Raising standards of professionalism through building trust.

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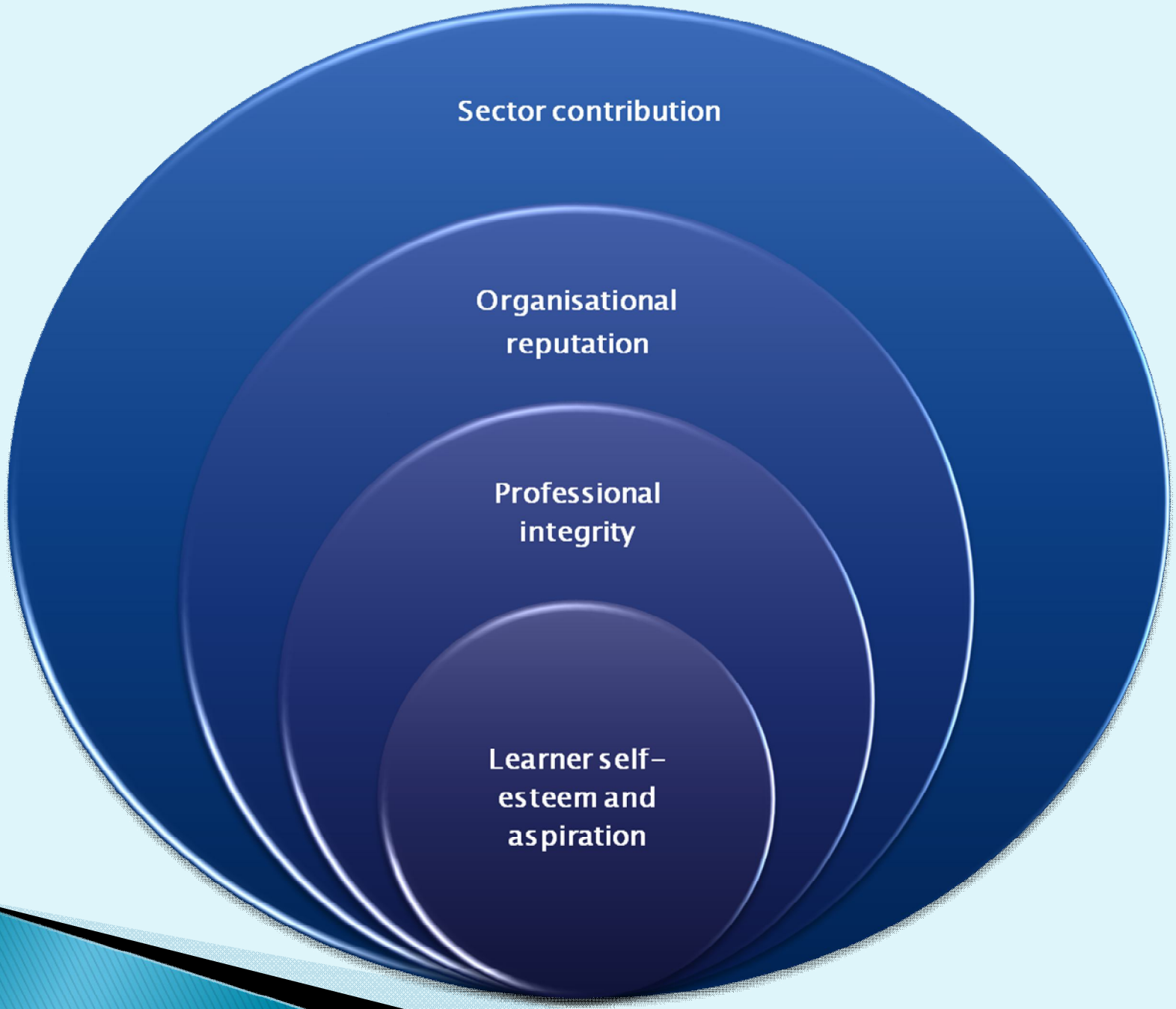
‘Tumultuous change’
‘Turbulent times’
‘Job insecurity’
‘Economic meltdown’
‘Reduced training budgets’
‘Social upheaval’
‘Rising unemployment’
‘Sector instability’
‘Organisational churn’
‘Public spending cuts’
‘Double-dip recession’
‘A perfect storm’
‘Skills shortage’

Holding On

Letting Go

Sustained excellence flows from self-belief.

High trust environments allow confidence, good judgment, initiative, creativity, innovation and partnering to flourish.


Sector contribution
Organisational reputation
Professional integrity
Learner self-esteem and aspiration

Survey of IfL Fellows (Jan 2011)

Effective leadership of teaching and learning :

- creates an environment that supports trust and collaboration.
- communicates and translates vision into goals.
- respects the professionalism and autonomy of teachers.

Trust-building in educational institutions is closely related to the value seen to be placed on T&L.

Trust: the moral imperative

1. Restoring status, respect – and a sense of vocation – to our educators.

2. Creating expansive ‘learning organisations’ that inspire and support teachers and learners.

3. Re-establishing links between education, training, individual productivity, social stability and wider contribution.

Trust: the business case

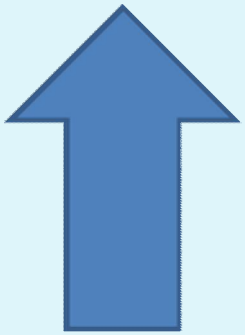
Trust ↓

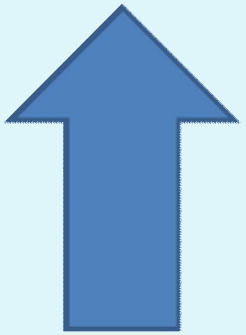
Speed ↓

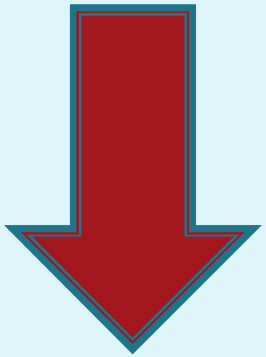
Cost ↑

From the ideas of Stephen M.R. Covey, *The Speed of Trust*, 2006

Trust **Speed** **Cost**







From the ideas of Stephen M.R. Covey, *The Speed of Trust*, 2006

A culture of professional learning: practical steps towards trust-building.

- Listening to the views of staff and students.
- Exploring knowledge transfer attitudes and practices.
- Allocating time and resources for cross-College CPD.
- Diversifying the lesson observation scheme.
  - Learning walks
  - Longitudinal studies
  - Peer observation

Staff feedback on peer observation:

'This was an excellent opportunity to observe exceptional teaching, create cross-college links and be exposed to a variety of new approaches and ideas'

'Very useful to observe and be observed in a much less judgemental way. The process was stress-free and productive.'

'The process treated lecturing staff like professionals and trusted us to coordinate, meet and assess.'

A culture of professional learning: practical steps towards trust-building.

- Ensuring all feedback is developmental and solution-focused.
- Developing a coaching ethos:

Goals, **R**ealities, **O**ptions – the **W**ill and the wherewithal

- Encouraging agency and a focus on teaching and learning e.g. through Supported Experiments.
  - Identify common classroom problems.
  - Experiment with solutions.
  - Actively monitor impact.
  - Share outcomes and resources.

- 60 action research projects (Supported Experiments)devised to address common classroom problems.
- Improvements in test and exam results, more homework being handed in and significant improvement in attendance and punctuality.
- Coaching network expanded from 1 to 21.
- High levels of voluntary take-up for SD activity. Growing pool of facilitators.
- Lesson observation ‘good or better’ grade profile up by 20%.
- Improvement in overall student success rates year on year.

Good practice in the sector:

From: Leading learning and letting go (IoE, IfL, 157 group – seminar paper, May 2012)

- Clearly articulates what excellence in vocational learning looks like.
- Moves away from a deficit model of management and attendant blame culture towards 'expansion' models that promote risk-taking, honest self-assessment and agency.
- Genuinely encourages openness.
- Promotes collaborative and supportive training and working models.