



New School Leader Introduction to the Diocese – 18.1.22

An opportunity to meet and work with other newly appointed leaders exploring how a deep Christian school distinctiveness leads to transformational effectiveness.

Living Out God's Transforming Presence



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The session will include:

- Reflection
- Diocese welcome and who's who
- CofE vision for Education
- Diocese vision and embedding a vision in schools
- Introduction to spiritual leadership
- SIAMS 2021
- The Diocese website and CPD offer

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Reflection



Just Think by

Roy Lessin



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CofE Vision for Education



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Church of England Vision for Education
The National Vision
Church of England Education Office

<https://www.churchofengland.org/about/education-and-schools/vision-education>

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

This is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos of those schools. In other schools which are not rooted in an explicit Christian ethos, our vision for education can still be expressed and promoted as one of human flourishing that can inspire what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. It encompasses schools, colleges, further and higher education, but in this initial articulation our focus is on schools; other work will follow relating more specifically to colleges and universities as well as exploring the connections with our Going for Growth work with children and young people in the church.

CofE Vision for Education – Executive Summary

Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.

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CofE Vision for Education



Church of England Vision for Education
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Vision for education

Our vision for education is deeply Christian, with Jesus' promise of *'life in all its fullness'* at its heart.

In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

CofE Vision for Education – Executive Summary

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Diocese vision - embedding a vision in schools

Our Vision: Living Out God's Transforming Presence

Our Mission: The mission of the Salisbury Diocesan Board of Education is to

Lead the development of a body of:

- confident, effective, church schools and academies that are deeply Christian, belonging at the heart of the church and community, serving society's common good
- church communities that serve children and young people, enabling them to develop worshipping communities where they truly belong and encounter God's love

This is our core purpose, it's why we exist – everything we do will fit with this



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Introduction to spiritual leadership



Spiritual leadership is considered to be a form of lay ministry and Nehemiah is often considered to be the first lay minister – simply, he was a model of hard work and practical and principled living with a commitment to serve and develop others. Through his leadership he developed the spiritual capital in those around him. He modelled life-changing, life-giving, life-lasting transformational leadership.

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Introduction to spiritual leadership

Andrew Ricketts in Spiritual Development Interpretations of Spiritual Development in the classroom (October 2019 CofE Ed Office) describes spirituality as 'the act of being fully human by discovering and revealing ourselves through love'.

One way we encourage schools to think about spiritual development is through Windows, Mirrors and Doors.

This approach has given many schools, leaders, staff and pupils a working definition of 'spiritual development' and has been used to identify opportunities for spiritual development in planning.



Another way is to promote the language of self, others, the world and beyond.

Another helpful tool is the SPIRIT acronym from Rebecca Nye

Space

Process

Imagination

Relationships

Intimacy

Trust

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Introduction to spiritual leadership

Does 'called to be a practical and principled leader whose leadership brings life, live-giving nourishment and flourishing to others, make sense to you?

Do you have a school statement for spiritual development?

Are your staff confident to engage in spiritual conversations with children and each other?



Windows, Mirrors, Doors.

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SIAMS 2021 - updates

- Inspections are paused and will restart in February.
- Inspections will be triggered through a new national portal, the school will receive a notification telephone call from the national office one week prior to the inspection taking place, this will be followed by an email from the national office copying in the Diocese and the inspector. The inspector will contact the school and speak to the Headteacher, request information and start the pre-inspection plan (PIP).
- Once the restart of SIAMS inspections has begun, schools can in general, expect SIAMS inspections to take place between one and two years (realistically 5-7 terms) after the previous inspection but there will be variation within this so schools will not be able to calculate the exact timing of their inspection.
- To support schools, an annual inspection list has been published; these will be published annually in September until all schools have been through their first cycle of inspection – these will not be a chronological list – just identifying the schools to be inspected in that academic year.
- Recognising that it would be naïve to pick up the 2018 schedule and just restart the process with no consideration to the interim 18 months, the SIAMS Schedule has been updated and can be found here [SIAMS Inspections](#). The Church of England. Additional editorial amendments may take place prior to the inspections recommencing so please check back to ensure you have the latest information. I recommend that your first reading is the annotated schedule that presents the new schedule alongside the changes that have been made.
- The inspection question remains - “How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”



SIAMS 2021 - updates

Some key changes are highlighted below:

- Data – SIAMS inspectors will not ask for nationally published data (including TAGs). Inspectors will focus on how the school's Christian vision has underpinned the curriculum and assessment and how this has impacted the children's ability to learn – see Strand 2 amendments. The annotated guidance identifies a significant amendment in Strand 2 (second paragraph of grade descriptors; 'As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, and those who experience barriers when accessing remote learning, to flourish and make progress in their learning academically.' This statement highlights how holistic learning will be considered along with the school efforts to remove barriers during periods of remote learning.
- RE – the word assessment has been removed from the RE inspection questions and replaced with varied wording that will enable schools to focus on sharing how children are learning and progressing and the impact the school curriculum and leadership has had on learning and progress.
- CV19 context – schools will be expected to share how the school vision shaped their pandemic response and supported the school community through the pandemic.
- CV19 implications – full guidance regarding the implications of CV19 on inspections can be found in the SIAMS COVID-19 Policy on the SIAMS Inspections website – this is important reading.
- Excellence – a first glance of the schedule identifies some significant changes here; the examples of excellence have been removed and alternative guidance on excellence placed later in the document. The physical move of guidance reminds that excellence is a holistic judgement of how the deep Christian vision offers a life changing impact on adults and children within and beyond the school community. It is not 'the next step on the ladder' after good - excellence isn't very good, it is something identifiably different where the good descriptors are insufficient; excellence is normal for the school but extraordinary to visitors. The focus remains on being excellence and not getting excellence. Sharing excellence will be addressed at the SIAMS SEF CPD (12/10/21) with thoughts and guidance shared in due course.
- SEF – there is a focus on further reducing the SIAMS SEF shared with the inspector. The guidance suggests that a summary SEF of just 2 pages of A4 should be enough – this expectation will be shared with inspectors as they undergo their refresher training in September. The 2-page summary should capture key highlights from your SEF. A national template remains unlikely; how to move from 12 pages to 2 will be a focus of SIAMS SEF CPD (08/02/22; 23.03.22 and 09.06.22).



SIAMS 2021 - excellence





SIAMS 2021 - excellence



Outstanding 2017



Excellence 2021

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Diocese welcome and who's who

<https://www.salisbury.anglican.org/schools/contact-us>

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New School Leader Introduction to the Diocese

As well as your 2hr adviser visit in your first term, your 2-year induction as a school leader consists of five sessions over two years:

Year One

- SESSION 1 – Virtual introduction to the diocese – in your first term of headship.
- SESSION 2 – Full Day vision into practice and Commissioning Service February
- SESSION 3 – Half Day visit to a school – June

Year Two

- SESSION 4 – Full Day vision into practice in February
- SESSION 5 – Half Day visit to a school – June

- Also remember the NPQs...

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New School Leader Introduction to the Diocese

Also remember the NPQs...

ASO	Headteachers in their first 2 years who have already taken the NPQH or are taking the new NPQH	YES for all teachers in state funded schools	12/24 months	Self-defined	36	10	Virtually/F2F nationally in same regional areas as NPQH	ASO £800 (payable by DfE)
NPQ Executive Leadership	Aspiring/current Executive Leaders, MAT CEOs, Trust Improvement Directors, Executive Heads, Federation Leads	YES for all teachers in state funded schools	21 months	25	62	20	Virtually/National Residentials	£3,799 + VAT

<https://www.cefel.org.uk/npqoverview/>

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Disturb us, Lord

“Disturb us, Lord, when we are too well pleased with ourselves, when our dreams have come true because we have dreamed too little, when we arrived safely because we sailed too close to the shore.

Disturb us, Lord, when, with the abundance of things we possess, we have lost our thirst for the waters of life; having fallen in love with life, we have ceased to dream of eternity: and in our efforts to build a new earth, we have allowed our vision of the new Heaven to dim.

Disturb us, Lord, to dare more boldly, to venture on wider seas where storms will show your mastery; where losing sight of land, we shall find the stars. We ask You to push back the horizons of our hopes; and to push into the future in strength, courage, hope, and love.”

(Prayer attributed to Sir Francis Drake circa 1577)



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End

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