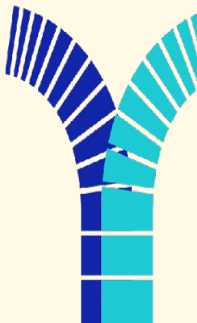


The Opposite of Burnout Isn't Bubble Baths — *It's Purpose.*



Dr Jeremy Hannay
Executive Principal

Three Bridges &
Wolf Fields Primary Schools



Provocation

"Staff don't need pizza days to feel better.

They need to feel like the work they do *matters*—and that they are growing while doing it."

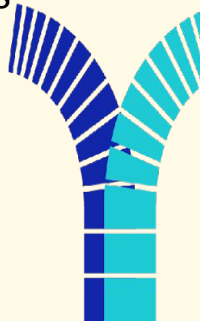
- ♦ Is our model of wellbeing built on **treats or trust**?
- ♦ Do staff feel **energised by the work itself**, or merely distracted from how drained they are?
- ♦ Are we making time for **passion, inquiry and professional purpose**—or just offering quick fixes?
- ♦ Do things like lesson study, spirals of inquiry, and growth plans feel like **bureaucracy—or belonging?**



As leaders, we must ask:

- What if wellbeing isn't an add-on, but the *byproduct of meaningful work*?
- How can we protect time for teacher-led inquiry, reflection, and growth?
- Do our staff feel like **co-creators of improvement**, or passengers on someone else's ride?
- What would school feel like if **accomplishment, curiosity and connection** were the core offer?

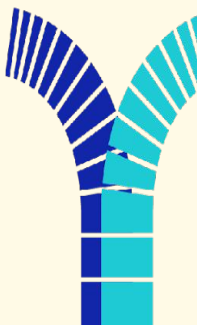
★ *The opposite of burnout isn't bubble baths—it's purpose. Build schools where the work lifts people up, not wears them down.*



My Belief

If we want classrooms where:

- **children are at the centre of learning
- **dialogic talk, debate, criticality, and articulate thought are valued
- **collaboration, co-construction, enquiry and problem solving are key elements of learning
- **pupils have voice, agency, and genuine ownership over their work and learning



My Belief

...our adults need to be in that same kind of environment FIRST.

There is no 'well pupil' without a 'well school/teacher/leader' first.



CONFERENCE
2025

Lead Well.
Move Well.
Live Well.



Provocation

"What if the most powerful driver of improvement isn't scrutiny—but culture?"

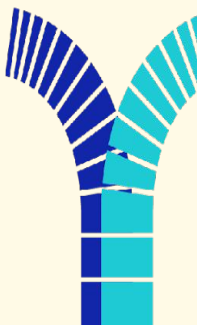
- ◆ Does our instructional leadership **build trust, expertise, and autonomy**?
- ◆ Have we confused **monitoring for improvement** with **monitoring for control**?
- ◆ Are we supporting teachers as **professionals**, or managing them as **risks**?
- ◆ Could a culture of **collaborative inquiry** make constant formal observations obsolete?



As leaders, we must ask:

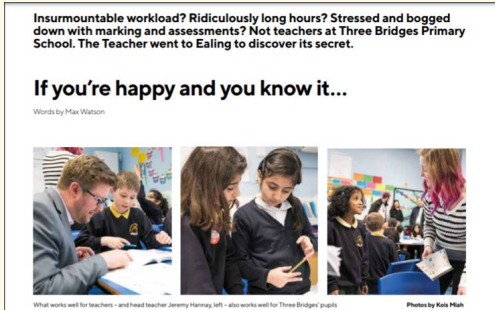
- What message does our current model of monitoring send?
- Do our leadership practices **reduce anxiety—or create it**?
- How do we invest in **capacity, not just compliance**?
- What would school feel like if growth, not judgement, drove our culture?

★ *Instructional leadership done well doesn't watch from above—it walks alongside.*



There is Another Way

- Know Thyself (and thy school & community)
- Instructional Leadership (build systems)
- Improvement through Collaborative & Connected Teacher Led Leadership (improve systems)
- Focus on Developing People & People Developing Themselves



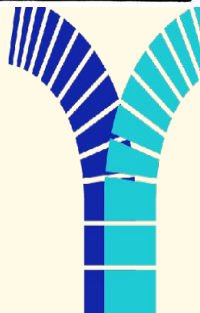
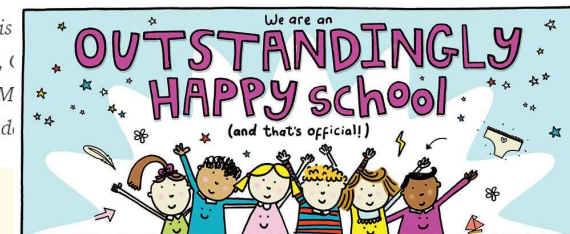
on reducing teacher stress from the happiest school on earth'

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and details of our teacher survey



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Know Thyself (and thy school & col

A Developing, Critical Mind

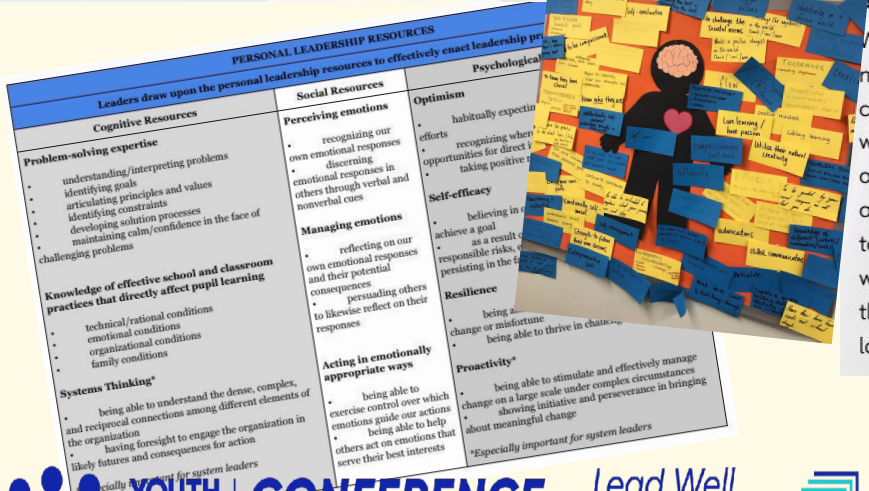
We want your children to thrive at Three Bridges academically and achieve their full potential. They will learn new things and share their learning with one another. They will grow from challenge and support and learn to be critical of thoughts and ideas, knowledge and understanding, and most importantly, reflective towards themselves and the broader world. We want them to engage curiously, courageously and collaboratively with what is said and read, but also have the depth to challenge critically and communicate confidently for what might be missing from the narrative. We want them to develop into problem solvers, pathfinders and poetic thinkers. This isn't easy and it's rarely in a straight line. Excellence at Three Bridges stems from nurturing the whole person, through challenge and sky high expectations. This is reflected deeply in what they do across our curriculum. We believe in developing their minds.

Eyes Wide Open, Hands Outstretched

As they navigate their way through Three Bridges, they will encounter globality, multi-ethnicity, inclusivity and adventure woven into the very fabric of learning. We will encourage them to look at what's behind them, what's in front of them, what is all around them - and up to the sky. We want your children to uncover the servant leader within them, becoming someone who truly value and care for other people regardless of their individual strengths and weaknesses. They will learn to balance and harmonize the delicate interaction of taking care of themselves - mind, body, soul - and prioritising the needs of others so we all succeed. They will be listeners, laughers, and leaders in their own lives and in the lives of others. We want our school to be wide open to the world so that they may make their own contribution on purpose - a difference - with a moral compass that steers them towards building community, supporting family, and deepening relationships. We believe in uncovering young people who have their eyes wide open to the world and hands outstretched to serve.

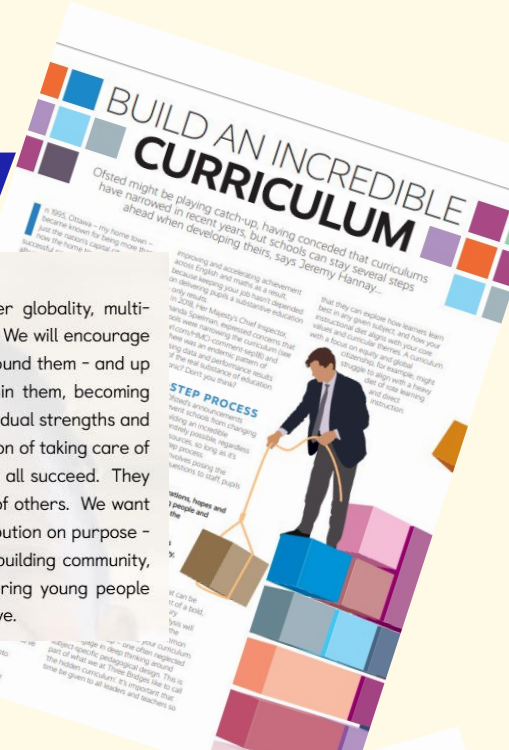
A Full, Strong and Healthy Heart

We know that the core of a world-class education is what's developed in the heart, not simply what they know and can remember, but who they become. It is not created after a week or a month - it is uncovered little by little over time. We do. Developing genuine curiosity, wonder, and resilience takes time. It takes of adversity or kindness in spite of cruelty takes modeling vulnerability. We support the development of incredible young people who take their physical development as important as their academic development. We want them to grow up to love one another and the incredible scope of all living things and, most importantly, that they learn to love themselves. We believe that every child should have a full, strong and healthy heart.



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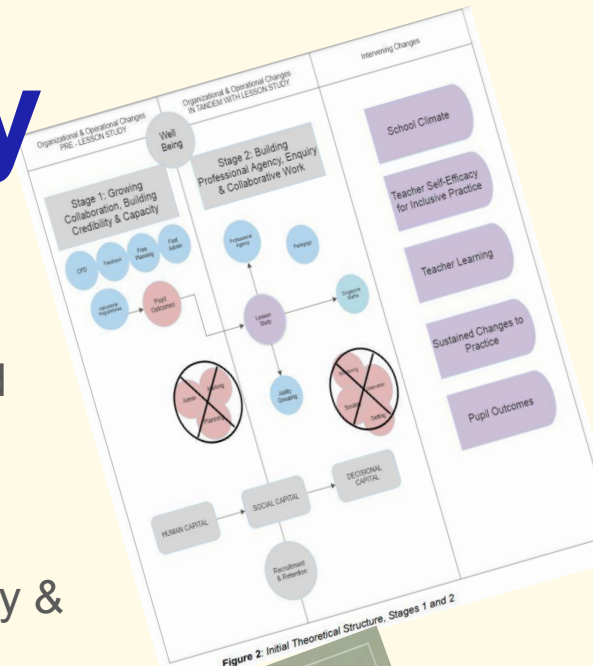
Lead Well.
Move Well.
Live Well.



There is Another Way

Instructional Leadership

- Know what works - lead learning
- Lots of Ways: Pepsi & Spaghetti sauce
- Build Systems: Go Away & Have a Play
- Visit & Learn: Lethal mutations



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Lead Well.
Move Well.
Live Well.

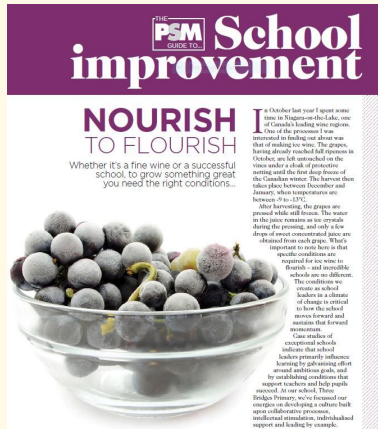


There is Another Way

Improvement through Collaborative & Connected Teacher Led Leadership

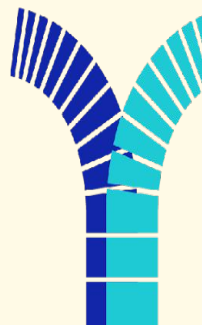
- Why do we monitor: performance, consistency, standards, CPD
- Conditions for growth
- Soil People
- LS, TRGs, Spirals

...an inconvenient truth about success – nothing which raises potential of its people tomorrow, is relevant.



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Lead Well.
Move Well.
Live Well.



Provocation

"Could the answers to school improvement already live within the questions teachers are asking each other?"

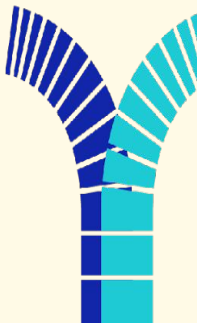
- ◆ Do we create space for **teacher-led inquiry**—or crowd it out with top-down initiatives?
- ◆ Are we nurturing a culture where **learning is communal, not just individual**?
- ◆ Do structures like lesson study and inquiry groups feel **empowering—or extra**?
- ◆ What happens to staff morale and expertise when **collaboration replaces compliance**?



As leaders, we must ask:

- Are teachers seen as **drivers of change**, or simply implementers?
- How do we make **collaborative learning a habit—not a task**?
- What systems and schedules actively support this kind of work?
- What might be possible if we truly trusted teachers to lead learning?

★ *When teachers inquire together, schools become places of possibility—not just performance.*



There is Another Way

Focus on Developing
People & People
Developing Themselves

- Focus on Collaborative Development & Collective Responsibility
- Annual Growth Plans
- Micro Research
- Lines of Enquiry / Passion Projects
- Learning IS the work

Lesson Study 16-18 Oct 2017

Research Team

Program Managers (Analyst & Facilitator)

Maria O'Connell - Strategic Learning
Shirley Owen - Year 6 Teacher, Y6
Shirley Owen - Year 6 Teacher, Y6
Gina Phipps - Year 6 Teacher, Y6
Wellbeing Strategic Leader
Dee Ryan - Bar Knowledgeable other

Class Content / Unit of Work

Year 6 mixed grouping class

20 students

Mixed grouping on tables

Three maths lesson on fractions, moving from simplifying fractions to comparing them

(English, Arts and Characteristics)

Pupil A - 10 year old girl, confident learner, quiet in nature, joined Three Bridges midway through year 4

Pupil B - 10 year old boy, confident member of the school

Strategy Analysis (Chosen strategies, observations and definition of success)

- 1) Slight changes to pairs
- 2) Journal choices given
- 3) Short time spent on anchor task and discussing the various methods
- 4) Concrete materials provided, including a set of pre-drawn cards
- 5) Answering questions as part of a partnership rather than individually
- 6) Revisiting previous strategies, such as repetitive use of vocabulary

Conclusions/Professional Learning

During our lesson study, we achieved five domains of challenge:

- 1) **Cognitive** - the actual maths. Students being able to solve the problem using any method. The movement between concrete and abstract.
- 2) **Metacognitive** - pupils being able to spot mistakes, recognising and selecting the most effective methods, being able to make generalisations and adding a new perspective to a previously used strategy.
- 3) **Mindsets** - having a productive set of beliefs, developing an understanding of how they work best and the ability to challenge themselves.
- 4) **Social collaboration** - collaborating with the other teachers and developing themselves through this, seeking help and questioning of their partner.
- 5) **Affective** - showing perseverance, restraint and enjoyment within the lessons, understanding that it is okay to struggle with a task or problem.

Teachers need to be able to recognise the turning points within the lesson and that children learn at different points. Learning happens when children are teetering on the edge. We can't push them so far they fall off, but yes, we can't keep them too stable.
Lesson study empowers teachers to develop their understanding of the curriculum, how students learn and their attitudes towards learning. For example, in lesson 2, which involved finding equivalent fractions, the turning points were:

- Can the pupil divide?
- Can the pupil divide by an appropriate number?
- Can the pupil divide by a common factor?
- Can they divide by the highest common factor?

Teachers need to develop an understanding of where to push the children through these turning points based upon learning routines and the child's readiness. It is important that the teacher

[illegible]

Key Lines of Enquiry

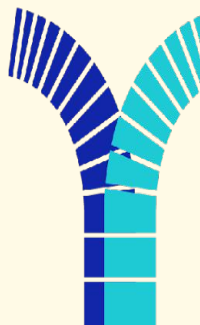
1. How can I use what I am seeing in my masters to develop, inspire, motivate and empower our children? How can I ensure they apply.
2. How can I ensure positive constructions of identity?

Key Lines of Enquiry

How can I develop a culture of art within the school that celebrates children's learning and development within this area?

How can I broaden and deepen my understanding of black British history through the de-colonisation of the curriculum?

To what extent can the implementation of film studies develop children's inferencing skills?

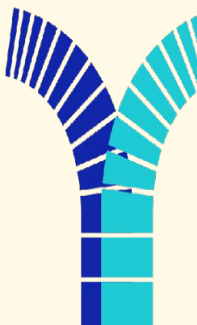


The Challenges

Working against the system

Emotional fatigue of leading differently

Early scepticism: 'too soft', 'too idealistic', 'not sustainable'



The Learning

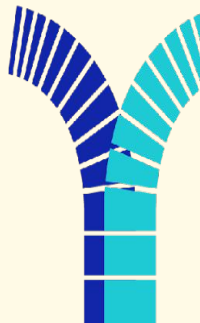
Culture isn't a programme — it's an aligned practice

It's not built in policies
— it's built in
relationships



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Lead Well.
Move Well.
Live Well.



“The medium is the message.”

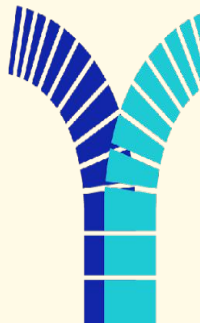


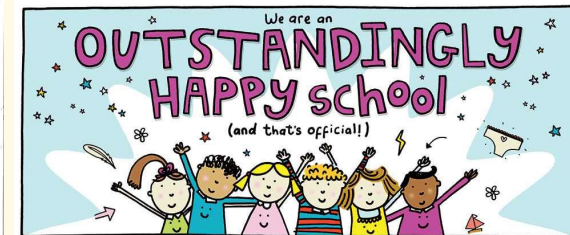
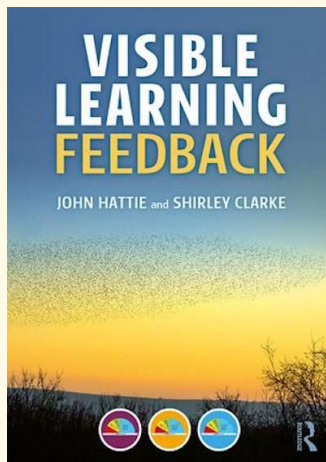
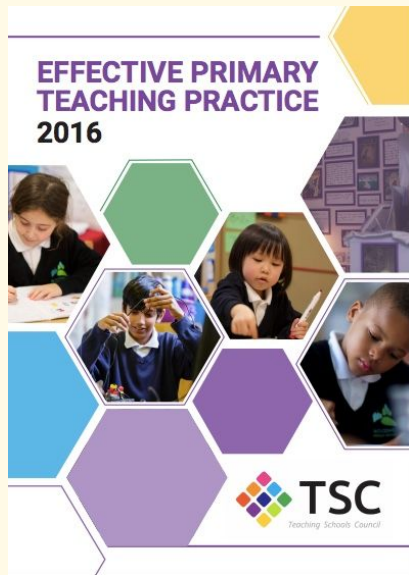
The way we lead is the wellbeing work.



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Lead Well.
Move Well.
Live Well.





Tips on reducing teacher stress from the 'happiest school on earth'

With news that half of England's teachers plan to leave in the next five years, what can be done to keep them?
Read details of our teacher survey



ing has improved exam results - and teacher happiness - at Three Bridges school. Deput (ar right) could not believe how much English teachers did when he arrived from Canada. tin Godwin for the Guardian



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