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Les Voyages Extraordinaires #14
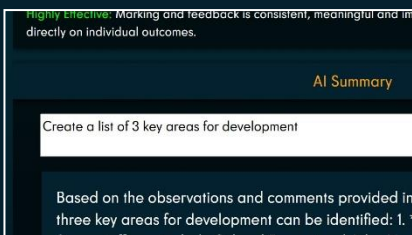
IMMERSE · DISCOVER · IMPROVE

QUICK TIP #1

Change the Ai instruction

When you view your report, change the Ai instruction for added insight. Here you can ask Nautilus to summarise key points as well as requesting the style and tone of the response.

QUICK TIP #2

Download individual reports

You reports are all designed to be simple and uniform, enabling you to choose the content. You can also download individual teacher feedback reports here, without starts, anonymised or with photos.
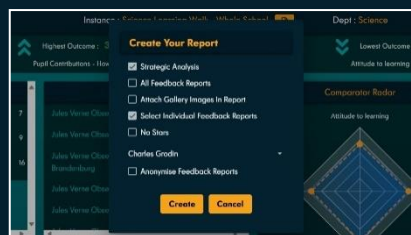
QUICK TIP #3

Keep it simple

Try creating walks and activities with just prompts. There's often no need for descriptors and this will help you to work efficiently. Deselect 'Use Evaluation Statements' when you set up your walk.

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Welcome to the Autumn 24 Nautilus Newsletter

As we return to school, it's important that you can prioritise welcoming back the children and rolling out your school development plans. We're helping more and more schools to then evaluate their day to day provision and to capture all of the great learning taking place. Sharing your school improvement plan may be simple, but seeing how it impacts, creating meaningful professional dialogue and accurately self-evaluating can be the challenging part. Now is a good time to revisit how you do this together. In this issue, you'll find lots of ideas and solutions to help you to secure a clear, strategic overview, and to make good leadership sustainable.

Cost is also something to consider, with schools averaging £1000 per teacher, per year, to provide leadership and management time. How best can this time impact and what tools can we provide to maximise this? As you read more in this newsletter, you'll find that we're always looking to prioritise efficiency and accuracy. If it's not accurate and/or efficient, it's likely to cause bigger problems in the long-term.

Wishing you and your school community the very best for the new school year,

David,

David, Dan, Sophie, Dawn, Tehmina, Adam and Rich.

New Development
Using Ai to Know More

We've been considering how best to integrate Ai into Nautilus to help leaders to quickly identify the key points from each learning walk, book study and evaluation that you do. This can then enable you to secure a clear view, without having to filter and find like to many data packages.

AI Summary

Create a summary of this Nautilus report using 2 steps. STEP 1: Identify what the school does well. STEP 2: Identify the priority areas for development.

Prompt AI

AI Summary

Create a supportive summary for Charles from his classroom visit.

Prompt AI

Charles, your classroom visit has shown remarkable engagement and positive learning dynami highlighted that the children entered your classroom enthused and ready to learn, which sets o the start. Your lesson planning is clearly structured and well-prepared, allowing for a seamless session are well-defined. The students' ability to acquire and apply skills confidently is commer

With your summary copied, you can then share this on the same day with your team, governors or leaders. You can also change the tone and style of your feedback if you'd like it to be more, or less formal.

We wanted to make sure that we integrated Ai for the right reasons, so that it could save time and add insight. When you can summarise a 28 page report, with data analysis and individual teacher feedback in seconds, we know how useful this can be. We're now looking at other ways to use Ai to enable leaders to simply ask Nautilus questions, to find out more and to save hours having to infinity have to drill down and filter. Take a look and have a go, we're sure that you'll soon begin to see the benefits.

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New Developments

Your New Leadership Dashboard

We like a little bit of data but we also think it's important to make sure that you can see things at a glance. With our new and improved leadership dashboard, you can view all of your activities in one place, with simple and clear outcomes. This helps leaders to action same-day feedback, build your overview together as a team and to feel secure about your teaching and learning. Perfect for rock-solid school self-evaluation with genuine distributed leadership.

Filter your dashboard by subject, SEND, year group or any tags that you create.

Toggle your view by your current school year, or by all time for a thorough contextual picture.

See all of your learning walks, book studies, observations and surveys in one place. You can also see the number of entries and the average outcome of each activity.

Your Teaching and Learning profile will show you your total whole school evaluations for everything that you have done. We can also use the flight path below to view progress and trends.

Your school average is your unique aggregate score from all your activity. It's not assigned to gradings, to make sure that it's only about relative progress in your setting.

Your parent and pupil dials will show you the number of responses and the average score. We think it's important to have your surveys all in one place, as you quickly capture stakeholder views..

Here we can quickly view and compare all of your different walks, book studies and surveys that you use along with the total outcomes. You can also click and save our charts directly for your reports.

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How do you ensure that your appraisals are genuinely collaborative, efficient and meaningful?

Introducing

# nautilus360°

Collaborative Appraisal System

Nautilus 360° is a simple, online professional development platform, upgrading and streamlining your existing appraisal process.

Based on the familiar format that schools currently use, we've created a more collaborative, interactive, efficient and meaningful experience.

Set your objectives together along with the success criteria. As the year progress, your teachers can upload evidence to their online portfolio such as strategic planning, reports, observations and pupil outcomes.
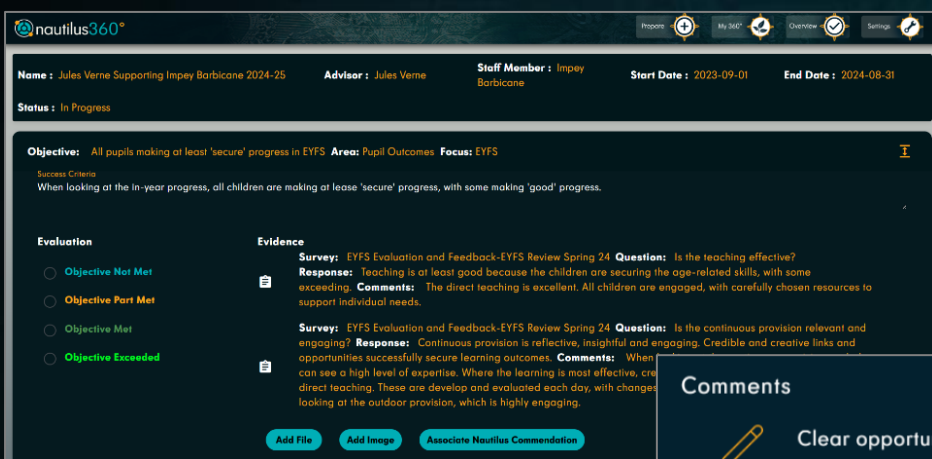
We also love the idea of your team giving each other 'commendations' when they see good practice. Teachers can then add these commendations from Nautilus to evidence impact.
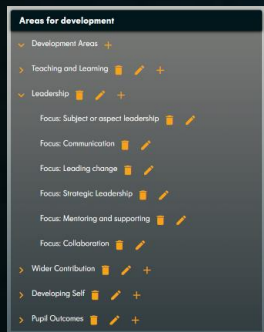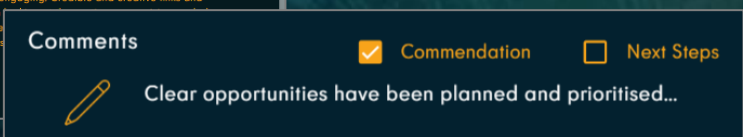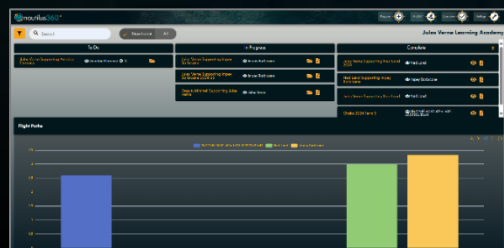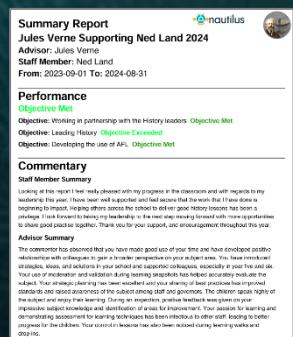
Use our default areas for development, covering teaching and learning, leadership, wider contributions, developing self and pupil outcomes. You can also create your own so that your team are working towards the same in-house priorities.

Your PDF reports will build in the background, so there's no need to spend time trying to evidence or summarise. Our reports will present the outcomes, evidence, feedback and agreed next steps. They're also very thorough, for pay and performance purposes. Your team will be able to view all of their previous documents, all in one place.
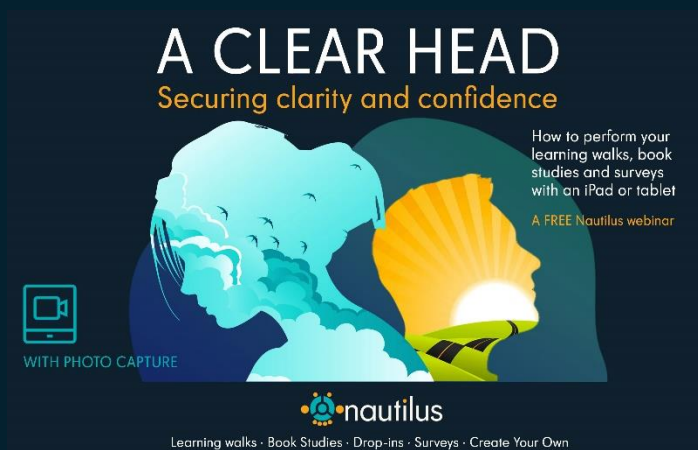
Priority Users can view all of the appraisals taking place, with a simple dashboard. Here you can access each portfolio as well as being able to see the total outcomes across your team.

LEARN MORE

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A CLEAR HEAD
Securing clarity and confidence

How to perform your learning walks, book studies and surveys with an iPad or tablet

A FREE Nautilus webinar

WITH PHOTO CAPTURE

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Learning walks · Book Studies · Drop-ins · Surveys · Create Your Own

Our Free School Leadership Webinars

With over 3000+ school leaders registered in the last year, it's good to know that our solutions are resonating. It's also worth mentioning that that you don't have to be a Nautilus subscriber to access and enjoy them. Each leadership session is packed full of thought provoking ideas and solutions for busy headteachers, senior, subject and SEND leaders.

Simply select the date that you would prefer, and if you can't make it, don't worry. We'll send the video link through to you afterwards.

DON'T OBSERVE, CAPTURE!
Who? Anyone wanting to revisit and refresh, new users or interested leaders
A one hour 'how to' workshop with Q&A, walking you through the platform. How to administrate and assign activities as well as a look at some of the new features, hints, tips and tricks. LEARN MORE · BOOK

SUPER SUBJECT LEADERS 'How to capture, quality assure and improve your subject area'
Who? Subject Leaders and headteachers
Use Nautilus to strengthen your subject leadership. Learn how to use the subject leader toolkit to perform great collaborative learning walks and book studies for a critical point of knowledge. Use your reports and analysis to evaluate and improve your subject area. LEARN MORE · BOOK

SMARTER SEND 'Capturing and evaluating your SEND provision'
Who? SENDcos, ALNcos and/or teaching staff.
A walk-through of the SEND toolkit. We'll take a look at how we can efficiently and accurately self-evaluate SEND provision and identify critical areas for improvement. Add images to your classroom visits and create your portfolio of good practice in the Gallery area. We will also consider reporting SEND to others and the process of individual feedback for your teachers. LEARN MORE · BOOK

NEW - A CLEAR HEAD 'Securing clarity and confidence'
Who? Headteachers and Executive Headteachers
Until now, many headteachers have had to rely on test scores, with paper-based moderation and observations scattered across the school server. This can make it very difficult to feel knowledgeable about current teacher skillsets, effectiveness, strengths and areas for improvement. This is a webinar all about helping busy headteachers to secure an accurate view of teaching and learning. LEARN MORE · BOOK

NEW - THE 10 MINUTE LEARNING WALK 'Creating the perfect learning walk'
Who? All school leaders
In this webinar, we'll demonstrate the secrets behind an effective learning walk, helping you to create genuine distributed leadership, accurate evaluations and meaningful feedback. With years of school leadership experience, and having designed learning walks for over 500+ schools globally, our two former headteachers will present some critical school improvement solutions. LEARN MORE · BOOK

NEW - HIGH LIFE 'Efficient and accurate quality assurance
Who? High school leaders
This is a webinar all about building a clear overview of standards in teaching and learning, securing confident and sustainable leadership and providing timely and supportive peer feedback. It's also about creating sustainable, effective and healthy secondary school leadership. LEARN MORE · BOOK

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FREE DOWNLOAD

# Oracy Snapshot

SCHOOL LEADERS GROUP

CONNECT · SHARE · LEARN

We've been listening to school leaders as they begin to identify their priorities for the new school year. One common theme is introducing better ways to promote and secure good oracy skills. With this in mind, we thought we'd create some expert content to help you to present some guidance for your team, before evaluating the impact in the classrooms. With this learning walk, you can quickly evaluate the development of oracy in any year group or subject. As always, we've created a framework that guides your team, but does not dictate how to teach. We think that this is a good way to show how you can create content that will help you to fine-tune and sharpen your strategic planning and evaluations.

Oracy Snapshot

Promote · Evaluate · Develop
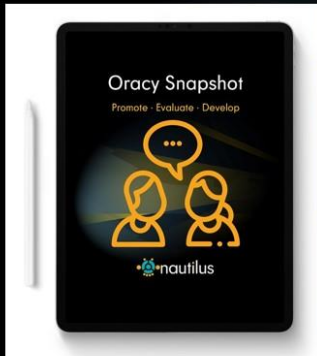
Effective oracy skills not only serve as a means of communication but also empower pupils to engage in more profound learning experiences.

A framework to promote and evaluate the use of oracy strategies within your daily teaching and learning.

SCHOOL LEADERS GROUP

CONNECT · SHARE · LEARN

Download free today from our Nautilus Facebook community 'Around the Moon'

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Create and Share Your Own Content

With our built-in editing suite, you can quickly create your own book studies, learning walks and surveys in minutes. We'd love it if you could share them in our community. We created this space for schools to connect and share. Head for the Files section, and upload with a brief summary and let's get collaborating!

Around the Moon

School Leadership Community
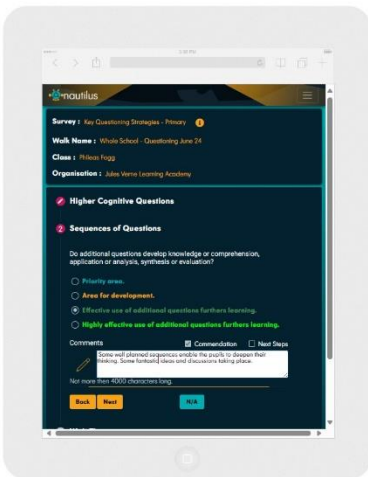
HOW TO ACCESS AND DOWNLOAD

1. Visit our **Facebook school community** 'Around the Moon' here
2. Click on the **FILES** tab, select **'Oracy Snapshot'** and download.
3. Go to the Builder and click **'Import Survey'**.

Your new evaluation framework is now ready to use.

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Leadership Feature

Your Technology, Investment Vs Impact

David 'Deputy' Mitchell

Over the last 25 years, a tech tornado has swept through our schools, leaving behind a trail of bills and receipts enough to make even Elon Musk's eyes water. Much of this technology has been necessary, valued, and has supported teachers in delivering a relevant and challenging curriculum. In just 20 years, we have seen initiatives such as:

- ICT Suites
- Interactive Whiteboards
- Laptops for Teachers
- Faster connectivity
- Touch-sensitive screens
- Server upgrades
- Software advancements and upgrades
- Online software subscriptions
- iPad deployments
- Cloud migration
- 1:1 Devices
- Online/remote learning resources

But have we ever stopped, taken a step back, and asked the question...

What impact is our technology having on teaching and learning outcomes?

Many of those initiatives have come and gone. However, iPad/device use, software subscriptions, and the use of screens are still very much a part of daily life in schools and, as a result, have a significant impact on budgets.

A wise man once told me:

"Technology will never replace teachers. However, teachers making effective use of technology will replace those who are not!"

Bob Harrison (Visiting Professor, Wolverhampton University, 2011)

As a school leader, my vision has always been to ensure teaching staff have the best tools for the job. Moreover, schools should offer students tools that extend beyond what they have access to outside of school. This isn't just about saying "yes" to every technology opportunity that comes our way. We must regularly pause, review, reflect, and plan so that what we offer our students is the best it can be and provides the best value for money.

So, let's explore three areas to review over the next 12 months:

1. Use of classroom display screens and interactive touch screens
2. Use of iPads and/or tablets
3. Use of software subscriptions

Classroom Display Screens/Touch Screens

With the cost of a large interactive touch screen starting at £3,000 + VAT, installing these in classrooms has significant cost implications, whether you're buying outright or leasing. The ability for either the teacher or student to physically interact with the screen display is no small feature. When used correctly and frequently, this can have a huge impact on the learning environment and outcomes.

Question to explore: Is this feature being used day in and day out in your classrooms, and if so, what is the impact?

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An equivalent-sized LCD screen with no interactive features costs around £600. Add an iPad and Apple TV or equivalent software, and for one-third of the price, your classrooms can experience the same level of interactivity at a fraction of the cost. Consider these questions when reviewing:

1. Is the screen being used?
2. Are the interactive features being used? If so, by whom?
3. What is the screen being used for?
4. What is the interactivity being used for?

In my role as a School Improvement Partner, I have seen many classrooms where a £3,000 + VAT interactive display is being used merely as a display board with Blu Tack.

As a result of reviewing how these screens are being used, you may find opportunities to save money in the future or identify the need for INSET training for staff on the features these screens offer day-to-day in classrooms.

The rise of the iPad has impacted every walk of life, and education is one area where its impact has been revolutionary. Schools have been quick to provide teaching staff with iPads, and some schools have even moved to a 1:1 approach for students. Whatever your approach, it's going to have cost implications, and again, we need to review, reflect, and ask the question:

What impact are iPads and/or tablets having on learning outcomes?

Those who know me will testify that I am a huge advocate of technology, but only if it adds value to outcomes. If students are using an augmented reality app to explore inside the human body, at the end of the activity, what have they learned? What do they remember? Quite often, it's the enjoyment of using the iPad and getting out of their seats that makes an impression, not the fact that the kidneys are above the intestines, which might have been the actual objective of the activity.

Reviewing how iPads are being used across different subjects and year groups can give the Senior Leadership Team (SLT) a much clearer picture, enabling them to plan for future investments in hardware, software, and training. Questions to consider when reviewing:

1. When is an iPad used and by whom?
2. In which subjects are iPads being used?
3. What apps are being used?
4. Do you have paid apps? When are these being used?
5. What do your teachers think about using iPads to aid their teaching?
6. What do your students think about how they use iPads in school?

The whole point of the review process is to provide an accurate picture of how iPads are being used across your school. Knowing the current situation is essential for accurate planning, rather than blindly replenishing iPad stock without understanding how they are being used.

Use of Software and Subscriptions

In recent years, most software providers have moved to a subscription model, not only making software more affordable but also allowing schools to be much more flexible in what they offer to teachers and students.
From GCSE Pod to PurpleMash, and from Spelling Shed to ChatGPT, there is a software solution for every area of your curriculum. I've not yet worked with a school that can afford everything, so being in a position to select not only the best solutions but the solutions that will be used effectively has never been more important. In recent years, to cope with the demands of remote/home learning, you may have made even more significant investments to widen the offer to your teachers and students.

Questions to consider when reviewing:

1. Which software do you have?
2. Which software do you pay for?
3. In which subjects is the software being used?
4. How often is the software being used?
5. Who is using the software?
6. What do your teachers think about the software?
7. What do your students think about the software?

Having answers to the above questions can put your school in a position to save thousands of pounds each year. Having looked in detail at just three areas, it's clear that this is a long-term review project, best undertaken over a 12-month cycle at the very least! Building this type of review into your strategic planning could result in significant savings for your school, and if not savings, then a much more flexible offer for both teachers and students.

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Tehmina Hashmi

With a successful career leading secondary schools, and with a special interest in working with diverse and disadvantaged communities, we spoke to Tehmina about her story, key drivers and her experiences.

Very few of us know what we want to be when we grow up. Yet it was a constant question when I was growing up! Teacher and certainly Headteacher was never on the cards for me, mainly because my Mother was one and no way does any child asked at 16 years of age want to follow in their parents' footsteps.

'Eventually, and after many twists and turns, I qualified as a Science Teacher and have never looked back.'

I'm often asked what drove me to become a Headteacher and I would struggle to recall the moment I made the decision to go for it. It's more accurate to say that I was lucky enough to be surrounded by people who saw potential in me, and nurtured that potential, so I could go on and do that for others. It's exactly what we do in the classroom, day in day out and yet we sometimes overcomplicate and mystify leadership. For me, leadership is about harnessing, nurturing and unleashing the talents and gifts of those that surround you. It's a creative pursuit where you are looking for ways to motivate, engage and take people with you as you navigate the journey to your goal. A leader gives voice to those who may not yet, have found theirs. My proudest moments have been those when children I've taught have come back to teach in my school. They are also the moments that make me feel old!

What would you describe as your biggest achievements as a leader?

There are a few stand-out moments that come to mind.

- Being recognised nationally as establishing the fastest growing sixth-form in a school back in the early 2000's. This was particularly poignant as around 70 % of the cohorts that went on to Higher Education were first generation to attend University at that time.
- Securing consecutive "good" OFSTED ratings for a school that started it's journey with 8% of the students getting 5 A-C's in English and Maths.
- Receiving the Times Education Supplement award for Community and Collaboration in recognition of the outstanding work we did as an Academy, nurturing partnerships with a wide variety of community organisations and parents. I love this quote from the judges; *"This felt like a brave school. It is very easy for schools in Bradford to put their heads down and not be noticed."*

What have been your toughest challenges as a leader and what lessons did you learn as a result?

I would say stepping up from Deputy Headship to Headship. I'd often stepped in for the Head when he was out for the day and loved it, but nothing prepared me for the sheer sense, and often burden of responsibility that comes with the authority of Headship. I like to control all variables and I've learned over time it's simply not possible. I also went into the role with a perception of what I should be doing and how I should look to others. I spent a lot of time not being me and trying to be "The Head". Consequently

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it left me feeling more tired and frustrated than I needed to. I was really lucky to have a close friend who would coach me, and I then engaged with professional coaching for myself and my team. It really opened my eyes to the power of talking and listening. It sounds really simple but how often do we just stop, pause and take time to listen to our words, our thoughts and our bodies? I found it to be the key to my continuing success. I would implore everyone in a leadership role to engage with regular coaching sessions of some form. It should be a habit we are encouraged to cultivate and to cultivate in others.

Who has influenced you as a leader?

I love to read and my go to for inspiration and comfort is Stephen Covey's The Eighth Habit. "People don't feel their unique talents are tapped or appreciated. Bottom line: there is a profound yearning in both people and organisations to find their true "voice", to matter, to make a difference, to find greatness".
A leader I look up to and admire would have to be Martin Luther King Jr. To have the resolve, courage, hope and vision that he had in the context he was experiencing and then to articulate his vision so poetically and with such clarity in his "I have a Dream" speech is true leadership.

'Stepping out of Headship has been both a gift and a challenge. It has allowed me the time and space to reflect on my career thus far and challenged me to think about a clear plan for "the next phase" of my working life.'

Working with Nautilus Education has reignited my passion and creativity and being able to work with some incredible school leaders is a real bonus.
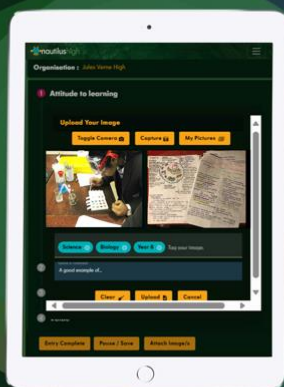
I also love my roles as trustee and Chair of Governors at two separate trusts and find supporting the Heads I work with both rewarding and really informative. Quite often as Heads, we don't get to spend time with other heads in their institutions and I've found it has really focussed me to reflect on my own leadership and acknowledge what I did really well and why I sometimes became "stuck".

We're delighted that Tehmina has now joined the Nautilus team as our secondary specialist.

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