

Closing the gaps: a framework for action

	Role	Function	Activity
Leadership	Navigation	Securing the vision	Awareness
			Acceptance
			Advocacy
	Management	Organising	Analysis
			Action
			Application
	Partnership	Modelling partnership	Association
			Alignment
			Area focus

School leaders who are most effective at raising the bar and closing gaps focus on three areas

Knowledge

Knowledge about gaps

Knowledge about scale, causes and consequences

Knowledge about effective school leadership school improvement and partnership

Quality of teachers and teaching

An intense focus on the quality of teachers and teaching

Quality of engagement with parents and the community

Know the above necessary but not sufficient for long term sustainable change - are outward looking and build partnerships for long term sustainable change.

Closing the gaps: a framework for action

	Role	Function	Activity
Leadership	Navigation	Securing the vision	Awareness: recognising and prioritising issues the organisation will need to address
			Acceptance
			Advocacy

- A clear line of sight on the issues needing attention
- A strong sense of purpose capable of solving apparently intransigent issues
- A strong articulated view that the gap is neither tolerable nor inevitable

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	Role	Function	Activity
Leadership	Navigation	Securing the vision	Awareness
			Acceptance: understanding that current practice may be a barrier while believing that improvement is possible
			Advocacy

- Understand that the school is both **part of the problem** and **part of the solution**
- Effective leaders believe that they and their staff are responsible for the outcomes from their work
- They accept that to start putting right the weaknesses under their control there are **implicit** and **explicit** features that need addressing
- Implicit features
 - Expectations and prejudices
- Explicit features
 - Variable working practices of adults
 - Entrenched practices that contribute to the problem

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	Role	Function	Activity
Leadership	Navigation	Securing the vision	Awareness
			Acceptance
			Advocacy: creating a living vision and participating in focused workforce development to introduce sustainable change

- Model the expected behaviour - can do culture
- Persistent use of language - setting the tone
- Commitment to learning and development for all
- Effective leaders know that **changing attitude** is more important than setting strategy, writing plans and organisations structures
- Promote and participate in training and development – build the capacity of all to address issues

Closing the gaps: a framework for action

	Role	Function	Activity
Leadership	Management	Organising	Analysis: using data and other information to create a high definition picture of how issues manifest themselves locally
			Action
			Application

- Sound data tracking system
- Ability to compare and benchmark
 - Describe individual and collective performance using national and locally selected criteria
 - Compare performance with expected standards
 - Provide contextual commentary - but not excuses for individual and collective performance
 - Select the local outcomes by which they, the students and the community are prepared to be judged by
 - Use of range of data including narratives

'One of the easiest areas in which to make progress'
TDA narrowing the gap trial 2009

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	Role	Function	Activity
Leadership	Management	Organising	Analysis
			Action: emphasising priorities, and ensuring that change is explicit, funded and managed
			Application

- A **limited** number of **critical priorities**
- **Alignment** – school, community, home programmes
- Will require ending other activity - managing transitions

Closing the gaps: a framework for action

	Role	Function	Activity
Leadership	Management	Organising	Analysis
			Action
			Application: relentless focus in particular ensuring that the quality of teaching and learning – the basic compact between a school and its community is first class

- The quality of teachers and teaching is within the full control of the school
- It has more impact on outcomes for children than any other factor in the **full** control of the school
- It is the bedrock of the **core compact between the school and its community**
- It has the greatest bearing on children from the most disadvantaged backgrounds (Ofsted)
'without it everything else implodes'
- **Therefore necessary BUT not sufficient**

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	Role	Function	Activity
Leadership	Partnership	Modelling partnership	Association: being socially aware: nurturing the school as a community in its own right, as a member of its neighbourhood community and as a member of a wider professional community
			Alignment
			Area focus

- Effective leaders are **intuitive community builders** and investors in social capital
 - They build **relational trust** - within schools and between schools and communities
- They adopt the following :
- A commitment to **'hard' and 'soft' outcomes**
 - See attainment measures as **interdependent** with **outcomes** for health well being and community cohesion
 - A **seamless approach** to working within and beyond the school
 - Treat all parts of the community with same **high regard**
 - A belief that there is one community working for good of its children and believe the medium is the message - explicitly draw on **collective intelligence** and **collective energy**

Closing the gaps: a framework for action

	Role	Function	Activity
Leadership	Partnership	Modelling partnership	Association
			Alignment: improving the alignment of the students' home and school experiences without prejudice to what changes and where
			Area focus

Effective leaders minimise the dissonance between student experience in school and their experience in families and communities by engaging all three elements

They focus particularly on:

- Teacher attitudes that show ingrained deficit stereotypes for some student groups
- Parental engagement , parents are seen as valued complementary educators
- Student ambition - which is often under estimated

Parents and students are agents, not consumers. They are not recipients of education but co-creators.

Martin Mckeown Nixon and Ransom, 2000

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	Role	Function	Activity
Leadership	Partnership	Modelling partnership	Association
			Alignment
			Area focus: engaging with the wider community in a partnership role because for young people there is no one single response

Great leaders are outward facing
They work on 3 main inter related tasks:

- Effectively manage their own resources to provide a great service
- Draw in resource from the community to enrich and complement
- Invest in new ways of working with families communities and other organisations to provide services – with longer term impact