



**WHEN WILL WE EVER  
LEARN????????**

**THE ENDLESS SEARCH FOR THE HOLY GRAIL**





**ARE WE NOW IN MONTY  
PYTHON TERRITORY?**

**OR ARE WE STILL DOING THE WHITE HEATHER CLUB????**



# **SO WHO IS IN THE REVOLVING DOOR?**

- OECD 2021**
- OECD 2007**
- Carol Campbell and Alma Harris for the  
National Discussion**
- The International Council of Education  
Advisers**
- and.....**





# AND THE REVIEWS

Hayward

Muir

Donaldson

McCormac

McCrone

And.....





# **IN THE MIDDLE OF THE PERFECT STORM**

**The ongoing implementation of CfE – the task that continues to ask**

**Experiences and outcomes + Benchmarks**

**Refreshing the narrative - the slides that will save us all**

**Developing Scotland's Young Workforce**

**The Creative Learning Plan**



**1 +2**

**Raising Attainment**

**Tackling Inequality**

**More reviews than an Amazon purchase**

**And now Stretch Targets!!!!!!!!!!!!!!!!!!!!!!**

**And a National Discussion**



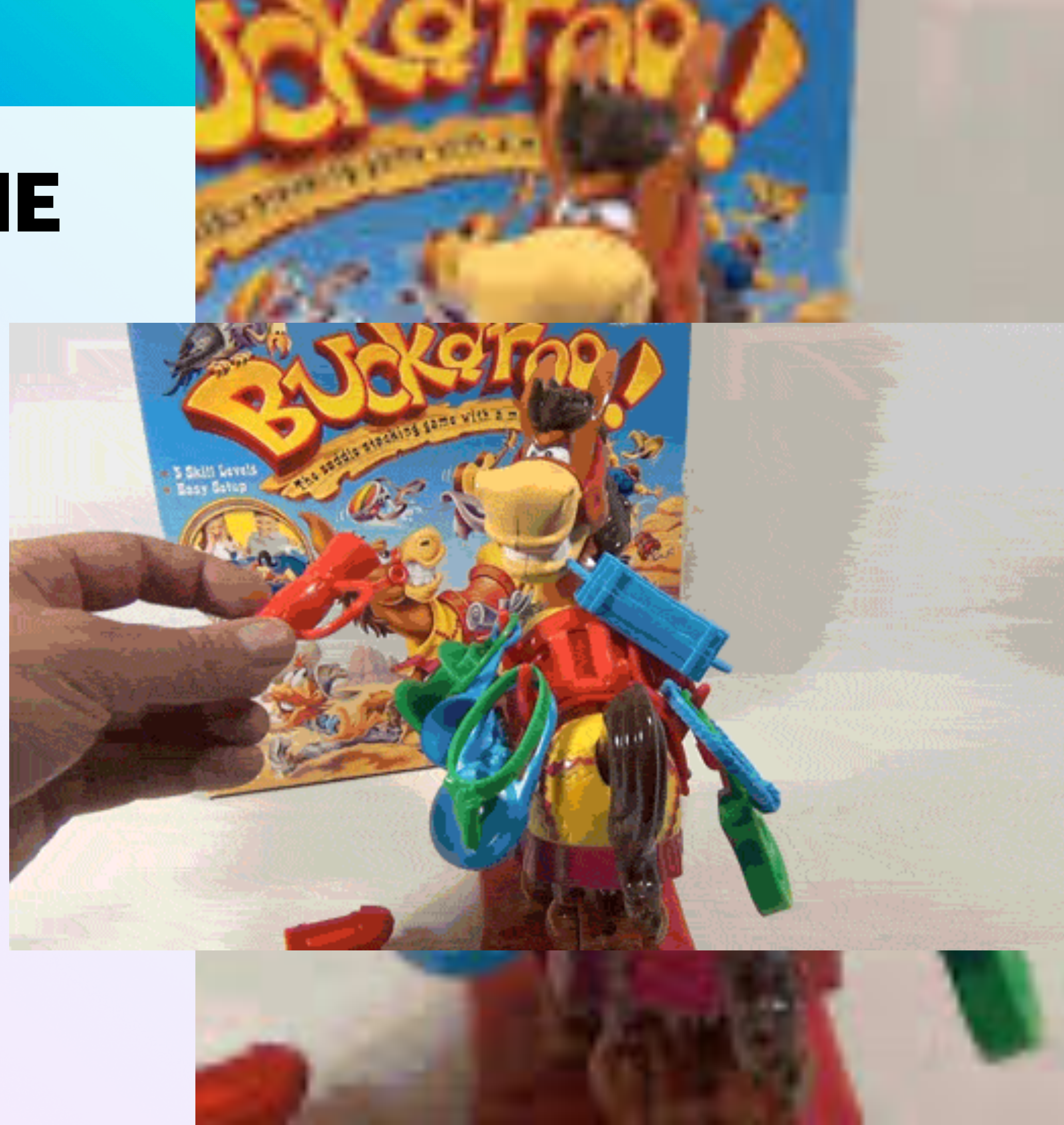
**And industrial action**



# AND THERE WAS/IS THE COVID REALITY

It was like a game of Buckaroo!!!!

And it has not got better!!!





***AND WE STILL HAVEN'T  
FOUND WHAT WE'RE  
LOOKING FOR***

**U2**



**SO WHAT ARE WE LOOKING FOR?**



# Meet Jamie

Mental Health



Family Life



Peer Pressure



Drug Exposure



Behavioural Issues

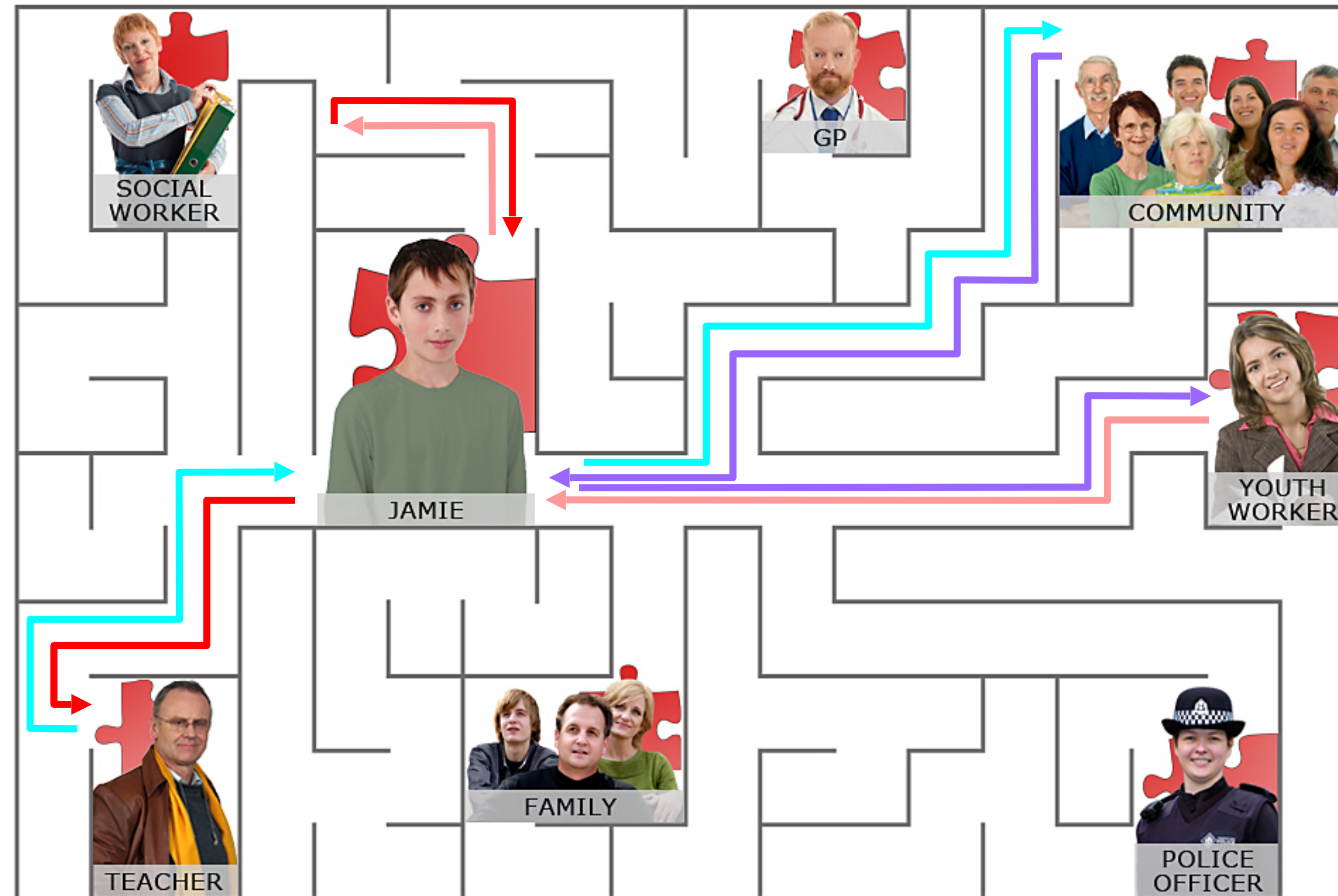


Legal Problems





# The Present





# Getting it Right for Every Child







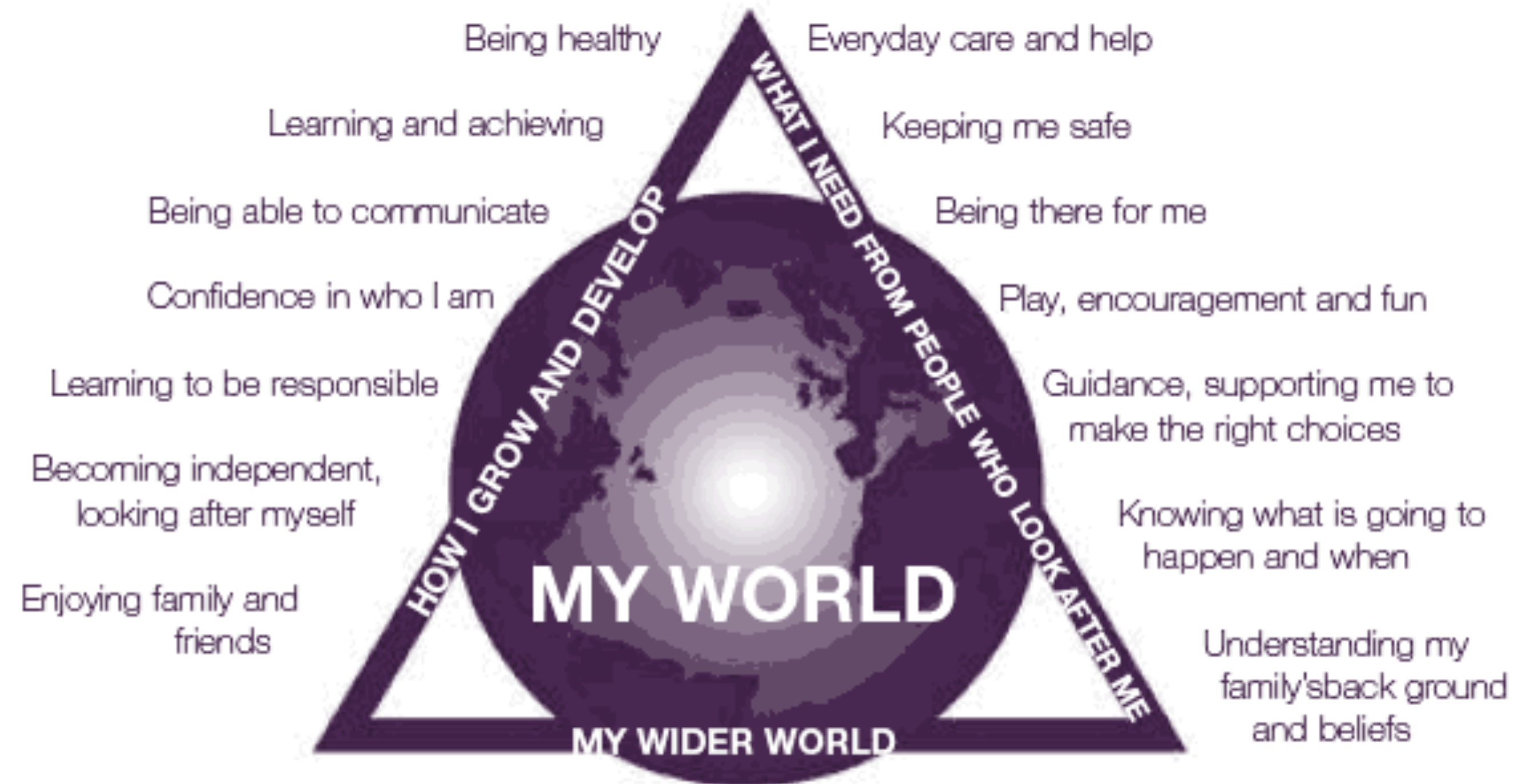
LEAD PROFESSIONAL

JAMIE



**AND WHAT IS LIKELY TO HELP TO FIND  
IT?**





Support from family, friends and other people, School, Enough money, Work opportunities for my family, Local resources, Comfortable and safe housing, Belonging



**“We can’t transform the lives of children unless we transform the lives of families and vice versa. We cannot consistently change outcomes for adults unless we deal better with children”**

**–David Cameron**



**AND IT'S CAN'T JUST BE JUST GIRFEC-  
IT NEEDS TO BE GIRFE - THE "E" STANDS  
FOR "EVERYONE"**

**David Cameron**



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*I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.*

*As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.*

Dr. Haim Ginott

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“it is pedagogical activism that will prove to be the butterfly wing of change”

Debra Kidd – Notes from the Front Line



**Stick to the plan ..... it's safe**





JUST REMEMBER - FOLLOW THE PATTERN ..... IT'S SAFE

**MAN'S BATHING SUIT**  
FROM "DIANA" NON-SHRINK KNITTING


N° 2895

PATONS & BALDWIN'S



PATONS & BALDWIN'S HELPS TO KNITTERS PRICE 2<sup>d</sup>.


LEAFLET No. 9507



**STRUTT'S HEALTH VEST COTTON**

Health Vest with Briefs or Trunks

PRICE 4/-





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## KEY PRINCIPLES

- ▶ Where change is imposed or driven by others, we play at it, defuse it and subvert it
- ▶ It affects interviews far more than practice
- ▶ It makes no difference to pupil achievement
- ▶ You work best when you are enthusiastic about what you are teaching



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## MORE PRINCIPLES

- ▶ Change should only be driven by self-evaluation, provided that self-evaluation is realistic and takes account of economic and social changes
- ▶ If all learners were experiencing the best practice in our schools, we would not be talking about system change
- ▶ Any change has to be rooted in current practice



**“The most common question is: “Where do I start?” The argument... is that the starting place is the way in which you think about your role - it is to know, on a regular basis, the nature and magnitude of your impact on the learning of your students”**

**–John Hattie : Visible Learning for Teachers**



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## WHAT MAKES A DIFFERENCE

- ▶ There are at least four important ingredients for improving education. The first are the professional skills of those who work with children.
- ▶ Research has shown that factors like national or regional policies are less influential on pupils' achievements than factors within each school
- ▶ Of the school factors, the skills of staff came top.
- ▶ The most important of these was effective classroom management



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## THE OTHER FACTORS

- ▶ The second vital ingredient is the raising of aspirations and expectations.
- ▶ Third, staff morale and attitude to their craft. It is hard to improve what you do through clenched teeth.
- ▶ Fourth is the climate within the school..a positive attitude to improvement in which people look at what is happening in classrooms, reflect on it and implement judicious change



# Some issues

- A sense of accountability encourages compliance - do what you think will be well judged by those who judge
- Compliance is comfortable – it reduces responsibility and encourages abdication
- Accountability encourages insecurity which discourages risk and innovation and reinforces convention



# A contention

- We spend too much time talking about embedding and not enough thinking about growing





# The underpinning philosophy

- The focus should be on the experience of the learner
- Features of quality can be recognised, described and categorised
- Quality needs to be built, not assured, in
- Self-evaluation serves as the basis for directing improvement
- Evaluative judgements should be based on evidence of outcomes, qualitative as well as quantitative
- A rational process-based model, not intuition
- Improvement is most effective when it is part of a shared enterprise, with agreement about the outcomes
- School at the heart of the community



# Contention 1

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- “What works?” is a very limited question**
- “What works here?” is the real question**
- “What works for us and our ambitions?” is the essential question**
- and what evidence will we look at? - contextual, interim indicators**



# Effective Qualities

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- Sharing the management of learning with pupils**
- Promoting the belief that attainment can improve**
- Using a wide range of sources of information**
- Identifying a range of needs**
- Responding to needs**
- Giving and receiving feedback**
- Using a range of sources of support**



# The 4 big questions

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- What are you going to do to improve your practice?
- What help or support will you need to make that improvement?
- What outcomes will you expect your young people to achieve as a result of the improvement?
- What evidence will you look at to determine if the improvement has been made?



# What should this mean for practice?

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- Listening and respectful**
- Challenging and reassuring**
- Based on gifts/strengths**
- Built on feedback**
- Rehearsing and drafting**
- Allowing space for more**



# **What really makes us safe and successful?**

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- Secure – in place, in self, among others**
- Confident – in self and in others**
- Resilient –in the face of challenge and failure**
- Capable – of thought and action**
- Control – of self and situations**
- Consequence- a sense of what might happen and how to predict  
and deal with that**



# Provision for Progress and change?

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Provide -

recognition and identity

stability

care

success

wider experience

relevance



# What are you aiming for?

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- To ensure safety
- To add value
- To confound destinies
- To strengthen social cohesion
- To empower communities
- To engage communities



**Time  
and  
Effort**

**Impact**



# Which means?

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- Doing more of the things that we know work**
- Finding out what works**
- Understanding the context**
- Doing what we believe in**
- Sharing and applying**
- Informed ambition and aspirational comparison**



# What makes a difference to achievement and well-being

- What people working in the school do
- How much you care
- The time you take
- The time you have
- Clarity of expectations
- The culture
- Engagement, involvement, alliance
- Belief
- Adapting not adopting



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## WHAT MATTERS?

- ▶ Bringing together the learners and the learning
- ▶ Overcoming the static friction of disadvantage
- ▶ Getting learners engaged
- ▶ Caring enough to make a difference
- ▶ Knowing enough to make a difference
- ▶ Context



# So what now???

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- Look for collaboration!!**
- Be clear about the solutions**
- Philosophy is nothing without funding**
- Ambition is nothing without capacity**
- Values are meaningless unless YOU are experiencing them**



- Stop the obsession with system change**
- Try fixing the engine before redesigning it**
- Enough with “more”, “new” and “different” and a bit more “less” and “stops”**
- Stop painting on wet walls**
- Make sure importance is reflected in time**



.....SO

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- ▶ **Agree what matters**
- ▶ **Agree the breakable plates**
- ▶ **Establish the subtraction habit**
- ▶ **Manageability, coherence and consonance**
- ▶ **Think in context**



# The Real David Cameron

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[therealdavidcameron@gmail.com](mailto:therealdavidcameron@gmail.com)

[therealdavidcameron.net](http://therealdavidcameron.net)

@realdcameron

07825654326

