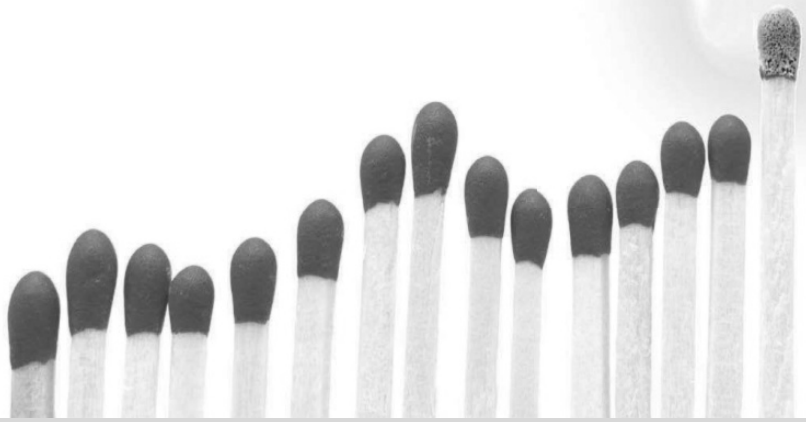
THE PRINCIPAL

THREE KEYS TO MAXIMIZING IMPACT



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Module One: Outmoded

Fireside Chat

- Get up and link in with two other people (not at your table).
- Identify one change challenge you are currently facing.
- Commit to seeking ideas during the day that could help you.

Right vs Wrong Drivers

Right	Wrong
▪ Capacity building ▪ Collaborative work ▪ Pedagogy ▪ Systemness	▪ Accountability ▪ Individual teacher and leadership quality ▪ Technology ▪ Fragmented strategies

Anticipation Guide Activity

- The Anticipation Guide is a generalization about key concepts.
- Respond to each item with an Agree/Disagree.
- Be prepared to explain your response.

Before		Consider these:	After	
Agree	Disagree		Agree	Disagree
		Teachers are bored.		
		The principal's most important role is that of instructional leader.		
		Schools function best as autonomous organizations.		
		Teacher appraisal systems will ensure better quality of teaching and student success.		
		Learning is the work.		
		Technology is the answer to improving student learning.		
		The principal's role is too complex.		
		Having too much "moral imperative" (passion for the work) can be detrimental.		
		The boundary between the school and the outside is becoming more permeable. This has opened up an exciting new (and daunting) work for principals.		

Anticipation Guide: A Strategy for Reflection Guide

- Throughout the session, check to see if your opinions change as new concepts are introduced.

Happy engaged students in Kindergarten!

- By grade nine, two-thirds of these children are bored.

Teacher Satisfaction

- Satisfaction has declined 24% since 2008 when 62% of teachers reported feeling "very satisfied"; within five years only 38% were saying that.

  Metropolitan Life Insurance Company, 2013

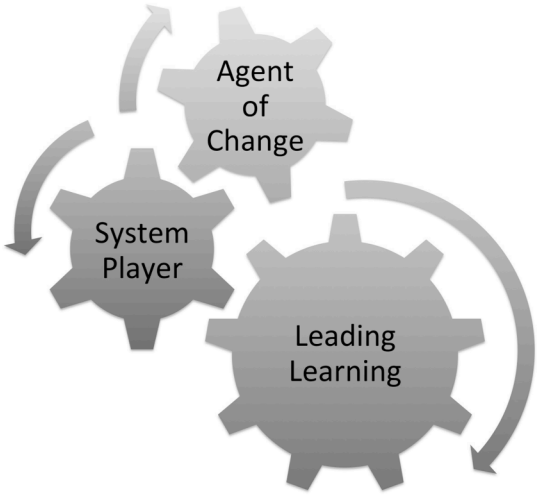
Job Satisfaction: Principals

- 75% of principals feel that their job has become too complex, half of the principals feel under great stress "several days of a week" and the percentage who say they are satisfied in their work has dropped from 68 to 59% since 2008. (p. 5)

Changing the Principal's Role

- The heart of this book is to reposition the role of the principal as overall instructional leader so that it maximizes the learning of all teachers and in turn all students. (p. 6)

Role of the Principal



Agent of Change

- Moves people and organizations forward under difficult conditions

Leading Learning

- Models learning and shapes the conditions for all to learn

System Player

- Contributes to and benefits from system improvement

Module Two: The First Key—Leading Learning

The Lead Learner: The Principal's New Role

- To increase impact, principals should use their time differently. They should direct their energies to developing the group. (p. 55)

The Principal's New Role

- To lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't. (p. 55)

What the Research Tells Us: Jigsaw

- Form groups of four and number off one, two, three, four.
  - Person One: Read research by Viviane Robinson (p. 6)
  - Person Two: Read research by Helen Timperley & Ken Leithwood (p. 7)
  - Person Three: Read research by Tony Bryk (p. 8)
  - Person Four: Read research by Lyle Kirtman (p. 9)
- Record the key points on the advance organizer.

Advance Organizer: What? So What? Now What?	
Researcher:	**What? Key Points:**
Viviane Robinson	
Helen Timperley & Ken Leithwood	
Tony Bryk	
Lyle Kirtman	

What?
So What?
Now What?

- Teach back the key points for each researcher.
- As a group, discuss:
  1. So What?
     Implications of the research
  2. Now What?
     What would you do differently as a result of the research?

Advance Organizer: What? So What? Now What?			
Researcher:	**What:** **Key Points**	**So What:** **What are the implications of the research?**	**Now What?** **What will I do differently as a result?**
Viviane Robinson			
Helen Timperley & Ken Leithwood			
Tony Bryk			
Lyle Kirtman			

Viviane Robinson: Lead Learner as the Key Domain

Viviane Robinson and her colleagues conducted a large-scale "best evidence synthesis" (BES) of research on the impact of school principals on student achievement. Robinson summarizes their conclusions in a book titled *Student-Centered Leadership* (2011). She found five leadership domains that had significant effect sizes (shown in parentheses) on student achievement:

1. Establishing goals and expectations (0.42)
2. Resourcing strategically (0.31)
3. Ensuring quality teaching (0.42)
4. Leading teacher learning and development (0.84)
5. Ensuring an orderly and safe environment (0.27)

There are specific dos and don'ts within each category, but the message they carry as a set is quite clear. The most significant factor—twice as powerful as any other—is "leading teacher learning and development," which is essentially what I mean by the role of learning leader. Within item 4, Robinson found that the principal who makes the biggest impact on learning is the one who attends to other matters as well, but, most important, "participates as a learner" with teachers in helping move the school forward. Leading teacher learning means being proactively involved with teachers such that principal and teachers alike are learning.

Think of it this way: the principal who covers only such areas as establishing a vision, acquiring resources for teachers, working to help individual teachers, and other similar activities does not necessarily *learn* what is specifically needed to stimulate ongoing organizational improvement. For the latter to happen, the principal must make both teacher learning and his or her own learning a priority. Within this domain of teacher learning and development, Robinson found two critical factors: the ability of the principal to make progress a collective endeavor (a core theme of this book), and skills for leading professional learning. To extrapolate from Robinson, both of these factors require the principal to be present as a learner. Principals who do not take the learner *stance* for themselves do not learn much from day to day, no matter how many years of "experience" they may accumulate, as little of that prior experience was really aimed at their own *learning*. Thus principals need to chart their own learning and be aware of its curve from day one if they are going to get better at leading. And they do this best through helping teachers learn. We have found this to be especially true in our work in the "new pedagogies" (learning partnerships between and among teachers using technology to accelerate and deepen learning; Fullan & Langworthy, 2014). Principals who visibly struggle with new digital devices in their own learning, who seek to learn from students and teachers about new technologies, who, in short, put themselves on the learning line, are very much appreciated in the school. And, of course, they learn more and become better able to assist teachers.

Robinson also identified what she called three key "leadership capabilities" that cut across the five domains:

1. Applying relevant knowledge
2. Solving complex problems
3. Building relational trust

Combined, the five leadership domains and the three capabilities encompass a pretty tight characterization of the lead learner at work.

Helen Timperley: "Who Is My Class?"

Helen Timperley, Robinson's colleague at the University of Auckland and also a longtime researcher of the role of principal and of teacher learning, conducted a parallel BES study on teacher learning—in other words, examining research on the relationship between teacher learning and student achievement. In her book *Realizing the Power of Professional Learning* (2011), she drew similar conclusions:

> Coherence across professional learning environments was not achieved through the completion of checklists and scripted lessons but rather through creating learning situations that promoted inquiry habits of mind throughout the school. (p. 104)

Timperley comes up with the wonderful question for principals: "Who is my class?" One principal noted that she and other principals were so busy attending to the needs of the individual teachers that they didn't attend to the leadership learning needs of team leaders. This principal concluded that "her class" of learners included team leaders who in turn can leverage the learning of other teachers in their group, thereby generating greater learning across the school.

Ken Leithwood: Skills, Motivation, and Working Conditions

Ken Leithwood at the University of Toronto, Karen Seashore Louis at Minnesota, and their colleagues have become masters of the principalship over the last four decades. In their book *Linking Leadership to Student Learning*, Leithwood and Seashore Louis (2012) conclude that principals who had the greatest impact on student learning in the school focused on instruction—including teacher knowledge, skills, motivation—and on ensuring supportive working conditions (such as time for collaboration). Putting it in a nutshell, they say that "leadership affects student learning when it is targeted at working relationships, improving instruction and, indirectly, student achievement" (p. 234). Note that as I mentioned earlier, the impact on student learning is not direct, but is nonetheless explicit. The causal pathways are not vague, as they are in transformational leadership, but rather are made explicit, sometimes by the principal but more often by coaches, other teacher leaders, and peers—*orchestrated by hands-on principals*. This is a theme we will see time and again. We will return to Leithwood in Chapter Four when we consider the relationship of the school to the district.

Tony Bryk: Capacity, Climate, Community, Instruction

As president of the Carnegie Foundation for the Advancement of Teaching, Tony Bryk is leading work on bringing researchers and practitioners together to improve teaching and learning. Bryk and his colleagues' longitudinal research in the 477 elementary schools in Chicago is especially informative for our purposes (Bryk, Bender-Sebring, Allensworth, Lupescu, & Easton, 2010). In a microcosm comparison of two schools that started out at similar levels of low performance, one school (called Hancock) improved significantly over a six-year period, compared to another (called Alexander). The difference:

> Strong principal leadership at Hancock School fostered the development of a vigorous professional community that was both actively reaching out to parents and sustaining a focus on improving instruction. In contrast, reform efforts at Alexander remained fragmented, suffering from both poor coordination and a lack of follow through. (p. 40)

There were major reform activities at both schools (recall Kotter's frenetic urgency versus focused urgency). But Alexander actually lost ground in reading by 9 percent and made no improvement in math over the years, whereas Hancock gained 10 percent in reading and 19 percent in math. Here I've mentioned just two schools, but fortunately Bryk and colleagues have data on nearly all of the 477 elementary schools in Chicago.

When we consider the comprehensive picture, comparing, as Bryk et al. (2010) did, the hundred or so schools that made significant progress to their peer schools that did not progress, we see what should now be a familiar picture. The key explanation was "school leadership as the driver for change" (p. 62), which in turn focused on the development of four interrelated forces: the professional capacity of teachers (individually and collectively), school climate (ensuring safety and orderliness in the aid of learning), parent and community ties, and what the researchers call the "instructional guidance system" (instructional practices that engage students in relation to key learning goals) as these affected each and every classroom (p. 62). This is quite a compact list of what effective school leaders focus on. The problem is that Bryk et al. found these elements in only about one hundred schools, less than 20 percent of the total. Our goal is "whole-system change" in which 100 percent of the schools are positively affected.

Despite the consistency of these findings from this sample of leading researchers, the message is not getting across or sticking with those involved in developing school leadership. Success at the school level is a function of the work of principals, themselves acting as lead learners, who ensure that the group focuses on a small number of key elements: specific goals for students; data that enable clear diagnosis of individual learning needs; instructional practices that address those learning needs; and teachers learning from each other, monitoring overall progress, and making adjustments accordingly. All of this is carried out in a developmental climate (as distinct from a judgmental one) with norms of transparency within and external to the school. Within this set of conditions, accountability measures, including teacher evaluation, can and do occur, but they are conducted within a culture of collaborative improvement.

Despite the clarity and consistency of these findings—over decades now—it is still seemingly easy for well-intentioned school leaders and those shaping the principalship to get it wrong—to err badly along the lines of the problems I identified in Chapter Two, namely, use the wrong drivers, shortcut the process through weak individualistic solutions, become too broad or too narrow, and make deals with the devil by opting for school autonomy. We need to push a little deeper on the underlying meaning of this consistent work in order to make it stick.

Lyle Kirtman—Content and Organization

In *Change Leader: Learning to Do What Matters Most (2011)*, I made the case that practice drives theory better than the other way around. This is why I like Lyle Kirtman's new book, *Leadership and Teams* (2013). Applying his management consultancy perspective (having worked with several hundred public and private sector organizations over the course of thirty years), Lyle dug directly into school leadership practice by finding out from over six hundred education leaders what competencies (observable behaviors or skills) were associated with effectiveness. By examining what high-performing leaders actually did in practice to get results, Kirtman found that these leaders possessed seven competencies—qualities, incidentally, that are quite congruent with my "motion leadership" study of how leaders "move" individuals and organizations forward (Fullan, 2013a). Chapter Five takes up Kirtman's full set of seven competencies in detail, but of direct interest to us here is what he confirms about leaders and instruction:

> The role of the principal needs to be balanced between content and organizational leadership. These competencies involve building instructional leadership into the culture of the school and building strong leadership in teachers. The educational leader is the overall leader of instruction, but he or she needs to have time and skills to motivate and build teams and develop leadership capacity in his or her school for change. *The educational leader should try not to do too much on his or her own in the instructional arena*. (Kirtman, 2013, p. 8, emphasis added)

It is understandable that some people misinterpret the emphasis on the instructional leadership of the principal. They mistakenly assume that instructional leadership means that principals must spend much of their time in classrooms working *directly* with individual teachers. The findings about effectiveness that I have reviewed in this chapter are not telling us that the best principals spend several days a week in classrooms, but that they do enough of it regularly to maintain and develop their instructional expertise. It is not that they affect very many teachers one by one, but that they work with other leaders in the school and together affect teachers more in groups than they do individually. (We will come back to the topic of individual teacher appraisal in the next section, under "Human and Social Capital.")

Kirtman says that "school leaders are being told to focus on instructional leadership[,] … narrow their initiatives to implement particular programs, and … are being told that teachers must be evaluated with stronger, more airtight forms and processes in order to weed out the poor teachers" (p. 45). With this kind of approach, an autocratic principal can extract short-term results, but in the course of doing this will alienate teachers (including or maybe especially the best ones) and will never be able to generate in teachers the motivation and ingenuity for them to be able to go the extra mile. Programs will come and go, as will individual principals. Little worthwhile will stick.

Professional Capital	▪ Professional Capital is a function of the interaction of the three components: 1. Human capital, 2. Social capital, and 3. Decisional capital.
Human Capital	▪ Human capital refers to the human resources or personnel dimension of the quality of the teachers in the school-their basic teaching talents. (p. 70)
Social Capital	▪ Social capital concerns the quality and quantity of interactions and relationships among people. In a school, it affects teachers' access to knowledge, and information, their sense of expectation, obligation and trust; and their commitment to work together for a common cause. (p. 70)
Decisional Capital	▪ Refers to the resources of knowledge, intelligence, and energy that are required to put the human and social capital to effective use. It is basically the capacity to choose well and make good decisions. (p. 70)
Professional Capital	▪ Is cultivating human and social capital over time, deliberating, identifying and spreading the instructional practices that are the most effective for meeting the learning goals of the school. (p. 70)
Principal as Lead Learner	▪ The principal does not lead all instructional learning. The principal does work to ensure that intense instructional focus and continuous learning are the core work of the school and does this by being a talent scout and social engineer, building a culture for learning, tapping others to colead, and, well, basically being a learning leader for all. (p. 90)
Leading Learning	▪ Models learning and shapes the conditions for all to learn.

What are the Characteristics of Effective Professional Learning?

Effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers' understanding of the content that they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding, and to develop students' metacognitive skills.

Studies of effective professional learning have delineated several characteristics found to be related to increased teacher capacity. One synthesis of various 'best practice' professional learning design principles (McRae et al, 2001) concludes that, to be effective, professional learning needs to be:

- embedded in or directly related to the work of teaching;
- grounded in the content of teaching;
- organized around collaborative problem solving; and
- integrated into a comprehensive change process.

It has also been suggested that effective professional learning

> ... focuses on concrete classroom applications of general ideas; it exposes teachers to actual practice rather than to descriptions of practice; it involves opportunities for observation, critique, and reflection; it involves opportunities for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. (Elmore and Burney, 1997)

This research suggests that there is an emerging consensus about the shifts in practice that are needed to make professional learning more effective in bringing about teaching and learning improvements across a school. There appears to be a broad agreement that professional learning primarily should be school-based and school-managed, and be focused on improving teaching practice. It is also broadly agreed that schools need to become learning communities, in which professional learning is a part of the teacher's everyday work and is structured in ways that enable teachers to focus on how to become more effective practitioners.

However, <u>just because professional learning is school-based and school-managed does not necessarily guarantee that it will impact on teaching practice in ways that produce school improvement</u>. If schools simply replicate the information-giving sessions typically provided at conferences, if they require all teachers to attend, regardless of their learning need; and if they use presenters with less expertise than the presenters used by external professional learning providers, they are likely to provoke teacher resentment and gain very little benefit. School-based and school-managed professional learning needs to be constructed around what we know about effective professional learning practices and effective teaching practices.

Table 1 contains a summary of some of the **reorientation** needed in professional learning practice, to make it more effective.

Table 1. Professional learning practices that need to be strengthened

Traditional practice	Practice strengthened by reorientation
Professional learning is an isolated event triggered by the individual teacher.	Professional learning is a routine practice within the school, involving all teachers.
Professional learning usually equates to attendance at an externally-provided conference or workshop.	Professional learning is promoted within the school by instructional coaches, structured meetings and forums, teaching demonstrations, workshops conducted by teachers and external experts, and other routine opportunities for formal and informal professional discussions.
The professional learning focus is on the acquisition of educational knowledge (eg, new theories, new policies and new research findings).	The professional learning focus is on the implementation of teaching strategies and techniques that make the biggest difference to student learning.

It should be noted that the items in the left-hand column are not replaced by those in the right-hand column; rather it is suggested that the practices in the right-hand column are to be given greater emphasis than those in the left-hand column. Indeed, it might not be possible to achieve the practices in the right-hand column without first experiencing the practices in the left-hand column.

For example, it is likely that teachers, who are astute at regularly sourcing workshops where expert advice is provided that enhances their curriculum content knowledge and guides their teaching practice, would deliver engaging and effective lessons. The problem, though, is that few teachers can be afforded the opportunity to attend external professional learning events regularly; not all teachers are skilled enough to transfer into their own classroom practice what they heard or saw once at a workshop; and the vast bulk of teachers would not be able to find a professional learning activity that was tailored to meet their particular learning needs.

Table 2 summarizes some of the traditional professional learning practices that need to be **replaced** by practices that have proved to be more effective in promoting improved teaching practice.

Table 2. Professional learning practices that need to be replaced

Traditional practice	Practice replaced with the following
No expectation of contributing to colleagues' professional learning.	Contributing to colleagues' professional learning is common practice.
Individual pursuit of professional learning for individual improvement.	Individual, group and whole-school pursuit of professional learning for school improvement.
Teachers' professional learning plans are a private matter and are not made public.	Teachers' professional learning plans, and particularly the teaching practices that are the focus of these plans, are made public so that teachers with a common learning focus can support each other and teachers who may be effectively using a practice that other teachers are looking to develop can offer them assistance.

Individual teacher professional learning plans are structured around generic professional learning.	Individual, group and whole-school professional learning plans are cumulative and structured around actions designed to promote precision teaching by skilling teachers in the use of evidence-based micro-teaching strategies and techniques.
Individual professional performance plans reviewed annually.	Individual, group and whole-school professional performance milestones are reported on and professional learning plans are reviewed and renewed each term.

The practices listed in the right-hand side of Tables 1 and 2 characterize a school in which professional learning is being managed by the school to meet the improvement needs of the school. The practices in the left-hand column of Tables 1 and 2 characterize a school in which the professional learning may not be serving the improvement needs of the school. This is because the school is likely to have pockets of good practice, pockets of adequate practice and pockets of less than adequate practice.

The professional learning practices described on the right-hand side of Tables 1 and 2 encourage teachers to

> *... function as members of a community of practitioners who share knowledge and commitments, who work together to create coherent curriculum and systems that support students, and collaborate in ways that advance their combined understanding and skill.* (Darling-Hammond and Bransford, 2005)

Such an outcome is desired as effective schools are learning communities where there is a culture of teacher collaboration and collective responsibility for the development of effective teaching practices and improved student learning. Being part of a learning community is not simply about the pursuit of individual learning goals it also is about contributing to the learning and knowledge base of one's colleagues and the school.

Module Three: The Second Key—The Principal as System Player

What has greater impact on teacher learning?

- Teacher appraisal
- Professional development
- Collaborative cultures

Professional Capital

- Talented schools will improve a weak teacher
- Talented teachers will leave a weak school
- Good collaboration reduces bad variation
- Networks of schools

Networks:
Bryk's Six Core Principles

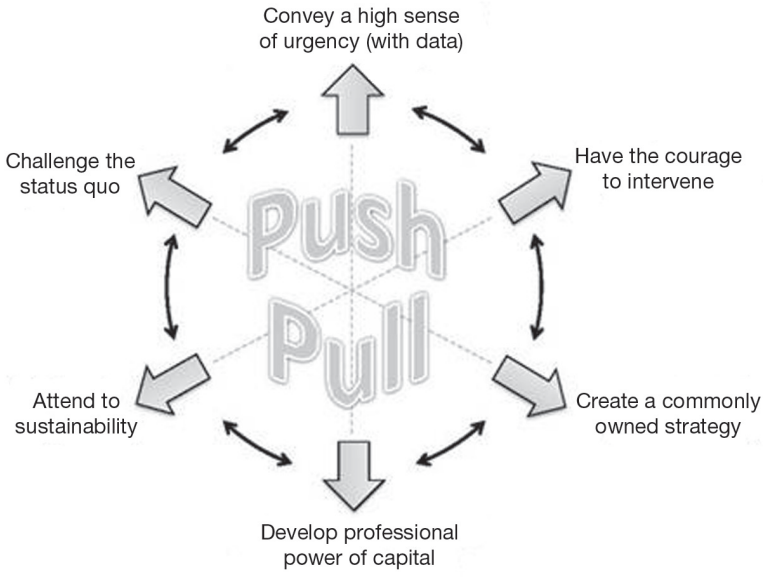
- Make the work *problem-specific and user-centered*
- *Variation in performance* is the core issue
- *See the system*
- We cannot *improve at large* what we cannot *measure*
- *Anchor* practice improvement through *disciplined inquiry*
- *Accelerate* improvements through networks

Bryk, *Improving: Joining Improvement Science to Networked Communities.* 2014

Networks of School

- Autonomy AND cooperation
- Improvement AND Innovation
- Internal accountability AND transparency
- Diffusion NOT scaling
- Focused on specific hard to solve problems

A Dynamic Framework of Purposeful Actions That Support Big-City Reform



Fullan & Boyle, *Big-City School Reforms*, 2014

Devon Learning and Development Partnership

THE IMPACT OF FEDERATIONS

an analysis of Ofsted reports for Devon March 2011

OVERVIEW

In March 2011 Devon had fifteen different federations of schools involving thirty-six Primaries and one Secondary school. This report examines the Ofsted reports of schools inspected within these federations.

A total of seventeen schools have received an Ofsted inspection after becoming a federation. Only two federations had all their schools inspected. Two schools within federations have been inspected twice.

In addition, an inspection was conducted by Her Majesty's Inspector (HMI) as part of the Ofsted 2010-2011 Survey Inspection Programme: the purpose to examine 'the leadership of more than one school'. This inspection was conducted in an all-through federation comprising one primary and one secondary school with two headteachers in post.

The period between becoming a federation and receiving an Ofsted inspection ranged from one month to three years. The amount of time in a federation appears to have had no influence on the number of comments from the inspectors or the impact of the federation on the school.

Twelve lead inspectors and one HMI conducted the inspections but only three lead inspectors had conducted inspections in other federated schools. No lead inspector had inspected different schools within the same federation.

FEDERATION AS THE FOCUS OF AN INSPECTION

Of the seventeen inspections, only four did not feature federation as a significant part of the report. In these four reports there are only 1– 3 comments about the impact of federation on the school. Of these reports there is no correlation to the size of the schools; 39, 92, 143 and 147 pupils respectively; all were inspected by different inspectors of whom only two had inspected other schools, where they had given federation a high profile. In one inspection report the federation afforded only a few comments yet the other two schools, when inspected as part of the same federation, were given a much higher profile.

OFSTED JUDGEMENTS

Of the seventeen primary schools inspected Ofsted inspectors judged:

- 2 schools – Outstanding (1)
- 12 schools – Good (2)
- 1 school – satisfactory (3) with a grade of Good for capacity to make improvements

Ofsted

Federations have greatly speeded up the pace of change [2010]

THEMES EMERGING FROM THE OFSTED INSPECTIONS

In fourteen reports Ofsted inspectors recognised federation as a catalyst for rapid school improvement. The inspectors were extremely positive about the impact of federation in many areas. There was only one area that inspectors felt needed improvement, that of parental concerns, engagement and communications.

A number of common themes emerged from the analysis of the Ofsted reports. These were:

- Strategic direction of the school and federation
- Leadership and management including the governing body
- School improvement and standards
- Sharing of expertise and resources
- Improved transition
- Parental engagement and views

1. Strategic direction of the school and federation

The federation consultation process brings key stakeholders together to discuss and agree the shared future direction, vision and values of the schools. This process positively informs the clarity of the strategic direction of the federation and the detail of communication to all stakeholders. This is recognised by Ofsted as an important part of school development.

Ofsted

Shared vision and commitment to excellence [2008]

Shared expectation of leaders [2008]

Headteacher's and governors' passion to work cohesively whilst preserving the identity of each school [2008]

Federation's relentless focus on creating and maintaining an ethos of aspiration and ambition [2010]

Federation as a hub of excellence to support learning with the wider local learning community [2010]

2. Leadership and management including the governing body

In nine of the reports inspectors recognised the impact of federations on school effectiveness through excellent leadership and management. Strong school leaders are instrumental to the development of federations as their effective leadership is subsequently spread across a number of schools. Inspectors commented directly on governor practice in seven reports. Governing bodies are often strengthened through federation. The remaining challenge for federation leadership teams and governors is the need to work hard with parents to gain their full support for federation.

Osted

The leadership and management of the school has proved outstanding [2008]

Rapid improvement has occurred because of the outstanding leadership and management resulting from the federation [2007]

Governors play a significant role in strategic decision-making [2010]

Governors showed outstanding practice …are proactive and knowledgeable [2011]

3. School improvement and standards

Ofsted inspectors were enthusiastic about the impact of federation on school improvement in thirteen of the reports. This impact has occurred through a wide range of strategies including the commitment to improvement by school leaders, sharing of teaching expertise, professional development, resources and enhanced SEN provision.

In established federations improvements in pupil performance data were also linked to the federation.

Through federations, schools are also developing their future capacity to improve. Self evaluation, recognising strengths, weaknesses and planning for future improvements have been enhanced through moving to a federated model, according to the Ofsted inspectors.

Ofsted

The visionary decision by governors to enter into a federation has led to major improvements to the quality of teaching [2007]

Pupils who transfer to the secondary school from within the federation make better progress than those from other schools [2010]

Sharing of teaching expertise has contributed to the raising of standards especially in science [2010]

For their capacity for sustained improvement:

- 5 schools were rated 'outstanding '(1)
- 10 schools were rated 'good' (2)

Ofsted

Since federating, leaders now have developed an understanding of the schools' strengths and weaknesses [2007]

Commitment to improvement is the philosophy behind federating [2010]

Exceptionally well-focused plan, setting ambitious targets [2010]

Rigorous and accurate self-assessment with a good capacity for sustained improvement [2011]

4. Sharing of expertise and resources

The sharing of expertise and resources was highlighted in 10 reports as contributing to school improvement. The reports highlight sharing of curriculum planning and resources, subject leaders and equipment such as minibuses leading to more curriculum-related school trips.

Subjects such as arts, maths, modern foreign languages and sports have been identified as particular areas of enhanced quality.

Within federations, the shared professional development, training, INSET days coaching and mentoring has improved pupils' achievement, staff skills and morale.

Ofsted suggested that the sharing of resources, school trips and residential visits contributed to the development of community cohesion, especially in rural schools. The sharing of expertise in monitoring and competitive procurement of pupil tracker software has led to enhanced pupil achievements.

Ofsted

Sharing of expertise between schools has a positive impact on the good rate of recovery and progress [2008]

Staff have embraced new ideas and sharing of expertise is now embedded. This has benefited the school because there is a larger pool of expertise to draw on which has stabilised what the school can provide [2011, 2nd inspection]

Two of the reports in 2010/11 have contained comments about federations offering enhanced and prudent financial management. Videoconferencing was recognised in a 2011 Ofsted inspection as enabling some additional activities and experiences.

Business management has also been highlighted by the inspectors. Where it is successful it was identified that federations can support economic sustainability both in the federation and in schools across the local learning community.

5. Improved transition

Transition is another area identified by inspectors to have improved through federation. This was both within federations of primary schools and the 'all-through' school federation. Inspectors recognised that in a number of small schools Year 6 pupils were better prepared for secondary school through enhanced socialising with a range of pupils of different ages. Federation also enabled shared transition arrangements.

Ofsted

Pupils' confidence and self-esteem have grown as a result of high-quality transition arrangements and excellent opportunities to work with, and alongside, a range of staff and pupils. It is a real strength of the federation's work [2010]

The HMI inspecting an 'all-through federation' identified that Year 6 pupils who transfer to the secondary school from within the federation make better progress than those from other schools.

6. Parental engagement and views

This is the only area where Ofsted inspectors highlighted both positive and negative issues within their reports. Ofsted reported positive parental views about federation in only two inspection reports. One was in a school which has embraced the structure of partnership boards to ensure ongoing communication with parents.

Ofsted

Parents and carers were fully informed and consulted and are confident with the new arrangement [2011]

Inspectors reported parental recognition of the improvements that federation has brought to a school in need of significant improvement.

Ofsted

Improvement is widely recognised, every area of the school has improved 100% [Parent 2007]

Parental concerns were identified in six Ofsted reports. These included general concerns at the new regime, a decline in communications, lack of clarity of the identity of the governors, concern about the school organisation and general difficulties at the school as a result of federation. The inspectors in their report stated that there was no indication that this perception was always accurate.

The inspectors recommended that where there were parental concerns, regular information for parents about the benefits of federation to pupil learning would increase parental confidence.

Quotes from a variety of inspection reports include:

Ofsted

Parents expressing dissatisfaction with the schools' response to their views and the quality of communication [2010]

The school does not have the confidence of the parent/carer body as a whole. During this inspection we found the school is committed to working in partnership with all parents and carers[2011]

A few parents and carers felt that there were aspects of the school that had declined since federation had taken place, especially in respect of communications and their children's progress. However it does not endorse the negative comments, as evidence shows that pupils are making good progress and points to good communications with parents and carers [2010]

A NEW WAVE OF OFSTED REPORTS

Two schools in one federation were inspected in Summer 2011. The inspectors reiterated the benefits of federation:

- The sharing of expertise, resources and facilities
- They were impressed by the way leaders work across the federation to improve provision for all pupils
- The federation strengthened the quality of teaching and learning in the schools
- They reported on successful cross-federation initiatives to raise standards in the areas of writing, maths and science
- Parents valuing the opportunities for their children to work with others of a similar age in different schools

The main challenge however remains that a small minority of parents are not convinced about federation. Leadership teams and governors need to work hard with parents to gain their confidence in federation structures and change more generally.

Ofsted has looked at 29 federations nationwide to evaluate the impact on the provision and outcomes for pupils where leadership responsibility is shared between federated schools. Their conclusions for the federations inspected, published in 'Leadership of more than one school' September 2011†, were that:

- They broaden and enrich the curriculum, guidance and support for pupils
- The single most critical feature that helped to generate improvements and build capacity was effective leadership
- Pupils' enjoyment of school and their confidence increased because of greater opportunities open to them

† www.ofsted.gov.uk/resources/leadership-of-more-one-school

Agent of Change

- Moves people and organizations forward under difficult conditions.

Change Quality Quadrant

Change Agent

Mastery and Passion: A Mutual Feed

- Passion matters but must be earned through actually getting better at leading change—the latter achieved through a process of learning that does depend on some degree of trial and error. ... You only feel passion emotionally when you are skilled at the work and are actually experiencing success.

Passion without skill is dangerous.

Fullan, *The Principalship, 2014.* p. 125

Virtues and Vices of Forceful and Enabling Leadership

FORCEFUL		ENABLING	
VICES	VIRTUES	VIRTUES	VICES
Over-controlling	Takes charge	Empowers	Trusts; doesn't verify
Dominates meetings	Declares	Listens	Receptive to a fault
Too demanding	Pushes	Supports	Too nice

Kaplan & Kaiser, *Fear Your Strengths*, 2013

Virtues and Vices of Forceful and Enabling Leadership

STRATEGIC		OPERATIONAL	
VICES	VIRTUES	VIRTUES	VICES
Head in the clouds	Direction	Execution	Tunnel vision
Eyes bigger than stomach	Growth	Efficiency	Too restrictive & cost conscious
Fixing what isn't broken	Innovative	Order	Rigidly process orientated

Kaplan & Kaiser, *Fear Your Strengths*, 2013

Michael Fullan 2014

Module Five: What's Next: New Pedagogies for Deep Learning and New Forms of Accountability

The Unplanned Digital Revolution

- Change Knowledge
- Technology
- Pedagogy

Push/Pull Factors

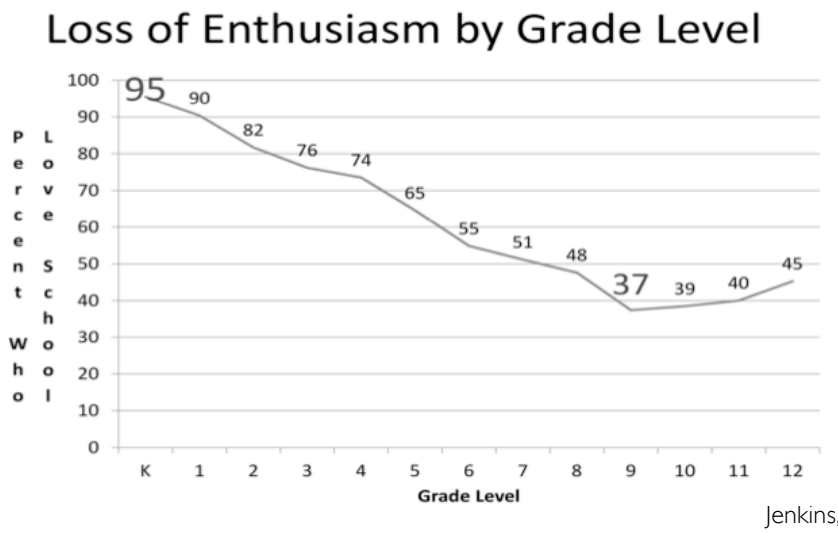
PUSH FACTOR

- School is increasingly boring for students and alienating for teachers.

PULL FACTOR

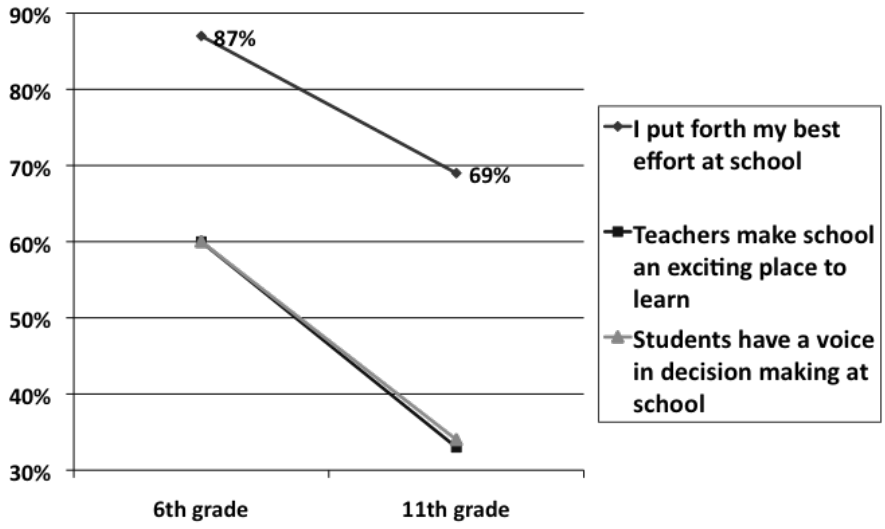
- The ever-alluring digital world.

Increasing Student Boredom



Jenkins, 2012

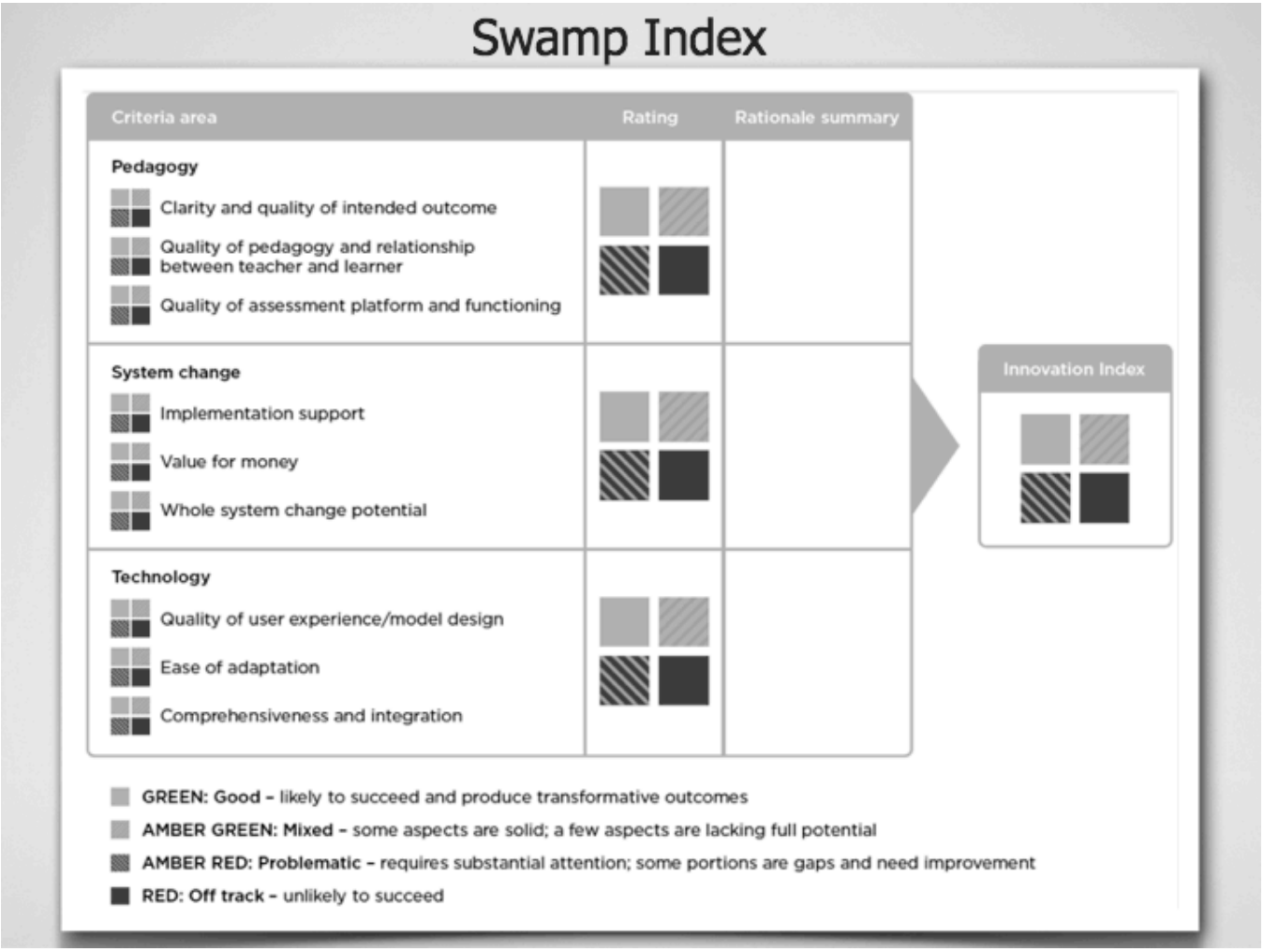
Disengaged Students



My Voice National Student Report, 2012

New Learning— Exciting Innovative Learning Experiences for All Students:	▪ Irresistibly engaging for both students and teachers ▪ Elegantly efficient and easy to use ▪ Technologically ubiquitous 24/7 ▪ Steeped in real-life problem solving
The New Pedagogy	▪ A new learning partnership between and among teachers and students.
Teachers and Students as Pedagogical Partners	Teacher as Facilitator .17 ▪ simulations and gaming; inquiry based; smaller class sizes; individualized instruction; problem-based learning; web-based; inductive teaching Teacher as Activator .60 ▪ reciprocal teaching; feedback; teacher-student self-verbalization; meta-cognition; goals-challenging; frequent effects of teaching

Hattie, 2012



The New Pedagogy

- A new learning partnership between and among teachers and students.

Deep Learning

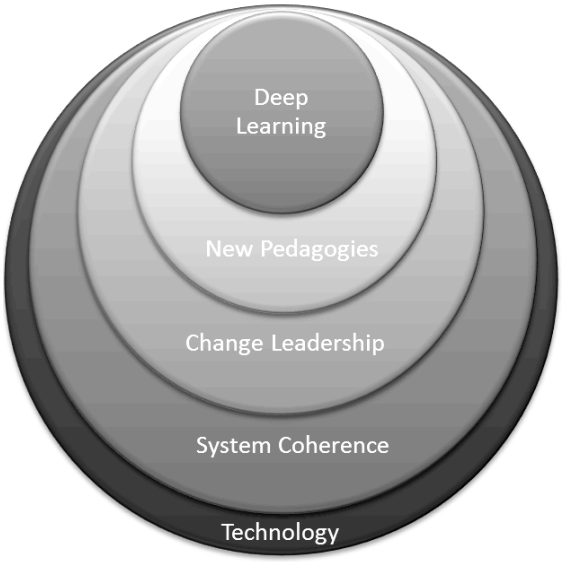
Fullan, *Stratosphere*, 2012

Positive Contagion

People take to change when:

- It is intrinsically interesting.
- It is pursued in a non-judgmental culture.
- They have some say in its evolution.
- They are developing ownership with others.
- They enjoy doing something worthwhile with peers inside and outside their schools.

A Rich Seam:
New Systems of Measure



Practices:
- Deep Learning tasks
- Student work products

Conditions:
- Student aspirations & engagement
- Student-teacher partnerships
- Pedagogical practices

Outcomes:
- Demonstrated deep learning competencies

Fullan & Langworthy, January 2014

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Notes:

MOTION
LEADERSHIP

MICHAELFULLAN.CA

Michael Fullan, OC, is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. Michael Fullan received the Order of Canada in December 2012. He holds honorary doctorates from Hong Kong Institute of Education, Duquesne University, Pittsburgh, Pennsylvania; University of Edinburgh, Scotland; Newman University College, University of Leicester; and Nipissing University in Canada.

Fullan is a prolific, award-winning author whose books have been published in many languages. His latest books are:

- All Systems Go, 2010
- The Moral Imperative Realized, 2010
- Change Leader: Learning to Do What Matters Most, 2011
- Professional Capital, Transforming Teaching in Every School (with Andy Hargreaves), 2012
- Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge, 2013
- Motion Leadership In Action, 2013
- The Principal: Maximizing Impact, 2014
- A Rich Seam: How New Pedagogies Find Deep Learning (with Maria Langworthy), January 2014
- Big City School Reform: Lessons from New York, Toronto, and London (with Alan Boyle), 2014

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