



## School Charter

The aim of this charter is to help us as an organisation and individuals deal with the complexity of our mission.

At WPS we will seek to support, respect and honour one another appropriately.

Teaching and its management is a craft where absolute certainty and clarity are rarely available. It is to be expected that mistakes will happen, differences in outlook will arise and confusions occur.

However, in acknowledging the complexity of our roles we do not reject our responsibility to continually strive to improve and be ambitious for our performance.

With this in mind, in order to perform to our utmost, we seek to define professionalism as our ability to engage in individual and collective self evaluation to the highest possible level.

We believe that Sophisticated Professional Dialogue – an ongoing process of shared evaluation and rigorous research - is the only way to achieve this.

In pursuing Professional Dialogue, we do not expect that we will always agree or automatically understand each other and need to be safe in pursuing debate even in the face of such obstacles.

That is the aim of this charter – to outline a set of principles which any individual can use to clarify what a safe and fruitful debate and working culture can look like and whether their responsibilities to others, or those of others to them, are being met.

## **General Principles**

We all need to take risks in the performance of our roles. As long as we are following agreed processes we ought to be protected from any difficulty which emerges from the conduct of our roles. In practice this means

### **Collective Responsibility**

Any decisions made in teams are owned and must be pursued by all present. Differences of opinion can be recorded or dissatisfaction addressed through formal systems. Indicating disagreement or malcontent outside team discussion undermines the safety of the team and all individuals within it.

### **Confidentiality**

Certain decisions are vulnerable simply due to their complexity and often information is used to make them which cannot be fully understood or shared with other parties. For this reason, each individual has a right to confidentiality about how they've been conducting their roles. This ought not to be shared with any party inside or outside the school who is likely to have knowledge of them.

Where any colleague does need to talk about work outside of school, they are responsible if the person with whom they shared that information chooses to use it in a negative way.

### **Calendar Discipline**

In particular in relation to agreed deadlines, timings or meetings individuals should not alter or fail to meet such agreements except in extraordinary circumstances. Where such events occur it is their responsibility to ensure the impact is minimised. If an individual is struggling to meet a deadline they should warn all appropriate parties at the earliest possible opportunity and request any help and pay full attention to any guidance given.

## **Staff to Pupils**

To consistently implement all agreed school systems which guide teaching and learning or any elements of roles in good faith and in accordance with the guidance being received from line management e.g. planning, assessment, schemes of work.

To continually self reflect on the quality of their decision making and develop their ability to do this accurately by

- Developing understanding on the types of stimuli they can provide
- Developing the understanding on the evidence which helps an evaluation of impact
- Develop ability to refine their offer to each student through a greater knowledge of specific pedagogical strategies which support personalisation

To engage with moderation on their decision making with their peers and line managers in formal and elective opportunities.

To continually develop the knowledge of the subjects they teach when the need is indicated through their own self evaluation or that of their peers, line managers and be able to show evidence of the same.

To continually develop the knowledge of pedagogy when the need is indicated through their own self evaluation or that of their peers, line managers and be able to show evidence of the same.

### Colleague to Colleague

To engage and add their personal energies to the fullest extent to formal professional dialogue opportunities – e.g meetings, joint planning session, agreed cooperative working sessions.

To engage and add their personal energies to the fullest extent possible to the informal professional dialogue opportunities which occur.

To develop their technical team working behaviours as evidence by an ability to

- Be aware of what you know and what you don't know
- Use evidence to interpretation to support analyses
- Offer Hypotheses for testing when conclusions are vulnerable
- Consistently implement and support the implementation of Team Protocols

To tolerate all reasonable errors on their own part or the part of colleagues by acknowledging the problem, its cause and its consequences and reaching a shared agreement on what to do next time.

To address any perceived unreasonable errors without an assumption of blame (if possible) – but with a clear line of evidence of cause and effect – using line management if in your professional judgement your relationship is not secure enough with your colleague to support a more informal approach.

### Managers to Line Managees

#### [Those indicated in Colleague to Colleague plus those below]

To create clear systems to communicate expectations to staff. This is to include consistency in

- Written guidance on expectations
- Explanations on guidance
- Exemplification of guidance (organisation culture)

To quality assure the consistency of performance and decision making across the management team.

To develop flexibility of professional development systems which allow for personalisation of support for staff as individuals (e.g. individual personal attributes, levels of experience, specific vulnerabilities) so long as the rights and needs of students are not compromised.

If there is deemed to be a conflict between the needs of an individual and that of the organisation that every effort is made to explain the position and access given to the evidence which has informed it.

In complex issues, where Line Manager and/or Line Managee responsibilities appear not to have been met, this is clearly acknowledged and a way forward is sought which clearly attempts to balance the rights of the individual as well as those of the organisation.

### Line Managees to Line Managers

#### [Those indicated in colleague to colleague, plus those below]

To be proactive about querying in a professional manner any guidance or expectation which they do not understand or feel they personally are unable to fulfil.

To develop empathy and improve understanding of the specific performance issues which affect managers as individuals.

To adopt an assumption of goodwill about management decisions and perceived errors until the evidence appears incontrovertibly to refute it and in such instances use agreed systems of redress.

To develop an understanding of how to present evidence and analysis to managers in a manner which they will find it easy to access.

To understand that their consistency in implementing or using resources agreed with their manager will affect Line Managers judgements of the opportunities they are provided in the future.