Our Design Principles at XP

Accountability through our Design Principles

Purpose

To ensure maximum signal to noise, we can structure our accountability process, through our design principles, by asking the same simple questions at any level of accountability. They can then become more granular in a hierarchical way, grown out of the root of the Design Principles, our 'Culture Burger'.

Our Design Principles

"At XP, we build **our community** through **activism**, **leadership** and **equity**, sharing **our stories** as we go…"

Building our Community

"What do we do to survive, sustain and thrive…?"

Activism

"How are we actively contributing to building a better world…?"

Leadership

"How are we moving towards where we want to be ..?"

Equity

"What do we need to be the best version of ourselves..?"

Sharing our Stories

"How are we doing the right things, in the right way, with the right tools..?"

Accountability

We must continually ask the above questions at EVERY level of accountability
- Trust / Directors / LGCs
- Executive
- Heads of School
- Assistant Principals / Phase Lead / Subject Lead
- Crew Leader / Expedition Teacher
- Student / Staff

While the detail of these questions is different at most levels, the same question must be asked first to maximise the signal to noise. The same question must be asked to focus us on our core purpose which is the thing we need to see that will tell us the most about the quality of what we are doing.

What can we show others to answer these questions?

As we build out how we can answer these questions, we create an accountability model that can be strategically calendared throughout the year to ensure that everything we do is aligned to our design principles and having maximum impact.

When we do this effectively, we become the best version of ourselves. The best Trust, the best schools, the best staff, the best students, the best community we can be.

Alignment

We recognise that many elements of our schools span across our Design Principles; they are not mutually exclusive. This is why we say that things 'align' with our DPs i.e. they sit mainly within one principle more than the others. The reason we do this is to simplify what we do and why we do it.

Building our community	Activism	Leadership	Equity	Sharing our stories
Operational	Powerful Knowledge	Learning to Lead	A Narrative for Success	Strategic
Finance, Legal, Facilities & Risk Management	Curriculum	Performance	Wellbeing	Governance, Communications & Technology
School Environment, Stewardship	Beautiful Work	Academic Performance	Character	School Voice, Community Engagement
Dress code, Equipment & Device	Work Hard	Get Smart	Be Kind	Public celebrations (SLC, CoL, Psg)
	Hand	Head	Heart	
	The things we do	How we learn to do them	How we look after each other	

Focus

While there will be many things each school does to build their community (operations) and share their stories (strategy), we want schools to really focus on activism (curriculum), leadership (academic performance), and equity (wellbeing) - this aligns to our 'three dimensional approach'.

This is why the Trust has a centralised team to deal with the operational and strategic elements of our 'culture burger'.

Building our Community

"What do we do to survive, sustain and thrive...?"

To build a community, we need the right environment and resources.

In school, this fundamentally comes through our funding agreement with the DfE. This agreement has conditions that we must fulfil and be compliant with. By being compliant, we receive the majority of our income which allows us to exist, to **survive**.

Mindful use of our resources helps us to **sustain** our existence.

Smart use of our resources allows us to provide great environments for our students and staff, and great learning experiences and **thrive**.

If we don't do these things, we will not survive and our community will no longer exist.

We refer to these things as our 'operations'.

The 'Building our community' design principle is about this;

- What are the basic operations we must carry out to survive?
- How can we do them well to sustain our existence?
- How can we be smart and thrive?

At Trust level, this is about great financial management, legal compliance, facilities and risk management.

At classroom level, this is about stewardship, teaching resources and learning resources.

For students, its dress code, equipment and device. Students are responsible for dressing appropriately and modestly, bringing in the right equipment and having a fully charged device.

Crew Leaders hold students to account every day by doing a quick dress code, equipment and device check every day in crew. This is smartly done by expecting all students to circle up and display their equipment and device at the beginning of every crew for the CL to spot check.

This piece of accountability is shown through our design principles to be incredibly important, indeed fundamental to how we do things, which is why we need to ensure all CLs are holding our students to account!

Assistant Principals are accountable for ensuring CLs are doing this. At AP level, CLs are responsible for doing the quick check, every crew. APs need to check for understanding that CLs comprehend the fundamental importance of why we do the check, and then that they are indeed completing the check - every morning. This can be done in a variety of ways such as:

planned walkthroughs, periodical spot checks or, if a student is picked up in class without the appropriate equipment, by following this through with their Crew Leader.

The Head of School ensures that APs are holding CLs to account by ensuring there is a strategic calendar where at the beginning of every year, Crew is rebooted, and the fundamentals are revisited and reestablished, including the expectation that we do DEAD checks every day with every student.

Throughout the year, Crew walkthroughs are calendared and reviewed by the HoS with their AP team. The HoS also checks fundamentals when they regularly walk proudly through their school, calling out great practice, and nudging staff when things need tightening. If the HoS identifies a certain student or CL or AP is not checking, they can quickly articulate this through a 'case study' which will highlight the chain of accountability, revisit the purpose and refocus everyone on why we do things, how important they are and why we check that they are being done.

As part of the Annual School Review (ASR) the Executive team are accountable for reviewing the quality of crew, alongside Heads of School. They hold the HoS to account for the efficacy of their strategic calendar. The Executive team also walks through their schools to identify great practice, that is then distributed through Trust networks, to ensure that models of excellence are shared and inform practice across the Trust.

Directors ask our Executive team how Pupil premium is being spent and how we lower the barriers to engagement through purchasing devices, or supplement the Parent Contribution Schemes, ensuring there are monies to buy equipment and appropriate clothes for those students that need it.

Notes on accountable teams

As you can see in the concrete example above, the accountable teams RACI model (Responsible, Accountable, Collaborators, Informed) changes and looks different as you go up the hierarchical leadership tree. It's important to state that being accountable is not 'being in charge of', it means ensuring what is expected to be done is being done. This is a transaction of responsibility; The accountable person has delegated responsibility, and in return expects to be shown that they are getting what they expect (just like a transaction with money).

Notes and ideas for linking leaders of their own learning for staff and schools -

Good enough for the kids - good enough for us:

Student led conferences -
Part of the Annual Appraisal Process, Each member of staff will present their learning at the end of their cycle. This presentation will be a celebration of the progress they have made against their objectives and act as a reflection from their self and peer review. The presentation audience will be the appraiser and their staff crew.

Celebrations of Learning -
Twice a year we will come together as a Trust to celebrate the Expeditions we have led. This will be a public exhibition where staff will share the three dimensional impact of their expeditions. The audience will be Trust staff, Directors and Local Governors. **Internal Xpose.** Possible January and June?

Passage -
As part of our Staff Induction Process, staff share the challenge of an outdoor experience, through this learn the importance of crew and when back at school are 'taught' a Learning Expedition slice. Towards the end of this rigorous, and often emotive, induction experience staff are required to consider and reflect on how this process has changed them as a person, a learner and an educator. They are required to write a speech addressing this which they deliver publicly to existing staff.

After this staff begin their journey on our Professional Pathways.

Professional Pathways

Role in Trust	Beginning Teaching		Beginning Teaching	Developing Teaching	Excellence in Teaching	Developing Leadership	Securing Leadership		Excellence in Leadership	
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10
	Learning Coach /Teaching Assistant		Teacher Training	Newly-qualified Teacher (NQT) Recently-qualified Teacher (RCT)	Teacher	ITT / NQT Mentor Subject Leader	Assistant Head Assistant Principal	Trust Leadership Role	Head Teacher Principal	Executive Leadership

Before staff move from one stage of the XP Trust professional pathway to another, they will go through the next stage of passage. Passage will allow the staff member to reflect on the work they have led and completed and highlight the confidence that they have to move to the next

stage. We can decide on the content of the portfolio and rubrics etc. As staff move through stages their should be 'recognition' for where they are in the organisation.

Design Principles of XP TRUST

SIMPLE

We **build our community** through…
- **ACTIVISM**,
- **LEADERSHIP**
- and **EQUITY**,

…**sharing our stories** as we go.

EXPANDED

WE ARE…

Building our community - we share common goals and achieve them because of our differences.

Respectfully expressing who we are - we are socially active through creatively connecting with the world around us and making it a better place.

Leading our own learning - we push ourselves to do more than we knew we could, never settling for less, shaping our own destiny.

Striving for equality of opportunity - we are socially equitable as we appreciate the diversity within our community, providing the support and challenge that we all need.

Sharing our stories - we use a common language to enable effective communication, valuing the importance of each other's narratives and perspectives.

…WE ARE CREW

#ABOVEALLCOMPASSION

THE XP SCHOOL TRUST

ONE SENTENCE

We **build our community** through **ACTIVISM**, **LEADERSHIP** and **EQUITY**, **sharing our stories** as we go.

What problem are we solving?

What behaviours do we want to enable?

Social Equity and Social Activism

How do these relate to our design principles?

Equity - personalisation (but personalisation has two sides… both meeting needs of students AND freedom of expression)

Activism - connect with the world

Common Mission - building community

Sharing our stories - we use a common language to enable effective communication, valuing the importance of each other's narratives and perspectives.

Building our community - we share common goals and achieve them because of our differences.

Social Equity - we strive for equality of opportunity by appreciating the diversity within our community, providing the support and challenge that we all need.

Social Activism - we respectfully express who we are by creatively connecting with the world around us and making it a better place.
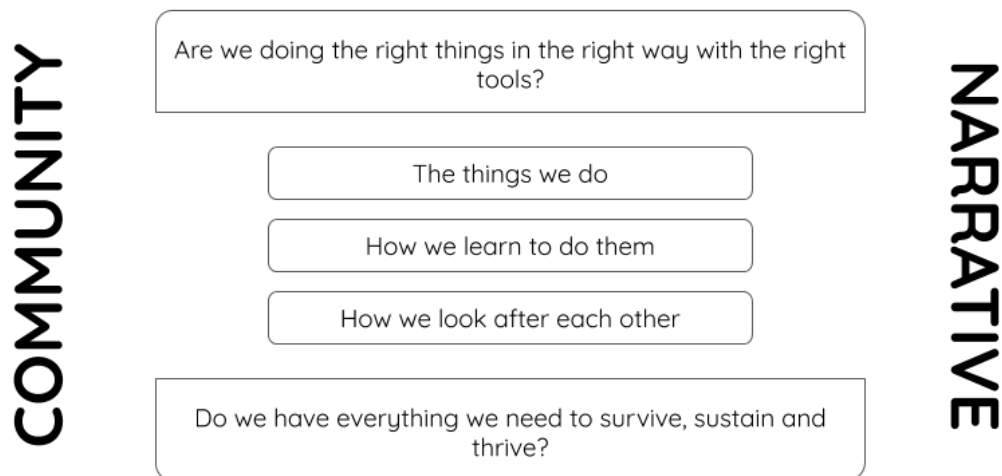
Leading our own learning - we push ourselves to do more than we knew we could, never settling for less.

Striving for equality of opportunity - we are socially equitable as we appreciate the diversity within our community, providing the support and challenge that we all need.

Respectfully expressing who we are - we are socially active through creatively connecting with the world around us and making it a better place.

`

The Culture Burger

COMMUNITY

NARRATIVE

Are we doing the right things in the right way with the right tools?

The things we do

How we learn to do them

How we look after each other

Do we have everything we need to survive, sustain and thrive?

WE ARE...

Building our community - we share common goals and achieve them because of our differences.

Respectfully expressing who we are - we are socially active through creatively connecting with the world around us and making it a better place.

Leading our own learning - we push ourselves to do more than we knew we could, never settling for less, shaping our own destiny.

Striving for equality of opportunity - we are socially equitable as we appreciate the diversity within our community, providing the support and challenge that we all need.

Sharing our stories - we use a common language to enable effective communication, valuing the importance of each other's narratives and perspectives.

...WE ARE CREW

#ABOVEALLCOMPASSION

THE XP SCHOOL TRUST

FAST & SIMPLE VERSION

We build our community through…
- **A**CTIVISM,
- **L**EADERSHIP,
- and **E**QUITY,

…sharing our stories as we go.

I like how simple this is. One sentence that fixes the CORE CENTRES of what we do.

ALE!!!

I think we can concentrate more on leadership with our kids. We lead our own learning, right? That's why we've got to get outside our comfort zones and do stuff we've never done before…

We're all leaders - there doesn't have to just be one! There's different kinds of leadership - of yourself, of your family, of getting to school on time, of looking after your little brother…

If we can build the sense of leadership in our kids, it's not a land grab for power, it's a self owned right!

We don't push our design principles, and they should be the big picture we keep returning to. We don't do it because they're hard to explain… they aren't 'ours', and they're abstract.

Here, we have a clear rationale, and can emphasise the importance of these things.

Notes...

Personalisation

- we express who we are through our work
- we forge our own pathways to career, University and life readiness
- we have ownership of our own progress and learning

Connect with the world

- we learn naturally across subjects from enquiry through to presentation to authentic audiences
- we create meaningful relationships beyond the classroom
- we engage in relevant work that matters

A common mission

- we form genuine communities with shared goals
- we have collaborative accountability
- we take real risks to achieve more
- we are 'crew' not passengers

Teachers are learners

- we learn through the design process
- we have ownership of the curriculum
- we are accountable to our stakeholders

Language is our culture

- we actively refer to our character values each day, using them as a framework for our conduct, they are not just words on walls.
- we realise our values through our Habits of Work and Learning
- we use sign language and common phrases when appropriate to express our thoughts, feelings and sense of community
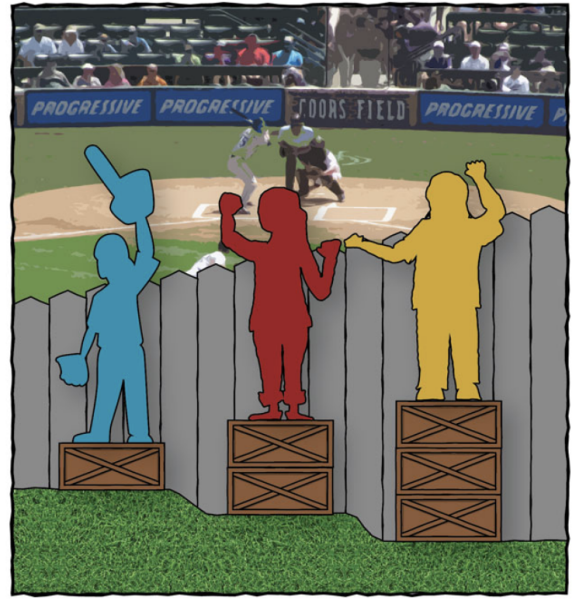
Equity

Version where kids are all the same size...

Love that the yellow kid has poked a hole through the wall...!

EQUALITY

EQUITY