JOHN EDWARDS & NEIL CARRINGTON

CREATING MAGNIFICENT SCHOOLS
BY
TAPPING STAFF POTENTIAL

PDN Conference 2008

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TEACHER DESIGNED SCHOOLS NETWORK

- Teachers know how to design magnificent schools.
- Powerful processes are needed to help them do this.
- By the end of this year, the Network will have over 60 schools across Australia, New Zealand, the UK, USA, Norway and Sweden. Three of these are in Queensland.
- It is based on total respect for the PPK of teachers.
- Such schools need strong leadership, not management.

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JOHN EDWARDS & BILL MARTIN
TEACHER DESIGNED SCHOOLS

- Create a Shared Vision
- Extract and Live the Core Values
- Identify Gaps and Research Them
- Bring in the World's Best Practice
- Implement Long Term Action Plan
- Leading, not Managing
- Deep Personal Coaching for Principal
INQUIRY PROBES

💖 DESIGNED TO TAP THE EXPERIENCE AND MENTAL MODELS OF EACH PERSON
💖 QUESTIONS TARGETTING YOUR UNIQUE CONTEXT
💖 EVERYONE HAS AN EQUAL SAY, USING CLASSIC BRAINSTORMING AND 10/4 VOTING
💖 THE PROCESS IS TOTALY TRANSPARENT

SAMPLE INQUIRY PROBES

💖 What activities by teachers most impact on deep student learning?
💖 What benefits do we expect from parent and community involvement in our school?
💖 What are the major characteristics you need to be an effective teacher in our school?
💖 What are the best ways to ensure that we have an appropriate balance in our lives?
💖 How do we design for the success of all students in our school?

HIGH SCHOOL TEACHER

“What I enjoy is the fact that consensus p***es off those who dominate, and when voices are heard that are usually stilled.”
SHARED VISION & CORE VALUES

The Shared Vision is a rich description of the way the school will be, written in the present tense. It is usually about one page in length.

- The Vision goes through a number of drafts until there is agreement - publicly affirmed.
- The core values we will live by are then extracted from the Vision, clarified & articulated.
- In the first year, staff model and articulate the core values.

ONE MIND, ONE VOICE

“When leadership are unhappy with other leadership members, do not relay this to staff - it undermines and makes staff jumpy and unsure. Feedback needs to begin at that level - be received and worked through, so it does not have a chance to unravel the rest of us.”

THE LIFECYCLE OF GROUPS

Tuckman

- Forming
- Storming
- Norming
- Performing
FORMING

Agreeing to do something together.

- Intellectual Collaboration
- Uncertainty
- Negotiation
- Skilled Consensus
- Excitement
- Creating the Shared Vision

STORMING

The struggle to break free from current reality.

- Challenge to Mindsets
- Potential Confrontations
- Surfacing of Ego & Factions
- Use/Abuse of Power & Politics
- Collective Awareness
- Clarifying Training Needs
- Action Learning
- Developing Focus and Commitment

NORMING

New systemic structures & mental models are embedded.

- Fundamental Systemic Change
- New Mental Models Emerge
- Performance Norms Established
- Alignment
- Team Learning
- Confidence that the Vision is Achievable
PERFORMING

THE ENJOYMENT OF DOING YOUR WORK.

- CONTINUOUS CYCLES OF LEARNING & IMPROVEMENT
- SYNERGY
- FINE TUNING
- DRAMATIC SHIFTS IN SKILL ACQUISITION
- COLLECTIVE SENSE OF ACHIEVEMENT AND SATISFACTION
- “THIS IS THE WAY WE DO THINGS AROUND HERE”

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DESIGNING OUR OWN FUTURE

• Research themes are extracted from the draft vision.
• Teams are formed around the themes. Every teacher participates, others may also join.
• Teams explore, trial and prepare for 9 - 12 months.
• They find the world’s best practices, to bring into the school.
• Each team presents “what we need to do to make our vision a reality”, with backup data.
INTERMEDIATE SCHOOL TEACHER

"Being together is a fantastic experience - to share in a 'safe non-threatening' environment where you feel that you are not judged for being who you are...
There are no energy vampires, we are all sources of energy and we energise each other".

CREATING AND LIVING OUR LONG TERM PLAN

* EACH TEAM PRESENTS THEIR RECOMMENDED ACTION STRATEGIES TO ACHIEVE THE VISION.

* THE LEADERSHIP TEAM THEN SEQUENCES THESE INTO A LONG TERM PLAN.

* THE SEQUENCE IS BASED ON STAFF FEEDBACK, LEVEL OF PERSPECTIVE, IMPACT ON STUDENT LEARNING, TIME, LOGISTICS, TRAINING NEEDS AND COST.

* YOU THEN JUST WORK YOUR PLAN.

PRINCIPAL

“Personally, I was probably on the road to burn out. Doing too much, spending too much time at school and getting myself totally out of balance and stressed to the max!
I can’t believe the sense of freedom I am feeling since we have begun this journey.”