

Key Questions for Discussion

1. Moral Purpose

Does your schools version of moral purpose link aspiration to action?

Does your schools version of moral purpose reflect the values of students, parents and the community ?

Is your schools version of moral purpose widely accepted by the whole school staff?

2. Classroom Practice

Does your school staff understand the importance of the instructional core both strategically and operationally?

How confident are you that all the tasks that your student's undertake are located within their zones of proximal development?

Are the teaching practices employed in the school well specified, consistently applied and directly applicable to the learning needs of your students?

3. Non Negotiables

Is the whole staff clear about what the non-negotiables are in your school and are actively working on them?

Is there a distinction between the maintenance and development functions in your school, particularly the purposes, funding and responsibilities involved?

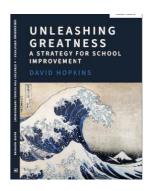
Is there a school improvement team in your school and how do they operate?

4. Narrative

Does your school's narrative link moral purpose to action?

Does the core story describe the direction the school is moving in and what success will look like – the desired state?

Is your narrative understood and owned by all sections of the school community – students, staff, parents and governors?



5. Theories of Action

Does your school staff regularly engage in instructional Rounds and appreciate that the focus of the observations is on description not evaluation or judgement?

How far do the six theories of action reflect common consistent and wide spread practice in your school?

Does your school's school improvement team contextualise and provide examples of the theories of action related to the specific context of teaching and learning in the school?

6. Triads

Does every member of your school staff part belong to a Triad?

Do the Triads meet regularly as part of time-tabled staff development activity?

How far do the outcomes of these Peer Observations contribute to higher standards of learning and teaching in the school?

7. Instructional Leadership

How far are the Seven Strong Claims evident in the leadership behaviours in your school?

What proportion of their working time are the senior leaders in your school focussing on the four key behaviours? If it is not 75% or above – why not?

Is there a development or implementation plan in your school that leads coherently and strategically in identifiable phases from narrative to eventual culture change?

8. Networking

Is your school a member of an established Network?

If so, does the Network have a coherent and systematic approach to capacity building?

Do you feel that as part of being a member of your Network that best practice is shared and that the whole 'system' is on an improvement trajectory?