

# The Difference INCLUSIVE LEADERSHIP COURSE



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## The Difference Inclusive Leadership Course *Supporting leadership in a turn around school.*

Dixons Brooklands joined the Dixons multi-academy trust just over a year ago, starting its turnaround journey. The content and structure of the Difference Inclusive Leadership Course has been purposeful and impactful on my role as Assistant Principal for Behaviour and Attitudes. The course aligned fully with the process and rigour needed to implement effective strategies for creating a fully inclusive school.

### Putting ILC Learning into Practice

**Session 3 of the Inclusive Leadership Course focused on identifying and responding to bias in our school practice and systems.** This linked closely to the ED&I strategy which is currently a key focus right across our trust. I used the pedagogy from this session with heads of year to identify and overcome bias when working with parents. This supported us to develop a more collaborative approach, which engaged with the assets of parents and carers when their children have presented with, and faced challenges.

This collaborative approach was introduced in Return From Exclusion meetings, parents evenings and new starter transitions. Reframing the language we used created more welcoming and open conversations that supported staff and parents to create solutions together.

#### ILC#3: Bias-Informed and Asset-Based Practice

- Sharing learning from Assignment #2
- Sharing implementation and impacts from ILC#2
- Creating a safe space for staff to acknowledge and understand bias
- Establishing a practice of allyship which can challenge bias
- Asset-based practice for students, staff & families
- Identifying strengths as a foundation for growth
- Creating an asset-based practice for your school

#### Assignment #3:

- Improving parental engagement through the Connect - Communicate - Collaborate framework

To find out more about  
the **Inclusive  
Leadership Course**  
use the QR code  
or go to  
[bit.ly/TheDiff-ILC](https://bit.ly/TheDiff-ILC)



# The Difference Inclusive Leadership Course

## *Supporting leadership in a turn around school.*

### Supporting professional development across my school.

Every ILC session has a takeaway task. These tasks provide really valuable opportunities for collaboration and professional development with SLT and staff.

I was able to use the tasks to evaluate the priority outcomes I wanted to improve and then identify key practice and system change needed.

The tasks are very thoughtfully structured to ensure that you are engaging with the granular detail before stepping through wider school action plans.

This has supported me to deliver rationales for change with clarity and purpose, and where new developments were challenging, the tasks also supported buy-in from staff and SLT.

### Improving Student Voice through the take-away tasks

An example of this comes from Session 4 which considered Contextual Safeguarding and Student Voice. For the take-away task I devised and carried out a piece of student voice work with a cohort of students I have been tracking this year. A key learning from the course was that every question in my student voice session should be clearly connected to the specific outcome I was looking to improve. This ensured that this voice activity was a purposeful experience for the students and that the information I received from students was directly linked to my improvement plans. We have now developed this model to form a practice template which Pastoral Leaders are using for all future student voice activities.

#### ILC#4: Contextual Safeguarding and Community Voice

- Sharing learning from Assignment #3
- Sharing implementation and impacts from ILC#3
- Who is Contextual Safeguarding practice for? All staff and every student
- Recognising and responding to harmful and abusive behaviours in school
- Why is student voice important?
- What does it look like when it is valued and impactful?
- How can we support effective practice in student, parent and staff voice?

#### Assignment #4:

- Evaluating Student Voice opportunities in your school to improve reach and impact

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