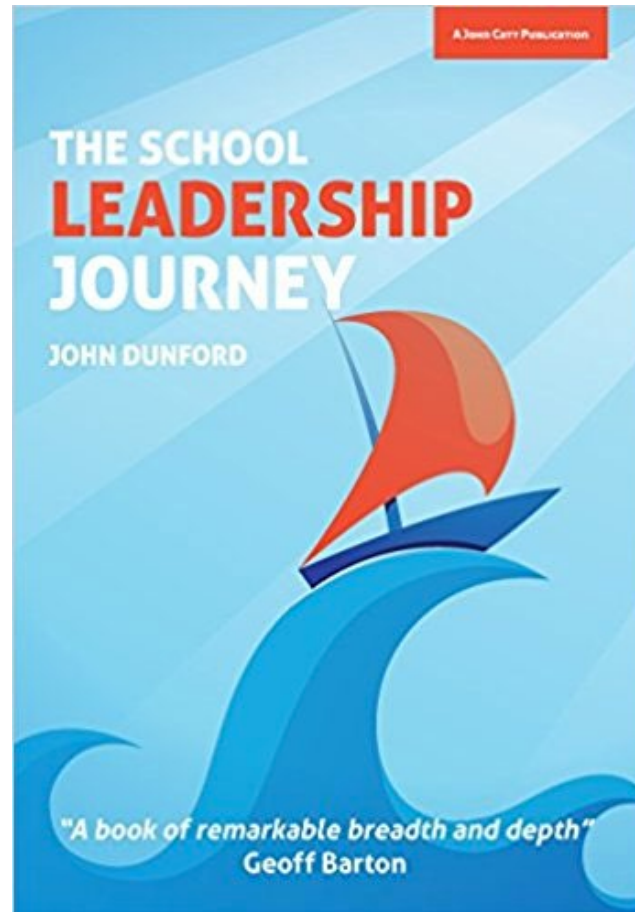


The School Leadership Journey

John Dunford

A recommended read



Values led leadership

- "When your values are clear to you, making decisions becomes easier." Roy E. Disney
- It is a vital part of the job of school leaders to ensure values remain centre stage, influencing every part of school life.

Values driven schools

Promoting values keeps a school on a steadier course, it make the job more doable and enjoyable, it brings professional control of the schools destiny and helps to avoid the feeling of constantly being reactive to government imposed change.

British Values

- Nov 2014 DfE set out British values guidance in the light of the Birmingham Trojan Horse affair.
- Schools have a duty to "actively promote" Fundamental British Values; the values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs.

The place of values in schools

- Do you have school values?
- If so, what are they?
- How were they established?
- Do they form the basis of recruitment and induction?
- Are they 'living' values?

What do 'living values' look like in practice?

- What examples of values do you demonstrate?
- What is important when supporting in a school other than your own?

First impressions matter

- 90-90 rule first time visitors form 90% of their view of a place in the first 90 seconds.
- What is the appearance of the school entrance and foyer?
- What welcome do you receive from the reception staff? They are a part of the outward-facing reputation of the school.

Leading a values led school

- The way pupils are spoken to
- The way they enter a classroom during a lesson
- What they do at break time and lunchtime
- Oral and written communication
- Seating arrangements in school offices

10 things learned on my leadership journey

- BE....principled, authentic, adaptable, learning-focused, distribute leadership, be outward facing, a servant leader, creative, restless, resilient, communicative and optimistic.

Leading Teaching

Teaching is for optimists, school leadership is for supreme optimists.

- "The quality and experience of the learner is dependent on the quality of teaching."
- Leading teaching is the most important aspect of being a school leader.
- The System Middle Leader: "I'm here to listen."

Niksham High School, Birmingham

- All schools can and will achieve
- Intelligence is not fixed, attainment is not pre-determined
- There should be no ceiling on achievement
- Students do not fail, they have just not achieved yet.
- Assessment as well as targets, should enable not limit
- Assessment is to support learning and the learner to make progress
- Marking and feedback are for students and should clearly describe what the students have achieved and what they need to improve.

Leading Accountability

" Plants don't flourish when we pull them up too often to check how their roots are growing."

Onora O'Neill

1840 - letter of instruction to inspectors (2 of them!)

It is of the utmost consequence you should bear in mind that this inspection is not intended as a means of exercising control but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement; and that its chief objectives will not be attained without the cooperation **of the school**; the inspector having no powers to interfere and not being instructed to offer any advice or information except where it is invited."

Intelligent Accountability

- School leaders will want to see inspections that are more clearly focused on two questions:
 - Are the pupils receiving a high quality education?
 - Does the school have the capacity to improve?
-
- The current climate has a view that inspections are too data reliant (Sir Mike Tomlinson) inspections should be data informed not data driven.

Leading the education of disadvantaged young people

Leadership project:

- Select a raising attainment task relevant to your role
- What is the in-school gap between disadvantaged learners and others?
- What is the gap between the disadvantaged learners in your school and non disadvantaged learners nationally?



50 things to do before you're 11 $\frac{3}{4}$ activities (The National Trust)

Climb a tree

Roll down a really big hill

Camp out in the wild

Build a den

Skim a stone

Run around in the rain

Fly a kite

Catch a fish with a net

Eat an apple straight from a tree

Play conkers

www.50things.org.uk

John Dunford quote

- Few aspects of school leadership are so rooted in values and moral purpose as the education of learners from disadvantaged backgrounds. By carefully using the evidence available on what works, and an innovative approach, school leaders. An make more of a difference in this area than in almost another."
- This may be the greatest challenge for our generation of school leaders but it is the aspect of leadership that can bring the greatest reward

Watering the plants: leading a learning school



- There is now evidence of the importance of leading professional development as a top priority activity for school leaders of successful schools.
- Grounded in research: Viviane Robinson gives objective support to the subjective view that nothing is more important for school leaders than encouraging and incentivising staff to engage in professional development which improves the quality of teaching.

5 dimensions of student centred leadership

- Establishing goals and experience 0.42
- Resourcing strategically 0.31
- Ensuring quality teaching 0.42
- Leading teacher learning and development 0.84
- Ensuring an orderly and safe environment 0.27

4 tests of good CPD

- Where is the evidence that this activity will help me and my students?
- What follow up and support are in offer?
- Will the training help to evaluate its impact?
- You say you're good- but who can corroborate your quality?

Engagement in Research

Professors of medicine carry out research and teaching while continuing to treat patients; professors of education rarely teach in schools even when their research is school focused and school teachers are rarely involved in research. Maybe a direct consequence of this is the link between teaching in schools and education research is weak.

CPD to JPD

- Joint practice development was defined by Michael Fielding as "learning new ways of working through mutual engagement that opens up and shares practice with others."
- Learning from and with each other. Important development for MATs and alliances working together.
- CPD: transfer of knowledge or best practices from an expert presenter to his/her audience.

A new professional development landscape

- Professional Development Standards 2015
- Demise of NCSL/ NCTL (2016)
- New Foundation for Leadership in Education; aim to plan clear development routes for school leader development and will QA other organisations providing leadership training.
- College of Teaching: Dame Alison Peacock
- Regionalised development and learning

Tim Brighthouse: 6 Tasks of School Leadership

- Create energy
- Build capacity
- Meet and minimise crisis
- Secure and enhance the environment
- Seek and chart improvement
- Extend the vision of what's possible.

Successful school leadership: 12 leadership behaviours

- Principled
 - Adaptable
 - Distributed
 - Outward looking
 - Restless
 - Communicative
- Authentic
 - Learning focused
 - Servant
 - Creative
 - Resilient
 - Optimistic

Victor Lopez

Ten characteristics of principled leaders in business, government and the academic world

1. They put the interests of the institution they serve above their own self interest
2. They understand that their character is defined by the small acts they perform when no one is watching.
3. They recognise that respect must be earned over time but can be lost in an instant.
4. They promote their people not themselves
5. They take responsibility for failure by themselves and others