

Inspiring leaders;
improving children's lives



Stepping up, stepping out

New models of leadership in action

NCSL's Leadership Network
Led by the voice of practice



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

Personalising Learning: organisational design for 21st century

Kai Vacher

**Head of Innovation and
Personalising Learning**

March 2007

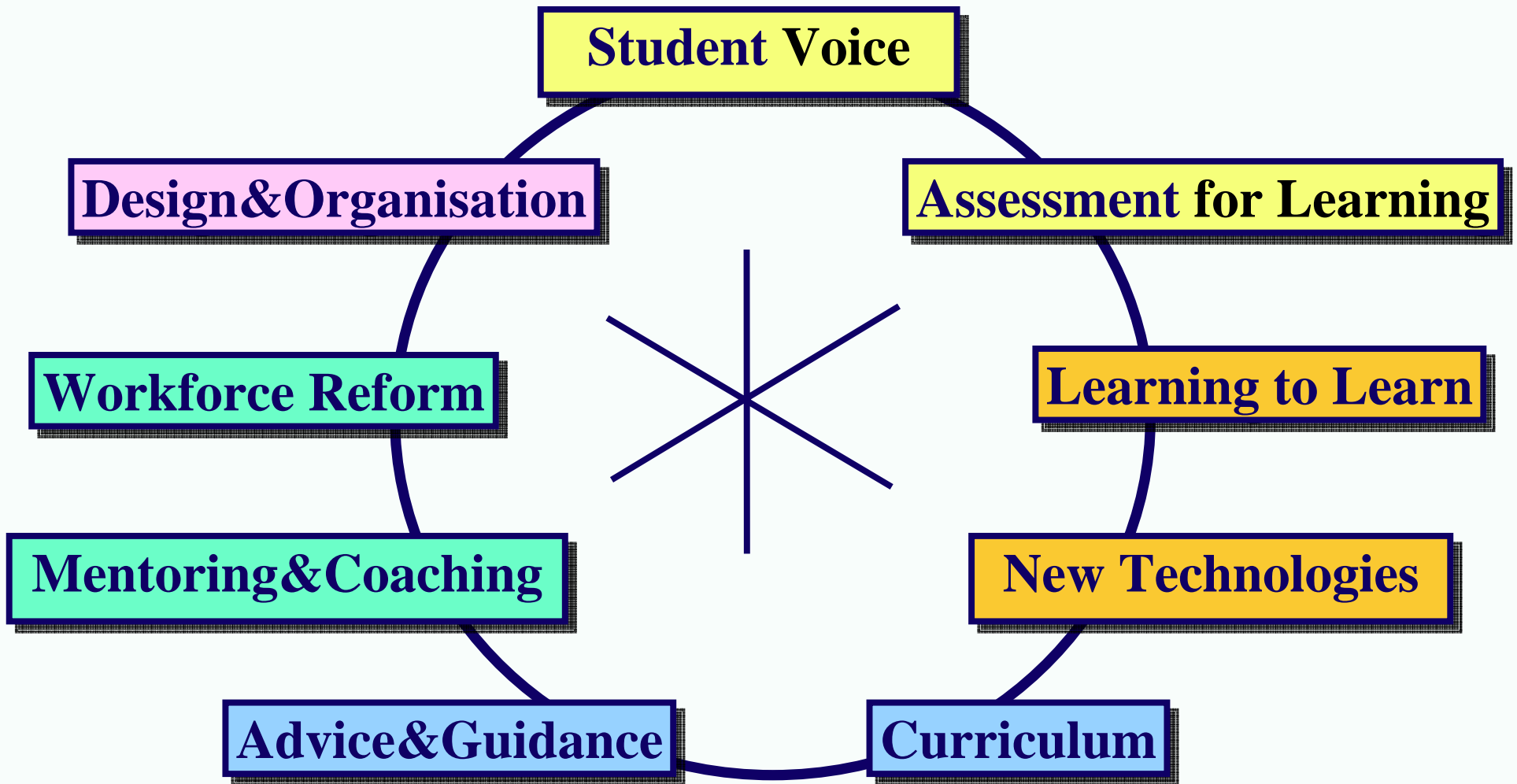


Personalisation

Personalising learning means meeting

- **more of the educational needs of**
- **more of the students**
- **more fully than ever before**

The nine gateways to PL



Sequencing the nine gateways: the conferences

Clustering the nine gateways to PL: the 'deeps'

Assessment for Learning

Student Voice

Learning to Learn

DEEP LEARNING

Mentoring & Coaching

New Technologies

DEEP SUPPORT

DEEP EXPERIENCE

Advice & Guidance

Curriculum

DEEP LEADERSHIP

Design & Organisation

Workforce Reform

Two series of pamphlets

Series 1 - on the gateways

Series 2 - on the deeps

And then 2020 Vision

What are the implications for the design and configuration of schools?

...Assessment?

...Curriculum?

...Student Voice?

...CPD?

If you have different or additional outcomes of schooling, to what extent do you need:

💡 a different *process* of schooling?

💡 a different *building* or *learning spaces*?

Some implications

- *What if* the acquisition and use of skills and competences become as important as knowledge acquisition and retention?
- *What if* students are to have regular mentoring and coaching?
- *What if* a new model of CPD is needed?

Get the school's coupling right

Tight *versus* **loose** coupling

Hierarchical vs distributed leadership

Teacher autonomy

= professional coupling

Year groups and age cohorts

Timetabled, standard lessons

= institutional coupling

Loose or tight coupling?

19th and 20th century:

Professional coupling - loose

Institutional coupling - tight

21st century:

Professional coupling - tighter

Institutional coupling - looser

How far could and should this trend go?

What are the implications for school design...

- if 'stage not age' replaced year groups?
- if all tutorial systems became vertical?
- if every student had a unique, personalised timetable?
- if 'test when ready' became a new assessment regime?
- if teaching groups varied from 100+ to single tutorial?
- if lessons were replaced by projects?
- if schools were open 24/7/364?
- if schools were built like modern workplaces?
- if 14-19 students spent more time working from home?
- if there were more 4-19 all-through schools?
- if new technologies evolved at an even greater rate?

Deep Leadership Development and Research

- 1 school leading a D and R leadership hub in each region
- Develop next practice across the regional D and R network
- Sharing the lessons learned and outcomes regionally and nationally

Next Practice

- Some possible areas for D and R:
- Developing a culture of co-construction
- Support middle leaders to implement PL
- Embedding AFL
- Developing new models of CPD
- Resourcing PL
- Re-designing schooling for PL