

ACCS

Innovation and Excellence

Harry Freeman

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harryfreeman@cmci.ie

www.harryfreeman.ie

Tel: 0872908528

Towards Excellence in our
schools..

What does excellence look like?

- › How do we define it?
 - Looking at our School 2016?
- › How do we measure it?
 - SSE Process?
- › How do we go about achieving it?
 - Decide on your focus
 - Seek 'buy in'
 - Be structured in your process (SIP? / DEIS Plan)

Learning and Teaching

Learning and Teaching

- › What are we currently doing to improve learning in our school?
 - Grouping
 - Differentiation
 - Range of Methodologies
 - Classroom environment
 - The timetable

Learning and Teaching

- › What impact is assessment having in our school?
- › Is our approach to homework effective?
- › How are we getting on with the new Junior Cycle?

Leadership

The existence of a vision of how things should be coupled with a moral sense of how to get there.

An awareness of the importance of human relationships and the need for respect, recognition, reinforcement and communication.

West- Burnham

Leadership – a few thoughts

- › Think of everyone as a potential leader
- › Encourage middle leadership team to broaden their interpretation of their leadership role.
- › Develop a team approach
- › Provide practical structured support
 - Time to meet
 - Time to update colleagues at staff meetings
- › Build initiatives into subject dept agendas and minutes
- › Acknowledge progress/ Celebrate success

Building Confidence

Building Confidence

- › Empower
- › Listen
- › Affirm
- › Attend meetings
- › Develop a culture of CPD
 - What kind of learning community are we?

Resistance

People will be at different levels of readiness

Group	Characteristics
Ready-to-go group	<ul style="list-style-type: none">• Eager to try new things• Enjoy working with colleagues• Confident• About 10%-20% of staff
Wait-and-see group	<ul style="list-style-type: none">• Eager to improve but cautious about change• Looking for quick signs of success• About 60%-80% of staff
Put-on-the-brakes group	<ul style="list-style-type: none">• Want nothing to do with initiative• Satisfied with their work as it is• History of resisting initiatives• About 10%-20% of staff

Resistance

- › Have a clear vision and articulate it clearly
- › Be informed (School data/ current research)
- › Build positivity
- › Plan for the naysayers
 - Be respectful of their opinions
 - Don't let them take over
- › “Let's pilot it for a year...”

Inclusivity

What does inclusivity mean in our school?

- › Refers to everyone in the school community
- › Relationships are key
- › Behaviour Management
 - Whose responsibility is it?
 - How are we managing the 'grey area'?
 - The bullying question – proactive or reactive?

Finally:

The what next question...

- Keep learning and teaching central to your mission
- Always seek to improve school climate

Always seek to increase the number of smiles

Contact Details



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