

What works in Educational Leadership?

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)?**

Has to.....

- Has to be based on leadership**
- Has to respond to current changes and challenges**
- Has to be effective**
- Has to be transformational**
- Has to reflect you and your school**

What do leaders need?

Clarity

Commitment

Courage

Collegiality

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.

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**

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.

Is your vision clear enough?

Is it inclusive?

Does it bind?

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**

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

Professionalism

Reflection

Ambition

Courage

Tenacity

Idealism

Care

Energy

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- We need cells to make the evolution**
 - We need the evolution to make the change**
 - We need to know what we are adapting**
 - We need to be collective to be courageous**

What do we need?

- Practical help and challenging advice**
- Condensed research and wider access**
- The antidote to panic and the balm for exhaustion**

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- **The road to dignity (rather than nowhere)**

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 - We need the evolution to make the change**
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There needs to be a rationale

- There has to be a “why”
- There needs to be discussion
- There have to be opportunities to shape change

You need to understand resistance

- Almost inevitable unless there is a strong and consistent ethos within an organisation
- Better to win wars than fight battles
- Isolation may be more feasible than defeat

Needs

- Support, especially personal and professional development
- Consonance
- Analysis and planning
- Clarity of vision/flexibility of response
- Absorption/Consolidation

- Perverse incentives/ambitions/dreams and confidence

Dispositions

- Unwarranted optimism
- The ability to regard crisis as the norm and complexity as fun
- An endless supply of intellectual curiosity
- A complete absence of paranoia and self-pity

Need to Balance 2 Key



Accepting/validating
the

Promoting

Some words from that Hattie boy

- “Coalitions of success”**
- “No teacher left behind”**
- “You can control the narrative of your school”**
- “Privileged expertise”**
- “It’s the moment to moment decisions that school leaders and teachers make**

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- “Clearly diagnose the condition before you reach for the prescription”**
 - “Become evaluators - the key question is “So what?”**
 - The power of consistency and the hegemony of trust**
 - “The politics of distraction are everywhere”**

Where do we go from here?

- We start/continue thinking about culture rather than structures
- We make decisions about what matters to us
- We plan from purpose not from status quo
- We think as leaders of learning not curricular leaders -as leaders of learners not subjects

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 associations do to support you - training, negotiation, manifestos?
- What are they already doing that you could take better advantage of?

The Real David Cameron

therealdavidcameron@gmail.com

@realdcameron

07825654326

