



Salisbury Diocesan Board of Education

Senior Leadership Conference

18th October 2019

Living Out God's Transforming Presence



Welcome

by

Joy Tubbs, Director of Education



Living Out God's Transforming Presence

Reflection

The Lord is here
His Spirit is with us

What has been good or energising over the last week?

What has been draining or challenging?

How are you?

Examen

Thank you

Thank you for:

You

Your work

Your dedication and
enthusiasm

Your vocation

Your skills and gifts



Questions

What do you like about the passage?

What do you think is important?

Where are you?

Reflection **on Bible Passage**

Mark 4:35-41 New Revised Standard Version (NRSV)

Jesus Stills a Storm

³⁵ On that day, when evening had come, he said to them, “Let us go across to the other side.” ³⁶ And leaving the crowd behind, they took him with them in the boat, just as he was. Other boats were with him. ³⁷ A great windstorm arose, and the waves beat into the boat, so that the boat was already being swamped. ³⁸ But he was in the stern, asleep on the cushion; and they woke him up and said to him, “Teacher, do you not care that we are perishing?” ³⁹ He woke up and rebuked the wind, and said to the sea, “Peace! Be still!” Then the wind ceased, and there was a dead calm. ⁴⁰ He said to them, “Why are you afraid? Have you still no faith?” ⁴¹ And they were filled with great awe and said to one another, “Who then is this, that even the wind and the sea obey him?”

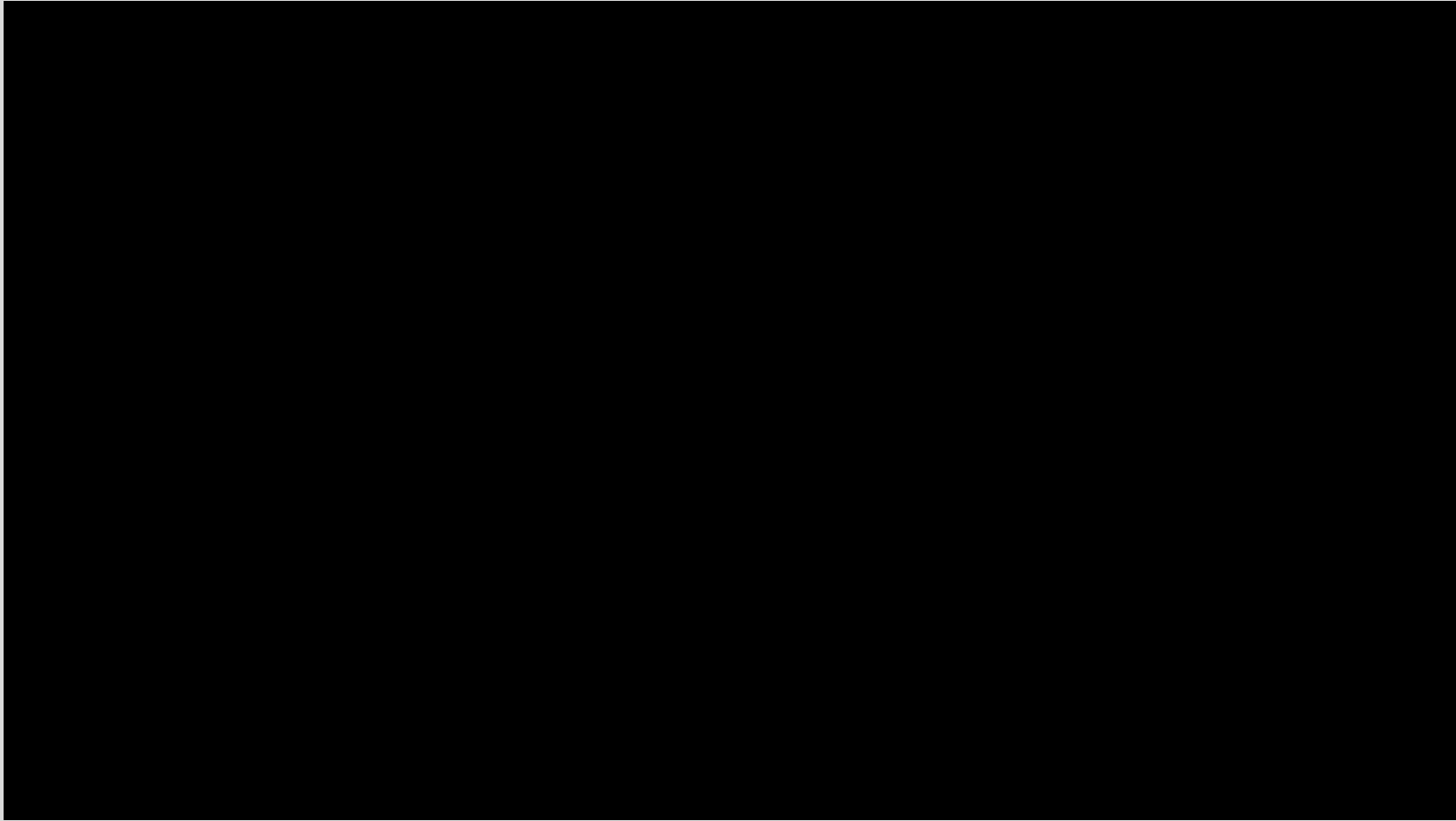
Questions

What do you like about the passage?

What do you think is important?

Where are you?

Time to ponder





Conversation with young people



Living Out God's Transforming Presence



Mary Myatt

Author

Supporting school improvement

Living Out God's Transforming Presence




*Happy, healthy, hopeful
schools*

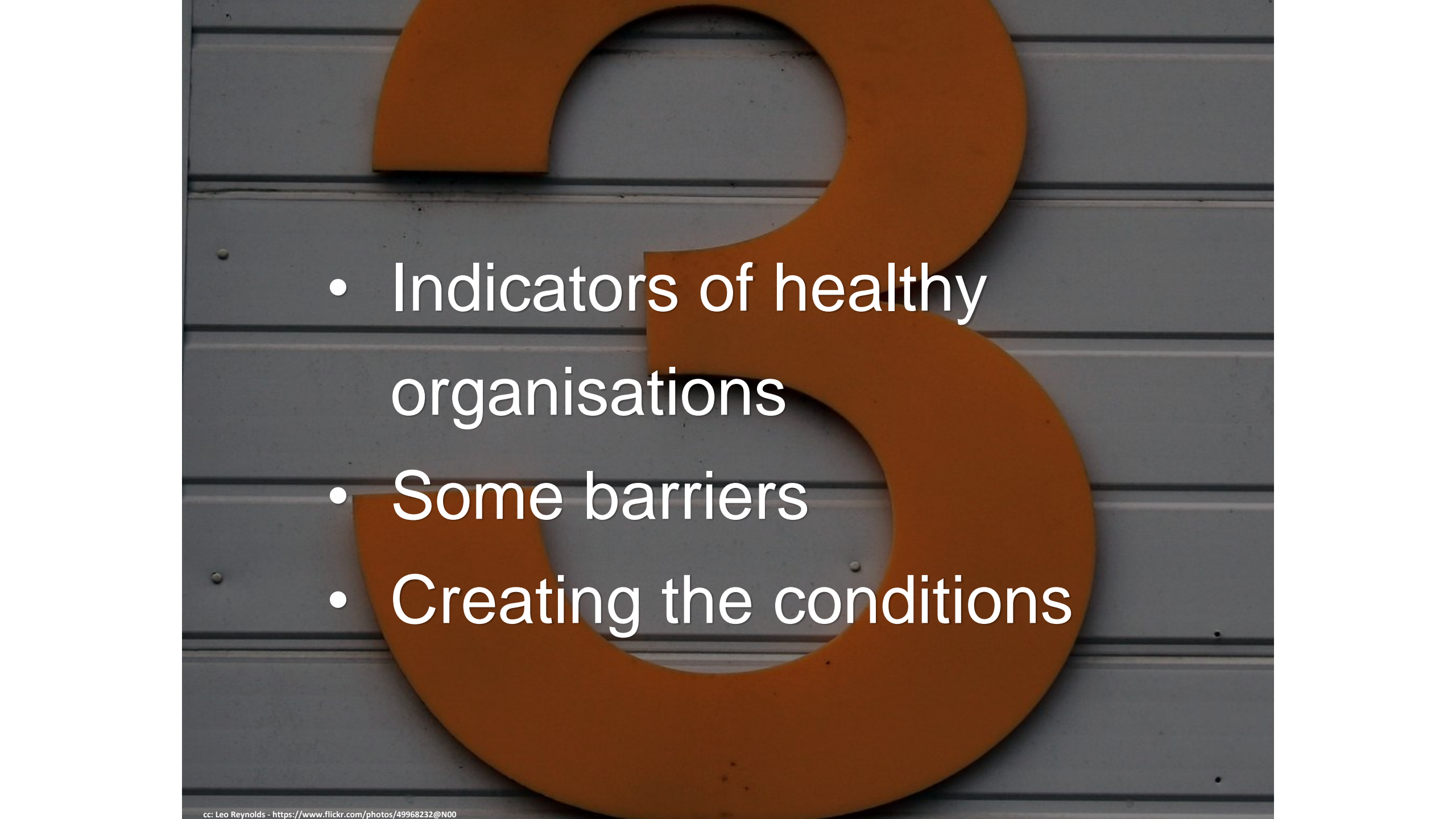
18 October 2019

@MaryMyatt



- 
- A large, orange, three-dimensional number '5' is mounted on a grey wooden plank wall. The number is the central focus of the image. Overlaid on the number is a white bullet point followed by the text 'Indicators of healthy organisations'.
- Indicators of healthy organisations

- 
- Indicators of healthy organisations
 - Some barriers

- 
- Indicators of healthy organisations
 - Some barriers
 - Creating the conditions



Flourish



Why this matters



Indicators

of healthy organisations



Pay attention to
the soft stuff



As much as

the hard metrics

Building humane communities



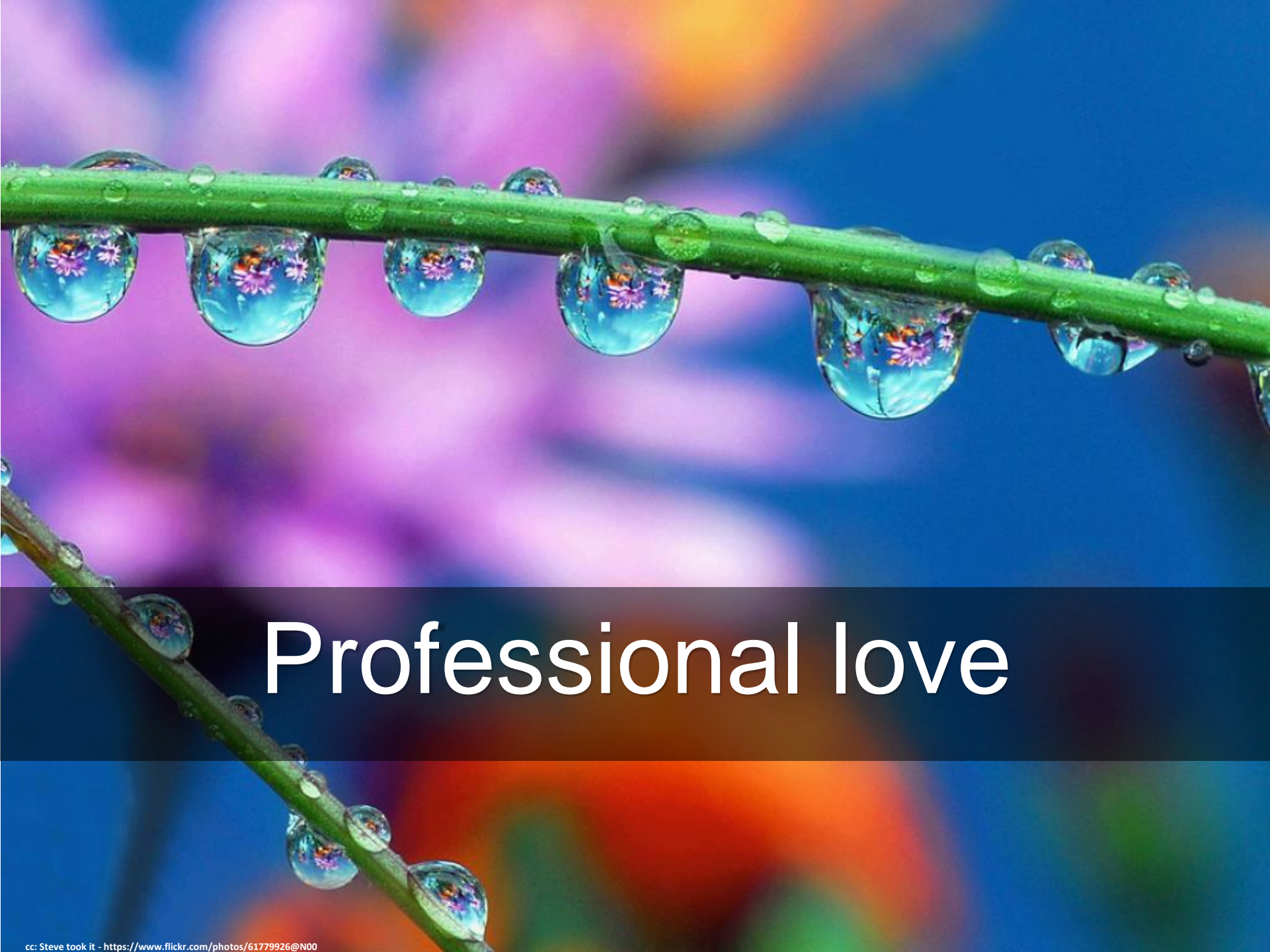
A single yellow flower in bloom, positioned in the upper right quadrant of the image. The flower is brightly lit, contrasting with the dark, blurred background. The petals are a vibrant yellow, and the stem is a thin green line extending downwards. The overall mood is serene and hopeful.

The language of hope and humanity

- Benevolent
- Benign
- Charitable
- Compassionate\forgiving
- Kind
- Kind hearted
- Generous
- Gentle
- Good natured
- Humanitarian
- Loving
- Mild
- Thoughtful
- Understanding



Big heart



Professional love



Hospitality



The culture of giving



We can take the truth
as long as....



Distinguish the work from the person



Debate and discuss

Hammonton Photograph

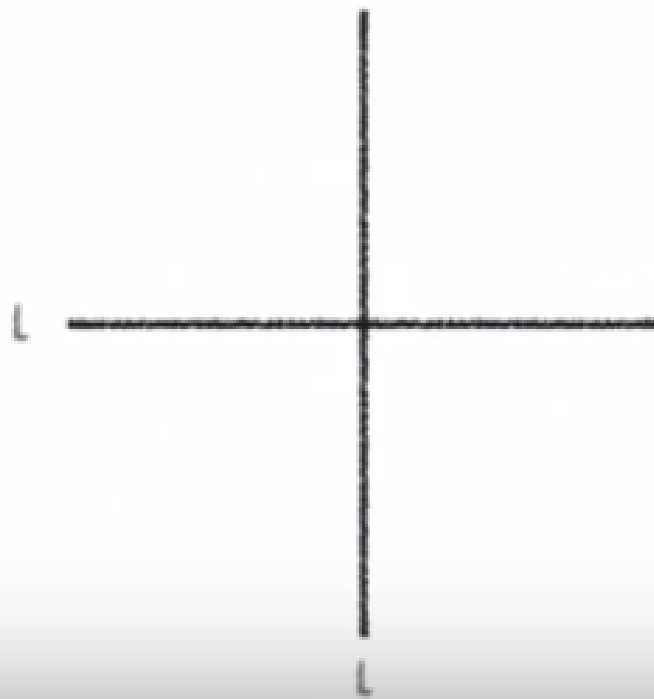


Reflect and debate
Deeply involved in pd
Motivated and trusted



Radical candour

Care
Personally
H



H Challenge
Directly

The elements

Noticing



the small things

Everyone



"HIS MASTER'S VOICE"
REG. U.S. PAT. & F.
M. DE F. MARCA INDUSTRIAL REGISTRADA

a voice

Getting it wrong



Getting it wrong
has implications
for performance

Getting it wrong costs companies

Cisco £12m

Christine Porath
Georgetown University



CUT BACK THEIR EFFORTS



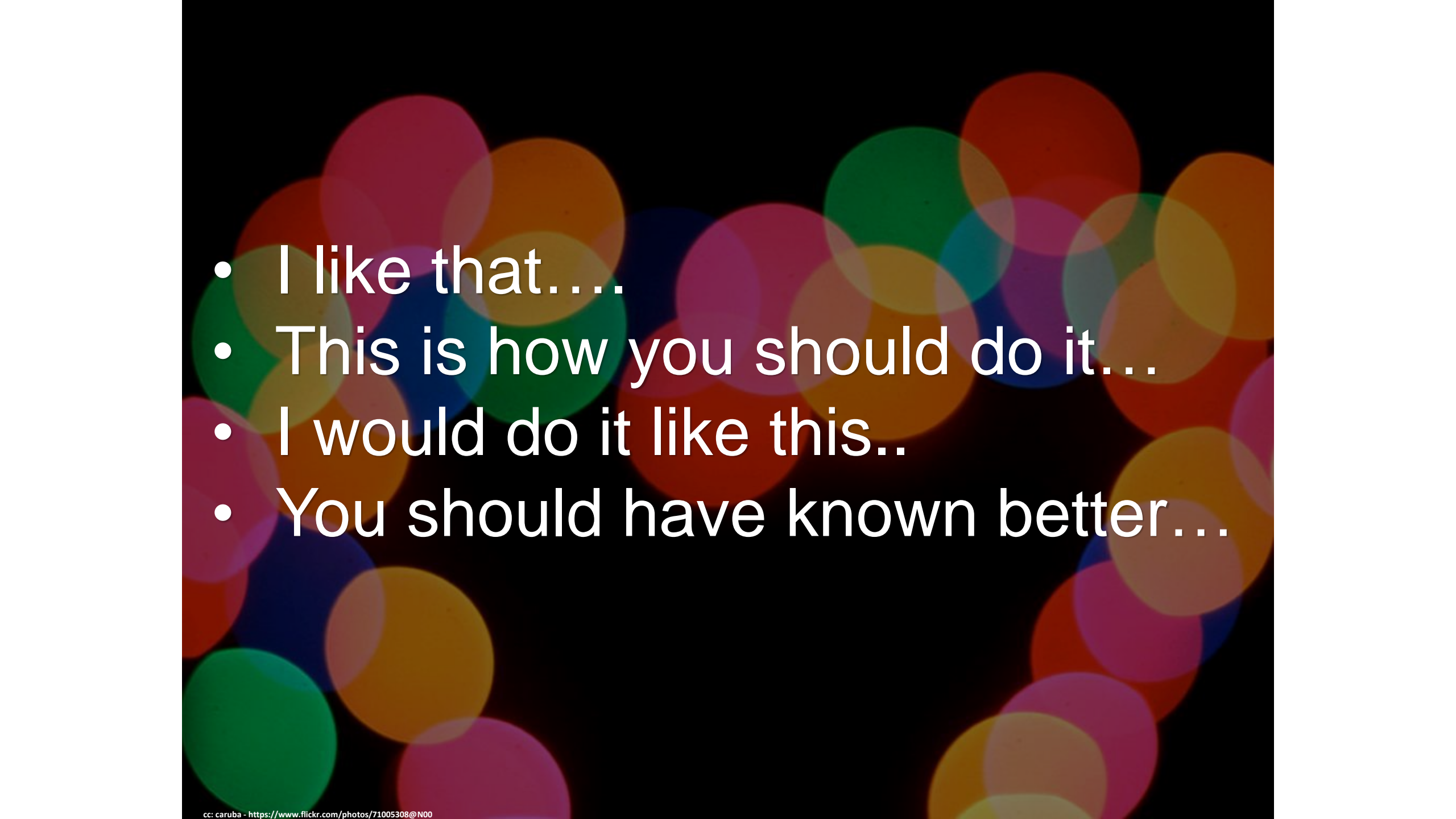
LOST WORK TIME



LEFT THEIR JOB



Careful phrasing

- 
- I like that.....
 - This is how you should do it....
 - I would do it like this..
 - You should have known better....



Sensitive phrasing

- We don't need to be bad to get better
- I noticed that
- Tell me if I've got this wrong
- It looks as though...



Six keys to positive change
Rosabeth Moss Kanter

Six keys

- Show up

Six keys

- Show up
- Speak up

Six keys

- Show up
- Speak up
- Look up

Six keys

- Show up
- Speak up
- Look up
- Team up

Six keys

- Show up
- Speak up
- Look up
- Team up
- Never give up

Six keys

- Show up
- Speak up
- Look up
- Team up
- Never give up
- Lift others up



High challenge, low threat....
Creating safe spaces



We like doing things that are
difficult



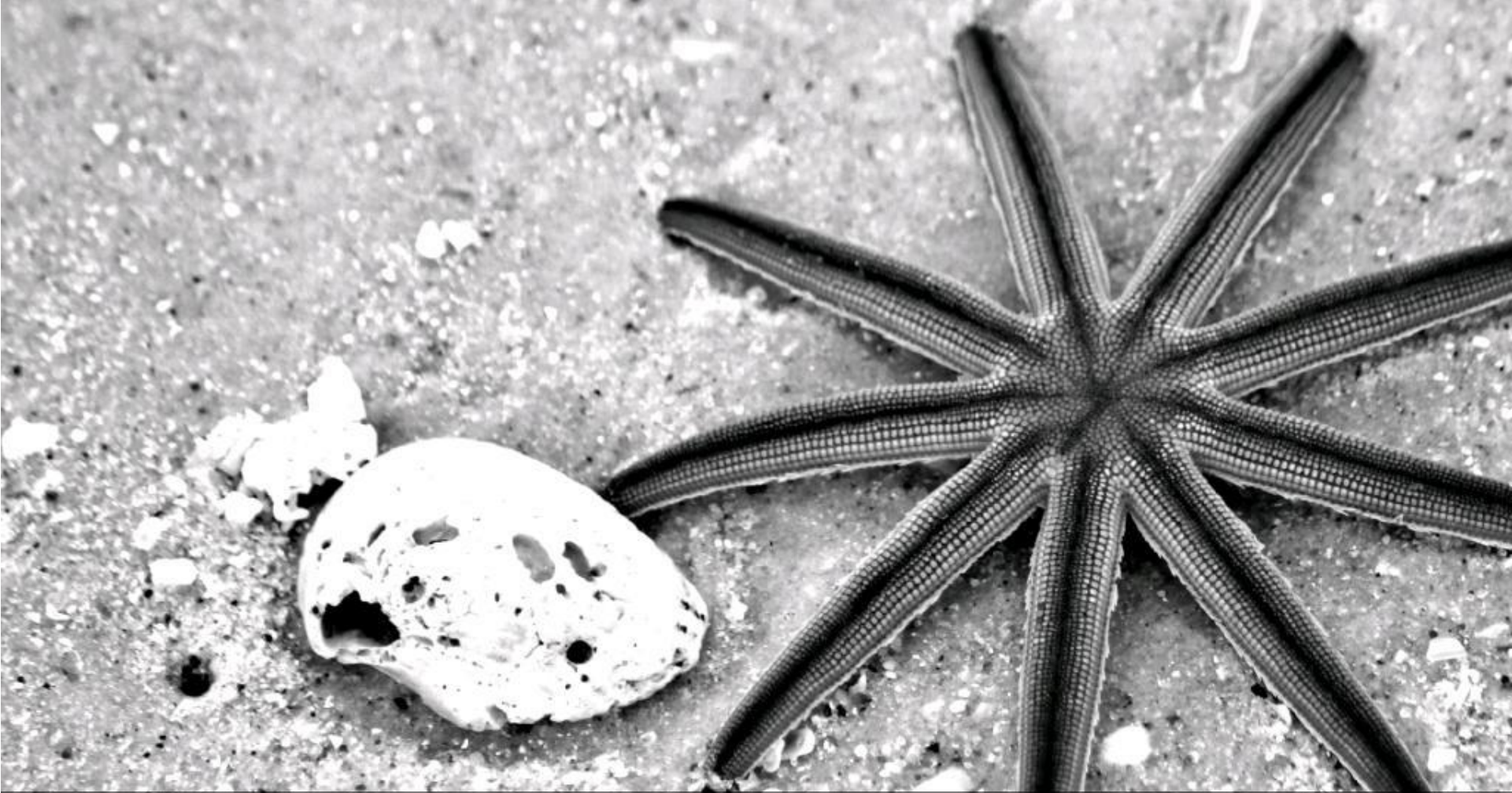
Education values

.... lived not laminated



High challenge, low threat....

Creating safe spaces




Distinguish the work from the person

A close-up photograph of a five-pointed starfish resting on a light-colored, sandy ocean floor. The starfish is oriented with one arm pointing towards the top right. The sand is fine-grained and has a slightly uneven texture. The lighting is natural, creating soft shadows and highlights on the sand and the starfish's body. A dark horizontal band is overlaid at the bottom of the image, containing the word "Remember" in white text.

Remember

What to cut?



- 
- A photograph of a nest containing five teal-colored eggs, surrounded by dry straw. The image is used as a background for a presentation slide.
- Marking and feedback
 - Data
 - Performance appraisal



Should I be marking every piece?



Should I be marking every piece?

No

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

The background of the slide is a close-up photograph of fiber optic cables. The cables are bundled together and fan out from the bottom towards the top. Each cable has a small, bright blue light at its tip, creating a starburst effect. The overall color palette is warm, with shades of brown, tan, and gold, contrasted by the cool blue of the lights.

The data myth

Progress is not linear

The data dilemma



Data deluge



The data dilemma

Data deluge

AND a data drought

‘Every data conversation should
be a curriculum conversation’

Christine Counsell



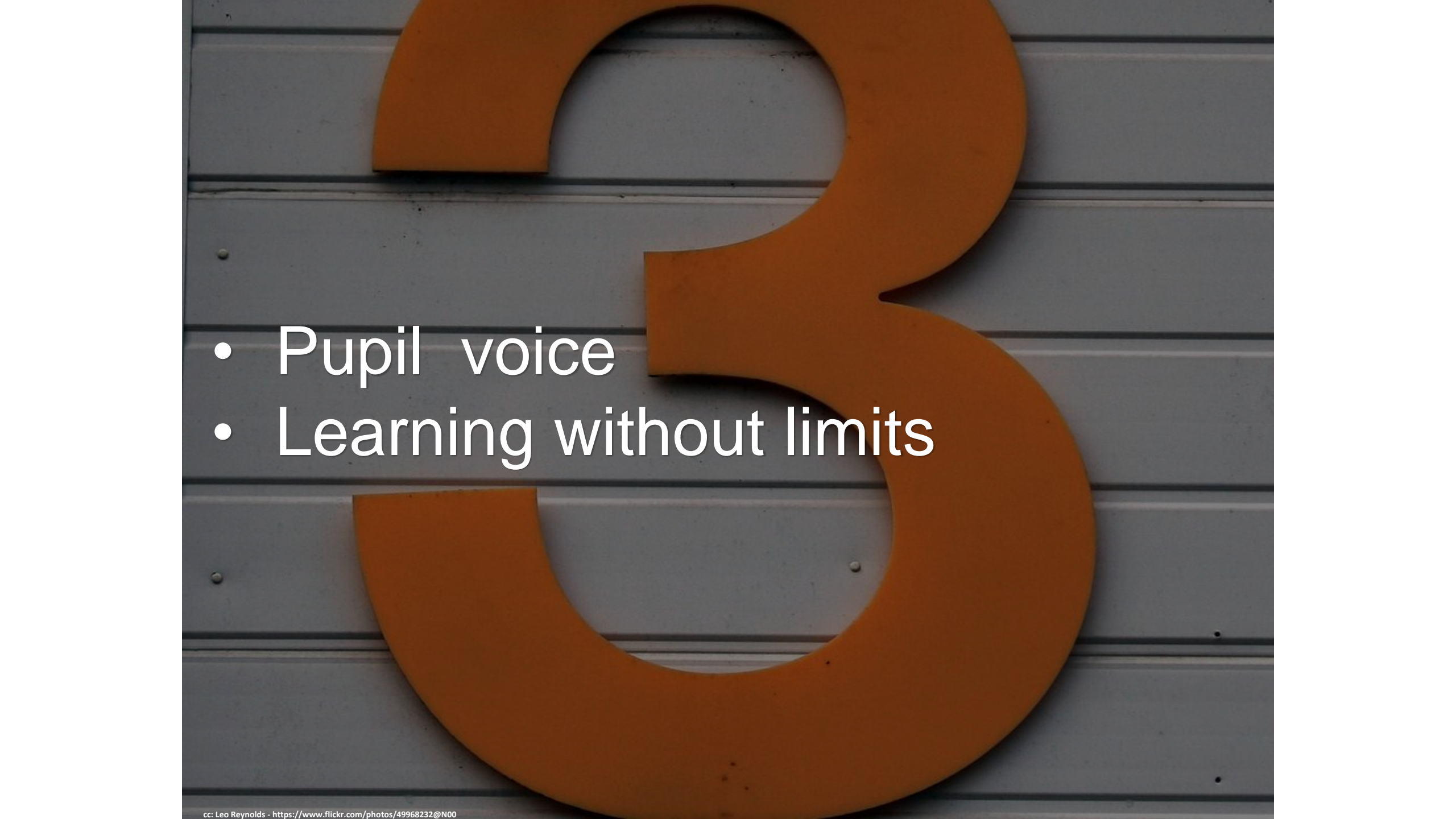
Comparative Judgement

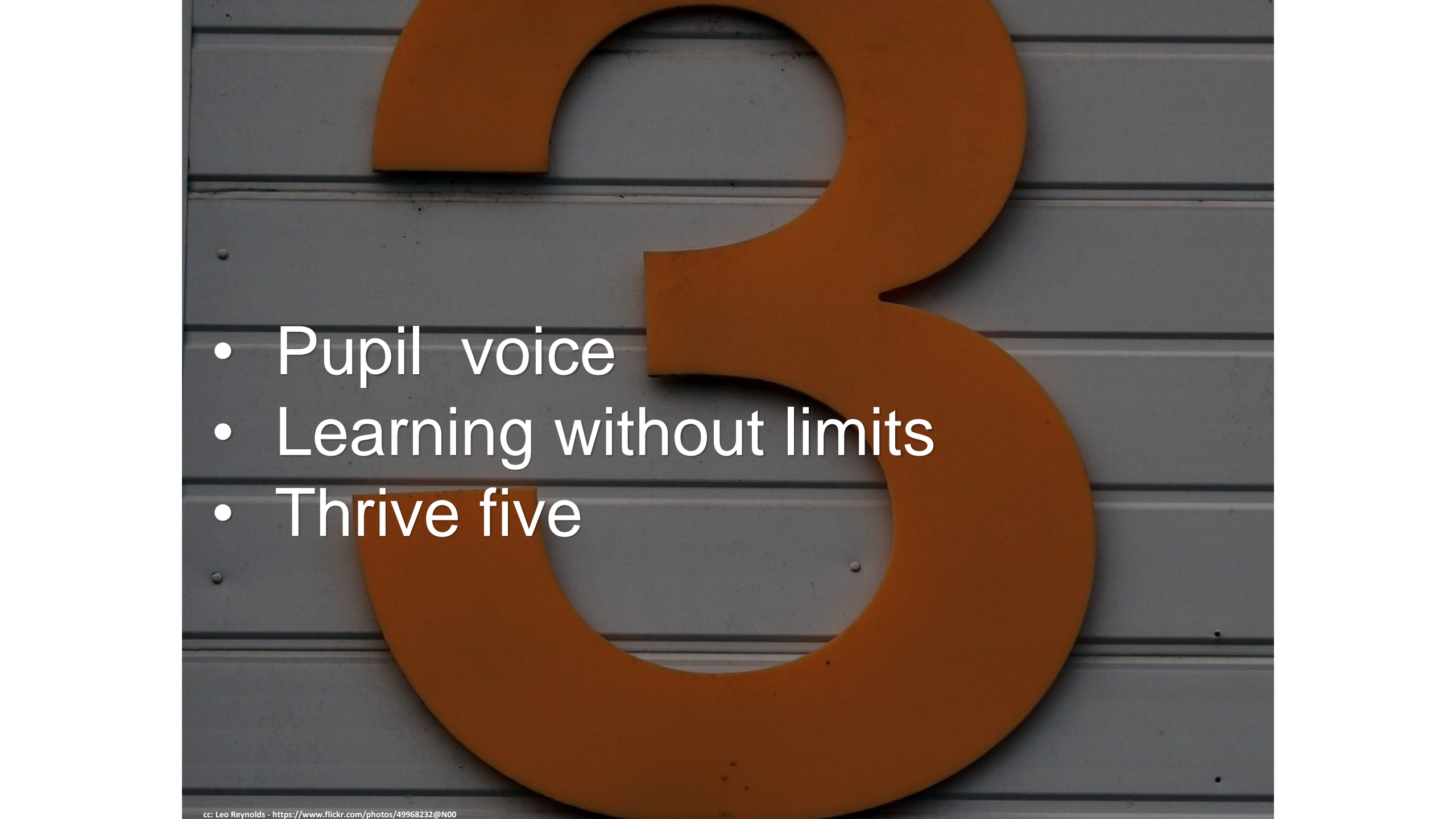


What pupils say...



- 
- A large, orange, three-dimensional letter 'S' is mounted on a grey, horizontally-slatted background. The letter is the central focus of the image. Overlaid on the left side of the 'S' is a white bullet point followed by the text 'Pupil voice'.
- Pupil voice

- 
- A large, orange, three-dimensional number '3' is mounted on a grey, horizontally-slatted background. The number is the central focus of the image. Overlaid on the left side of the number is a white list of two items.
- Pupil voice
 - Learning without limits

- 
- A large, stylized orange number '3' is centered on a grey background with horizontal lines. Overlaid on the left side of the '3' is a list of three items in white text.
- Pupil voice
 - Learning without limits
 - Thrive five

- 
- A large, orange, three-dimensional letter 'S' is mounted on a grey, horizontally-slatted background. The letter is the central focus of the image. Overlaid on the left side of the 'S' is a white bullet point followed by the text 'Pupil voice'.
- Pupil voice



Oracy



School 21 believes oracy -- the ability to speak well -- is one of the **biggest indicators of a child's success** later in life.



Home

Get involved

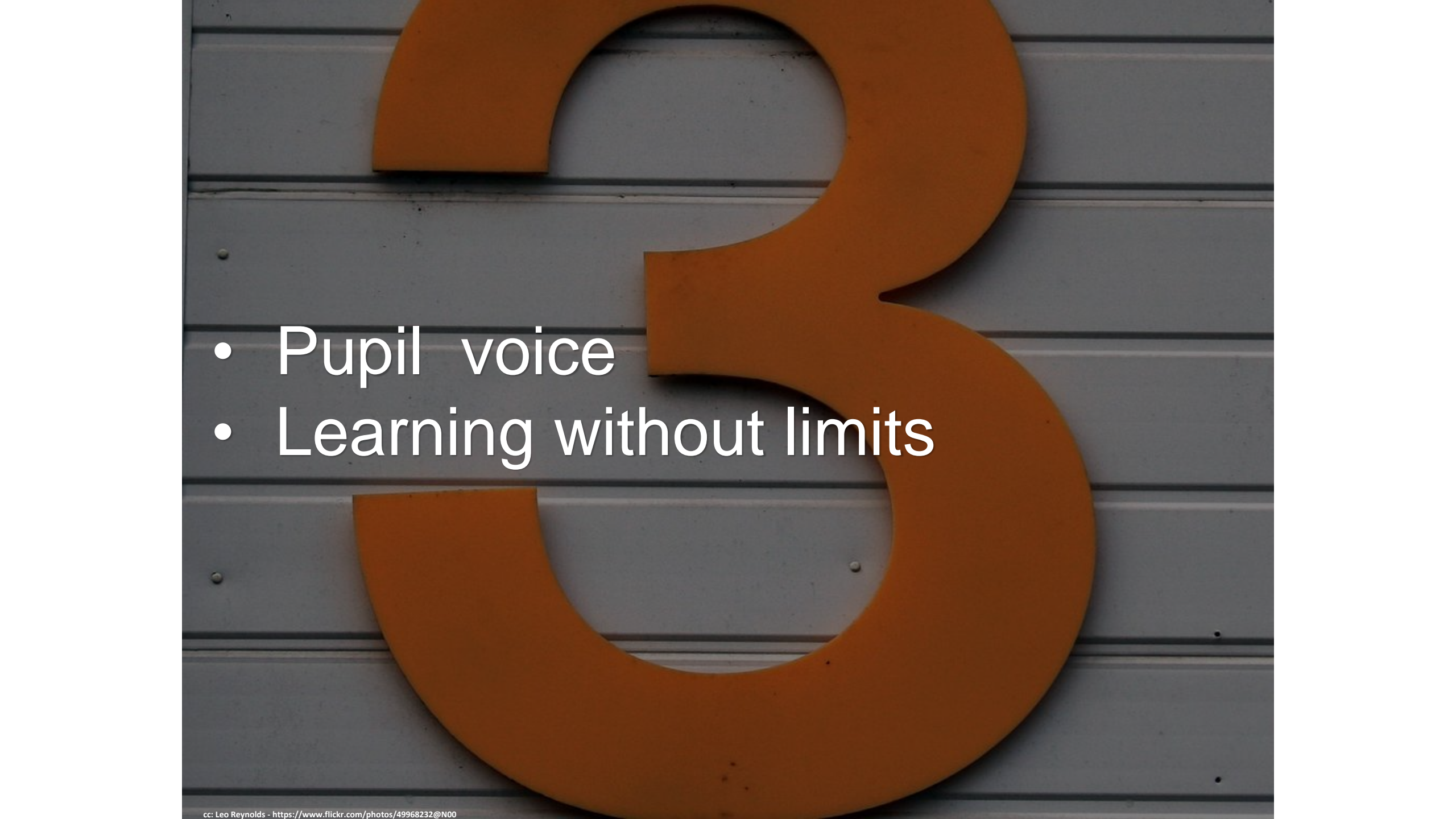
Our resources

News & Events

About us





- 
- Pupil voice
 - Learning without limits



What pupils say...

...high aspirations for me, please



Mary Myatt @MaryMyatt · 16 Aug 2016

On ability setting. Chn's views. Breaks your heart... Via
[@AlisonMPeacock](#)

The first day the children were back we asked them what they thought of ability groups. The answers were astounding. The 'more able' loved it; they enjoyed being the 'bright' ones and having 'special' challenges set by the teacher. They also saw working with the teacher as a negative. The middle group were annoyed that they didn't get the same work and challenges as the other group; they wanted to try harder work but they had worked out they would never be moved up as there were only six seats on the top table. The 'less able' were affected the most. They felt 'dumb', useless, they thought they would never be allowed challenges as they usually work with the teaching assistant (some by Year Five were completely dependent on the teaching assistant to help them). This 'less able' group liked the sound of some of the challenges the top group had, but knew they would never get the chance.

↩ 37

↻ 360

♥ 281





Daniel Willingham

'Why don't students like school?'

Key points

- Humans are curious, but thinking is hard

Key points

- Humans are curious, but thinking is hard
- Problems to be solved

Key points

- Humans are curious, but thinking is hard
- Problems to be solved
- Working v long-term memory

Key points

- Humans are curious, but thinking is hard
- Problems to be solved
- Working v long-term memory
- Conceptual knowledge, rich connection
- Power of stories, conflicts and dilemmas



Mary Myatt @MaryMyatt · Jun 13

'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.'

onlinelibrary.wiley.com/doi/full/10.1111/1469-7610.12411... thanks for link

[@stevewillshaw](#)

Reading aloud

- Two novels

Reading aloud

- Two novels
- Twelve weeks

Reading aloud

- Two novels
- Twelve weeks
- 365 Y8s

Reading aloud

- Two novels
- Twelve weeks
- 365 Y8s
- All students = 8.5 mths progress

Reading aloud

- Two novels
- Twelve weeks
- 365 Y8s
- All students = 8.5 mths progress
- 'Poorer' readers = 16 mths progress



Literacy Trust  @Literacy_Trust · Oct 10 

Our research found that children who enjoy reading and writing are three times more likely to have high levels of mental wellbeing than children who don't. This [#WorldMentalHealthDay](#) , encourage your child to pick up a book or pen!



 8

 383

 504

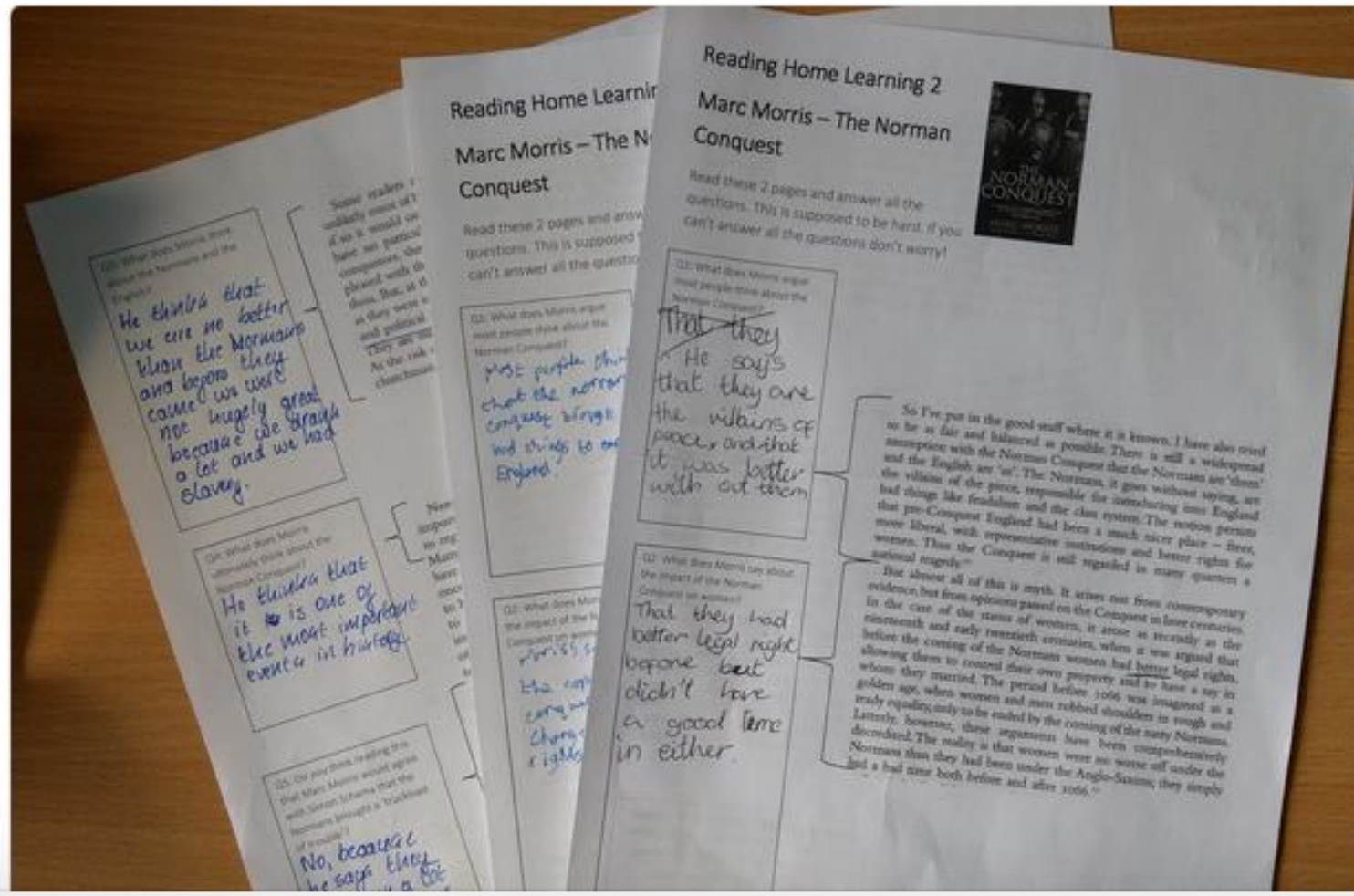


Key points

- Humans are curious, but thinking is hard
- Problems to be solved
- Working v long-term memory
- Conceptual knowledge, rich connection
- Power of stories, conflicts and dilemmas
- 'Meaning of the material'

Demanding texts

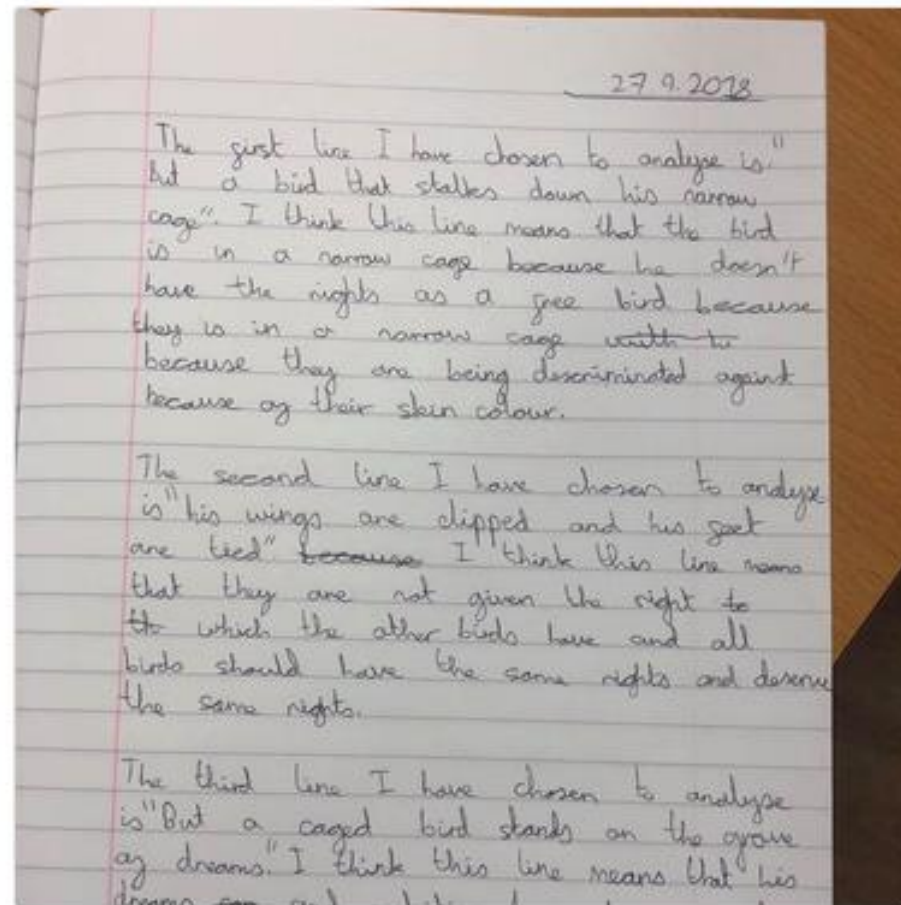
Tested out the scholarship reading homework with a Yr7 guinea pig class. Every student could access it. Even those with reading age less than 10. Clearly we need to have higher expectations of these kids.



Ashley Booth
@MrBoothY6

Following

Why do I love whole class reading so much?
Cos a child who would have been long
considered 'low ability' can access texts like
Caged Bird by Maya Angelou with their peers
and subsequently bang out stuff like this.

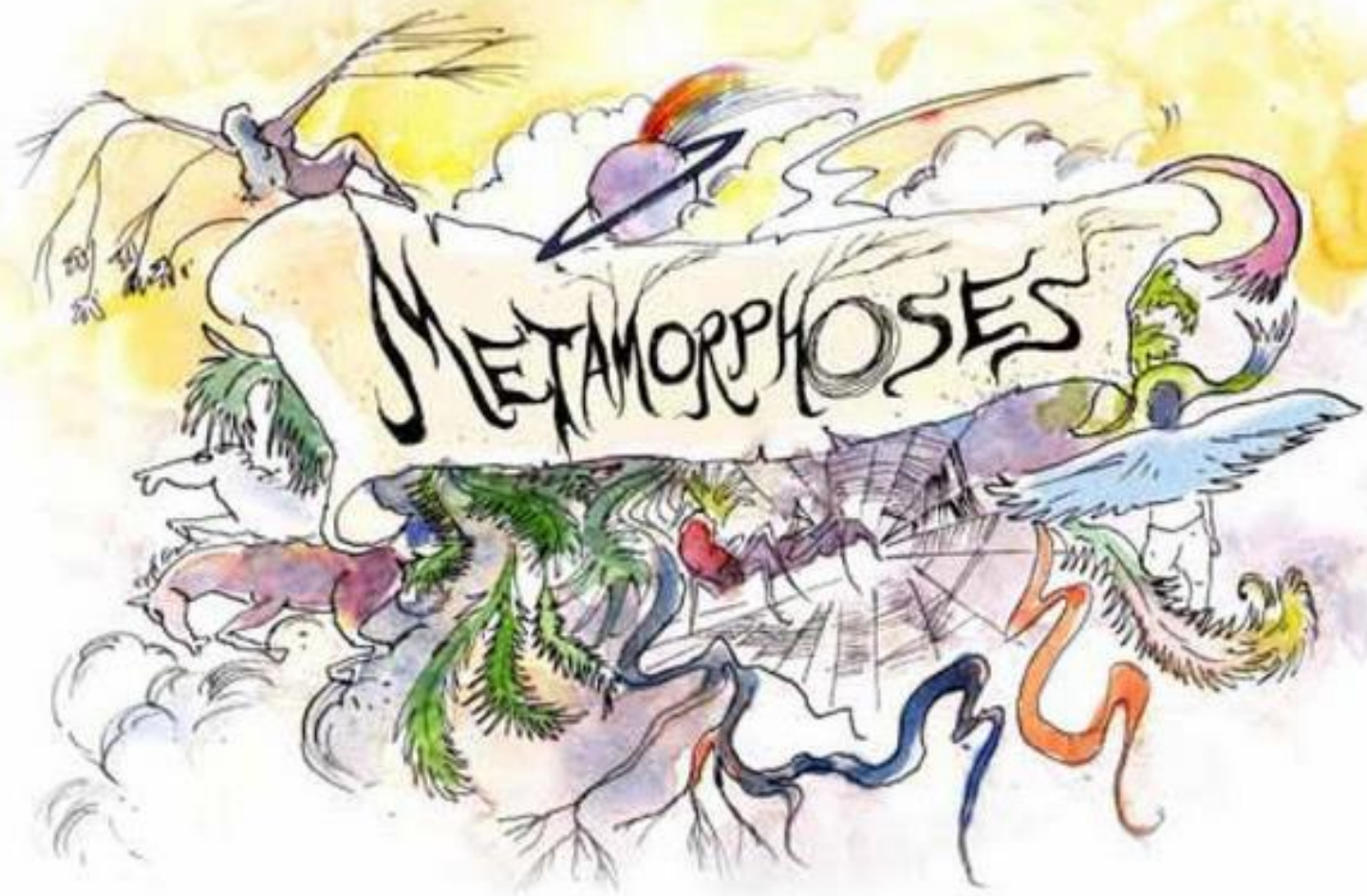


12:23 PM - 27 Sep 2018

89 Retweets 574 Likes









So I am to tell these tales to you, which makes me the narrator of this little book. You might know the word narrator, but did you know that it comes from the Latin word “narro” which means “I tell a story”? The word for book is “liber”, which gives us another common English word. Maybe you can guess what it might be.



in initio est chaos. non est terra, non est aqua, non est
caelum. non est luna, non est sol.
aer, terra et oceanus sunt in una mole.

calor miscet cum frigido. lux miscet cum umbra.

tandem Natura separat undam, caelum et terram, et ponit
lunam et solem in caelo.

aer = *air*
aqua = *water*
caelo/caelum = *sky*

calor = *heat*
cum = *with*
frigido = *the cold*

est = *there is*
et = *and*
in = *in*

in initio = *in the beginning*
in una mole = *in one mass*
luna = *moon*

lux = *light*
miscet = *mixes*
natura = *nature*

non = *not*
oceanus = *ocean*
ponit = *places*

separat = *separates*
sol = *sun*
sunt = *are*

tandem = *at last*
terra = *land*
umbra = *shadow*



The background of the slide is a close-up photograph of fiber optic cables. The cables are bundled together and fan out from the bottom towards the top. Each cable has a small, bright blue light at its tip, creating a starburst effect. The overall color palette is warm, with shades of brown, tan, and gold, contrasted by the cool blue of the lights.

Ron Berger

'Ethic of Excellence'

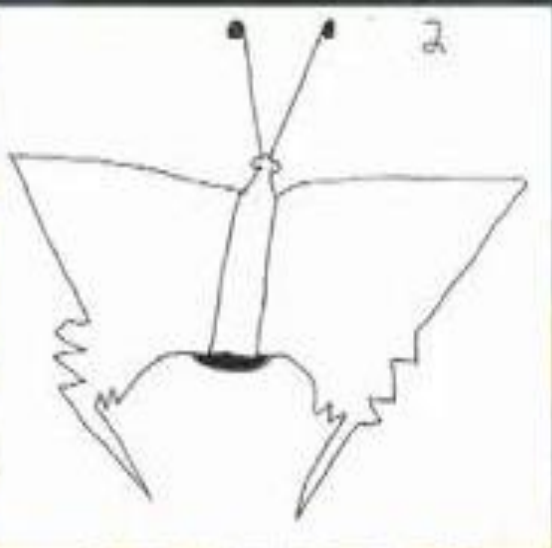


Austin's Butterfly

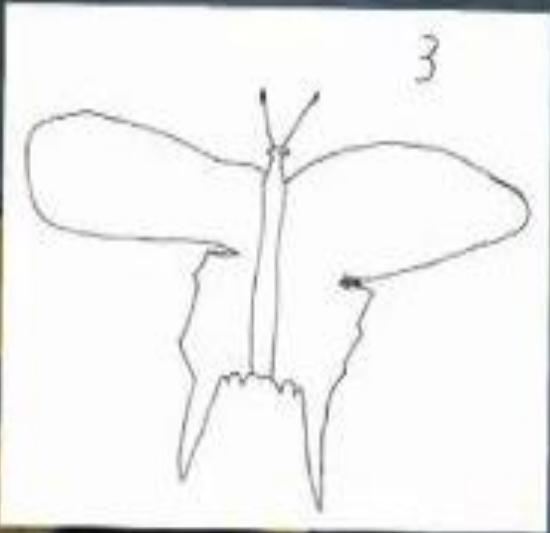
Austin 9-3-02



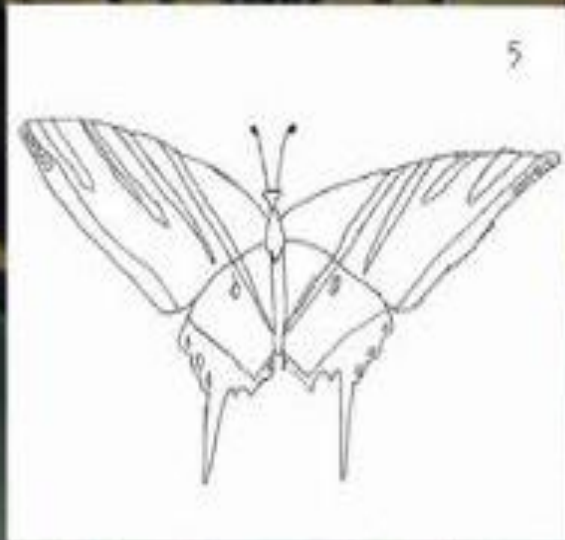
2



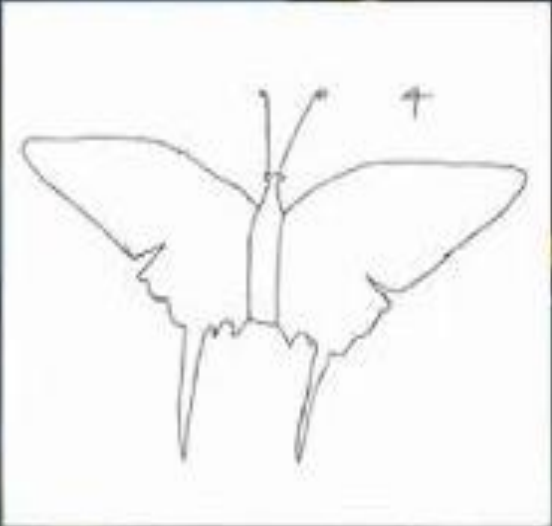
3



5



4



A 3x3 grid of nine circular images showing various views of Earth and the Moon against a black background. The top row shows a greyish, cratered surface (Moon), a blue Earth with white clouds, and a detailed view of the Moon's surface. The middle row shows a greyish, cratered surface (Moon), a purple and white cracked surface (Moon), and a blue Earth with white clouds. The bottom row shows a greyish, cratered surface (Moon), a blue Earth with white clouds, and a greyish, cratered surface (Moon).

Engelmann DI

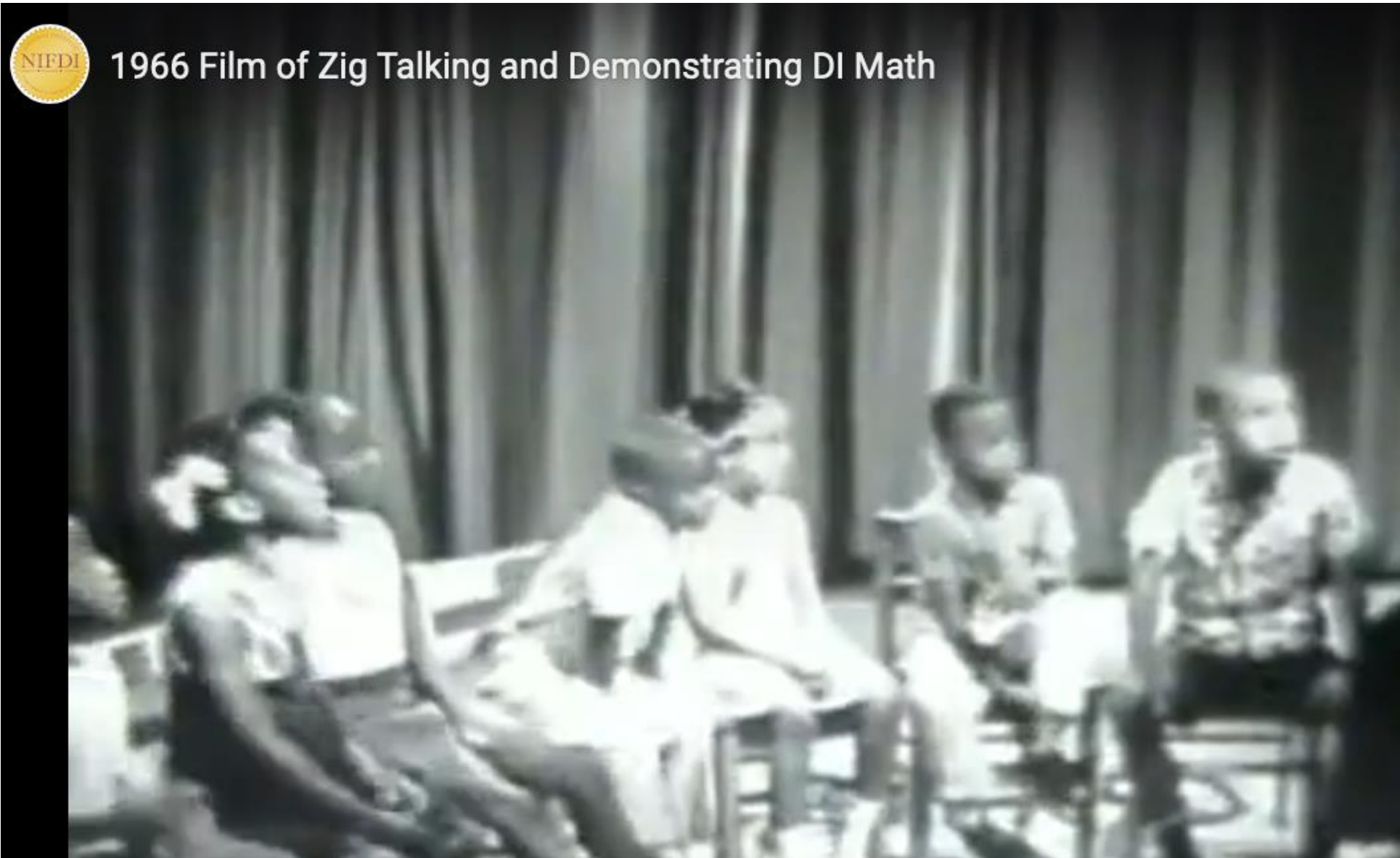


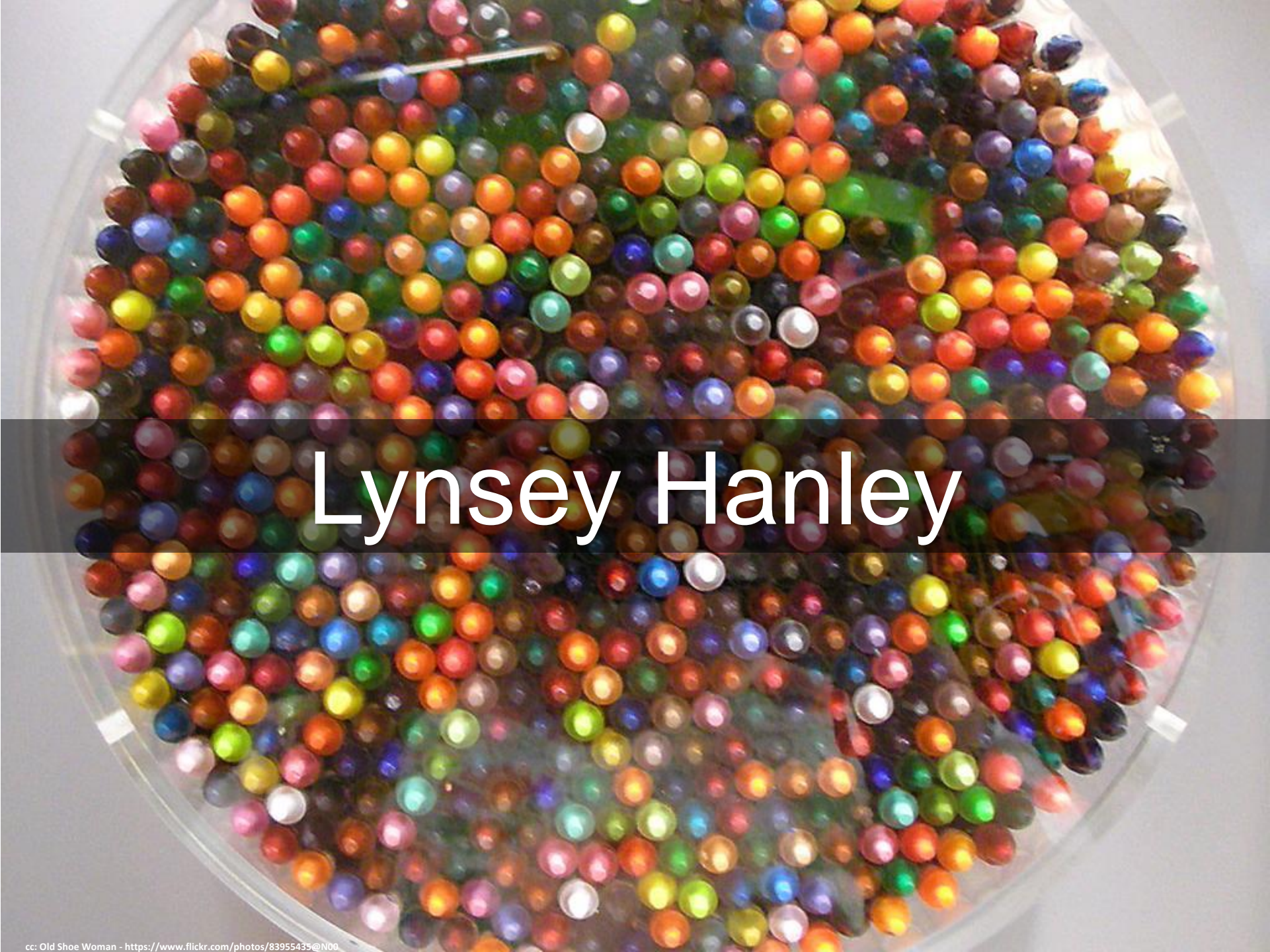
1966 Film of Zig Talking and Demonstrating DI Math





1966 Film of Zig Talking and Demonstrating DI Math





Lynsey Hanley

Lynsey Hanley: Respectable

He took us seriously : not in the sense that he treated us like miniature adults , but in the way he acted upon his belief that we had a right to be heard , and that we were as much a part of society as any adult or any middle - class child , whose right to be heard – to form and express an opinion and have it interrogated

Lynsey Hanley: Respectable


At the beginning of the year , he instigated two weekly institutions , the general knowledge quiz and the classroom debate . In hindsight , the reason these felt so special , so invigorating , was that both were vehicles for verbal reasoning and for testing abstract concepts , neither of which our previous teachers had paid particular attention to.

Lynsey Hanley: Respectable

I never saw stronger evidence that you are taught how to be inarticulate , and you learn how to be ignorant , through what is withheld from you . Mr Bowell gave us a chance to talk and to reason before our ability to do so was allowed to wither from inattention.

JONATHAN BRYAN

EYE
CAN
WRITE

The cover features three red ink illustrations. A bird is shown in flight, positioned above the letter 'E' in the word 'EYE'. A single feather is depicted to the right of the word 'CAN'. A small, stylized red mark is visible above the letter 'I' in the word 'WRITE'.

Thrive five

- Moving
- Sleeping
- Eating
- Giving
- Greeting (via UBC)

A dramatic sunset over a vast body of water. The sky is filled with vibrant, colorful clouds in shades of orange, red, yellow, and green. The water below is a deep blue, reflecting the colors of the sky. A dark horizontal band runs across the middle of the image, serving as a background for the text.

An allegory

The allegory of the guitar



The Allegory of the Guitar

Introducing meaningful assessment without levels for learners with complex needs

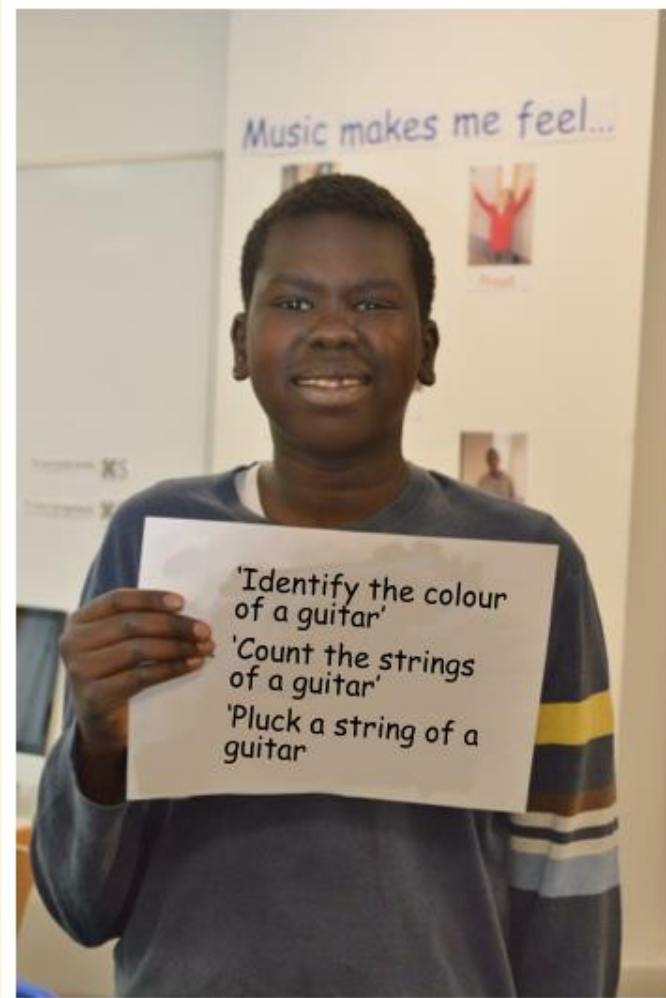


'Learner A'



'Learner B'

*'Learner A' and 'Learner B' wanted to become musicians.



'Learner A' was given a 12-page list of "outcomes" which were related in some way to playing the guitar.

'Teacher A' ticked each outcome off upon being "met", one-by-one:

- ✓ 'Identifies the colour of a guitar'
- ✓ 'Counts the strings of a guitar'
- ✓ 'Plucks a string of a guitar'



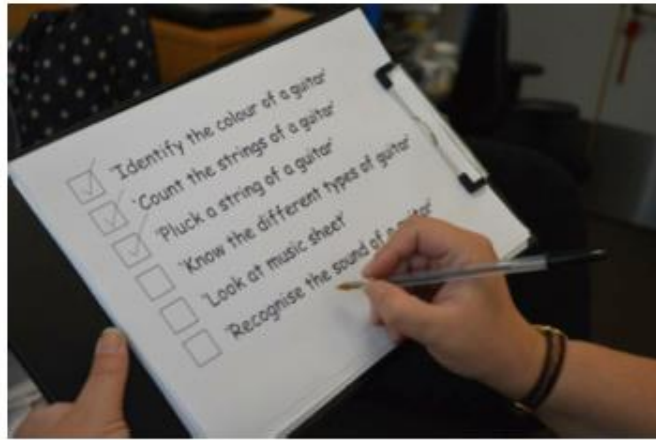
Over time, 'Learner A' had met most of the outcomes on the first 8 pages of the list.

On occasions, 'Teacher A' would happily use the list to show the impact of her lessons, and how successfully 'Learner A' had reached "higher levels".

After several years, 'The Visitor' walked into the classroom and asked 'Learner A' to play the guitar.

'The Visitor' was promptly told by everyone in the room, that this was not possible as playing the guitar was something that 'Learner A' had never attempted before!





'The Visitor' then looked through the 12-page list of outcomes. By this point, almost all of them had been ticked.

Teacher A' explained that this was because 'Learner A' had "met" them:

"He's now working at a higher level" she proudly said to 'The Visitor'



'The Visitor' then proceeded to ask 'Learner A' questions related to the very first outcome, which had been ticked some time ago: "What colour is your guitar, my friend?" he asked. Learner A was not able to answer.



With 'Teacher B', 'Learner B' was set the learning intention '*I will perform in front of a live audience*'.

The first time 'Learner B' tried to do this, he nervously shook a tambourine and sung alongside 'Teacher B', who played the guitar.



He then learnt to join in by slowly strumming a guitar, with support from one of his friends.

Over several years, he learnt some simple chords and tunes, and became more comfortable with bigger and less familiar audiences.



Each term, his learning intention was adjusted to enable greater mastery. After several years, 'The Visitor' walked into the classroom to the sound of 'Learner B' rehearsing his own guitar composition, using 2-3 chords, making only a few technical errors.

"Isn't this beautiful" he smiled and turned to Teacher B
"Music to my ears!"

A close-up photograph of a five-pointed starfish resting on a light-colored, sandy ocean floor. The starfish is oriented with one arm pointing towards the top right. The sand is fine-grained and has a slightly uneven texture. The lighting is natural, creating soft shadows and highlights on the sand and the starfish's body. A dark horizontal band is overlaid at the bottom of the image, containing the word "Remember" in white text.

Remember



We are...

humans first, professionals second

School improvement update

January 2019

Ongoing support for self-evaluation and school improvement advice for all staff including governors

DfE headlines

The **Pre-key stage 1 standards for 2018/2019** have been published. These are for pupils working below the overall standard of the national curriculum assessments but are engaged in subject-specific study.

The **Teacher Early Career Framework** has now been published with early career development and support at its heart.

Inspection headlines

The **Proposed Inspection Framework** have now been published. These are for early years, restricted schools and academies, non-education independent schools and further education and skills.

Ofsted is working away on its proposals for changes to the education inspection framework from September 2019. The **Proposed Framework** is open until 5 April 2019. Ofsted is keen to hear from all those involved in the sector.

There are a number of accompanying documents including an overview of the **Proposed Evidence Underpinning Ofsted's Proposed Education Inspection Framework**.

Helpful links

With the focus on the curriculum, it had to be speaking at a conference in central London on 11 June 2018 with John Tomsett and Tom Sherrington. The **word per minute** for the day of 89 including lunch and can be looked through **Twitter**.



A JOHN GALT PUBLICATION

THE CURRICULUM

Gallimaufry to coherence



Mary Myatt

'An absolutely sizzling synthesis of practical wisdom about curriculum' - David Weston

The Curriculum

An exploration of principles and practice in this important debate

Resources

The Curriculum
Hopeful Schools
High Challenge, Low Threat

Updates

School improvement updates

Mary Myatt's Blog

Things I notice in schools

Feedback

What people say

Contact

🐦 MaryMyatt
Email: mary@marymyatt.com
Phone: 07766 338965

Downloadable resources

Curriculum webinar slides

[Available here](#)

Subject quotes

[Prompts for discussion about the importance of individual subject-quotes](#)

Subject associations

[Links to subject-associations](#)

[Read More](#)



Sharing great practice

Living Out God's Transforming Presence



St. John's
CE Primary School

Amanda Aze
Headteacher



Social and Emotional Learning at St John's CE
Primary School Weymouth

Improving Social and Emotional Learning in Primary Schools

Education Endowment Foundation Guidance Report September 2019

Ask any primary school teacher and they will tell you..... a large and often unrecognised part of the job, involves addressing children's emotional, social and behavioural needs. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another persons perspective and communicate in appropriate ways.

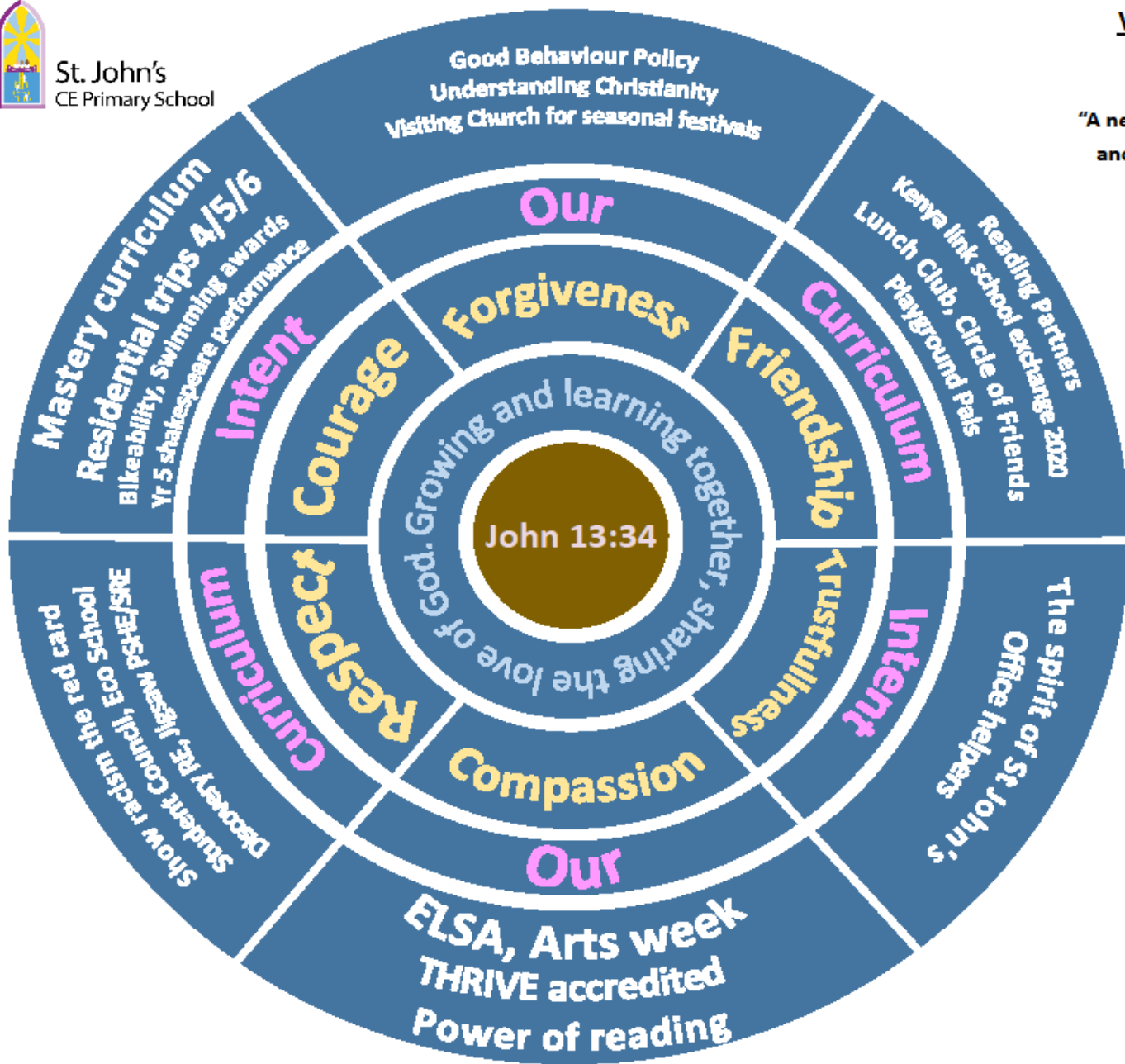
These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.

"The evidence suggests that how SEL is adopted and embedded really matters for children's outcomes."

Sir Kevin Collins, Chief Executive Education Endowment Foundation September 2019



St. John's
CE Primary School



Vision Impact Wheel : School example

St John's Weymouth

"A new commandment I give to you, that you love one another. As I have loved you, so you must love one

another."

John 13:34

Key

Under Pinning Theology

Christian Vision Statement

Christian Values

Key Pieces of School Practise

Individual Curriculum Subjects

What does Social and Emotional Learning currently look like at St John's Primary?

Whole School:

- Staff training – Weymouth Bay Hub metacognition training
- Lesson Study model to develop metacognitive teaching and learning skills
- Developing pre-teaching as an approach to increasing resilience and mastery in maths
- Work done to review vision and values to ensure all are moving in the same direction
- Collective Worship- opportunities to reflect/be still/Spirit of St John's
- Developing the role of PSHE subject leader to look at impact of practice across the school
- Discussing issues before they arise- eg bullying, to have a preventative approach

What does Social and Emotional Learning currently look like at St John's Primary?

Whole Class:

- Weekly PSHE lessons- We use the Jigsaw scheme
- The Power of Reading
- Teacher's modelling behaviours/thinking out loud to reveal thinking processes and feelings as they approach a task or respond to a situation
- Using 'I wonder....' As a sentence stem to encourage children to think through others' perspectives
- Giving specific praise for children using SEL strategies. Paying attention to positive behaviours

What does Social and Emotional Learning currently look like at St John's Primary?

Targeted:

- ELSA
- THRIVE PRACTITIONER INTERVENTION
- LUNCH CLUB
- ART THERAPY
- HAND AROUND THE CHILD
- TEAM AROUND THE FAMILY SUPPORT
- LINKS WITH OUTSIDE AGENCIES

Emotional Health and Wellbeing

Jo Hancock

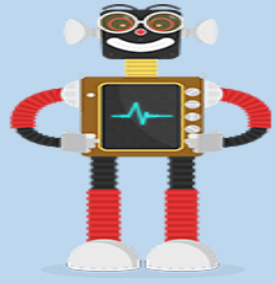
Witchampton C of E First School and st.John's C of E First School

What SIAMS Says:

“The exemplary supportive culture of care and wellbeing for all pupils and adults stems from the inclusive love and respect for everyone in this nurturing Christian family.” - St.John’s C of E First school June 2019

‘Pupils and adults are supported to flourish spiritually, emotionally and academically’ - Witchampton C of E First School SIAMS 2019

HeartSmart



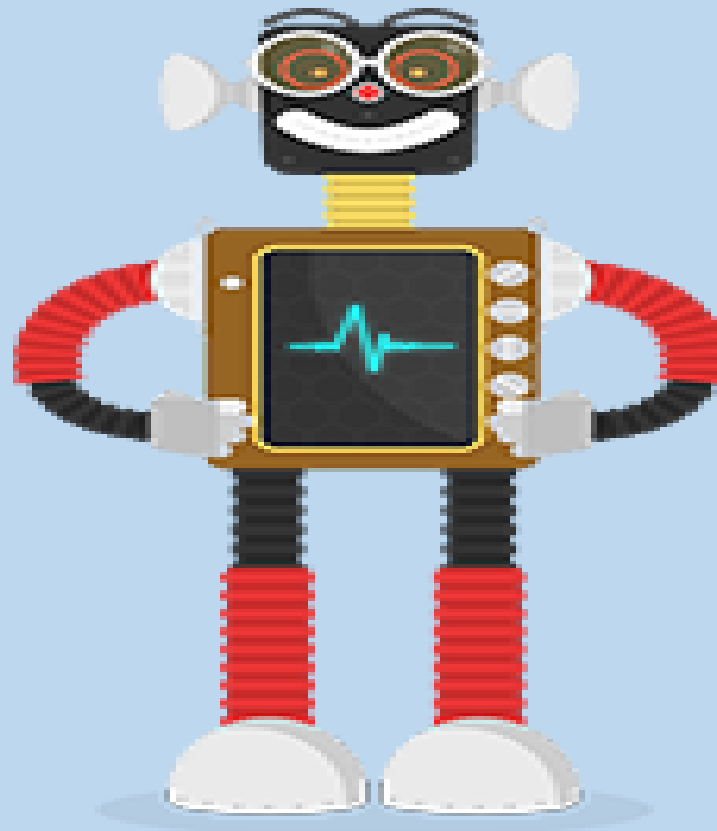
A toolkit for resilience, wellbeing and healthy relationships.

The church school version includes Bible verses, prayers, Collective Worship and SIAMS cross referencing. HeartSmart covers strands 2-6 of the SIAMS evaluation schedule.

This initiative puts the mental health of our children at the very heart of everything we do.

.

Boris the HeartSmart Robot



Boris is made of junk. Sometimes he listens to the Scrapman who says he should be thrown away.

It was here, that **BORIS** was born.

He was put together from old gears and cogs,
And other unwanted bits & bobs.

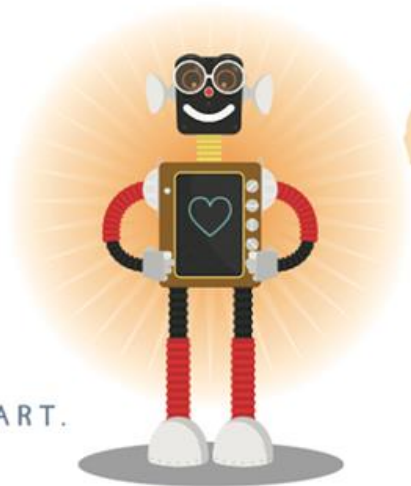


By two young children
called Amber and Josh
(And their Dad, who helped them quite a lot.)

And when he was done,

They named him **BORIS** and gave him a 

But the **SCRAPMAN** sniggered and stood A PART.



He spoke of **BORIS** in words unkind;
Told Amber and Josh they were wasting their time.
But the children loved **BORIS** so ignored his advice,
Then Dad went to the **SCRAPMAN** and paid a price.

AND THEY BROUGHT HIM HOME TO...

Now day-by-day with the family away.
Dad at work, the children at school,
BORIS was by himself as a rule.



So he'd spend his time in
the garden shed,



They'd go to the park,
they'd play on the **swings**



They'd tell **jokes** on benches
and eat picnic things.



Where it's **lovely & cosy**,
there's even a **bed**.

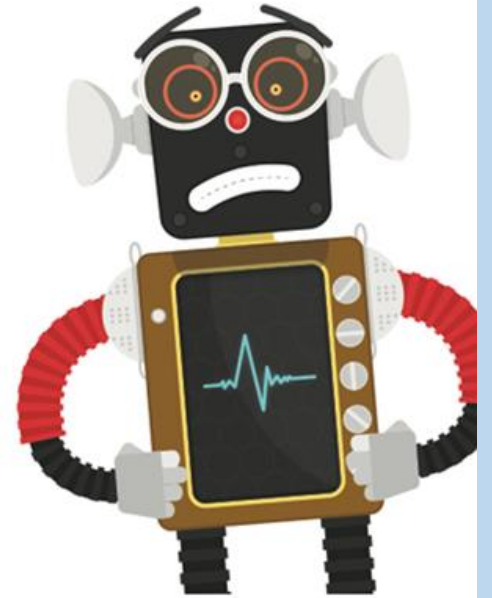


Making gadgets and "**tinkering away**,"
'Til the children came home,
when they'd rush out and play.



For **BORIS**, it was the best time
that he'd **EVER** had.

So why did he sometimes still feel so **sad**?



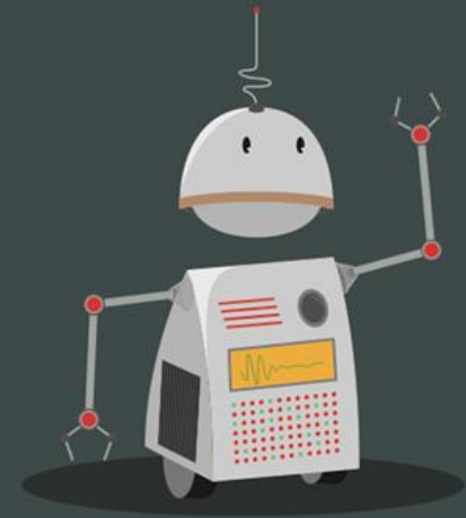


At night, he'd hear the **SCRAPMAN**'s song,
And wonder if, *perhaps*, the children were **WRONG.**

"Is it true?" thought **BORIS**, "Can they really love me?"

"I'm not **COOL**,
I don't do **SPORTS**.
I don't know any **JOKES**,
I'm just a muddle of sprockets and spokes."

"What if one day the children get bored?
Or a new robot comes with **Gizmos Galore**
And they don't want to play with me anymore?"



"They'll throw me away, I must find a way,
Prove what I'm worth and make sure I can stay."

At the top of the town, in the house on the hill,
With the neat little garden and a pretty little gate,
(And the bright red door and the number eight,
And the flowers in the box on the window sill)
Lives **BORIS** the Robot.

And he spends his time in the garden shed,
Where it's lovely & cosy, there's even a bed!
Making gadgets and "tinkering away."

Now **BORIS**... He doesn't always get things right
And sometimes he hears the **SCRAPMAN**'s song in the night.

But now he knows that he's loved.

So he closes the curtains and closes the door,
And decides not to listen to that voice any more.



The Boris the Robot book is core to the delivery of HeartSmart. It's a window into his heart and mind and sets the context for a whole host of meaningful conversations.

This has changed the way we talk with children in school especially when we are discussing the High Five....



THE HEARTSMART HIGH FIVE



Don't Forget to Let Love in!



Too Much Selfie
isn't Healthy!

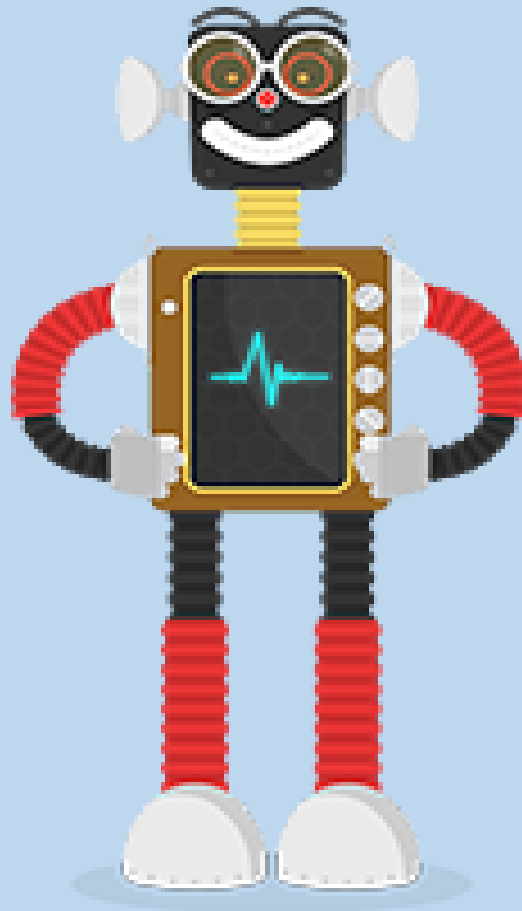
Don't Rub it in Rub it Out!



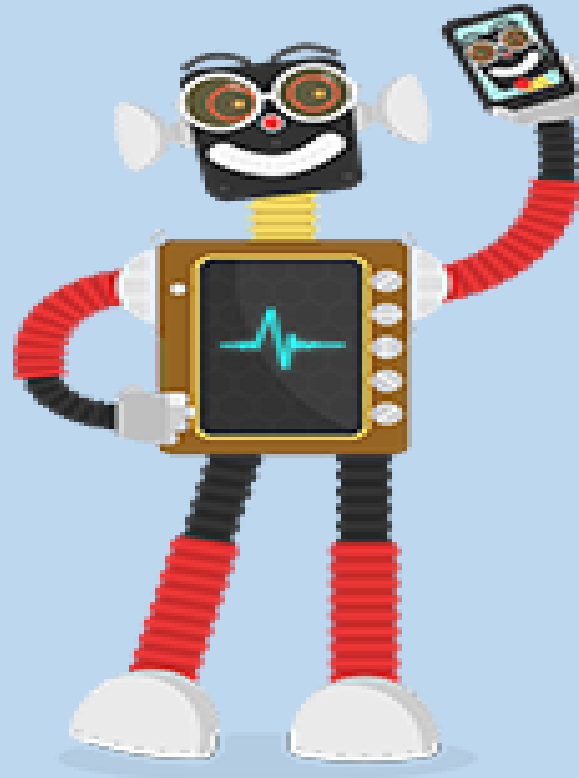
Fake is a
Mistake!



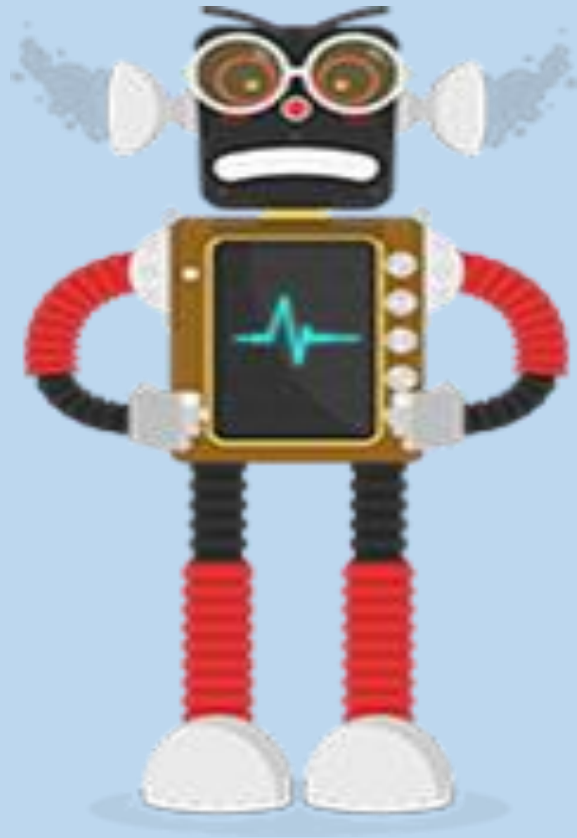
'No Way Through' isn't True!



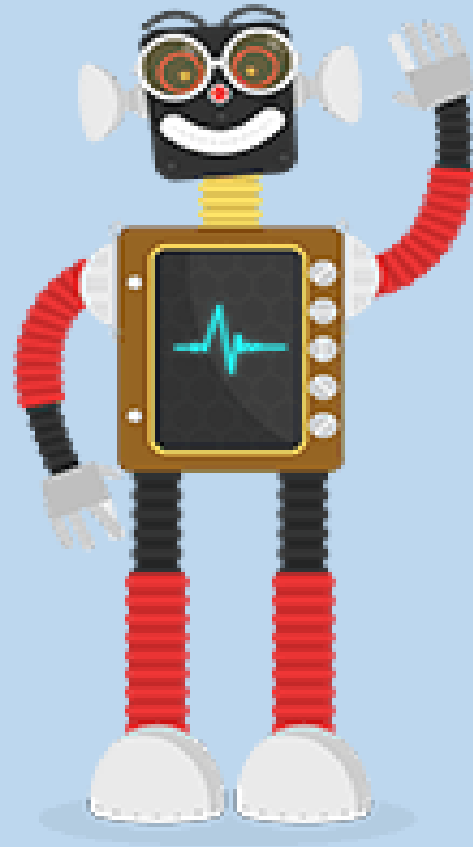
Don't forget to let Love in!



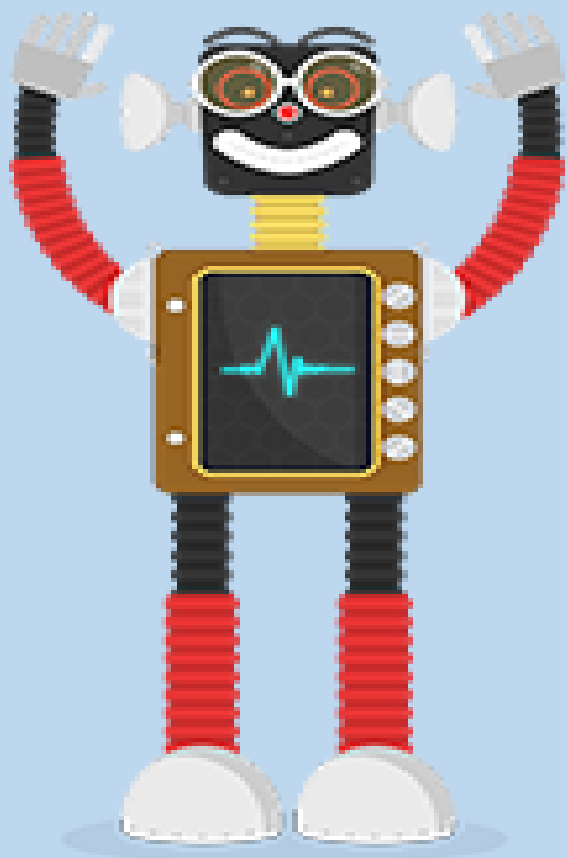
Too Much Selfie isn't Healthy!



Don't rub it in, rub it out!



Fake is a mistake!



‘No way through’, isn’t true!





Rob Jackson, Children and Families Lead at Southbroom St. James parish



www.stjamesdevizes.org

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St James', Southbroom

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"Pupils and staff are living 'life in all its fullness' at Sarum Academy" – SIAMS Report 2019

Suzy Futcher , Safeguarding Officer, Sarum Academy



"Staff and pupils flourish because they are valued" – SIAMS Report 2019

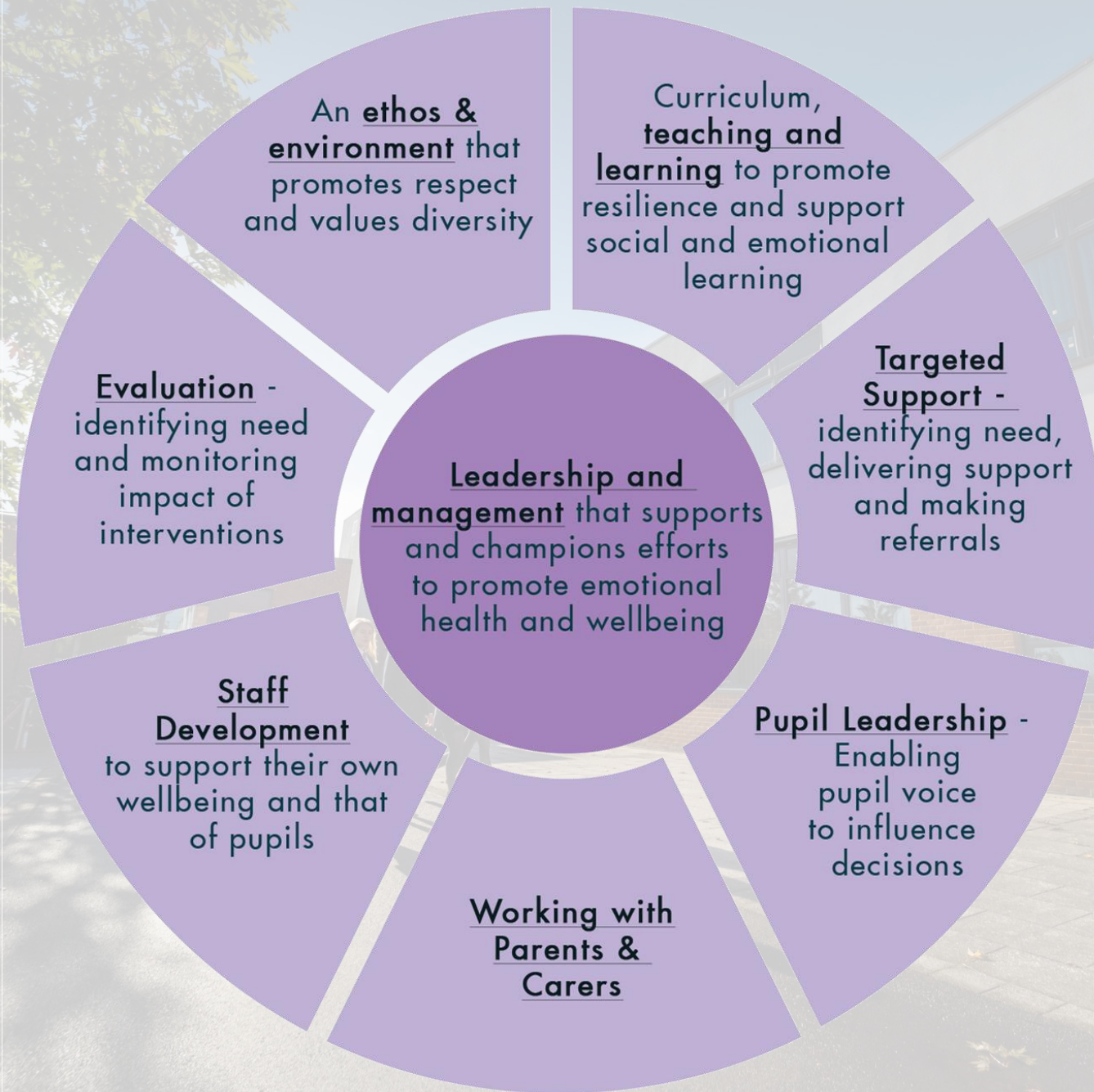
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SARUM
ACADEMY

WELLBEING AT SARUM ACADEMY







Plenary

Mary Myatt



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Vote of Thanks

~

Philippa Hill

Living Out God's Transforming Presence



Help yourself to
tea and
homemade cake
in the Refectory



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