Inspiring leaders to improve children's lives

National College for School Leadership

Directional Leadership Setting The Compass

BASL – 15th March 2013

Toby Greany
Acting Executive Director
Leadership Development

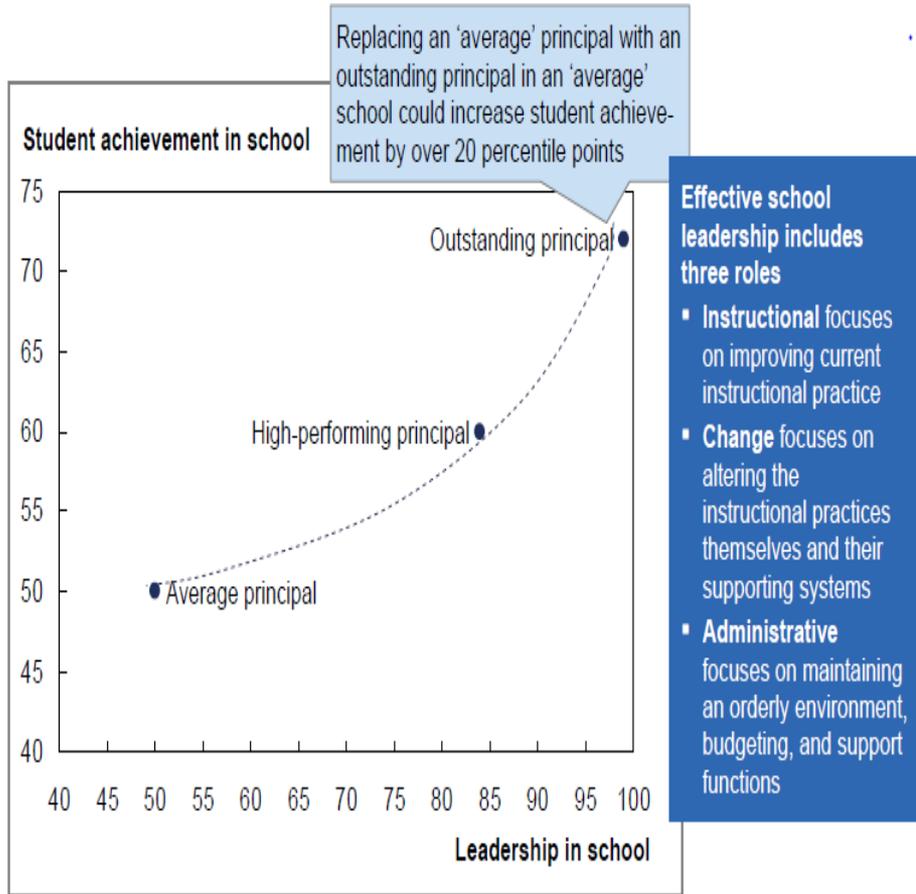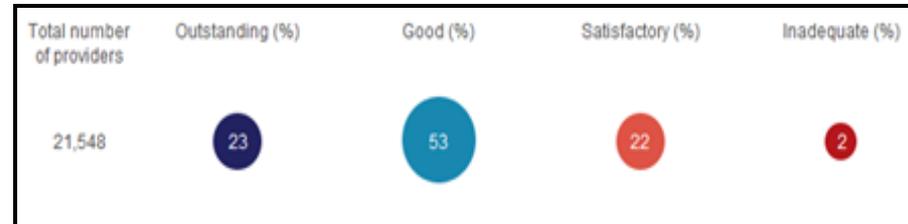An executive agency of the Department for Education

The big picture

- Key **drivers**: autonomy, collaboration, freedom, diversity, self-improvement, accountability

- The **challenges**: building capacity, confidence and trust

- The **goal**: that elements of a devolved system are held in balance so that …

    1. Autonomy doesn't become isolation

    2. Diversity doesn't act as a barrier to collaboration
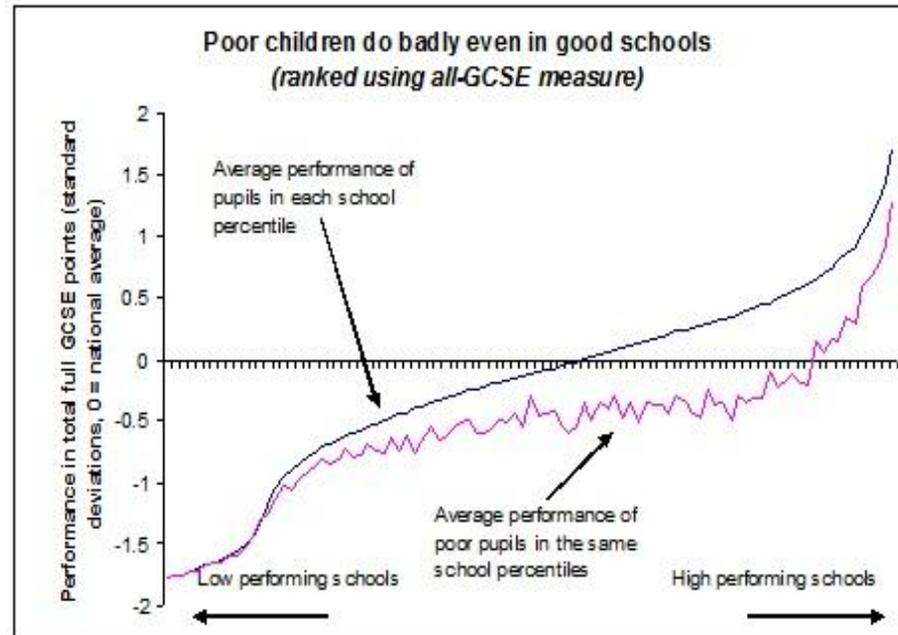
    3. Accountability doesn't become regulation

Effective leadership is key - both within and between schools

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Student achievement in school

> Replacing an 'average' principal with an outstanding principal in an 'average' school could increase student achievement by over 20 percentile points

Effective school leadership includes three roles

- **Instructional** focuses on improving current instructional practice
- **Change** focuses on altering the instructional practices themselves and their supporting systems
- **Administrative** focuses on maintaining an orderly environment, budgeting, and support functions

Source: Marzano, Waters and McNulty (2005) from meta-analysis of 69 studies, involving over 14,000 teachers and 1.4 million pupils

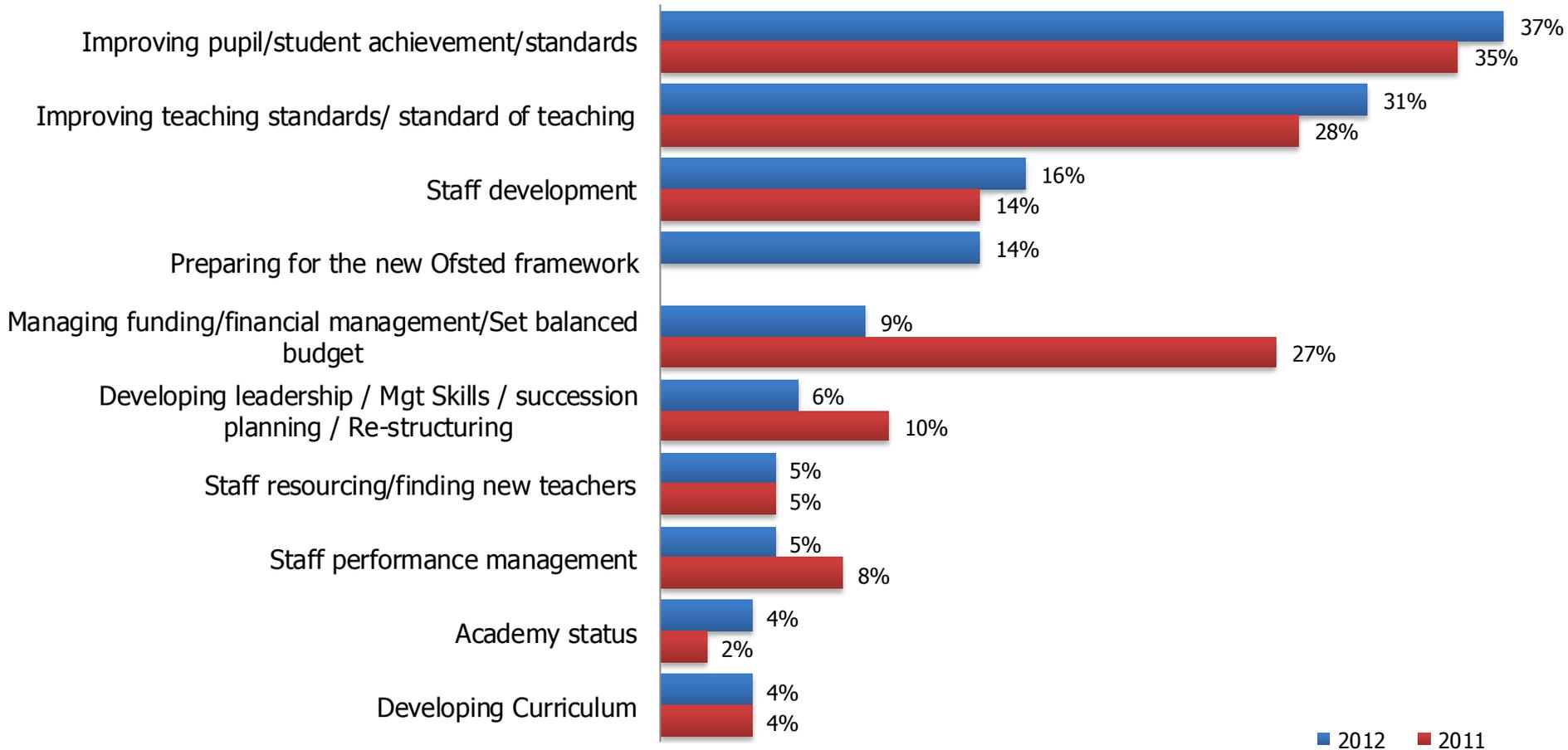| Total number of providers	Outstanding (%)	Good (%)	Satisfactory (%)	Inadequate (%)
21,548	23	53	22	2

Source: Ofsted judgements on leadership (as of 31/8/12)

Poor children do badly even in good schools
(ranked using all-GCSE measure)

Source: Chris Cook, Financial Times, 2012

Priorities of headteachers

Priority	2012	2011
Improving pupil/student achievement/standards	37%	35%
Improving teaching standards/ standard of teaching	31%	28%
Staff development	16%	14%
Preparing for the new Ofsted framework	14%	
Managing funding/financial management/Set balanced budget	9%	27%
Developing leadership / Mgt Skills / succession planning / Re-structuring	6%	10%
Staff resourcing/finding new teachers	5%	5%
Staff performance management	5%	8%
Academy status	4%	2%
Developing Curriculum	4%	4%

■ 2012 ■ 2011

Sources of external support becoming more fragmented

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Sources of external support and advice: current and future – heads	Three most important sources of external support now	Anticipated change in the three most important sources
	%	% points
The Local Authority	54	-25
The School Improvement Partner	52	-20
Informal support from another state school	37	-6
Professional Association/Union	23	0
National College for School Leadership	19	0
Ofsted	13	+2
A private educational consultant or small consultancy	19	+1
Diocese Board or Chain	13	0
Schools Forum (e.g. finance support)	7	0
Commercial organisation	9	+6
Specialist Schools and Academies Trust	6	+5
National (NLE) or Local Leader of Education (LLE)	6	+8
A Teaching School	4	+9
The central services of a school chain	2	+5
A Specialist Leader in Education (SLE)	1	+4
Other	7	0
No response	5	-
N =	827	-

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Scenarios for the future?

Strong school engagement with LA

Schools compete

Schools collaborate

Weak school engagement with LA

2. Schools buy services from range of providers, inc LA traded services. Many schools become providers. Others struggle to know where to turn for support.

3. Schools encouraged to work together in families/clusters, taking responsibility for their collective improvement with LA as broker. Many partnerships thrive, but others collapse or simply fall into neglect.

1. Schools become increasingly competitive, whether they have joined chains, multi-academy trusts or remained independent. Local DfE offices sort out the problems of market failure.

4. School partnerships become the building blocks of a self improving system, with headteachers as architects. Schools are directly accountable to the DfE.

Towards a self-improving system?

"There are four building blocks of a self-improving system: clusters of schools (the structure); the local solutions approach and co-construction (the two cultural elements); and system leaders (the key people). These are already partially in place but need to be strengthened so that schools collaborate in more effective forms of professional development and school improvement."
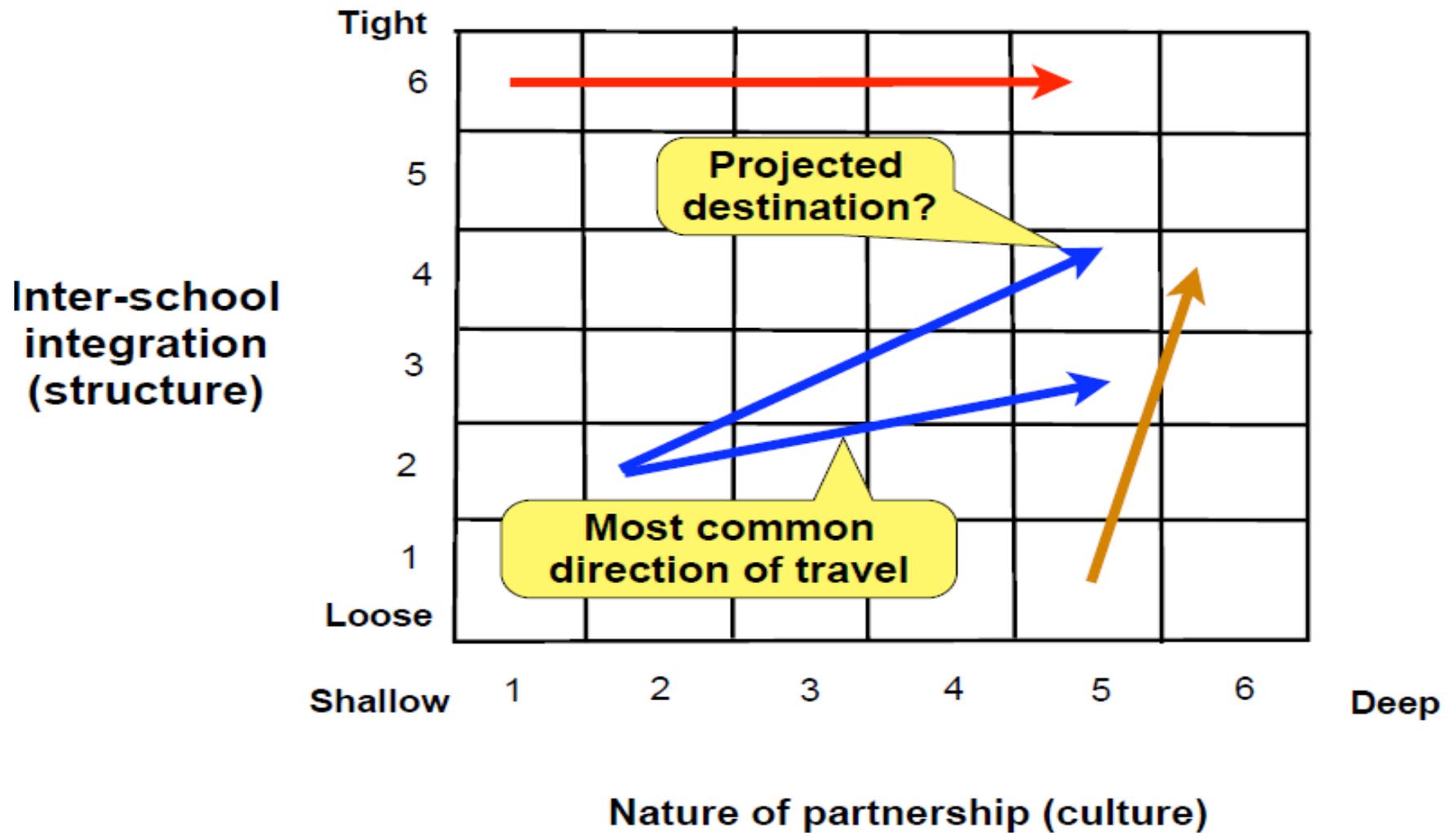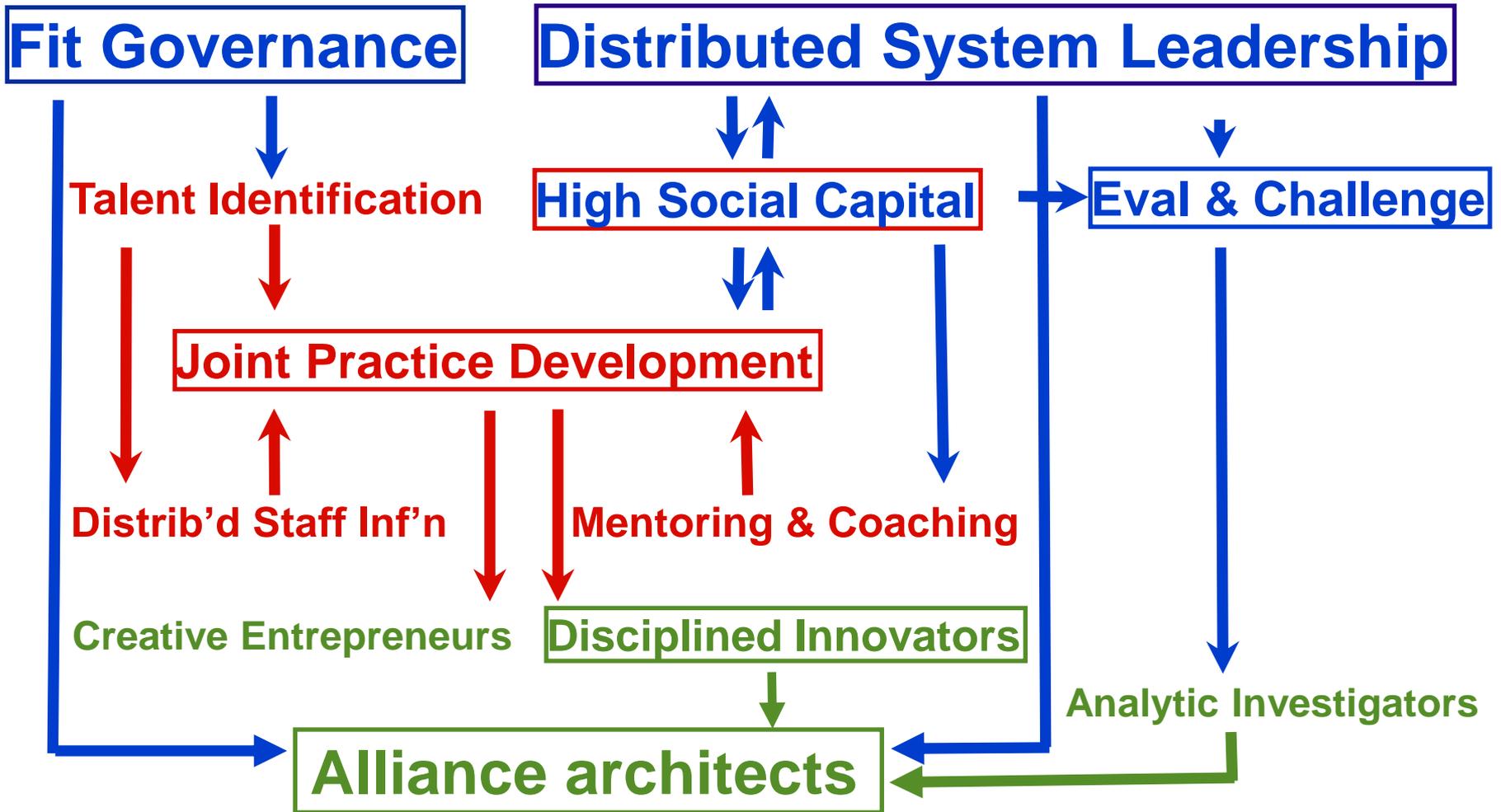
David Hargreaves, September 2010

Family virtues

- Families of schools *collectively* meet all students' needs
- Families protect all their member schools
- Families of schools meet every teacher's needs
- Families facilitate knowledge transfer
- Families distribute innovation
- Families save time and money
- Families deal effectively with special educational needs
- Families support new and existing leaders
- Families embed the capacity to improve/manage change
- Families build leadership capacity and succession
- Families aid integration of Children's services

Figure 1: The inter-school partnership grid

A maturity model for school partnerships

Fit Governance

Distributed System Leadership

Talent Identification

High Social Capital

Eval & Challenge

Joint Practice Development

Distrib'd Staff Inf'n

Mentoring & Coaching

Creative Entrepreneurs

Disciplined Innovators

Analytic Investigators

Alliance architects

= partnership dimension   = prof devt dimension   = collaborative capital dimension

Criteria for a deep partnership - in ascending order of difficulty

- JPD is well established within and between schools in the partnership

- Social capital is high within and between schools in the partnership

- Collective moral purpose is a value shared and enacted by all stakeholders, including students, within the partnership

- Evaluation and challenge is practised at every level within and between schools

How will research and evidence be created, collated and communicated in a self-improving system?

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Table 5
Greatest barriers to teachers engaging with research summaries and articles

	Number of responses (n=978)	Proportion of responses (%)
Time	357	36.5
Lack of knowledge of where to find research papers or teacher friendly summaries	239	24.4
Availability of research written for a teacher audience	133	13.6
Lack of support from school leadership	114	11.7
Availability of relevant research	111	11.3
Other	24	2.5

Toolkit of strategies to improve learning[1]

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Approach	Potential gain	Cost	Overall cost benefit
Effective feedback	+9 months	££	Very high impact for low cost
Meta-cognition and self-regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+ 6 months	££	High impact for low cost
Early intervention	+ 6 months	£££££	High impact for very high cost
One to one tutoring	+ 6 months	£££££	Moderate impact for very high cost
Homework	+ 5 months	£	Moderate impact for very low cost
Learning styles	+ 2 months	£	Low impact, low or no cost
Teaching assistants	+ 0 months	££££	Very low/no impact for high cost
Ability grouping	± 1 month	£	Very low or negative impact for very low or no cost
School uniforms	± 1 month	£	Very low or negative impact for very low or no cost

A model for knowledge mobilisation?

Carol Campbell and Ben Levin; Developing Knowledge Mobilisation to Challenge Educational Disadvantage and Inform Effective Practices in England, EEF; 2012
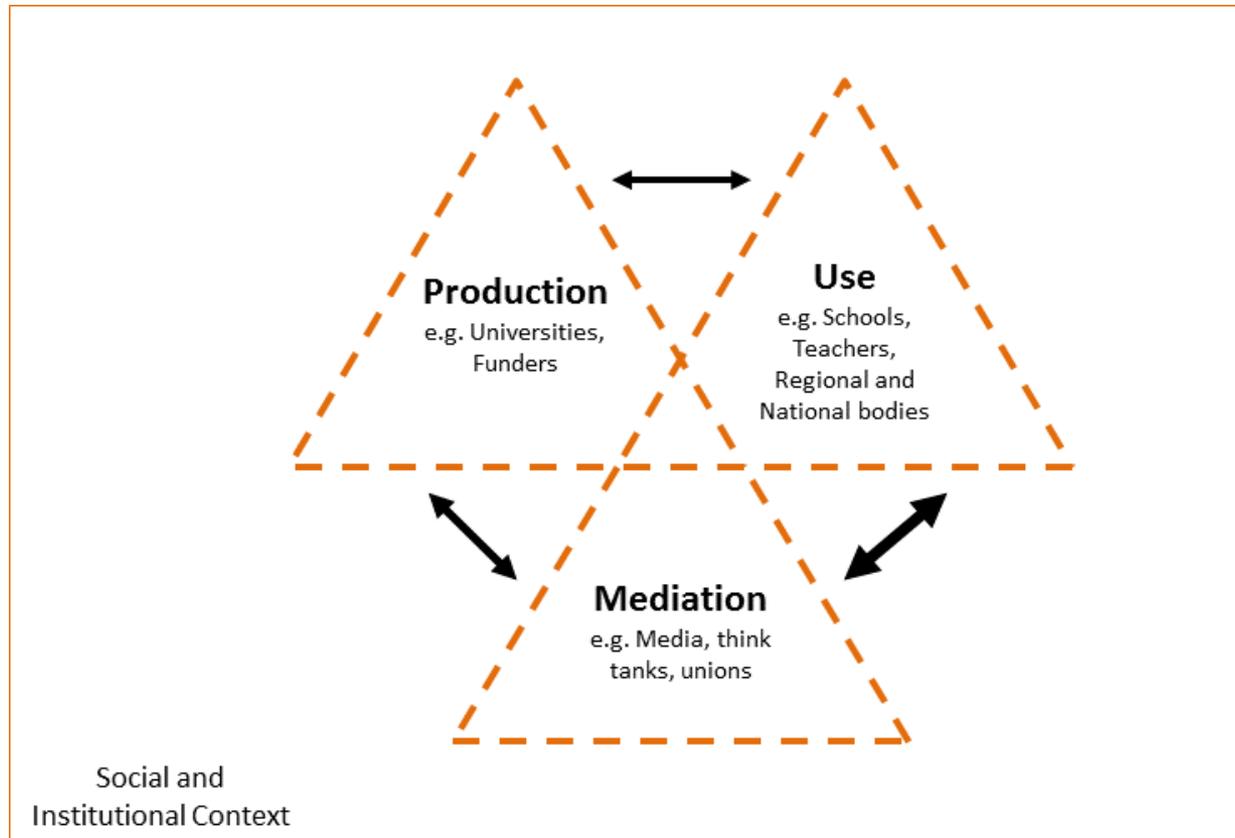
But how do teachers learn and adapt?

"The significant people for a school teacher are other teachers, and by comparison with standing in that fraternity the good opinion of students is a small thing and of little price. A landmark in one's assimilation to the profession is that moment when he decides that only teachers are important".

Willard Waller, *The sociology of teaching* (1932)

"There is a 'discussion culture' among teachers… interspersed with

timid attempts at the level of actual implementation… To get from a peer discussion to its enactment in one's classroom is a phenomenal leap."

Michael Huberman, Teachers as artisans and tinkerers

An alternative model for evidence informed practice[1]

The plan for teaching and learning

 Improvisation where the plan does not work

  Personal tinkering + inflow from researchers?

Systematic tinkering with partners

Systematic innovation with partners

Distributed innovation to partner schools

From common practice to full JPD

Self-improving school system

[1] From David Hargreaves

Professional continuum

Teacher training

Continuing professional development

Leadership development

Schools are taking on responsibility for leadership development, succession planning and school to school support

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Teaching Schools

Offer training and support for their **alliance** themselves and also **identify and co-ordinate** expertise from their alliance, using the best leaders and teachers to lead

1. ITT
2. CPD
3. Talent spot & develop
4. School-to-school support
5. Specialist Leaders of Education
6. R&D

National Leaders of Education/NSS (813)

Over 500 schools supported through 2012-13 NLE Deployment Fund. In survey of schools supported by 11-12 Fund, 18 had since been inspected and 14 of these had improved their overall Ofsted grade.

Local Leaders of Education (1972)
Specialist Leaders of Education (1962)
National Leaders of Governance (112)

Supported by school-driven model for leadership devt

• 33 partnerships licensed to deliver National Professional Qualification for Headship and qualifications/modules for middle/senior leaders. 4000+ participants and 1000+ schools involved in delivery to date.

• Chairs of Governors module licensed. School Business Mgt to follow

• Commissioning of niche provision – e.g. Teaching Leaders, Future Leaders, Fellowship Commission

There are now 363 Teaching Schools, representing 304 alliances. One in 10 schools nationally – representing 1 in 8 pupils – was a member of a Teaching School Alliance by summer 2012.

Barriers and issues

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- Capacity challenges – including for system leaders

- Engagement with system leadership is far from universal – risk of 2-tier system

- Accountability systems do not always encourage system leadership