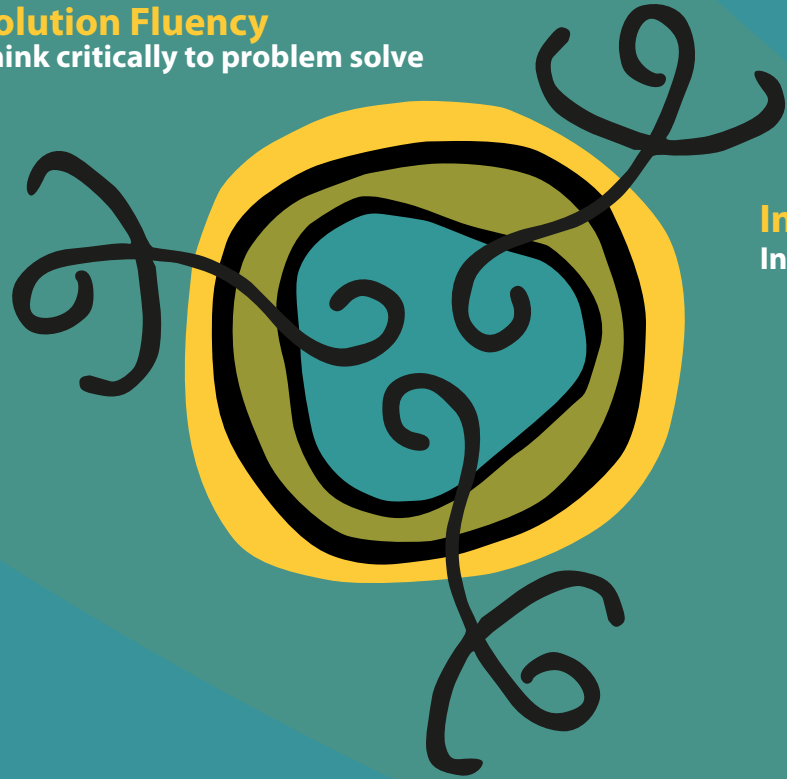


Solution Fluency

Think critically to problem solve



Information Fluency

Intuitively interpret information



Media Fluency

Analytically view and create communications



Innovate - Engage - Inspire

Creativity Fluency

Innovative design to add value



Collaboration Fluency

Unconscious ability to work cooperatively



Margaret
River PRIMARY
SCHOOL
grow and achieve together

Principal Application

Simon Mansfield

Constructively discontent



My Beliefs

An educational leader

Developing Self and Others



Values

Self-development
Reflective
 Coaching supported and supportive Enthusiasm
Collaboration
 Respect Work Ethic Emotional intelligence Relationships
Integrity Emaphy
 Honesty Connections Accountability Play based learning
 School Management Group **Quality** Personal
 School Board School Structure
STEAM Personal web page
 Instructional play Innovation Book Club **Creativity** Resourcing
 Critical Thinking Arts Grants
 Middle School

Changing paradigm of teaching

In the old paradigm of teaching, the teacher's knowledge is transferred to passive learners. The absolute, necessary, and sufficient requirement for teachers in this context is complete mastery of the content. The classic classroom is the teacher lecturing and students listening. The students are silent, passive, and in competition with each other.

The old paradigm of education is also wearing out, and parts of the new paradigm have been emerging in my lifetime. John Dewey (1966)

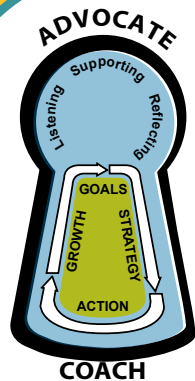
The new paradigm of teaching

is based on the theory and research that have clear applications to instruction. In the new paradigm of teaching, **knowledge is actively constructed, discovered, transformed, and extended by students.** The teacher's effort is aimed at developing students' competencies and talents; education is a personal transaction among students and between teacher and students as they work together.

(Johnson, Johnson, & Holubec, 1998).

Inquiry Process

Immersion
 Brainstorm
 Big Question and Action
 Finding Out
 Creating It
 Sharing & Evaluating
 Celebrating and Reflecting



Growing Beliefs - Build Capacity

grow and achieve together

Life Styles Inventory Human synergistics 2015

Primary Style is **Achievement**

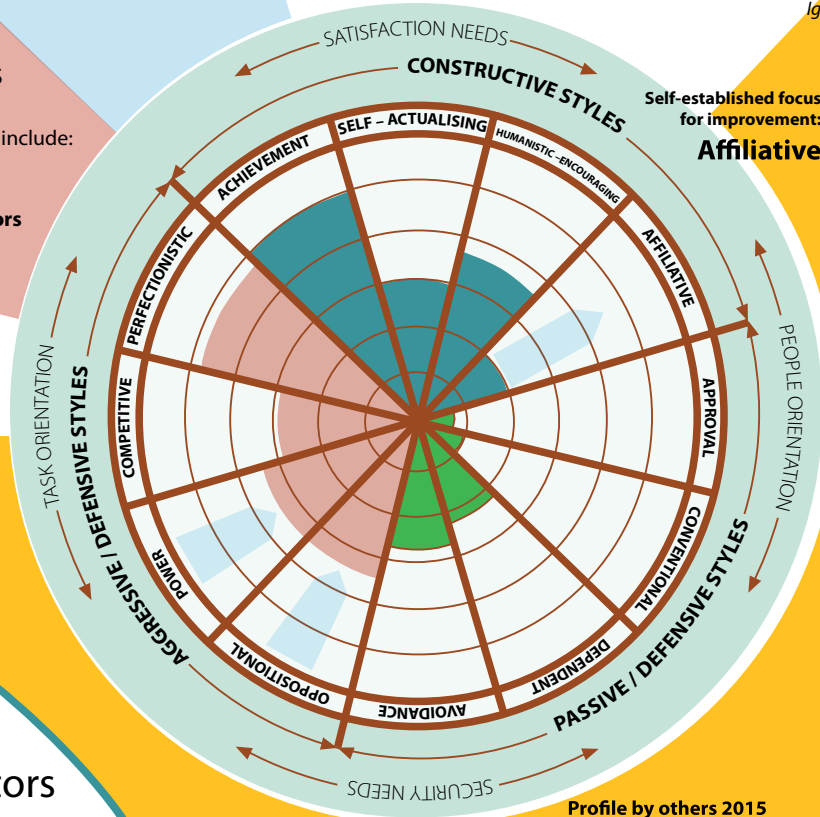
Items measuring this style include:

- *Enjoys a challenge
- *Usually thinks ahead
- *Sets own goals

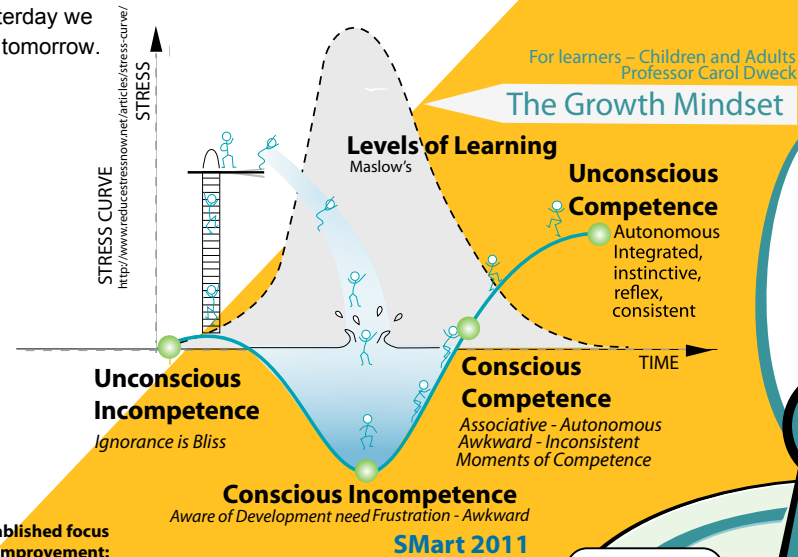
Secondary style is **Perfectionistic**

Items measuring this style include:

- *Tries hard to prove self
- *Impatient with own errors
- *De-emphasises feelings

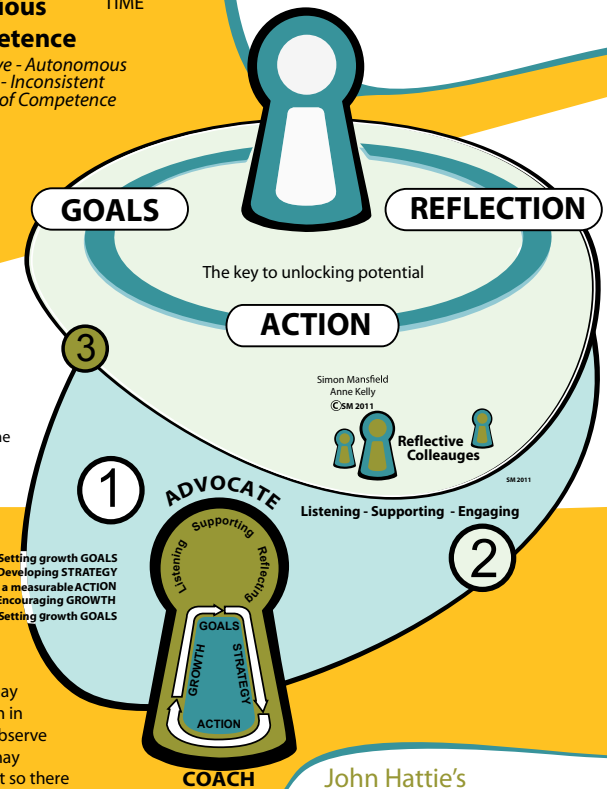


If we teach today the way we were taught yesterday we aren't preparing students for today or tomorrow.



Reflective Practice

2011: The 'Reflective practice' a model of professional development that was designed to encourage participants to embrace a process of reflection goal setting and action. This Process provided feedback to participants about their current teaching practice, while also challenging them to explore the impact of their teaching practice. The goal of 'Reflective practice' is to create a state of conscious awareness of participants teaching skills and tweak them to achieve better learning outcomes for students.



The Coaching Model 2011 - 2015

- 1 The 'Coach' underpins the process, working with the participant to facilitate their goals. Providing the participant with a safe and collaborative environment that specifically focuses on the individual's needs, while maintaining a direction this is consistent with the schools philosophies.
- 2 The 'Reflective Colleague' supports the goals, strategies and actions developed by the 'Coach' and the participant. They may meet with the participant regularly or informally. Their role may also be to participate actively in the action with in the participants goals; for example they may observe and provide feedback about a lesson or they may implement a strategy trialled by the participant so there can be context for development of understanding.
- 3 The participant builds a growth relationship with the coach and a support relationship with the 'Reflective Colleague'. The participant actively participates in the Goal, Action and Reflection process. The participant determines the goals and actions with support from the 'Coach' and 'Reflective Colleague'. The participant works to record their reflections of progress and uses these to determine future short and long term actions.

John Hattie's Eight Mind Frames For Teachers

- *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.
- *The success and failure of my students' learning is about what I do or don't do.
- *I want to talk more about learning than teaching.
- *I am a change agent. *Assessment is about my impact. *I teach through dialogue not monologue. *I enjoy the challenge and never retreat to "doing my best". *It's my role to develop positive relationships in class and staffrooms. *I inform all about the language of learning.

Coaching Partners Principal Mentors

"If you can't tell me why you are teaching the way you are and can't back it up with research. May be there is a better way."
Adapted from a John Fleming statement

Understanding Creativity



The 7 Habits & Growth Mindset



Learning Behaviours

Habit 1 Be Proactive

I

I'm in Charge
I take initiative
I'm a responsible person
choose my actions, attitudes, and moods.
I do not blame others for my wrong actions.
I do the right thing without being asked, even when no one is looking

Habit 2 Begin with the End in Mind

I

Have a Plan
I plan ahead and set goals.
I do things that have meaning and make a difference.
I am an important part of my classroom and contribute to my school's mission and vision.
I look for ways to be a good citizen.

Habit 3 Put First Things First

1st

Work First, Then Play.
I spend my time on things that are most important.
I set priorities, make a schedule, and follow my plan.
I am disciplined and organized.
This means I say no to things I know I should not do.

Habit 4 Think Win-Win

I

Everyone Can Win
I balance courage for getting what I want with consideration for others.
I make deposits in other people's lives.
When conflicts arise, I seek mutual gain.

Habit 5 Seek First to Understand, Then to be Understood

I

I listen to other people.
I try to see things from their point of view.
I listen to others without interrupting.
I am confident in voicing my ideas.
I look people in the eyes when talking.

Habit 6 Synergize

I

Together Is Better
I value other people's strengths and learn from them.
I get along well with others, even people who are different than me.
I work well in groups.
I seek out other people's ideas to solve problems because I know that by teaming I am humble.

Habit 7 Sharpen The Saw

I

Balance Feels Best
I take care of my body by eating right, exercising and getting sleep.
I spend time with family and friends.
I learn in lots of ways and lots of places, not just at school.
I find meaningful ways to help others.

Five Things You Can Do to Become More Creative

1. Pattern Recognition and Critical Thinking



Creative people see connections others overlook. To develop this trait, start questioning everything. Challenge authority, test common sense.

2. Curiosity and Exploration



Creative people are insatiable when it comes to taking in wonder. They find the world infinitely fascinating and thirst to know more. Want wonder? Start tinkering. Take a toaster apart. See if you can find Saturn in the sky. Look around and start investigating anything that intrigues your interest. You'll find the process addictive.

3. Decisiveness and Completion



People who get creative work done do two things. They make decisions and they keep making them until they get the job done. It takes courage to make a creative call. Make decisions and live with the consequences. The more you make, the more decisive you will become.

4. Persistence and Persistence



Persistence is what persistence does. There's no other way to rise to the level of persistence required to crack the toughest problem-solving challenges except to keep on keeping on. Start with little problems and don't give up till you solve them. You will build endurance and a list of creative successes as you go.

5. Optimism and Purpose



How creative people come to the optimism that drives them differs greatly. But overall, it comes from a sense of purpose. If you have a passion, you have a purpose. If you have a purpose, you will find ways to innovate, invent, and create. And even when you don't succeed, you will believe you will succeed in the end.

Peter Lloyd

1 Initiate

Start and end here

WHAT IS THE CHALLENGE?

Start your Creative engine

GO

Analyse Challenge

Independently Collaborative

SEEK FOR THE SOLUTION

2 Synthesize

Symphony

"Blending ideas to create clarified solutions."

+ + +

"Symphony...is the ability to put together the pieces. It is the capacity to synthesize rather than to analyze; to see relationships between seemingly unrelated fields; to detect broad patterns rather than to deliver specific answers; and to invent something new by combining elements nobody else thought to pair."

— Dan Pink, A Whole New Mind

3 Innovate

Play your Symphony

Combine the elements:

Construct

Apply

Resolve

Produce

Prototype

4 Reflect

Was the challenge met

Goal achieved

1

2

3

4

etc

Cycle until resolved

Go back to GO and don't collect \$200

Simon Mansfield
Constructively discontent
Smart-THINKING.weebly.com

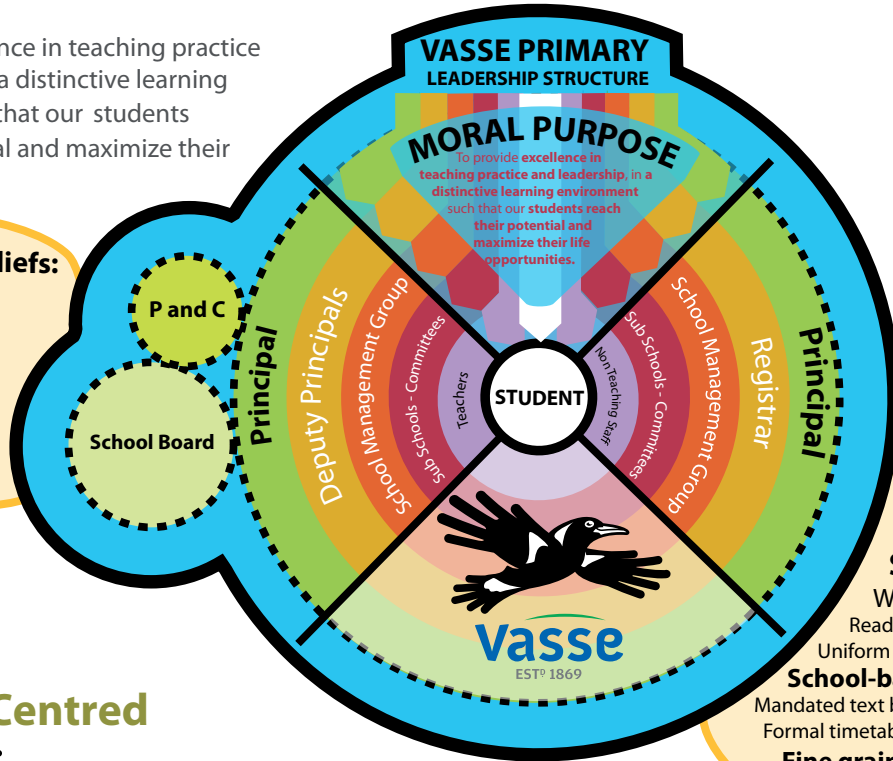
Distributed Leadership Model

VASSE

To provide excellence in teaching practice and leadership, in a distinctive learning environment such that our students reach their potential and maximize their life opportunities.

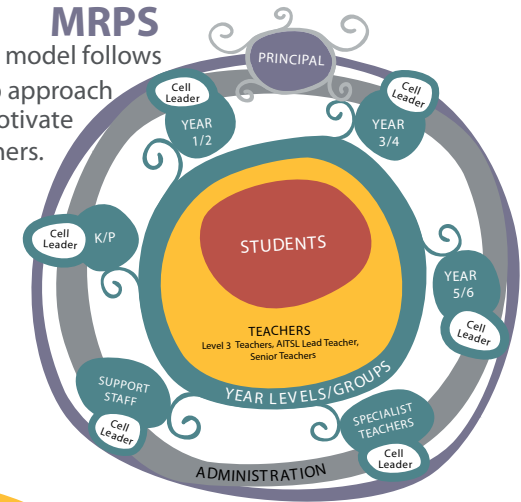
Leadership Beliefs:

- Quality
- Accountability
- Integrity
- Reflective
- Collaboration
- Innovation
- Creativity



MRPS

Our distributed leadership model follows an instructional leadership approach where school leaders inspire, motivate and develop others.

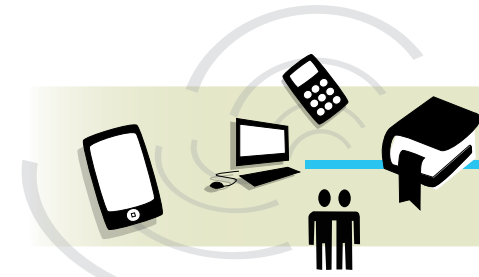


Prof Bill Loudon (2015)–

Qualities of good schools he identified were:

Stable Leadership

- Well developed Improvement Planning
- Reading based on Early Years Phonics
- Uniform approaches to teaching
- School-based Scope & Sequence plans**
- Mandated text book series
- Formal timetables Lit & Num blocks
- Fine grained achievement targets for individuals**
- Direct Instruction intervention programs (eg John Fleming)



Student Centred

IPS Review

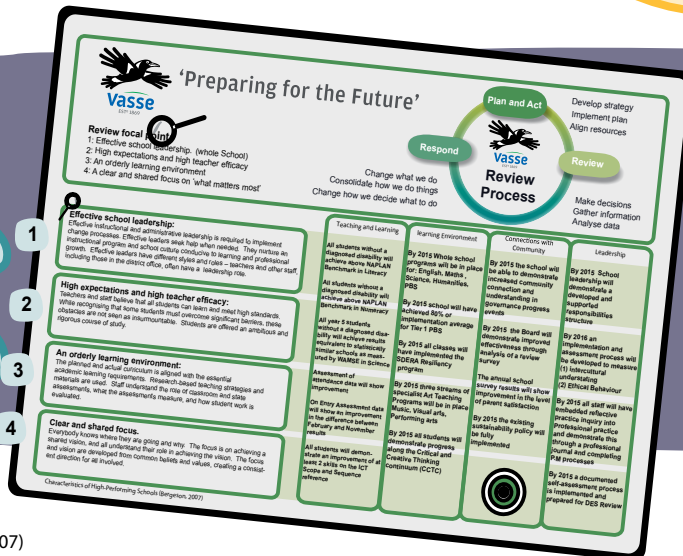
School Audit:
Internal / External
Actual to Ideal

1 Effective school leadership:

2 High expectations and high teacher efficacy:

3 An orderly learning environment:

4 Clear and shared focus.



Student Centred Funding Model

Occupational Therapy

Speech Therapy

Mental Health

My Way

Medical Support

\$CFM
Service

Collective approach

Characteristics of High-Performing Schools (Bergeson, 2007)

Shared Vision

Principals lead and manage through:

- Personal Qualities and Social and Interpersonal Skills
- Knowledge and Understanding
- Vision and Values

Ever changing v7.5

Australian Curriculum

School Curriculum and Standards Authority

Early Years Learning Framework

NQS

SOE4

ADSL2

Proxy

NBN



Unique Places People Purpose



- Develop strategy
- Align resources
- Implement plan

Plan and Act

Model of Professional Practice

Review

Respond

- Make decisions
- Gather information
- Analyse data

- Change what we do
- Consolidate how we do things
- Change how we decide what to do



Global economy and society

Inclusive Australia

Uniqueness of each school within its community

The Five Professional Practices of Principals

1. Leading teaching and learning

2. Developing self and others

5. Engaging and working with the community

3. Leading improvement, innovation and change

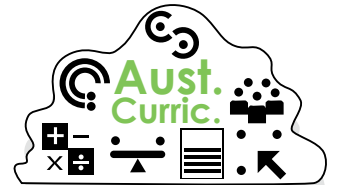
4. Leading the management of the school

welcome P+C Talk Relationships Families Playgroup

Digital Blooms

21st Learning

- Ways of Working
- Thinking Working
- Tools for Working
- Skills for Living in the world



AC-Cloud

Your Best Respectful Responsible

Sir Ken
Stephen Hoppel
Barrie Bennett-Il

Frank Crowther-IDEAS

Problem solving
Thinking R
Innovative learning
Creativity decision making
critical thinking



Connections - Partnerships



Inquiry

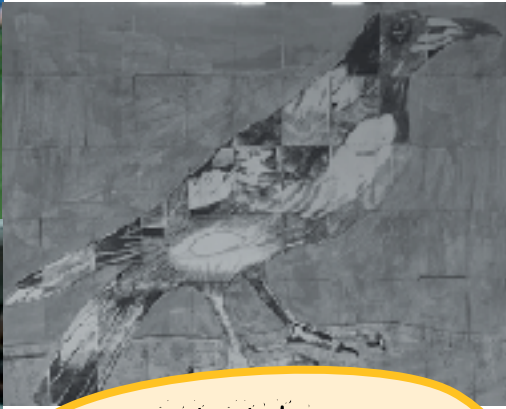
Collaborate

Wonder

Change



Err



Immersion

and adults
If children ^vfeel safe, they can take risks, ask question, make mistakes, learn to trust, share their feelings and grow.

Adapted from Alifie Khon Punished by Reward



Embrace



Persevere



Experience

When the student is ready, the master appears. ~Buddhist Proverb





Belonging



Enthusiasm



Engage



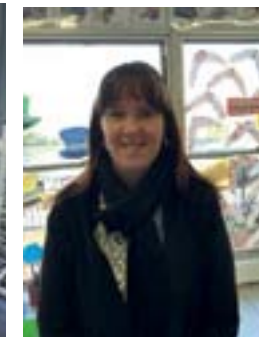
Leadership



Excellence



Connections



Innovate



Sustainable



Understanding



Ownership



Sharing



Commitment



Technology



NQS



Cooperation



Inspire

Learning Environment Priority

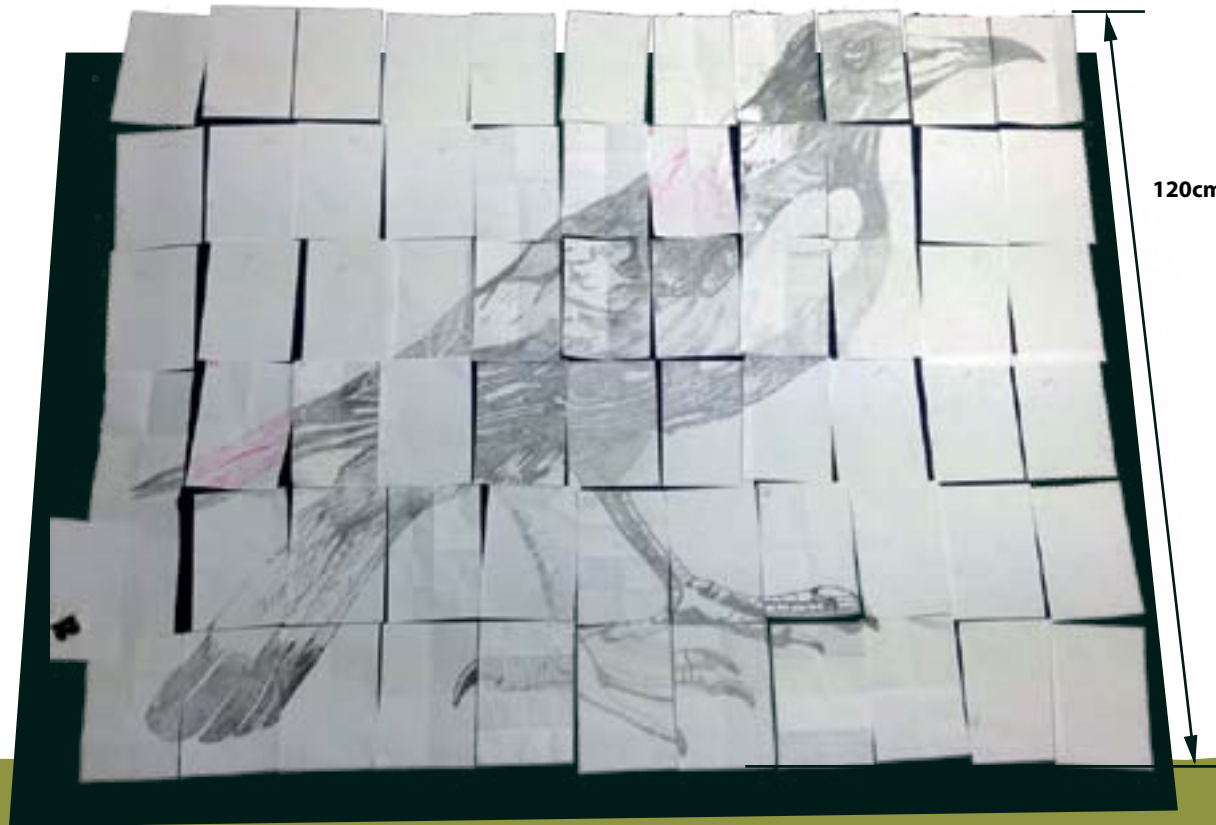
Establish school learning environment around our beliefs of Innovate-Engage-Inspire in order to maximise student engagement and develop lifelong learners.



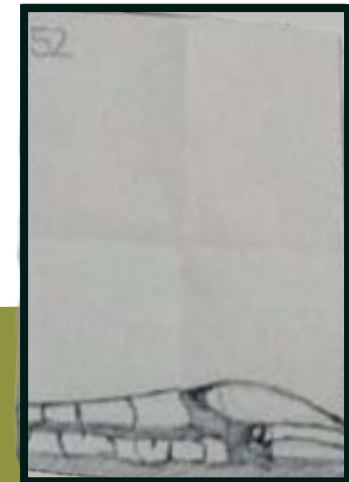
We aim to develop and maintain respectful and supportive relationships with families. We will collaborate with other organisations and service providers to enhance children's learning and wellbeing



Building a team, defining a school



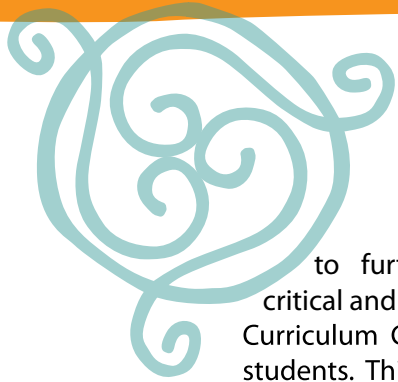
Austin's Butterfly:
Building Excellence in Student Work
Models, Critique, and Descriptive Feedback



Learning Intention - Success Criteria



STEAM Grant



In 2016 Vasse Primary school is looking to further prioritise the development of critical and creative thinking (Australian Curriculum General Capability) amongst staff and students. This project will endeavour to provide opportunities for staff and students to develop their own creative thought and critical thinking process in a range of Australian curriculum areas. The project will consist of creating a knowledge base amongst students around their ability to resolve create ideas using a variety of technological experiences.



\$30,000

The focus will be specifically looking at the development of the idea that **'creativity is a cognitive experience that is restrained only by an individual's ability to physically express it, and it occurs whenever and wherever an expressive challenge arises, not just in the art room.'**

The project proposes to use a local ceramic artist to develop the use of 3D modelling/ scanning and printing (creating) technologies in workshops, team activities and individualised experiences. The ceramic artist will work with the schools art team to develop a process to electronically create items that students have conceptualised and then print them in a ceramic medium.

The process will give opportunities to and enhance the ability of students who may not ordinarily have the inclination or the physical ability to express their creative ideas.

The project will also allow us to create a creative space / lab for students to create, share and immerse themselves in problem solving and critical thinking activities in their own time or through structured lessons.



Vasse Primary School – Cape Naturaliste College – Local artist – City of Busselton
Department of Culture and the Arts

Infoxication



The age of Enlightenment

Simon Mansfield 2015

Simon Mansfield
CONSTRUCTIVELY DISCONTENT

