

Leadership Learning of Executive Heads through Continuing Professional Development and Learning (CPDL)

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The Futures Trust

Executive Privilege

Collaboration, Autonomy and Alignment

Autonomy

- The right of a group to govern itself or to organise itself or to organise its own activities

Alignment

- An agreement between a group who want to work together because of shared interests or aims



Vignette – The Futures Trust

Introduction
 Name of Trust/Federation: The Futures Trust
 Status: Multi-Academy Trust
 Address: President Kennedy School, Rockley Lane, Coventry CV6 4GL
 Name of CEO: Peter Thomas

Key dimensions

Number of schools: 6 Schools - 3 P; 3 S (ITS):
 Distribution (local/regional/national): MIA of context (urban/rural)

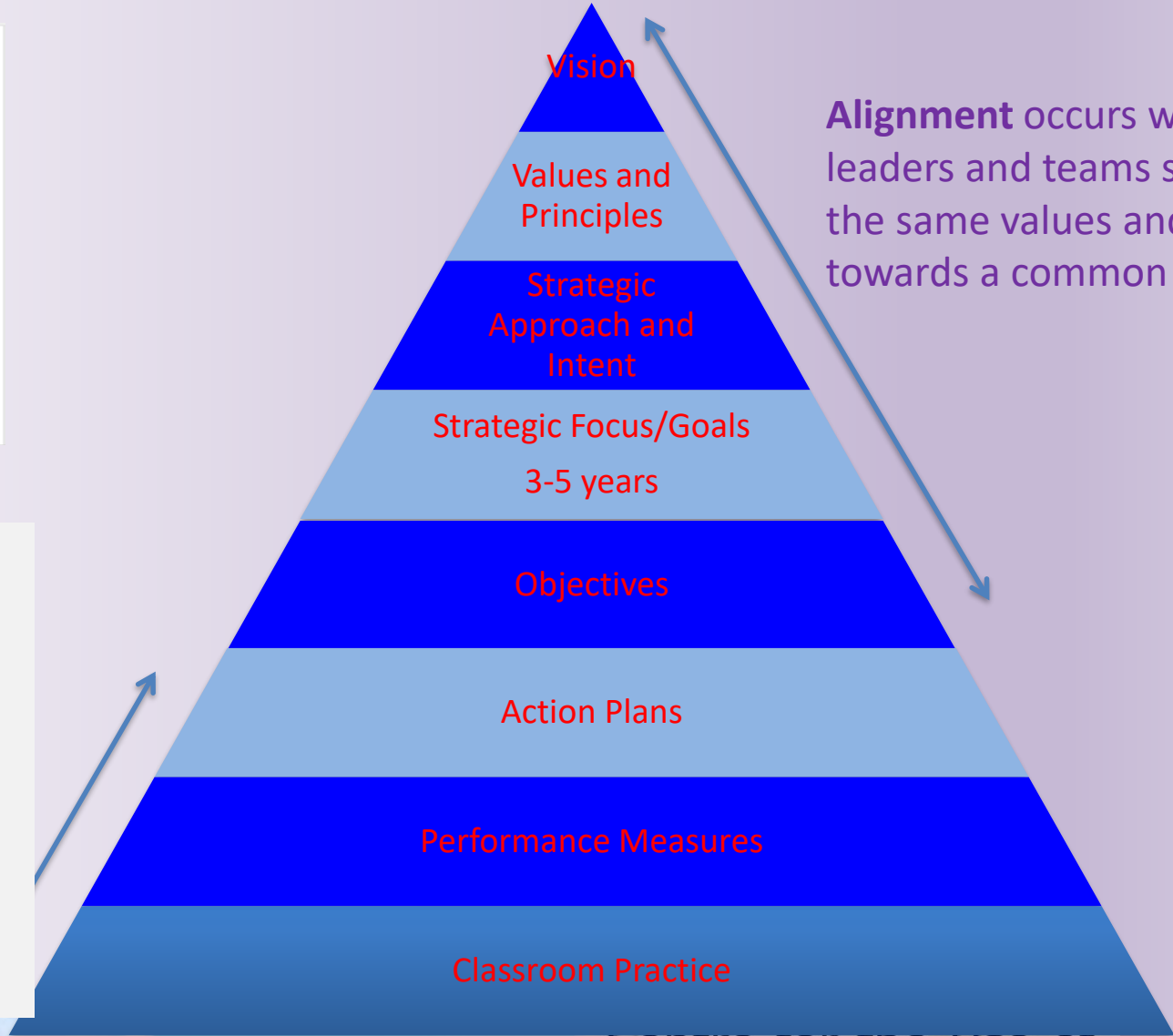
Balance of local/central decision making
 Green - more local yellow - more central

Model of delegation
 Approach to governance: Model of delegation: Way of setting school improvement priorities

Informal or formal approaches to evaluate the effectiveness of school improvement

Key Points

- CEO prior experience: CEO of the Futures Trust and Head Teacher for 5 years of President Kennedy School which in that time improved from Requires Improvement to Outstanding in all categories for Ofsted.
- Key features of the MAT: The MAT has a trust-wide education plan which sets out common priorities. There are five guiding principles that promote collaboration and encourage schools to work towards the same things.
- Governance: Senior leaders have identified and filled skills gaps in the local governing bodies to ensure broad expertise and build stronger schools.
- Delegation: The schemes of delegation was sensitive to the starting points and needs of the individual schools, allowing support and autonomy where required.
- Managing Information: Schools are responsible for their own school improvement. There is some sharing of information and review approaches.
- Determining school improvement priorities: Part of a working group and subsequently established a 5-year school improvement journey. Each tier has 7 characteristics that schools can adopt to fit their needs. Needs are based on school and MAT performance reviews.
- Selecting relevant 'solutions': Senior leaders are part of a school improvement trust. A central team that is agile and flexible that looks at MAT-wide priorities and prioritising the individual needs of schools.
- Evaluating the effectiveness of school improvement: Schools are encouraged to reflect on their practice and use the Getting it Good Plan to evaluate themselves with ongoing reviews. With reviews against key things they are concerned about or against the SIP, including some trust-wide priorities.
- Sources of support: Collaboration drives decisions, and developments are initiated locally, guided and driven by the relevant staff and schools.

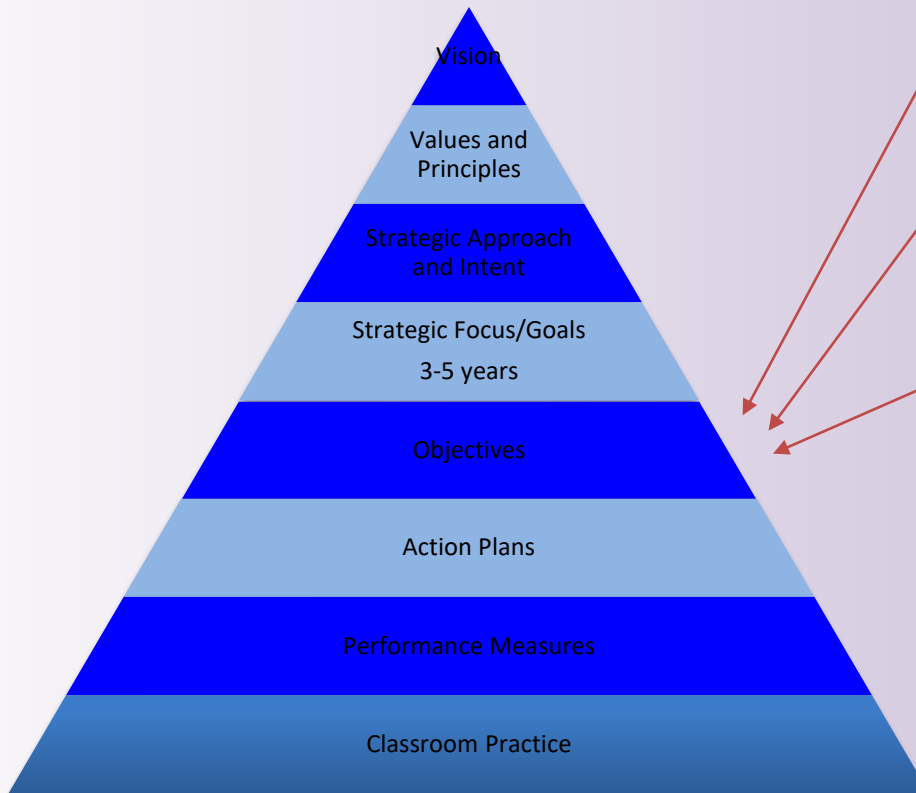


Alignment occurs when leaders and teams share the same values and work towards a common goal.

Autonomy allows teams to work independently of leaders and each other. The stronger alignment we have, the more autonomy we can afford to grant.



From TFT Goals to Strategic Outcomes/Objectives



1. Teaching and Learning in all TFT schools is judged Good or better
2. TFT learners out-perform learners from similar contexts
3. TFT leaders at all levels are focused upon leading learning, improving teaching and improving learner outcomes especially for the disadvantaged learners
4. A clear succession planning programme ensures the appointment of high quality internal and external appointments
5. TFT schools financial, HR, educational and collaborative processes are aligned and innovative to deliver structural balanced budgets

CPDL and Joint Training Sessions 2017-2018

- Head Teacher Board – every 6 weeks
- Trust Steering Group – every 6 weeks
 - Communication Skills
 - Year 5-8 Curriculum development -Transition
 - Teaching, Learning and Assessment
 - Leadership development
- 8 subject opportunities including cross-phase collaboration
- 6 leadership development sessions e.g NAML, Teaching leaders, Masters, Leading Exceptional Education
- Shared teacher training days: January & June
- The Big 6 Reviews

CPDL and Joint Training Sessions 2019-2020

Subject

- 1/10/19 – Subject
- 21/1/20 – Subject
- 26/6 – Inset – what does this look like?

Curriculum Continuity group Years 5-8 (Literacy and Numeracy

- 25/09, 06/11, 04/12
- 29/01, 04/06, 22/06

Strategic Working Groups

- 12/11/19, 18/2/20, 23/6/20
- SEND/Inclusion – senior leaders
- Careers
- SEND, Inclusion and Pupil Premium
- Humanities
- Science
- The Bridge
- Deputy Heads; curriculum and assessment
- Trust Steering Group – every 6 weeks
- 1 hour with PJT - new to TFT since September 2018

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Have we actually/accidentally been focused upon teacher and learner well-being?

- Creating a space where hearts and minds connect
- Teacher ownership of CPDL
- Learner well-being because of the focus on progress



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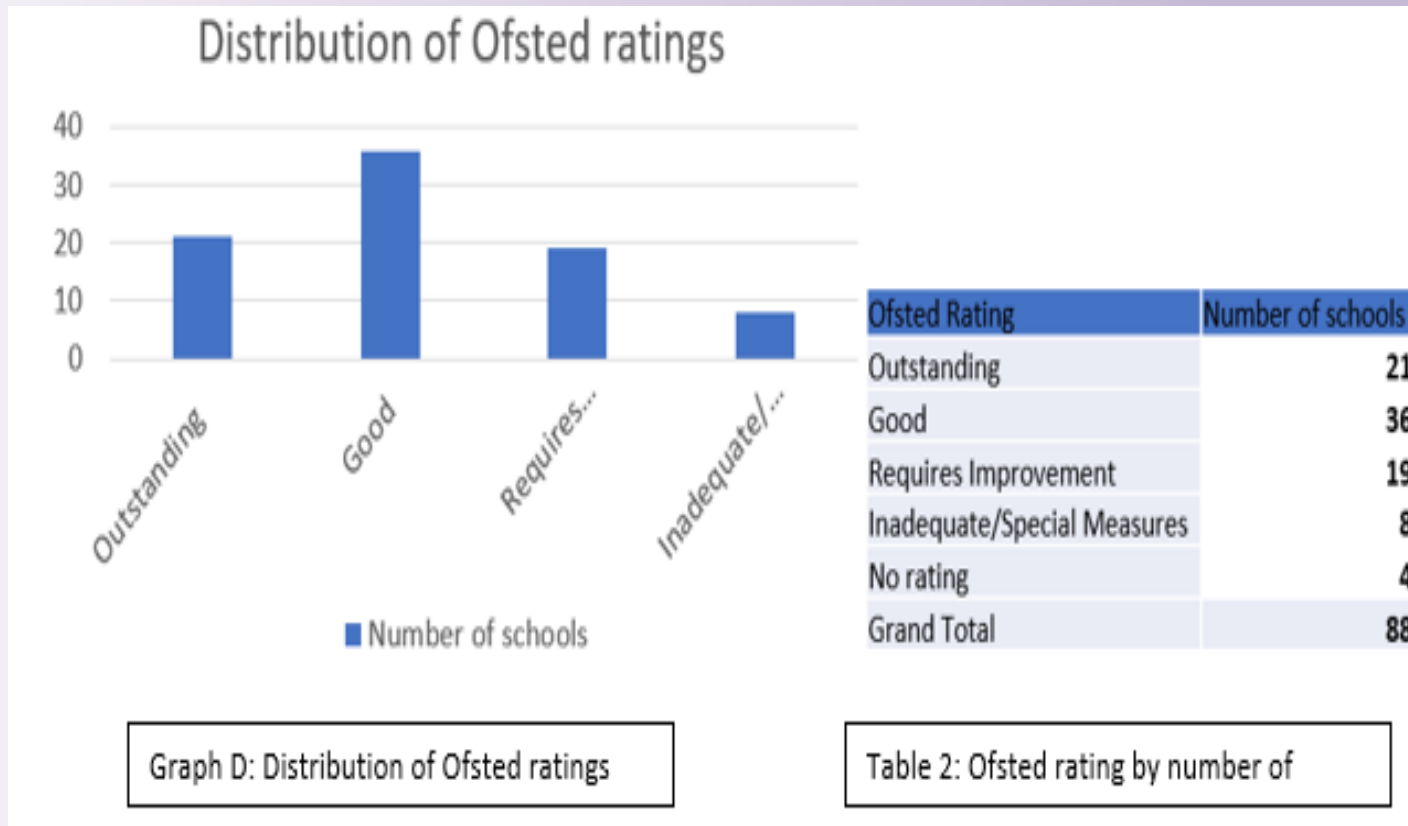


Key findings of MAT research

The MATs in our sample were chosen for capacity to illustrate successful practices: They were:

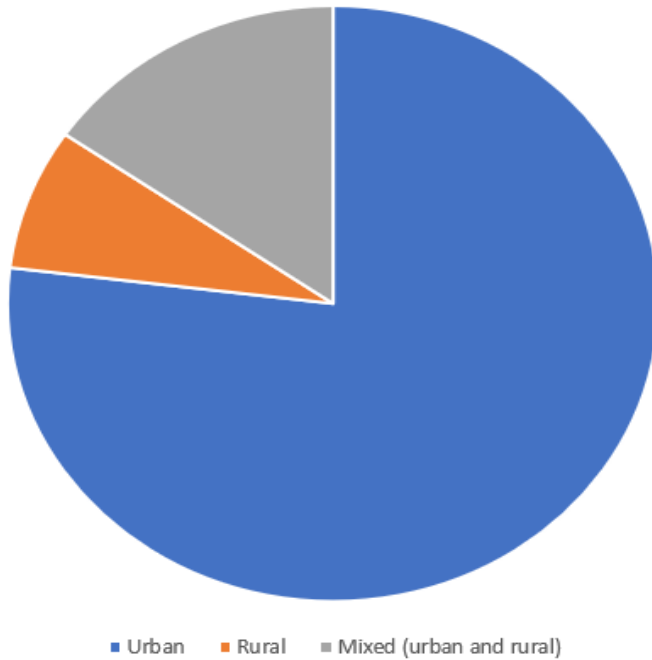
- Bound together by a set of common values within which each member school would maintain its unique local identity.
- Reconciling national top-down accountability approach with maintaining extensive delegation
- Executive heads came from headship from a school within the trust
- Shared or common approaches to curriculum/teaching and learning promoted bottom up not mandated top down
- School improvement a core activity - implemented via various forms of staff development and learning

School performance (Ofsted)



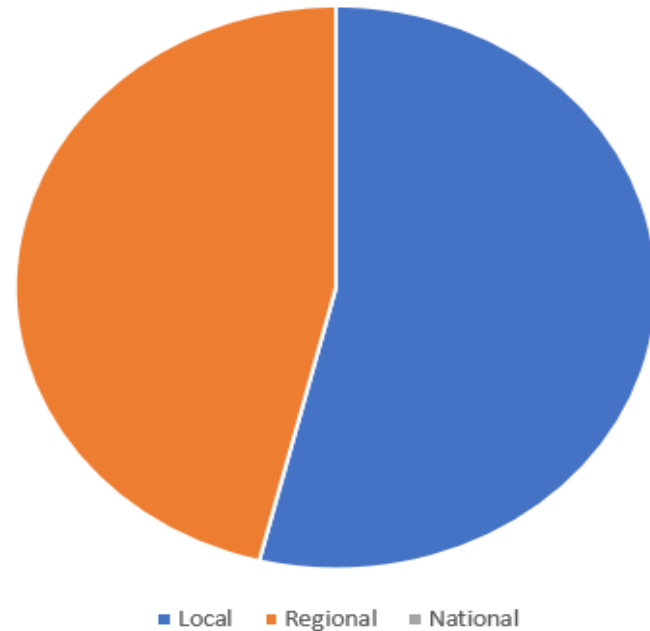
Locality

Mix of context



Graph G: Mix of context in schools

Distribution of schools



Graph H: Distribution of schools



Approaches to school improvement priorities

- A community with a shared educational vision and philosophy, not an apparatus for saving money
- School performance and improvement were near the top of their agendas
- Usually an annual review process: from a moderated self-evaluation to an externally (to the school) facilitated education “audit”
- Performance data used as part of wider set of information

Implementing change

- A focus on “bespoke” solutions rather than implementing a pre-existing model or package
- School improvement understood as a development process realised through CPDL involving:
 - Securing the active engagement of the stakeholders (usually middle managers and teachers) rather than simply mandating compliance
 - Extensive use of formal and informal opportunities e.g. staff conferences, development days, middle and senior leadership team meetings etc including of ‘task and finish’ groups of various descriptions

Similarities and differences?

- Exchange with a neighbour one point that resonates with the approach in your school
- One key thing that is surprising or distinctive
- A key point it would be helpful to know about in more depth

Effective leaders of great CPDL

- Position CPDL as *shared responsibility for pupil achievement and wellbeing*
- Focus on teachers' *professional growth* as well as developing knowledge/skills
- *Model openness* to professional/ leadership learning
- Design structures/systems for managing complexity
- Manage cognitive, practical & emotional demands made by systems
- Mobilise specialist contributions to CPDL (including CPDL expertise)
- <http://www.curee.co.uk/node/5201>

- Aligning CPDL with teachers' aspirations for pupil achievement and wellbeing
- *Creating time to incorporate the results in their practice*
- *Focussing CPDL, building on deep understanding of teachers':*
 - Professional identities practices and motivations
 - Approaches to learning
 - Existing knowledge and skills and beliefs
- Emphasising practical theory alongside content and pedagogy
- *Ensuring collaboration/ peer support spring from experiments with new approaches and evidence about how pupils' respond*
- *Drawing on specialist expertise and deep knowledge re pupils and community*

Headteachers

Position CPDL as *shared responsibility for pupil achievement and wellbeing*

Focus on teachers' *professional growth* as well as developing knowledge/skills

Model openness to professional/leadership learning

Design structures/systems for *managing complexity*

Manage cognitive, practical & emotional demands

Mobilise specialist contributions to CPDL including CPDL expertise

Senior & middle leaders

Embed and model CPDL as taking *shared responsibility for pupil achievement & wellbeing* in all meetings & CPDL activities

Identify need for, and *draw in specialist support including external support*

Using high impact, evidence-rich CPDL processes to *support active learning & professional growth*

Developing tools that *take account of the cognitive, practical and emotional demands* made by CPDL

Teachers

Identify ambitious aspirations for pupil achievement & wellbeing to drive professional learning

Develop understanding of underpinning rationale/theory as well as nature of new approaches

Link self awareness, professional goals & collaboration to *share responsibility for pupil wellbeing & achievement*

Similarities and differences 2

- Identify, with a neighbour either:
 - A key way your schools do, or might, increase the way CPDL is positioned as taking shared responsibility for pupil achievement AND wellbeing
- Or
 - One way your schools do or could enhance professional growth through ensuring new plans and systems take account of the cognitive, emotional and practical demands they will make on colleagues



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