School Improvement and Leadership Development

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SECTION ONE
School Self Evaluation

1.1 ~ Introduction

- Identify needs of Headteacher, Senior Leadership Team and governing body, based on discussions and desk study review of key documentation, such as school tracking data, school improvement/ development plan, SEF and SIP report.
- Plan and agree programme of work: establish desired outcomes, outputs and timescales.

1.2 ~ Input

A Selection of any or several of the following:

- CPD to develop understanding and use of national data sets such as RAISEonLIne, Fischer Family Trust.
- Support for SLT in writing of SEF (judgement, evidence, impact).
- Support for SLT in organisation and presentation of evidence for governor reports and SEF (outcomes, evidence, impact and next steps)
- Development of range of monitoring and evaluation activities and report formats for SLT and governing body, e.g. learning walks, pupil progress meetings, work and planning scrutiny, triangulation activities.

1.3 ~ Future Pacing

- Action planning to develop sustainable systems that build capacity and are time efficient. Development of reviewing and reporting systems that fit within existing school improvement activities such as preparation for SIP and governor visits and meetings.

1.4 ~ Feedback

- "I think Eithne approaches school development from a new or fresh way. Eithne seems to take a much more holistic approach to school development.
- "Suggestions that Eithne has of improving standards is solidly based on research and from a whole range of experience she has built up over time."
- "When discussing issues with Eithne she can pinpoint what needs to be done to help the school and then has a very wide knowledge to support any discussions." Headteacher Falconer's Hill Junior School
- "Support to restructure my SEF, which has been of great help." Headteacher Falconer's Hill Junior School
- "Excellent mentoring and coaching on more things than I can mention." Headteacher Northamptonshire

SECTION TWO
School Leader Coaching Session
Gaining a new perspective on a problem or difficulty

2.1 ~ Introduction

- Identify problem, use of reflective and active listening to establish specifics.
- Identify level of motivation to solve the problem or difficulty using ecology and solution focused questions, e.g. What's the upside to the problem? What's the downside to change?

2.2 ~ Input

A Selection of any or several of the following:

- Questions to elicit desired outcomes based on neurological levels – environment, behaviour, abilities and skills, beliefs, identity, connectedness.
- Reframing.
- Use of Disney creativity strategy to find solutions to the problem or difficulty.
- If dilemma then use of the swish pattern technique.
- Language patterns, metaphors and stories.

2.3 ~ Future Pacing

- Action planning.
- Rehearsal of actions, skills, behaviour and beliefs using timeline.

2.4 ~ Feedback

"Excellent mentoring and coaching on more things than I could possibly list, but here are just a few:"

- All aspects of school improvement - understanding and setting up of layered targets, Pupil Progress Meetings, data tracking, Writing a Raising Attainment Plan
- Raise Training
- Governor Training
- Staffing advice
- Cluster meetings – networking with other Heads
- Staff training both whole school and for individuals
- Support writing the SEF
- On hand support and advice either through consultation or via e-mail
- Instilling positive thinking when things are tough" Acting Headteacher: Ashby Fields School

SECTION THREE
School Leader Coaching Session
Crisis of confidence

3.1 ~ Introduction

- Explore the issue by use of reflective and active listening to establish specifics.
- Scale the problem.
- Explore how the person would like to feel instead and identify at least three occasions when the desired state has been achieved in a professional environment.

3.2 ~ Input

- How to set anchors and use them to elicit desired states at will.
- Facilitate guided visualisation to elicit desired state from examples explored in the introduction part of the session. Use of Disney creativity strategy to find solutions to the problem or difficulty.
- lFacilitate setting of confidence anchors.
- Circle of excellence.

3.3 ~ Future Pacing

- Mental rehearsal of the new behaviours in problematic situations, visualisation and use of anchors.
- What will be different? How will you know things have changed for the better?

3.4 ~ Feedback

- "For me personally it has been really useful having someone to talk to, especially with being on the improving schools programme when the stress levels are naturally much higher. It is very useful being able to discuss issues with someone who can objectively reflect on what you are telling them and offer advice and support."
- "Eithne's support has been invaluable and her knowledge, understanding and thoughtfulness have been much appreciated over the last few months. The school is a very challenging school and her emotional support to me as Executive Headteacher has been priceless, especially as she is always prepared to 'go the extra mile' Executive Headteacher Daventry.

SECTION FOUR
School Leader Coaching Session
Managing Excessive Workload

4.1 ~ Introduction

- Explore the problem and the state or states it creates, using active and reflective listening.
- Scale the problem.
- Identify existing resources including times when workload is managed effectively.

4.2 ~ Input

- Breathing – 7/11 and demonstrate physiological changes that result in increased levels of relaxation.
- Introduce and demonstrate focus is 'chi'.
- Introduce and demonstrate Hara technique.
- Demo of how to set and use anchors for eliciting desired states.
- Introduce 'important and urgent' model.

4.3 ~ Future Pacing

- Mental rehearsal of new behaviours for problematic situations, use of anchors and hara technique.
- Identify what changes can be made, re prioritise according to what is important and urgent. Identify what can be dropped or left till later.

SECTION FIVE
Middle Leadership Development
Use of Data and Presentation of Findings

Prior to the session provide a pre-session task using a proforma for identifying, within their area of responsibility, underperforming groups using the school's own tracking data.

5.1 ~ Introduction

- Establish rapport with the group.
- Share expected outcomes, identify their goals for the session and negotiate the agenda.
- Scale confidence in presenting reports to governors and SLT members.

5.2 ~ Input

- Invite middle leaders to share their findings either in school groups or in subject/area of responsibility groups.
- Provide input about use of RAISEonLine, FFT and/or use of APS.
- Provide an example of a format for reporting to governors and SLT findings of analysis of data (to include summary of outcomes, impact, leadership and next steps).
- Facilitate the drafting of these using the analysis already provided by participants.
- Introduce the concepts and skills for creating rapport, pacing and leading, the 'Satir' positions. Rehearsal of these by participants.
- Introduce concepts and skills for use of anchoring.
- Using guided visualisation, access confidence states for the group and anchor these.
- Participants to practice setting these for themselves and facilitating for others.
- Introduce circle of excellence.

5.3 ~ Future Pacing

- Scale confidence in presenting summary reports to key audiences.
- Revisit agenda and check on progress towards expected outcomes for the session.
- Rehearsal of key strategies and skills for generating reports and presenting these.

5.4 ~ Feedback

"The coaching sessions run with staff have really helped them to self develop. The tools are more personal development and skills based, but his has a huge impact on the staff as teachers." Headteacher Falconer's Hill Junior School.

SECTION SIX
Dealing with a difficult person
(Member or Staff, Parent or Governor)

6.1 ~ Introduction

- Explore the issue using active and reflective listening.
- Scale the problem.
- Explore desired outcomes from the session, what would you like to be different?
  Check that these are ecologically sound for both parties through questioning.

6.2 ~ Input

- IIntroduce and facilitate perceptual positions exerciseProvide input about use
  of RAISEonLine, FFT and/or use of APS.
- Check the insights and what can be managed differently in future (can be content free).

6.3 ~ Future Pacing

- Mental rehearsal of new behaviours for these situations, and strategies for managing these differently.
- How will you know that you have succeeded?   What will be different?

6.4 ~ Use of CTT Tool and consultancy support to develop Cultural Transformation, to support leadership and organisational, personal and organisational well being and effectiveness.

CTT stands for cultural transformation tools which are assessment instruments for measuring
the consciousness and the mapping the values of individuals, teams and organisations.
These include ones for leadership, school and community assessments and a programme
for children called Heartland that is a day of fun and discovery of basic human principles.
This consultancy area of work is individually tailored to the needs identified.

The advantages of improving schools or other organisations through a values led approach is that it:

- IImproves retention and recruitment of staff.
- Supports and helps develop an emotionally intelligent ethos which enhances well being.
- Improves creativity and effectiveness.

SECTION SEVEN
Whole School Staff Training Session
Overcoming Attitudinal Barriers to Learning

Prior to the session provide a pre-session task using a proforma for identifying, within their area of responsibility, underperforming groups using the school's own tracking data.

7.1 ~ Introduction

- Establish rapport with the group
- Share expected outcomes, check expectations of the group and negotiate a shared agenda.

7.2 ~ Input

- Share concepts of performance orientation and learning orientation, referenced also to the work of Carol Dweck and Shirley Clark's work on Formative Assessment.
- Demonstration of the effects of thought and language on physiology (I can/I can't muscle test).
- Participants facilitate with partners.
- The power of beliefs and how this can have positive or negative impacts on success.
- Provide examples of unhelpful beliefs that children hold and how these can be successfully challenged away from a closed and towards a growth mindset.
- Learned helplessness and the virtuous triangle.
- Use of non-blameful language.
- Flooded and unflooded models for emotional states.
- Reflective listening, demonstration and practice.

7.3 ~ Future Pacing

- Learning to take away from the session and action plan for future for self and classroom management. What will be different?
  How will you know you have succeeded in making the changes you want to see?
- Use of selected metaphor and story to reinforce the learning.

7.4 ~ Feedback

"This session for staff was very helpful in challenging attitudes and therefore barriers to learning that can be as much about the adults as the children we are working with." Headteacher Falconer's Hill Junior School.

SECTION EIGHT
Solution Focused Staff Support and Development Session for Staff Working with Troubling and Troublesome Children

Prior to the session provide a pre-session task using a proforma for identifying, within their area of responsibility, underperforming groups using the school's own tracking data.

8.1 ~ Resources

• Invite attendees to think of a case for discussion and collect information on the flip chart.

5 minutes for presentation of the case focusing on the following questions:

• What specifically is the problem/issue?
• On a scale of 1 (-)-10 (+) how confident do you feel about overcoming this problem?
• What specifically would you like to change?
• What currently works well?

• Confidentiality and safeguarding statements and discussion.

" Use first names if you wish, but not surnames. The learning from the session is for sharing but any personal details are for keeping in the room.   However, if at any point a concern emerges about the safety of a child (emotional, welfare, physical or sexual in nature) then this will have to be passed on to the appropriate authority."

Invite others to ask for further clarification, where necessary. For example:

• Who owns the problem - Is this a problem for the child or for you?
• How would you know that the change you want has taken place?
• Tell me some more about the time you mentioned when you noticed an improvement.

Invite ideas for solutions based on NLP and EFT techniques. For example:

• Relaxation – 7/11 breathing and visualisation.
• Reflective listening, acknowledging feelings, emotional flooding.
• Anchoring calm and positive states.
• EFT for phobias or controlling anxiety.
• Perceptual positions.
• Timelines

• On a scale of 1-10 how confident do you now feel about overcoming this problem.

• Paired or small group work: 1 person with a case, 1 or 2 to facilitate.
  Important to bear in mind that, the problem is being presented is likely to be viewed as within childand so the practise must necessarily focus on the adult and how he/she can be helped by the useof NLP (Neuro Linguistic Programming), to achieve the desired outcome.
  This also supports the well-being of adults. *(Continued)*

8.2 ~ Feedback

"Eithne has also worked extremely well with the staff and delivered INSET through this period.
Her training is interesting, fun and practical and staff always find these sessions worthwhile.
The school has started to make progress and much of this is due to her consultancy skills."
Executive Headteacher Daventry.

ELA can also provide assessment and analysis of the effectiveness of policies, systems and practices
for supporting and maintaining emotional well-being of pupils, children and staff including pupil discipline,
physical intervention, well-being aspects of health and safety, and PSHE/PSD curriculum.

SECTION NINE
LA School Improvement Team Training
in Effective Consultancy Skills

Prior to the session provide a pre-session task using a proforma for identifying, within their area of responsibility, underperforming groups using the school's own tracking data.

9.1 ~ Introduction

- Establish rapport with the group.
- Share expected outcomes, identify their goals for the session and negotiate the agenda.

9.2 ~ Input

- Maximising personal impact, strategies for establishing rapport and pacing.
- Demonstration of techniques and strategies for leading and future pacing including skilful use of language, use of stories and metaphors, appreciative inquiry.
- Opportunity for participants to reflect on own practice, techniques and skills already used successfully and those that are new to them.
- Opportunity to practice in pairs skills and strategies that are new to them.
- Input on managing stressful situations with people, particularly where conflict is involved, including perceptual positions, and emotionally flooding.
- Use of non-blameful and influential language patterns and effective challenges to self limiting beliefs.

9.3 ~ Future Pacing

- Learning to take away from the session and action plan for future for self and classroom management. What will be different? How will you know you have succeeded in making the changes you want to see?

9.4 ~ Feedback

"The session was excellent and these are the aspects that were particularly appreciated by the team:"
- Use of selected metaphor and story to reinforce the learning.
- Reflection time on our own values and those of team.
- Time to think and to listen and to 'be' instead of always having to 'do'.
- Good to have opportunity to share ideas with colleagues.
- Good practical activities.
- All of it very useful in my role.

"Being led by a leader who knows her stuff and is courageous to challenge us."
(London LA school improvement team)