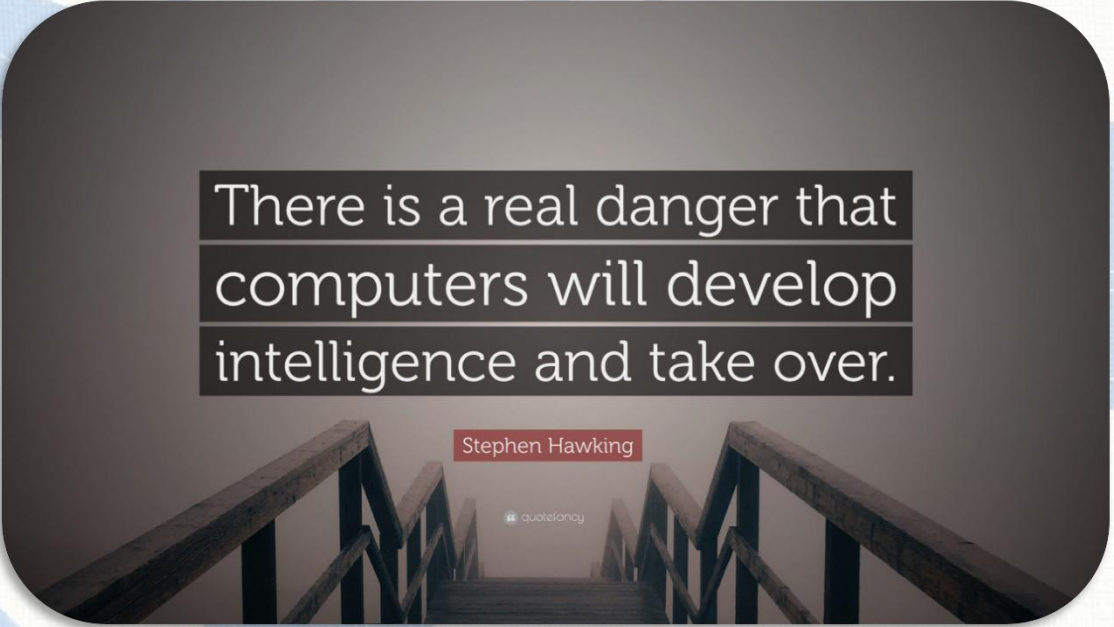
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quote fancy

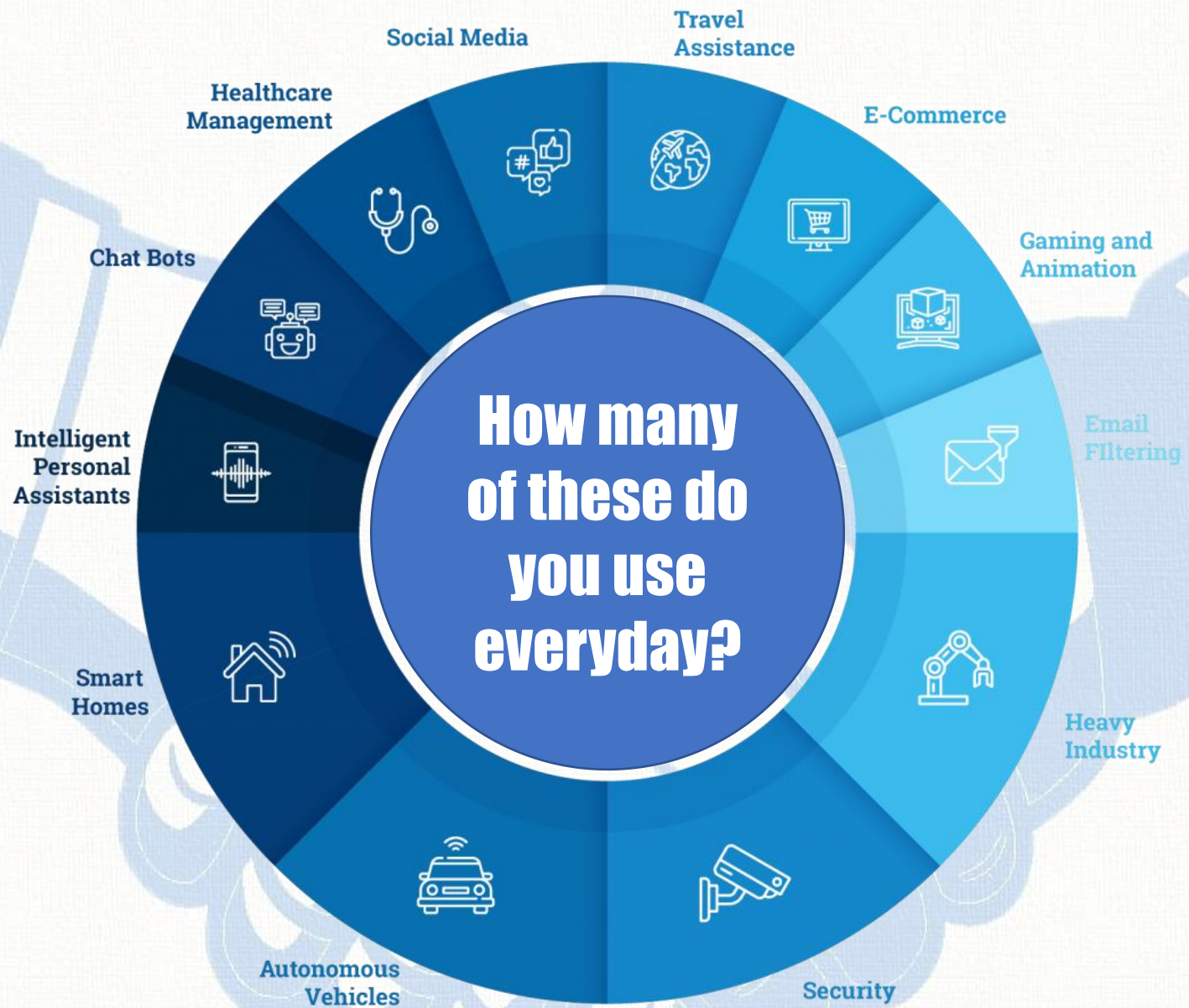
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Stephen Hawking

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Starter:



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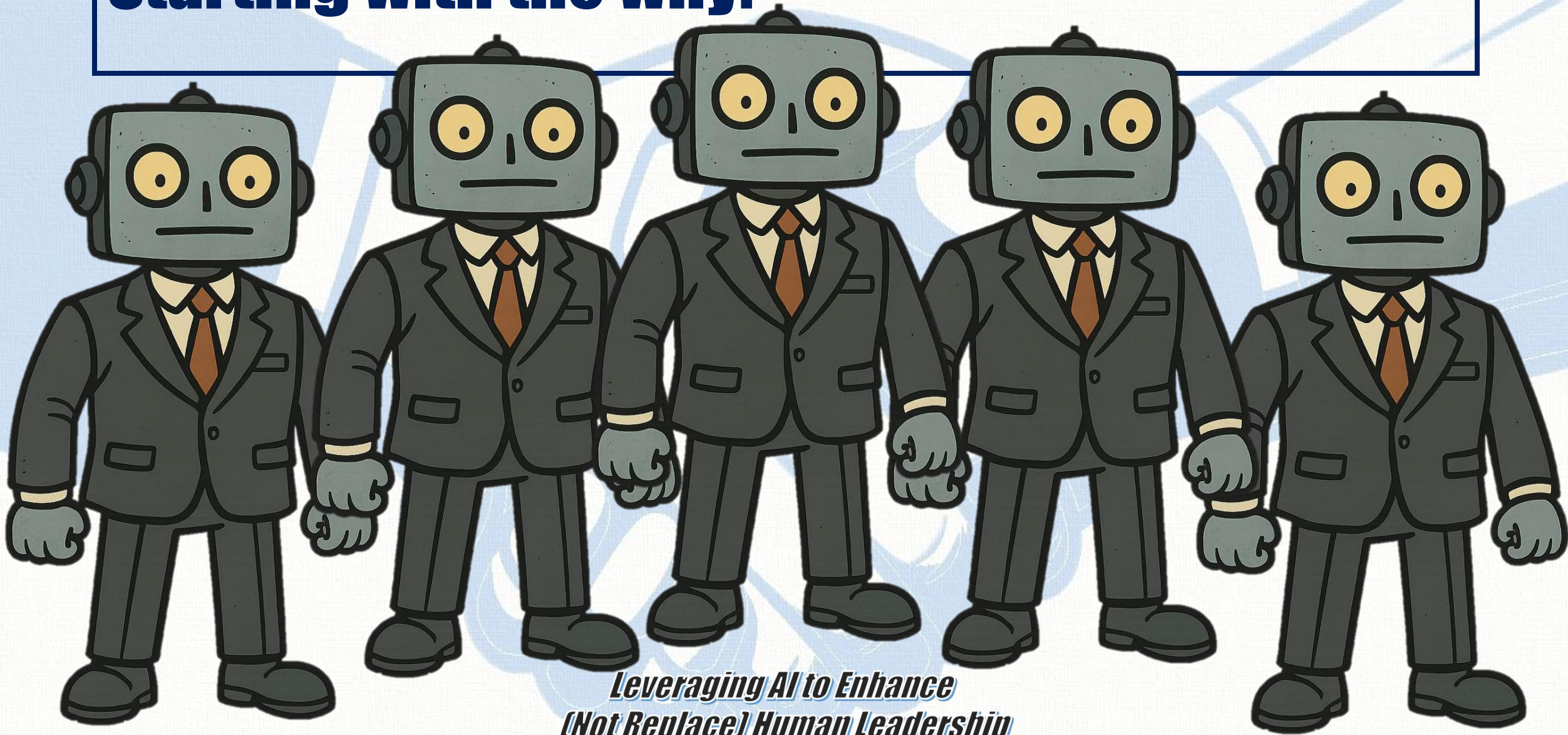


Objectives:

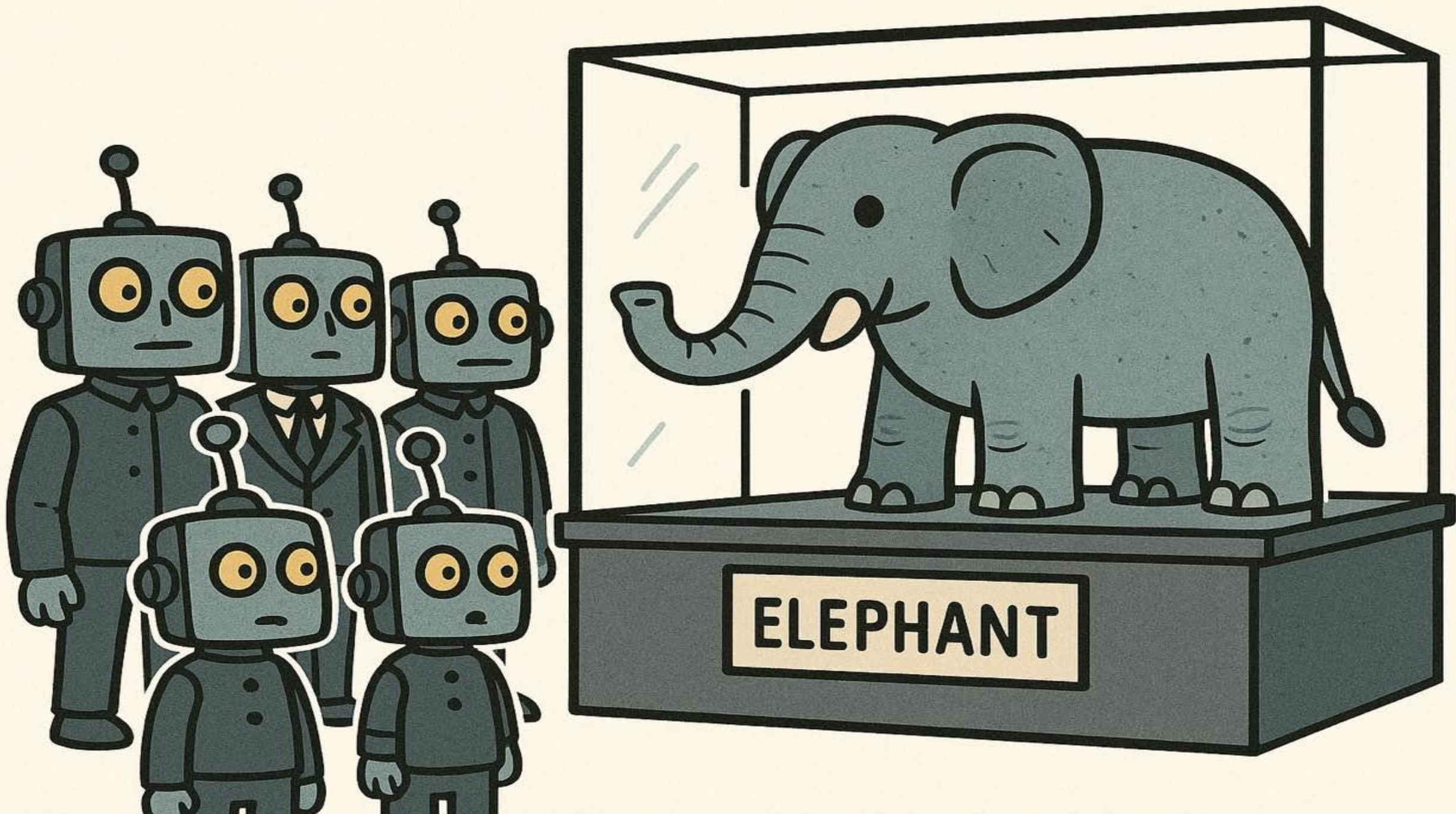
- **To discuss concerns regarding the implementation of AI**
- **To review practical examples**
- **To explore how to integrate AI into leadership**

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Starting with the why:



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How do we effectively integrate AI into Leadership? My journey



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How do we effectively integrate AI into Leadership?:

Personality Traits

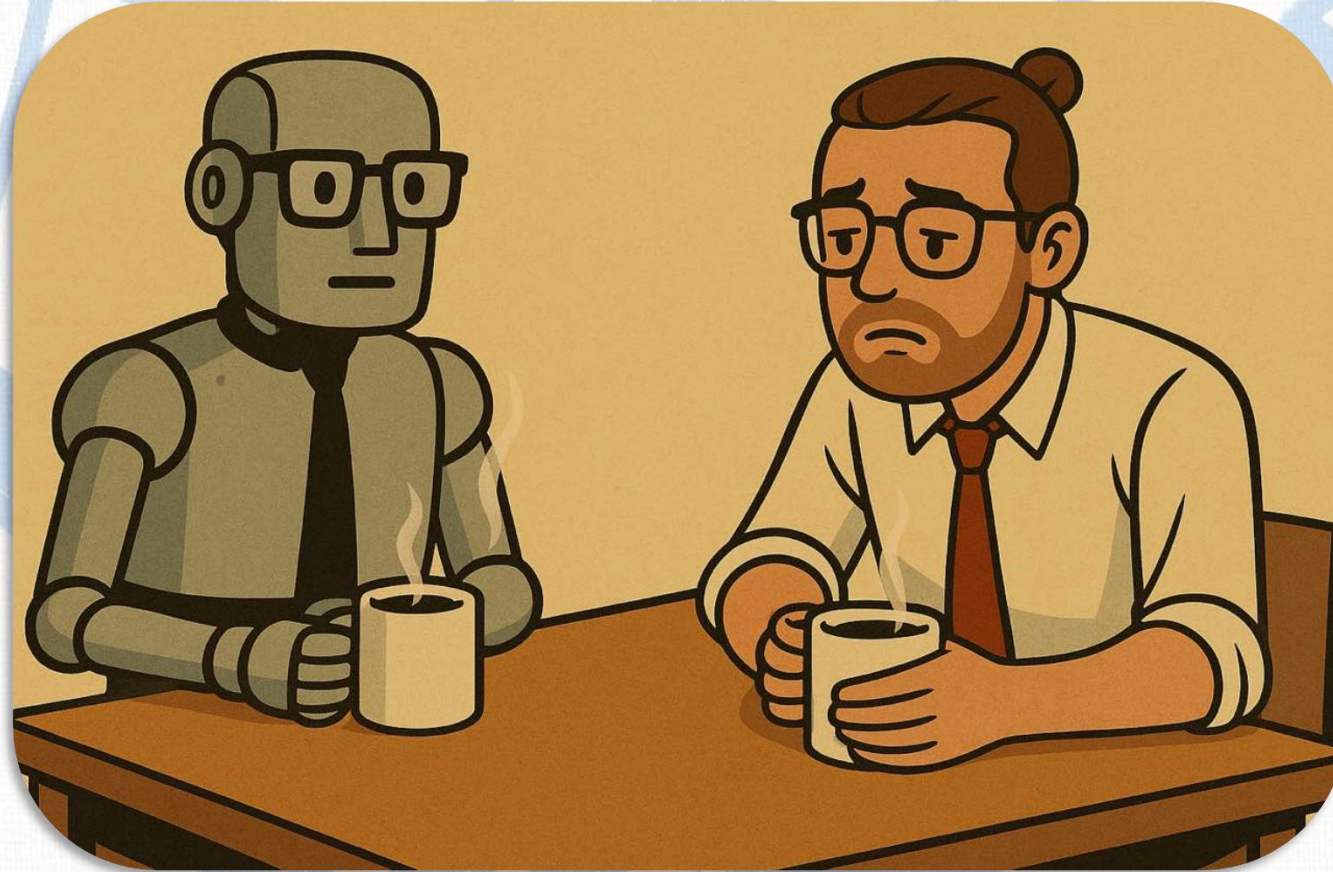
- **Organized & Structured** – Prefers order, rules, and clear systems.
- **Detail-Oriented** – Focuses on accuracy, precision, and correctness.
- **Logical & Analytical** – Thinks systematically, relies on facts and data.
- **Reliable & Dependable** – Values consistency and follows through on commitments.
- **Methodical** – Prefers step-by-step processes over spontaneity.
- **Planner** – Likes schedules, deadlines, and well-defined tasks.
- **Perfectionist** – Strives for high-quality, error-free work.
- **Reference for Clear Instructions** – Dislikes ambiguity; performs best with structured guidance.

• **Strong Administrative Skills** – Effective in roles requiring organization

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How do we effectively integrate AI into Leadership?:



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Context:



You are the **Designated Safeguarding Lead (DSL)** at a secondary school. A Year 9 student, *Jamie*, has confided in a teaching assistant that their PE teacher, *Mr. Carter*, has been messaging them late at night on social media. The messages started as friendly check-ins but have recently become more personal, asking about Jamie's social life and making comments like, "*You can always talk to me about anything—no need to tell others.*"

Jamie feels uncomfortable but doesn't want to "get Mr. Carter in trouble" because he's a "nice teacher." The teaching assistant has reported this to you, and after reviewing screenshots of the messages, you determine this is a **potential safeguarding issue** (crossing professional boundaries and possible grooming behavior).

Your Task:

You must have a **difficult conversation** with Mr. Carter to address the concerns while following safeguarding procedures.

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Key Steps in the Conversation:

1. Private Meeting Setting

- Arrange a private but **observed** meeting (e.g., with a senior leader present for safeguarding compliance).
- Begin neutrally: *"Thanks for meeting, Mr. Carter. I need to discuss a concern that's been raised, and I want to hear your perspective."*

2. Present the Facts Without Accusation

- *"We've been made aware that you've been messaging [Jamie] outside of school hours. Can you help me understand the nature of these communications?"*
- Allow him to respond but remain focused on **policy breaches** (e.g., staff-student communication guidelines).

3. Address Safeguarding Concerns

- *"Our school policy prohibits private communication with students on personal platforms. Some of these messages could be misinterpreted and risk crossing professional boundaries. Do you see why this is concerning?"*
- If he becomes defensive: *"My role is to ensure the safety of students and staff. This isn't about intent but about maintaining clear, professional boundaries."*

4. Next Steps & Accountability

- Depending on his response and evidence, actions might include:
 - Formal warning.
 - Restricted access to students outside class.
 - Mandatory safeguarding training.
 - Escalation to HR/LADO (Local Authority Designated Officer) if needed.
- *"We'll need to document this discussion and review our safeguarding policies together. Do you have any questions?"*

5. Support for the Student

- Ensure Jamie is reassured and monitored (e.g., pastoral check-ins).
- Consider if a referral to external agencies (e.g., social services) is necessary.

SWOT Analysis: Adcote School Shanghai Introducing the IB DP

Strengths (Internal Advantages)

✔Reputation & Branding

Adcote’s established presence in Shanghai could attract families seeking an IB education.

The IB DP is globally recognized, enhancing the school’s prestige.

✔Diverse Curriculum Appeal

Offering both IB DP and A-Levels could cater to different student needs (e.g., IB for holistic learners, A-Levels for specialization).

✔Bilingual Advantage

As a school in China, Adcote could leverage strong Mandarin-English bilingualism, aligning with the IB’s language requirements.

✔Existing International Focus

Experience with international curricula (e.g., IGCSE) may ease the transition to IB’s inquiry-based pedagogy.

Weaknesses (Internal Challenges)

⚠ High Implementation Costs

IB DP requires teacher training, certification fees, and curriculum development (estimated **50,000–50,000–100,000+** initially).

⚠ Faculty Recruitment & Training

Need for IB-trained teachers (shortage in China) and ongoing PD to meet IB standards.

⚠ Student Preparedness

IB DP’s rigor may require academic support for students transitioning from exam-focused systems (e.g., IGCSE).

⚠ Competition with A-Levels

Risk of splitting resources if both programmes run simultaneously.

Opportunities (External Advantages)

🔍 Growing Demand for IB in China

Rising interest in holistic education among affluent Chinese families.

IB DP graduates have strong university acceptance rates (e.g., **HKU, Tsinghua, Ivy Leagues**).

🔍 Partnerships & Accreditation

Collaboration with IB World Schools in Shanghai for resource sharing.

Potential to attract expat families seeking continuity with global IB schools.

🔍 Enhanced University Pathways

IB’s CAS (Creativity, Activity, Service) and Extended Essay appeal to top universities.

Threats (External Challenges)

🏆 Regulatory Hurdles

China’s tightening regulations on international curricula (e.g., restrictions on foreign textbooks).

🏆 Local Competition

Competing with established IB schools in Shanghai (e.g., **Shanghai American School, Wellington College**).

🏆 Parental Preferences

Some Chinese families may still favor A-Levels for perceived “easier” university entry to UK schools.

🏆 IB’s Adaptability

Potential resistance from staff accustomed to traditional teaching methods.

How do we effectively integrate AI into Leadership?:



Candidate
A
B
C
D

Absolutely! To help you select the best candidates to interview, I'll need some details about the role and the applicants. Here's how we can approach this:

K1 1. Key Information Needed:

- **Job Description:** What are the must-have skills, experience, and qualifications?
- **Candidate Pool:** How many applicants do you have? Do you have their resumes or a summary of their backgrounds?
- **Priorities:** What matters most? (e.g., technical skills, cultural fit, leadership experience)
- **Screening Criteria:** Have you used any pre-screening tests or assessments?

2. Steps to Shortlist Candidates:

A. First Pass – Eliminate Unqualified Candidates

- Remove applicants who lack **must-have** qualifications (e.g., certifications, years of experience).
- Reject those with obvious mismatches (e.g., wrong industry, irrelevant skills).

B. Second Pass – Rank Based on Key Criteria

- Score candidates on:
 - **Relevant Experience** (e.g., 5+ years in X field)
 - **Skills Match** (e.g., Python, project management)
 - **Achievements** (e.g., "Increased sales by 30%")
- Prioritize those with **proven success** in similar roles.

C. Third Pass – Soft Skills & Culture Fit

- Look for hints of **teamwork, leadership, communication** (e.g., volunteer work, mentoring).
- Check for **red flags** (e.g., job-hopping without reason, vague resumes).

D. Final Shortlist – Who to Interview?

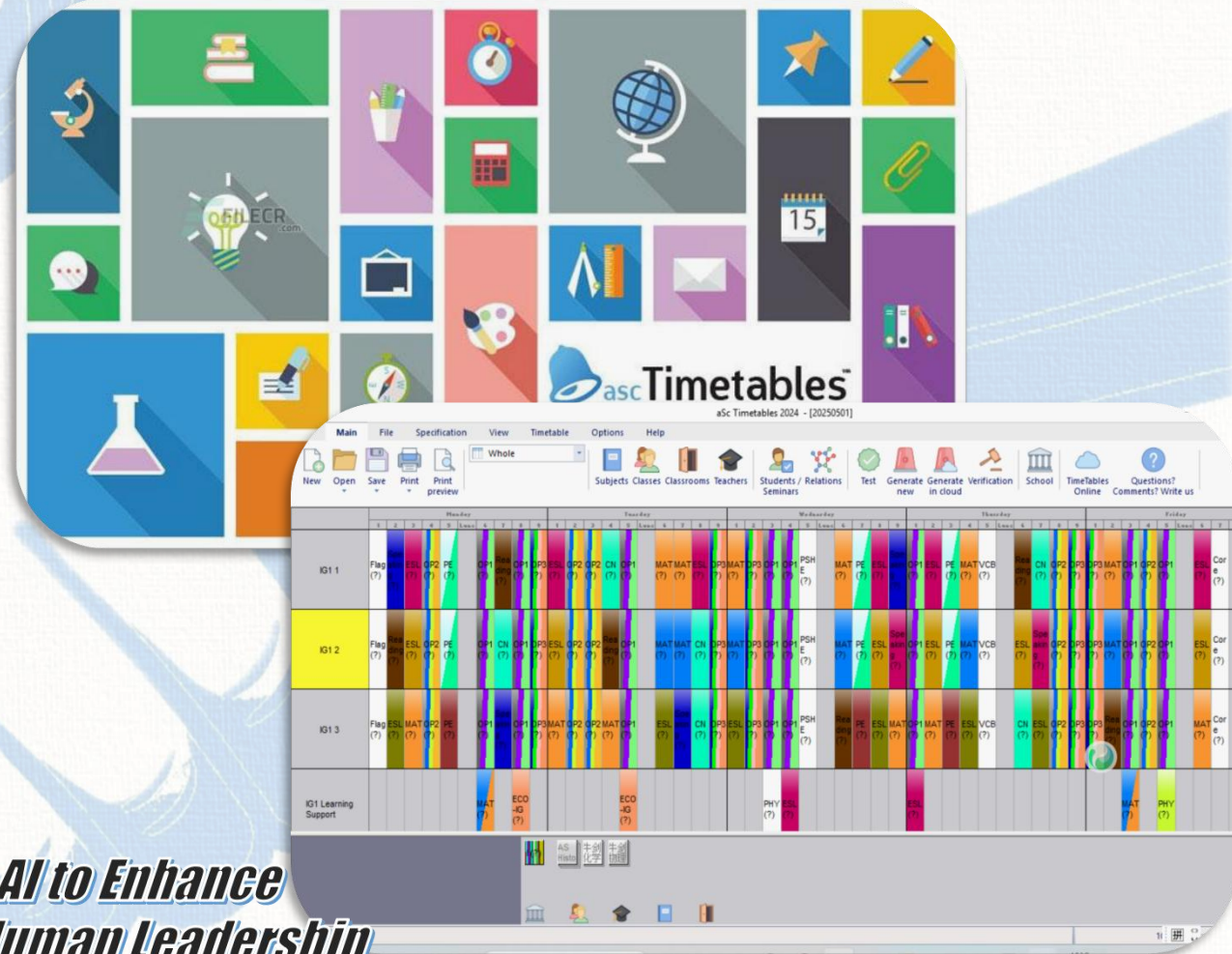
- **Top 5-10 candidates** (depending on role seniority and hiring urgency).
- Include **1-2 "wild cards"**—people with unconventional backgrounds but high potential.

not replace human leadership

nts.

e IB compliance.

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Semester 2

Strategic	Finance; logistics; admission; Ray Group; Catering; Staff meetings
Operational	Safeguarding; calendar; events; timetable; local government; party
LM	VP; HR; Boarding; UGO; PCC; MAO

AC (N)	UGO (N)	PCC (S)
AGP	UGC; Comps	<u>Behaviour</u> & rewards; DSL

Strategic	AAO (External Exams) & exam <u>board based</u> training; ARR (internal exams); Appraisal; Head of Centre; Bridging; <u>Xiaoxiao</u> ; Library	PD including Induction; policies; IB; QUT; NCUK; MAO ; Global recruitment	Logistics; IT; site management; school office and branding	Curriculum; T&L; QA Appraisal; Systems and procedures
Operational	HODs; IGCSE; HOD (CA)	HOD (Hums); A2; HODs	Health & Security	HOD (Physics); AS; HODs
LM	HOG: IG1 & PPA	HOG: A2	Finance; logistics: administration	AC; HOG G2/ <u>PreA</u>

HOD
T&L; curriculum; intervention; data handling; competitions; DDP; DSEF; appraisal; resources (LM: TLRs, teachers)

HOG
Attendance; <u>behaviour</u> ; PSHE; appraisal (LM: HR teachers; UGO)

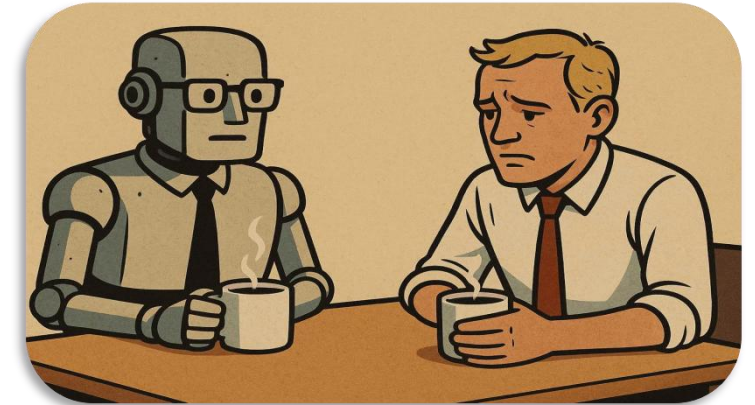
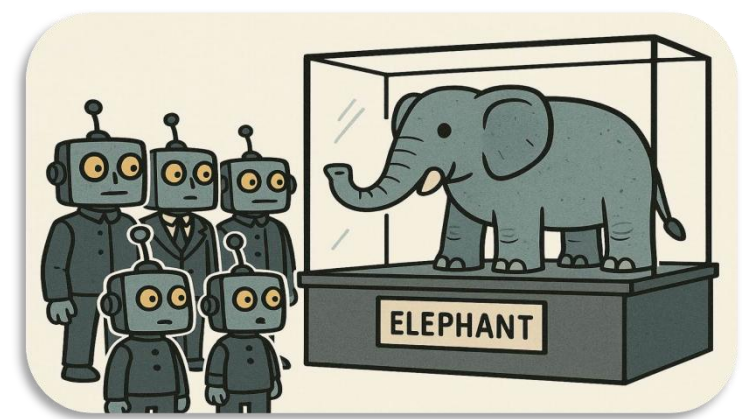
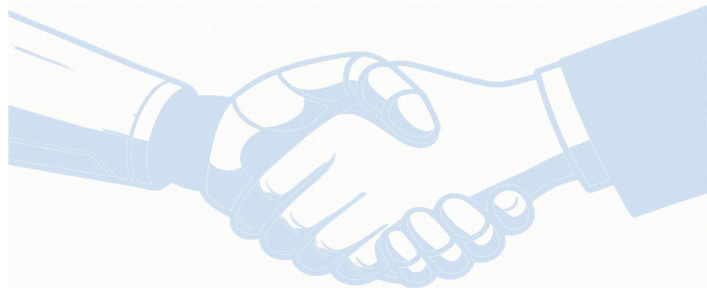


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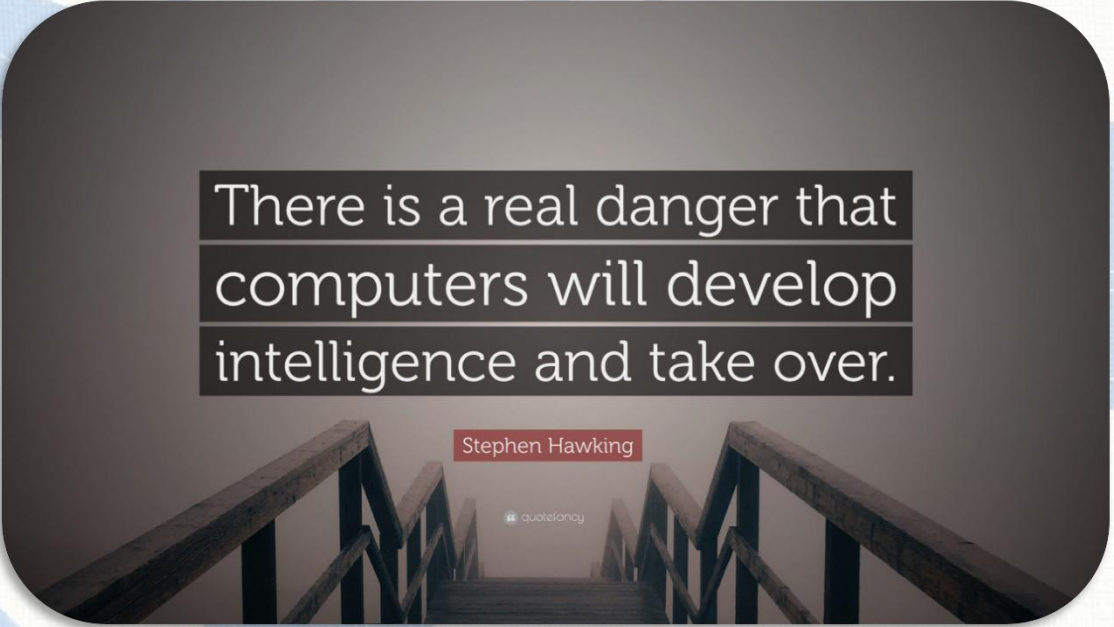
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