



**Growing
Rightful, Responsible
Respectful
Children and Young
People
so that they can
“Achieve Excellence”
“Aim High”
& have
“Pride of Place.”**

**Why do you get up and come
to work in the morning ?**

“It’s a job.”

“For the money”

“To make a difference”

**“To make the world a better
place”**

Will today matter?

Resource interview

**This comes from
Solution Focus Thinking
and is designed to
focus on the positive.
It should be much longer and
deeper than we have time for
today.**

Resource interview

Think of something that you have been a part of during this week , that has been successful- it does not have to be large or have to be highly significant- a small step forward that makes you feel good.

Write it down.

Success story

**What was your part
in this success ?**

Write it down.

Resource interview

**Why did you chose this piece of work
or activity ?**

**What caused you to think of it as
successful, and what part of the
success was down to you?**

Write it down

Success story

Reflect upon and start to identify what

**Qualities,
Skills and
Strengths**

**you must have possessed in order to play
this part in the success.**

What else?

Success Stories

What beliefs and values do you hold that underpin these qualities, skills and strengths?

What else?

What were their origins?

Write it down.

Resource interview

**What do you do on a daily basis
that demonstrates these
values and beliefs that you hold
to your colleagues
and children and young people?
Write it down.**

Values for Respect

Self

Relationships

Society

Environment

The self

The self

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

On the basis of these values we should

- **Develop an understanding of our own characters, strengths and weaknesses**
- **Develop self-respect and self-discipline**
- **Clarify the meaning and purpose in our lives and decide on the basis of this, how we believe that our lives should be lived.**
- **Make responsible use of our talents, rights and opportunities**
- **Strive, throughout life for knowledge, wisdom and understanding**
- **Take responsibility, within our capabilities for our own lives.**

Relationships

Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of others and ourselves and to the good of the community.

On the basis of these values we should

- **Respect others, including children**
- **Care for others and exercise goodwill in our dealings with them**
- **Show others that they are valued**
- **Earn loyalty, trust and confidence**
- **Work co-operatively with others**
- **Respect the privacy and property of others**
- **Resolve disputes peacefully**

Society

Society

- ***We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as a basis of a society in which people care for others.***

On the basis of these values, we should

- **Understand and carry out our responsibilities as citizens**
- **Refuse to support values or actions that may be harmful to individuals or communities**
- **Support families in raising children and caring for dependants**
- **Support the institution of marriage (This may be a subject of debate between groups and individuals. The survey showed that society as a whole felt it was to be supported. It may be constructed as marriage is to be promoted but other relationships not diminished through this promotion)**
- **Recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds**
- **Help people to know about the law and legal processes**
- **Respect the law and encourage others to do so**
- **Respect religious and cultural diversity**
- **Promote opportunities for all**
- **Support those who cannot, by themselves, sustain a dignified life style**
- **Promote participation in the democratic process by all sectors of the community**
- **Contribute to, as well as benefit fairly from, economic and cultural resources.**
- **Make truth, integrity, honesty and goodwill priorities in public and private life.**

The environment

The environment

We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

On the basis of these values, we should

- **Accept our responsibility to maintain a sustainable environment for future generations**
- **Understand the place of human beings within nature**
- **Understand our responsibilities for other species**
- **Ensure that development can be justified**
- **Preserve balance and diversity in nature whenever possible**
- **Preserve areas of beauty and interest for future generations**
- **Repair, wherever possible, habitats damaged by human development and other means.**

Social Emotional and Behavioural Skills to be Responsible

Intra Personal Skills

- **Self awareness**
- **Managing feelings**
- **Motivation**

Inter Personal Skills

- **Empathy**
- **Social Skills**

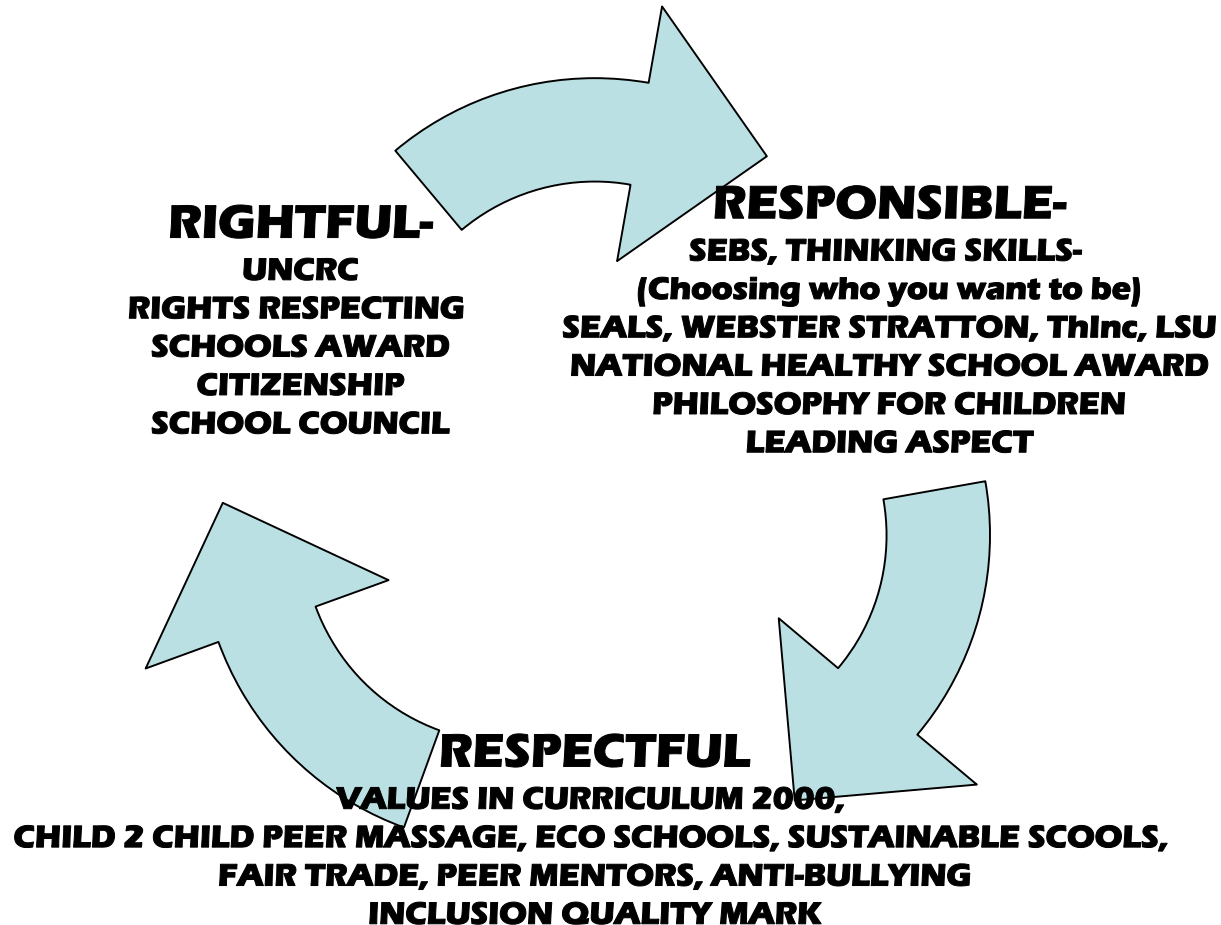
Thinking Skills

- **Aspects of learning**
- **Enquiry**
- **Problem solving**
- **Creative thinking**
- **Information processing**
- **Reasoning**
- **Evaluating**

Rights Respecting Schools Award

- **Leadership and management for embedding the values of UNCRC in the life of the school**
- **Knowledge and understanding of the UNCRC**
- **Rights Respecting classrooms**
- **Pupils actively participate in decision making throughout the school.**

The Rochdale Vision



Our schools as a Place of Protection

**All our children and young
people**

**have a right to an education
and to be included in our
educational community to
“participate, progress, to
attain and to achieve”.**

Excellence and Enjoyment

Planning and assessment for learning

- **Designing opportunities for learning**
- **Assessment for learning**

Creating a learning culture

- **The conditions for learning- including SEBS and teaching toolkit to structure thinking**
- **Classroom community, collaborative and personalised learning**

Understanding how learning develops

- **Learning to learn: progression in key aspects of learning- including SEBS and thinking skills**
- **Key aspects of learning across the primary curriculum**

Key stage 3 and 4 curriculum

The curriculum should ensure that all young people become

Successful learners who

- **Are creative, resourceful and able to solve problems**
- **Have enquiring minds**
- **Communicate well**
- **Understand how they learn**
- **Learn from their mistakes**
- **Learn independently and with others**
- **Enjoy learning and are motivated to achieve**

Confident individuals who

- **Have a sense of self worth and personal identity**
- **Relate well to others and form good relationships**
- **Are self aware and deal well with their emotions**
- **Have secure values and beliefs**
- **Take the initiative and organise themselves**
- **Recognise their talents and have ambitions**
- **Are willing to try new things**

Responsible citizens who

- **Are enterprising**
- **Respect others and act with integrity**
- **Understand their own and others cultures**
- **Can change things for the better.**

Two Learning Objectives in each lesson.

- **Academic target**
- **Learning objective**
- **Assessment for learning**
- **Personalised learning, target setting, feedback / marking**
- **Differentiation**
- **Pupil tracking**
- **Cross curricular links**

- **Social Emotional Behavioural target/
Thinking skills= BEHAVIOUR for LEARNING**
- **Learning objective**
- **Assessment for learning**
- **Personalised learning, target setting, feedback / marking**
- **Differentiation**
- **Pupil tracking**
- **Cross curricular links**

Managing behaviour / Caught curriculum

Teaching the behaviour that you want, noticing and "holding accountable" +ve & -ve, rewarding the behaviour sanctioning to limit misbehaviour.

Links to academic curriculum and differentiation and appropriate curriculum, teacher/adult competency, strategies to manage behaviour, modelling the behaviour

Links to add. needs, small group teaching, classroom support, reports, reward strategy.

**Able to make Rightful, Responsible, Respectful decisions
to achieve 5 Outcomes**

2006 Education and Inspections Act

**School Behaviour Policies based on
Rights and Responsibilities for
children, schools and families.**

**Legal powers to sanction- detention,
exclusion and parenting orders.**

**Legal responsibility for Community
Cohesion**

Social Capital

“the set of trust, institutions, social norms, social networks, and organisations that shape the interaction of actors within a society and are an asset for the individual and collective production of well being”.

Measured by

- **Participation in the local community**
- **Pro-activity within a social context**
- **Feelings of trust and safety**
- **Neighbourhood connections**
- **Family and friend connections**
- **Tolerance of diversity**
- **Value of life**
- **Work connections.**

Concorde Organisations

*“bring together people with fundamentally opposing views or identities
for the purpose of promoting civil society
while recognizing group differences”.*

By

- **Promoting overarching values**
- **Balancing both “bridging” and “bonding” values**
- **Establishing rules of engagement**
- **Record and reward investment**
- **Prevent proselytizing**
- **Acknowledging and receiving legitimacy**
- **Avoiding “gotcha”**
- **Learning to accept “not understanding” and to “not being accepted”**
- **Support single community work**
- **Develop leaders**

Making that Difference to raise Attainment

**What have I learnt about my practice today
that will make it better tomorrow?**

**What have I done today
to move a child towards their excellence,
that is the best that they can be?**

**(You are welcome to any of these ideas but we ask
that you acknowledge the source- THANKYOU)**