

**Report of the Jurisdictional Learning Visit
Tower Hamlets and Hackney, London, UK
June 30 – July 4, 2014**

Abstract

The York Region District School Board values professional learning opportunities beyond Ontario for the purpose of benchmarking the work of the Board against other high-performing educational jurisdictions. This past July, 2014, a team of teachers, school administrators, and superintendents, from the Board visited Tower Hamlets and Hackney in London, UK to observe high-leverage strategies in school districts that are in challenging circumstances. The learning from this experience and previous visits is highlighted in the 2014 London Jurisdictional Learning Report, and has been impactful on the strategic thinking and collective practice in our district over the years.

Participants

CEC West Team:

Angie Faraone	Principal
Greg Brown	Vice Principal
Amalia Lucas	Performance Plus Teacher
David Nimmo	Principal Leadership Development
Jackie Young	Superintendent

CEC East Team:

Kevin Ko	Principal
Jason Eygenraam	Teacher
Lisa Walsh	Superintendent

CEC North Team:

Roxanne Hibberd	Principal
Jane Inglis	Vice Principal
Cathi Robinson	Vice Principal
Susan Wansborough	Vice Principal
Dianne Hawkins	Superintendent

Early Years Team:

Rita Alati	Teacher/Consultant
Shelley Hewitt	Teacher/Consultant
Kathy Witherow	Superintendent
Denese Belchetz	Associate Director

Background and Purpose

The York Region District School Board has, for the past decade, engaged in a reciprocal learning exchange with the London (England) boroughs of Hackney and Tower Hamlets. While this relationship started informally arising from visits to York Region schools and participation at the 2000 Quest Conference by colleagues from England, it has since become an annual opportunity for continued learning and reflection by school, system and classroom leaders. Apart from a brief pause in this work during the time of the development of our district's **Jurisdictional Learning Policy** these annual visits have now involved over 150 staff comprised of teams of interested teachers, principals and superintendents. The York Region team typically visits during the first week of July (while public schools in England are still in active session) and a contingent of educators from the UK would traditionally visit York Region schools as part of their participation in the annual Quest Conference later that year in November.

The purpose of these exchanges has always been to inform district and personal practice regarding those high yield strategies that are well documented in the data by our critical friends in York Region, the province and globally. In addition to observing in schools, participants meet with scholars in the area to review current research and hear about promising teaching and learning practice. Over the years, we have actively engaged with well known leaders in the field such as Andy Hargreaves, Ken Leithwood, Michael Fullan, Alma Harris, Steve Mumby, Patricia Clarke, Richard Elmore, Rosemary Campbell-Stevens, Karen Edge, Shirley Clarke, Rick Stiggins, Louise Stoll, David Hopkins, Allan Boyle, etc., whose writing in the literature has impacted our thinking and made a difference to our practice.

We have focused our learning on the journey over the past decade of the boroughs of Hackney and Tower Hamlets to improve student achievement and well being – both are well documented as among the lowest socio economic areas in London. OFSTED (the Office for Standards in Education which reports to the British Parliament on school improvement efforts across the country) documents these specific boroughs as once being the lowest performing in the country. More recent documentation also shows that these areas have pierced and now exceed the national benchmarks for attainment – a feat that is remarkable given the high needs of the populations served.

Research emanating from the British experience to improve schools has demonstrated a significant alignment with the issues that we find ourselves addressing in Ontario (Hargreaves, A.; Shirley, D. 2009) In fact, many of the scholars who advise our own government regarding education policy are often the same scholars who are advising other jurisdictions internationally (Michael Fullan, Andy Hargreaves, Ken Leithwood among others) and we have been most fortunate over the years to have the opportunity to leverage this learning. Upon our return to the district, a Report outlining the visit and including the team's recommendations is brought forward for consideration and discussion at a meeting of the district's Senior Team. Many of the recommendations have been implemented and continue to impact the work of the district. As a result, in the York Region District School Board, we continue to feel strongly that this type of professional development is greatly valued and that the jurisdictions with which the board interacts are those from whose prior experience our district can significantly benefit.

Significant growth in our understanding of the teaching, leadership and learning processes and their impact on our district's growing high yield practice arising from these partnerships is evident. It is well documented that we learn best from the experience and practice of others. In the Province of Ontario, we are most fortunate that the Ministry of Education offers school districts excellent opportunities to learn from the practice of other colleagues in high performing district school boards. However, in a high performing board such as ours, it is also important that we constantly stay informed about the work of other jurisdictions. We do this so that we can be cognizant of the bigger picture of school improvement, student achievement and well being as we strive to situate our district and all its schools on the cutting edge of high yield teaching, learning and leadership practice. As noted by Hargreaves and Shirley (2009), *districts should build on the best of what we have learned from the past while also looking ahead for intelligent alternatives that will guide them forward in the future.* (Hargreaves, A., Shirley, D., 2009).

Key Learning: Observations and Reflections

Well Being:

There is a strong emphasis on what is termed the 'pastoral' connection in the schools we visited – much along the lines of the attributes of Character Education with which we are more familiar and which addresses the school's emphasis on student wellbeing. Caring for each other and being really kind to each other is emphasized strongly. We observed a coherently strong and supportive 'pastoral framework' running through the schools focused on ensuring that, at each stage of their learning, the needs of the children can be met allowing them to continue to grow in self-confidence and independence. Class teachers and form tutors take a close interest in their pupils' pastoral welfare, and at the heart of this are the positive relationships which staff fosters at every level. The Head has a key role in ensuring that staff supports are in place to address the welfare of children in each year group. The Assistant Head deals with pupil welfare and child development issues and generally oversees pastoral care across the school. Schools have a culture of openness and approachability and children learn from an early age that "It is right to tell" or to ask for help if they feel unhappy. In the older group we saw that students have a voice in electing their own class representatives onto the Anti-Bullying Committee, and on occasion, assemblies and class time are used to talk about related issues. As a result of the positive environments we observed and the efforts of all involved, it was our observation that discipline requirements were minimal.

Outdoor Space:

- Outdoor spaces are hospitable, vibrant and richly equipped learning environments:
 - Outdoor spaces incorporate shaded and non shaded areas. Shade is created by trees, by retractable canvas awnings, and by pergolas or gazebo structures.
 - Outdoor spaces also contain installations such as chalkboard painted walls, sensory walls on fencing, planter boxes and benches.

- Indoor equipment such as tables and chairs, the sand table, the water table, painting easels, etc. are brought outside for daily use.
- Both indoor and outdoor spaces are used for instruction throughout the day, not just during break times. The outdoor areas are considered by staff and students to be classrooms, and student movement between indoor and outdoor space is fluid.
- Children have free access to drinking water, which is made available both indoors and outside. This provision is based on brain research which emphasizes the importance of sustained hydration on learning.
- The focus on learning at the nursery and primary levels is for children to be independent, active and to make choices.
- Student voice is incorporated into the design of outdoor spaces
- Outdoor space includes natural elements including tree trunks, plants, wood chips, digging areas
- Active play is encouraged with low ropes, climbing walls, stackable blocks, and reclaimed large objects like hydro wire wooden spools





Family Path/Engaging Parents/Transitions:

The Hackney Education System's philosophy includes:

- encouraging parents as partners in their child's learning (beginning at birth onwards-throughout school years) and proactively prepare children for success in school (creating positive early learning experiences and transitioning
- a belief and mindset that they are working with parents as parents know their child best and have the most experience with them

- making the school the hub of the community
- supporting parents in nurturing their children by partnering with other government agencies to provide services for parents/families within the school building
- proactively support children and families

To reach these goals, Hackney has developed programming which includes pertinent partnerships, to allow students early and equitable access to learning and to support families/parents in providing such opportunities.

What we observed...

Programming:

Schools have extended their programming to include a Children's Centre that includes services for babies (3 months or older) and toddlers (ages 2-3 and another program for ages 3-4).

- Children start school at age 5 in England
- Age 4- Reception year

To ensure a dynamic program, a much more rigorous process to select employees to work in the nursery program has been implemented. Candidates must have nursery qualifications. The process includes an interview, but also:

- Candidates are given 30 minutes to prepare an activity and then are observed as they execute their activity.
- They must complete a test of their literacy and numeracy skills.

Partnerships and Services:

- Midwives and social workers as partners
- When children are born and the hospital shares our information with parents about our Children Centres.
- Midwives have their offices in the school and offer breastfeeding support, baby massage (to encourage bonding with the baby), etc.
- Social workers work with the school to provide counseling for things like domestic abuse, managing child behaviour, etc.
- Daycare is subsidized - different pay bands based on what families can pay.
- For families who earn less than 16,000 pounds (approx. \$32,000), children receive free meals
- Drop in centres to model age appropriate activities with your child (they centre targets specific families to attend)
- Family support workers, Community development workers and Outreach workers all support the school/families
- Parenting courses are developed - strengthening families as part of the community- evidence based program. Parents want the arts and crafts course, tech skills and first aid courses. They also do Singapore math, reading and ESL programs for adults.
- Raising literacy and numeracy- Work in the homes and go into the homes to work with parents

- The centre picks 6 families to provide intensive support to each year. Home visits with these families are done once every 3 weeks for an entire year. Families are selected when a child does not do well over time and there are significant concerns- e.g. children who are obese, have mobility issues, have severe learning difficulties, social emotional challenges, etc. and are felt that the extra support and help to model for their family, would be beneficial.
- Daycare is open in the summer.
- Prior to students coming into reception (age 4/5), up to 8 families are visited a day in their homes. These visits are mandatory. Materials that are brought to home visits are ones that can extend resources at home, like scissors to cut out shapes from cereal boxes. There is a structure for home visits: the outreach workers start singing nursery rhymes, then activity, then reading, though this structure is flexible. Helps them to determine the needs of each child.
ORIM: opportunity, recognition, imitation, and modeling
There are many people who are part of this hub of support and the visits: SLPs, social workers, and many others beyond the teachers.
- Autism provisional and access program - for age 5-6 and up. These children have additional programming other than academics such as growing a garden and learning to cook. The educators want families with special needs children to come to the school to meet, talk and work through things. They provide a support group for these families. Also offered are specialty programs run by private businesses such as one-to-one music / speech and language intervention.
- Information boards for parents, developmental information, information about the community resources is easily accessible. Parent feedback bulletin board: parents have a voice. It's updated every two weeks.
- Warm, welcoming entrances. One school had a café at the entrance.

Assessing their progress:

- The Centre surveys families all the time, because if they don't show evidence of impact, they are closed down. They use likert scales from 1-10 to measure parent supports... where you are now and then again, in 3 months...
- The Centre runs focus groups to assess their work. They serve tea and scones and ask parents questions. They also keep a compliments and complaints book.
- Gov't representatives come to see the programs regularly and rates them on standards developed- there are levels of achievement that are expected by the end of reception (age 4-5), etc. They don't announce when they are coming. The Gov't does an intensive assessment over 3 days usually every 3 years.
- Transition handover: they work on transitioning kids from the children's centre to preschool, by having a transition handbook for each child outlining their strengths and next steps and family information. There is an individual plan for every child that includes information from the child, teacher and parent. Some students could slip through the cracks, and there is a focus on ensuring that everyone is making progress, particularly students working on English acquisition. Data is tracked and accessible to all staff who works with the class. They know these children from birth or earlier, all held in confidence, but it can then serve the adults to help that child in the most beneficial

way: some schools had journey books that have information about a child that follows them wherever they go.

- Lots of communication with the parents, and accountability for teachers around the progress of students. Booklets where teachers collect evidence of student progress, available to parents.

Big ideas:

1. Community partnerships - counseling- drama therapy, yoga for babies, Midwife- network and build relationships
2. Outreach to parents
3. Regular meetings - every week about impact and talks about progress vs. achievement
4. Regularly survey parents... Questions posted outside and parents answer-check marks...yes. /no
5. Courses for parents- ESL, arts and crafts, literacy and numeracy
6. REAL - raising early achievement in literacy
7. Multidisciplinary team Home visits... Family support worker- Community development workers, Outreach workers, mid wife's, SLPs etc

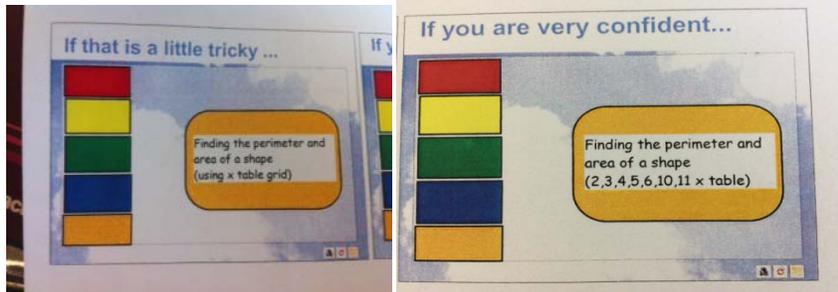
Engaging Students, Student Choice, Student Efficacy:

Students are familiar with and able to articulate their behavioural expectations, their place within the classroom, what respectful interactions look and sound like and how to both monitor their behaviours and problem solve with others through a challenging interaction.

Throughout the building, teachers at various grade levels use the same lesson format thereby providing students with the safety of knowing how a lesson will unfold, the learning intention, the success criteria by which to judge their confidence level, practice time and peer discussion time to ensure learning is social. This format included:

- A learning hook
- A review of prior learning
- Key vocabulary
- Success criteria listed
- Activities
- Plenary
- Peer assessment and review of success criteria which still is “tricky”

Students as young as 6 and 7 saw themselves as learners able to achieve through the use of “more practice” if something was “tricky” – they also were able to self gauge their own abilities to try a more challenging piece of work; they referred to this as having confidence or needing more practice to become more confident

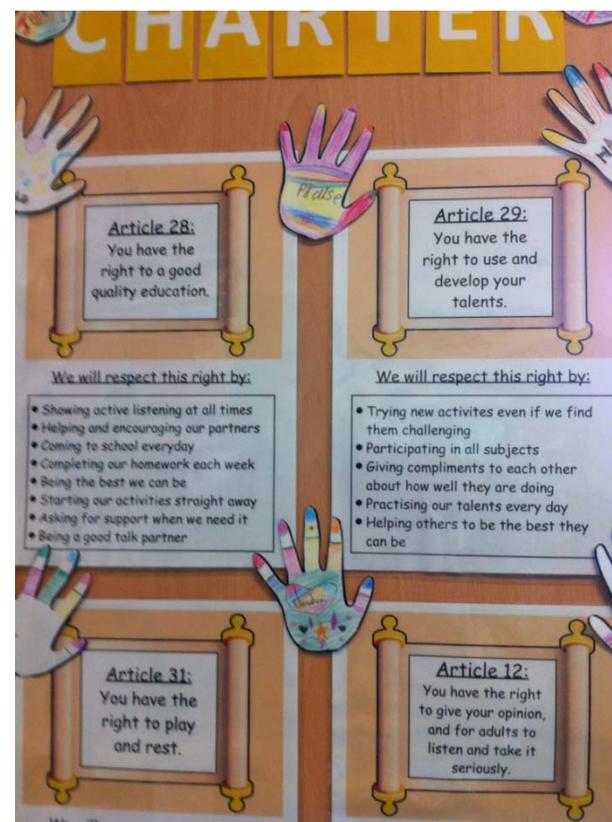


The pace of the lesson was quick and heavily controlled by the teacher and allowed for time on the carpet (no more than ten minutes), time to work with others and review concepts just learned with partners to ensure understanding, time to ask for more review, time to practice with a white board, time to decide what level of confidence you were experiencing, time to work in workbooks, time to come back and review what you found tricky with your learning partner, time to move the learning forward by using the success criteria in a very real and effective manner (if you had difficult which success criteria was giving you trouble?)

The teacher had vast knowledge of all of her students in their learning journey and all classroom expectations had been reviewed so that each participant had their own place on the carpet, knew how to face the front and demonstrate attention, knew how to pass along white boards and markers in a fun and time effective manner, knew how to turn to their learning partners efficiently and answer the questions, could return to their desk knowing the learning expectation and how to start the work they had chosen to challenge themselves but which they were confident they could complete (i.e., all behaviour expectations were nuanced and understood in a very real and meaningful way for each and every student – a high degree of safety was apparent in this regard for all students and all learning capacity and style).

The teacher demonstrated a foundation of child development by keeping all learners engaged in an appropriately paced lesson which included movement, social talk, whole group, small group and individual learning time as well as fun and exciting ways to keep all students engaged by high energy quick (two second) exchanged (“everyone give a big swoosh over to George” - all students used hands and appropriate voices and gave an equivalent of a “high five” to George through a group “swoosh”).

Students and families understood the class and school rules; e.g., we make the most of our learning time and complete tasks, we help an encourage each other and look after our school, we actively listen, co-operate and join in; we settle our arguments by talking about them, etc. these were arrived at through dialogue with the community and students



Each class had a class charter based on both the school goals and understandings and student voice which indicates what Article of the charter might look like;



Students were able to self monitor; self reflect and work through challenging times using the reflection area. The responses worked the student through a calming process and a reflection process.

Students were all responsible for learning and being able to report out after a sharing period. Teacher used a method of arbitrarily calling on any student and as such, they were ready and able to take part if called upon (teacher pulled a student name out of a cup for each question after much practice with key concepts).

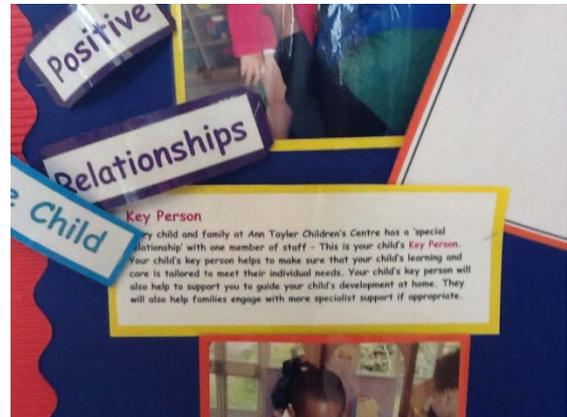
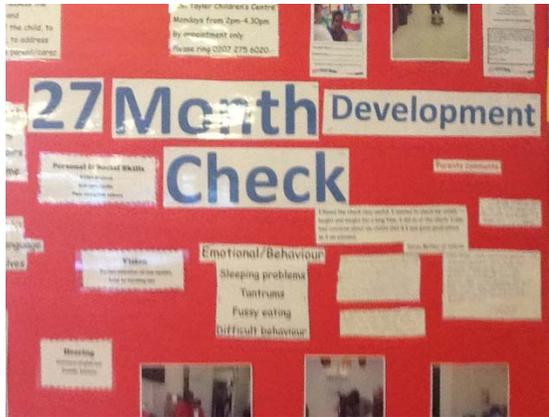


Transitions: Child care to school/elementary to secondary:

We saw many excellent examples of thoughtful and explicit transition activities and processes for students and families to support the transition into school for first time students and to support the transition from primary school to secondary school.

- Each child/family has a key person who follows that child and supports that family to be as healthy as possible and ready for learning
- Each child has a 27 month check – all learning challenges or concerns are addressed throughout the journey not just at this juncture but this formal expectations allows for a concrete and focused conversation about expected progress to date
- Each family completes a profile page for their child as they enter the learning centre
- Work with families early on and sent the information along from the toddler room to the next room and then off to elementary school from the centre – this transition book contains all information of the child as a learner and through team meetings to date
- Complete an individual plan every two weeks which includes teacher and parent observation information
- Continue to measure the impact of what is being done – e.g., acquiring language; track all activities and share insights with team members

- Allow for home visits for those who may not be able to attend the centre
- Utilize the expertise of the team approach including SLP, midwife, OT, social workers, and psychologists
- Formalize ways in which parents have a voice with the centre as their child's first teacher



Bonner Primary School to Morpeth Secondary School (Tower Hamlets)

- Take care of behaviour first– work with sending schools to review these expectations at all buildings to ensure smooth transitions
- All schools have high expectations and provide things for the students that they can't provide for themselves to be successful students – acknowledge that for all students in all schools that the school may be an oasis of structure and support
- Use of professional counselors or home school support to ensure that families are linked to the school and to community resources
- Each group of 30 students have a mentor teacher for the full six years - these bonds and emotional support through this group is significant
- Introduce new curriculum model to address exam load years (vertical age groupings allowed for courses)
- Part of the ethos of the building is true democracy – student voice (and teacher voice) heard and upheld
- Know each child individually and utilize the assets of the families and community ties
- Plan for fun learning activities actively
- Focus on agreed upon key learnings from all staff so that students see a consistency of expectations from room to room which grows with them in example and complexity but remains fixed in overall fundamental concepts (e.g., vocabulary, connections, openers, punctuation expected at each grade level but foundations of good writing)
- Share what is expected as key learnings from one school to the next
- Morpeth has implemented an end of year transition into the next grade: all students spend the last two weeks of school taking their new courses to alleviate the anxiety that occurs over the summer by some students anticipating the changes in classes

Leadership – Building Capacity and Supports:

There has been a great deal of emphasis on purposeful leadership in the schools which we visited. Effective school leadership is seen as a foundational reason for the dramatic turnaround in many of the schools – certainly this was so in the schools we saw. In all instances, the role is seen to encompass the range of leading and managing concerns with which we are familiar in our jurisdiction; vision and strategic insight, responsibility for people, implementation of initiatives and operations. One of the most striking features of this leadership and the success of the schools is the role that transformational leaders has played – not just in the schools but at every level of the system. Schools operated in networked groupings – and many of the accomplished leaders were formally involved in supporting and guiding those schools that were struggling. These networked schools saw themselves as a part of a greater whole, worked together around a clear and specific goal, built their relationships in support of the goals and planned and coordinated their work collaboratively. Leaders shared that their work to support the success of struggling schools required a change in the mindset of the leaders involved.

When questioned about what aspects of leadership had made the difference in these schools, it was clear that there was no one facet that made the difference. Rather we were provided with the following (based on Lessons from London Schools: Investigating the Success – CBFT London Trust):

- Recognition of the fundamental role that leadership plays in school improvement and student well being
- Ensuring that outstanding teachers were ready or being prepared for the role
- Coordinated support for struggling schools
- An emphasis on shared moral purpose and values
- A sense of positivity about purpose and process

Support for New Teachers:

Support for new teachers was an ongoing process that involved both formal training and processes and informal mentoring and support. Supports included:

- Providing professional learning for OTs
- Ongoing learning for first year teacher
 - Teachers meet with mentors/coaches once a week
 - Focus on teaching and learning
- Transition into new school before starting in September
- Weekly training opportunities for newly qualified teachers
- New teachers have mentor partners in their department
- Teachers have ownership and are seen as key to decision making in the school
- Release time is provided for teachers join a learning team to explore a professional inquiry
- New teachers are encouraged to participate in peer observations as part of induction

Teacher Efficacy and Professional Trust/Teacher Leadership

- There was an ethos of professional trust found in every school visited in Hackney and Tower Hamlets
- Teachers were able to talk about how they felt valued in their school
 - Evidence that Principal had trust in teachers for what teachers did in the classroom to support student learning
 - Principal: “we treat staff the way we want them to treat students in the classroom”
 - Teachers feel trusted and empowered: they called this “intellectual rigor”
- Teachers valued time spent on professional learning
 - Teachers felt supported in implementing curriculum changes through increased time spent on professional learning
 - Expectation that all teachers will engage in professional learning
- There was evidence of a school-wide establishment of focus for improvement/learning
- Teachers felt their professional judgment was valued
 - Teachers had collective autonomy within an agreed upon assessment framework
 - Balance between accountability and professional trust
 - Teachers had many examples of evidence of student learning to bring to assessment conversations with the principal
 - Assessment was used to “confirm judgment and challenge thinking”
- “Leading from the middle” has a high priority: variety of both formal and informal leadership positions within a school
 - Teachers were identified/and volunteered to take on new learning in mathematics and then spent time with other staff members to share the learning and build common understanding and practice
- Teacher-driven professional learning through collaborative inquiry
- Principals continue to teach and are full members of the professional learning
- Teachers committed to the improvement strategies of the school: there was a common understanding of what “excellence” looks like and all teachers were part of turning around the failing school
- Professional learning for improvement focus (mathematics) had a long term commitment that spanned over two years (off site learning, in-school sessions, collaborative inquiry sessions, in-class modeling, and coaching from teacher leaders)
- Teachers are very supportive of their colleagues: teachers are comfortable with reciprocal observation visits from colleagues in order to improve practice
- Teachers identify their own learning needs and then expectation to share with other staff members
 - More teaching colleagues running learning sessions: “democratization of learning”
- Teachers identify together what they collectively need to learn in order to improve student learning

Growth Mindset

All the schools we visited demonstrated a belief in having high expectations and aspirations for both students and teachers. There was a clear ethos that centred around having a growth mindset for learning.

1. Teachers design instruction and learning tasks to allow students to build their confidence in their abilities for learning mathematics
2. Staff commented that “students live up or down to our expectations” so when teachers have high expectations students are able to achieve at a higher level
3. One of the Principals stated, “what we used to see as problems, we now see as assets and challenges” which has added to the ethos of inclusivity and acceptance
4. Teachers focus on what students can do and their interests and have designed learning activities around this
5. Staff at all schools we visited had the belief that all students will make progress. It was their job to try multiple instructional tactics to support student learning.
6. Staff willing to do things differently to support students: “we changed our mindset so our children get a better deal”

Our Overall Recommendations:

I. Extend our focus on the Family Path

A commitment for the 2013/14 school year was made by York Region superintendents at the team’s Retreat a year ago in August 2013 as follows:

“Expand the Family Path strategies on differentiated ways of engaging parents, guardians and caregivers in their support of the Early Years and FDK implementation”.

As a follow up to this commitment and after discussion at Senior Team as to what implementation might look like, it was decided to move forward with a pilot located in a CEC North school. To this end, work has commenced at Jersey Public School and yielded some very productive initial insights. Following observation of successful processes and the positive impact on both students and families in the London schools observed, we strongly recommend that the work underway at Jersey PS be shared with all at SeniorTeam; and that this work continue and be expanded to include other high needs schools as based on our Measures of Need data and information.

2. Extend Classroom Learning Environment to include Outdoor Space:

We recommend that we develop our understanding of how to use our outdoor spaces as an extension of our inside learning environments. It’s important that we see our outdoor space as more than just “recess” space and find creative solutions to re-imagining our outdoor space considering our weather and other considerations:

- Through Plant Services, we pilot the creation of shade elements and/or shade structures in some of our FDK areas
- We encourage scheduled outdoor learning in schools
- FDK programs explore using appropriate classroom equipment for use in outdoor space
- We use non-traditional materials for outdoor inquiry play/learning opportunities



3. Continue to build teacher/leader capacity/efficacy by incorporating a deliberate focus on growth mindset

The work we are embarking on with our union partners to explore professional cultures across our system aligns with what we saw in the London schools. We need to create structures and cultures within our schools to allow a collective staff voice to be part of decision making. The individual professional learning needs of teachers need to be balanced with the collective learning needs of the school based on the analysis of data. Focusing on a growth mindset as a starting point for all learning, both student and adult learning, will support the building of high expectations and efficacy.

Conclusion

The 17 participants on this year's jurisdictional learning were fully engaged in the learning throughout the week. Many intense hours of discussion were spent reflecting and debriefing what we saw in schools and heard from our British colleagues. Each participant was able to identify key learning "take aways" that will be incorporated into their own school or area

improvement plans beginning in September. Jurisdictional learning continues to be an excellent approach to professional learning and team building. We are grateful for the opportunity and submit this report for the consideration of Senior Team.

*Respectfully submitted by members of the participating team
August, 2014:*

*Dianne Hawkins
Lisa Walsh
Kathy Witherow
Jackie Young
Denese Belchetz*

References:

Hargreaves, A., Shirley, D.: *The Global Fourth Way: The Quest for Educational Excellence*. Corwin Press; OPC; NSDC. 2009.

Hargreaves, A., Boyle, A., and Harris, A. *Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance*. Jossey-Bass, 2014.

	3:00 p.m.	<p>Tel: 020 8525 6410</p> <p>Debrief of Visits with Alan Boyle</p>
<p>Tuesday, July 1</p> <p><i>Directions: From Holborn take the Central Line to Bethnal Green. There are 4 exits out of Bethnal Green station, you need to take the exit on your left as you come up the escalators, sign posted 'Roman Road and London Bhuddist Centre'.</i></p> <p><i>Turn right as you come out of the exit and walk down Roman Road.</i></p> <p><i>3-4 minute walk along, you will get to a crossing – (The Buddhist centre will be over the road on your left, and you will see a convenience store in-front of you). Turn right down Globe Road.</i></p> <p><i>2-3 minute walk along Globe Road, just before the railway bridge, there is a turning on your left: Portman Place, you will see Morpeth School in front of you.</i></p>	<p>9:00 a.m.</p> <p>1:00 – 4:00 p.m.</p>	<p>Tower Hamlets School Visits:</p> <p>Morpeth Secondary School Tower Hamlets Headteacher: Jemima Reilly www.morpethschool.org.uk</p> <p>Portman Place, London, E2 0PX Telephone: 020 8981 0921</p> <p>Bonner Primary School Tower Hamlets Headteacher: Martin Tune www.bonner.towerhamlets.sch.uk</p> <p>Stainsbury Street, Bethnal Green tube station, London E2 ONF Tel: 020 89801004</p>
Wednesday, July 2	8:30 a.m.	<p>Dr. Karen Edge Research: Leadership and Change</p>

	12:00 1:30 – 3:00 p.m.	<p>Location: London Centre for Leadership and Learning University of London 20 Bedford Way London WC1H 0AL</p> <p>Lunch in Russell Square</p> <p>YRDSB Team Preparation for Hackney Leadership Summit Bedford Hotel</p>
Thursday, July 3	9:00 a.m. 1:00 – 4:00 p.m.	<p>Hackney Leadership Summit</p> <p>Location: Tomlinson Centre, Hackney Queensbridge Road London E8 3ND</p> <p>Workshop: Uplifting Leadership Alan Boyle http://issuu.com/wiley_publishing/docs/hargreavesupliftingleadershipsample</p>
Friday, July 4	9:00 a.m. 1:00 p.m.	<p>Hackney School Visits: Primary Advantage Federation Schools</p> <p>Morningside Primary School St. John/St. James Primary School Holy Trinity St. Matthias Primary School</p> <p>Executive Principal: Sian Davies http://primaryadvantage.co.uk/pa-maths-programme/</p> <p>Focus of Visits: Math Programming</p> <p>YRDSB Team Learning Reflection & Mobilizing Learning Planning Bedford Hotel</p>
Saturday, July 5	11:00 a.m.	Check out of hotel

