

***The Intelligent school Model***  
**( Barbara MacGilchrist, Kate Myers and Jane Reed)**

**Outcome :**

Colleagues recognises the elements of “The Intelligent School” and begin to use it to re-evaluate their situation.

All Heads are comfortable using the language of the intelligent school and they are challenged by its widening and deepening of their understanding of their individual situations.

*This outcome needs to be elucidated from the on-set*

Explain that this is one of a number of models that may be used to explore their schools further.

**Process**

<b>Timing</b>	<b>Activity detail</b>	<b>Who</b>	<b>Resources</b>
10 minutes	<p>Introduce the intelligent school framework – use the pre-prepared power point slide. This will be delivered to the whole group.</p> <p>If we could categorise and identify the main elements of school life – to try and get order we’d be in a better position to feel “in control” of the whole – a sense of order can empower us.</p> <p>Different models enable us to develop a deeper understanding of our reality.</p> <p>Intelligent school model</p> <p>Introduce briefly each intelligence in turn asking the participants to start forming in their own minds how they score their school in each intelligence.</p>	West Wales	Power point file
20 minutes	Participants to discuss their understanding of each intelligence	Coaches to facilitate	

30 minutes	<p>Individually start scoring each intelligence out of five. Each intelligence needs to be put into context. Discuss intelligences in trios – coach to monitor trios and facilitate further discussion.</p>	<p>WW to set task</p> <p>Coaches to facilitate discussions</p>	<p>Reality assignments Page 10-13 “Learning” file.</p>
20 minutes	<p>Relate Herrmann profiles to their scoring of intelligent school model Are there any significant patterns emerging? Why is it that their school is like that?</p> <p><i>“Every organisation or team reflects the person at its head”</i></p> <p>In which intelligence is your school most successful? Which intelligence could your school develop further?</p>	<p>Introduction – whole group.</p> <p>Coaches to facilitate</p>	
20 minutes	<p>Relate their leadership styles to their intelligent school model</p>	<p>Whole group input – coaches to facilitate discussions</p>	
30 minutes	<p>How would they like to see their school in a year’s time, three years time. Explore the nine intelligences further – if you were to describe your ideal school, what would it look like? What is happening in the classroom? What do you hear your pupils saying about their learning? What do you hear parents saying? How do your team feel about their teaching?</p>	<p>Whole group introduction.</p> <p>Coaches to facilitate</p>	<p>Clarity assignment page 9 – 18 “Learning” file.</p>

	<p>How do your team feel about their own professional development?          What do your colleagues saying when they talk about your school?</p> <p>What needs to change?          What are the leadership questions/issues emanating from the discussions?</p>		
30 minutes	<p>Participants to close discussion with agreement on way ahead – relate the session to the opportunities to gain deeper understanding in the context of the visit to the Welsh school during the next few days.</p>	Coaches to facilitate	