



**WHEN WILL WE EVER
LEARN?????????**

THE ENDLESS SEARCH FOR THE HOLY GRAIL



**ARE WE NOW IN MONTY
PYTHON TERRITORY?**

OR ARE WE STILL DOING THE WHITE HEATHER CLUB????

SO WHO IS IN THE REVOLVING DOOR?

- OECD 2021**
- OECD 2007**
- Carol Campbell and Alma Harris for the National Discussion**
- The International Council of Education Advisers**
- and.....**



AND THE REVIEWS

Hayward

Muir

Donaldson

McCormac

McCrone

And.....



IN THE MIDDLE OF THE PERFECT STORM

The ongoing implementation of CfE – the task that continues to ask

Experiences and outcomes + Benchmarks

Refreshing the narrative - the slides that will save us all

Developing Scotland's Young Workforce

The Creative Learning Plan

1 +2

Raising Attainment

Tackling Inequality

More reviews than an Amazon purchase

And now Stretch Targets!!!!!!!!!!!!!!

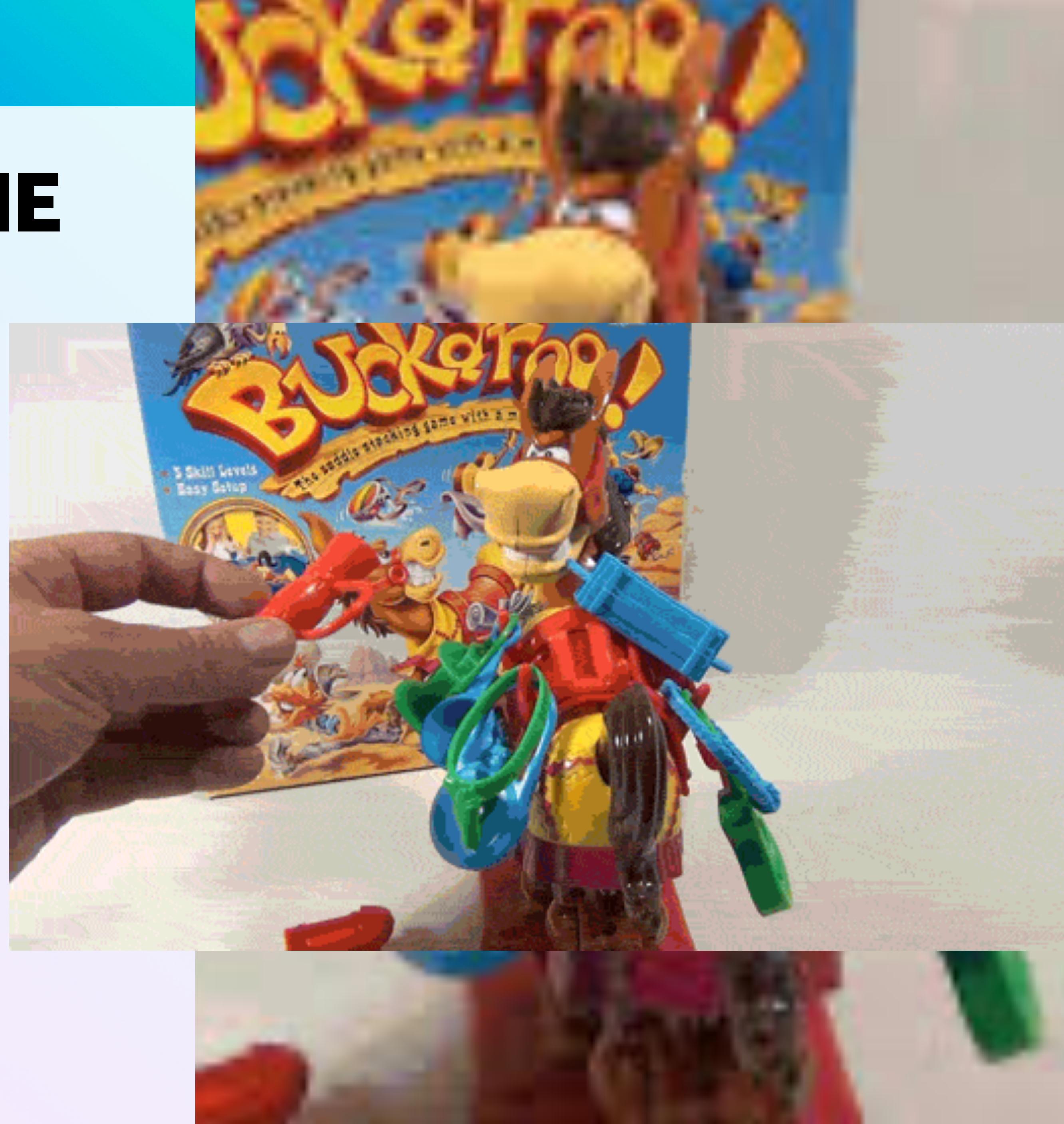
And a National Discussion

And industrial action

AND THERE WAS/IS THE COVID REALITY

It was like a game of Buckaroo!!!!

And it has not got better!!!

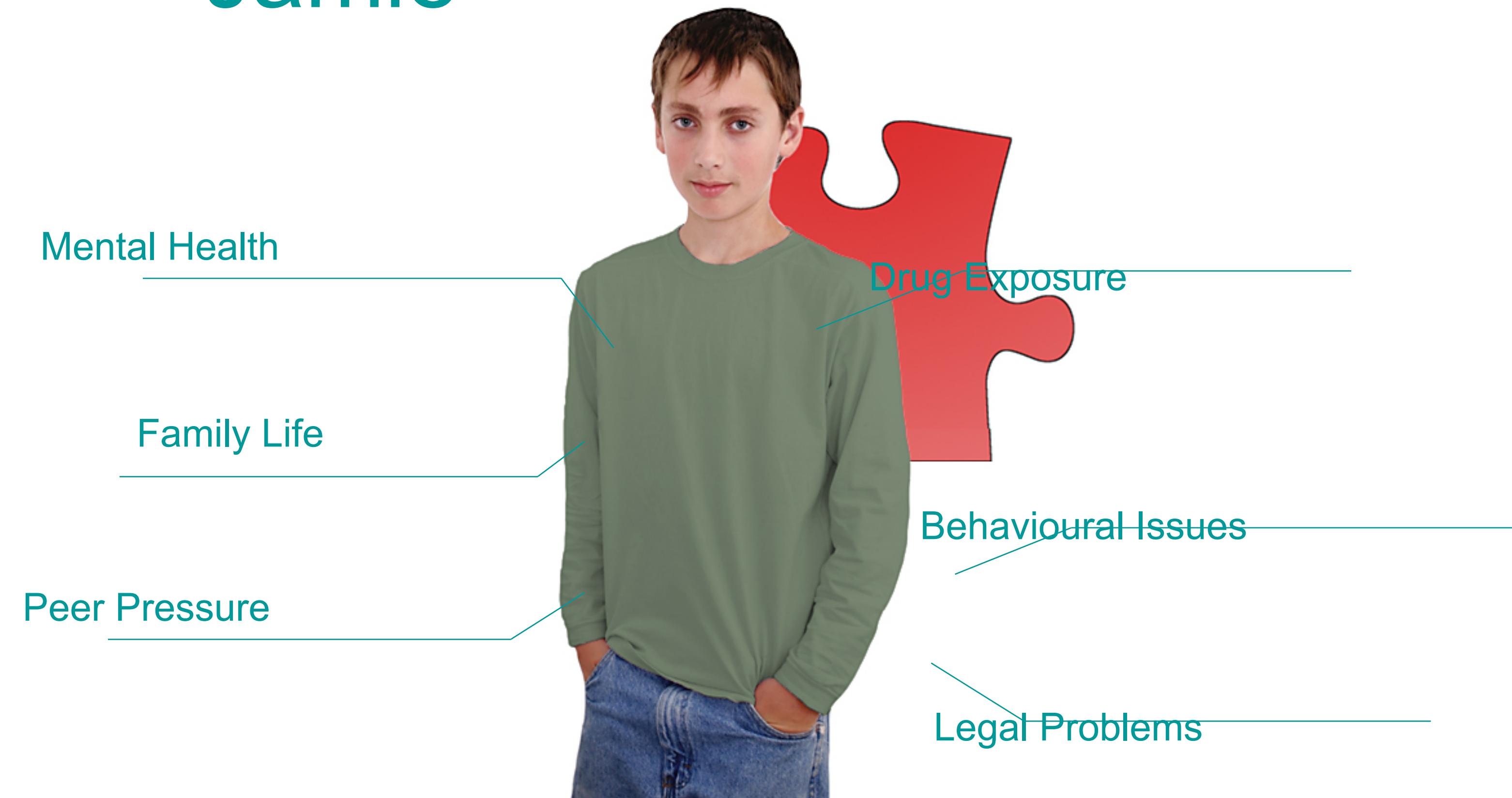


**AND WE STILL HAVEN'T
FOUND WHAT WE'RE
LOOKING FOR**

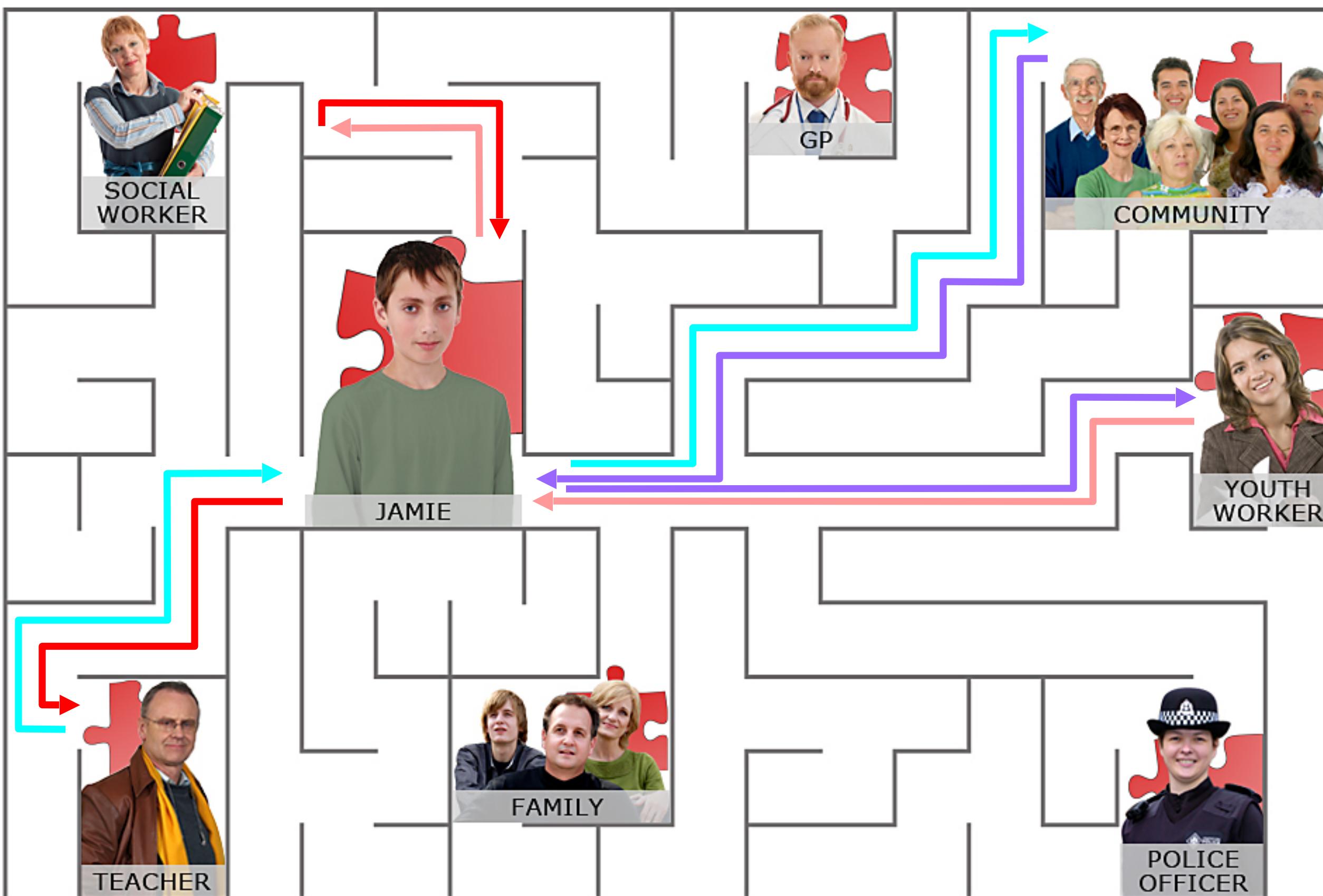
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SO WHAT ARE WE LOOKING FOR?

Meet Jamie



The Present



Getting it Right for Every Child



GP



COMMUNITY



SOCIAL
WORKER



LEAD PROFESSIONAL JAMIE



YOUTH
WORKER



FAMILY



POLICE
OFFICER



**AND WHAT IS LIKELY TO HELP TO FIND
IT?**



Support from family, friends and other people, School, Enough money, Work opportunities for my family, Local resources, Comfortable and safe housing, Belonging

**“We can’t transform the lives of children unless we transform
the lives of families and vice versa. We cannot consistently
change outcomes for adults unless we deal better with children”**

—David Cameron

AND IT'S CAN'T JUST BE JUST GIRFEC-
IT NEEDS TO BE GIRFE - THE "E" STANDS
FOR "EVERYONE"

David Cameron

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Dr. Haim Ginott

“it is pedagogical activism that will prove to be the butterfly wing of change”

Debra Kidd – Notes from the Front Line

Stick to the plan it's safe



JUST REMEMBER - FOLLOW THE PATTERN IT'S
SAFE

MAN'S BATHING SUIT
FROM "DIANA" NON-SHRINK KNITTING

N° 2895

PATONS & BALDWINS

PATONS & BALDWINS' HELPS TO KNITTERS PRICE 2^d

LEAFLET No. 9507

STRUTT'S HEALTH VEST COTTON

Health Vest with Briefs or Trunks

PRICE 4*d.*

STRUTT'S HEALTH VEST COTTON

Health Vest with Briefs or Trunks

PRICE 4*d.*

KEY PRINCIPLES

- ▶ Where change is imposed or driven by others, we play at it, defuse it and subvert it
- ▶ It affects interviews far more than practice
- ▶ It makes no difference to pupil achievement
- ▶ You work best when you are enthusiastic about what you are teaching

MORE PRINCIPLES

- ▶ Change should only be driven by self-evaluation, provided that self-evaluation is realistic and takes account of economic and social changes
- ▶ If all learners were experiencing the best practice in our schools, we would not be talking about system change
- ▶ Any change has to be rooted in current practice

“The most common question is: “Where do I start?” The argument.... is that the starting place is the way in which you think about your role - it is to know, on a regular basis, the nature and magnitude of your impact on the learning of your students”

–John Hattie : Visible Learning for Teachers

WHAT MAKES A DIFFERENCE

- ▶ There are at least four important ingredients for improving education. The first are the professional skills of those who work with children.
- ▶ Research has shown that factors like national or regional policies are less influential on pupils' achievements than factors within each school
- ▶ Of the school factors, the skills of staff came top.
- ▶ The most important of these was effective classroom management

THE OTHER FACTORS

- ▶ The second vital ingredient is the raising of aspirations and expectations.
- ▶ Third, staff morale and attitude to their craft. It is hard to improve what you do through clenched teeth.
- ▶ Fourth is the climate within the school..a positive attitude to improvement in which people look at what is happening in classrooms, reflect on it and implement judicious change

Some issues

- A sense of accountability encourages compliance - do what you think will be well judged by those who judge
- Compliance is comfortable – it reduces responsibility and encourages abdication
- Accountability encourages insecurity which discourages risk and innovation and reinforces convention

A contention

- We spend too much time talking about embedding and not enough thinking about growing

The underpinning philosophy

- The focus should be on the experience of the learner
- Features of quality can be recognised, described and categorised
 - Quality needs to be built, not assured, in
 - Self-evaluation serves as the basis for directing improvement
 - Evaluative judgements should be based on evidence of outcomes, qualitative as well as quantitative
 - A rational process-based model, not intuition
 - Improvement is most effective when it is part of a shared enterprise, with agreement about the outcomes
 - School at the heart of the community

Contention 1

- "What works?" is a very limited question**
- "What works here?" is the real question**
- "What works for us and our ambitions?" is the essential question**
- and what evidence will we look at? - contextual, interim indicators**

Effective Qualities

- Sharing the management of learning with pupils**
- Promoting the belief that attainment can improve**
- Using a wide range of sources of information**
- Identifying a range of needs**
- Responding to needs**
- Giving and receiving feedback**
- Using a range of sources of support**

The 4 big questions

- What are you going to do to improve your practice?**

- What help or support will you need to make that improvement?**

- What outcomes will you expect your young people to achieve as a result of the improvement?**

- What evidence will you look at to determine if the improvement has been made?**

What should this mean for practice?

- Listening and respectful
- Challenging and reassuring
- Based on gifts/strengths
- Built on feedback
- Rehearsing and drafting
- Allowing space for more

What really makes us safe and successful?

- Secure – in place, in self, among others**
- Confident – in self and in others**
- Resilient –in the face of challenge and failure**
- Capable – of thought and action**
- Control – of self and situations**
- Consequence- a sense of what might happen and how to predict and deal with that**

Provision for Progress and change?

Provide -

- recognition and identity
- stability
- care
- success
- wider experience
- relevance

What are you aiming for?

- To ensure safety
- To add value
- To confound destinies
- To strengthen social cohesion
- To empower communities
- To engage communities

**Time
and
Effort**

Impact

Which means?

- Doing more of the things that we know work
- Finding out what works
- Understanding the context
- Doing what we believe in
- Sharing and applying
- Informed ambition and aspirational comparison

What makes a difference to achievement and well-being

- What people working in the school do
- How much you care
- The time you take
- The time you have
- Clarity of expectations
- The culture
- Engagement, involvement, alliance
- Belief
- Adapting not adopting

WHAT MATTERS?

- ▶ Bringing together the learners and the learning
- ▶ Overcoming the static friction of disadvantage
- ▶ Getting learners engaged
- ▶ Caring enough to make a difference
- ▶ Knowing enough to make a difference
- ▶ Context

So what now???

- Look for collaboration!!**
- Be clear about the solutions**
- Philosophy is nothing without funding**
- Ambition is nothing without capacity**
- Values are meaningless unless YOU are experiencing them**

- Stop the obsession with system change**
- Try fixing the engine before redesigning it**
- Enough with “more”, “new” and “different” and a bit more “less” and “stops”**
- Stop painting on wet walls**
- Make sure importance is reflected in time**

.....SO

- ▶ Agree what matters
- ▶ Agree the breakable plates
- ▶ Establish the subtraction habit
- ▶ Manageability, coherence and consonance
- ▶ Think in context

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