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National College for  
School Leadership  
Triumph Road  
Nottingham NG8 1DH

T: 0870 001 1155  
F: 0115 872 2001  
E: [ncsl-office@ncsl.org.uk](mailto:ncsl-office@ncsl.org.uk)  
W: [www.ncsl.org.uk/nlc](http://www.ncsl.org.uk/nlc)

Qualifications and Curriculum Authority  
83 Piccadilly  
London  
W1J 8QA

T: 020 7509 5555  
F: 020 7509 6666  
E: [info@qca.org.uk](mailto:info@qca.org.uk)  
W: [www.qca.org.uk](http://www.qca.org.uk)

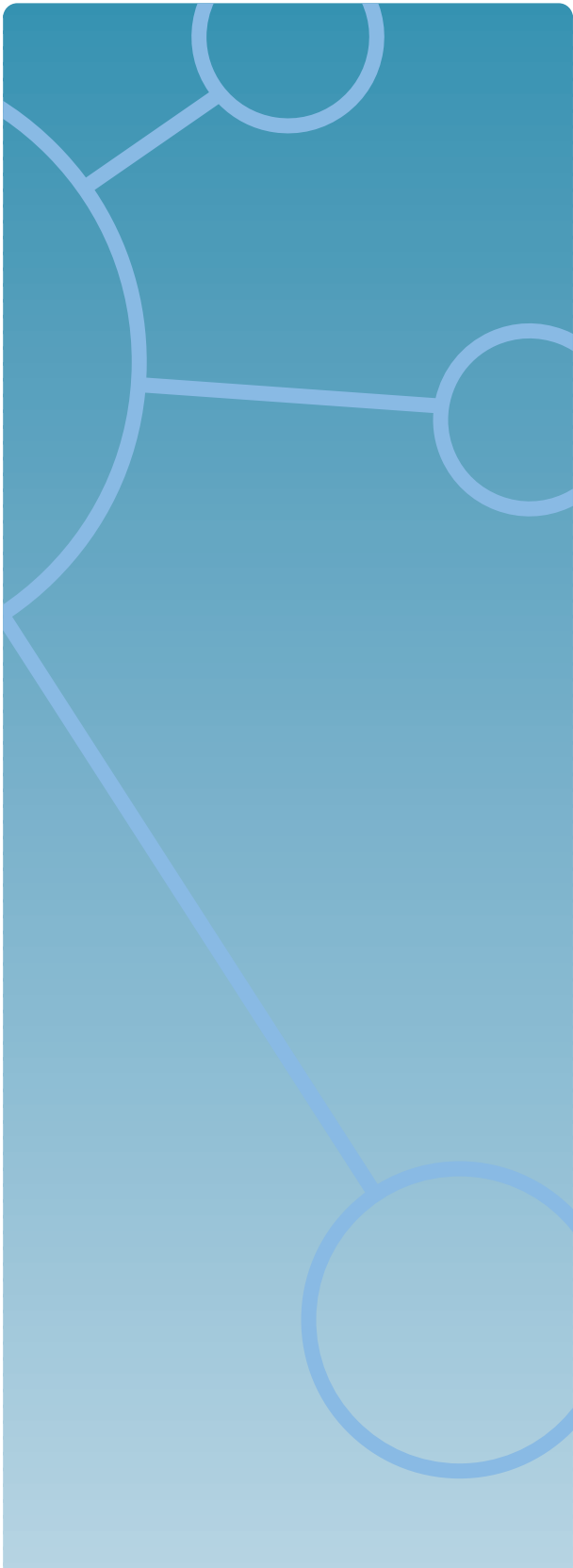
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## Leading curriculum innovation in practice



Qualifications and  
Curriculum Authority



**Edited by Karen Carter and Tricia Sharpe**

With thanks for the contributions made to this publication by all of the reporters, participants and contributors to the Developing a 21st century curriculum national conference held in 2006, and in particular to those who provided news sheets and case studies outlining examples of leading curriculum innovation in practice in their schools.

**Everyone involved in education recognises that it is critical to design and deliver a curriculum that inspires and challenges all learners and prepares them well for life in the 21st century.**

This is a complex leadership task and one that has been embraced by over 50 schools in NCSL's Leadership Network. These schools are participating in a joint project with the Qualifications and Curriculum Authority (QCA). The project focuses on developing a curriculum for the 21st century. The questions that helped shape the project were:

1. What are we trying to achieve through the curriculum?
2. How do we organise learning in order to achieve it?
3. How will we know that we have achieved our aim(s)?
4. How can this drive for curriculum change best be led for success?

Activity related to the project has demonstrated how the power to innovate engages leaders involved in curriculum development in revisiting their thinking about education and school purpose. It has also required that they reframe their practice as leaders of learning. It has stimulated the creativity of school leaders, staff and pupils and promoted key, systemic shifts towards a curriculum that is more flexible, responsive and relevant to the needs and lives of learners.

Among the project's key findings was a clear recognition that there is no one model for success, because context matters. Each participating school adopted an approach to leading curriculum innovation that was right for its particular situation. Moreover, rather than tackling this task in isolation, participating schools were able to benefit from the thinking and practice of their network colleagues and so were able to articulate and shape their ideas in a way that, as one project participant put it, "enabled us to bring back practical solutions to our school in even better shape than when we took them out".

**This booklet provides snapshots of leading curriculum innovation in practice together with summary analyses designed to prompt you to consider the next steps to action in your context.**

**Snapshots from practice**

This booklet presents a rich mix of practice, experiences and comment that illuminate leading curriculum innovation in action. It draws on the work begun in 2005, supported by QCA and NCSL, in which 50 schools have been involved. The end of the first year of the project was marked by a national conference dedicated to sharing practice and analysing lessons for leadership.

The participating schools were keen to innovate and experiment, recognising that the current common configurations of curriculum were not eliciting the best from their pupils. The project reflected a huge appetite for engaging with questions about principles, values, the influence of locality and wider relevance. Most importantly, school leaders were engaged in reflection with the project's research associates about the developing models and activities in order to identify key features of success and the implications for leadership.

The purpose of this booklet is to offer a range of experiences and perspectives about practice to engage and support your own thinking about curriculum innovation and what this means for school leaders.

The vignettes and comments are taken from a combination of case studies and news sheets about practice in project schools and responses recorded at the conference. These have been grouped into four themes outlined in the list below.

Each theme includes a summary analysis of key points for leaders and an activity for planning your next steps to action. These activities are designed to prompt you to consider what action you might take along the route of curriculum innovation.

Case studies telling the innovation stories of 20 of the schools who participated in the project, can be found in full in the NCSL and QCA publication Leading curriculum innovation: case studies from practice which can be ordered in hard copy by emailing [ln@ncsl.org.uk](mailto:ln@ncsl.org.uk) or alternatively, downloaded at [www.ncsl.org.uk/publications](http://www.ncsl.org.uk/publications) and [www.qca.org.uk/innovation](http://www.qca.org.uk/innovation).

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## Remodelling the curriculum

A proportion of the schools challenged themselves fundamentally to rethink their learning offer. Their approach was radical: to question the fit between what they were doing and how they were doing it in relation to levels of pupil engagement and achievement. For many, this scrutiny embraced the ethos and culture of the school, the learning environment and the relationships between staff and pupils as well as the curriculum. Two schools had the privilege of designing from scratch, while others piloted reform initiatives first with a key stage (KS) cohort, year groups or selected pupils.

### Establishing aims

Accounts of practice emphasised how critical it was to take time to establish clarity of purpose. For some schools, this involved visiting theory and research in order to refresh thinking about the bases for work and development. The role of the leader was key at the start and frequently his or her beliefs and values became the driver of the entire enterprise, underpinned by effective communication and infusion of these across the whole staff team.

The broad aims expressed included:

- fostering pupil creativity and enlivening the curriculum
- integrating the curriculum with local needs
- shifting from content to pupils' skills progression
- providing sustained periods to foster learning
- focusing on pupils' growth as a learner

### Enlisting parental support

School leaders incorporated communication with parents as a significant piece in their change strategy. Some used verbal briefings or newsletters, others used involvement in workshops.

*There has been careful consideration paid to keeping parents informed of the changes. During each half-term, there is an open afternoon after school for parents to view their children's work and discuss progress. There is an annual parent consultation day ... and the school also runs a 'come back to school day', where parents are invited to join in activities throughout the day including breakfast club, school dinner and playtimes.*

Delaware Community Primary School

### Selecting and developing models

Leaders invested substantial time in considering how central aims might best be translated into curriculum change. For many, the solution was to adopt a thematic delivery approach that also included specific enhancements such as dedicated literacy and mathematics sessions. Themes were underpinned by frameworks, such as the five outcomes of Every Child Matters, and rigorously audited against the requirements of the national curriculum.

*The 'tartan' curriculum is based on ideas from the RSA Opening Minds project, and the mini-schools idea from the human scale education, schools within schools philosophy. These, plus successful primary models, inspired what has happened at Bishops Park. 70 per cent of the school's curriculum time is spent on thematic work. Teacher teams plan work around a theme for each six-week term, taking a cross-curricular approach in order to make meaningful connections between subjects instead of separating knowledge into compartments. Although the national curriculum provides some of the content of the projects, the content is felt to be less important than the attainment targets.*

Bishops Park College

*The topic-based approach takes teaching of the curriculum through a single-themed focus such as 'journeys', and places the emphasis on the elements of learning rather than the knowledge and skills of the prescribed national curriculum. The topic work is not just a rehash of the topic work throughout primary schools 20 years ago, but combines this approach with others such as learning to learn and assessment for learning.*

Garswood Primary School

### Planning

For most, innovation was new territory and there were questions about what good planning might look like for work of this sort. Most leaders developed careful, staged plans; a few preferred what was called 'a structured spontaneous approach' in order to promote and sustain a spirit of creativity at all levels. In addition, plans sought to harness teachers' talents and their own interests. One key decision was the selection of staff to implement plans, with the choice influenced by the scale of the innovation and its ambition. Examples included a pair of teachers, a cross-phase team, a year group team, a curriculum review group and a pathfinder group.

### Development and deployment of staff

The correspondence was clear between the models or frameworks selected and the staffing strategy. Some models were designed to use the expertise within the school, an underused resource according to several headteachers.

*Whole-school planning for our project, 'The beat of Africa', drew upon the direct experience of one of member of the teaching staff. A teacher with experience of working in Malawi was able to make links with schools and township communities and provide first-hand information.*

Holmes Chapel Primary School

Some schools used an action research model to engage staff while others provided substantial in-service training (INSET), sometimes using an external expert. Ideas were shared and developed at staff conferences or residential events. It proved important to allocate sufficient time to the enhancement of staff understanding and skills both to improve their capabilities and engender confidence.

*Teachers had forgotten what learning was about. We refreshed this by a residential visit for staff to a farm. We used learning journals as a tool.*

Conference participant

Some schools had made expectations explicit within the performance management system.

### Monitoring and evaluation of impact

Monitoring and evaluation must be rigorous to enable:

- rapid flexing of the model's implementation, if needed
- evidence to be gathered to support a case for the benefits of any new approach

Elements that leaders viewed as important were:

- informal evaluation from staff and pupils to get instant feedback
- the specification of measures or metrics that clarified how pupil progress would be judged
- longitudinal pupil tracking
- quality and support manuals to underpin consistency
- celebrations of success

*There is an exceptionally broad and rich curriculum. Staff, children and parents all influence what is provided. The links with other schools, the community and businesses add to the experiences children have. A strong emphasis on healthy living, personal safety and learning about the world of work prepares children exceptionally well for the next step in their education and adult life.*

Inspection report for Stevenson Junior School, Ofsted, 2006

### Emerging issues

1. Managing progression and transition from one key stage where new approaches had been trialled to another where they had not was particularly difficult from KS3 into GCSEs, with the more constraining requirements of the latter.
2. Some teachers who had been trained more recently experienced discomfort with innovation as they lacked experience in thinking through curriculum principles and design.

Remodelling the curriculum

Key points for leaders

- ✓ It is okay to take risks. Ofsted does not seek to prescribe the curriculum but focuses rather on the quality of pupil outcomes. There is a licence to innovate.
- ✓ If innovative and imaginative work is to happen, leaders must model creative and risk-taking approaches themselves in order to generate a shift in school culture.
- ✓ Leaders must inspire but also empower. Remodelling requires whole-school commitment and participation.
- ✓ The support of all stakeholders must be sought through the most appropriate means. Enthusiastic pupils can be the best ambassadors.
- ✓ At all stages, structures and time for reflection should be built in. Questions must be asked: Is it working? How well? How do we know? Changes need to be made accordingly.

Leadership in action

*Whilst the headteacher does not have a mission statement or set of values written down, there is a feeling that this is in continual conversation. She maintains a positive attitude and seeks clarity of purpose when discussing ideas and strategy:*

*Be clear why you are doing what you are doing when you make changes... if it doesn't fit with our values for our children, we don't do it ... Give teachers permission. Take responsibility for what goes wrong. Take the blame, but share – or devolve.*

Langley St Leonards School

Next steps to curriculum innovation

What does this approach offer you?

What are the next steps to action if you were to pursue curriculum innovation through remodelling?

Use the space provided to record your thoughts and ideas



Expanding curriculum opportunities

A number of project schools identified the need to expand the learning opportunities of their pupils. They viewed their curriculum offer as restricted in specific dimensions and felt this was affecting the motivation and achievements of their pupils.

Opportunities piloted

The following vignettes illustrate four approaches.

*1. Instead of compulsory homework, every half-term each subject area must provide at least one high-quality further learning opportunity (FLO) ... the FLO is written into planners so that parents can see what is on offer and encourage their children. New activities have been devised to suit different learning style preferences. FLOs can be undertaken anywhere and tasks may include group work, ICT, role-play and so on.*

George Mitchell School

*2. Rather than have an 'arts week', the head decided to suspend the curriculum for a number of children. The school chose 60 children from Year 5 and 15 from Year 4. In her previous school, the headteacher had been involved in a project where children planned and ran a restaurant for their parents. She decided to replicate this project on a larger scale and the project ran partially throughout the year and took up the entire summer term.*

Langley School

*3. Thomas Sumpter introduced flexible learning days. Every other Friday there would not be a normal timetable but the time taken up instead with topic-based activities. Staff brainstormed ideas for topics that would cover curriculum content but that could be delivered in a cross-curricular way.*

Thomas Sumpter School

*4. The school is seeking to work with providers in the local community to develop work-related courses such as equine care (a local interest due to the horse population of the New Forest) and vehicle management.*

The Arnewood School

Planning

These curriculum enhancement activities were characterised by intensive planning by staff teams. They were labour intensive. However, in many schools the benefits were evident in terms of planning practice, as the following quotes illustrate. Several participants said that planning:

- Enables pedagogies from different subjects to be shared.
- Guarantees a range of skills.
- Builds a shared planning culture.
- Better supports the development of a planning continuum across key stages.

*A planning proforma was produced to ensure that the engagement and enjoyment was matched by educational rigour. Lots of planning time was given to allow the various teams of teachers to work together ... By enforcing the standard of planning, all staff had to think about what they were trying to do, especially as they had five hours of activity to plan and variety of learning experiences was vital.*

Thomas Sumpter School

Enlisting parental support

Schools making adaptations like this generally sought to introduce parents to the reasons behind the changes, particularly where the activity days might be interpreted as being solely for fun. The task was to convince parents that the focus was still learning, but in a different format. Strategies used were more face to face rather than on paper, so for example to stimulate conversations about learning, 'parents were involved in dialogues about learning for the first time', as one pilot participant put it.

In some projects, parents were directly involved in the outcomes, for example, eating at a pupil-run restaurant. In others, they were surveyed for their opinions after the event.



## Partnership working

Some schools used these innovations as a trigger for increasing their links and collaboration with employers or other providers. For those using activity day type formats or theme work generally, the invitation was often to work directly with students. A few schools used external experts instead to help with planning to increase the knowledge of staff.

*Uckfield School developed its own flexible learning programme for the GCSE students for whom a 10 or 11 GCSE package was felt to be inappropriate. With additional joint funding, we purchased a unit on a local industrial estate and collaborated with the geographically closer Sussex Downs College to provide opportunities in construction. Links with Lewes College led to learning about motor vehicles, hairdressing and catering, and an association with Eastbourne Further Education College prepared students for the armed forces and the world of work. This has provided much increased breadth of opportunity within Key Stage 4, and Level 1 and 2 apprenticeships are now offered.*

Uckfield School

## Development and deployment of staff

Joint planning was seen as having a galvanising effect on formal and informal dialogue about teaching and learning. It had also led to shared INSET using the in-house interests and skills of teachers and learning support staff.

*The headteacher:*

- *appointed people to the right places to lead ... a new assistant headteacher who was supportive of the head's philosophy has been very important*
- *introduced an INSET programme that involves visiting other schools to see how they are responding to curriculum innovations, which also provides some validation of her own model so that it doesn't seem like a unique and unproven idea*
- *instigated 'big occasion' training days*

Langley School

## Monitoring and evaluation of impact

The impact of activities such as these is often hard to measure. There are specific pupil outcomes in relation to the subjects and skills introduced. Even so, the most frequently mentioned outcomes were increased enthusiasm, motivation and a personal buzz.

School leaders also noted the influence on the pace of learning: seeing pupils cope with highly concentrated periods of learning positively affected teacher expectations that they then carried into their usual classes. Seeking pupil feedback was agreed to be important. Some schools used informal methods and others written questionnaires.

*It's fantastic. You get to work with different teachers. You get to learn how to do different things.*

Two KS1 pupils

*I think it's really good. You should have it in your school. You get to meet children you've never met before and get new friends.*

KS2 pupil

*They really enjoy it. They talk about it all weekend.*

Parent West Hordon Primary School

Again this is hard to measure but, as an indicator of impact on staff, project participants noted the degree of what was called 'osmosis'. Participants tried to gauge the level of transfer of innovative practice from one curriculum area or year group to another.

## Emerging issues

1. The time consuming nature of planning, given that this might be for a one-off activity was a factor. One school identified a close relationship between time invested and successful outcomes.
2. There were at times difficulties in encouraging all staff to buy in to the innovation. Appealing to their own interests was reported as one successful way in.

## Expanding curriculum opportunities

### Key points for leaders

- ✓ Time for planning is essential, not only to ensure content and methods will work but to strengthen staff confidence in making the curriculum effective.
- ✓ Key staff may need to be trained in collaborative leadership skills and facilitation.
- ✓ Indicators are needed that will capture the full range of desired outcomes, for example, impact on student motivation and levels of engagement.
- ✓ Opportunities for the permeation of successful innovative approaches across the whole curriculum may best be structured in, rather than left to chance.
- ✓ Dialogue, modelling and coaching can support staff in transferring to new approaches. Monitoring can track progress and impact.

### Leadership in action

*If there was one key outcome that we would want to share with schools, it would have to be to take ownership for what you do at school. By taking ownership of our planning and teaching styles, the children have gained more ownership over their own learning. This is particularly noticeable in the way that they reflect upon what they have learned and assess their own learning by giving themselves traffic lights.*

Cannon Lane First School

### Next steps to curriculum innovation

What does this approach offer you?

What are the next steps to action if you were to pursue curriculum innovation through expanding opportunities?

Use the space provided to record your thoughts and ideas



## Improving teaching and learning

Some schools chose to focus on a different kind of transformation: on infusing the curriculum with new teaching and learning approaches rather than on changes to curriculum structures and content. This was a response to the schools' assessments that pupil engagement in and understanding of learning were unsatisfactory and a barrier to the acquisition of subject knowledge. Schools also wished to act on their belief that, in the future, learning to learn skills will be just as valued as knowledge by introducing pupils to this concept and its habits.

### Establishing aims and ethos

Projects listed a number of pupil development aims that could be grouped as:

- learning to learn skills
- listening, talking and writing about learning
- home and independent learning
- co-operative learning

Schools sought to make 'how we do things around here' explicit to the school community.

- *There is an obvious focus on teaching and learning.*
- *There is a love to learn ethos, with the whole community being learners.*
- *Everyone can be successful, all can learn – learning to learn is a process of discovery about learning.*
- *Attitudes, beliefs and values differently affect learning and strongly link to relationships.*

Glade Hill Primary and Nursery School

### Planning

As with other approaches, the creation of planning time was seen as essential.

*Staff worked on a Saturday to plan the initial curriculum (good food, coffee and cakes helped). On a week-by-week basis, teachers plan their projects during a two-hour twilight session. Whilst this was initially a very heavy commitment, they reported that this had resulted in better teaching due to staff working across all the humanities subjects. They also observed improved student behaviour and engagement.*

Denbigh High School

### Selecting and developing models

Some schools grew their own new approaches to pedagogic practice and others were attracted by concepts developed through external research. Influential approaches included Guy Claxton's work on 'Rs' and the 'mantle of the expert' devised by Dorothy Heathcote and developed by Luke Abbott.

*We started by asking children what they know already. This was written down and displayed in the room. The next question brought out what they wanted to know or find out. Another display emerged. As the topic progressed, what had been discovered or learned created another display... The model challenged notions of what it is to teach and learn.*

Garswood Primary School

*Learning to learn lessons were introduced to Year 8 students to involve them in their own learning. In lessons, the theory of how people learn, memory techniques, emotional barriers to learning and visual, auditory and kinaesthetic (VAK) learning styles were discussed. The concept of VAK styles was introduced so that students would have an awareness of the variety of ways of learning and to understand the possible barriers to learning and ways of overcoming them.*

The Arnewood School

*The college was looking at developing independent learners through accelerated learning techniques in Year 7, using the Royal Society of Art's opening minds competence-based curriculum as a framework. The staff quickly saw that as well as addressing their initial aim of supporting top-set students in their accelerated learning, it would benefit all students across a very wide range of subjects.*

Waingels College

### Development of staff

A number of staff development strategies were recorded. A key decision was whether to try for whole-school change from the start or to use the power of a small group of enthusiasts.

*The head was keen to ensure that members of staff were ready to accept change. Building confidence was a key factor. Members of staff undertook their own learning style assessments after the methodologies were introduced to them through training.*

Alderwasley Hall School

*The initial concept was developed following a course about learning to learn, which four senior members of staff attended. The staff were excited and enthused by the prospect of introducing learning to learn principles and practices.*

Denbigh High School

*Visits to other front-line schools proved to be formative. The school belongs to a number of networks and this has had the effect of providing intellectual stimulus and creativity to sustain momentum and rigour in the project. An intranet stores past INSET material, recommended reading and links to relevant research. Research and current thinking regularly inform the ongoing INSET programme.*

George Spencer School

### Learning environment

The learning environment was not identified in many accounts, but some schools felt it was a contributory factor to improving learning,

- *Displays explain what was learned in creating the product on display.*
- *Thinking frames on display help the children to organise their thinking and planning.*
- *All children have a learning journal.*
- *There is open access to toilets and water.*

Glade Hill Primary and Nursery School

### Monitoring and evaluation of impact

Monitoring and evaluation are challenging when the focus is changing teaching and learning. Over the longer term, improvements in pupil attainment should be visible, but over the shorter term, some measures and methods must be adopted that will help pick up changes in pupil attitude, understanding of learning and learning behaviours.

*Through lesson observations and student interviews, the enthusiasm for interactive learning was visible ... One young man spoke of increased confidence in putting thoughts and ideas into a discussion that impacted not only in college but also at home.*

Waingels College

*From observation, the pupils appeared to be confident, articulate young people who actively enjoy their time at school and were able to discuss and debate the learning styles they have adopted. They were eager to point out how you could remember what had been learnt in drama and then 'take it in your head to another lesson' and that you could 'pull out your drama when you need it'. The pupils felt that drama had a calming influence across all areas of school.*

Tickfield Esthill Primary School

### Emerging issues

1. Experienced staff are generally confident in developing their approaches. Some staff trained more recently tend to find it difficult to move out of formulaic ways of teaching.
2. Where pilot activity has been limited it can be a challenge to support and sustain changed practice, and to disseminate it more widely.

## Improving teaching and learning

### Key points for leaders

- ✓ Facilitation is needed to help teachers to change their perception of the primary purpose of their own role from knowledge expert to expert on teaching and learning.
- ✓ Enabling teachers to recapture a sense of themselves as learners is an essential first step. This may mean taking teachers out of their comfort zones and there may be resistance.
- ✓ Learning journals are a useful tool to help teachers revive their interest in themselves as learners.
- ✓ Modelling new practice by school leaders communicates a powerful message to staff and will promote more confidence in their willingness to try something new.
- ✓ Measures and monitoring strategy must be congruent with vision and aims. This helps to maintain focus and direction.

### Leadership in action

*The innovation was very much led by the headteacher. He was very clear in his vision for the school and his philosophy of effective education. He had been using the holistic delivery model for a number of years as a class teacher and then deputy head. So, prior to taking up his appointment at Black Firs, he invited all the teachers to visit him in his own classroom to see the approach in action. In his early conversations with staff, he was clear that this was the approach he wanted to introduce at Black Firs.*

Black Firs Primary School

### Next steps to curriculum innovation

What does this approach offer you?

What are the next steps to action if you were to pursue curriculum innovation through improving teaching and learning?

Use the space provided to record your thoughts and ideas



## Harnessing pupil voice

Developing pupil voice emerged as a pronounced strand in a number of innovation projects. These schools recognised the potential power of pupils to shape the learning environment and learning methodologies.

### Establishing aims and trust

Schools who have taken this on have immersed themselves in discovery. They have started with convictions, values and a clear direction, but have needed to trust to pupils to help develop focuses and processes.

### Development and deployment of staff

This way of working impinges on traditional views of teacher and pupil. Staff across the school must be committed to and actively supportive of a shift in culture as well as practice.

*The project has been a whole-school effort. Key workers have been closely involved in the changes to the evaluation, planning and record-keeping systems. The key worker system has been the fundamental grouping through which the project has been developed, building on existing strengths for children's learning in Island Times (whole-group work).*

Carlton Nursery School

### Impact

Schools that have adopted this way of working report enthusiastically on the galvanising power of pupil voice.

*In English and maths, Learn2Talk (L2T) student leaders have contributed to classroom methodology. The L2T student leaders have led whole-staff INSET sessions. Applications for new L2T leaders have increased as the profile of the initiative becomes more widespread.*

South Dartmoor Community College

### Selecting and developing models

Some schools began with small-scale projects while others took a decision to transform the way they worked with all pupils.

*Links with Creative Partnerships ... led to joint drama activities for 20 pupils with mainstream schools. Four pupils were elected as young consultants to represent their views at a national event. The pupils worked together to create a presentation that explained what it is like to be a young person with disabilities in school and in society... As a result of preparing and then delivering the presentations, the young consultants grew in confidence and self-esteem. Their ICT and communication skills improved and they no longer felt failures in society. This rise in stature was observed by members of staff, parents of the pupils and members of the audience who wrote to them after the event.*

Ash Field School

*We wanted to integrate the children into our evaluation and planning systems – we were concerned that adult-initiated focus activities were not always attracting the children, despite being based on children's interests and needs ... The listening to young children project enabled us to incorporate children's ideas in weekly plans.*

Carlton Nursery School

*One of our student voice strands is called making learning better (MLB). All staff recruitment interviews are led by the students. Candidates do not proceed to an interview until they have been observed and interviewed by the students ... There are weekly lesson observations in all subject areas by MLB consultants, of which there are 70. Staff are offered feedback by students to the next departmental meeting.*

George Mitchell School

### Emerging issues

1. Overcoming staff cynicism is one challenge: 'Whack it into the school development plan. Talk it, breathe it.'
2. Create dialogue with other phases to try to produce opportunities for progression.



Harnessing pupil voice

Key points for leaders

- ✓ School leaders need to have an overwhelming belief in the rightness and relevance of this approach as they are likely to meet some staff resistance.
- ✓ It is important to have a persuasive rationale and to engage in rigorous discussions – but be prepared to be directive if this is the only way.
- ✓ The language of learning can intimidate pupils. A common terminology and frame of reference are essential – use of models like the ‘Rs’ can assist dialogue.
- ✓ Parents may not recognise work like this from their own educational experience. It will need explanation.
- ✓ There is no point in embarking on initiatives like this unless the school is serious about acting on the results they stimulate.
- ✓ Staff and pupils require training, for example in feedback skills.
- ✓ Developments like this can only thrive in conditions of trust and where there is a collaborative spirit. The business of learning thus becomes a shared enterprise.

Leadership in action

*My shared belief with a particularly talented assistant headteacher in charge of student voice is that students are the best people to tell us what good teaching and therefore what good learning look like. This took us down an amazing road in developing the role of students in the leadership of the school.*

George Mitchell School

Next steps to curriculum innovation

What does this approach offer you?

What are the next steps to action if you were to pursue curriculum innovation through harnessing pupil voice?

Use the space provided to record your thoughts and ideas

