



Programme for Church School Flourishing Phase 1

Leader for Church School Flourishing Module 4 – 1 April 2022

LIVING OUT GOD'S TRANSFORMING PRESENCE



Programme for Church School Flourishing Phase 1

Module 4:

- Welcome
- Reflection
- Reconnecting
- What is the purpose of a school visit? The written and unwritten expectations?
- What are the minimum requirements of a church school flourishing visit?
- What key information will you seek to gather? Pre, during and post visit?
- How will your church school flourishing visit leave the school in a stronger position?
- What is your ambition for church school flourishing visits?
- How does your ambition for church school flourishing visits fit the Trust approach to school improvement?
- Catching up with Module 8 and extending the reading
- Close



Programme for Church School Flourishing Phase 1

Module 4:

- Welcome



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Module 4:

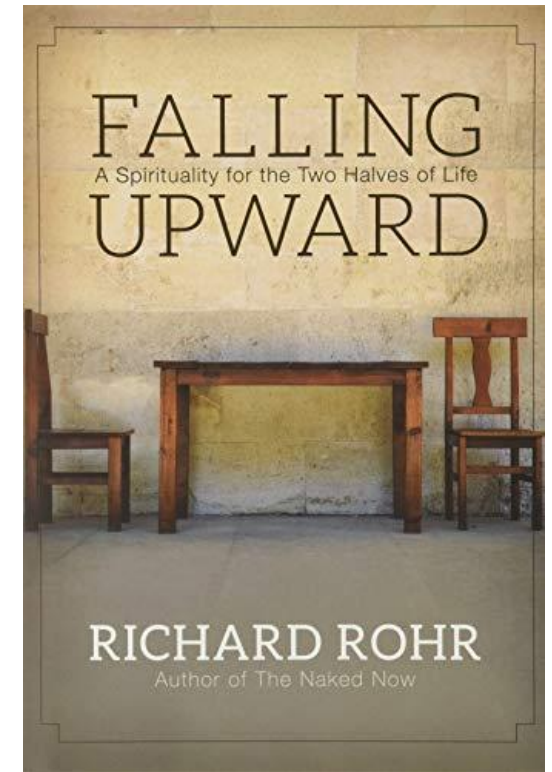
- Reflection - Rohr writes:

Holding our *inner blueprint*, which is a good description of our soul, and returning it humbly to the world and to God by love and service is indeed of ultimate concern. Each thing and every person must act out its nature fully, at whatever cost. It is our life's purpose, and the deepest meaning of "natural law." We are here to give back fully and freely what was first given to us—but now writ personally—by us! It is probably the most courageous and free act we will ever perform—and it takes both halves of our life to do it fully. The first half of life is discovering the script, and the second half is actually writing it and owning it.

Where does human flourishing fit into Rohr's concept of a life of two halves?

Is there a place for Rohr's thinking in church schools?

Can church schools prepare children and staff to 'give back fully what was given to us'?





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Module 4:

- Reconnecting, re-visiting, remembering and reflecting...



Leader for Church School Flourishing – Phase 1

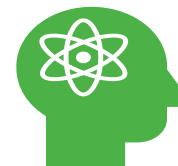
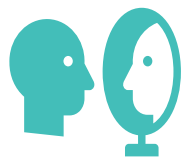
In the Spring of 2022, the programme will begin by drawing together the leaders from each Trust with responsibility for the overall Church School Flourishing. This programme consists of eight half-day sessions between March and May 2022.

Four half-day sessions will focus on developing the knowledge and skills required to lead Christian Character. Three sessions will focus on the wider role of the Leader for Church School Flourishing with 1 self-study session devoted to further knowledge through recommended reading.

The pilot, with a small group of leaders, will utilise current SDBE thinking, recent research in church school flourishing and national developments to equip Trust Leaders for Church School Flourishing.

Intended outcomes

- Confidence in enabling and determining how effectively the Christian vision of the church schools within the Trust are sustaining spiritual capital and flourishing pupils and adults.
- Preparing the LCSF to work with other strategic leaders within the Trust to determine the extent and quality of Church School Flourishing.





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LCSF Learning Modules



Module 1 - LCSF Focus

Virtual briefing (3Hrs)

How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital? And how does this contribute towards the spiritual capital of the Trust? Clarifying how wide the LCSF role is and effective working partnerships to get a full picture of school and trust flourishing; knowledge greater than SIAMS is required; embracing Governance, RIR of staff and RE/CW.



Module 2 - CC Focus

In person training (3Hrs)

How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital? This session will focus on answering this key question? What is effective practice, recognizing the context of the school? How to find the evidence and to determine how far the vision goes? Does it transform, sustain and give life whilst the addressing language of excellence. What does SIAMS deems as ineffective?



Module 3 - LCSF and CC in the visit

Shadow PSA visit - with MC/NC/SC (3Hrs)

Shadow the visit and write a statement of effectiveness using the evidence gleaned by the SIA. Linking language and outcomes to the key question – 'How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital?'



Module 4 - Bringing together CC and LCSF

Virtual training (3Hrs)

A session of collaborative reflection, reviewing the PSA visit and how the visit enabled the SIA and LCSF to determine how effectively the Christian vision of the visited church school sustained flourishing pupils, adults and spiritual capital? Effective use of stakeholder voice (pupil, staff, gov, community) to qualify/explore impact statements.



Module 5 - Taking on the role

Independent PSA (3Hrs)

Visit to a school within own trust. Running the visit independently, holding dialogue and reviewing evidence – still a PSA visit directed by the school but lead by the LCSF with the added expectation of a statement of effectiveness in line with new role



Module 6 - Extending the knowledge

Virtual training (3Hrs)

Widening the focus to include the other aspects of church school flourishing, strategic trust leaders of: Governance, Recruitment and RE/CW. Exploring CCC and EEO. Making links to the work of Chubs. How to draw evidence from three other strategic leads to gain a holistic view of flourishing church schools both individually and as a trust and the impact this intent has on the spiritual capital of the trust. CSF RAG Rating system development.



Module 7 –Evaluation

Review meeting and evaluation (3Hrs)

Meeting as a cohort to review the training, preparation and visit outcomes.

Setting up and transitioning to the professional networks of LCSF. Setting up action trust strategy and action plans.

Preparing first network themes (the ongoing curriculum of LCSF): spiritual leadership and spiritual capital; CYP Voice; Diversity, Equity and Equality; SIAMS Strands 2-5; Auditing Spiritual Capital; Developing others, etc.



Module 8 – Ongoing reading: SIAMS Schedule; Vision for Education; RE Statement of Entitlement; Collective Worship Guidance; Interpretations of spiritual development in the classroom; SDBE Guidance for PSA visits; SDBE guidance papers and links to readings including a focus on Spiritual Capital, Spiritual Leadership and Spiritual Development; Faith in the Nexus Flourishing Schools resources.





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Module 4 – In person - 3 Hrs – Bringing it Together

Module 4 – Bringing it Together



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Module 4 - Exploring the purpose, opportunities and barriers to PSA visits to determine church school flourishing; confidence in gathering evidence of church school flourishing; confidence in the 'bigger picture' of a school visit – how to bring balance; reflecting on the scope and structure of Trust school visits to determine church school flourishing



Module 4.1 - What is the purpose of a school visit?

- The purpose of a school visit: the SDBE aims – it's a paid for service



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Module 4.1 - What is the purpose of a school visit?

- The written and unwritten expectations? The 'hidden curriculum' of a school visit

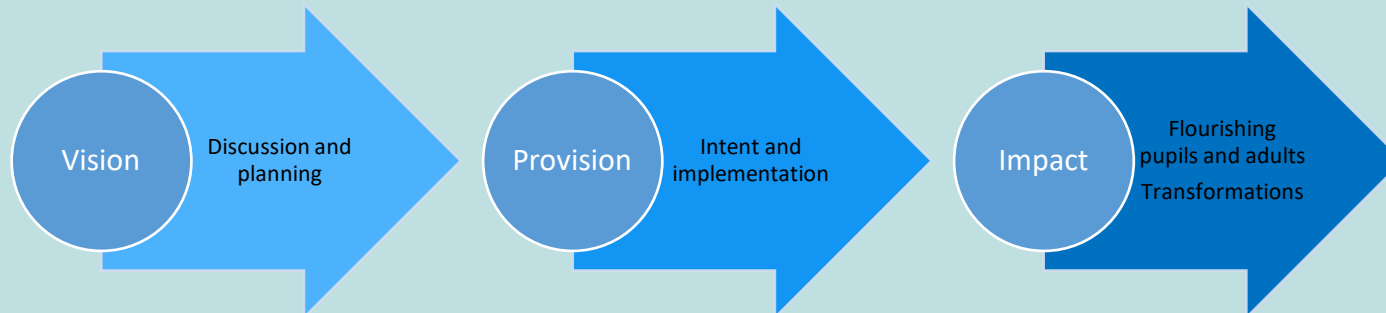


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Module 4.1 - What is the purpose of a school visit?

- The tools to explore impact
- In the trail activity, what evidence did you review? What was most useful? What would you want to explore?

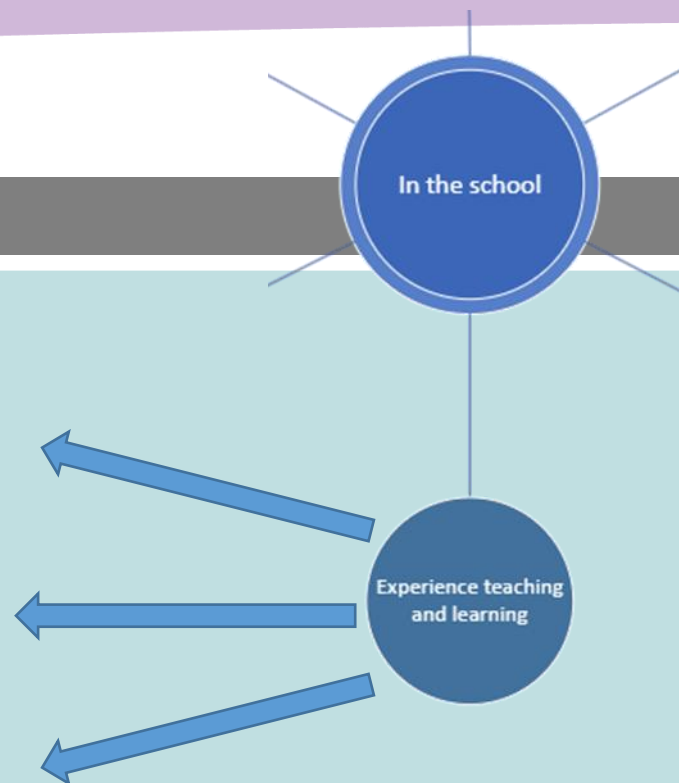


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Module 4.1 - What is the purpose of a school visit?

- The tools to explore impact
- What tools will use to experience teaching and learning?



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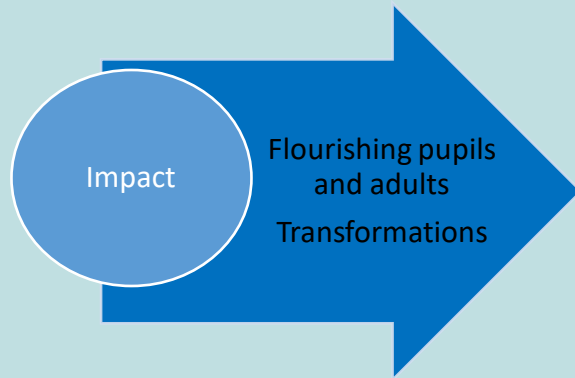
In the school, talking, walking and being to determine:

- The articulation of the vision and values
- The living out of the vision, values and policy
- The culture of learning, inclusion, wellbeing
- The holistic viewpoint and its importance
- The importance and value given to community
- The impact of RE and CW on learning and spiritual development
- Progress – being the best they can be
- The opportunity for aspiration
- The quality of relationships
- The culture of care, compassion, respect and applying this inwardly and outwardly
- The value placed on pupils and their voice



Module 4.2 - What are the minimum requirements of a church school flourishing visit?

- What are your minimal expectations of the visit for you to be able to answer: How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital?



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Dear ... ,

A reminder that the annual Trust Church School Flourishing visit will take place on Please arrange the timetable for the visit between 0830 and 1130 to include, as a minimum, the following activities:

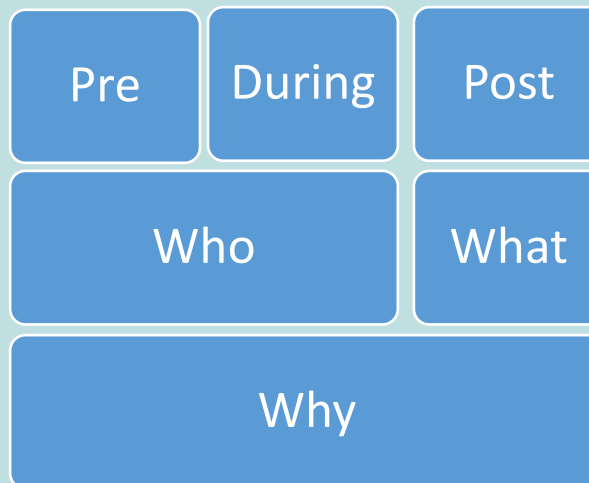
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Module 4.3 - What key information will you seek to gather?

Planning a structure



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Module 4.4 - How will your church school flourishing visit leave the school in a stronger position?

- How will you ensure the school is stronger after your visit?

Working Together with your School or Trust



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Module 4.4 - How will your church school flourishing visit leave the school in a stronger position?

- What is your visit 'Why'?
- What will you do to leave a legacy of flourishing? Remembering you are the Trust Lead for Church School Flourishing
- What and how might you celebrate? Within the report, across the Trust?
- How might you bring your spiritual leadership to the visit?
- How will you balance the need to support, guide, develop and judge whilst being a model of PERMA – positive – engaging - relational – meaningful – achievable?



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Module 4.5 - What is your ambition for church school flourishing visits?

- What's the plan? What ideas and principles are guiding your CSF Visits?



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Module 4.6 - How does your ambition for church school flourishing visits fit the Trust approach to school improvement?

- Remembering the bigger picture
- Where does this visit fit the Trust improvement offer? Can you see it running parallel?
- Or does this visit start a new Trust journey of school improvement?
- How could the Trust use the 'lens' of Church School Flourishing in the school improvement offer?



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EXPLORING EVIDENCE SOURCES TO DETERMINE THE IMPACT OF VISION



