

# GOVERNORS WALES CONFERENCE

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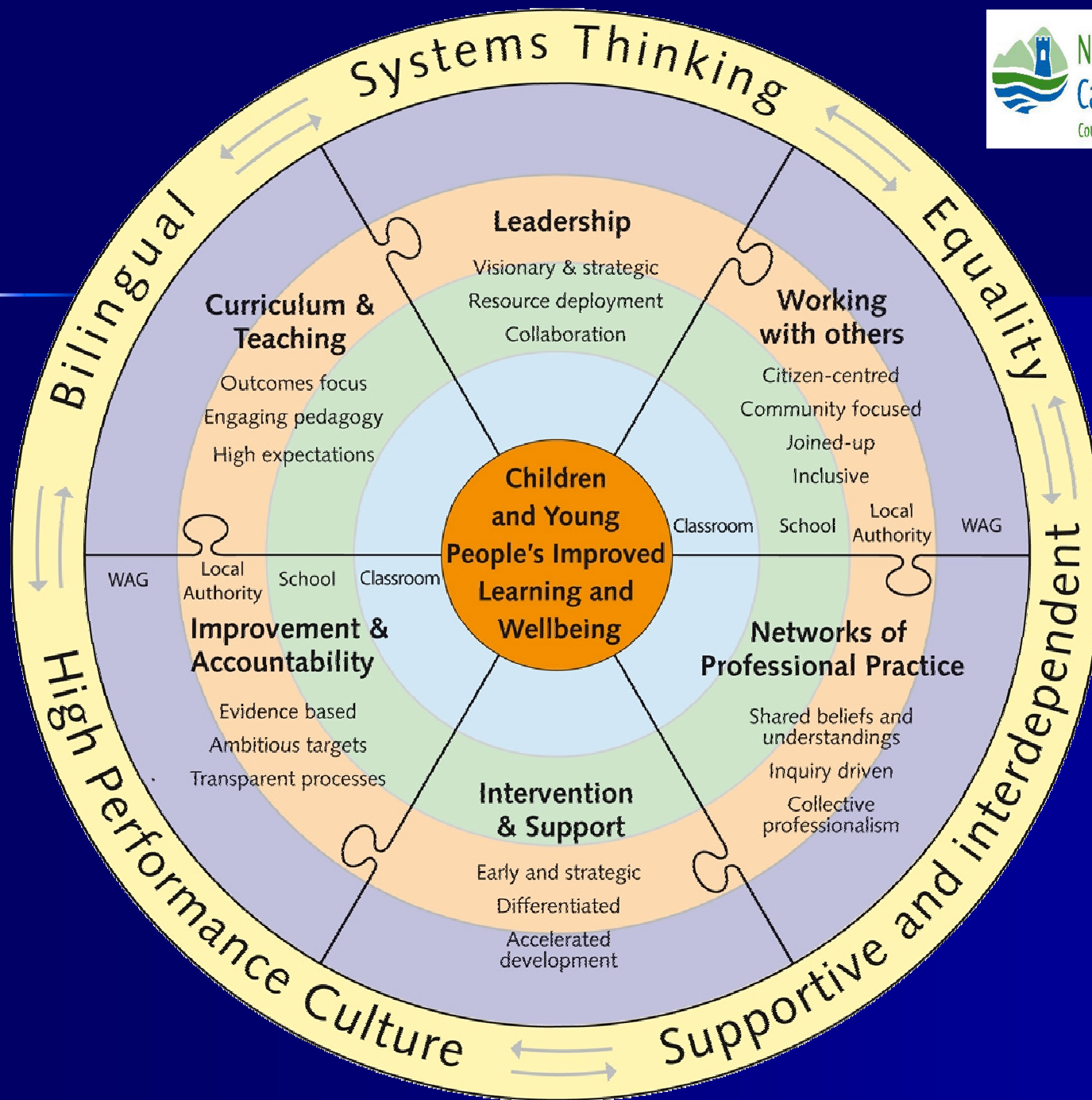
# The Context for Schools and Governors



- Common understanding of the challenges.
- Commitment of all parties to work differently
- Accepting responsibilities in making improvements

## How ? Is SEF the answer?

SEF will now become Wales key policy for Education Reform and all other policies will be aligned to it.



# Common Aims and Objectives (i)

- Achieving better learning outcomes and wellbeing for all children and young people regardless of their social economic background.
- Reducing the variation in learning outcomes within and between classrooms, schools and local authorities.

# Common Aims and Objectives (ii)

These priorities are underpinned by The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales. Estyn identifies 3 broad challenges which are to:

- ensure that all children and young people reach their potential;
- ensure that we meet the needs of bilingual learners; and
- develop partnership working.

# Distinctive Approach in Wales

- Partnership Approach/Collaboration
- Mutual Responsibility
- Understanding each others roles and wider Local Authority Context
- Boundaries or spheres of influence?

# Distinctive Approach in Wales (Cont'd)

- LEADERSHIP

'DISTRIBUTED LEADERSHIP'

SCHOOL LEVEL

LEA

WAG

- TEACHERS AT THE HEART OF SYSTEM REFORM PROCESS
- PUPIL INVOLVEMENT
- ALIGNMENT OF SEF AND CIF

# A VISION FOR SCHOOLS IN WALES IN 21<sup>st</sup> CENTURY



- the school as a learning community;
- the school working in and with the wider community; and
- the school as a self-critical community.

# THE SCHOOL IN THE COMMUNITY

- Education and care
- Family learning
- Working with partner schools
- Multi-agency approaches
- The community as a resource
- A school for the community

# FEWER 'GREAT-POLICIES'? CUT OUT INITIATIVE OVERLOAD

Concentration on fewer key areas of focus:

- Pupil Outcomes
- Comparison with other countries (aspiration for other countries to be benchmarking against us).
- Reduce variation in learning outcomes within and between learning institutions.
- Use of academics and experts from across the world

# KEY TO EXCELLENT EDUCATION SYSTEMS

What do the Academics tell us:  
Fullan (and others)

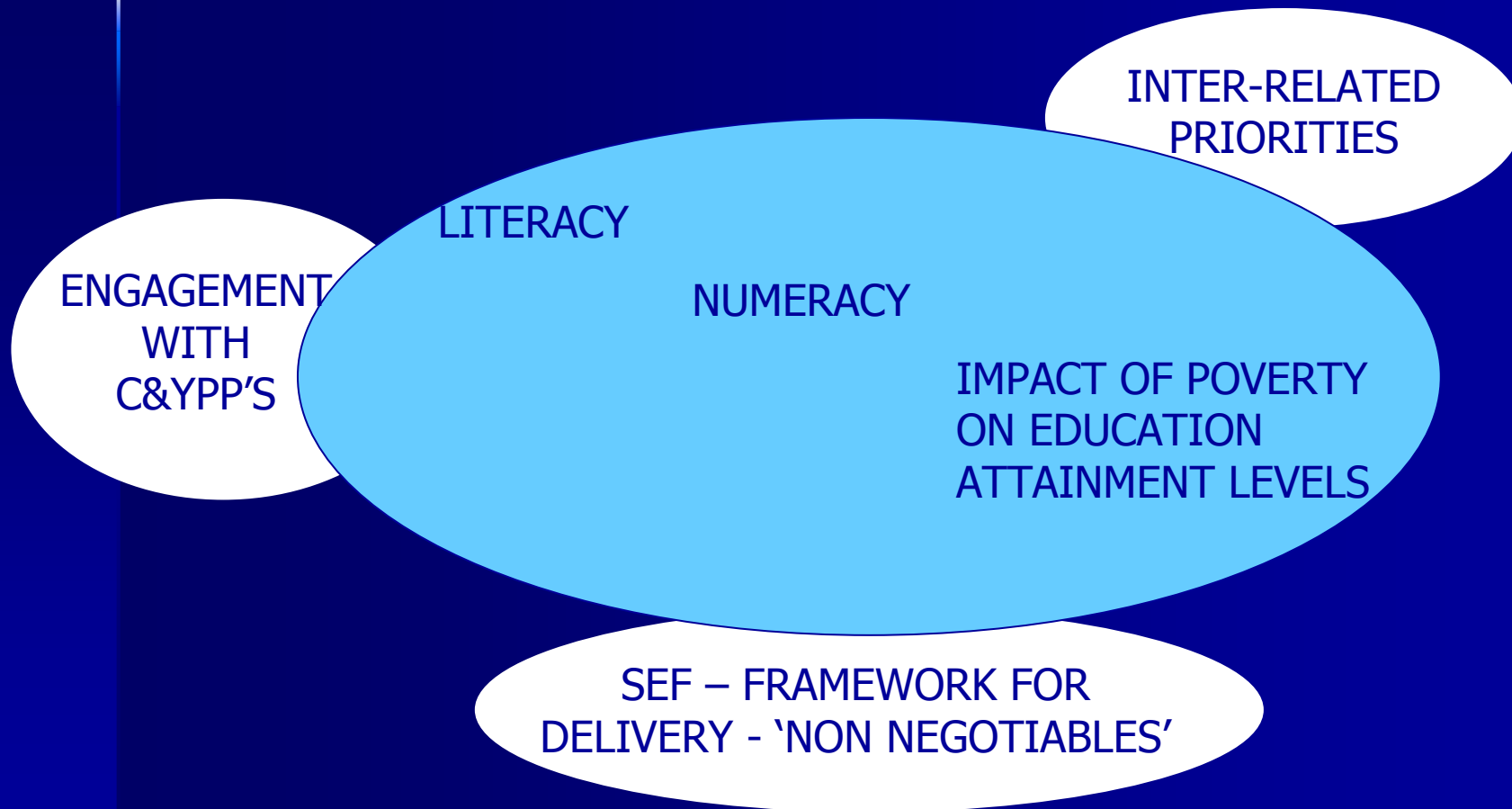
STANDARDS &  
ACCOUNTABILITY

HUMAN  
CAPITAL

STRUCTURE &  
ORGANISATION

MAKES FOR EXCELLENT EDUCATIONAL SYSTEMS  
ACROSS THE WORLD

# WAG'S KEY PRIORITIES



# DESIGNING SOLUTIONS TO MEET THE CHALLENGE



- What is our overall school improvement/effectiveness strategy?
- How effective has it been?
- What resources do we have or are available to us – SEF, Regional Consortia, Schools, other providers?
- What has or hasn't worked before?
- What new approaches do we need to consider?
- What resources do we need for these – LEA, L.A.; schools and other partners?
- Do our solutions build capacity and ensure sustainability in terms of structure, processes and people?

**BIGGEST PROBLEM I HAVE IN MY  
SCHOOL ARE THE TEACHERS WHO  
HAVE RETIRED BUT WHO HAVEN'T  
TOLD US**

# ROLE OF GOVERNORS IN CHALLENGING CIRCUMSTANCES

Challenging underperformance (ineffective teachers) by

- Focus on learner outcomes
- Changing classroom practices and behaviours
- Collaboration
- PLC's - generating new practice
  - 'hard edge' not 'cosy & warm'

# Articulating the Outcomes

Target date say 2013

- A student finishing primary school will demonstrate .....
- A student finishing secondary school will have.....?
- A parent will have.....?
- Teachers will have .....
- Governors will be sure that.....?
- The community will have confidence that .....
- Tri Level Success will be marked by .....

**BIGGEST PROBLEM WE HAVE WITH GOVERNORS IN OUR AUTHORITY IS THE INORDINATE AMOUNT OF POWER THEY HAVE COMPARED TO THE RESPONSIBILITY THEY ARE PROACTIVELY PREPARED TO ACCEPT.**

# Role of Governors in School Effectiveness

KAN'S thoughts:-

- Knowing your school.
- Asking, getting answers and making judgements.
- Comparing 'The Offer' (Remembering the Non-Negotiables).
- Critical Friend – Knowing where to support and challenge.