



National College for  
School Leadership

Inspiring leaders;  
improving children's lives

A branch with several green leaves, some showing signs of aging or damage, is positioned in the upper left corner of the slide.

# Future leadership, future leaders

## Seizing Success

Annual Leadership Conference

# Leading a modernised and extended workforce

**Dame Pat Collarbone - Education Change**

**Maggie Farrar - NCSL**

# Agenda

## Setting the Scene

# Trends

- ◆ **Geopolitical**
- ◆ **Socio – economic**
- ◆ **Public sector reform**

# Context: Socio – economic

**The social and economic forces that we live with daily and shape our daily lives**

- ◆ Equity and the achievement / opportunity gap
- ◆ Social Mobility
- ◆ The changing nature of childhood and adolescence
- ◆ The changing nature and role of the family

# Context: Public sector reform

## The broader public sector reform agenda

- ◆ Choice and diversity – personalisation
- ◆ A more demanding and engaged public – including young people
- ◆ The challenge of change
- ◆ 10 years of Education reform
- ◆ Every child matters and standards

**No school standards without every child matters  
and no ECM without school standards**

‘For me there is no question about it – if I am to raise standards in my school I have to do so much more than improve the quality of what goes on in the classroom. I need to work in partnership with everyone, absolutely everyone who can make a difference to the lives of children in my school. The ECM five outcomes help me to make sense of this and at last I feel we are being recognised for the good work we are doing’

Jack Harrison, headteacher, Kingston upon Hull

# Challenges for schools

- ◆ Not the only provider: relationships and partnerships the norm
- ◆ Demarcation lines between schools and agencies are shifting, who is in the driving seat?
- ◆ Fundamental rethink – abandonment
- ◆ Competing priorities – saying ‘yes’ ... and ... ‘no’
- ◆ Pressure and support – role of LA





The iceberg  
is melting?

So enough with  
the talk. Let's do  
something.

Stop complaining  
about missing  
lunch. THINK!!

Why does this  
have to happen  
to me?

Oh boy.  
Boy, oh boy.  
I mean boy,  
oh boy, oh boy.

I never really  
liked Fred,  
now I know why!

Harvey, be real.  
Winter is only a  
few months away!!

# Agenda

## Themes

1. Purpose
2. Partnership
3. Sustainability

# Theme 1: Purpose

**‘What do you see as the role of schools in the 21<sup>st</sup> Century?’**

# Leadership for social inclusion

- **Instructional:** effective learning and teaching environment to improve achievement and qualifications for all social and ethnic groups
- **In partnership:** overcoming barriers to learning existing within particular groups through working with other organisations such as the youth service and connexions
- **In service:** broadening children's experiences, working with the community to create aspirational, enriched environments and opportunities

University of Manchester, 2007

# 2020: What this might mean for learning in schools ...

**1 Pupils and parents will be more directly involved in the design and delivery of the curriculum**

**2 Greater differentiation of content, delivery style and pace**

**3 Schools will also have provision for adult learners**

**4 Learners will include the staff of the schools**

**5 Teachers will continue to lead educational input**

**6 Greater use of multiple info sources; multi-layered use of human reference points**

**7 There will be more family learning taking place**

**8 Older young people are more likely to be less subject focused**

**9 There will be a greater use of ongoing learning profiles and assessment for learning**

**10 There will be more flexibility with regard to attendance and learning methodologies**

# The pupil voice



# Reflection on core purpose

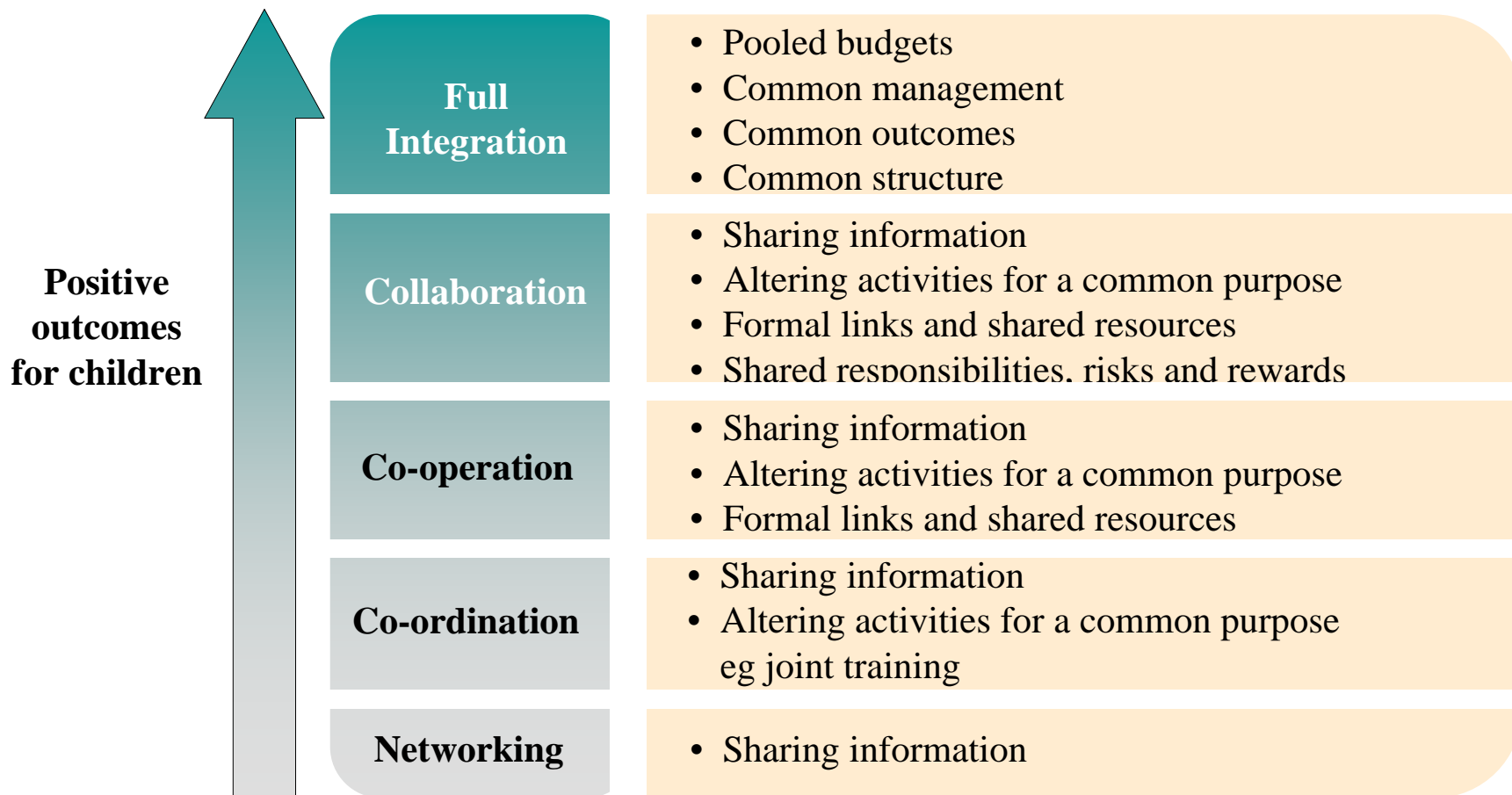
- ◆ **What do you think is the role of school?**
- ◆ **Would this be shared by the people you work with?**
- ◆ **When was the last time you discussed this with your staff, students, parents and the community?**

## Theme 2: Partnership

**‘What have we learned from partnership working?’**



# There seems little disagreement that joined-up working makes sense



*(Based on Himmelman)*

# Lessons from a partnership

- ◆ Take time to build clarity around the vision – make sure individuals and teams are clear about why they are working together
- ◆ Don't assume, don't impose, don't rush in
- ◆ Review at two levels – what are we doing (task level) and how well are we doing it (process level)
- ◆ Build honesty, and see challenge and conflict as positive indicators of honesty
- ◆ Build in time for reflection and for assessing impact

‘ the first time we did it we thought we would only have a handful of people taking part, we had over 200 , and since then it has grown and grown and now has more than 500 people taking part every year. The community have developed skills as the gala has become more and more complex year on year, and all the school had to do was to believe they could do it and give them the time and the space to do it. A community without hope, now has hope and without a doubt it has had an impact on our SATs results going from 15% in English and Science to over 35% in there years.’

Bill Ball, Headteacher Manton Primary School

# Reflection on partnerships

- ◆ **What are the different ways in which you work together with others?**
- ◆ **Which are demonstrating the most value and why?**
- ◆ **What would need to happen for greater equity to be brought into the relationship?**

# Theme 3: Sustainability

**‘What does sustainability mean to you?’**

# The remodelling process / emotional curve

Mobilise

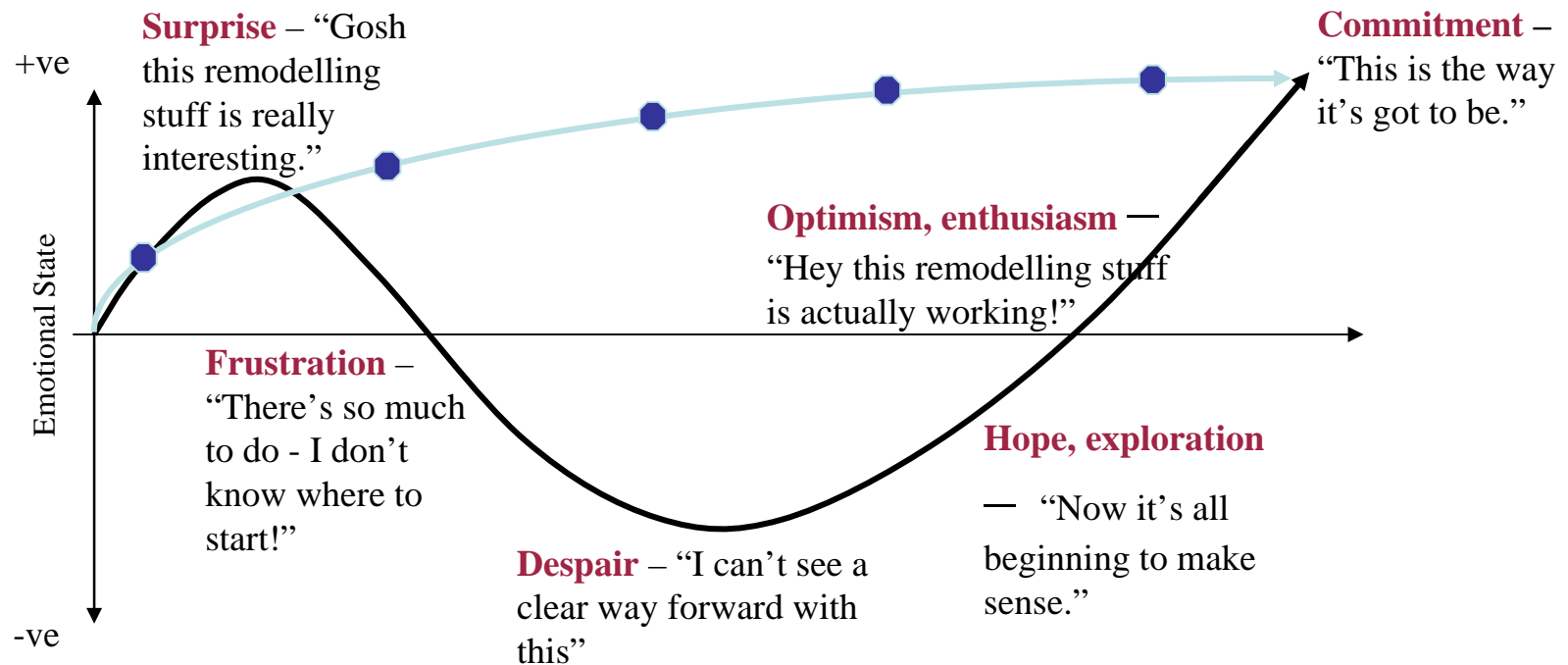
Discover

Deepen

Develop

Deliver

Sustain



**No government can change the workforce unless it believes, and the workforce itself believes, that it is something which can be changed**

# Wedges ....

- ◆ Build empowered teams
- ◆ Distribute leadership
- ◆ Identify and grow leaders within and beyond the school
- ◆ Create visible short term wins - show impact - and celebrate together
- ◆ Consider self
- ◆ Don't let up



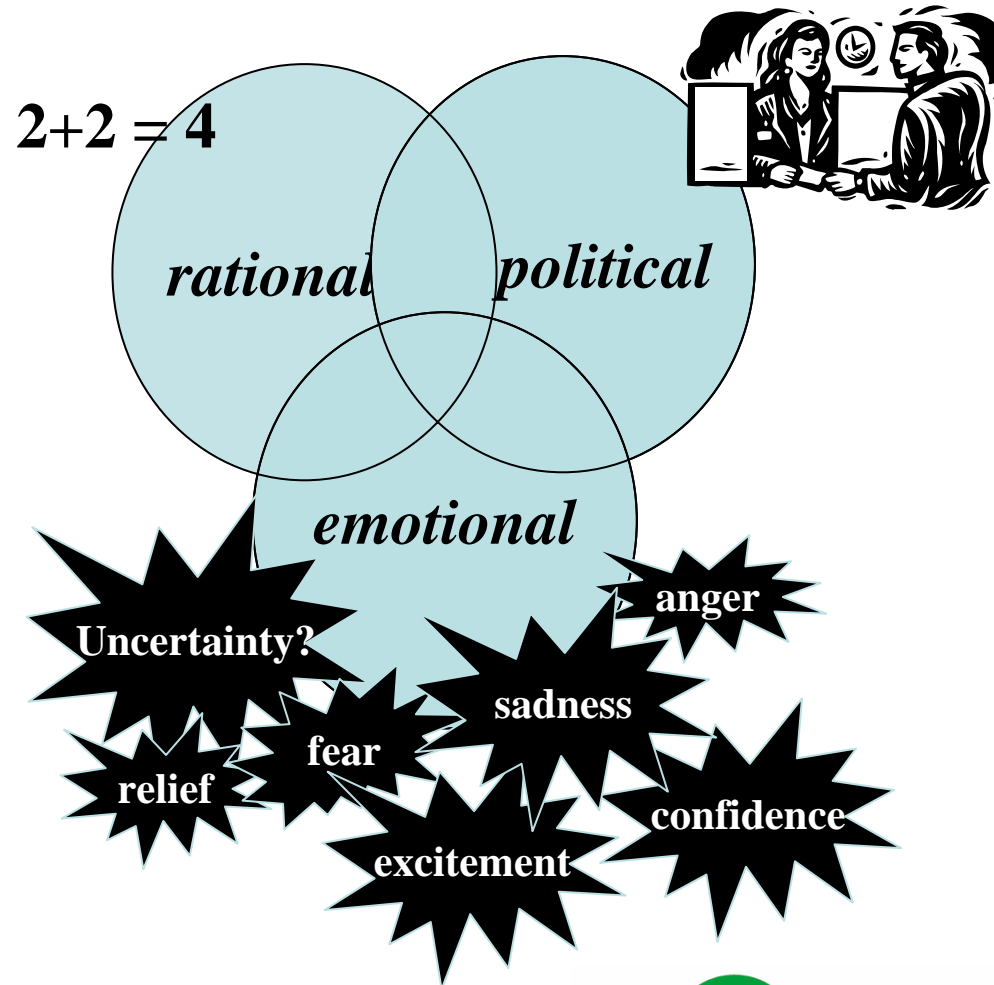
# Reflection - sustainability

- ◆ **What stops you going backward?**
- ◆ **What keeps your momentum going?**
- ◆ **How much attention do you pay to these elements?**
- ◆ **What aspects of your own learning will you focus on this year?**

# In conclusion

- ◆ Change is complex and always with us
- ◆ We can develop techniques and skills for managing the change
- ◆ But it takes belief in ourselves and others, courage, abandonment of some of our practices and a change in some of our behaviours
- ◆ Key is building teams and partnership working and above all else the will and skill to develop trust with all with whom we work.

# When change doesn't work – it's rarely for rational reasons



**The future is not a result of choices among alternative paths offered by the present, but a place that is created - created first in the mind and will, created next in activity.**

**The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them, changes both the maker and the destination.**

*John Schaar*



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