

The role of ethical leadership in the future school improvement landscape

**Sir David Carter
National Schools Commissioner**



Standards and Ethical Leadership and how they compliment each other

- **The standards you walk past are the standards you accept**



Lieutenant General David Morrison

- **Published on 13 June 2013**
- Message from the Chief of Army, Lieutenant General David Morrison, AO, to the Australian Army following the announcement on Thursday, 13 June 2013 of civilian police and Defence investigations into allegations of unacceptable behaviour by Army members.





▶ [3:07](#)

<https://www.youtube.com/watch?v=QaqpoeVgr8U>

How do we frame this in the leadership of schools?

- What are the **values** that underpin the standards we don't accept? What should we never be willing to walk past?
 - **The leader as the guardian of values and beliefs**
- How do we enact and become the **embodiment** of our values?
 - **The leader as role model**
- How do you help others to model ethical leadership?
 - **The leader behind the vision, action, delivery, & accountability of school improvement**
- How does our leadership raise the expectations in the communities we serve?
 - **The leader as a Collaborative force for good**



What are the standards we should expect to see when we lead others?

Behaviours-Reacting to what we observe

- The way adults behave towards children
- The way adults behave towards other adults
- The way children behave towards other children
- The way in which we build relationships with parents

Inclusion-Building fairness and equity

- The fairness of keeping an open mind and listening to every person who experiences our leadership
- The refusal to give up on any child no matter how demanding their behaviours might be

Entitlements-Building equality

- The entitlement of all children to quality teaching
- The entitlement of adults to being developed professionally
- The entitlement of adults to wellbeing in the workplace

Supporting our Educational Community

- The belief that leaders in schools within their community are educating all children not just those in their building



How do we enact our values as we improve our schools?

- We describe them to staff, students and parents
- We celebrate examples of when we see them being displayed
- We place praise ahead of sanction
- **Question? What is the risk of our values being obscured from those we lead?**

- **Our actions also make explicit our values when we....**
 - Appoint Staff
 - Promote Staff
 - Performance manage staff
 - Praise and Sanction children
 - Respond to upset or challenging visitors to the school
 - Create our strategic plans
 - Set our targets



How do we help others to model ethical leadership?

- What does it mean to be a role model?
 - *A good **leadership role model** sets high standards of accountability for themselves and their behaviours. Before motivating your team be sure to motivate yourself*
- How close to reality is the behaviour you want to model with those that others see?



How do we help others to model ethical leadership?

- **The role of coaching/mentoring in creating great role models** -the 6 questions I use more than any others with new CEO
 1. What are your current developmental goals and how far have you come in the last 12 months
 2. How challenging of your own performance do you want to be?
 3. How close is the alignment between your personal leadership competencies and the behaviours you show most frequently
 4. Do you embody your own motivations and values?
 5. What habits and insecurities hold you back?
 6. Do you behave differently when you are being observed in public as opposed to a more private setting?



How does our leadership raise the expectations in the communities we serve?

- By raising our expectations of the standards we would be happy to accept we.....
 - Play the short and long term game
 - We develop people to become great citizens
 - We paint the picture of what is possible
 - We transform communities through hope and optimism
 - We step up when another school is in trouble
 - We create legacy that leaves a school in a better position than we found it in



“The standards you walk past are the standards you accept”

- **What happens when we see the standards we want?**
 - ✓ **School Improvement** is sequential and progressive
 - ✓ **Teacher Development** is incremental and dynamic
 - ✓ **Children’s learning** becomes enriched and embedded
 - ✓ **Curriculum** becomes relevant and challenging
 - ✓ **Enrichment** promotes deeper learning
 - ✓ **Relationships** become more respectful
 - ✓ **Differences** are celebrated
 - ✓ **Inclusion** means people are included and welcomed
 - ✓ **Disagreements** are resolved
 - ✓ **Communities** are more hopeful and sustainable





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If ethical leadership is the goal how do we get there?

How do we plan for the development of the next generation of leaders who are likely to lead across more than one school?



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Leadership begins in the classroom

- **Leaders of learning in the classroom demonstrate..**

- **Consistently good teaching that** delivers strong outcomes for children
- Alignment and understanding of the **school vision & ethos**
- **Ownership of personal development**

- **Classroom Practitioners can learn the skills of collaborative leadership through...**

- Being part of **MAT and TSA networks**
- Leading **action research groups**
- Mentoring **ITT and NQT**



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Middle Leaders drive improvement in teams

- **Middle Leaders demonstrate...**

- The ability to **improve the teaching** of their team members
- The ability to **translate the MAT and School Vision** to the team action plan
- **The ability to hold their team to account** for the priorities they are responsible for

- **Middle Leaders can learn the skills of collaborative leadership through...**

- Leading **MAT priorities**
- Working in **more than one school by Leading** subjects or curriculum foci **across more than one school**



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Senior Leaders drive improvement beyond their own school

• Senior Leaders demonstrate...

- Their ability to **improve the Performance of the school** they lead in
- The ability to **transmit effective strategies** from one school to another
- **The ability to identify and develop talent** and see potential where others do not

• Senior Leaders learn the skills of collaborative leadership through...

- Leading across more than one school
- **Contributing to the leadership brain** of the wider organisation
- **Being held to account for a MAT performance target** as one of their objectives



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Executive Leaders are accountable for the outcomes of all children in their care

- Executive Leaders work at the **Micro Level** in their Organisation by....

- Being the Guardian of the trust's moral purpose
- Leading at scale & understanding complex change management
- Leading seamlessly from Vision to Strategy to Action and taking responsibility for outcomes in multiple settings
- Ensuring all staff feel part of the whole

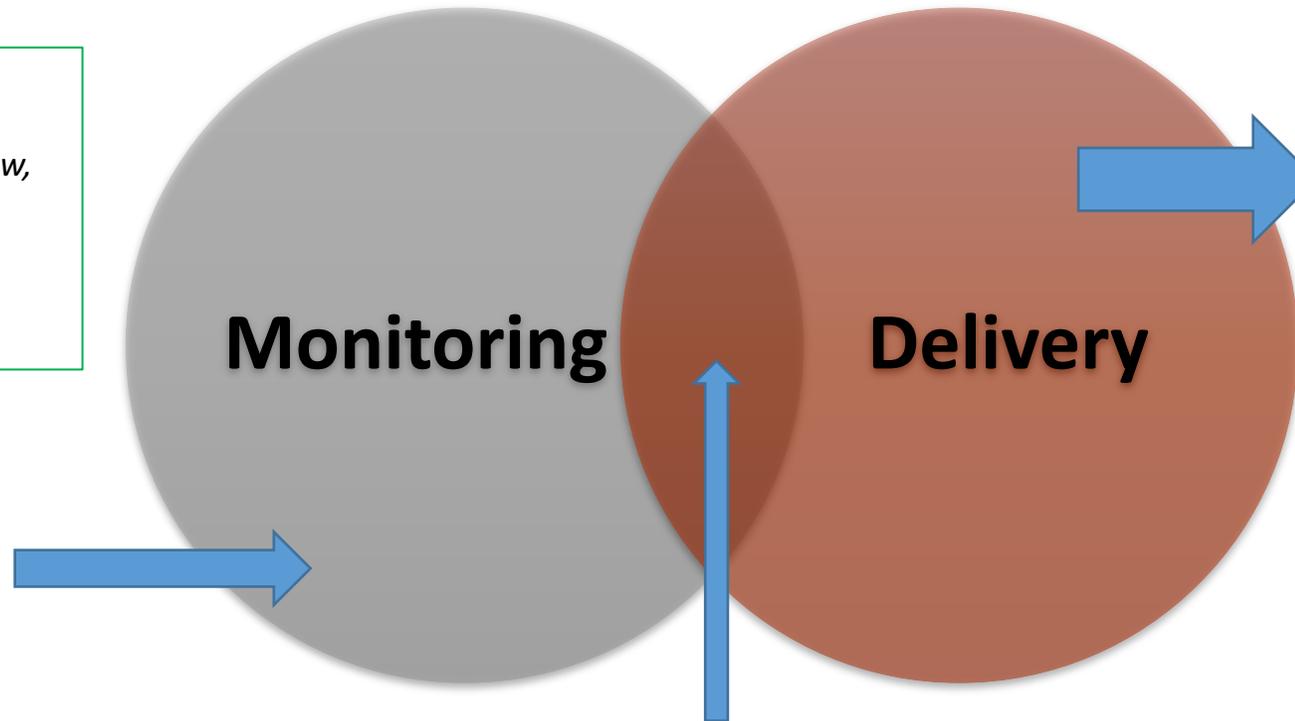
- Executive Leaders work at the **Macro Level** beyond their organisation by...

- Taking decisions that do not disadvantage other schools in their community
- Growing capacity for communities beyond their own
- Supporting the wider educational strategy for their region

Building a School Improvement Strategy

DIAGNOSIS

*Data Handling,
Analysis, Peer Review,
Accountability
Predictions, Quality
Assurance*



Monitoring

Delivery

IMPROVEMENT

*CPD, Coaching, StSS, R
and D, Leadership
Development
Talent Mgt, Subject
Networks, Staff
Deployment*

**In the intersect is where
Improvement takes place**



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4 Questions we need to be able to answer if we are to grow the next generation of school leaders

1. Do we give our emerging leaders enough real experience of leading in different contexts?
2. Do we take care of the professional development needs AND the wellbeing of our current workforce to build our capacity for the future?
3. What does it mean to be a leadership role model in our schools today?
4. How much notice do we take of evidence based research that enables us to place the learning of others in our own contexts?