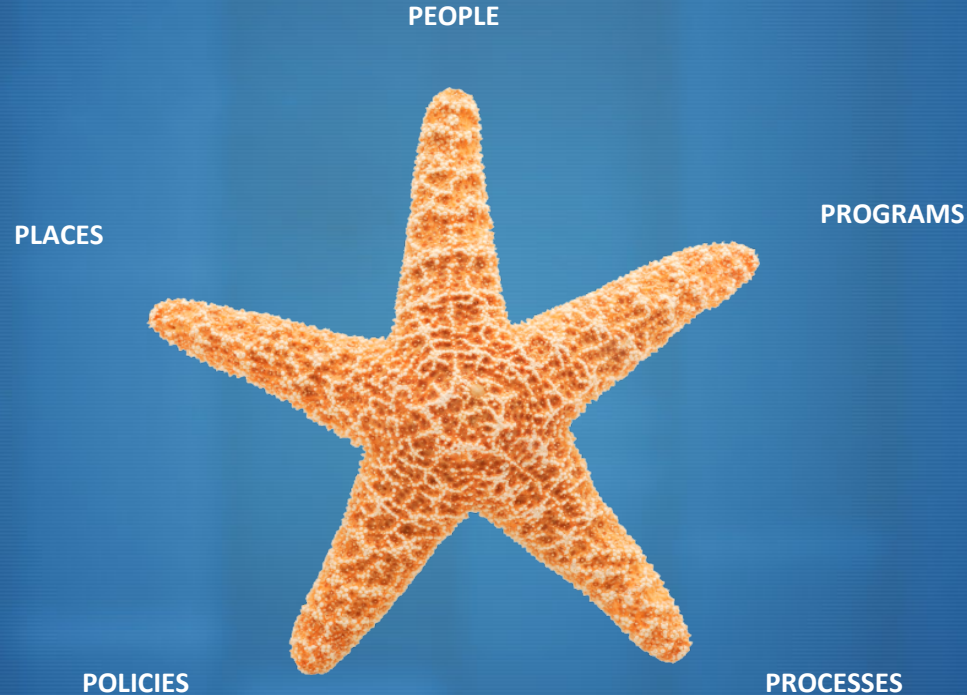


INVITATIONAL EDUCATION LEADERSHIP



THE PRINCIPAL



“It is fundamentally important to me that students are invited by our school to flourish. Learning at Clarkson is a journey, a key part of which is Invitational Education: a practice to create, maintain and enhance human environments that invite people to realise their potential.”

John S. Young

From the Chair of AITSL

“The issue for me re invitational learning – how to make schools more inviting to attract students to come and partake.

And so more often - engagement comes from experiencing success in learning (whereas too often it is portrayed the other way).”

Professor John Hattie
9 May, 2015

“Visible Learning is a major advance in our thinking about teaching and learning. It is a learning theory.

Invitational Education is a theory that encompasses the total gestalt of education, including people, places, programs, policies, and processes.

An example might be a Christmas tree. You can place many valuable things on the tree, but you must have a tree to place them on.

Invitational Education is the tree.”

Professor William Watson Purkey,
10 May, 2015

INVITATIONAL EDUCATION

BACKGROUND

RELEVANCE

PRACTICAL IMPLEMENTATION

INTENTIONALITY

LONG-TERM BENEFITS

ASSUMPTIONS

BACKGROUND

What is invitational education?

“Invitational Education: While it appears simple at first glance, it is really quite profound in its foundations and impact on school success.

IE is the only approach to transforming schools that focuses on the nurturing of self-concept...It helps school adults become more skillful in their words and actions, for the purpose of influencing self-concept in positive ways.”

Professor Joan Fretz
IAIE Chair
19 April 2015

Invitational education is a **theory of practice** designed to create a total school environment that intentionally summons people in schools to realize their potential.

Its **purpose** is to make schooling a more exciting, satisfying and enriching experience for everyone involved in the educative process.

Its **method** is to offer a guiding theory, a common language of improvement, and a practical means to accomplish its stated purpose.

Invitational education is centred on **five propositions**

TRUST

RESPECT

OPTIMISM

CARE

INTENTIONALITY

Invitational Education is based on **three successive foundations**:

Perceptual tradition

Perceptual tradition maintains that people do what they do because of how they perceive the world at the moment of behaving.

This perceptual tradition maintains that each person is a conscious agent who considers, constructs, interprets, and then acts and ultimately each person is responsible for his or her actions.

Self-concept theory

Essentially, a good self-concept is a memory of inviting acts, which are accepted, extended, and successfully acted on. Self-concept is each individual's perception of his or her personal world and includes the following characteristics: 1) strives for stability by seeking orderliness and harmony; 2) functions to maintain, protect, and enhance itself; 3) seeks consistency by assimilating or rejecting perceptions that do or do not fit preconceptions; 4) allows change when desire is high and risk is low; 5) learns and develops as a result of inviting or disinviting experiences; and 6) constructs and reconstructs experience throughout life, layer by layer, experience by experience.

Democratic Practice

The idea that everyone in an organisation has a perspective that is valuable and needs to be tapped.

(William Purkey)

Invitational education identifies the following **levels of functioning**:

intentionally disinviting
unintentionally disinviting
unintentionally inviting
intentionally inviting

Everyone functions at each level from time to time, but it is the level at which one *typically functions* that determines one's approach to life and one's success in personal and professional living.

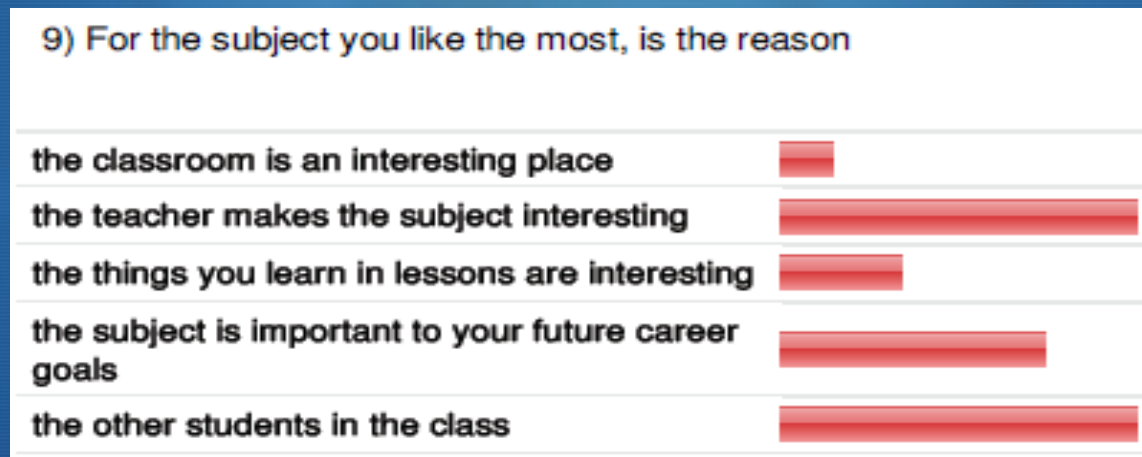
Our target is to make our school intentionally inviting for all of our students.

RELEVANCE

How is Invitational Education relevant to Clarkson CHS?

We asked our Year 7 and Year 8 students at Clarkson why they liked their classes and their answers reinforced our knowledge that invitational learning has, at its core, a very strong *social* and *personal* component that underpins engagement in effective learning.

The attainment of knowledge as motivation is not as important to our students as the social aspects of learning and the inter-personal interactions inherent in learning.



INTRINSIC MOTIVATION: (A melancholy anachronism for devotees of invitational theory...)

“When students are *intrinsically* motivated to learn they learn more,
exhibit better behaviour,
are happier and aspire to contribute to the betterment of society.

Intrinsically motivated learners have a greater sense
of well-being and are more engaged in the classroom
because they understand the
inherent benefit of education.”

(Ryan & Deci, 2000)

FOSTERING MOTIVATION

“Teachers frequently struggle to motivate their students ¹
and most students lose intrinsic motivation to learn
each year as they move from first grade to high school.²

Intrinsic motivation to learn entails engaging in learning opportunities
because they are seen as enjoyable,
interesting, or relevant
to meeting one’s core psychological needs.” ³

¹ (Brophy, 2008; Froiland, 2010)

² (Lepper, Corpus & Iyengar, 2005).

³ (Ryan & Deci, 2000).

“The term intrinsic motivation is redundant, there is only one kind of motivation that exists in all life: to maintain, protect and enhance itself.

Every human being is motivated. There is no such thing as an unmotivated person. The role of education is to determine in which direction the basic drive will take. The vehicle is running, we set out the stop and go signs and direct traffic.

This is tremendously freeing, it saves us from trying to be gods...”

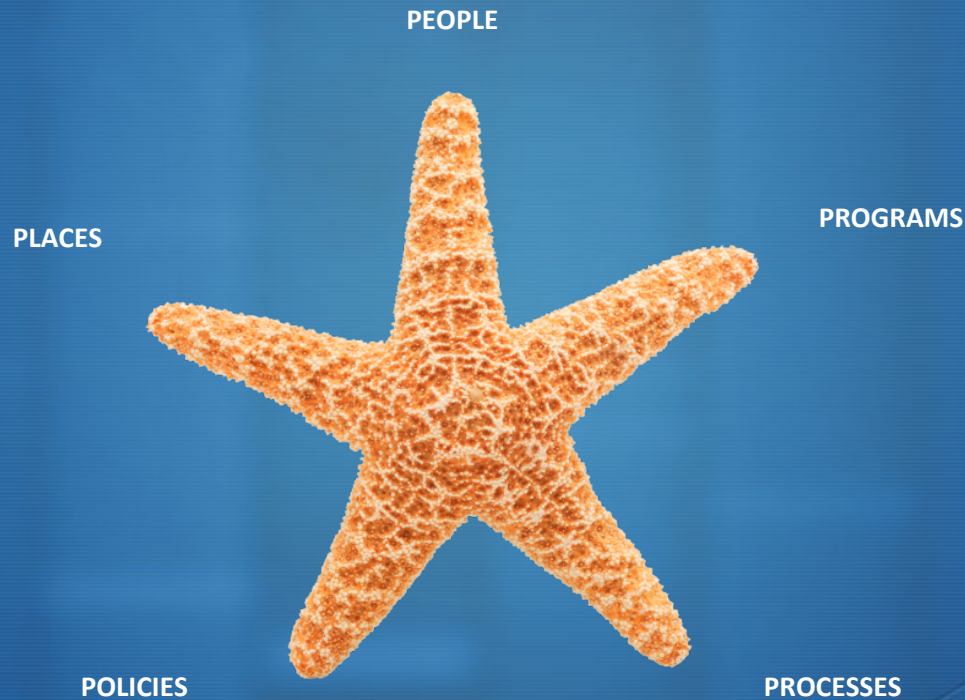
Professor William Watson Purkey
9 May, 2015

PRACTICAL IMPLEMENTATION

How did we implement Invitational Education?

Sharing the *theory of practice* and *practical methods* is very easy,
as these are represented in a simple iconographic form

THE STARFISH



Similarly, sharing a simplified language for change was also very simple. We ask these simple questions to determine whether an issue involves or is centred on

People?

Places?

Processes?

Programs?

Policies?

This 'simplicity' creates improvement in each identified area through synergistic change.

From these simple questions we develop complexity of response and we employ multiple limbs of our simple starfish to effect complex solutions.

SIMPLEXITY

Which other complex interaction of theory of *practice, purpose, methods, propositions, foundations* and *levels of functioning* can be represented and communicated across an entire school by five words and a simple graphic?

The power of the starfish is its simplicity and the synergies offered by application of the five limbs to create inviting and engaging classrooms.



INTENTIONALITY

Changing our culture

INTENTIONALITY

A simplified common planning language for everyone in the school has never really been addressed as *intentionally* as it is in an Invitational Education framework.

The simplicity of Invitational Education assists educators to become more skilful in their words and actions for the purpose of influencing a student's self-concept in positive ways.

Invitational Education recognises that when people feel able, valuable, and responsible they take charge of their learning, put forth great effort, persevere, and make positive behavioural choices. This applies to everyone in the school, teachers and learners alike.

"People who learn to control inner experience will be able to determine the quality of their lives, which is as close to any of us become to being happy..." Csikszentmihalyi

LONG-TERM BENEFITS OF INVITATIONAL EDUCATION

Engagement

Henry Levin, an American economist of education, has shown that the greatest predictor of health, wealth and happiness in adult life is NOT achievement at school, but is the *number of years* of schooling.

“We could simply raise the school beginning and leaving ages, but that would trap many students who do not want to be there in a cycle of proving to them why schools are not inviting places.

Or, we could start our debates about how to make schools inviting places to be - and that involves the fundamentals of Invitational Learning.”

*Professor John Allan Hattie
19 April, 2015*

When we look at the retention rates in Australia - the percentage of those who start and finish high school - it languishes in the 80% mark.

This means that we are potentially failing 1 in 5 when we educate.
In NT for Aboriginal students the figure is 14% and for non-Aboriginal it is 44%.

We must have a leadership vision that develops schools as inviting and welcoming learning communities and this vision will be best achieved if we foster Invitational Education in our schools.

The ideas underpinning Invitational Education are not new.
They are the sort of *fundamental common sense* that drives good education.

What is new, is the implementation of a simple scaffold of the 5Ps of People, Places, Programs, Processes and Policies that allows complex issues to be represented and discussed in terms that apply across every area of the school and for every person in the school.

Invitational Education simplicity and the synergy of the 5 Ps underpin every facet of school improvement at Clarkson.

ASSUMPTIONS

Changing our focus

“Making the simple complicated is commonplace; making the complicated simple, awesomely simple, that’s creative.”

Charles Mingus

Invitational Leadership



FIVE ASSUMPTIONS OF INVITATIONAL EDUCATION

People are able, valuable, and responsible and should be treated accordingly.

Educating should be a collaborative and cooperative activity.

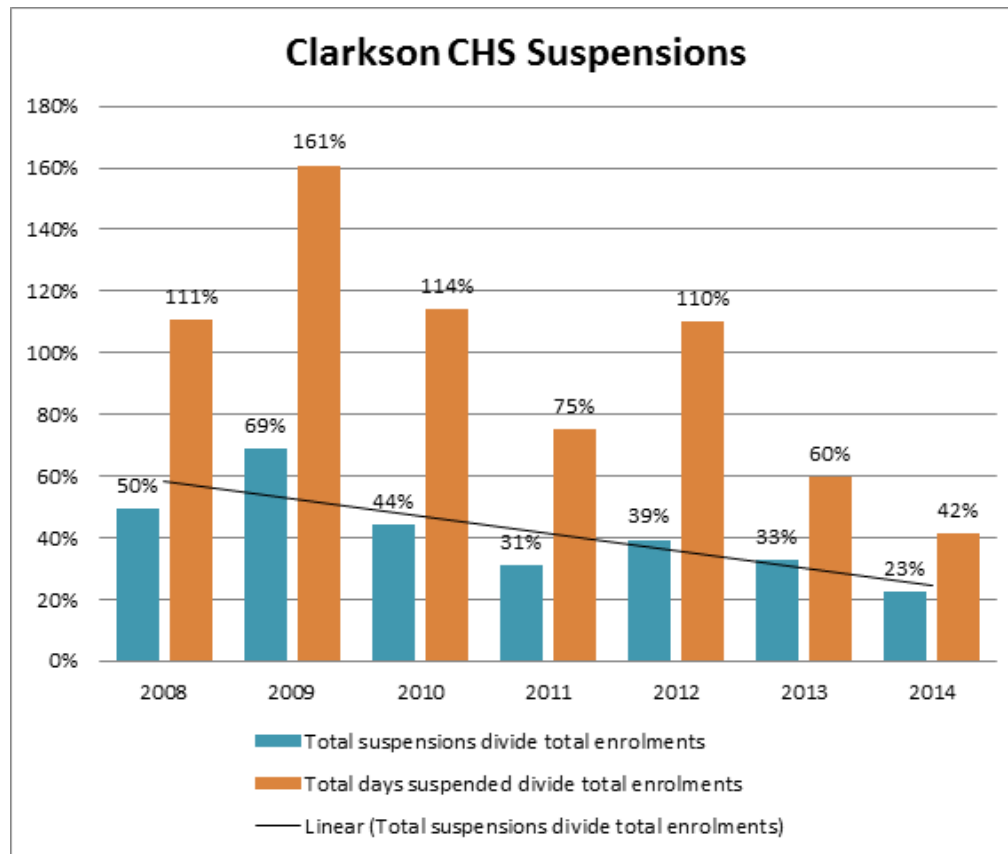
The process is the product in the making.

People possess untapped potential in all areas of human development.

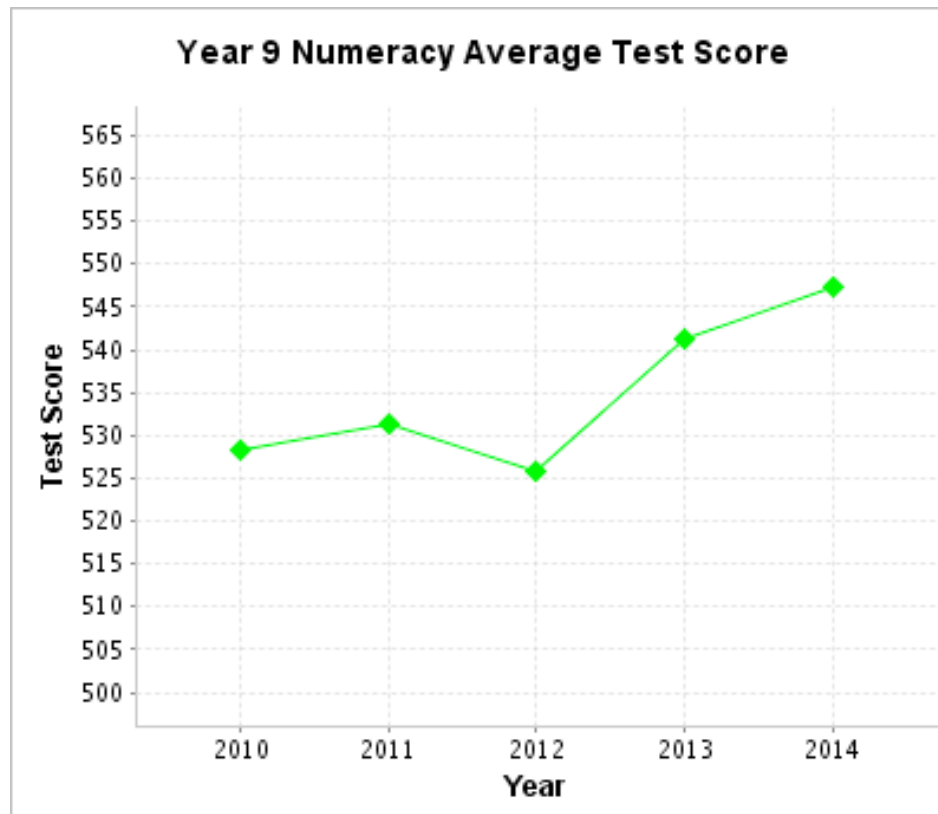
and

Human potential can best be realised by PLACES, POLICIES, PROGRAMS and PROCESSES that are intentionally designed to invite development, and by PEOPLE who consistently seek to realise this potential in themselves and others, personally and professionally.

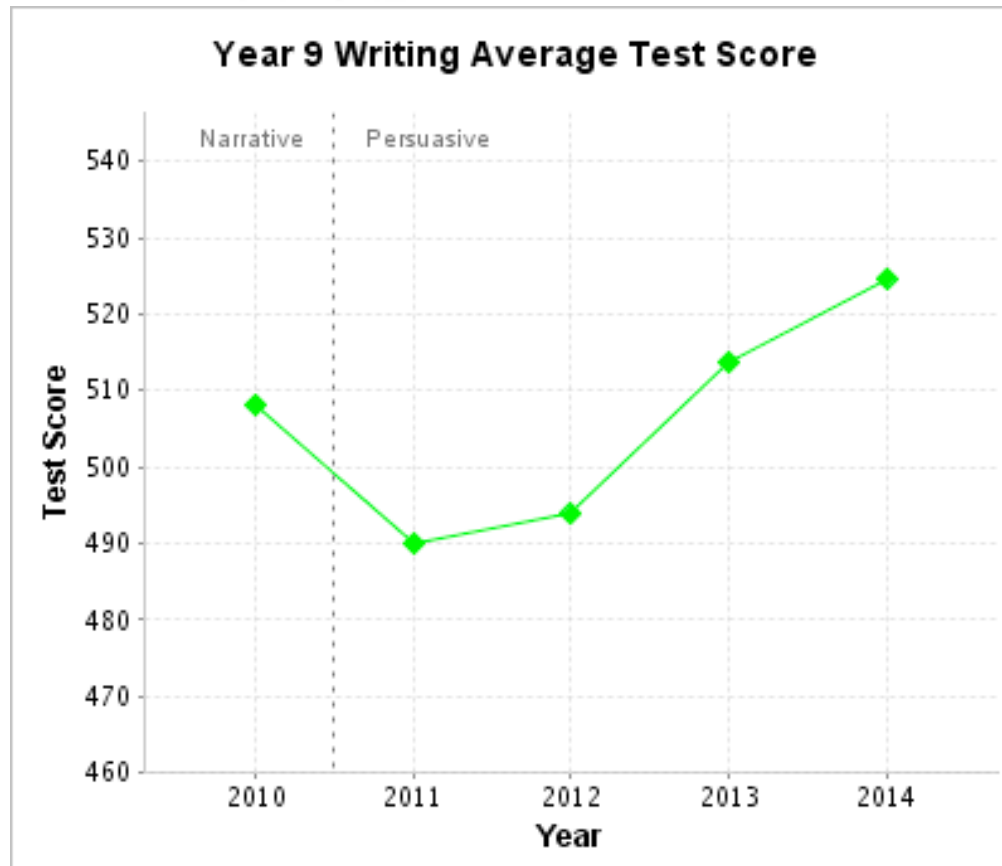
Data, systems, practice...



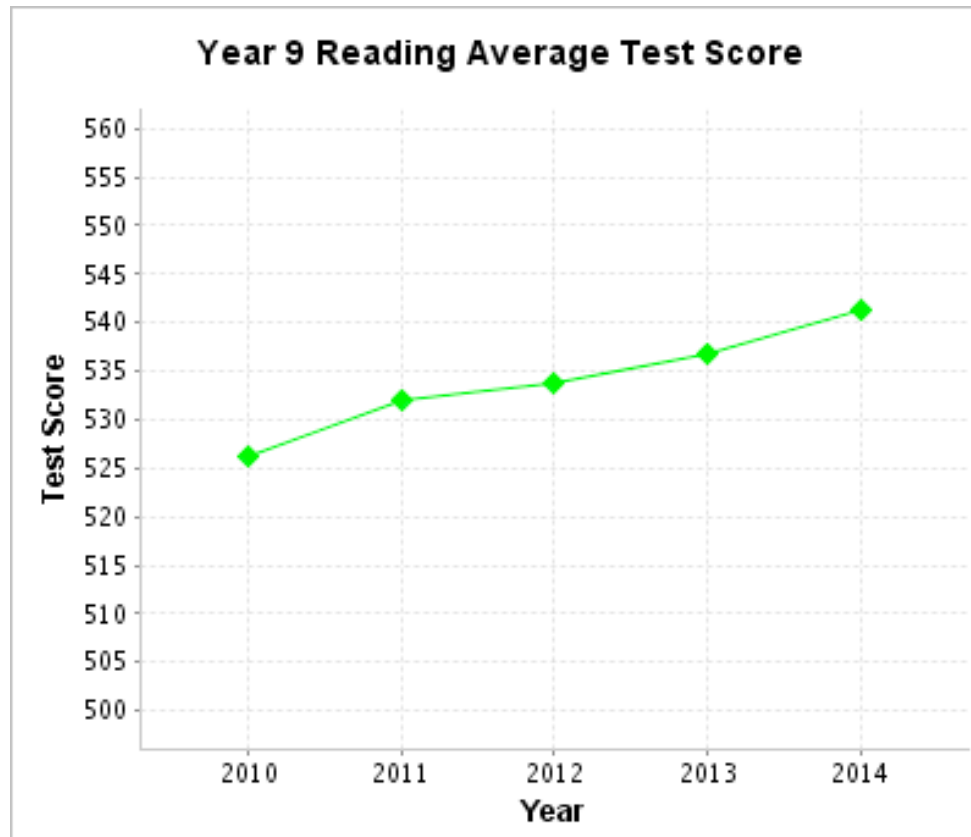
Data, systems, practice...



Data, systems, practice...



Data, systems, practice...



ATTAINMENT OF NATIONAL MINIMUM STANDARD

	2011	2012	2013	2014
Numeracy				
Reading				
Writing				
Spelling				
Grammar				

Clarkson CHS has performed to expected standards for WA schools in all areas in 2014.

Key

	Below expected performance in comparison with the results of all other WA public schools
	Expected performance in comparison with the results of all other WA public schools

Conclusion

Invitational theory of practice underpins educational leadership at Clarkson Community High School.

Leadership vision is a holistic process built on respect, trust, optimism, and intentionality.

Invitational leaders “winter into wisdom,” rich with the enlightenment and contentment that comes from service and commitment to the betterment of society.



Conclusion

“You’ve got to dance like there’s nobody watching.

Love like you’ll never be hurt,

Sing like there’s nobody listening,

And live like it’s heaven on earth.”

William Watson Purkey