

Kent Head teachers Conference

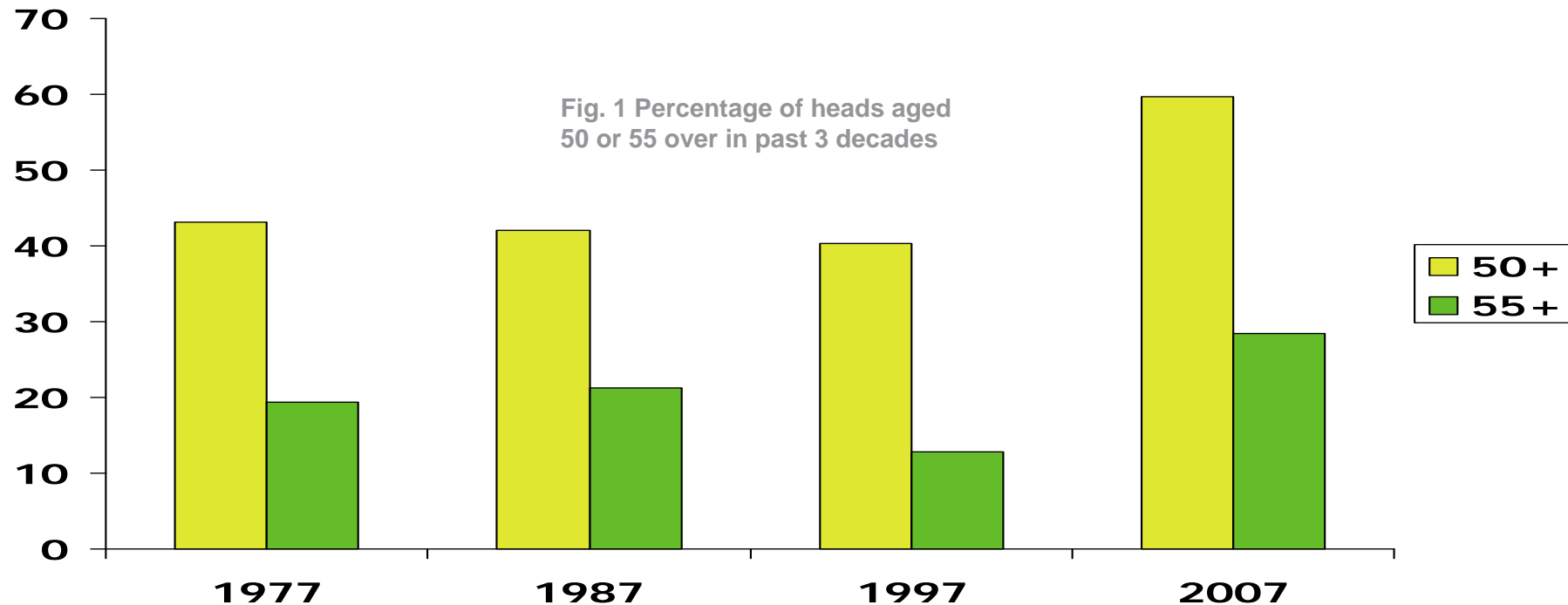
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Chief Executive
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- **Develop future leaders**
- **Collaborate**
- **Are resilient**
- **Are learners**
- **Are optimistic and cheerful**
- **Are courageous**

1. Develop future leaders

The Demographic Challenge



- Two-thirds of heads are aged 50+. One third are 55+
- Heads have always been older but never by so much (Fig 1)
- Retirement rates look set to rise until at least 2014
- 57% of Catholic schools, 43% of CofE schools and 25% of rural schools have to readvertise when recruiting heads
- Black and minority ethnic teachers and women are under-represented in senior leadership

There is an emerging international consensus on how to support school leadership

Finding

“One of the key revelations over the last ten years is that school leadership is not just an HR issue – it is a strategic issue.”

Singapore

Implication

Leadership focused on teaching, learning and people is critical to the current and future success of schools

“We are moving from pulling people out of schools to making schools engines for building talent.”

New York

Spot talent early and move leadership development into schools, but avoid recycling low level practice

“Our whole purpose is delivering improvement – we’re not interested in leadership development for its own sake.”

Victoria

Ensure leadership development is focussed on school improvement

“Replacing an outstanding principal is the toughest and most frightening experience of your life.”

Ontario

Support governing bodies to make the right appointments and make the process fit for purpose

“Talent isn’t fixed – unless you believe it is.....talent depends on how a person is managed or led”

Pfeffer and Sutton 2007

2. Collaborative Leadership

Common reasons why organisations/schools struggle to collaborate:

- i) Done to us rather than with us
- ii) Hoarding
- iii) Don't know where to look
- iv) Chemistry

“partnerships provided the National Leaders of Education with good opportunities to share and refine their own skills. Their staff gained additional and valuable experiences of leadership through working in another school, often in a very different context.”

Developing Leadership: National Support Schools,
OFSTED December 2010

The role of Teaching Schools

As well as offering training and support for their **alliance** themselves, teaching schools will **identify and co-ordinate** expertise in partner schools, using the best leaders and teachers to:

- **train new entrants to the profession** alongside other partners, including universities
- **lead peer to peer learning**
- **spot and nurture leadership potential**
- **provide support for other schools**

Who can become a Teaching School?

Designation is open to:

- **any phase of school**: nursery, primary, middle, secondary, 6th form college, special or PRUs/short stay
- **any type of school** including independent, academy, federated, faith school, free school or part of a chain
- **smaller schools**, such as small primaries, as the model enables two schools the flexibility to job-share the role of leading a teaching schools alliance

Who can become a Teaching School?

Designation criteria:

- a clear track-record of successful collaboration with other schools
- Ofsted outstanding for overall effectiveness, teaching and learning and leadership and management
- consistently high levels of pupil performance or continued improvement
- an outstanding headteacher with at least three years headship experience, and outstanding senior and middle leaders with capacity to support others

Specialist Leaders of Education

- **New designation** acknowledging the important role of middle and senior leaders in supporting system improvement
- **Excellent professionals** in leadership positions below the headteacher, with the capacity, capability and commitment to work beyond their own school
- **Outstanding in a particular area**, for example: a subject specialism; inclusion; ITT mentoring; performance management; behaviour; school business management
- **Designated and brokered by teaching schools**, but may be from any school

Resilient Leadership

Leaders as Learners

Optimistic and Cheerful Leadership

Courageous Leadership

3. Resilient Leadership

i) Utter determination



ii) Help from others



4. Being a learner



"The emerging picture is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world class expert – in anything....in study after study of composers, basketball players, fiction writers, ice skaters, concert pianists, chess players, master criminals, this number comes up again and again...It seems it takes the brain this long to assimilate all that it needs to know to achieve true mastery."

Daniel Levitin



“We got better and got more confidence. We couldn’t help it with all the experience playing all night long. We had to try even harder, put our heart and soul into it, to get ourselves over.

In Liverpool, we’d only ever done one-hour sessions, and we just used to do our best numbers, the same ones, at every one. In Hamburg we had to play for eight hours, so we really had to find a new way of playing.”

John Lennon

5. Optimistic and Cheerful leadership

"I have spent much of my life studying the great philosophies – but cheerfulness kept breaking through"



Photo: Rama

Leonard Cohen

6. Courageous leadership

“As for the future, your task is not to foresee it, but to enable it”

Antoine de Saint-Exupery