



DEVON COUNTY COUNCIL

The Vision - shaping it up

November 2003

THE VISION

- shaping it up: an overview

INTRODUCTION: PN's 'context' headlines already circulated.

- 1.0 **Key themes from the group:** these were identified from the morning's discussions and added to during the day.
- 2.0 **Learning in Devon: getting from "them" to "us"**
What sort of culture and outcomes do we all want?
- 3.0 **The role of the Local Education Authority**
What do you want the LEA to be? how 'local' can it be? how 'authoritative' should it be?
Need for clarity over roles and responsibilities within a shared agenda.
- 4.0 **Communities of Learning**
 - 4.1 Culture
 - 4.2 Intent
 - 4.3 Means to an end
 - 4.4 Outcomes
- 5.0 **Springboards for Innovation**
 - 5.1 Culture
 - 5.2 Intent
 - 5.3 Means to an end
 - 5.4 Outcomes
- 6.0 **Workforce development**
 - 6.1 Culture
 - 6.2 Intent
 - 6.3 Means to an end
 - 6.4 Outcomes
- 7.0 **Devon Learning: issues relating to age groups**
 - 7.1 Investors in Little People
 - 7.2 Continuing support for children and young people
 - 7.3 Empowering tomorrow's adults
 - 7.4 Lifelong Learning
- 8.0 **Next steps**

Key themes from the group

- 1.1 desire to redefine
 - school / LEA interface;
 - what we value;
 - what we mean by inclusion.
- 1.2 willingness to challenge assumptions and push back boundaries;
- 1.3 need to address low aspirations
 - high expectations for all children;
 - shake up 'community complacency'
- 1.4 concern over issues of rurality
 - isolation;
 - falling rolls;
 - service costs;
 - transport costs;
 - unaffordable housing.
- 1.5 recognition of need for strategies to fit the times
 - child-centred cross-agency services;
 - extended schools;
 - potential for extensive collaboration;
 - new technologies
- 1.6 desirability of developing the interface between schools, parents, families and communities.
- 1.7 powerful influences can be exerted by
 - innovation and enthusiasm;
 - creativity in learning;
 - lifelong learning models;
 - recognition of achievement.
- 1.8 concern to attract, support and develop teachers
- 1.9 generic themes across age groups
 - identification of vulnerable children;
 - need to intervene swiftly;
 - learners at centre of planning;
 - more emphasis on learning styles;
 - recognise and develop what is promising in each child;
 - increased support for transitions;
 - collective efforts most effective.

Devon Learning

Getting from "them" to "us"

2.1 *Culture*

- Can-do;
- thinking beyond what is measured and graded;
- outward looking
 - (i) beyond Devon;
 - (ii) beyond organisations;
 - (iii) beyond age 'boxes'

2.2 *Intent*

- Excellence: Devon learning will not be 'average';
- establish a real school/LEA partnership in which there is no division in aspirations; all serve all people;
- aim very high; be able to cope with falling short;
- go beyond the institution: don't expect learners always to 'come to us';
- innovation
 - leading edge: national and international reputation;
 - able to identify and transfer best practice;
 - continuously pushing the boundaries;
 - engendering the ability to embrace and manage change.
- redefinitions, e.g. 'inclusion'; 'successful'.

2.3 *Means to an end*

- achieve a balance between the strength of collaboration and the stimulus of competition;
- develop a consultative style
 - between partners;
 - with parents, families, communities;
 - common ownership of aims and goals;
 - recognising local and individual diversity.
- review contact between schools and LEA.

2.4 *Outcomes*

- a partnership strong enough to challenge assumptions and take risks
- a sound planning base for the future
 - organisations not dependent on the 'now';
 - ethos and intent stronger than personalities;
 - long-term investment in society.
- organisations people want to work for.

What sort of LEA?

3.1 *Culture*

- enabling, not judgemental;
- supportive of learning environments;
- engendering high profile for learning - 'showing the flag';
- demonstrating leadership; confident in its own role;
- challenging impoverishment of the spirit.

3.2 *Intent*

The LEA should:

- be both 'umbrella' and 'safety net';
- be proactive; and get out more;
- recognise and interpret achievement;
- capture the good;
- identify what 'causes' success;
- help schools and Academic Councils to raise their game;
- promote sharing of good practice;
- be an advocate for schools and for learning;
- highlight benefits of learning to families and communities;
- provide clarity in direction of travel;
- provide clarity over 'basics' and 'givens', and beyond that the 'freedoms';
- establish clarity of roles towards shared goals;
- be a model of good practice as a learning organisation;
- be fully engaged in and facilitate learning collaborations;
- enthuse schools;
- celebrate and reward success, excellence and achievement;
- celebrate and serve diversity;
- broker opportunities;
- stand against 'market forces' where appropriate;
- ensure all parts of the Devon education family feel involved;
- show even-handedness across the County.

3.3 *Means to an end*

- promote extended school activities;
- play a full part in the community;
- consider a "Devon badging";
- rebrand 'strong existing networks' especially Academic Councils;
- act as interpreter of national policy: edit, filter, streamline: save time;
- effective monitoring of performance
 - provide schools with data/knowledge to move forward;
 - instigate 'challenge' through dialogue;
 - promote collaborative effort; maintain networks;
 - promote organisational shadowing/sharing and a range of CPD opportunities;
- take a lead on solutions for small schools.

3.4 Outcomes

- the LEA is 'good' because schools think it's good;
- communities support our aims;
- the LEA is trusted, not feared.

4.0

Communities of Learning

4.1 *Culture*

- put learners first;
- support for collaborative practice;
- value placed on impact of partnership working.

4.2 *Intent*

- recognise that there can be both geographic and "interest" communities;
- be proactive at LEA and school level in offering leadership on "child-centred services";
- explore federation where appropriate;
- encourage groups of schools (perhaps ACs) and other stakeholders as appropriate
 - to be a platform for the co-ordination of child-centred centres, including prevention and intervention;
 - to foster 'benign competition';
 - to lead on soft-touch monitoring;
 - to promote SEN/Inclusion collectively;
 - to provide a focus for "group assessment"
- encourage each school
 - to identify and develop a vision of its role in its own community;
 - to use the school as a key influence for cultural change;
 - to recognise that young people and parents are also "the community";
 - to foster local pride;
 - to utilise transformation of the workforce as a stimulus for extended activities; look for spin-offs for school/community wellbeing.

4.3 *Means to an end*

- rebranding of the strong networks we already have;
- support for developing plans for extended schools;
- co-location of children's services in or near to schools where possible;
- broader indicators of success;
- support for identifying "drivers", giving credit, removing inhibitions.

4.4 *Outcomes*

- systems in place to support small schools;
- networks of schools become self-sustaining;
- linked education and social care as a means to ensure children are able to learn.

Springboards for Innovation

5.1 *Culture*

- collective strength where LEA and schools share aspiration to be at cutting edge of practice;
- shared risk-taking; blame-free ethos.

5.2 *Intent*

- establish an 'evidence base'; link to research;
- identify transferable best practice;
- ensure it goes somewhere;
- release creativity in teachers;
- raise profile of CPD;
- give people confidence they can do things differently;
- support collective strengths already in place;
- be active in seeking and using external excellence;
- accept mistakes will happen;
- increase awareness of different (or similar) activities.

5.3 *Means to an end*

- design systems which allow reporting and celebration;
- seek to establish 'excellence partnerships' with FE/HE/others;
- appoint champions;
- promote the positive: use the media;
- establish opportunities for teachers/managers/governors to meet to exchange stimulating thinking;
- use Academic Councils (or other clusters or federations);
- badge/reward innovative achievement;
- seek ways to release management time, e.g. for heads to meet;
- annual conference for ACs (or other "clusters").

5.4 *Outcomes*

- Devon learning has a national and international reputation;
- Devon learners have optimum life opportunities;
- Devon has vibrant communities.

Workforce development

6.1 *Culture*

- Devon has an excellent reputation;
- teaching in Devon is fun and fulfilling.

6.2 *Intent*

- to promote a healthy work-life balance;
- to look for positive impact for learners and communities from workforce transformation;
- to attract and retain good staff;
- to establish opportunities for teachers to meet and learn from others;
- to ensure good CPD opportunities;
- to reduce pressure on teachers and managers through collective approaches and responsibilities.

6.3 *Means to an end*

- seek to influence ITT;
- teacher support systems;
- a focal point for CPD in Devon;
- joint training days;
- frameworks for progression;
- job swaps and shadowing;
- ICT: e.g. a Good Practice Forum;
- an active lobby for affordable housing for teachers.

6.4 *Outcomes*

- Devon is a place teachers want to work;
- balance of stability and new blood.

7.0

Devon Learning Issues relating to age groups

7.1 *'Investors in little people'*

Thoughts and tactics	Desired outcomes
<ul style="list-style-type: none"> ▪ Consider 'start of journey': <ul style="list-style-type: none"> - early identification of paramount importance; - work with midwives and health visitors; - early intervention must follow where vulnerability identified; - recognise that playgroup/nursery staff often best placed to 'raise alarms'. ▪ Don't push into 'formal' learning too soon: <ul style="list-style-type: none"> - play-based early learning ; - focus on learning skills; - attention by education 'community' to Foundation Stage Profiling. ▪ invest in the future: <ul style="list-style-type: none"> - have confidence in longer-term impact; - review access to EY provision; - consider how to draw on experience in EECs and elsewhere; - consider how all available resources can support (e.g. ACL). ▪ develop work with parents <ul style="list-style-type: none"> - aspirations for self and 	<ul style="list-style-type: none"> ▪ Healthy and fit children; ▪ better initial planning with all agencies; ▪ IRT in place; ▪ single point of contact for young parents. ▪ children who are: <ul style="list-style-type: none"> - happy; - able to socialise; - have high self-esteem and aspirations; - can cope with failure; - can communicate (including listening). ▪ better use of data. ▪ transfer of best practice from EECs and others. ▪ raised quality of EY provision. ▪ more learning opportunities for young parents;

- family;
- basic and specific skills (e.g. literacy);
- parenting skills.

- greater take-up of EY provision;
- informed and involved parents;
- improved home life.

7.2 *Continuing support for children and young people*

Thoughts and tactics	Desired outcomes
<ul style="list-style-type: none"> ▪ Address concerns over external and peer pressures <ul style="list-style-type: none"> - value placed on instant success - impact of media images - lack of value placed on what they are good at/interested in - poor profile of 'education' - bullying a serious problem ▪ redress stresses of external tests; ▪ organisational pressures can take responsibility away from individuals (who are not then engaged); ▪ recognise what is good and promising in each individual and build on it; ▪ unhealthy lifestyles could be storing up problems; ▪ still too much emphasis on knowledge rather than attitudes and learning skills; ▪ we remember the 'how' longer than the 'what'; ▪ LEA support for primaries following a broader curriculum; ▪ influence could be applied to Initial Teaching Training. 	<ul style="list-style-type: none"> ▪ young people who have a voice and use it, and are able to think for themselves; ▪ children and young people engaged in shaping services and participating in them. ▪ a system which includes: <ul style="list-style-type: none"> - attention to citizenship and social skills; - emphasis on thinking and life-enhancing skills; - more attention to diet and fitness; - more emphasis on creativity and cultural opportunities.

7.3 *Empowering Young Adults*

Thoughts and Tactics	Desired outcomes
<ul style="list-style-type: none"> ▪ today's adolescents are tomorrow's parents; ▪ education becomes increasingly irrelevant to some young people; ▪ this is made worse through exclusion from school; ▪ external influences: <ul style="list-style-type: none"> - peer pressures; - skills gaps; - job market; - housing; - globalisation; - new technologies. ▪ harder for secondaries to work with communities; ▪ more access to 'tasters' in FE; ▪ post-16 retention/completion an issue; ▪ need more value placed on vocational courses: <ul style="list-style-type: none"> - increased status; ▪ could be a Devon award to recognise achievement; ▪ promote understanding of complex frameworks, and support schools with more advice; ▪ promote collaboration. 	<ul style="list-style-type: none"> ▪ clear and enhanced role for youth service; ▪ young people value and want to stay in learning; ▪ curriculum opportunities appropriate for the individual; ▪ more employment opportunities, including in our own organisations; ▪ more employable young people; ▪ an LEA/LSC 14-19 strategy.

7.4 *Lifelong Learning*

Thoughts and Tactics	Desired outcomes
<ul style="list-style-type: none"> ▪ age profile in Devon; ▪ will child-focussed policy development squeeze resources for other services? ▪ high quality professionals also move in to Devon; 	<ul style="list-style-type: none"> ▪ attitudes to older people change; ▪ opportunities offered by extended schools are maximised.

- better use of e-communications;
- socio-economic deprivation in small pockets;
- need to address needs of fragmented communities;
- clear links to ACL planning and Learning Partnerships.

8.0

Next steps to shape the vision

6 January: Launch event: every school will be asked to send a representative manager or Governor. Phil Norrey will set out the context and the main themes emerging from 14 November.

Week beginning

9 February: Series of half-day events for Heads and Chairs of Governors, fleshing out the thinking:

Monday 9 February, 2.00 - 5.00 p.m.	Tiverton Hotel
Wednesday 11 February, 9.00 - 1.00 p.m.	Rougemont Hotel, Exeter
Wednesday 11 February, 2.00 - 5.00 p.m.	Lord Haldon Hotel
Thursday 12 February, 9.00 - 1.00 p.m.	Cedars Hotel, Barnstaple
Friday 13 February, 9.00 - 1.00 p.m.	Buckfast Abbey Conference Centre

Easter: Consultation document issued.

July: Feedback incorporated into a final shared vision to underpin Devon's Single Education Plan. Devon is in the first tranche of authorities to produce an SEP, and must submit a draft to the DfES in December 2004.