.00	Teacher
4. Direct Instruction	0.82	Teacher
5. Student's disposition to Learn	0.61	Student
6. Peer Tutoring	0.50	Student
7. Questioning	0.41	Teacher
8. Computer Assisted Teaching	0.31	Teacher
9. Testing	0.30	Teacher
10. Class size	0.05	Teacher



## Israeli study investigating the effects of different types of feedback on pupils' motivation and attainment

Comment only

Individual comment plus grade

Grade only

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How e  
What d

# Feedback -Marks /Comments

Group	Performance	Motivation
Comment only	Raised and the improvement was sustained over sequence of tasks	Influenced by ability: <ul style="list-style-type: none"> <li>• High achievers maintained a high level of interest irrespective of feedback type</li> </ul>
Grade + comment	Steady decline across tasks	<ul style="list-style-type: none"> <li>• Low achievers who received grades quickly lost interest</li> </ul>
Grade only	Initial improvement which was not sustained	



# What type of feedback?

- **Feedback such as ‘well done you are good at this’ is not helpful. The feedback must be informative rather than evaluative**
- Hattie has made clear that ‘feedback’ includes telling students what they have done well , and what they need to do to improve (corrective work, targets etc), but it also includes clarifying goals.





# Making feedback effective

## Comment-only marking

- Task-involving feedback focuses on knowledge, skills and concepts necessary to be successful
- Detailed guidance on what pupils are doing well, what they need to improve and how to make the improvements
- Feedback should “scaffold” improvement
- Opportunities must be built into lessons for pupils to read feedback and respond
- Feedback needs to be regular and rapid



# Where would you start?

- If you were to introduce a more focussed approach to effective comments in your school.
- How would introduce the change?
- How would you plan for the change?
- How would you share the change in approach with:
  - parents
  - students

## Whole School approach to Assessment for Learning

Plan for whole  
-school  
practice on  
assessment for  
learning

Start small- use  
'Inside the Black  
Box' as source  
for discussion  
with all staff

Shift more  
ownership  
to the  
learner

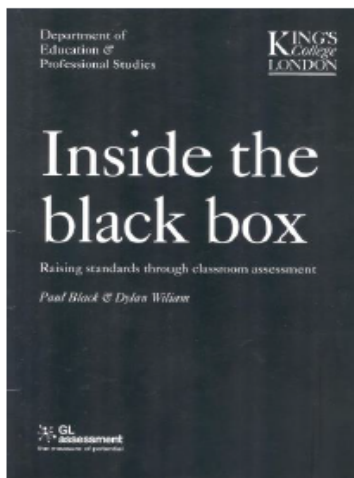
Encourage  
student peer  
and self-  
assessment.

Develop  
effective  
feedback

Use witness  
statements  
to share  
practice  
across  
departments

Paul Black and Dylan Wiliam

## V založbi Zavoda RS za šolstvo napovedujemo prevoda knjig



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### Založba

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### INSIDE THE BLACK BOX

*Raising standards through classroom assessment*

Paul Black & Dylan Wiliam

So naši razredi res kot *črne škatle*, kjer nam bo na podlagi zahtev od zunaj (učni načrti, pravilniki, zunanja preverjanja, želje staršev, visoka pričakovanja vodstva itd.), uspelo doseči želene rezultate?

Avtorja knjižice predstavljata formativno spremljanje, s katerim izboljšujemo kakovost učenja in poučevanja, **prispevamo k izboljšanju dosežkov vseh učencev** in jih spodbujamo k prevzemanju odgovornosti za svoje učenje.



## WORKING INSIDE THE BLACK BOX

*Assessment for learning in the classroom*

Paul Black, Christine Harrison, Clare Lee, Bethan Marshall & Dylan Wiliam

Knjižca *Working inside the black box* predstavlja nadgradnjo prve – *Inside the black box* in daje velik poudarek konkretnim primerom učiteljev, ki prikazujejo, kako formativno spremljanje spreminja pedagoško prakso. Citati razmišljani učiteljev pričajo o njihovih izzivih in dilemah, s katerimi so se srečevali ob uvajanju formativnega spremljanja in kako se je ob tem spreminjal njihov proces poučevanja.

*S pomočjo formativnega spremljanja sem se namesto nase vse bolj osredotočal na učence in razvil zaupanje, da oni sami zmorejo narediti korak naprej.*

*(Robert, Two Bishops School)*



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