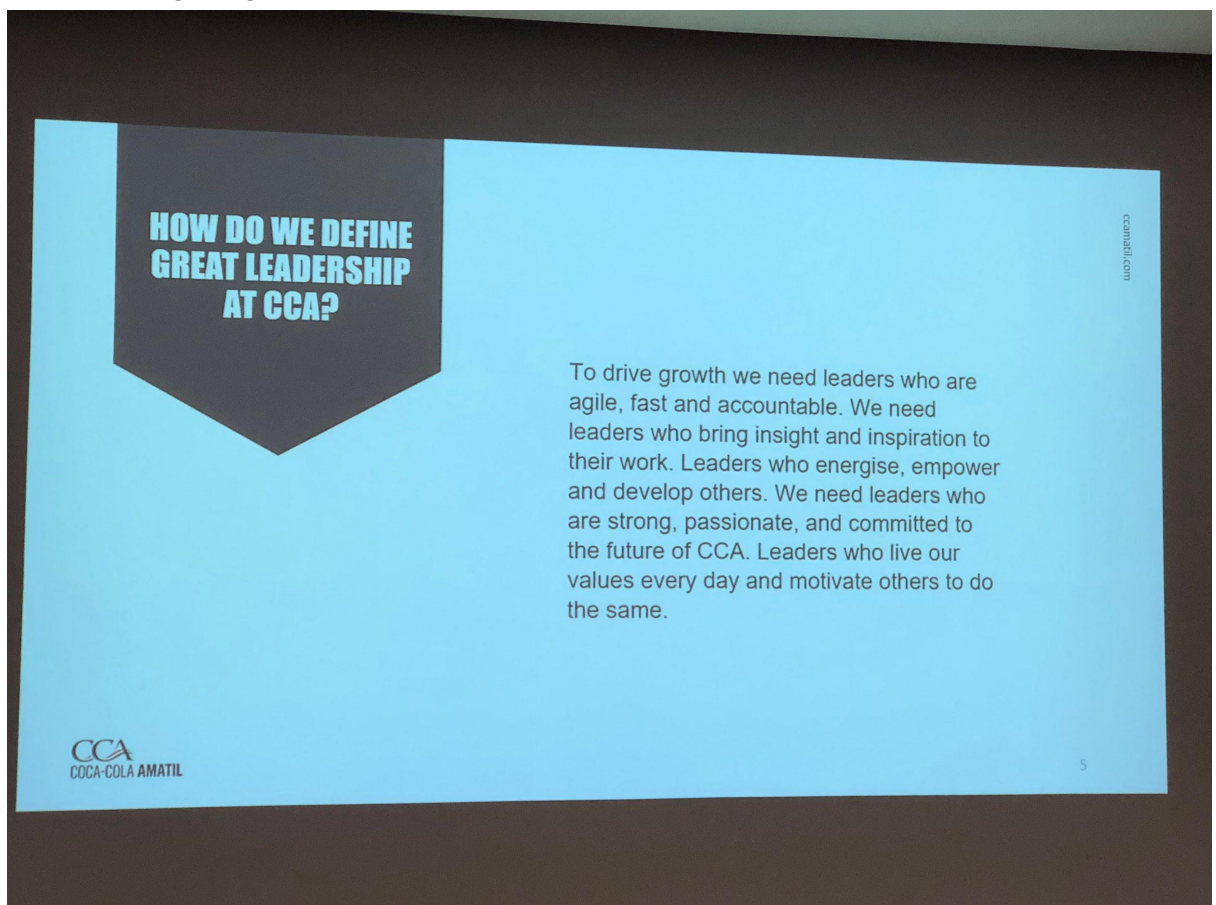


Staff Presentation - John Payne (Geoff Smith)

- Review of Trips
- Common room update:
 - Thanks to Mike for all his hard work.
- Update on Power BI - (no longer actually Power BI but something very similar):
 - We are still looking for a way to connect the Dashboards into schoolbox.
 - 'Dashboard' will be going onto schoolbox tomorrow for parents.

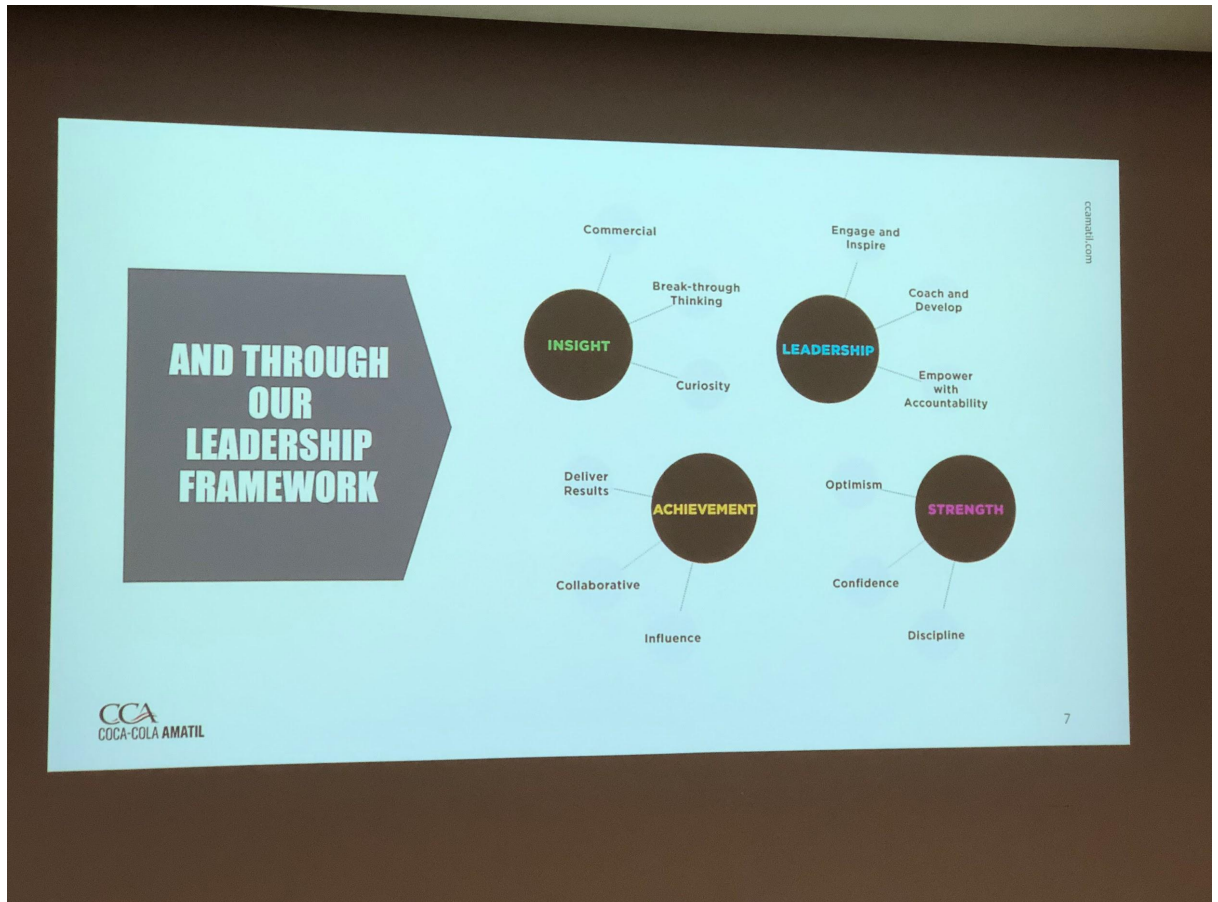
Leadership - Heidi Somerville (Senior OD consultant COKE - talent and reward)

- Kings is a special place.
- Leadership for Heidi was once a scary concept - now understands that leadership is not about a position.
- Leadership is a mindset/attitude:
- How can we grow great leaders at all levels?



- To drive growth we need leaders who are agile, fast and accountable - leaders who **live our values everyday (what are our values??)**
- Leadership is tied to behaviour. Behaviour is aligned to values (What are kings values?). How do these values link to our schoolwide, departmental and House goals as well as our appraisal? Do our values need to be co-constructed or do we make people 'fit' with our historical values? - Interestingly staff identified a good range of values when asked to describe leadership however these may not be seen in regular/common practice. Maybe the question should be: 'provide an example of what good leaderships looks like at King's College.'

- How to embed good leadership capability?
- Coke assess 'talent' using 360 reviews focused solely on leadership. How might this link to our new appraisal system? Appraisal connector has the ability for us to do this.



- Great leadership is fostered through the desire to grow and learn. Leaders need to be open to feedback and critique and adopt a growth mindset
- What environment / culture do we need to allow people to feel safe to be an 'authentic leader'? How can we make it about support!
- How might we deal with the tension between performance goals and value/cultural goals? These need to be equally valued.
- Does leadership come from the bottom up? Or from the core values?

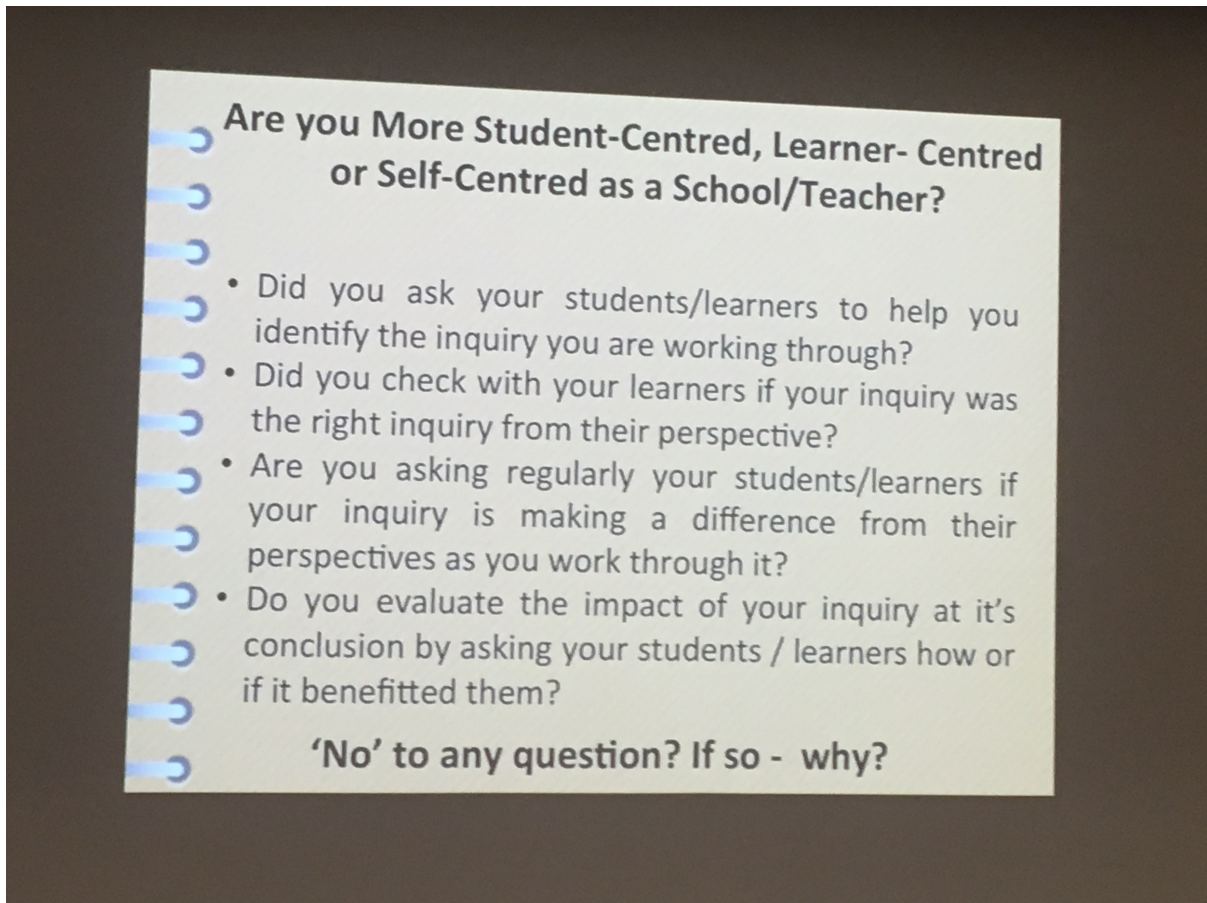
You guys matter - you are powerful!

Critical Feedback - Tony Burkin

- Learning through conversation - real, open conversations.
- What do we think about 360 reviews? SWOT might be useful.
- Is it safe to do a 360 review in your workplace/role/position or within your working environment/culture? How can we make it a safe space?
- Are we all hiding? Are we doing this because we do not feel psychologically safe?
- Alan Brookbanks says - 360 should only be used for personal growth and development not accountability.
- How can we take on board feedback / information that we don't like.

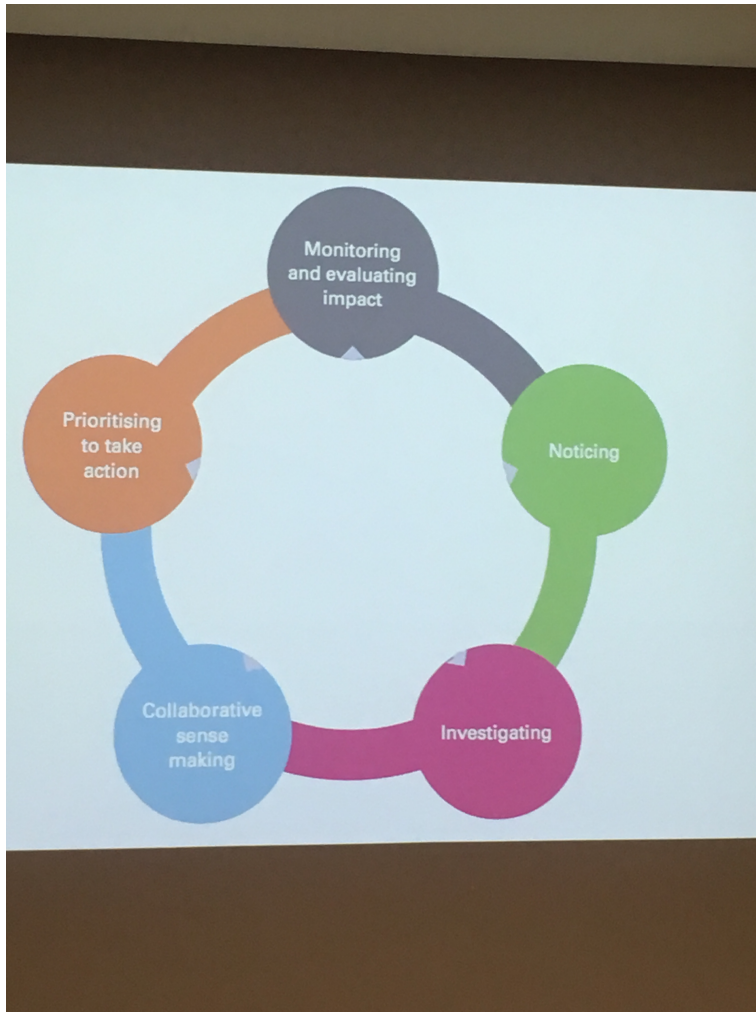
- We know we all want to learn and grow.
- Suggested reading: "Thanks for the Feedback: The Science and Art of Receiving Feedback Well: Douglas Stone, Sheila Heen"
- "I'm going to reject feedback simply because I don't like/respect/care about the source (person)".
- Feedback needs to be receiver driven.
- Power relationship - How can we continually adapt and move between roles from learner and 'leader'?

- Key questions for a more student centered inquiry



- How do I have difficult conversations and preserve the relationship? Despite a number of commonly used strategies (sandwich etc) research shows that these don't work and are often seen as patronising. The person giving the feedback will then have a choice of either risking/damaging a relationship or simply avoiding the most important (difficult) critical feedback.
 - The only answer (according to this presentation) is to get the receiver to actually request the feedback. If this is the only answer - how does this fit with the role of appraisal as a tool for accountability? Does there need to be another mode?
- Types of feedback:
 - Appreciative (warm and helps with motivation), - EASY (only good for reinforcing success).

- Coaching / development (Helps receiver to expand knowledge, risk regarding relationships).
- Evaluation (360 - Tells you where you are, ratings). HARD (most valuable and drives real development/change).
 - Due to this being more critical it is receiver driven.
- Pull model of learning:
 - Asking for criticism = coming out from hiding and = developmental feedback
- ERO - inquiry model/cycle



Leadership Survey Feedback - Melissa Irving & Alan Brookbanks

- Results from the survey that all staff completed.
- Leadership within our context of King's College - What might a leadership program look like here.
- Personal leadership was the main focus.
- Data issues did not allow for a program to be confirmed.

Department Breakouts

- Attendance (Dan, Mal, Alex, Rob, Chris, Wally, Daryl, Dale)
- Dept Meetings - Tuesday mornings slightly later start from 07:45 (allows for House commitments)
- Core PE Units Wally and Daryl
 - Year 9
 - Interpersonal skills unit - use google docs (send link and manage through ITUNES U course).
 - Key question - how are we going to distribute this assessment?
 - Two assessments for this terms report
 - One based on the Unit assessment
 - Two based on demonstration - collection of evidence over time.
 - Year 10
 - Biomechanics & responses to exercise unit
 - Flipped learning model
 - Two assessment
 - Biomechanics
 - Responses to exercise
 - Send reminders home to Y10 parents outlining prep expectations for Flipped - videos.
 - Year 11
 - For assessment;
 - There is no step up in Logs - Achieved or Not Achieved
 - The step up is in the practical demonstration
 - The step up for merit is “consistently” demonstrates specific interpersonal skills.
 - The step up for excellence is “Effective” demonstration of Interpersonal skills. This needs to be Perceptive - meaning the student can identify then demonstrate appropriate interpersonal skills to have a positive impact on the class. Students are also not reliant on teacher direction to reach this level.
- 11HED
 - 1 Period per week - Classrooms have been timetabled.
 - Key information is on the shared drive from 2017.
 - Start with “Stress, Relaxation and sleep”
 - Some key decisions need to be made around lesson timing/structure
- Review of Appraisal Google form
 - For teachers to complete in their own time before the end of the day