NATIONAL COLLEGE FOR SCHOOL LEADERSHIP…

Principles and Practice

"Think Tank" Report to Governing Council

On behalf of the Think Tank Members:
Professor David Hopkins
Chair NCSL Think Tank
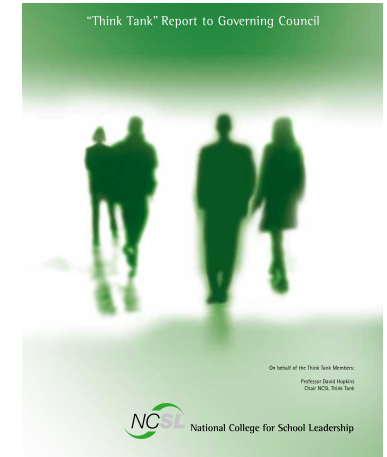
NCSL National College for School Leadership

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SCHOOL IMPROVEMENT…

"It was the school effectiveness research in the 1980s that gave [us] increasingly well-defined portraits of the effective school that led in the 1990s to increasing knowledge of school improvement (i.e. how to achieve effectiveness).

In the same way, we have in the *last decade* begun to learn far more about the features of an effective educational *system*, but are now only beginning to understand the dynamics of improvement at system level"

- Michael Barber

HIGH EXCELLENCE, HIGH EQUITY
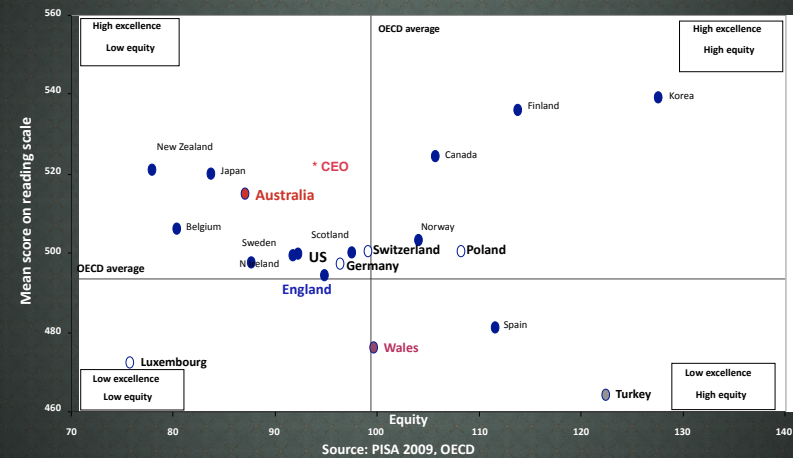

Source: PISA 2009, OECD

4

Ingredients of successful systems

- Systematic and equitable funding
- Universal standards - mirrored in the views of students, parents, teachers and principals
- School autonomy
- Mix of accountability systems - external and internal
- Continuous monitoring of standards and quick intervention when failure to achieve them is identified

Ingredients of successful systems

- Creating the appropriate environment to achieve the standards set:
  - get the right people to become teachers
  - develop teachers into effective instructors (professional learning)
  - place incentives and differentiated support systems to ensure that every child get the support he or she needs
- Focus on 21st Century Skills
- Networking and Innovation
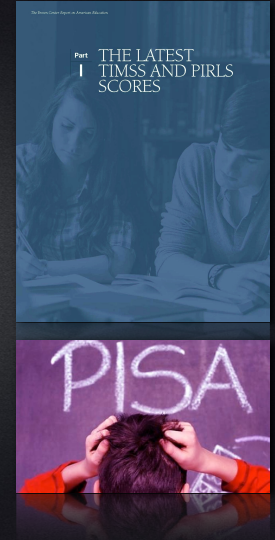
Four stages of improvement were identified as well as stage dependent intervention clusters:

1. "poor to fair" - ensuring basic standards
2. "fair to good" - consolidating system foundations
3. "good to great" - professionalising teaching and leadership
4. "great to excellent" - system led innovation
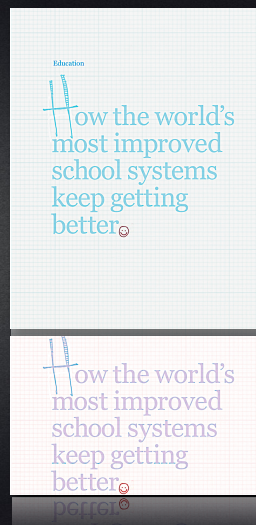
WHAT'S NEW…

Narrative

- moral purpose and student learning at the centre of the journey to excellence

The Primacy of Teaching and Learning

- no school or system can exceed the quality of its teachers

Myth of Autonomy

- the power of system leadership

Slide 1

LEADERSHIP AND NARRATIVE

The "right" story drives change

Embedding narrative using:

- *the school vision*
- *shared leadership*
- *the school as a learning community*
- *data*
- *monitoring curriculum and instruction*

The narrative - linked to a credible plan and moral purpose - leads to action

ROAD to NOWHERE

If you're not on a journey to excellence, the road to nowhere is yours
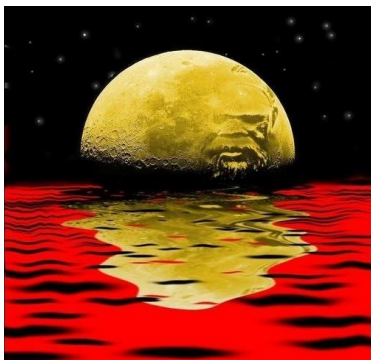
Slide 2

The importance of STORIES

- Psychologically privileged
- Currency of our thoughts
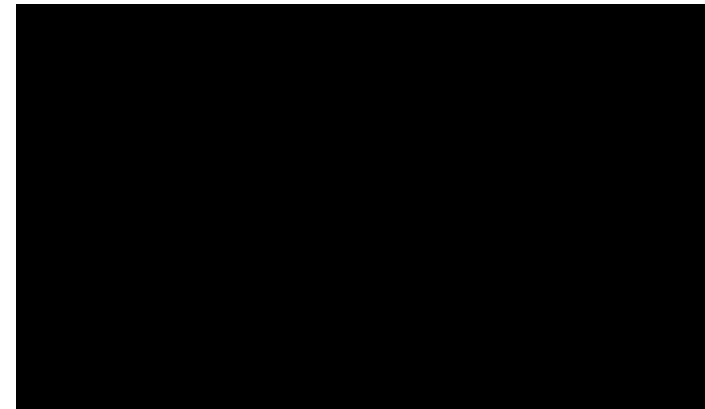- Flight simulators for the mind

Slide 3

The importance of STORIES

An Australian tradition…

Slide 4

The importance of STORIES

Slide 1

# What have we learned about successful school systems?

1. **The quality of a system or school cannot exceed the quality of its people**

2. **The only way to improve student outcomes is to improve the quality of teaching**

3. **High performance requires every child to succeed**

CURIOSITY AND POWERFUL LEARNING

Slide 2

SEVEN STRONG LEADERSHIP CLAIMS…

1. School leadership - second only to classroom practice as an influence on student learning

2. Almost all successful leaders draw on the <u>same repertoire</u> of basic leadership practices

3. It is how these practices are implemented in response to <u>the context</u> that makes a difference

4. Leadership improves pupil learning by <u>influencing</u> staff motivation, working conditions and practice

5. Leadership is more influential when it is <u>widely distributed</u>

6. <u>Some patterns</u> of leadership distribution are much more effective than others

7. <u>A handful of personal traits</u> - open-minded, flexible and persistent - explain a high proportion of the variation in leader effectiveness

KEN LEITHWOOD, 2006

Slide 3
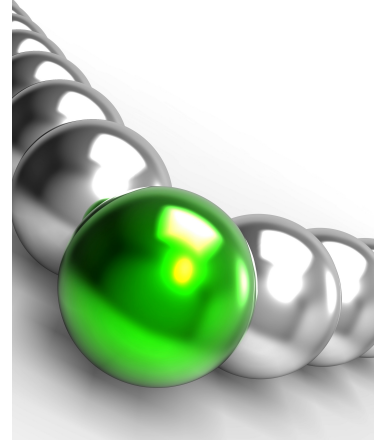
INSTRUCTIONAL LEADERSHIP – WHAT IS IT?

Setting direction…

ensuring that the school's vision sees every learner reaching their potential

translating this vision into a whole school curriculum and high expectations

Managing teaching and learning…

ensuring a high degree of consistency

supporting innovation in teaching practices that enable personalised learning for all students

INSTRUCTIONAL LEADERSHIP

Slide 4
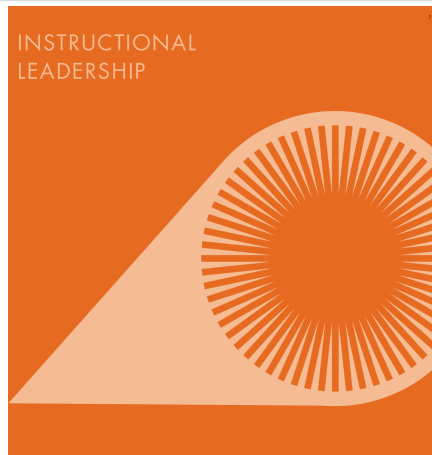
INSTRUCTIONAL LEADERSHIP

INSTRUCTIONAL LEADERSHIP – WHAT IS IT?

Developing people…
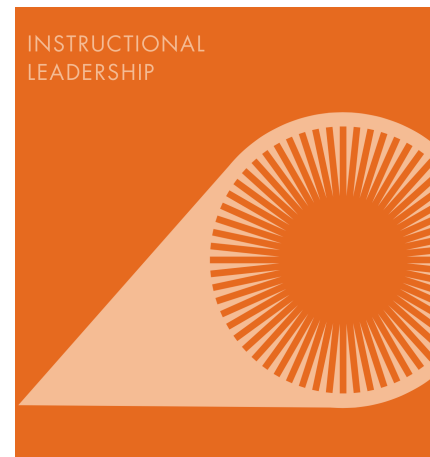
Enabling students to become active learners

Creating a school that operates as a professional learning community for teachers
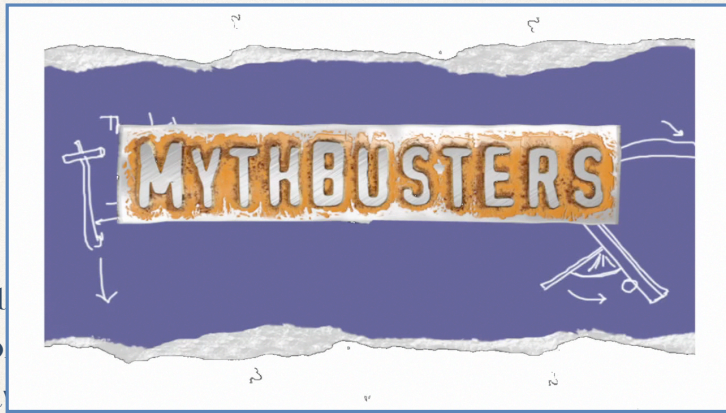
Developing the organisation…

Creating an evidence-based school and effective organisation

Participating in collaborative networks that build curriculum diversity, professional support, and extended services

Slide 1

The myth... autono... reality...

Exploding the Myths: Autonomy

MYTHBUSTERS

Slide 2

MYTH

Finally, differences in what leaders do are <u>not directly</u> related to the level of autonomy they are given. Internationally, there is <u>no relationship</u> between the degree of autonomy enjoyed by a school principal and their relative focus on administrative or instructional leadership

Capturing the leadership premium, McKinsey, 2010

Slide 3

/ Networked Autonomy 1

Allows schools to use "Networked Autonomy" to:

Put in place substantive collaborative arrangements ensure schools understand that they are as strong as the weakest link

Schools that are failing and/or under-performing can expect to receive unconditional support from all network schools

Support and accept significantly enhanced funding for students most at risk

Take professional learning and knowledge transfer seriously (governed by the NIKE principle: Just do it!)

Slide 4

/ Networked Autonomy 2

Allows schools to use "Networked Autonomy" to:

More fully express their moral purpose of enabling every student to reach their potential

Ensure that every teacher has the maximum time to teach and to develop their professional competence

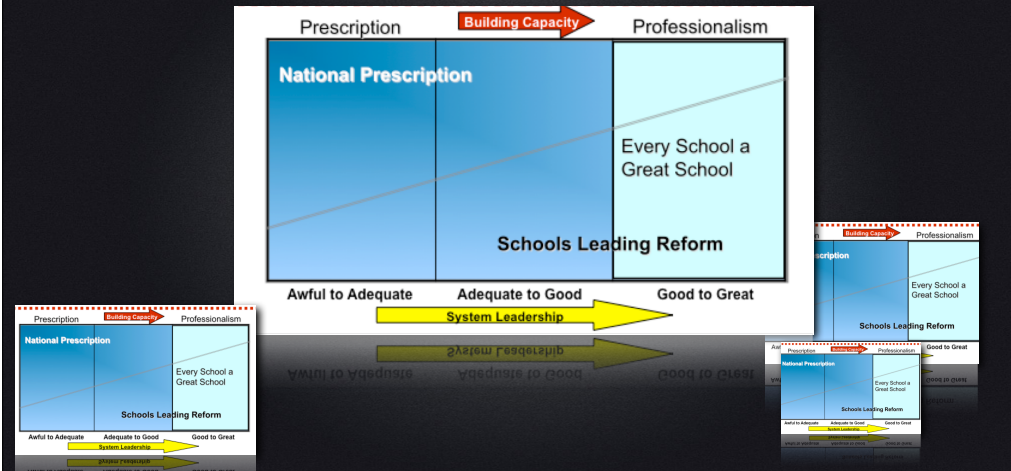**Maximise** resource allocation to ensure that this happens

Explore the full potential of the 'inside–out' school development strategy

Enable leadership to work more effectively with the system both within and outside the school and generate sustainable networks that deepen the impact on student learning
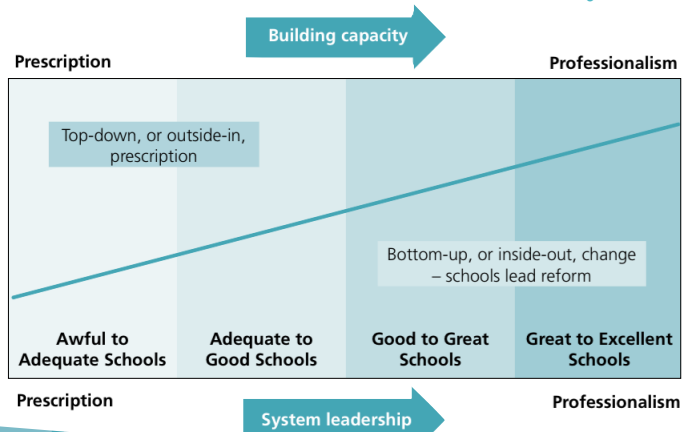
Move from external to professional forms of
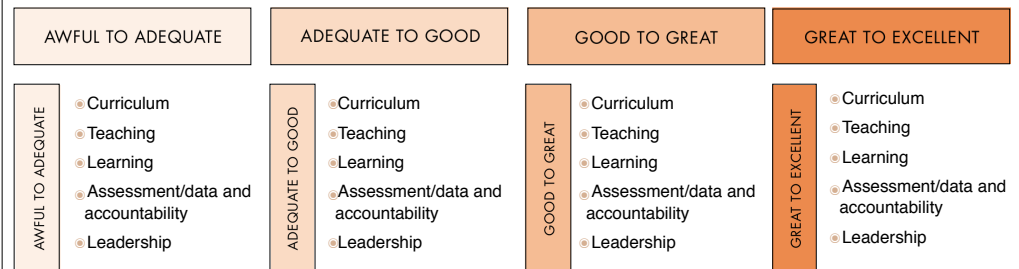
Towards system wide sustainable reform

Prescription — **Building Capacity** → Professionalism

National Prescription

Every School a Great School

Schools Leading Reform

Awful to Adequate | Adequate to Good | Good to Great

System Leadership

Personalised Learning

Professional Teaching

SYSTEM LEADERSHIP

Intelligent Accountability

Networks & Collaboration

Our school improvement model - inside out at a system level

Building capacity

Prescription | Professionalism

Top-down, or outside-in, prescription

Bottom-up, or inside-out, change – schools lead reform

| Awful to Adequate Schools | Adequate to Good Schools | Good to Great Schools | Great to Excellent Schools |

Prescription | Professionalism

System leadership

CURIOSITY AND POWERFUL LEARNING

STRATEGIC LEADERSHIP

THE SCHOOL IMPROVEMENT PATHWAY

AWFUL TO ADEQUATE	ADEQUATE TO GOOD	GOOD TO GREAT	GREAT TO EXCELLENT
Curriculum Teaching Learning Assessment/data and accountability Leadership	Curriculum Teaching Learning Assessment/data and accountability Leadership	Curriculum Teaching Learning Assessment/data and accountability Leadership	Curriculum Teaching Learning Assessment/data and accountability Leadership

CURIOSITY & POWERFUL LEARNING

24

STRATEGIC **LEADERSHIP**

Awful to **Adequate** | Adequate to **Good** | Great to **Excellent** | Good to **Great**

WHERE DOES YOUR SCHOOL SIT ON THE IMPROVEMENT PATHWAY?

CURIOSITY & POWERFUL LEARNING

25

CURIOSITY AND POWERFUL LEARNING

LEADERSHIP FOR POWERFUL LEARNING

DAVID HOPKINS AND WAYNE CRAIG

McREL INTERNATIONAL

CURIOSITY & POWERFUL LEARNING

Our inside-out model…

Our inside-out model…

CURIOSITY & POWERFUL LEARNING

MORAL PURPOSE

Instructional Leadership

Activates the passion to improve outcomes

Prompts leaders to empower teachers and others

Leaders take on broader leadership roles

Necessary but but not sufficient

CURIOSITY & POWERFUL LEARNING

Develop leadership capabilities in response to the particular kinds of leadership work in response to school needs

REFLECTIVE DEVELOPMENT

STRATEGIC ACUMEN

Translating vision and moral purpose, into operational principles and real outcomes

CURIOSITY
& POWERFUL LEARNING

DEVELOP THE SCHOOL AS A PURPOSEFUL COMMUNITY

FOCUS ON TEACHING AND LEARNING

GUIDE CHANGE AND DEVELOP PEOPLE
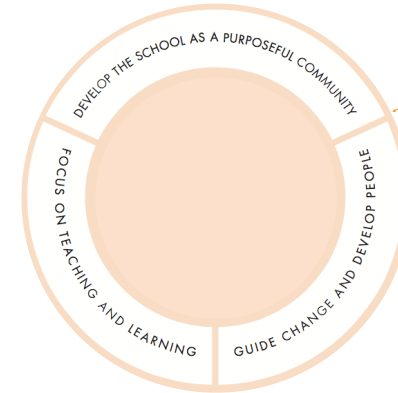
The three *key* behaviours of instructional leaders

CURIOSITY
& POWERFUL LEARNING

ENACT COMMUNITY LEADERSHIP

LEAD & IMPROVE A SCHOOL IN DIFFICULTY

LEAD A SCHOOL IMPROVEMENT PROJECT BEYOND OWN SCHOOL
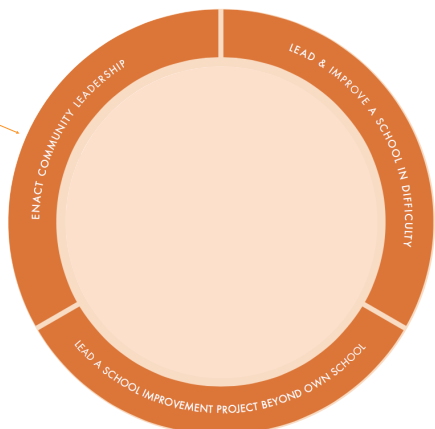
Working across schools for the benefit of all students

POWERFUL
LEARNING
& TEACHING

Leadership - Effect Sizes

Leadership Model	Leadership Style	Implementation Strategy	Effect Size
Managing teaching and learning	Instructional	Five phase framework	0.22
Developing People	Adaptive	Infrastructure for Professional Learning	0.21
Developing the Organisation	Strategic	Improvement Pathway	0.27
Working across Schools	System	Networks	0.27

Panel 1

LEADERSHIP STYLES	ENABLING PURPOSES
1	
Instructional Leadership	Develop, nurture, and embed the reform narrative about student learning

Embedding narrative using:
- school vision
- sharing leadership
- leading a learning community
- using data
- monitoring curriculum and instruction

Panel 2

LEADERSHIP STYLES	ENABLING PURPOSES
2	
Adaptive Leadership	Create professional learning opportunities: – relevant to each teachers' development needs – aligned with the school's Priorities for Development

Build an infrastructure for professional learning

Panel 3

LEADERSHIP STYLES	ENABLING PURPOSES
3	
Strategic Leadership	Ensure consistency and rapid development by precise diagnosis of the school's progress along a well defined improvement pathway

Strategy:
- set the direction
- turn strategy into action
- align people, organisation and strategy
- intervene at the right point
- develop strategic capabilities in school

Panel 4

LEADERSHIP STYLES	ENABLING PURPOSES
4	
System Leadership	Nurture system wide reform through adopting a variety of out-of-school roles and the purposeful use of networks

Bringing it all together to advance the school and

LEADERSHIP

FOR
LEARNING

MORAL PURPOSE…

System leaders express moral purpose by:

- *measuring* their success in terms of improving student learning

- *being fundamentally committed* to the improvement of teaching and learning;

- *developing* their schools as personal and professional learning communities

- *striving* for equity and inclusion through acting on context and culture

- *understanding* that in order to change the larger system you have to engage with it in a meaningful way

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THE KEY ELEMENTS…

Core Practice	Key Elements
Setting direction…	• commitment to moral purpose • translate moral purpose into action
Managing teaching and learning…	• ensure every child is challenged • develop clarity about and consistency of teaching quality
Develop people…	• students as active and independent learners • schools as professional learning
Develop the organisation..	• an evidence based school • managing resources

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THE ROLES…

Developing and leading a successful educational improvement partnership between several schools

Choosing to lead and improve a school in extremely challenging circumstances

Partnering another school facing difficulties and improve it

Acting as a community leader to broker and shape partnerships

Working as a change agent or expert leader within the system

SEGMENTATION: SECONDARY SCHOOLS...

N = 3313

Low Achieving
N = 483
Below 30% 5+A-C

Underperforming
N = 539
5+A*-C >=30%, lower quartile value added

Progressing
N = 1495
5+A*-C >=30%, 25-75th percentile value added

High Performing
N = 696
5+A*-C >=30%, upper quartile value added

Leading the System
N = 100

Actual 5+A*-C % 2003 (y-axis)

Estimated 5+A*-C % from pupil KS3 data (x-axis)

NETWORKING AND SEGMENTATION...

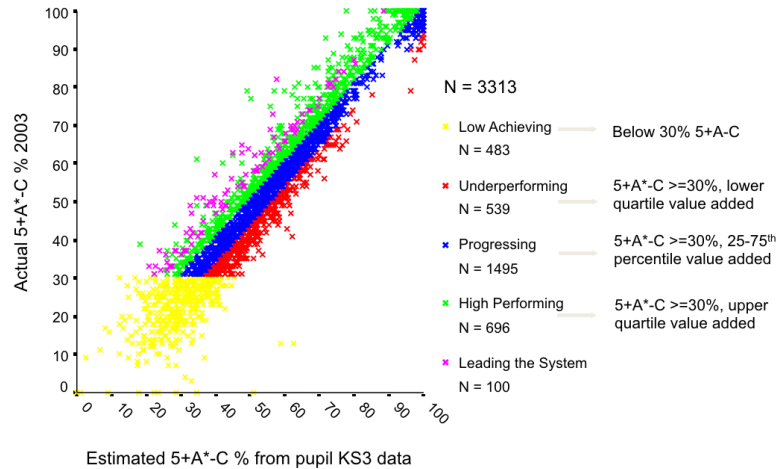| Type of School	Key strategies – responsive to context and need	System Leadership Role
Leading schools	Become curriculum and pedagogical innovators Formal federation with lower-performing schools	Leading Edge Consultant Leaders and National Support Schools
Succeeding schools with internal variation	Regular local networking Subject specialist support to particular depts.	Education Improvement Partnerships 14-19 partnerships
Underperforming schools	Linked school support Consistency interventions	Raising Achievement Transforming Learning School Improvement Partners
Failing schools	Formal support in a Federation structure New provider	Consultant Leaders and National Support Schools School Sponsored Academy

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SUPPORTING A SCHOOL IN "SPECIAL MEASURES"

Support an acting head rather than 'take over'

Draw detail plans for improvement which included:
- Diagnosis of the key practices the neighbouring school needed to develop
- Clarity on Robert Clack's teaching and learning and behaviour systems
- A visit to Robert Clack for 20-30 staff in early September to witness the behaviour management, assemblies, and teaching and learning in action so as to give an insight into what was possible in very similar circumstances
- The export and refinement of these systems from one school into the other, employing key staff from Robert Clack to deliver, in particular, Ofsted demands for immediate improvements in behaviour

A 2 days a week consultant leadership to support implementation of the behaviour systems

The school got out of Special Measures!

BENEFITS FOR THE ROBERT CLACK SCHOOL

- Confidence for the leadership to know what needed to be done to get a school out of special measures

- A committed contribution for staff both -
  - To help another school through a situation they had faced themselves and
  - To gain unique professional development

- An experience which now underpins Robert Clack's roles as a mentor school for the London Challenge and a lead school for an SSAT network

- *The flip side*: personal reputations and the school's resources were put to the test

"TURNAROUND THEMES"

Develop a narrative for *sustained improvement:*

- The ability to determine the capacity needed to undertake improvement activities
- An understanding of the regularities needed to sustain improvement in a school
- To identify and transfer best practice internally, with the potential to work externally
- The creation of an ethos of high expectations
- To work and negotiate with a range of stakeholders and other schools

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SYSTEM
LEADERSHIP

A wider resource for school improvement:
- identify and transfer best practice
- lead partnerships that improve student pathways within and across localities

An authentic response to the needs of low attaining schools:
- a means of engaging very talented leaders in schools that might struggle to attract the best

Meeting longer term system challenges

Three big possibilities…

42 CURIOSITY
& POWERFUL LEARNING

RESPONSIBLE SYSTEM LEADERSHIP

- *System leadership at the school level* – with school principals almost as concerned about the success of other schools as they are about their own

- *System leadership at the local level* – with practical principles widely shared and used as a basis for local alignment so that school diversity, collaboration and segmentation – that all schools are at different stages in the performance cycle on a continuum from "leading" to "failing" – are deliberately exploited and specific programmes are developed for the groups most at risk

- *System leadership at the system level* – with social justice, moral purpose and a commitment to the success of every learner providing the focus for transformation.

SYSTEM
LEADERSHIP
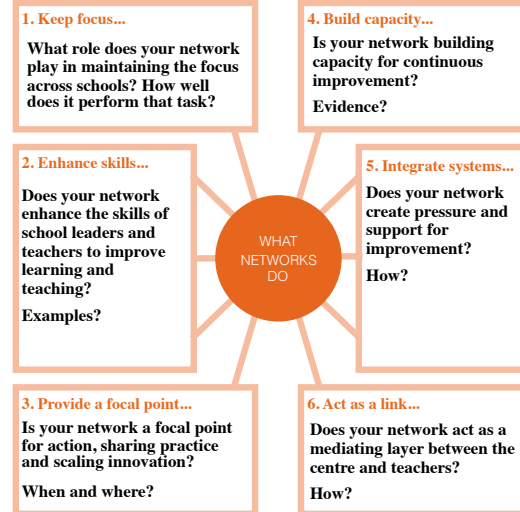
NETWORKS SUPPORT
INNOVATION AND CHANGE

1. Keep focus…
What role does your network play in maintaining the focus across schools? How well does it perform that task?

4. Build capacity…
Is your network building capacity for continuous improvement?
Evidence?

2. Enhance skills…
Does your network enhance the skills of school leaders and teachers to improve learning and teaching?
Examples?

5. Integrate systems…
Does your network create pressure and support for improvement?
How?

WHAT NETWORKS DO

3. Provide a focal point…
Is your network a focal point for action, sharing practice and scaling innovation?
When and where?

6. Act as a link…
Does your network act as a mediating layer between the centre and teachers?
How?

Focus	✔
Skills	✔
Focal Point	✔
Capacity	✔
Integrate	✔
Link	✔

CURIOSITY
& POWERFUL LEARNING 44

FIVE KINDS OF NETWORKS

Network Type 1
Groups of **teachers** join together for a common curriculum purpose and to share good practice

Network Type 2
Groups of **teachers AND schools** join together with the explicit aims of:
– sharing practice
– pursuing school improvement by enhancing teaching, learning, and student achievement

SELECT THE NETWORK THAT RINGS YOUR SCHOOL'S BELL

Network Type 3
System leaders collaborate in planning and implementing school improvement.
Other stakeholders join system leaders to implement school improvement policies, both locally and more widely

Network Type 5
Groups of networks (inside and outside education) pursue specified objectives like **social justice** and **inclusion**

Network Type 4
Groups of networks collaborate as agents for school system renewal and transformation

SYSTEM LEADERSHIP

CURIOSITY & POWERFUL LEARNING 45

THE IMPLEMENTATION CHALLENGE...

"Systemness" V the hegemony of external accountability

Selection, accountability and cost of system leaders

Ensuring network focus and diminishing the transactional costs

Weighing up the personal cost and commitment of system leaders

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COLLABORATION – THE OFFER TO SCHOOLS

· Every school will have the opportunity to benefit from and contribute to network learning
· The focus of collaboration will be on student learning and achievement and the creation of professional learning communities in schools
· Networking arrangements will be based on the twin principles of inclusivity and local accountability
· Regional Offices will co-ordinate, support and encourage collaboration and network to network learning
· Regional, State and Federal levels will actively support networking for specific purposes – Federations, Achievement Zones

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The journey to excellence

The Journey - Louis Vuitton, *Life is a Journey,* Commercial Campaign, 2010

Slide 1
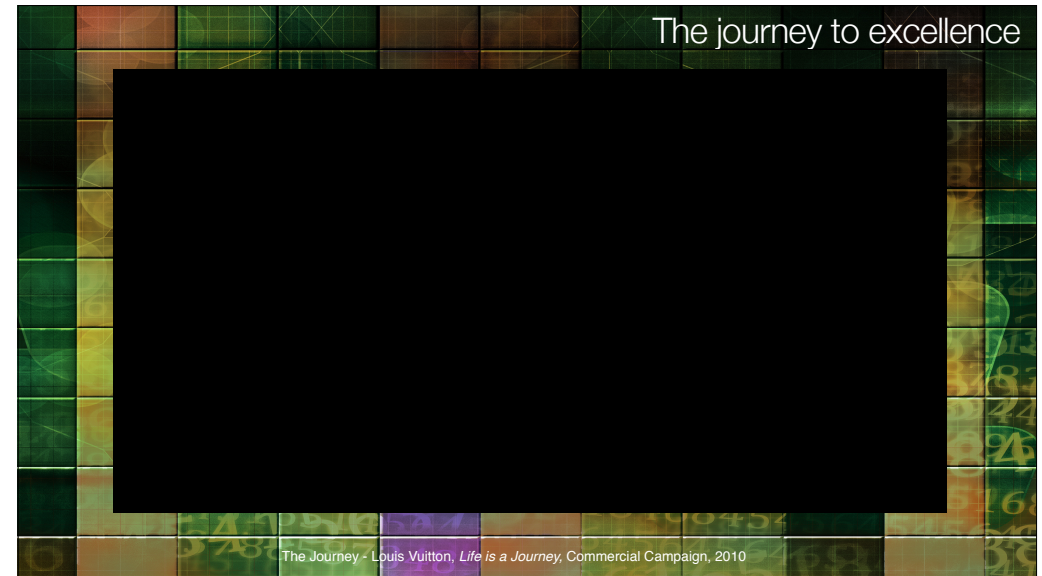
'You must be the change you wish to see in the world'

Slide 2

David Hopkins

David Hopkins is Professor Emeritus at the Institute of Education University College London and Chair of Educational Leadership at the University of Bolton.

He is a Trustee of Outward Bound and the charity 'Adventure Learning Schools'. David holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Cumbria, Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards at the Department for Education and Skills.

Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound Instructor.

David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas. His recent book *Exploding the Myths of School Reform,* completes his school improvement trilogy; the previous two books being, *Every School a Great School* and *School Improvement for Real.* David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.

Exploding THE Myths of SCHOOL REFORM

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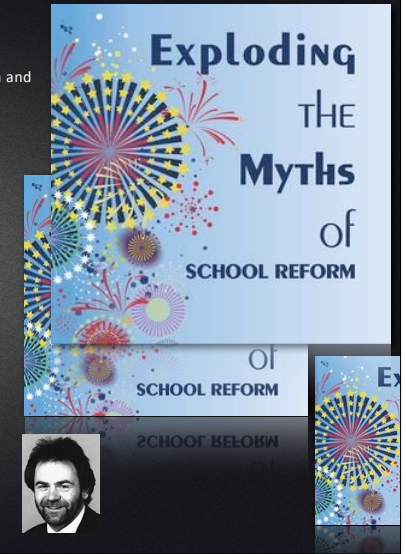
THE IMPACT…

School leaders:

- develop narrative for improvement
- are highly focused on improving the quality of teaching and learning
- explicitly organise the school for improvement
- establish clarity
- ensure consistency (of the systems spread across school), and
- secure continuity (of the systems over time)
- create internal accountability and reciprocity
- work to change context as a key component of their improvement strategy

Slide 4

SCALING…

Incentivise NOT legislate

leadership from principals and teachers

Agency to the school

develop system leadership roles focussed specifically school improvement and the relationships between schools to maximise the potential of collaboration

Use school 'independence'

tackle underperformance collaboratively

SYSTEM LEADERSHIP – A PROPOSITION

'System leaders' care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap(s). Crucially they are willing to shoulder system leadership roles in the belief that in order to change the larger system you have to engage with it in a meaningful way.'