Inspiring leaders to
improve children's lives

National College
for Leadership of Schools
and Children's Services

National Partnerships School Forum

Maggie Farrar

Monday 21st May 2012

Introductions

Check in – who are we and what do we bring

Celebrating our progress

Inspiring leaders to
improve children's lives

Celebrating our progress

Speed dating …….

2 minutes each – move on when you hear the signal

1. One piece of **impact** evidence I want to share is x
2. The **reason** I achieved this was x
3. My learning from this is that **we are more likely to have impact if x**

Inspiring leaders to
improve children's lives

Today we will be exploring

Strengthening our resolve – the 'why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence ; a focus on the National College Narrowing the Gap framework

Leading through tensions and dilemmas
How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to achieve focus – do less to gain more – a scrutiny of our priorities and a focus on long term reform

Developing our leadership capacity for **sustainable change and improvement**

Reflection

Inspiring leaders to
improve children's lives

And our theme…
Let the questions do the heavy lifting

National College
for Leadership of Schools
and Children's Services

'Asking powerful questions can uncover the root of the challenges groups face when attempting to work together; the values, assumptions, perceptions and emotions that often lead to conflict rather than collaboration.
Powerful questions create space for groups to reveal deep level differences'.

Powerful questions are distinguished by –

- They invite exploration – they open up and don't close down debate
- They resist easy answers – they focus on ' wicked issues'
- They invoke strong passions – they touch on what we deeply care about

The Leaders' Edge – Palus & Horth
Centre for Creative Leadership

Inspiring leaders to
improve children's lives

Today we will be exploring

Strengthening our resolve – the 'why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence; a focus on the National College Narrowing the Gap framework

Leading through tensions and dilemmas
How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to focus – do less to gain more – a scrutiny of our priorities

Developing our leadership capacity for **sustainable change and improvement**

Reflection

Inspiring leaders to improve children's lives

Why carry on …….. ?

National College
for Leadership of Schools
and Children's Services

SUMMARY: what impact have we had , what works and what doesn't ?

- Keep children **in school**, help them **engage with learning** and set them on **productive pathways after school**

- Help families deal with their own lives better and builds **family aspiration**

- Greater academic achievement positively correlated with the with the number of days students attended extended – day programmes
  An average gain of three and a half grades on pupils' best five GCSE results
  An average increase of one A* - C pass
  An average improvement in English and mathematics GCSE results of half a grade each.

- Foster **better relationships** between students and teachers

- Help develop **'student voice'** and **increase engagement** with school

  Evaluation of Extended Services, 2011
  Evaluation of Full Service Extended Schools, 2010
  How well are they doing? Impact of Extended Schools and Children's Centres, 2008

Inspiring leaders to
improve children's lives

BUT:

1. Effectiveness depends on **targeting** (*and schools are not so good at this*)

2. Schools do best when they have **explicit targeting systems** which combine **personal knowledge** and **objective data**

3. The effects are likely to be small in the first instance '*but there is some reason to believe they grow over time*' and multiply where schools and communities act together in a **coordinated area strategy**

4. Activity focused on **raising attainment have the greatest impact** but unless aligned with other more sustainable activity, **may be short term**

5. Extended service complement other approaches designed to raise achievement, and are most successful where part of a **coordinated effort** – and not a 'bolt on' or alternative

6. Schools that provided the most effective extended services integrated these with their **planning for whole school improvement** – they were clear about the outcomes they wanted to achieve.

7. Schools that did best had high expectations – **no excuses culture**

Parents; involvement, engagement and agency

'When **parents talk to their children about school**, expect them to do well, help them plan for college, and make that the out of hours learning activities are constructive their children do better in school.

Where **schools engage families** in ways that are **linked to improving learning,** students make greater gains.

When **schools build partnerships** with families that respond to their concerns and honour their contributions, they are successful in sustaining this engagement over time and when **families and communities organise to hold poorly performing Schools accountable,** studies suggest that school districts make positive changes in policy, practice and resources.'

A new wave of evidence – the impact of school, family and community connections on student achievement (2002) – summary of 51 studies

National College
for Leadership of Schools
and Children's Services

Education vital for social mobility

- Poor children lagging behind
- Social mobility no better than in 1970s
- A focus on school improvement has not helped the more disadvantaged children to do better

Government child poverty and social mobility factors should tackle the **multiple structural problems** (inadequate school funding, low quality teaching, poor behaviour in school, failure to address bullying, readiness to learn, parental and family engagement and aspiration, pupil attitude and aspiration) which currently prevent poor children from achieving their educational potential.

ESRC (Economic & Social Research Council) Evidence Briefing, 2011

Inspiring leaders to improve children's lives

Education vital for social mobility

Good teaching necessary but not sufficient ……

Attitude and behaviour are important links between socio economic disadvantage and children's educational attainment

There are **two main areas** where policy can help to reduce educational inequality and must be looked at alongside the quality of teaching:

Improving the home learning environment

- Helping **parents to believe** their own actions and efforts can lead to higher education (for themselves and their children)
- **Raising family expectations** for advancement

The child's own attitude and behaviour

- Reducing **behaviour problems** and risky behaviour and **increasing engagement** with school and teachers
- Helping children **believe their own actions and efforts** can lead to higher education – increasing their sense of well being
- Raising children's **aspirations and expectations** from primary school onward

Inspiring leaders to improve children's lives

How to change 5000 schools

'Lasting and sustainable improvement means improving student outcomes across a broad range of important areas. It means reducing the gaps in outcomes among different population groups. It means doing so in a way that **supports positive morale** *among educators, students and parents, that do not demand impossible levels of energy on an ongoing basis; that increase the capacity of the school or system to continue to be successful and that increase public confidence…*

Communities are vital elements in the story of **sustainable school improvement** *and student success and have an important influence long term.*

Ben Levin
How to change 5000 schools 2012

Inspiring leaders to
improve children's lives

But change is generational and takes time …

Parents and families

In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.

Desforges, Impact of parental engagement 2003, p4/5

Inspiring leaders to improve children's lives

What have been the limits of past initiatives?

Targeting more resource in an area is not always effective and unlikely in current funding climate
Bending and changing available resource may be more beneficial

Too narrowly focused on school agenda ; problem / solution – short term gains not sustained when project ended
Aim needs to be broader to bring together broad coalition of partners focused on the long term and sustainable improvement

Short term (3- 5 years) i.e. the life of a parliament
This has made it difficult to build up the momentum for change

Owned and dominated by professionals who move on when the money dries up – don't fully understand and unable to call on wider resource

Taken from 'Taking Action Locally; schools developing innovative area initiatives'
Alan Days and Kirstin Kerr
Centre for Equity in Education
Manchester University

Inspiring leaders to improve children's lives

This has led to the development of more area based strategies

Based on **rich understanding** of the local area

Need to understand how different issues and areas work together to produce poor outcomes

Keep developing the picture as understanding grows

Outline strategy 10 - 15 - 20 years

Has to work at tackling some of the underlying dynamics of the area rather than simply tackling those surface level problems that immediately present themselves

Plan for its own transformation and transition

People will leave - plan to embed and be owned locally

Build a governance model that is inclusive

The biggest resource is **people's time -** use it well; use inclusive strategies for engagement

Outcomes will be uncertain in early days if aims are very long term

Therefore have early feedback loops to provide information on where you are having an impact and where you are not having an impact

Taken from 'Taking Action Locally; schools developing innovative area initiatives'
Alan Days and Kirstin Kerr
Centre for Equity in Education
Manchester University

Inspiring leaders to
improve children's lives

And so ….. What did you hear ?
What does this mean for you ?
Refine the lens through which you see your work
Affirmed ? ……… Troubled ?

- Targeted and focused – use of data and personal knowledge
- Area based – aligned and multiplied
- Complement other school improvement initiatives
- Build the capacity and engagement of parents
- Only the best – high expectations
- Work on underlying causes as well as symptoms
- Take an area based approach – collaboration at all levels
- Plan long term – look for quick 'wins' but be patient

Inspiring leaders to
improve children's lives

Today we will be exploring

Strengthening our resolve – the 'why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence; a focus on the National College Narrowing the Gap framework

Leading through tensions and dilemmas
How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to focus – do less to gain more – a scrutiny of our priorities

Developing our leadership capacity for **sustainable change and improvement**

Reflection

Inspiring leaders to improve children's lives

National College
for Leadership of Schools
and Children's Services

Why a focus on closing the gap ?
Things are getting better – but not for everybody

Average attainment gradually improving year on year

BUT significant majority left some way behind national averages

National statistics can pick these up but not always

Most vulnerable :

- Boys more than girls

- Some ethnic minorities deeply - some not at all

- Looked after children and children with special needs much more than most

- Poor children more than the better off

Inspiring leaders to
improve children's lives

Patterns of inequity

'The most disadvantaged learners tend to achieve least well and are mostly concentrated in areas characterised by high deprivation. Policy makers have tended to respond by introducing rafts of single policy initiatives designed to ameliorate specific aspects of deprivation but failing to look at the whole'

'Parents in disadvantaged areas are more likely to choose a lower performing school for their child even when a higher performing school is closer and in walking distance. The view is – this school is not for 'people like us'.

Challenging Patterns of Inequity
Centre for Equity in Education
Alan Dyson 2006

Patterns of inequity – the lessons

Evidence is the engine for change – evidence gathering is often inspiring and always challenging, causing us to stop and think

Student voice is a powerful vehicle for challenging inequity – and means the teachers construct more ' humanised views of the students and their families', rather than merely see them as ' underachieving exam performers'.

Collaboration creates the impetus to get things done and builds joint accountability

Collaboration based on equity creates a sense of **local responsibility** and **agency** – all schools fail some children no matter how improving they are.

Federations and **partnerships** focused on reducing inequity are most successful '*it shouldn't matter what school they go to – I now feel I have a responsibility to all the students in the local area'*.

Inspiring leaders to improve children's lives

The Extra Mile Project

4 areas of focus

1. Securing attention, engagement and mutual respect

2. Raising aspirations

3. Equipping pupils with skills for the future

4. Holding them to it; no-one fails

Now embedded:

In school development plan – and in collective goals between schools

In performance management targets, children's targets & compact with parents ie works at multiple levels

In approach to data – tracking, gathering, analysing and intervening

The Extra Mile Project

What mattered

- National and local backing
- Other schools and partnership approach
- A framework without prescription – but high ambition
- Worked at multiple levels – child, parent and family, teacher, classroom and school
- The 'boring of hard boards' – i.e. building relationships with specific targeted interventions (summer schools etc)

Some money (in phase 1 but not phase 2) and deemed not important by schools

Inspiring leaders to improve children's lives

National College
for Leadership of Schools
and Children's Services

"Building social capital – those bonds are huge, I was struck by the connections being built, building community, with parents and families, pupils saying hello to me on the corridor. Somebody out there knows who you are and will look out for you. That social strength built into their academic learning has made a real difference to outcomes. This programme made it clear to me| that if the pupils felt more confident , and felt that the school belonged to them then that showed in their work."

"The change in performance monitoring is profound: we have shaken up our data tracking and accountability right down to classroom level, how we collect data, how we use it and what we then do. We are using the data, not just collecting information, we use it to change what we do in and around classrooms"

Inspiring leaders to
improve children's lives

National College
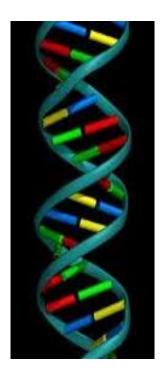for Leadership of Schools
and Children's Services

Closing the Gap

Three part framework for action

- Navigation

- Management

- Partnership

Triple helix DNA for leadership

Not options

Cannot thrive independently

Only work, when work together

Inspiring leaders to
improve children's lives

The framework

Not a tick list
Not linear

It's a 'messy business'
(Brighouse and Woods)

Beyond the dichotomy – inward / outward facing
Beyond school improvement
Integrates home, school, community

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

National College
for Leadership of Schools
and Children's Services

	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 not inevitable

Inspiring leaders to
improve children's lives

Closing the gaps: a framework for action

	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

Closing the gaps: a framework for action

	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

Inspiring leaders to improve children's lives

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

Closing the gaps: a framework for action

	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 it's community**
- It has the greatest bearing on children from the most disadvantaged backgrounds (Ofsted) *'without it everything else implodes'*

- **Therefore necessary BUT not sufficient**

Inspiring leaders to improve children's lives

Closing the gaps: a framework for action

National College
for Leadership of Schools
and Children's Services

	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**

Inspiring leaders to
improve children's lives

Closing the gaps: a framework for action

National College
for Leadership of Schools
and Children's Services

	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

Inspiring leaders to
improve children's lives

Closing the gaps: a framework for action

National College
for Leadership of Schools
and Children's Services

	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

Inspiring leaders to
improve children's lives

Activity – time to explore the framework

On table focus on one of the areas

- Navigation
- Management
- Partnership

Assess –

Your strengths (with evidence)

Your areas for development (with evidence)

Agree one key priority for 2012 / 13

- what can you draw on in your current practice
- what needs to be strengthened for you to be able to lead long term

   sustainable change in this area through 2012/13?

Today we will be exploring

Strengthening our resolve – the ' why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence ; a focus on the National College Narrowing the Gap framework

Leading through tensions and dilemmas

How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership ?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to focus – do less to gain more – a scrutiny of our priorities

Developing our leadership capacity for **sustainable change and improvement**

Reflection

National College
for Leadership of Schools
and Children's Services

Inspiring leaders to
improve children's lives

Leading and learning from tension and dilemmas

Feel comfortable fielding and posing tough questions that may not have a clear answer - frequently from the realm of ethics.

Welcome a variety of ideas, are happy to think outside the box, and model the active critical-thinking skills their students also need to develop.

Don't shy from conflict, but rather enjoy muddling through opposing ideas and using reasoned judgment to determine an outcome.

"There's an acknowledgment that this work we're doing is unbelievably messy. We learn to expose our human side to each other."

Schools of Integrity Project

Make 'side ways moves' to make space

- Provide relaxed and real time-and-space opportunities for adult critical thinking. "I think the key ingredient here is time. We build in time to get together and chat … or not chat, to think and reflect too."

- Keep asking 'why', 'what for' – and find the thinkers; who are the people who ask great questions, who are those who most disagree with you, who has most to teach you about other points of view?

- Resist reducing to black-and-white or right-versus-wrong. "Authentic contemplation is very comfortable with complexity - it doesn't flatten everything, doesn't hammer everything down to simple solutions. It allows time to ask, 'What's worth living for? Dying for?'"

Defining our tensions / our dilemmas

National College
for Leadership of Schools
and Children's Services

An activity

Define the tensions

- Equity – excellence
- Learning – well being
- Organisation – place
- Quick wins – sustainable change

And ……… ????
Add to the tensions

Now choose one each & work in pairs
1. How and where does this tension manifest itself?
2. What is the consequence if it is not addressed?
3. What have you learned from working with it?
4. Where did you get break through and what did you learn?
5. Where did you feel resistance and what did you learn?

Inspiring leaders to
improve children's lives

National College
for Leadership of Schools
and Children's Services

Resourceful and resilient leaders …..

Make multiple connections – reach out to others

Are in touch with themselves – calm, alert, aware

Give themselves time; action ……. reaction
'Between the thought and action, between the motion and the act falls the shadow'.
T.S. Eliot

Expand their focus; look for **viewing points** rather than get caught in a **view point**

Expand their options and choices

'*the law of requisite variety says that the organism with the greatest number of responses is the one most likely to survive'*
Eileen McDargh

8 core behaviours of resourceful leaders - they demonstrate .....

1. openness to possibilities

2. the ability to collaborate

3. a belief in their team and people

4. personal resilience and tenacity

5. the ability to create and sustain commitment across a system

6. displaying a focus on results and outcomes

7. the ability to simplify

8. the ability to learn continuously

National College Resourceful Leadership
2011

A review

Go back to the tensions you discussed

How many of these behaviours were you demonstrating?

Which one, if consistently applied would make the most difference to your ability to address the issues you face in this coming year?

Today we will be exploring

Strengthening our resolve – the 'why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence ; a focus on the National College
Narrowing the Gap framework

Leading through tensions and dilemmas
How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to focus – do less to gain more – a scrutiny of our priorities

Developing our leadership capacity for **sustainable change and improvement**

Reflection

Inspiring leaders to
improve children's lives

National College
for Leadership of Schools
and Children's Services

Honesty – confront the brutal facts

'Organisations have a tendency to avoid bad news and that stunts their growth and the potential for major breakthrough. To avoid this some organisations are 'choked with activity' but in fact are learning very little'.

Chris Agyris
Harvard

Inspiring leaders to
improve children's lives

From project to impact
Good cop/bad cop routine

Think back to the impact evidence we shared at the beginning

What are the questions you wouldn't have wanted to have been asked?

What probing might have made you feel uncomfortable?

What 'bad news' are you avoiding?

1. Could we have got a greater impact for the same amount of investment if we had done this differently?
2. What were the unintended negative consequences of this outcome – who didn't engage? What option was de-prioritised? In hindsight did you make the right judgement call?
3. In your view just how strong is the evidence of impact?

Prioritisation – and abandonment

In order to meet our objectives for the next 18 months….

In order to have move to an embedded and sustainable approach …

- We probably need to do less to achieve more – what are our highest yielding strategies/activities/initiatives with most to offer in terms of long term capacity building ?
- What is distracting us – what is time hungry but impact poor?

We probably need to slow down to speed up

We probably need to spend as much time analysing, communicating and influencing as we need to spend time doing

We probably need to spend as much time on developing the capability of ourselves and others as we do on delivery

Inspiring leaders to improve children's lives

Prioritisation

National College
for Leadership of Schools
and Children's Services

Today we will be exploring

Strengthening our resolve – the 'why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence ; a focus on the National College
Narrowing the Gap framework

Leading through tensions and dilemmas
How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to focus – do less to gain more – a scrutiny of our priorities

Developing our leadership capacity for **sustainable change and improvement**

Reflection

Inspiring leaders to
improve children's lives

Performance beyond expectations

Destinations and departures

F1: **the fantastic dream** – these organisations aspire to and articulate an improbable, collectively held
fantasy or dream that is bolder and more challenging than a plan or even a vision.
F2: **the fear** – these organisations often face failure, ridicule, humiliation and even extinction in a way that galvanises
a commitment to change.
F3: **the fight** – the impossible dream and improbable challenge produce a response of
fight to overcome or avoid obstacles instead of flight to avoid them.
F4: **fundamental futures** – these organisations create an inspiring future by connecting
with the fundamental meaning of a classic and honourable past.

Progress and pathways

F5: **firm foundations** – these organisations' impact of high-profile leadership and meteoric success is often
Underpinned by years of foundation building by others, developing better business models, building new relationships
F6: **fortitude** – these organisations depend on leaders who have inner reserves of strength and resilience
that enable them to bounce back from adversity, undertake dangerous tasks or dirty work before anyone
else is ready to do it, and persevere despite opposition and setbacks.
F7: **counter flow** – these organisations are prepared to run against the mainstream, and to move ahead
not by going with the flow but against or around it.
F8: **fast and fair tracking** – these organisations use indicators and targets of progress and performance
that are personally meaningful, publicly shared and demonstrably fair measures of what leaders and
followers are trying to achieve.
F9: **feasible growth** – these organisations pay prudent attention to sustainable growth rates that do not
compromise the future by improving too quickly in ways that produce only false recoveries by exhausting
resources, incurring excessive debt, attracting star performers with only transient loyalties, or by burning
people out.

Performing beyond expectations

Culture and collaboration

F10: **high fidelity** – these organisations have a deep faith in and faithfulness to their colleagues and the people they serve, and a higher purpose greater than any one of them.

F11: **fraternity** – these organisations build and sustain four kinds of community: communities of recruitment, communities of service, communities of professional practice, and communities of support that surround them.

F12**: flair, flow and flexibility** – these organisations engage a talented team in which risk and creativity are valued and members participate and play in interchangeable roles and positions.

F13: f**allibility** – these organisations are confident but not overconfident; they make and acknowledge mistakes and expect others to make mistakes also. They know they are not infallible.

F14: **friendly rivalry** – these organisations combine competition with collaboration (what we call collaborative edge), recognising that their success partly rests on the success of others, and they have a sense of social justice in providing service to less fortunate neighbours.

Drive and direction

F15: **fusion leadership** – these organisations invest in leadership and followership that raise and rally the performance of all by lifting up its members morally, emotionally and spiritually, through a combination and progression of leadership styles and strategies, included distributed and sustainable leadership

National College
Performance Beyond Expectations, 2011
Andy Hargreaves and Alma Harris

Inspiring leaders to
improve children's lives

Change – it's complex

Do not assume that your version of what the change should be is the one that should or could be implemented

Assume that any significant innovation, if it is to result in change, requires individuals to work our their own meaning

Assume that conflict and disagreement are not only inevitable but fundamental to successful change

Assume that effective change takes time

Do not assume that lack of implementation or progress means a rejection of the values embodied in the change or hard core reaction to all change

Assume that no amount of knowledge will ever make it entirely clear what action should be taken

Assume changing the culture of organisations (and communities), is the real agenda, not implementing single innovations

Never underestimate the value of the time spent on building and building and rebuilding relationships

Which of these do I find easiest and hardest to live with on a daily basis ?

Michael Fullan
taken from The New Meaning of Educational Change

Inspiring leaders to improve children's lives

For me the best piece of advice I have taken from Michael Fullan is…

'Mobilise the social attractors – moral purpose, quality relationships, quality knowledge and ideas'.

Why? Because we need…

- Patterns of **concentrated effort** among educators
- Joint commitment to **sustained effort**
- An approach based on increasing **knowledge & learning** – personal/joint and new
- **Trust** so people who are more likely to carry on doing the wrong thing well will risk looking less confident and credible by starting to do the right thing poorly

'We must design our work so that it strengthens the power of the attractors'

Inspiring leaders to improve children's lives

Task

Where does your work strengthen one or more of these 'social attractors'

Work as a pair

Describe it to each other – what strategies did you deliberately use to strengthen one of the social attractors?

Inspiring leaders to
improve children's lives

Developing our leadership capacity for change and continuous improvement

'When from our better selves we have too long been parted from the hurrying world, and droop sick of its business, of its pleasures tired how gracious, how benign is solitude'.

Wordsworth

Strengthen our inner life – time for reflection and contemplation

1. Why do I do this work?
2. What do I stand for as a leader?
3. What legacy do I wish to leave?

Inspiring leaders to improve children's lives

Today we will be exploring

Strengthening our resolve – the 'why' of the work and a look at what the latest evidence tells us about what works

How to achieve equity and excellence ; a focus on the National College
Narrowing the Gap framework

Leading through tensions and dilemmas
How do we navigate the tensions and dilemmas in our work – how do we use creative tension as a site of opportunity. How do we build resourcefulness and resilience into our leadership?

Honesty – confront the brutal facts
Handling the tough stuff – a scrutiny of our performance
Abandonment to focus – do less to gain more – a scrutiny of our priorities

Developing our leadership capacity for **sustainable change and improvement**

Reflection

Inspiring leaders to
improve children's lives

A year of transition – toward self improving system

- Harnessing the energy, the motivation and the moral purpose of the system to do it for itself

- Local solutions – cluster based – partnership oriented

- Characterised by 'co construction' – and the building of professional relationships within and between schools and between schools and their communities

- A system characterised by realised potential

Inspiring leaders to improve children's lives

Our dream – a place of realised potential

A place of realised potential opens itself to change, to contrary opinion, to the mystery of potential, to involvement, to unsettling ideas …
They offer people the opportunity to learn and grow
They offer the gift of challenging work
They shed their obsolete baggage
They trust and forgive
They celebrate

Max De Pree
Leading without Power

Inspiring leaders to improve children's lives

Let us go then, you and I,
    When the evening is spread out against the sky

Do I dare
    Disturb the universe?

There will be time, there will be time
    To prepare a face to meet the faces that you meet;
    And time yet for a hundred indecisions,
    And for a hundred visions and revisions,
    Before the taking of a toast and tea.

It is impossible to say just what I mean ……….

Do I dare
    Disturb the universe?

    In a minute there is time
    For decisions and revisions which a minute will reverse.
    For I have known them all already, known them all: —
    Have known the evenings, mornings, afternoons,

I have measured out my life with coffee spoons

TS Eliot
From *The Love Song of J. Alfred Prufrock* (1915)