



Our most effective members are those who...

- ▲ Have senior leaders, including head teachers, heads of school and executive principals, who have a shared and deep understanding of the OLEVI ethos and strategic improvement processes.
- ▲ See the relationship with OLEVI as an opportunity to promote and grow an ethos or culture of learning & professionalism.
- ▲ Have assigned a Project Manager, who has also been trained as an OLEVI facilitator – thus carries a deep understanding of the strategic value OLEVI offers – to drive school improvement both internally and externally.
- ▲ Build a personal relationship with OLEVI through direct and frequent communication and interactions, working with us to achieve desired goals.
- ▲ Utilise the models and programmes as a vehicle to capture, share and develop the very best practice of the most advanced teachers.
- ▲ Deliberately direct their teachers and leaders toward best and aspirational practice.
- ▲ Utilise the programmes strategically across whole organisations where there is a shared commitment and value toward mutual challenge, support and development.
- ▲ Utilise the different Audits of Professional Skills from their corresponding programmes to sustain and promote a culture of learning beyond delegates' initial programmes.
- ▲ Continue to engage with their graduate delegates beyond their initial programmes, to develop their practice.
- ▲ Frequently train new outstanding facilitators to empower, up-skill, retain and refresh their best staff.
- ▲ Deliberately partner up OTP delegates and trained coaches with their peers who have a greater need to learn and develop.
- ▲ Value the greater learning potential that comes from running programmes with delegates from a variety of educational contexts (i.e. primary, secondary & special), seeking to grow themselves and others collaboratively.
- ▲ Constantly tailor and tweak their programmes based on trial and error, evaluations and feedback.
- ▲ Treat the programmes as an induction into a 'way of working and being', rather than simply a 'course'.
- ▲ Market and emphasise CPD opportunities that focus on 'OLEVI', rather than specific or individually named programmes (i.e. ITP/OTP).
- ▲ Engage in the developmental QA process with an experienced OLEVI leader from an experienced Member Organisation.