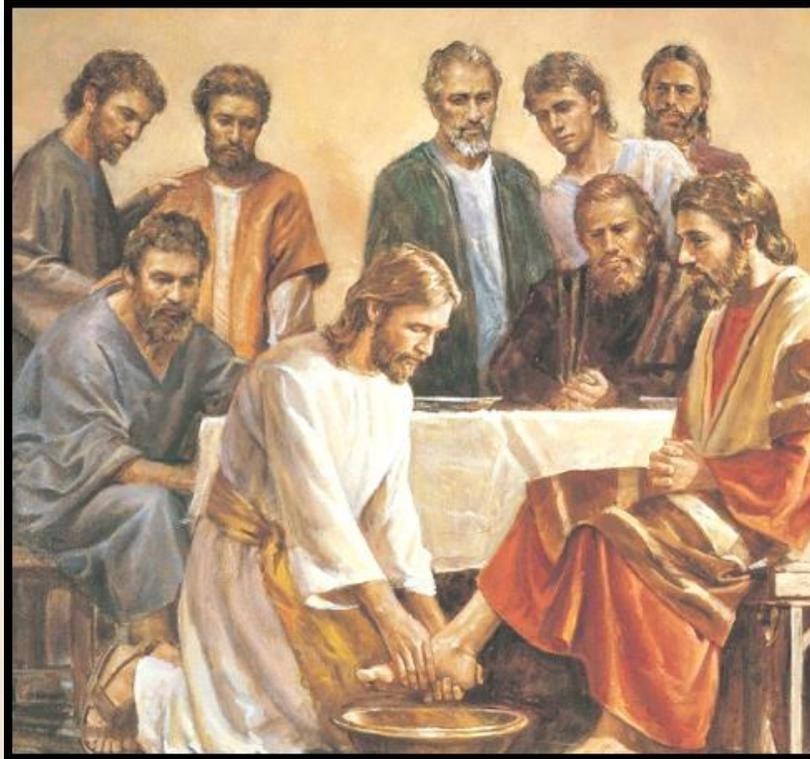


# Leader of Leaders

## The new SIAMS schedule



Diocese of Durham

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## Aims:

- To outline the format of the new SIAMS schedule (from Sept 2018)
- To consider the impact this might have on your school and resources that could support your next steps



# What do we want from SIAMS?



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# An exciting opportunity

- Vision, provision, impact,
- Courageous advocacy,
- Theologically rooted in the vision gives the 'whole picture',
- Exploring the 'big questions',
- Valuing All God's Children (VAGC), mental health and well-being,
- Expectation = good.



## Vision for SIAMS

*'It is a matter of affirming what is of worth in the past and the present, rejecting courageously things that we judge unwise, and working to transform those that are valuable but need improvement'*

(CEEEO)



THE CHURCH  
OF ENGLAND  
EDUCATION OFFICE

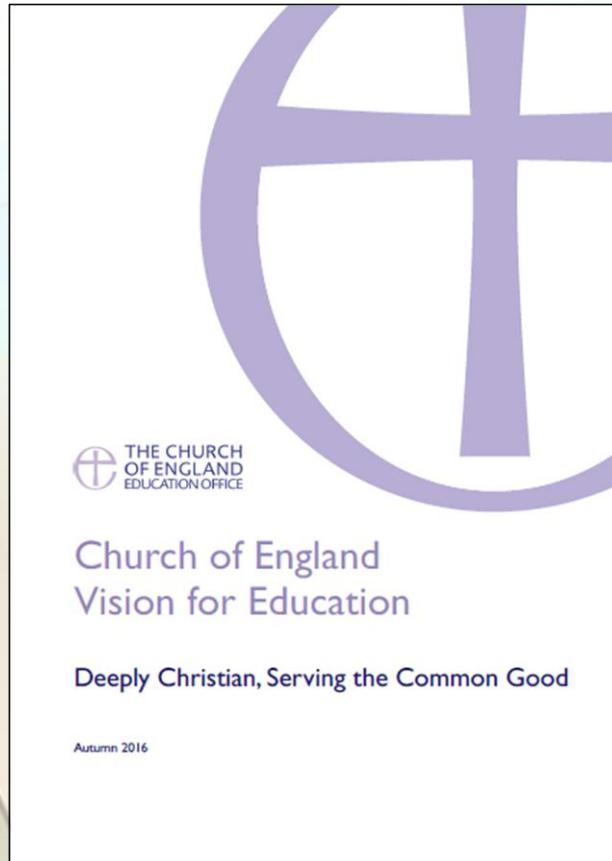


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# What are the 4 core strands of the Church of England Vision for Education?



Educating for:

- ✓ Wisdom, knowledge and skills,
- ✓ Hope and aspiration,
- ✓ Community and living well together,
- ✓ Dignity and respect.



# The 4 core strands of the Church of England Vision for Education

**Discuss ideas of what this might look like in your school.**

Personal reflection – which do you consider to be the most challenging?

Educating for:

- ✓ Wisdom, knowledge and skills,
- ✓ Hope and aspiration,
- ✓ Community and living well together,
- ✓ Dignity and respect.



# Vision and Leadership

How **effectively** does the school's distinctive Christian vision, established and promoted by leadership at all levels, **enable its pupils and adults to flourish**?



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# The new schedule centres around 3 key questions

## Vision

- What is your Christian vision for the school?

## Provision

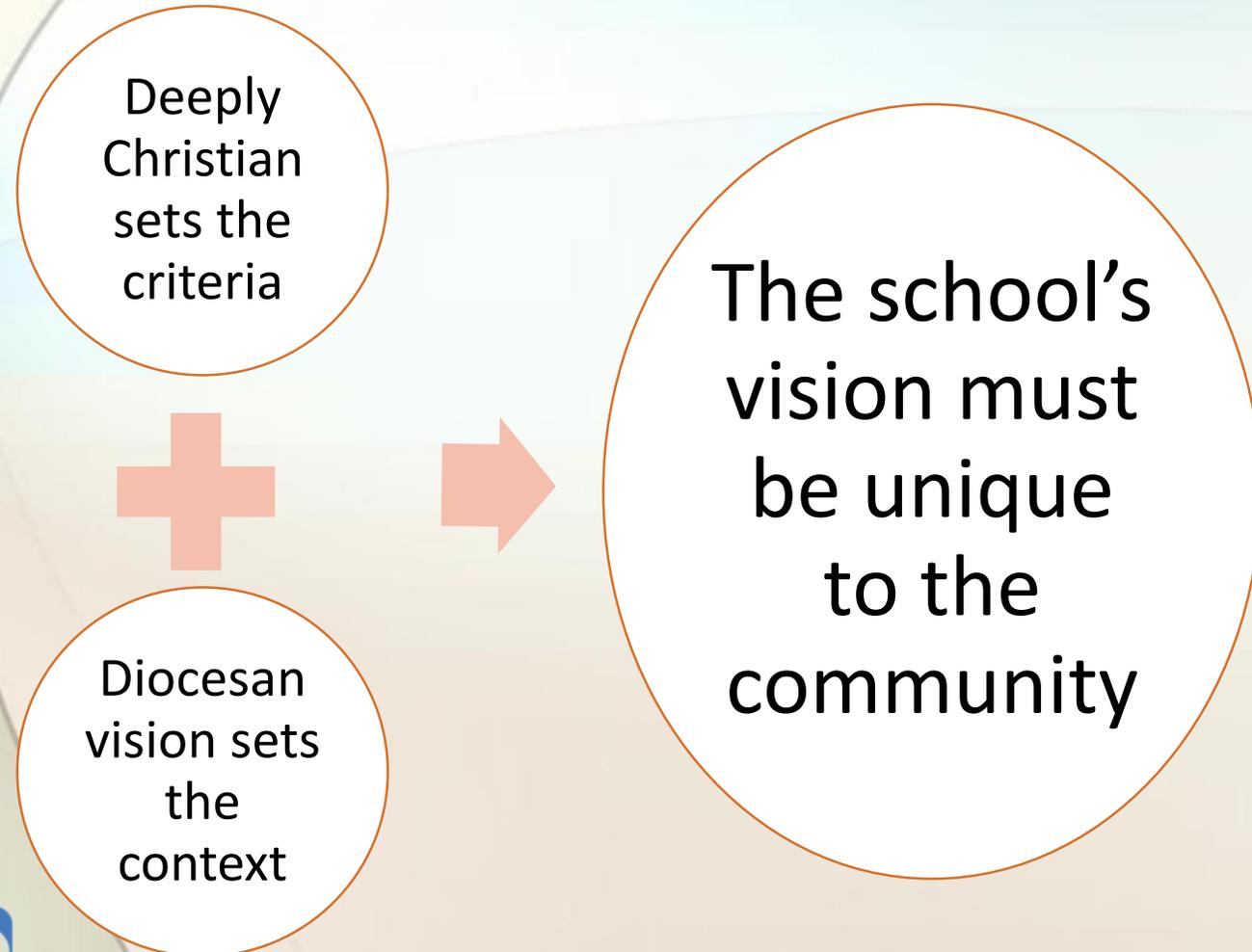
- What do you do because of your Christian vision?

## Impact

- How do you know that it is working?



# Not imposing a vision – the school has its own vision tailored to its context.



- The school should take account of CEEO vision
- The central principles of CEEO vision are aspects of Christian character that should be common to all church schools
- Inspection against the school's vision

# Vision and Leadership



Your school should have a **distinctive Christian vision** that underpins everything you do as a school.

This needs to be grounded in a clear theology, firmly rooted in the Christian narrative, the ‘big story of the Bible’.

It should also reflect your local context.

# Vision and Leadership

Moving from the 'so what?' inspection  
to the  
'Who are we?' and  
'Why are we here?'  
inspection



# Vision and Leadership

Who are you as a school?

Why are you here?

What makes you, you?



# Wisdom, knowledge and skills

Are you delivering an acceptable **quality of education** by whatever measure the government is currently using. If not why not and what are you doing about it?

Jesus was on the side of the marginalised, Church schools were established for the poor of the parish. How does your school prioritise the diminishing of gaps for **vulnerable groups**?

Does your school have a clear and secure understanding of **spiritual development** that is distinguishable from social, moral and cultural development?



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# Wisdom, knowledge and skills

How effective is the school at meeting the academic needs of all pupils?

How effective is the school in identifying and supporting those who are more vulnerable pupils and who may have additional learning and personal needs?



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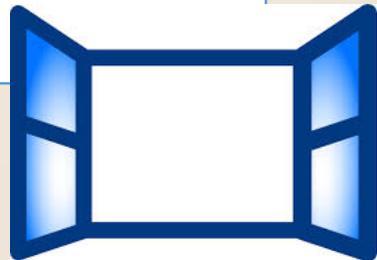
How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?



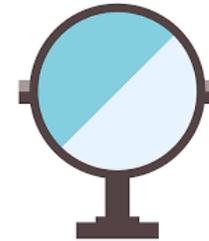
# Wisdom, knowledge and skills

How does your curriculum enable pupils to develop curiosity through a questioning and spiritual vocabulary that helps them explore spiritual and ethical questions?

**Windows:** opportunities to look out on the world and gaze in wonder; the things we find amazing and that bring us up short.



**Mirrors:** opportunities to reflect, to look inward and to consider some of the big questions of life: to explore our own insights and those of others.



**Doors:** opportunities to do something creative that expresses our own thoughts and convictions.



# Hope, aspiration and courageous advocacy

Character development: to be the person God created you to be

- Personal aspiration to be the best you can be

- Hope for others: the local community and beyond



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Social action, inspired by the vision

Teaching children to be courageous advocates for change



# Hope, aspiration and courageous advocacy

Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world?

How well does the school community connect their charitable activities to their vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and understand how they can challenge injustice?



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# Hope, aspiration and courageous advocacy

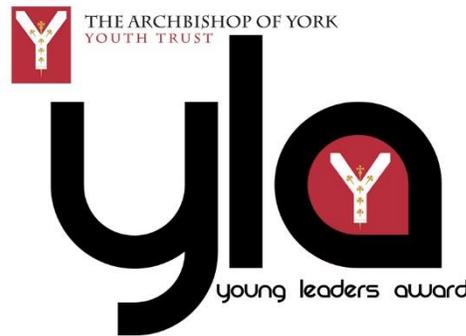
**Moving beyond the cake sale!**



The #iwill campaign promotes social action among 10-20 year-olds.



Empowering children to be active global citizens.



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KS2, KS3, KS4/post-16



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# Community and living well together

Social and cultural development

Behaviour and exclusion policies based on **forgiveness and reconciliation**

Mental health

Learning to disagree well - creating a safe space to express different points of views and accept differences



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# Community and living well together



To what extent does the school's Christian vision and associated values underpin relationships at all levels in the school community enabling pupils to disagree well and to practise forgiveness and reconciliation? Is this reflected in the school's behaviour and exclusion policies?

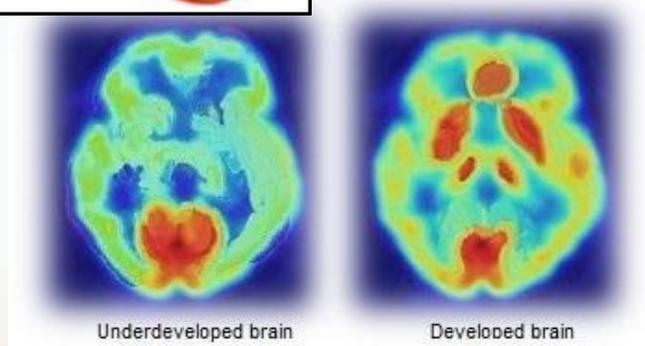
How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrate difference? How effectively has the school explored and engaged in diocesan and other global companion links?



# Community and living well together



½ of all mental health conditions are established before the age of 14



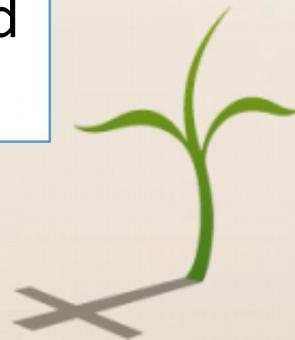
3 pupils in every classroom have a diagnosable mental disorder



8% of 5 to 10 year olds in the country have a mental health disorder



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# Dignity and respect

How well does your school's Christian vision create an environment where all pupils, whatever their background, can flourish because all are treated with dignity and respect?



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# Dignity and respect

How well does the school's Christian vision and associated values help ensure the protection of all members of the school community and uphold the dignity and value of all God's children?

How well do leaders ensure that the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?

Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and dignify others? (From 2019 onward)



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# Impact of collective worship

In what ways and to what extent is  
collective worship in your school:  
inclusive  
invitational  
inspiring?

Is it **central** to the life of the school?



# Impact of collective worship

How often do children experience the **diversity** of Christian practice and tradition?

Different traditions with Anglicanism

**Other Christian denominations**



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# The effectiveness of RE

Academic subject,

Non-confessional approach,

Christianity explored as a living world faith through the exploration of core theological concepts using an approach that critically engages with text.



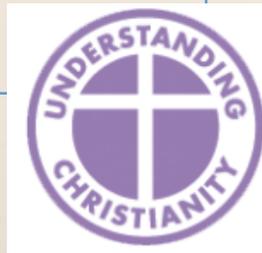
# The effectiveness of RE

How well does RE help to develop religiously literate pupils?

Are the pupils able to hold balanced and informed conversations about religions and beliefs?

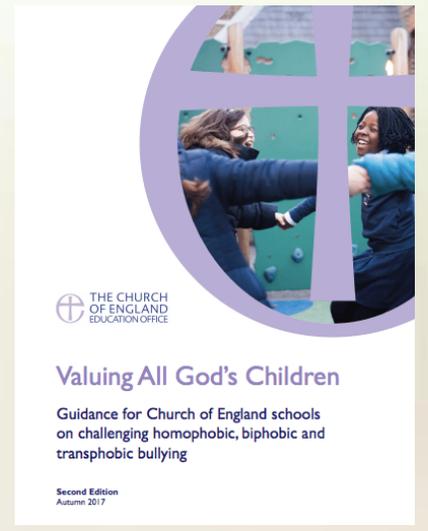
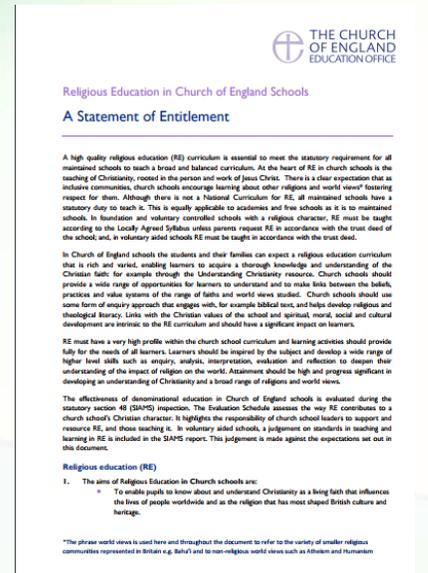
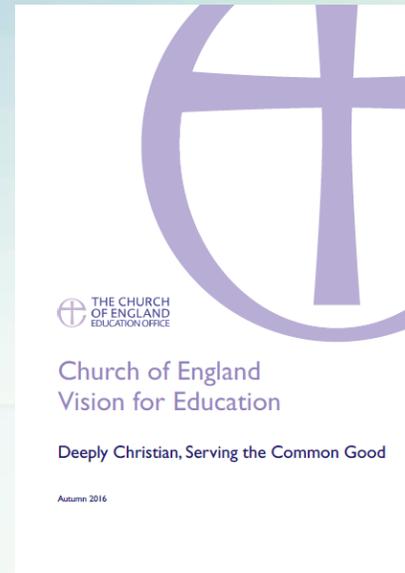


Use the Statement of Entitlement as your guide.



# Resources

Church of England Vision for Education  
Resources from CEFEL  
Global Neighbours  
Thrive  
Valuing All God's Children (2017)  
Diocesan companion links  
The Fruits of the Spirit  
The Statement of Entitlement for RE (2016)  
Understanding Christianity



# Next steps

- Read the Church of England Vision for Education
- Familiarise yourself with the new SIAMS schedule
- Choose one resource from the list to research
- Use the template to start your action plan, identifying one key area to develop

