

Buckinghamshire Academy of School Leadership

10th March 2011

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and Children's Services

The White Paper and the letter from the Secretary of State provide clarity on the College's broad remit and role

"I recognise the need for the College to continue to operate in a way that commands the confidence of leaders in schools and children's services."

"I expect the College to play a central role in supporting excellent leaders to drive improvement in the school system and to foster a decentralised culture of self-improvement in schools."

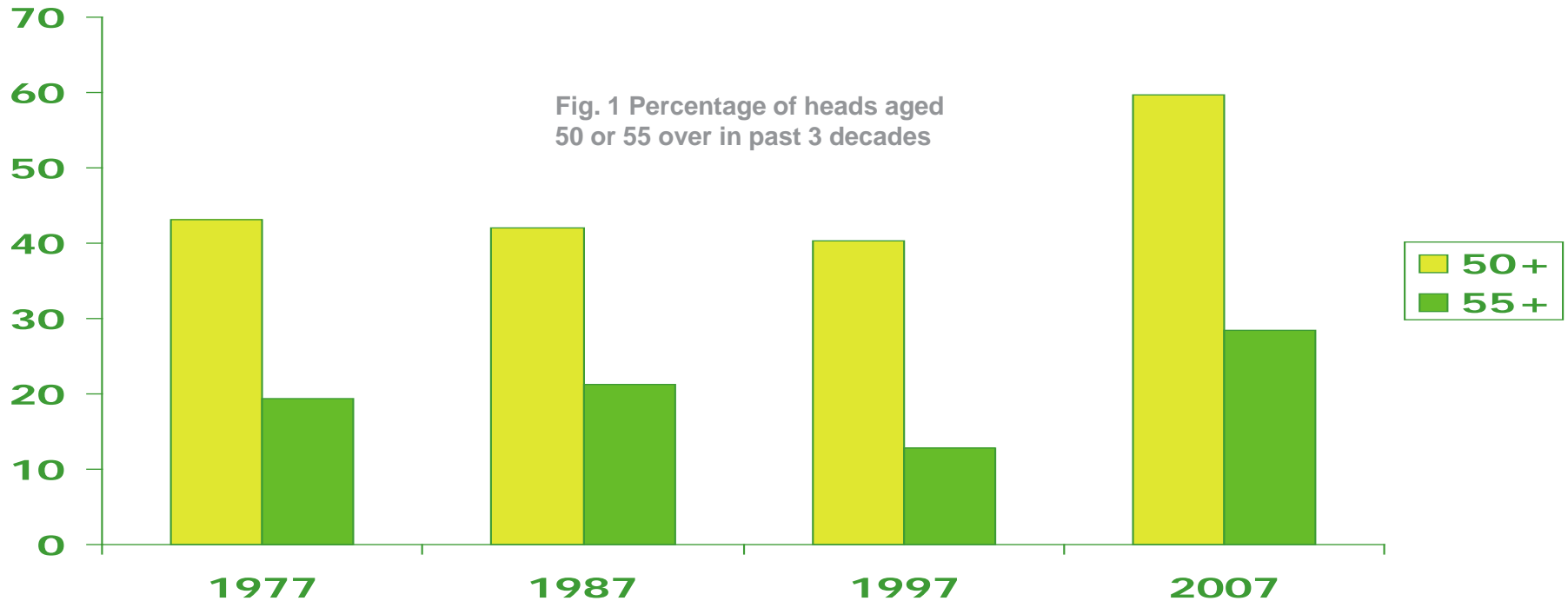
Secretary of State's letter to the National College, November 2010

- Enable the best leaders to lead school and system improvement:
 - expand **National and Local Leaders of Education**
 - create a new designation for **Specialist Leaders of Education**
- Designate/accredit and de-designate national network of **Teaching Schools**
 - includes talent management/succession planning
 - expand middle leadership clusters 'through the Teaching Schools network'
- Review the content of **NPOH** and make it available from a range of providers
- Provide training/support for **Chairs of Governors** and **leaders of Children's Centres**

- **Develop future leaders**
- **Collaborate**
- **Are careful stewards of resources**
- **Are resilient**
- **Are learners**
- **Are courageous**

1. Develop future leaders

The Demographic Challenge



- Two-thirds of heads are aged 50+. One third are 55+
- Heads have always been older but never by so much (Fig 1)
- Retirement rates look set to rise until at least 2014
- 57% of Catholic schools, 43% of CofE schools and 25% of rural schools have to readvertise when recruiting heads
- Black and minority ethnic teachers and women are under-represented in senior leadership

There is an emerging international consensus on how to support school leadership



Finding

“One of the key revelations over the last ten years is that school leadership is not just an HR issue – it is a strategic issue.”

Singapore

“We are moving from pulling people out of schools to making schools engines for building talent.”

New York

“Our whole purpose is delivering improvement – we’re not interested in leadership development for its own sake.”

Victoria

“Replacing an outstanding principal is the toughest and most frightening experience of your life.”

Ontario

Implication

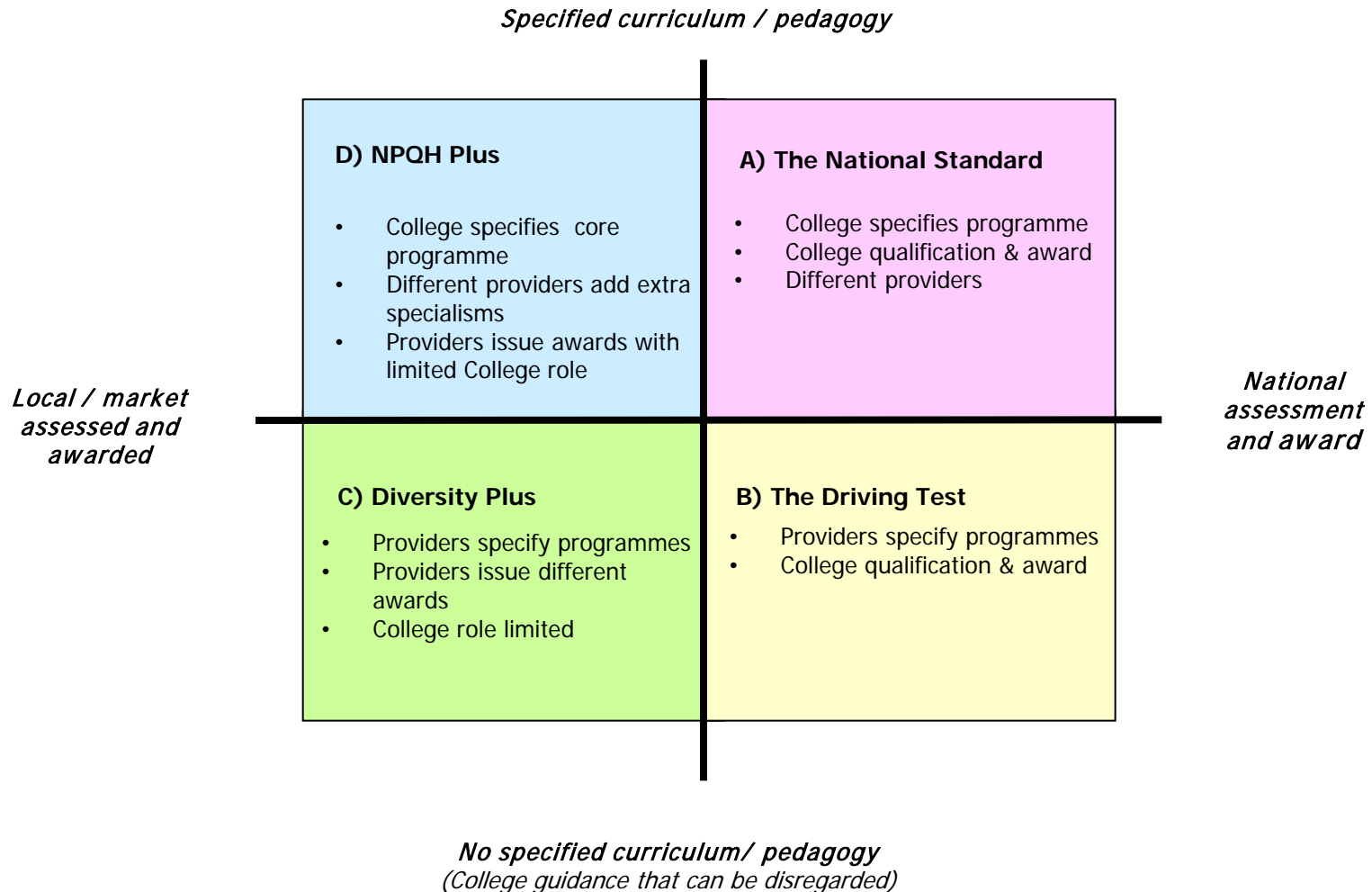
Leadership focused on teaching, learning and people is critical to the current and future success of schools

Spot talent early and move leadership development into schools, but avoid recycling low level practice

Ensure leadership development is focussed on school improvement

Support governing bodies to make the right appointments and make the process fit for purpose

NPQH: Four potential models



2. Collaborative Leadership

“partnerships provided the National Leaders of Education with good opportunities to share and refine their own skills. Their staff gained additional and valuable experiences of leadership through working in another school, often in a very different context.”

**Developing Leadership: National Support Schools,
OFSTED December 2010**

Teaching schools

Combine three key, collaborative roles:

- **Support for individuals** through ITT, CPD, leadership development and identifying potential leaders
- **Support for other schools** facing challenging circumstances
- **Coordination on behalf of a network of schools** including designation and brokerage of specialist leaders of education – middle/ senior leaders who are outstanding in a particular area

Designation criteria (see website for full details)

- **a clear track-record** of successful collaboration with partner schools
- **Ofsted outstanding**: overall, teaching & learning, leadership & management
- **consistently high levels** of pupil performance or continued improvement
- **an outstanding, experienced headteacher** with capacity to support others

Key points

- **Open to any school** that meets the criteria – any phase, any type
- **Scale**: likely to grow to about 500 teaching schools by 2014/15
- **Funding**: available to support core role (amount to be confirmed)
- **Timelines**: first applications in April; first designations for September 2011
- **For further information/to register interest/take part in consultation:**
www.nationalcollege.org.uk/teachingschools

Specialist Leaders of Education (SLEs)



A new designation acknowledging the important role of middle and senior leaders in supporting system improvement

Excellent professionals in leadership positions below the headteacher, with the capacity, capability and commitment to work beyond their own school

Outstanding in a particular area, for example:

- A subject specialism
- Inclusion
- Early years
- Behaviour
- School business management

Designated and brokered by teaching schools, but may be from any school.

- We are considering how to capitalise on the potential of the SLE model in areas where there may not be teaching schools initially.
- We are currently consulting on designation criteria for SLEs with the profession as part of our wider consultation on the white paper implementation.

3. Making best use of the resources available

“Public-sector organisations have benefited from a huge injection of funding in recent years, yet with budgets being radically reduced while citizen expectations continue to rise, public sector leaders will be challenged to demonstrate a set of skills and insights that will be unfamiliar.”

Leadership at all levels, Deloitte 2010

- **Resilient Leadership**
- **Being a Learner**
- **Courageous Leadership**

4. Resilient Leadership

i) Utter determination



ii) Help from others



5. Being a learner



"The emerging picture is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world class expert – in anything....in study after study of composers, basketball players, fiction writers, ice skaters, concert pianists, chess players, master criminals, this number comes up again and again...It seems it takes the brain this long to assimilate all that it needs to know to achieve true mastery."

Daniel Levitin



“We got better and got more confidence. We couldn’t help it with all the experience playing all night long. We had to try even harder, put our heart and soul into it, to get ourselves over.

In Liverpool, we’d only ever done one-hour sessions, and we just used to do our best numbers, the same ones, at every one. In Hamburg we had to play for eight hours, so we really had to find a new way of playing.”

John Lennon

6. Courageous leadership

“As for the future, your task is not to foresee it, but to enable it”

Antoine de Saint-Exupery