Improving and supporting leadership

Working with schools in the UK as a leadership coach

Bill Griffiths

My Journey

- A long journey working with many schools and headteachers
- 67 schools and headteachers
- Local area adviser
- National leadership consultant
- Since 2011 NLE (National Leader of Education)

Most of the time I have been a serving headteacher and had secondments/ day release to coach.
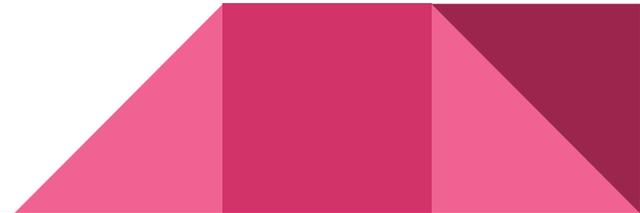
History

Started teaching lower secondary in 1984 in Oxford

Moved to London and taught in middle schools 8-12 years old- speciality in English, PE and integration of Special Needs

1990 moved to Leicester as Senior teacher in charge of English, Assessment and PE.

1993 Became Headteacher of large primary school in a very tough deprived area. Many really difficult problems- vandalism, arson, violence and pessimism.
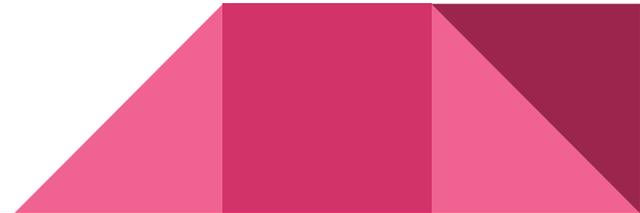
1n 1996 I was asked to take on a school (Eastfield) that was failing and needed a new direction. We were inspected and went from failing to outstanding.

Our Leicestershire Education bosses recruited me to support other headteachers from 1998 onwards.
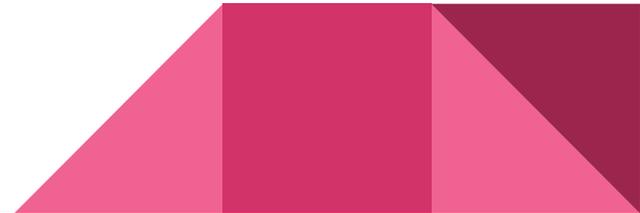
So …. Leadership

I have been many different types of leader for different circumstances and I have evolved and changed.

Good school leaders develop, modify and change.

There is not one style or method

But…. there are some key principles.
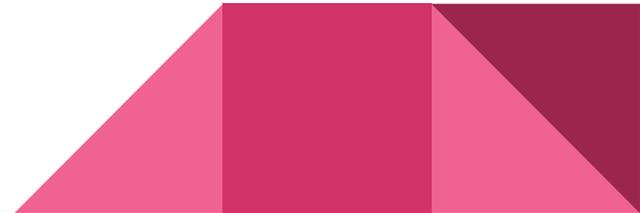
Know yourself - your default setting and style might not work

Know you team- who is difficult, who is a champion, who is scared etc

Know you school- history, successes, failures, strengths and weaknesses

Know your community- the stresses, the changes happening, the local pride

BEFORE YOU DO ANYTHING MAJOR

But always …………..

Reflect

Listen

Empathise

Show humility

Act with integrity
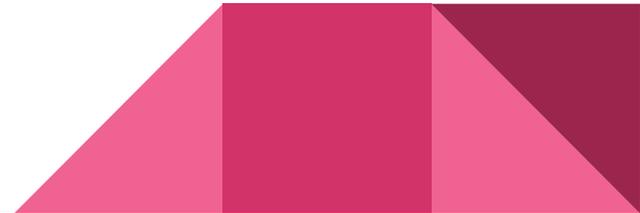
On a mission!

Different Approaches

- Big Stick
- Mother Earth/ friend
- Ferrari Inspirer
- Committee management
- Distributed leadership/ teamwork

There are many many different styles and definitions. Some work well for a while and some get fast results. Today I want to talk about sustained successful and happy schools and how we can help head teachers get there.
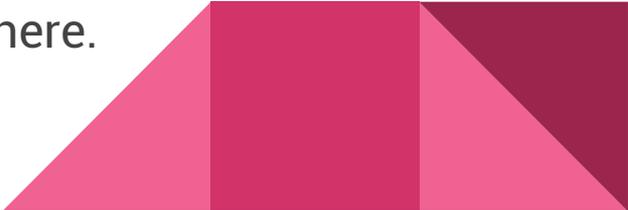
On Leadership … Scott was dour, bullying and controlling; Shackleton was warm, humorous and egalitarian … Scott tried to orchestrate every movement of his men; Shackleton gave his men responsibility and some measure of independence. Scott was secretive and untrusting; Shackleton talked openly and frankly with the men about all aspects of the work. Scott put his team at risk to achieve his goals; Shackleton valued his men's lives above all else.

Scott's men died. All of Shackleton's men survived the wreck of their ship, Endurance in the crushing Antarctic ice, stranded twelve thousand miles from civilization with no means of communication. Isolated for almost two years on an Antarctic ice flow, Shackleton and a few of his men endured an eight-hundred-mile trip across the frigid south Atlantic in little more than a rowboat to get help for his men. All twenty-seven men in the crew survived in good health.

— *Morrel & Capparell, 2001*

https://www.youtube.com/watch?v=qj0fAYiY09A#action=share tion=share

How do we identify schools needing support?

In the UK it is one or more triggers.

Data

Finance

High staff turnover

Parent concerns

New headteacher in place or no headteacher at the time

Unsuccessful school inspection

It is often a combination of factors.

I would be given a set of data and other intelligence on the school but I would not assume the full story is there.
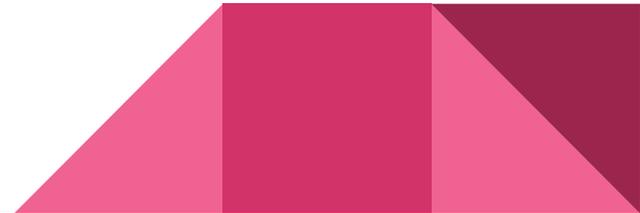
My experience of coaching headteachers

67 schools so far

Some for 3 or 4 days

Some for 30 days over 18 months

Some very small rural and some large urban and deprived.

ALL UNIQUE so how would I start?
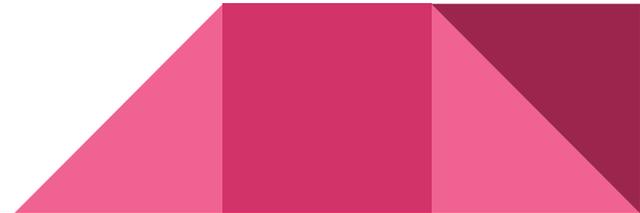
Listen to the story - the start of a coaching model

The first thing is establish relationship: less a judge and more an audience.

Hear where the person and the school has been and where they are now.

You cannot navigate unless you know where you are.

Invite colleagues to tell their story.

Establishes trust and brings the jigsaw puzzle together.

Be a confidential partner as a coach

Start to analyse the organisation.

Stake holder mapping

Where is the power, the influence, the positivity and the resistance?

Why do people feel the way they do?

Quick wins?

Build teams for the longer term

Stakeholder Map

Degree of Influence

High (3)
Medium (2)
Low (1)

Go (1) On the fence (2) No Go (3)

Commitment to Change

Large circles = large influence

Red = Relationship not functioning well

Near circles = Important relationship

Green = Good positive relationship

Line strength =strength of communication

Yellow= Relationship needs work

Stakeholder Mapping

Taylor Made Solutions 2009
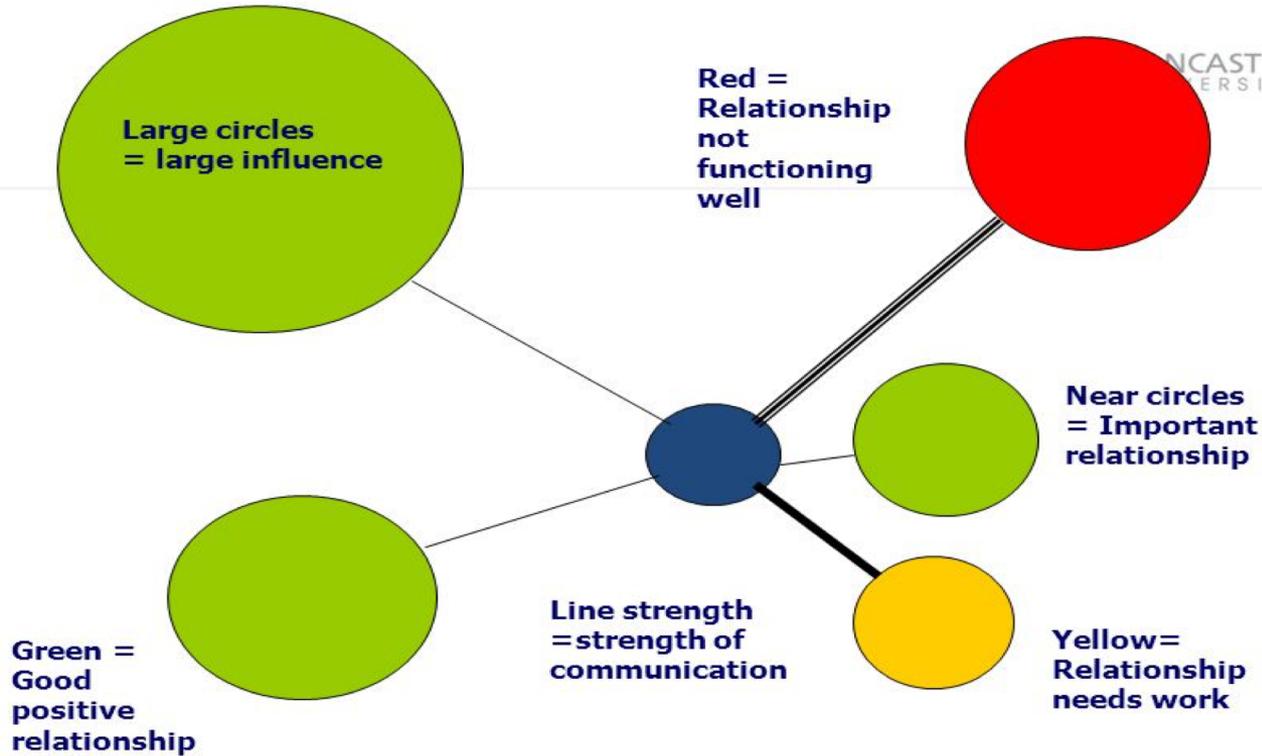
Agree the key problems and rank them with reference to evidence

Use PS/TB in pairs or small groups- find alignment

Encourage creativity
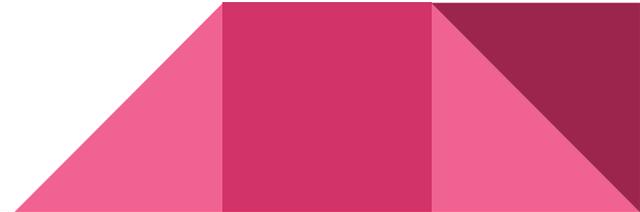
Problem-Solving and Team-Building Process

The Seven Step Process

1. Headline the problem
2. Provide background
3. Generate ideas
4. Select ideas
5. Capture benefits & concerns
6. Work critical issues
7. Assign tasks and plan activities

Headline

Back-ground

Idea Generation

Idea Selection

Benefits & Concerns

Critical Concerns

Action Plan

PS/TB

Solve problems and get Results
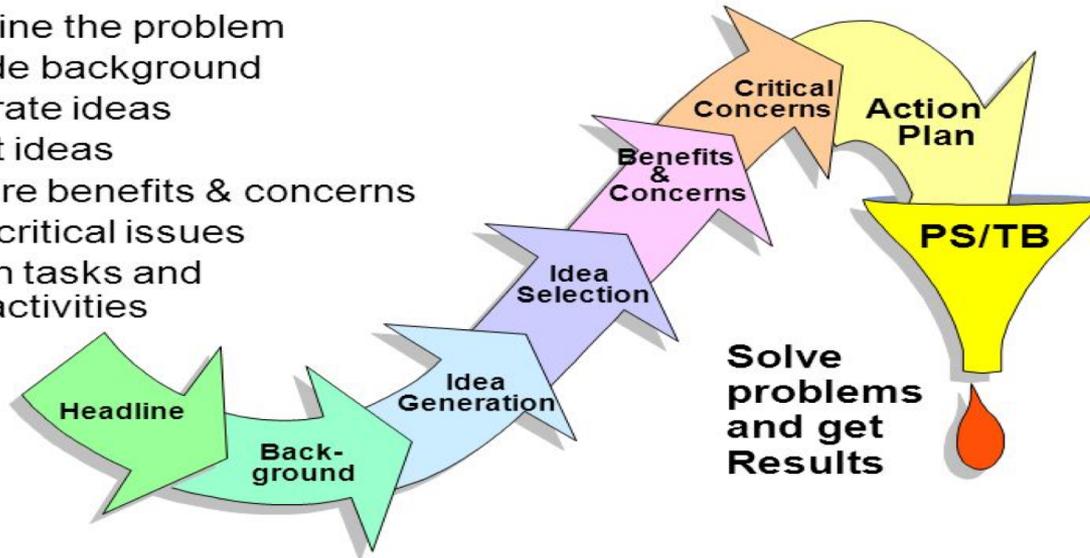
The Application of Creativity and Problem Solving to the Workplace

- Promotes team-building
- Increases motivation
- Generates novel ideas
- Provides structure for arriving at creative solutions
- Cultivates open-mindedness
- Fosters personal growth and the development of insight

Do not tell them the answer

Do not use your own or someone else's solution

The Client owns the problem and the solution! The coach cannot implement it

Do not be pessimistic and bang head on the wall

https://youtu.be/pXCPXYfcBzk

School: St Francis Catholic Primary School, Melton.

Date: 24.10.15

Context: Outstanding judgement to RI (Ofsted 2015). HMI monitoring visit in Oct 2015...
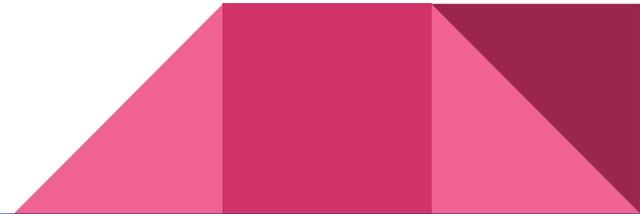
Priority 1: Behaviour	Success Criteria
Pupils' general behaviour around school is exemplary with respect and good manners at all times. **Data shows:**	All inadequate teaching and RI teaching has been reduced significantly (halved) by training with NSS or **other appropriate action.** Staff use assessments in lessons and outside to make necessary provision to accelerate progress. All children know how good learners show resilience and independence in lessons

Actions, inc CPD	Date	Who	Milestones	Outcomes	Monitoring	Gov Monitoring	Costs	Status RAG
Work Scrutiny- Look at the quantity and quality, including differentiation of work in Maths and English books. With NSS and SLEs. Special emphasis on Maths	27th Oct (SLT Review) Book scrutiny and feedback.	JA, GB, CV, KW	Dec Feb May	Consistency across school. High standards. Differentiation in place. Books show excellent progress in year and across year groups.	Staff: SLT (Evidence?)	Gov: Curriculum Com (Evidence?)		R
Improve capability of LSAs and their deployment –	Nov?	JA NLE	Dec Feb	Well deployed LSAs, evidence in planning,	Staff gov sit (Evidence?)			R

Raising Attainment Plan (RAP)

School:
Date: 8 Sept 2015

Context: The school was inspected in May 2014 and was judged to 'require Improvement'. This is the second RAP provided by and supported by STEP. Priorities are borne out of 2015 Key Stage data analysis and continue to support the key priorities from Ofsted.

Priority 1: Accelerate progress in reading in KS2.	Success Criteria: Greater rate of progress than national, historical equivalent to 3 levels of progress ie Target 35% above expected progress

Context:
KS1 data for Reading was very strong with a high percentage of pupils at Level 3. Results were externally moderated. With changes to the assessment system, this group of pupils needs to remain a high focus to ensure that they meet higher than expected attainment at the end of Year 3 and that progress is maintained than old historical equivalent of 3 levels.

KS2 progress was a concern this year - especially at greater than expected progress with that % being lower than the National average.

Actions, inc CPD	Date	Who	Milestones	Outcomes	Monitoring	Gov Monitoring	Costs	Status RAG
Baseline assessment of reading to check accuracy of assessment, especially children at level 3 in Year 3.	Sept 15	TR & KJ	September baseline November February June	Greater rate of progress than national, historical equivalent to 3 levels of progress. 35% based on early 2015 National of 34%	LJ & AA Pupil progress meetings monitored to ensure that children are on track to meet %. Where not - individual action plans for children set up.	RW Receive a report from LJ/AA that indicates current standing against this action.	£100 x 3	

| Priority 2: To improve the attainment and progress in Maths for all learners. | | | | | Success Criteria: For Maths to be above national for all groups of children. | | | |

Context: Identify girls' attitudes and competency in maths in current Yr6. Last Yr 6 was a disrupted year where a significant number of girls under performed in maths.

Actions, inc CPD	Date	Who	Milestones	Outcomes	Monitoring	Gov Monitoring	Costs	Status RAG
Pupil conferences - all girls in Yr 6, sub divided into HAPs, MAPs & LAPs.	Oct 15	KJ	Oct 15 March 16 (HJ)	Girls demonstrate a good level of competency in maths and high levels of confidence.	AA Receive report based on pupil conferences outcomes.	Maths Governor to pair up with maths coordinator and produce a report on girls attitudes in maths.	£160	
As above also in Yr 3.	Oct 15	KJ/HJ	Oct 15 March 16 (HJ)		AA	As above also in Yr 3.	£160	
Work scrutiny of books in Yr 3 & Yr 6 by Maths coordinator.	Oct 15	KJ/HJ	Oct Feb May	Cohort on track to exceed national levels of progress.	AA	Maths Governors to discuss report with SLT.	£160	
To support caretaker maths coordinator, to include SLE/mentor support from STEP.	Aut 15	KJ	Yr 6 & Yr 3 girls to take past papers in Nov & Feb.	That progress in maths is maintained throughout the year.	Joint staff & governor review of milestones and outcomes.		£350	

Review comments, inc evidence.
Impact statement

Getting the school culture right

- Open doors
- Sharing ideas, successes and failures
- Making set time to collaborate
- No one person is perfect or has the best ideas
- Lesson planning in pairs
- Sharing books together as a team
- Data to share and analyse but <u>not to criticise</u>
- Colleagues observe each other not making grades!
- Action based research- try it out
- TALK TALK TALK TALK

Little things that matter

- Public praise
- Time in staff meeting to 'butterfly'- this is giving a small presentation of a simple teaching trick.
- Tour of the school together as a team- spot the nice things
- Headteacher teaches with an observer
- Buy small improvement for the classroom
- Cakes

What little thing made you feel good as a young teacher?

Involving all partners- the bosses, the parents and the children

- Communication that is manageable but meaningful
- Sell the good stuff- praise the whole school community
- Open days and tours
- Suggestion boxes
- Surveys
- Small focus groups
- Student voice, a council, subject champions, meeting with the headteacher
- Make them know they make a difference

Looking after yourself

- Set limits regarding time
- Do not worry about targets as long as children are doing well and are happy
- Make time to tell yourself you have done a good job
- Keep the big picture in focus
- Make time to research, read and network
- Get out of the office and spend non-threatening time in the classrooms
- Take a morning at home to catch up.
- Rome was not built in a day- be realistic!
- A recent failure will be smaller than a future success
- Be positive

Big Tickets of school improvement

- Form good alliances

In school and with other schools, in Finland and abroad, it takes time and effort to build networks but so important to have.

Personal and school growth from getting new ideas, exploring new ways of doing things and just someone to talk to.

Teachers benefit from sharing and visiting other schools. Again getting the culture right and establishing the right protocol.

Using technology to share ideas and get support.

Being insular - an island - is a big risk.

- Sustainable change is based on slow, steady pedagogy improvements that are quite easy to implement- work on no more than 3 ideas at once
- Get behaviour in the classroom and around the building to be polite, respectful and all adults and children model this. Set a good example.
- Invest in Performance management systems that develop teachers without threatening them
- Find ways of measuring school effectiveness that work and are fair
- Keep well-being of all in the forefront of all school improvement
- Easy wins, small things, regular and frequent praise- feel good factor
- Ongoing training in school not just external courses
- Establish milestones, deadlines that are realistic and important
- CELEBRATE like crazy when the milestones are met.
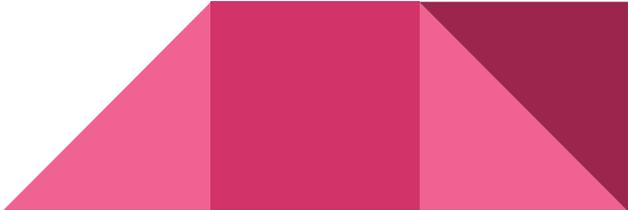
Good leaders are not the same

But……..

They always need a positive mindset

Need to communicate a vision

Get all on board with commitment

Play a good long game