

Leading uphill

and avoiding Grand Old Duke of York syndrome

The Plan

- ☐ **Some old stuff**
- ☐ **Only louder**
- ☐ **More old stuff**
- ☐ **With some new tunes**
- ☐ **Some new stuff**
- ☐ **The tried and trusted finish**

Because you're mine

I walk the line

Which Line or Which lines????

- ☐ **The line between madness and sanity**
- ☐ **..... between survival and surrender**
- ☐ **..... between hope and despair**
- ☐ **..... between creativity and compliance**
- ☐ **.....between your ambitions and “their”
demands**

What draws the lines?

- ☐ Increasing complexity in young people, communities, contexts and demands
- ☐ A fragmenting system with reduced support
- ☐ A recruitment crisis
- ☐ A funding crisis
- ☐ A dialogue with the deaf -
- ☐ who won't read the signs and refuse to lip read
- ☐ An overdose of leadership?/An overemphasis on leadership????

..... and

☐ “Being a headteacher now is like being pecked to death by hens”

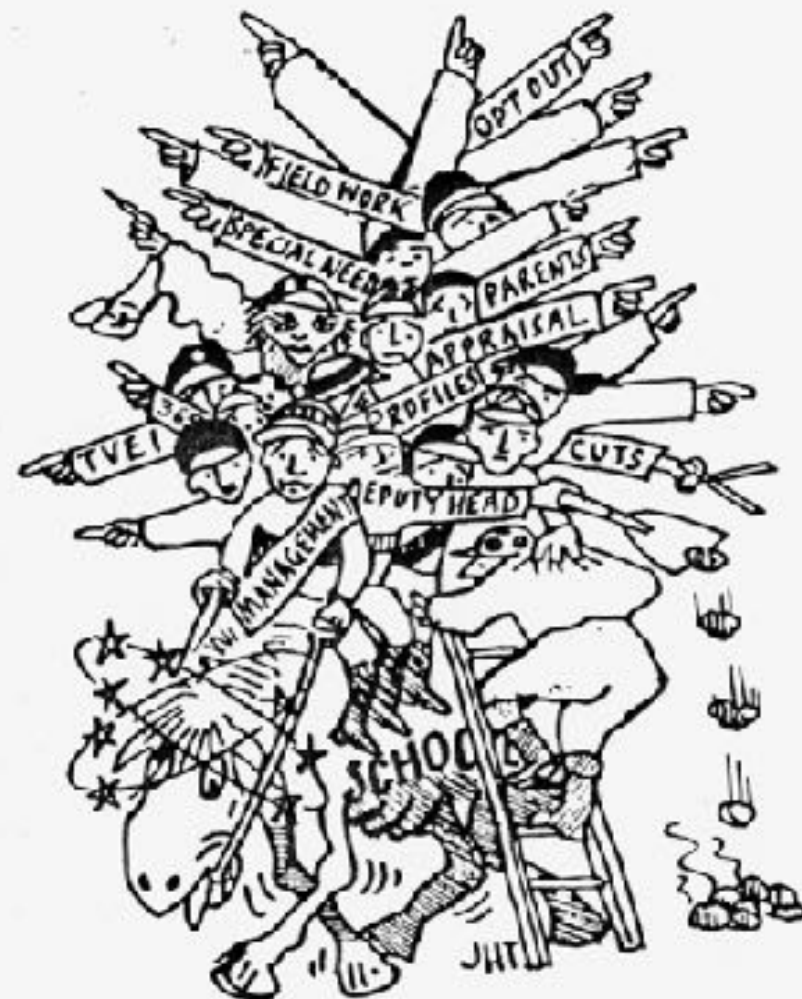
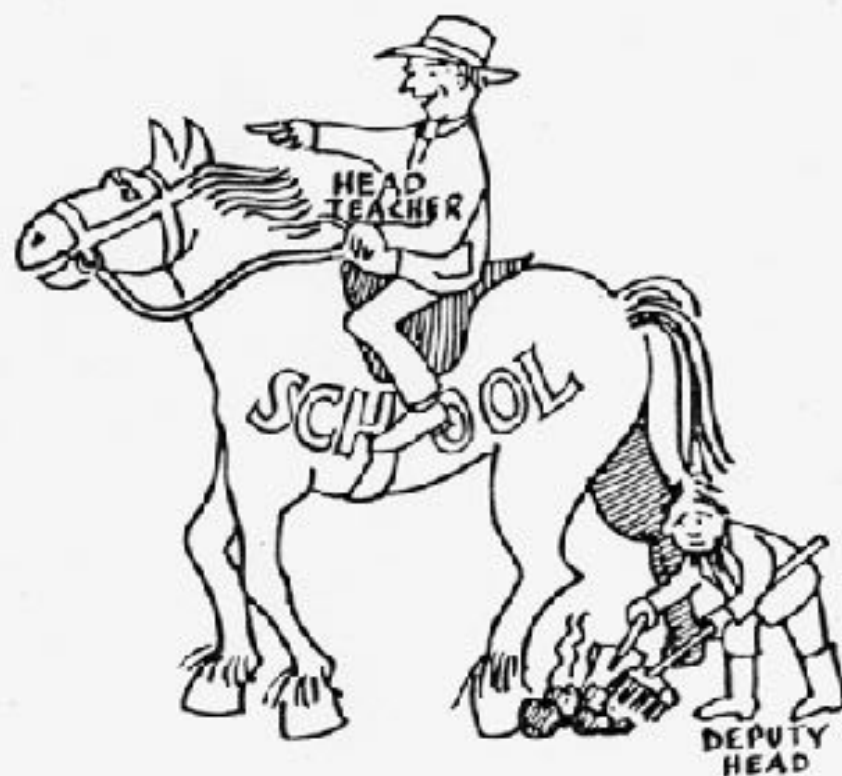
☐ “We’re in a marriage, you’re just having an affair”

☐ “and being a teacher is like being pecked to death by

☐ everybody”
~~Everybody~~ “Everybodysuck stops here!”

☐ “If the hot air coming down immediately from above, it’s coming up at you from below. It’s like having a shower and a douche at the same time”

THEN & NOW





Monday
8:00 am



Thursday
4:00 pm



AND.....

- ▶ The vocabulary of exhortation
- ▶ The irritating cult of perfection
- ▶ 57 varieties of improvement
- ▶ Working smarter

+

- ▶ Vulnerability/Impostor syndrome
- ▶ Over developed sense of responsibility
- ▶ Comparing against the best
- ▶ Measuring against the height of your ambition

ONE SIDE OF THE LINE.....

- ▶ Cynicism
- ▶ Leaving
- ▶ Working harder?
- ▶ Worrying more?
- ▶ Neglecting other things/people?
- ▶ Stress?
- ▶ Drink?
- ▶ <https://www.youtube.com/watch?v=NxvDCx-ILhk>

Reasons to be cheerful

- ☐ Amanda Spielman's speech at the Daily Telegraph Festival of Education
- ☐ of all places
- ☐ a possible end to arrogance and ideology

.....**or**

- ☐ **Agree what matters**
- ☐ **Agree the breakable plates**
- ☐ **Establish the subtraction habit**
- ☐ **Focus**
- ☐ **Manageability, coherence and consonance**
- ☐ **Simplification**

What makes a difference

- ▶ **There are at least four important ingredients for improving education. The first are the professional skills of those who work with children.**
- ▶ **Research has shown that factors like national or regional policies are less influential on pupils' achievements than factors within each school**
- ▶ **Of the school factors, the skills of staff came top.**
- ▶ **The most important of these was effective classroom management**

The other factors

- ▶ **The second vital ingredient is the raising of aspirations and expectations.**
- ▶ **Third, staff morale and attitude to their craft. It is hard to improve what you do through clenched teeth.**
- ▶ **Fourth is the climate within the school..a positive attitude to improvement in which people look at what is happening in classrooms, reflect on it and implement judicious change**

What makes learning successful?

- ☐ **"My father would cry reading Dickens to us as kids. These are the passages I remember." Malcolm Gladwell**
- ☐ **"One looks back with appreciation to the brilliant teachers - but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material - but warmth is the vital element for the growing plant and for the soul of the child." Carl Jung**



Raising attainment -the three ways.....

- ☐ **By engaging the disengaged learners who currently don't or barely register in attainment**
- ☐ **By improving learners' performance in the latter parts of assessments**
- ☐ **Enhancing consistency in teaching practice**

THE AVERAGE CHILD

by Mike Buscemi

I don't cause teachers trouble;
My grades have been okay.
I listen in my classes.
I'm in school every day.

My teachers think I'm average;
My parents think so too.
I wish I didn't know that, though;
There's lots I'd like to do.

I'd like to build a rocket;
I read a book on how.
Or start a stamp collection...
But no use trying now.

'Cause, since I found I'm average,
I'm smart enough you see
To know there's nothing special
I should expect of me.

I'm part of that majority,
That hump part of the bell,
Who spends his life unnoticed
In an average kind of hell.

For some of our children it is not enough to add value. For some, the concept of “potential” is close to “the soft bigotry of low expectations”. We need to change the narratives of their lives”

– David Cameron

2 big questions

- ☐ **How do we give children the opportunities to surprise us?**
- ☐ **How do we allow ourselves and our colleagues to surprise ourselves and each other?**

What can creating do?

- ☐ **Allow success that is evident**
- ☐ **Offer the possibility of revisiting failure and recovering**
- ☐ **Give a sense of control**
- ☐ **Change the sense of self**
- ☐ **Add a vocabulary**
- ☐ **Offer engagement**

- Through art, education and experience we learn who we are and who we might become

What is beauty?

What is your answer?


How would you present your answer?

REACTIONS/RESPONSES

- ▶ Moved?
- ▶ Impressed?
- ▶ Surprised
- ▶ Other (please specify)

HOW WOULD YOU MARK IT?

- ▶ What would you feed back?



IS THERE A “RIGHT” WAY TO LEARN?
SHOULD WE AVOID DICHOTOMIES?
**HOW SHOULD WE THINK ABOUT
LEARNING?**
**WHAT MIGHT BE AN EQUIVALENT IN
YOUR SUBJECT AREA?**

Leading through, leading
with, leading for.....

Prepositions for leadership

The Teacher

'I have come to the frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated, or de-escalated; a child humanised or dehumanised'

But.....

- ☐ **Who builds the shelter belts?**
- ☐ **Who controls the climate?**
- ☐ **Who keeps sending in the sodding hurricanes?**
- ☐ **Who has even a vague chance of influencing them?**

..... and yet!!!

- ☐ **You consistently give a reason to believe**
- ☐ **You find ways**
- ☐ **You make differences**
- ☐ **and even when you don't.....**
- ☐ **you persist**

The role model?



Some gems from Sir Michael

- ✦ ' If anyone says to you that staff morale is at an all-time low, you know you are doing something right.
- ✦ "We need head teachers in our secondary schools that are going to be really transformative leaders, and we have not got enough of them. We need battlers, we need bruisers, we need battle-axes who are going to fight the good fight and are absolutely determined to get high standards. We have got too many appeasers in our secondary schools who are prepared to put up with mediocrity."

And Machiavelli

- ✧ "Upon this a question arises: whether it be better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, is much safer to be feared than loved, when, of the two, either must be dispensed with."

- ✦ "Because this is to be asserted in general of men, that they are ungrateful, fickle, false, cowardly, covetous, and as long as you succeed they are yours entirely friendships that are obtained by payments, and not by greatness or nobility of mind, may indeed be earned, but they are not secured, and in time of need cannot be relied upon; and men have less scruple in offending one who is beloved than one who is feared, for love is preserved by the link of obligation which, owing to the baseness of men, is broken at every opportunity for their advantage; but fear preserves you by a dread of punishment which never fails."

- ✦ The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant. —Max DePree
- ✦ My own definition of leadership is this: The capacity and the will to rally men and women to a common purpose and the character which inspires confidence. —General Montgomery

- ✦ It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership. — Nelson Mandela
- ✦ There are three essentials to leadership: humility, clarity and courage. —Fuchan Yuan

(Letter from the Duke of Wellington dispatched from Spain in August 1812)

- ✦ Gentlemen
- ✦ Whilst marching from Portugal to a position which commands the approach to Madrid and the French forces, my officers have been complying diligently with your requests which have been sent by H.M ship from London to Lisbon and thence by dispatch to our headquarters. We have enumerated our saddles, bridles, tents and tent poles, and all manner of sundry items for which His Majesty's Government holds me accountable. I have dispatched reports on the character, wit and spleen of every officer. Each item and every farthing has been accounted for , with two regrettable exceptions for which I beg your indulgence.

- ✦ Unfortunately the sum of one shilling and ninepence remains unaccounted for in one infantry battalion's petty cash and there has been a hideous confusion as to the number of jars of raspberry jam issued to one cavalry regiment during a sandstorm in western Spain. This reprehensible carelessness may be related to the pressure of circumstance, since we are at war with France, a fact which may come as a bit of a surprise to you gentlemen in Whitehall.
- ✦ This brings me to my present purpose, which is to request elucidation of my instructions from His Majesty's Government so that I may better understand why I am dragging an Army across these barren plains. I construe that perforce it must be one of two alternative duties, as given below. I shall pursue either one to the best of my ability, but I cannot do both:

- ✦ 1. To train an army of uniformed British clerks in Spain for the benefit of the accountants and copy-boys in London, or, perchance,
- ✦ 2. To see to it that the forces of Napoleon are driven from Spain.
- ✦ Your most obedient servant
- ✦ Wellington.

So.....

- ✧ What do you think?
- ✧ Pick your preposition

What are the models for educational change?

- ☐ Data led
- ☐ Driven
- ☐ Autocratic
- ☐ Top down
- ☐ Structural
- ☐ Collegiate
- ☐ Bottom up.....

- ☐ **Where do you see yourself on that spectrum?**
- ☐ **Where would you like to see yourself (if different)?**



MANAGING COMPLEX CHANGE



Adapted from Knoster, T (1991) Presentation at TASH Conference, Washington DC
(Adapted by Knoster from Enterprise Group Ltd)

Clarity of Purpose

Purpose is not simply a target that an organisation chooses to aim for - it is an organisation's reason for being. It needs to express what the organisation wants to accomplish in providing value to its stakeholders - and describe how these accomplishments can be measured.

Aims and ambitions

- ☐ **Schools must make it very clear what they stand for and must have a clear vision of what they are trying to achieve. The vision will always be there for them as a goal and will support and encourage when things go wrong or are difficult. Knowing what you want to achieve is crucial. Without that, there will be no progress**

A real vision

..we believe that people are important, the children placed in our care, the adults who spend their working lives in the school, the parents and members of the wider community.

We believe that education is about every aspect of human personality and achievement. This view requires that teachers give generously of their ideas and the community to welcome those ideas

What we teach must work for all the children and tap all their potential talents, not just some of them.

The curriculum that we offer must be broad, balanced and progressive. It must reach out and touch all children in a way that makes sense to each individual child. It must motivate each child, involve each child, inspire and enlighten each child. It must be a curriculum that recognises that there are many kinds of knowing, feeling and expressing truth.

What is excellence?

- ☐ **It is achieved when all young people are enabled to achieve all that they can and are enabled to meet the challenges of their future**
- ☐ **It is only fully achieved when those who are in greatest need are best served**
- ☐ **It concerns adding value not confirming expectations**

☐ **Is your vision clear enough?**

☐ **Is it inclusive?**

☐ **Does it bind?**

Priorities

- ☐ **Decisions about priorities must inevitably be made. This involves moving from the separate, perhaps even conflicting, priorities of individuals or groups, to a systematically compiled set of priorities which represent the overall needs of the whole school community**

Priorities

- ☐ **Three principles should guide this process of choice:**
- ☐ **manageability - how much can we realistically hope to achieve?**
- ☐ **coherence - is there a sequence which will ease implementation?**
- ☐ **consonance - the extent to which internal priorities overlap with external pressures for change?**

-
- ☐ **Schools which recognise consonance are more able to see opportunities for focusing their development work on the achievement of students and the teaching and learning process through externally generated change**

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- ☐ **Do the “filters” make sense to you?**
 - ☐ **How do they relate to your current practice?**
 - ☐ **How might you develop/apply them?**

Leadership or responsibility?

- ☐ **Is there a confusion?**
- ☐ **Have we talked about dispersing leadership when we mean honouring responsibility and fulfilling roles?**
- ☐ **Is this what leadership is - making sure that everyone sees their responsibilities and fulfils them?**
- ☐ **And sharing leadership to ensure succession planning**

Leading learning

Leaders are lead learners, making class visits, giving feedback, sharing insights widely and stimulating self-evaluation. They prompt an on-going focus on the craft of teaching. They share the findings of research.

Vision, values and aims

- Know what you want to achieve – focus on learning and teaching
- Communicate this to your department
- Demonstrate your vision through day to day activities
- Emphasise the importance of your team in making the vision happen
- Regularly revisit your vision – it can & will change

Leadership lessons

- ☐ **Consistency**
- ☐ **Persistence**
- ☐ **Generosity**
- ☐ **Getting beyond self**
- ☐ **Getting the best people and enabling them to be the best**
-create the team

.... And more

- ☐ See things clearly – tell them simply
- ☐ Keep the focus
- ☐ Get rid of the clutter
- ☐ Everything fit for purpose
- ☐ Leadership and management = 2 wings/1 bird
- ☐ Leadership without legacy = pan+ flash

Need to Balance 2 Key Aims



- ☐ **Accepting/validating the difficulty vs Promoting the possibility of change**

What makes us safe?

- Links back to curriculum
- Map on to pathways
- Commitment to capture
- Feedback and metacognition
- Learners voices

..... and above all.....

- Belief
- Confidence
- Trust

A change is gonna come

a charter for optimists

**If I'd wanted to be a performer, I'd
have joined the circus**

- ☐ And don't you sometimes feel you
have????????

The recap.....

- ☐ The cult of “outstanding”
- ☐ The idolatry of the event
- ☐ The tyranny of data
- ☐ The Tao of Targets
- ☐ The primacy of threat over trust

What matters?

- ☐ **Bringing together the learners and the learning**
- ☐ **Overcoming the static friction of disadvantage**
- ☐ **Getting learners engaged**
- ☐ **Caring enough to make a difference**
- ☐ **Knowing enough to make a difference**
- ☐ **Context**

What do leaders need?

- ☐ Clarity
- ☐ Commitment
- ☐ Courage
- ☐ Collegiality

What you need to think about?

- ☐ **A curriculum for learning**
- ☐ **Delivery for learning**
- ☐ **High wires or safety nets?**
- ☐ **Equipping for success or focusing on failure?**
- ☐ **Compasses or maps?**
- ☐ **Making the best of what you do the new orthodoxy**

What you need to think about

- ☐ **How do we best serve learners?**
- ☐ **How do we build links and establish progression**
- ☐ **Setting the bar for consistency in quality and then achieving it**
- ☐ **Setting ambitions as well as providing care**

Some Principles

- ☐ **Change should only be driven by self-evaluation, provided that self-evaluation is realistic and takes account of economic and social changes**
- ☐ **If all learners were experiencing the best practice in our schools, we would not be talking about system change**
- ☐ **Any change has to be rooted in current practice**

Effective Qualities

- ▶ **Sharing the management of learning with pupils**
- ▶ **Promoting the belief that attainment can improve**
- ▶ **Using a wide range of sources of information**
- ▶ **Identifying a range of needs**
- ▶ **Responding to needs**
- ▶ **Giving and receiving feedback**
- ▶ **Using a range of sources of support**

The 4 big questions

- ▶ **What are you going to do to improve your practice?**
- ▶ **What help or support will you need to make that improvement?**
- ▶ **What outcomes will you expect your young people to achieve as a result of the improvement?**
- ▶ **What evidence will you look at to determine if the improvement has been made?**

**Time
and
Effort**



Impact

The Leadership Hierarchy

☐Obstruction

☐Abdication

☐Instruction

☐Direction

☐Enablement

☐Empowerment

Whatever the model....

- ☐ Leadership has to be collegiate
- ☐ It concerns leading people not managing institutions
- ☐ It has to be founded on belief, knowledge and understanding
- ☐ It requires skill
- ☐ It needs purpose
- ☐ It has to be informed by evidence
- ☐ It must be judged by outcomes

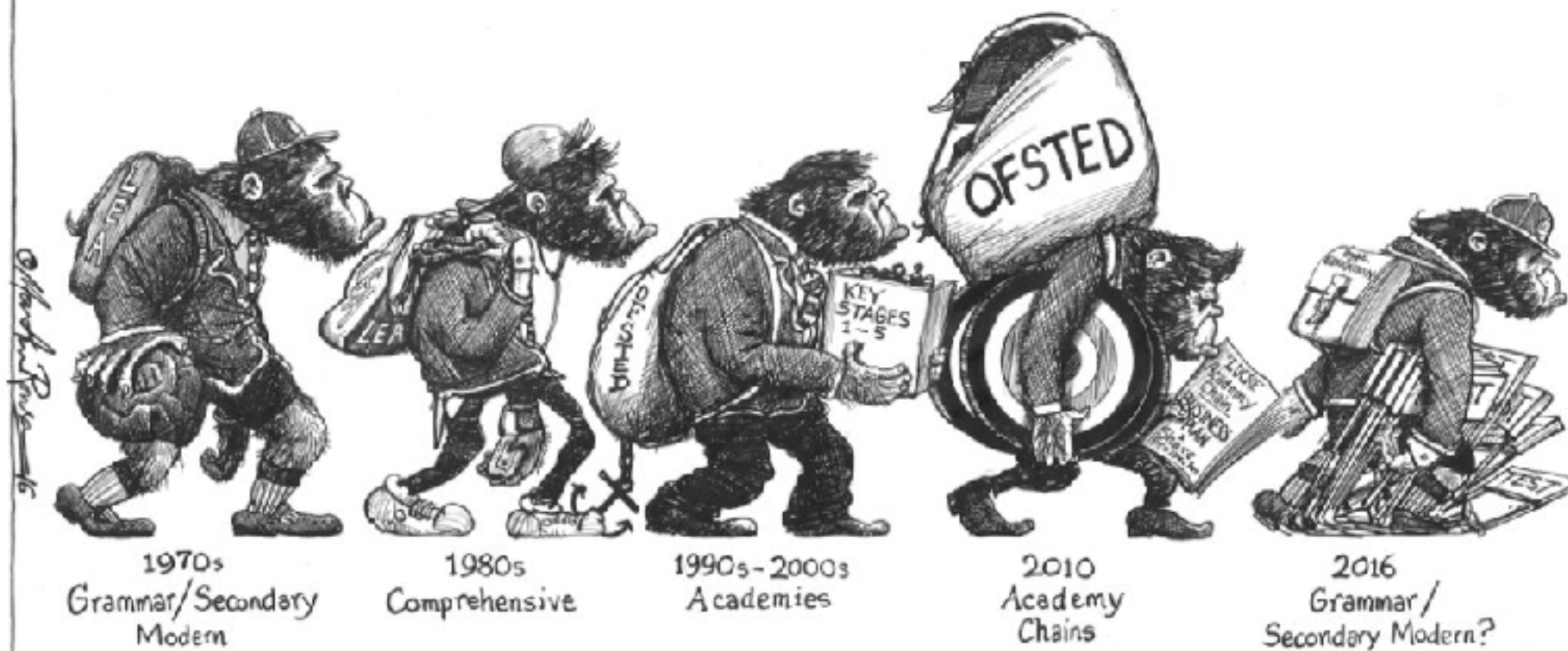
Some words from that Hattie boy

- ☐ **“Coalitions of success”**
- ☐ **“No teacher left behind”**
- ☐ **“You can control the narrative of your school”**

-
- ☐ **Beautiful concept – “privileged expertise”**
 - ☐ **“It’s the moment by moment decisions that school leaders and teachers make”**
 - ☐ **Become evaluators – the key question is “so what”**
 - ☐ **The power of consistency**
 - ☐ **The hegemony of trust**

-
- ☐ **“Standards without assessment are not worth the paper that they are written”**
 - ☐ **”There has to be rigour”**
 - ☐ **Collectivism and consistency**
 - ☐ **Clearly diagnose the condition before you reach for the prescription**
 - ☐ **“The politics of distraction are everywhere”**

EVOLUTION



So.....?

- ☐ We need to create a culture where we all believe we can make a difference and have a common view about what that difference is
- ☐ We need to create the conditions where we can make that difference
- ☐ We need to listen, to learn and to act
- ☐ We need to build on the work done

What this means?

- ☐ **Doing more of the things that we know work**
- ☐ **Finding out what works**
- ☐ **Thinking about what else might work**
- ☐ **Understanding the context**
- ☐ **Sharing and applying**
- ☐ **Informed ambition and aspirational comparison**

The Need for Partnership

- At a time when there is increasing emphasis on devolving decision-making and responsibility to local level, it is important to stress the continuing role of collective leadership. Education is a public service and all learners are entitled to provision that will enable them to achieve, or exceed their potential. This equivalence of opportunity cannot be achieved through individual schools or agencies working in isolation. Nor can it be achieved through market forces. There is a collective responsibility, therefore, to ensure a consistently high quality of education in all communities

.....and

- ☐ **Complexity defeats individualism**
- ☐ **Multiple intelligences solve problems**
- ☐ **New challenges and new situations require new solutions**
- ☐ **Limited resources, be that finance, talent, imagination, experience, knowledge or whatever, need to be shared resources**

- In a complex and changing world the answers will come from the choir, not the soloists

Sharing the Gifts

- ☐ What would your top tip be from your experience?
- ☐ What advice would you offer to others?
- ☐ Identity any change in your practice that you will/might make as a result of today?
- ☐ What more could your association do to support you – training, negotiation, manifestos?
- ☐ What are they already doing that you could take better advantage of?

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