


NCSL National College for School Leadership

Turning the Vision into Reality
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Leader as beacon...

Where there is no vision,
 the people perish.
Proverbs 29:18



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In the next 75 minutes...


- Have we got a vision and is it fit for purpose?
- Got the vision? What sort of leader do you need to be to turn it into a reality?

After coffee...

- Activity – Leadership stories
- Activity – Leadership strategies – strengths and strength gaps

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Leader as trumpet player...



"The very essence of leadership is that you have to have vision. You can't blow an uncertain trumpet."
Theodore M. Hesburgh


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Vision...


"There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing." *James Kouzes & Barry Posner*

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STOP!
 Is your vision fit for purpose?



The manager asks how and when; the leader asks what and why.
Warren Bennis



Leadership – Path Making
 Management – Path Following
 Administration – Path Tidying

Management is doing things right; leadership is doing the right things. **Peter F. Drucker**

Claim 2:
 Almost all successful leaders draw on the same repertoire of basic leadership practices

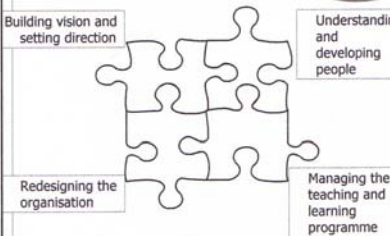
TRANSLATION:
 You can learn how to lead. Professional leadership development, taking time out of the busy day to think about, develop and reflect on leadership is critical.

Claim 1:
 School leadership is second only to classroom teaching as an influence on pupil learning

'As far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.' Leithwood et al, 2006

TRANSLATION:
 If you came into the profession to make a difference, you can make a bigger difference to more young people by being a good leader.

Four sets of qualities



Building vision and setting direction
 Understanding and developing people
 Managing the teaching and learning programme
 Redesigning the organisation


Leader as guardian



Does it make a difference for Darren?


Claim 3:
 The ways in which leaders apply these practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work

It's not what you do but the way that you do it!




Previn: You're playing all the wrong notes.
Eric: I'm playing all the right notes but not necessarily in the right order...I'll give you that.

Leader as optimist



Optimistic, contagious & visible leadership


Leader as penalty taker



Leadership –
Keep your eye on the ball, the unrelenting focus on teaching and learning

Obstacles are those frightful things you see when you take your eyes off the goal.
Henry Ford

Leader as thinker



Nothing contributes so much to tranquilize the mind as a steady purpose a point on which the soul may fix its intellectual eye.
Mary Shelley

Leader as simplifier

"Ninety percent of what we call 'management' consists of making it difficult for people to get things done."
Peter Drucker


"Great leaders are almost always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everybody can understand." Colin Powell

Servo is simplex

Claim 4:
School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions

TRANSLATION:
You cannot directly change the behaviour of others you can only directly change how you behave towards them.


Leader as farmer



Nurturing, tending, protecting and getting your boots dirty when occasionally.

Leader as psychoanalyst

'Go to the people. Learn from them. Live with them. Start with what they know. Build with what they have. The best of leaders when the job is done, when the task is accomplished, the people will say we have done it ourselves.'




Lao Tzu

Leader as coach


"Talent isn't fixed – unless you believe it is...talent depends on how a person is managed or led" (Pfeffer and Sutton 2007)

"...leadership serves as a catalyst for unleashing the potential capacities that already exist in the organisation" Leithwood et al, 2007




Cherishing and nurturing your staff

Leader as lifeguard




Leader as fisherman



Predict and prevent, not find and fix

Leader as lifeguard



Good leaders stop fishing people out from the plunge pool and take time to investigate what is making them fall in!

Develop a collective responsibility for outcomes for all

Leader as communicator

Effective communicators...

Remember


- 38% how it is said
- 55% body language
- 7% what is said

Get the best from people because they value people


Ensure people are listened to

Aware of implications of actions


Are forgiven faults



Cycle of Success



Leader as mountain guide



Your team is as strong as its weakest member

Building a team

"My strong and supportive leadership team 'watch my back'. In return I give them space to grow."

Produce results?
Expand learning?
Roles and goals defined?
Flexibility?
Openness?
Recognition?
Motivation?



Claim 5:
School leadership has a greater influence on schools and pupils when it is widely distributed

TRANSLATION:
You can't do it on your own.


Claim 6:
Some patterns of distribution are more effective than others

TRANSLATION:
Distributed leadership is not merely delegation. Sometimes this can seem like distributed pain not distributed gain. Reflect on how the leadership in your current setting is distributed.

Leader as motivator

'Leadership:
The art of getting someone else to do something you want done because he wants to do it.'

Dwight D. Eisenhower




Leader as persuader

- Value driven
- Goal setting
- Need fulfilment
- Visioning
- Rational Presentation
- Pushing/driving
- Institutionalising
- Educating
- Supporting
- LOGOS (Logic)
- PATHOS (Emotional)
- ETHOS (Credentials & experience)

Leader as rechargeable battery

Have energy to sustain themselves and others.



Critically, take time to make sure their personal and professional energy reserves are replenished.

Claim 7:
A small handful of personal traits explains a high proportion of the variation in leadership effectiveness


The most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, (they are) persistent, resilient and optimistic.

TRANSLATION:
 Really good leaders never stop thinking, reflecting and learning. They are passionate about what they do.

Leader as human being

Effective leaders are effective people

What is both encouraging and exciting and yet worrying and frightening is that this is the process of becoming totally human; there is no difference between moral leadership in education and being a moral person.



50% relentless consistency 50% willingness to change