

School Development Plan Working Together

Quality of Education

1.2

We will review the impact of our curriculum so that all achieve as well as possible.

- Pupils' learning experiences will be rich and suitably challenging.
- Pupils will be supported to make the right choices at KS4 through high-quality guidance.
- New curriculum opportunities will be developed where needed.

1.1

We will develop pupils' resilience as learners.

- Our quality first teaching will prioritise self-regulation of learning, metacognition and self-efficacy.
- We will have a focus on adaptations for our PP and SEND pupils.

1.3

We will develop and implement strategies to improve pupils' literacy and numeracy.

- This will particularly support PP pupils and those with SEND who need tailored support.

2.1

We will support pupils to develop resilience in their behaviour especially where they struggle to self-regulate.

- A consistent application of our behaviour policy will support all pupils.
- Training on, and development of, restorative and trauma informed approaches will support vulnerable pupils.

2.2

We will improve the attendance of disadvantaged pupils and those with SEND.

- This will have an emphasis on those for whom persistent absence is a barrier to learning.

3.2

We will improve pupils' attitudes to learning.

- bespoke support on building resilience and self-efficacy will aid pupils who struggle to meet expectations.

3.1

We will embed our Kindness Charter across the school.

- Our charter will be promoted across school by all staff and by Pupil Equality Ambassadors.
- Regular recording of pupils' acts of kindness and unkindness will be rewarded and challenged.

Behaviour and Attitudes

Leadership and Management

4.1

We will ensure that all those who are new to senior and middle leadership are provided with excellent support.

- This will enable them to work as effectively as possible within their teams.

Personal Development

Kettlethorpe
HIGH SCHOOL

School Development

Yan Bai



School Development:

Strategic Management for School Development Brian Fidler, 2002-09-16 Written at a very accessible and practical level this book introduces strategic management and provides self development activities to help educators develop a strategy within their own organizations

School Development in the Baltic Countries in the 90's Elisabet Nihlfors, 1999

School Development: Theories & Strategies Per Dalin, 2004-12-23 This is the most comprehensive School Development overview text ever written In the first part of the book Dalin sets the stage for a discussion of how schools can improve in the 21st century by providing a detailed historical review of reform in Europe and North America He explores the dilemmas faced by decision makers facing up to pressure for change and provides world wide examples of attempts at decentralization The middle part of the book gives an overview of the theoretical basis for school improvement It examines whether schools behave differently from other types of organization Institutional leadership and management are put under the microscope with particular emphasis placed on the role of the principal in school improvement The book concludes with a brilliant analysis of change strategies It uses practical studies as well as referring back to the contextual framework and theoretical basis provided earlier Strategies are reviewed on three levels of change individual organizational and those which target the entire system

School Development Theories and Strategies is the culmination of many years work by one of the acknowledged experts in the field Its significance for all those who have an interest in furthering educational standards cannot be overestimated

School Development Through Teacher Research Eriksson, Inger, Osaki, Kalafunja Mlang'ia, 2018-08-17 School Development through Teacher Research Lesson and Learning Studies in Sweden and Tanzania presents the results from a three year long joint research project conducted by educational researchers from Tanzania and Sweden Even though the country contexts differ in social economic as well as educational conditions including teacher education and classroom standards many recurrent education challenges are shared These include the tendency to make educational reforms with little or no input from professionals The new educational reforms in both countries put a much higher responsibility on teachers teachers must be able to organise teaching that enables all students to develop required abilities competencies Thus teachers need tools to develop knowledge that can contribute to their professional knowledge base With an overall interest in issues of teaching and action research this joint project aimed to use Lesson and Learning Study as models for developing and improving the quality of teaching and learning in schools The research project was realised through four case studies in each country with a focus on students development of specific capabilities and values Science Vocational Skills Home and Consumer Studies English as second language and Mathematics in grades 6 7

Complementing the cases *School Development through Teacher Research Lesson and Learning Studies in Sweden and Tanzania* offers an introductory background to Lesson and Learning Studies as models for teacher driven research and school development The book is written to support teachers and teacher educators wishing to reflect about learning and the

struggle of learners to discern various concepts principles and practices As well as those who genuinely wish to see serious learning take place rather than simply seeing content covered including curriculum designers and developers educational researchers educational supervisors and leaders and student teachers as well as students of pedagogy and didactics We dedicate the book to teacher educators teachers and school leaders who are seriously striving to enhance students learning and understanding in different subject areas Creating Successful Urban Schools George Noblit,1998

Evidence-Based School Development in Changing Demographic Contexts Rose M. Ylimaki,Lynnette A. Brunderman,2021-09-30 This Open Access book features a school development model Arizona Initiative for Leadership Development and Research AZiLDR that offers a roadmap for schools to navigate the complexities of continuous school development Filled with processes that balance evidence based values with democratic culturally responsive values this book offers strategies to mediate the tensions and to address school culture context and values leadership capacity using data as a source of reflection curricular and pedagogical activity and strengths based approaches to meeting the needs of culturally diverse students You will find Active reflective activities Case studies illustrating each concept The research base supporting each concept Descriptions of processes from other contexts South Carolina Germany Australia Sweden Thoughts about next steps for contextually sensitive and multi level school development Suggestions for cross national dialogue and research within the Zone of Uncertainty Use this ideal source to guide school leadership teams in creating productive schools that continually grow

The Unfinished Leader Michael Lubelfeld,Nick Polyak,PJ Caposey,2021-04-30 The key element that sets the incredibly effective leader apart from everyone else is their commitment to never settle for less than the very best This internal drive is what fuels the grind and what allows for the seemingly impossible to be done This drive indicates one thing It is a daily symbol of the leader s firm recognition that they are unfinished It is the personification of never being satisfied It is the commitment to drain every last ounce of talent from our bodies while we have an opportunity to serve In *The Unfinished Leader A School Leadership Framework for Growth and Development* PJ Nick and Mike leverage decades of school and school system leadership and national and international leadership development and share the what the how and the why on the leader s journey This book highlights the key characteristics of an effective leader humble vulnerable courageous open minded and inclusive and shows how these characteristics mixed with the mindset that personal development is never finished is necessary to achieve the lofty goals required to best support our kids and our communities This book asserts that leadership is not an event to be conquered and checked off of a list Leadership is a journey and the zenith of our individual journeys is never quite attainable as the very best among us continue to drive forward tirelessly to become better versions of themselves This book is a guidepost to help leaders understand they are works in progress and to help create a vision for their individual futures

With the Whole Child in Mind Linda Darling-Hammond,Channa M. Cook-Harvey,Lisa Flook,Madelyn Gardner,Hanna Melnick,2018-10-22 Among the many models of school reform that have

emerged in the late 20th and early 21st centuries one has endured for more than 50 years the School Development Program SDP Established in 1968 by renowned child psychiatrist James P Comer and the Yale Child Study Center the SDP is grounded in the belief that successful schooling particularly for children from disadvantaged backgrounds must focus on the whole child With that in mind the SDP encompasses both academics and social emotional development and it is founded on positive and productive relationships among students teachers school leaders and parents With the Whole Child in Mind describes the SDP s six developmental pathways cognitive social psychological physical linguistic and ethical and explains how the program s nine key components in the form of mechanisms operations and guiding principles create a comprehensive approach to educating children for successful outcomes Firsthand recollections by Comer school leaders and teachers and SDP staff members provide an inside look at the challenges and successes that eventually transformed severely underperforming schools into models of excellence Linda Darling Hammond one of the country s foremost experts on K 12 education and her colleagues argue persuasively for the continuing relevance of the SDP Far too many schools still operate in a high pressure environment that emphasizes testing and standardized curricula while ignoring the fundamental importance of personal connections that make a profound difference for students Fifty years on the SDP is still just as powerful as ever

After-School Programs to Promote Child and Adolescent Development Institute of Medicine, National Research Council, Commission on Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Community-Level Programs for Youth, 2000-09-12 This report summarizes the presentations and discussion at a workshop entitled Opportunities to Promote Child and Adolescent Development During the After School Hours convened on October 21 1999 The workshop was organized by the Board on Children Youth and Families and its Forum on Adolescence of the National Research Council and the Institute of Medicine with funding from the David and Lucile Packard Foundation This workshop brought together policy makers researchers and practitioners to examine research on the developmental needs of children and adolescents ages 5 to 14 years and the types of after school programs designed to promote the health and development of these young people Intended to provide a forum for discussion among the various stakeholders the workshop did not generate conclusions about the types of programs that are most effective nor did it generate specific recommendations about after school programs or promote a particular approach The workshop coincided with release of the Packard Foundation s fall 1999 issue of *The Future of Children* entitled *When School Is Out* Focusing on after school programs the journal provided some context for the workshop providing a backdrop for discussing the importance of after school programs the types of programs that exist across the country and the policy climate that surrounds after school programs This report summarizes the workshop

The Development of Free Schools in the United States as Illustrated by Connecticut and Michigan Arthur Raymond Mead, 1918 *Report of the Superintendent of Public Instruction* Oklahoma. State Dept. of Education, 1930

The Role of School Development Plans in Managing School

Effectiveness Great Britain. Inspectorate of Schools,1991 **Elementary and Middle-Class Instruction in the Netherlands, and their development in accordance with the laws of 13th August 1857-elementary instruction-and 2nd May 1863-Middle-Class Instruction. Published by the Royal Commission of the Netherlands. [With the text of the laws.]** Netherlands [Kingdom of the Netherlands.],1876 **Addresses and Proceedings - National Education Association of the United States** National Education Association of the United States,1923 Vols for 1866 70 include Proceedings of the American Normal School Association 1866 69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association **The Danish People's High-school** Foreningen for højskoler og landbrugsskoler (Denmark),1918 *An Experimental Method for the Discovery and Development of Tests of Character* Theodore Ferdinand Lentz,1925 **Readers' Guide to Periodical Literature** ,1926 **Yearbook of the National Society for the Study of Education** National Society for the Study of Education,1904 **The Quarterly Journal of the University of North Dakota** University of North Dakota,1920 The Administrative Effects of Reorganization in Small High Schools of West Virginia Lakin Fiske Roberts,University of Iowa,1928

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