



CHAIRMAN'S REPORT FOR THE ANNUAL GENERAL MEETING

Saturday 16th April 2016

at Sir William Burrough Primary School

"Igniting a passion for learning".

This year has seen a focus to move from stabilising the charity after near closure 2 years ago to actually progress the work of HSE at a time when its message is needed even more in education and when there seems to be more people interested in our beliefs and ideas.

The **Board** now consists of:

Mike Capon, Mike Davies, Marie Foucher, Kate Hickman, Avril Newman, Robin Precey (Chair), Roslyn Spencer, Andrew Taylor (Treasurer), David Taylor.

Mary Tasker submitted her resignation from the board of trustees. We would like to recognise her sterling service to HSE over many years as a passionate, wise and articulate advocate who rescued the charity on a number of occasions.

The Board meets 3x pa and also has had a residential to focus our work. Much of the work takes place in smaller task groups between meetings and I am grateful for Board members who have spent their time and energies as well as their experience and expertise to move us forward.

The main developments this year have been:

- 1) **Who should HSE work with?** The answer to this question may be simplistically caricatured by 2 opposing positions: (i) Purist: refusal to work with faith schools, fee paying schools, single sex schools and restrict out work to state funded, co-educational comprehensive schools. (ii) Pragmatic: work initially with any schools who wish to engage with us and have a dialogue and if they do not share our beliefs then to cease the relationship.

Following a full discussion the Board decided that it is clear on HSE values and therefore we are happy to work with any schools, looking into whether their values align with ours. Dialogue and engagement with the school is vital to ascertain their perspectives. If we feel that a school does not align itself with our values, then we can look at withdrawing, whilst remembering that the educational landscape is very complex.

- 2) **Membership and Welcome Pack.** Mike Capon and Andrew have liaised to get an up-to-date membership list and those who have not paid are being chased. Marie has put together a pack and it contains a values statement, gallery of trustees, welcome letter, newsletter, HSE rainbow and invite/ information related to the AGM. The newsletter will be produced and shared around three times a year.
- 3) **Associated Schools Programme (ASP).** Mike Capon, Marie Foucher and Mike Davies have worked hard to produce a viable approach (see Appendix 1). A bid had been made to the Varkey Foundation for some funding for this.
- 4) **SPIRA:** HSE will work in partnership with Stanley Park Innovation and Research Centre at Stanley Park High School in Carshalton. It is significant that the Ofsted at

the school had been really positive and in particular in relation to the learning practices. SPIRA will, in effect, be the operational arm of HSE. A risk assessment has carried out. The types of work we want to work on together include:

- The promotion of HSE through communications (website kept up-to-date and use of social media)
- Administrate the Associate Schools' Programme (ASP)
- HSE focussed visits as an introduction to ASP
- Store hard copies of HSE resources
- Location for commissioning and dissemination of research into HSE
- Run courses in how to set up an HSE school from scratch

We will be open to further schools in the future taking on elements of the work that SPIRA is initially undertaking. We envisage a three-year service level agreement to be put in place with SPIRA where we are clear what we want from SPIRA and where the accountability lies. We are seeking funding for this partnership although ultimately it needs to be self-funding.

Consultancy. On 26th February we ran a day at SPIRA for those wanting to train to do consultancy work for HSE so we now have a bank of people who can facilitate work in the future. Mike Davies has carried out some interesting work based on HSE values and practices at the Jafferey Academy in Mombasa, Kenya. In May 2015 HSE Trustees Mary Tasker (since resigned) and Mike Davies contributed to a conference, 'Improving social equity through education' organised in Edinburgh by our partner organisation EFFE. Mary spoke on the dangers of increasing global privatisation by a select group of international companies while Mike spoke about a number of pioneering schools which had developed their work with students in ways denying current orthodoxy and emphasising student voice. At the end of the conference HSE was invited to make a contribution to a parent led conference in Sofia February 2016. At the Bulgarian conference David Taylor talked about how a positive ethos of respect, built on strong relationships had been developed at Stanley Park High School, LB Sutton while Mike Davies presented a number of case studies illustrating HSE beliefs and practices in action.

- 5) Responding to requests for help. These come in at a rate of about 2 a week. The main requests are to do with:
 - where is the nearest best (HSE) school for my child
 - how can a set up a HSE school? Responses to both would be helped by the ASP.
 - How can we change our increasingly large schools (Bristol)
- 6) **HSE Conference in Lincoln.** The Conference will take place on 6th May, for half a day at the university. The conference would give attendees an insight into the type of learning undertaken in HSE schools, publicity and promotion for our work.

Finances Currently we have approximately £15,000 left in total funds.

Dr Robin Precey (Chair of HSE)

APPENDIX 1

Associate Schools Programme Briefing

Human Scale Education is an education reform charity founded 30 years ago committed to small learning communities in order for all children to thrive. Humanity of scale enables the development of strong nurturing relationships that foster respect for self, for others and for community. They also provide the bedrock for all learners to be active participants in their own learning activities and environments, for revising both pedagogy and curriculum and for making possible the recasting of achievement. The Associate Schools programme seek to recognise schools that display the characteristics of a Human Scale School in having the learner and strong relationships as central to the learning process.

The Associate Schools programme seeks to recognise schools that can demonstrate that their philosophy and practice as a learning organisation adheres to Human Scale principles and display the characteristics of a Human Scale School in having the learner and strong relationships as central to the learning process and to work in partnership with other likeminded schools to support and promote the principles of Human Scale Education.

Schools wishing to become an Association School and to gain recognition commit to a programme of enhancement over a period of up to three years.

The programme has six phases as follows:- **Launch** (4 phases – Nomination, Self-review, Planning, Site Visit), **Enactment** and **Transition**. Through this process schools progress from Partnership to Lead Institutions able to mentor and support other Associate Schools.

As a result of the Associate Schools programme the principles of HSE will become established within a growing partnership framework based upon effective school-to-school support as established 'lead' schools work with new 'partnership' schools within the Associate Schools Programme.

| Defining characteristics of a HSE school | |
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| moving towards:- | moving away from:- |
| organising into human scale communities with depth of relationships at their core reducing significantly the number of working relationships any teacher or student is part of | large, isolated, bureaucratic units. |
| a flexible and responsive organisation such as new designs for using time, groups and teams; distributed leadership; subsidiarity; restorative practices & peer to peer working | Pre-set and fixed routines and rituals, role and status based leadership; authoritarian rules & sanctions |
| co-construction, authorship & ownership with a negotiated curriculum addressing issues and aspirations of direct concern to students; honouring their needs, passions and talents | imposed, teacher directed activity |
| a vibrant pedagogy based upon enquiry and collaborative research in rich contexts – local and global, physical, virtual and human; making learning matter and impact knowledge through project-based working. | the classroom as the sole arena of learning, atomised students, a transmitted and received curriculum. |
| integrated, community engagement drawing families in to learning; working with other agencies in multi-professional teams; learning with others outside the school, and communicating actively about practice & transformation including School-to-School partnerships. | the isolated and insular free standing school dislocated from its local and wider professional community |
| authentic and applied assessment reinforcing learner centred, dialogue-based, approaches that encourage recognition through, for example, exhibition, portfolio and performance. | de-contextualised, abstract summative assessment |
| a culture of voice and empowerment social justice, inclusion and equal value of all; collegiate and democratic practices; arrangements for learning and the organisation of the school are open to challenge and change | acquiescence and obedience; intolerance of diversity; segregation |



As a result an increasing number of schools will support the learning of young people within an environment that recognises:

- ✓ the value of human relationships within the learning process
- ✓ the active engagement of the learner in their learning through joint planning, decision making and delivery, thus encouraging inquiry-based independent study.
- ✓ the involvement of learners, parents/carers and the wider school community in both the strategic planning and day-to-day operation of the school.

The programme's success will be seen by the number of schools/pupils active within the Associate Schools Programme, the number achieving and maintaining 'Lead School' status and through the long-term engagement and achievement of the pupils and staff within the Associate Schools.

APPENDIX 2 EXTRACT FROM OUR CONSTITUTION

4. EXECUTIVE COMMITTEE

(a) Subject as hereinafter mentioned the policy and general management of the affairs of the Association shall be directed by an Executive Committee (hereinafter called "the Board") which shall meet not less than 3 times a year and when complete shall consist of not less than 6 or more than 20 members.

(b) The members of the Board shall be elected by full members of the Association.

(c) Election to the Board shall be for 3 years. One third of the membership shall retire annually but shall be eligible for re-election, the members so to retire being those who have been longest in office since the last election but not reckoning ex officio members. As between members who have been in office the same length of time, those due to retire shall be chosen by lot.

(d) In addition to the members so elected and to those serving by virtue of clause 4 (c) hereof the Board may co-opt 6 further members being full members of the Board whether individual or representative or a combination of both who shall serve until the conclusion of the next Annual General Meeting after individual co-option PROVIDED THAT the number of co-opted members shall not exceed one third of the total membership of the Board at the time of co-option. Co-opted members shall be entitled to vote at meetings of the Board.

(e) Any casual vacancy in the Board may be filled up by the Board and any person appointed to fill such a casual vacancy shall hold office until the conclusion of the next Annual General Meeting of the Association and shall be eligible for election at the next meeting.

(f) The proceedings of the Board shall not be invalidated by any failure to elect or any defect in the election, appointment, co-option or qualification of any member.

(g) The Board shall appoint and fix the remuneration of a General Secretary and of all such other staff (not being members of the Committee) as may in their opinion be necessary.

(h) The Board may appoint such special or standing committees as may be deemed necessary by the Board and shall determine their terms of reference, powers, duration and composition. All acts and proceedings of such special or standing committees shall be reported back to the Board as soon as possible.

(i) The Board shall appoint from the members of the Board such Honorary Officers as it may from time to time decide.