



Consortia Gwella Ysgolion Rhanbarthol
Regional School Improvement Consortia

National Curriculum for Wales Leadership Series – Bitesize Resource

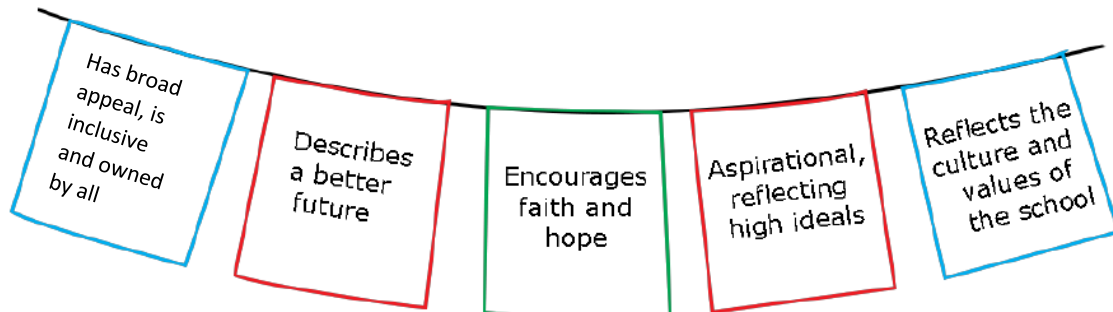
Developing Shared Vision 1





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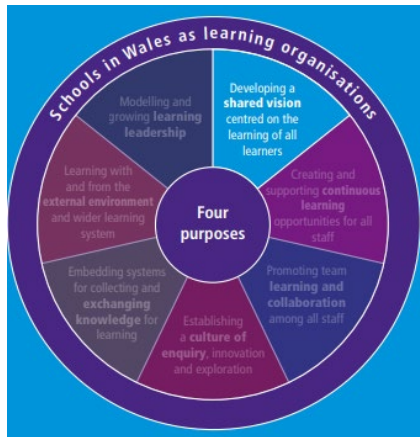
Activity 1: What should be in a Vision Statement?



Do you agree with these statements? Would you add anything else?



Activity 2: Schools as Learning Organisations



Schools across Wales have worked with Welsh Government and OECD to develop this model of Schools as Learning Organisations within Wales.

The box below lists the aspects to consider within the first dimension of developing a shared vision centred on learning for all learners.

- The school's vision is aimed at enhancing student's cognitive and social-emotional outcomes, including their well-being.
- The school's vision emphasises preparing students for their future in a changing world.
- The school's vision embraces all students.
- Learning activities and teaching are designed with the school's vision in mind.
- The school's vision is understood and shared by all staff working in the school.
- Staff are inspired and motivated to bring the school's vision to life.
- All staff are involved in developing the school's vision.
- School governors are involved in developing the school's vision.
- Students are invited to contribute to the school's vision.
- Parents are invited to contribute to the school's vision.
- External partners are invited to help shape the school's vision.

In 2017, the OECD published a report on how schools were developing as learning organisations across Wales. Some of the findings were:

- Vision should be inclusive and shared, aimed at improving the learning experiences, wellbeing and outcomes of all learners
- The school's vision should encompass the present and the future, inspiring and motivating learners
- Learning activities and teaching are designed to realise the school's vision
- In order to realise the school's vision, all staff should be involved and learners, governors, parents/carers, the external community and other stakeholders should be invited to contribute.



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Do you agree with the statements listed from the OECD report from 2017?

Would this still be the case today? Have schools further developed their work on the two dimensions of:

- Developing a shared vision
- Establishing a culture of enquiry, innovation and exploration



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Activity 3: Reflection

After watching the short video from Simon Breakspear, there is an opportunity for you to reflect and discuss. Simon identifies three phases:

- Crisis Phase
- Adaptation Phase
- Opportunity Phase

Although the timings that Simon refers to are for the initial response to the pandemic in Australia, you may feel that these phases are still relevant to the ongoing challenges faced by schools in Wales.

- ❖ What has the pandemic revealed about your school system?
- ❖ What have you found to be essential?
- ❖ Can you think of some examples that you're proud of?
- ❖ Are there things that you have started that you don't want to let go of?



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Are any of the following relevant to your context?

The pandemic has helped strengthen:

- *Communication between school and parents*
- *Wellbeing is central to the Curriculum*
- *Pupil voice has been key*
- *Flexibility in being able to respond to an ever-changing landscape*
- *Staff ready to innovate and be creative with new approaches*
- *Digital skills of pupils, staff and parents have developed substantially over the pandemic*
- *Collaboration between partners has been crucial during this period*
- *The 4 transversal themes of SLO*



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Activity 4: Opportunity for discussion

- What is your current school vision? Who created this? How long ago? How often is this reviewed?
- What values underpin this vision?
- As a visitor to the school, how would you see this vision in practice?
- How do you know this vision is the right one for your learners/school community? How does it relate to the four purposes?
- What does the vision look like from the perspective of the learner?