



Sandagogy



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The purpose of the Sandringham Learning Journal is to share the extraordinary practice that exists at Sandringham School. As you will read in the following pages, staff from our school are innovating, taking the initiative to improve practice and ultimately having an impact on the learning of our students. This commitment and creativity should not only be shared but celebrated widely. It has been a privilege editing this journal, I have been given an insight into the thoughts and values that drive such an impressive staff body. I implore you to read each and every page; you will be inspired.



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“This is a significant and important body of work. It is characterised by professional curiosity, humility and collaboration. A theme which emerges is the extent to which colleagues have enjoyed working together, sharing ideas and



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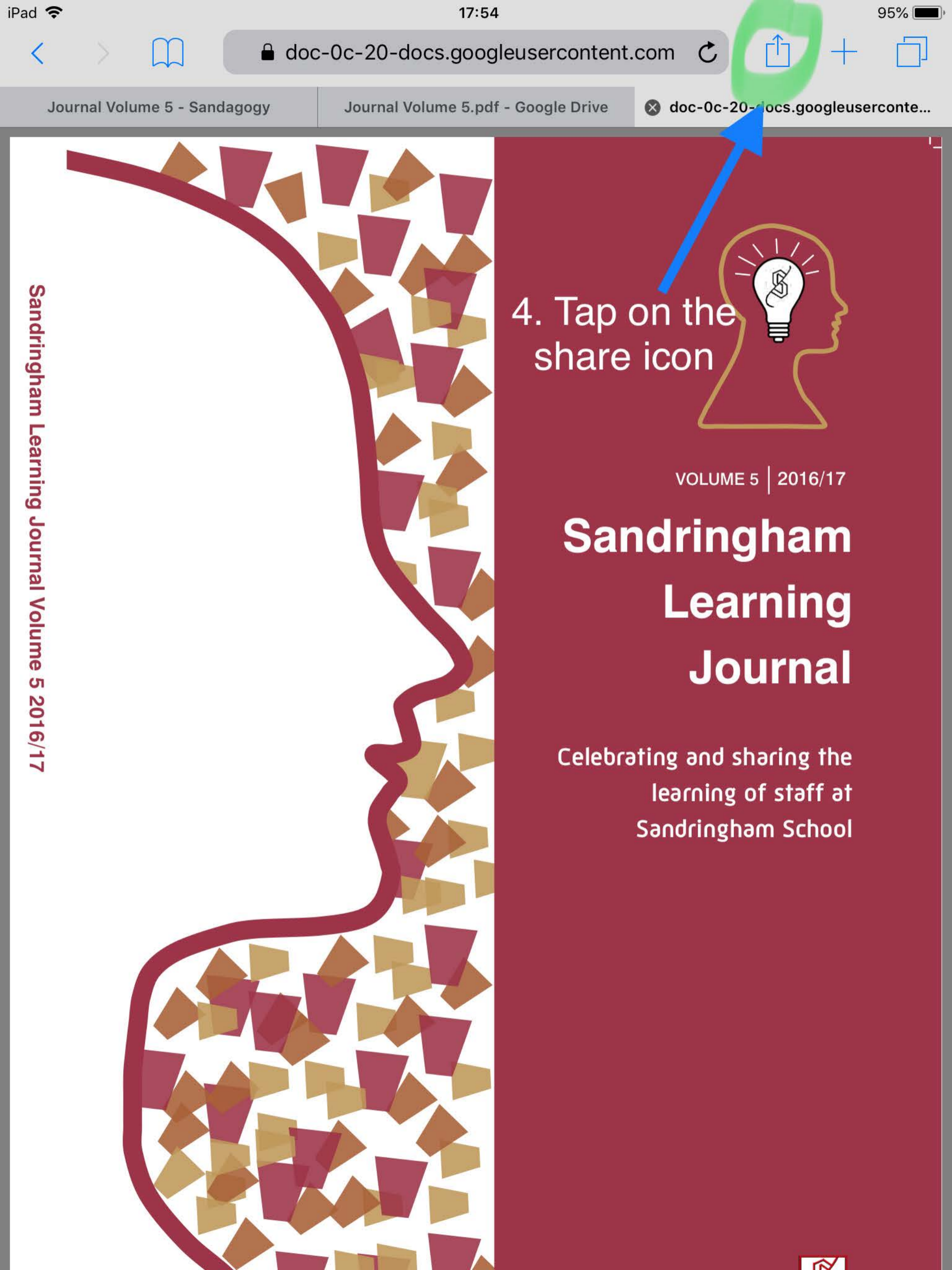


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Celebrating and sharing the learning of staff at Sandringham School

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Leadership in action

Reflections on women in senior leadership

Katie Barter, Caroline Creaby, Claire Oakes and Lucy Thompson

'When a little boy asserts himself, he's called a "leader." Yet, when a little girl does the same, she risks being branded "bossy." Words like "bossy" send a message: don't raise your hand or speak up. By middle school, girls are less interested in leading than boys – a trend that continues into adulthood. Together we can encourage girls to lead.'

Ban Bossy

Whether or not this is true, the *Ban Bossy* campaign launched by Sheryl Sandberg in March 2014 caused a stir and, for me - a girl who has been branded as bossy since way back before even digital watches were common place - it resonated. I also felt a conflict: I was a successful teacher who loved being in the classroom; I was a school leader on a successful leadership team, which during my tenure had seen a fairly good (but coasting) school renew its vision and set a new, outstanding and perhaps even world-class direction; but I was also a Mum of two little girls. As the strategic lead for the AlbanTSA, I had the opportunity to apply for funding from the 'Equality and Diversity' fund and chose, after some discussion with colleagues and a skills audit of leadership teams locally, to put together a programme for female leaders, like me, who felt a bit conflicted and needed the chance to reflect, review and consider their future direction as leaders.

The brief was a blank sheet of paper. My audit of local leadership teams established that, although there were a number of strong female leaders (particularly Headteachers) leading schools in St Albans and Harpenden, this was not the picture nationally; furthermore, those waiting in the wings locally (deputies champing at the heels of those incredibly successful female Headteachers) were largely male. Behind them were teams of women: Assistant Headteachers, great at their job, but not moving