

# **Every School a Great School – The Emergence of System Leadership**

**Stockholm Summit  
Hilton Stockholm Slussen  
Stockholm, Sweden**

**Tuesday, 17<sup>th</sup> May 2010**

**Professor David Hopkins**





# Moral Purpose of Schooling

*I know what my learning objectives are and feel in control of my learning*

*I get to learn lots of interesting and different subjects*

*I can get a level 4 in English and Maths before I go to secondary school*

*I know what good work looks like and can help myself to learn*

*I know if I need extra help or to be challenged to do better I will get the right support*

*My parents are involved with the school and I feel I belong here*

*I can work well with and learn from many others as well as my teacher*

*I enjoy using ICT and know how it can help my learning*

*I know how I am being assessed and what I need to do to improve my work*

*I can get the job that I want*



*All these .... whatever my background, whatever my abilities, wherever I start from*

# The G100 Communique

A group of 100 principals from fourteen countries (G100) met at the National Academy of Education Administration (NAEA) in Beijing, China 16-19 October 2006 to discuss the transformation of and innovation in the world's education systems.

They concluded their communique in this way -

We need to ensure that moral purpose is at the fore of all educational debates with our parents, our students, our teachers, our partners, our policy makers and our wider community.

We define moral purpose as a compelling drive to do right for and by students, serving them through professional behaviors that 'raise the bar and narrow the gap' and through so doing demonstrate an intent, to learn with and from each other as we live together in this world.

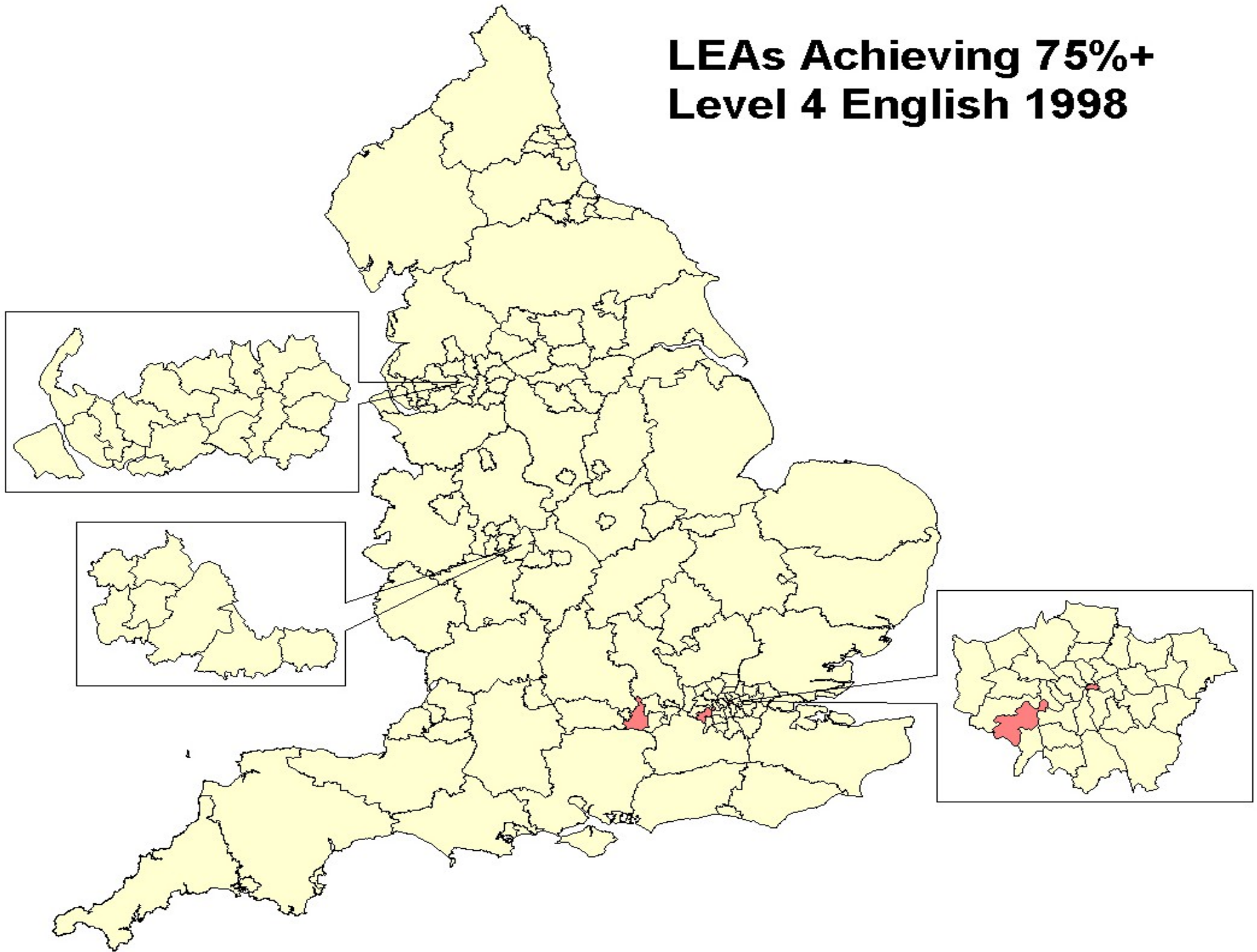
# **‘Every School a Great School’ as an expression of moral purpose**

- What parents want is for their local school to be a great school.  
(National Association of School Governors; Education and Skills Select Committee 2004).
- Test of resolve:
  - A stress on moral purpose and social justice in order to equalise life chances
  - an educational system that enables every individual to achieve their potential and enhance their learning skills;
  - enhance teaching quality rather than structural change;
  - commitment to sustained, systemic change since a focus on individual school improvement distorts social equity.

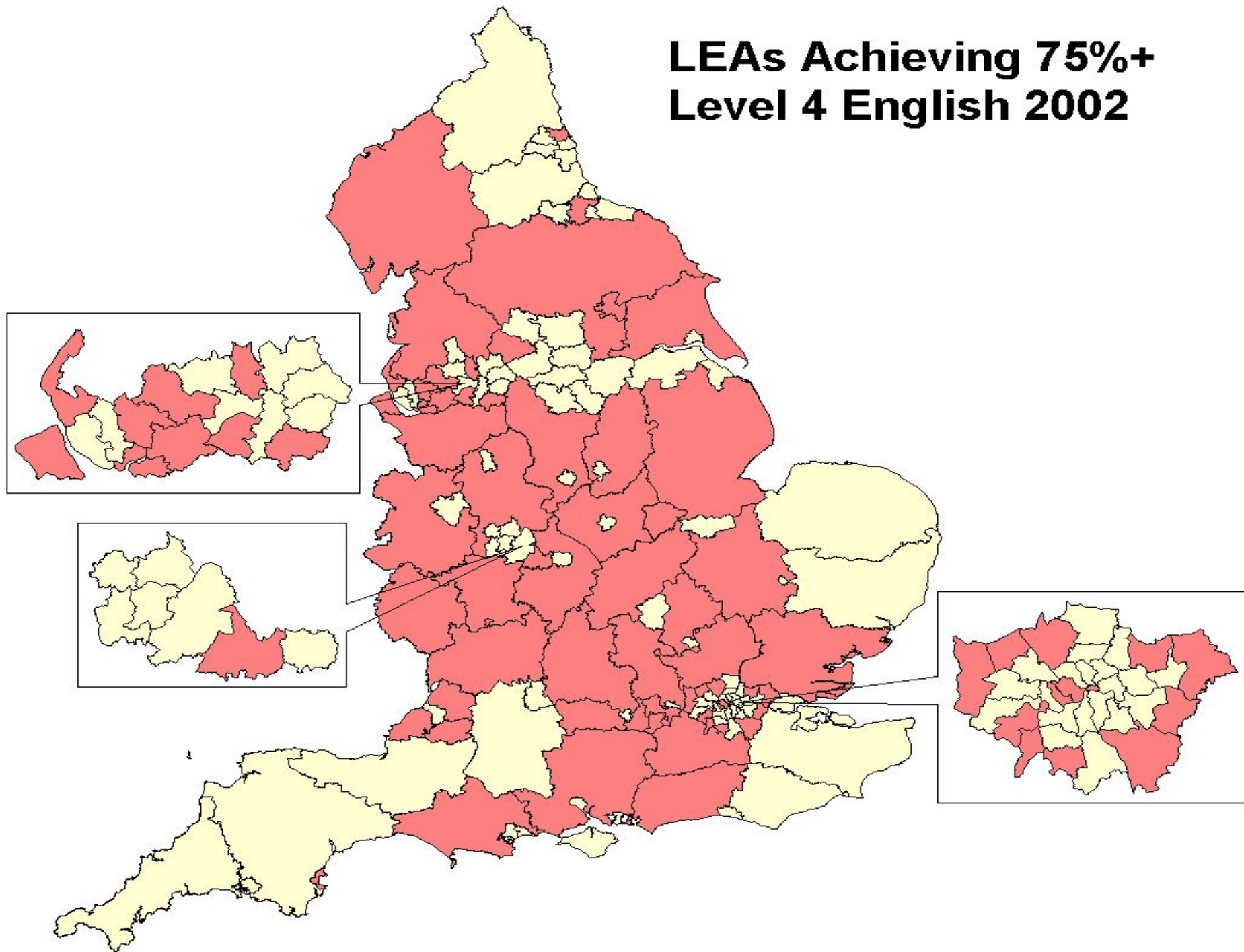
# Brief History of Standards in Primary Schools



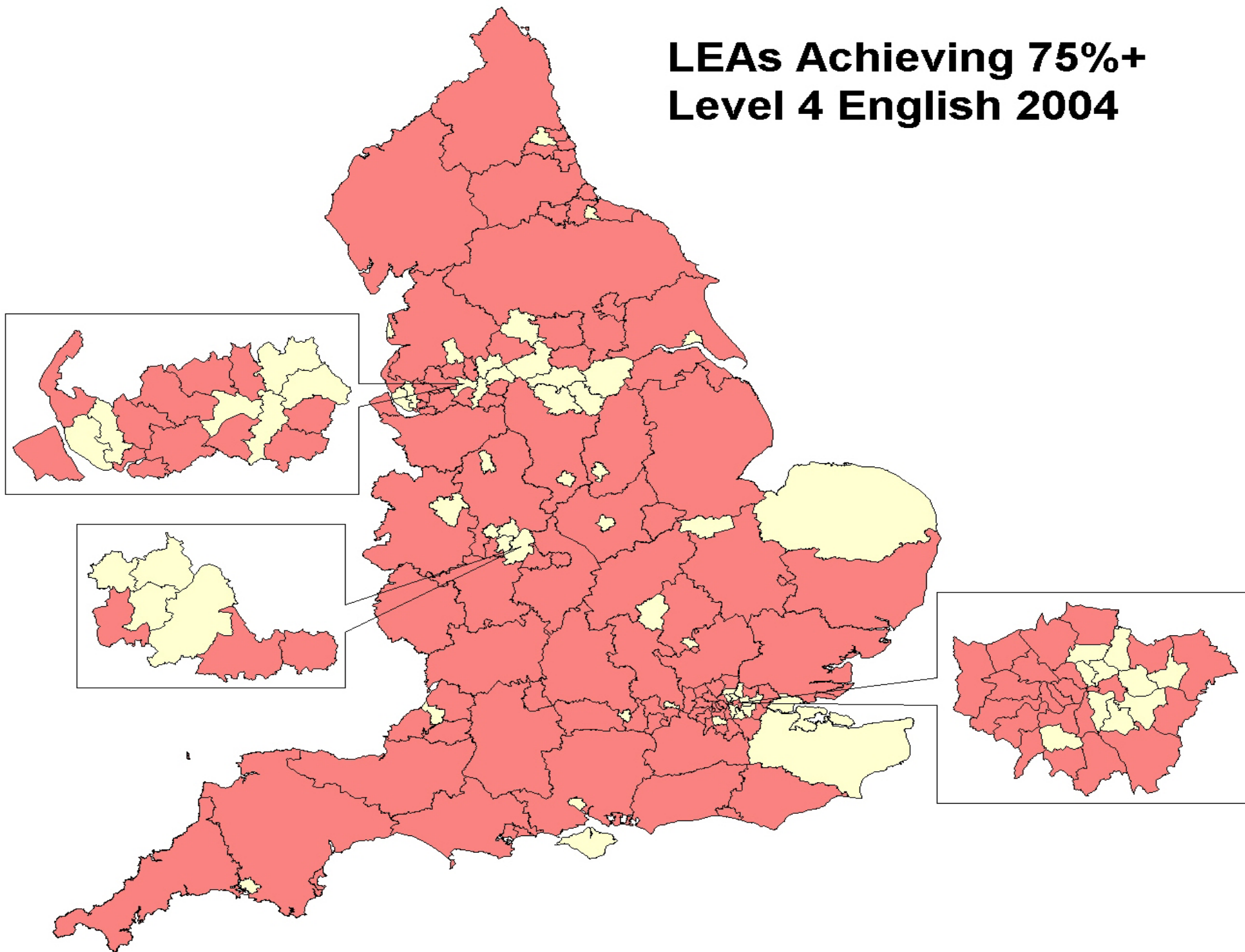
# LEAs Achieving 75%+ Level 4 English 1998



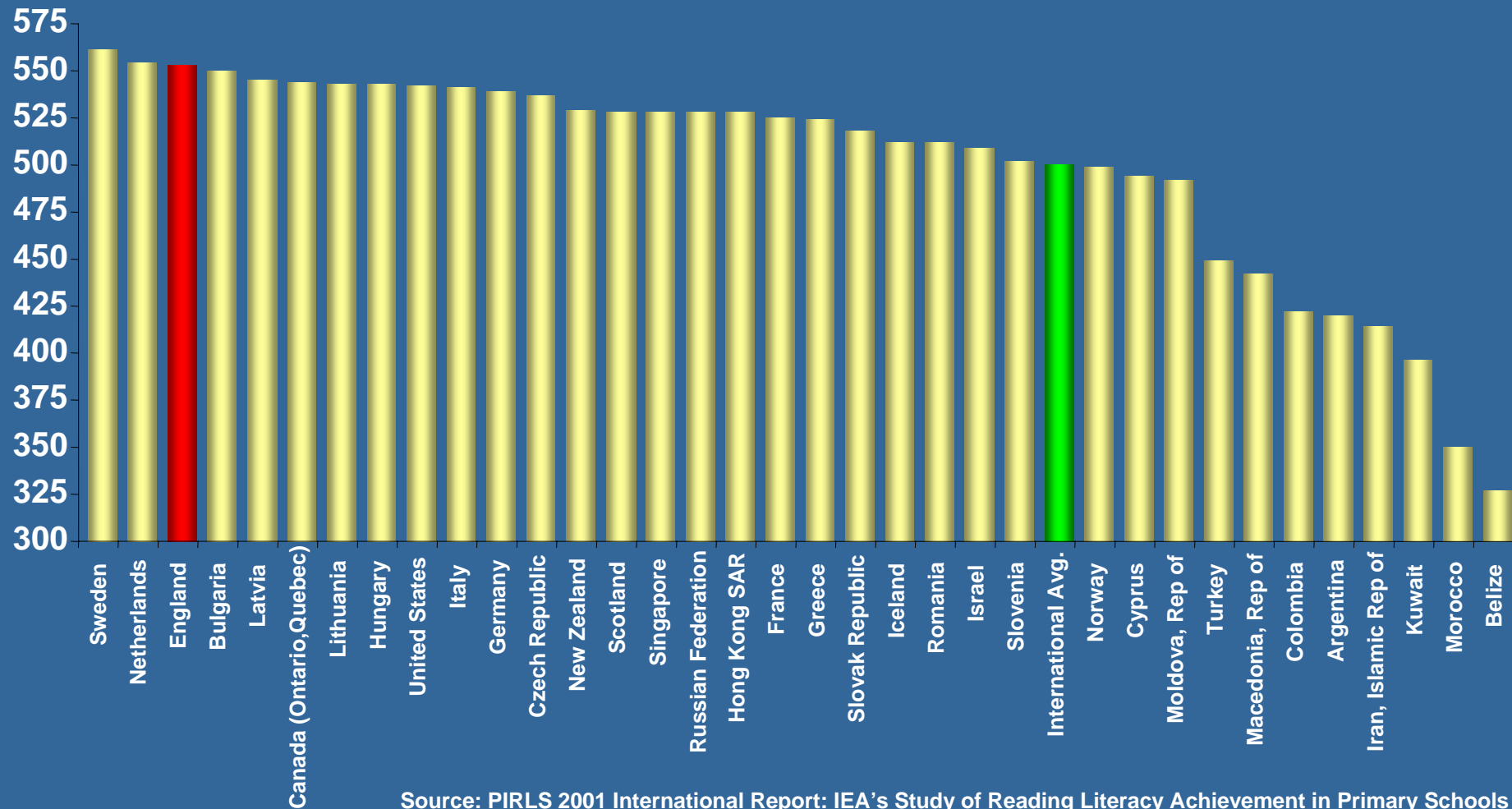
# LEAs Achieving 75%+ Level 4 English 2002



# LEAs Achieving 75%+ Level 4 English 2004



# Distribution of Reading Achievement in 9-10 year olds in 2001

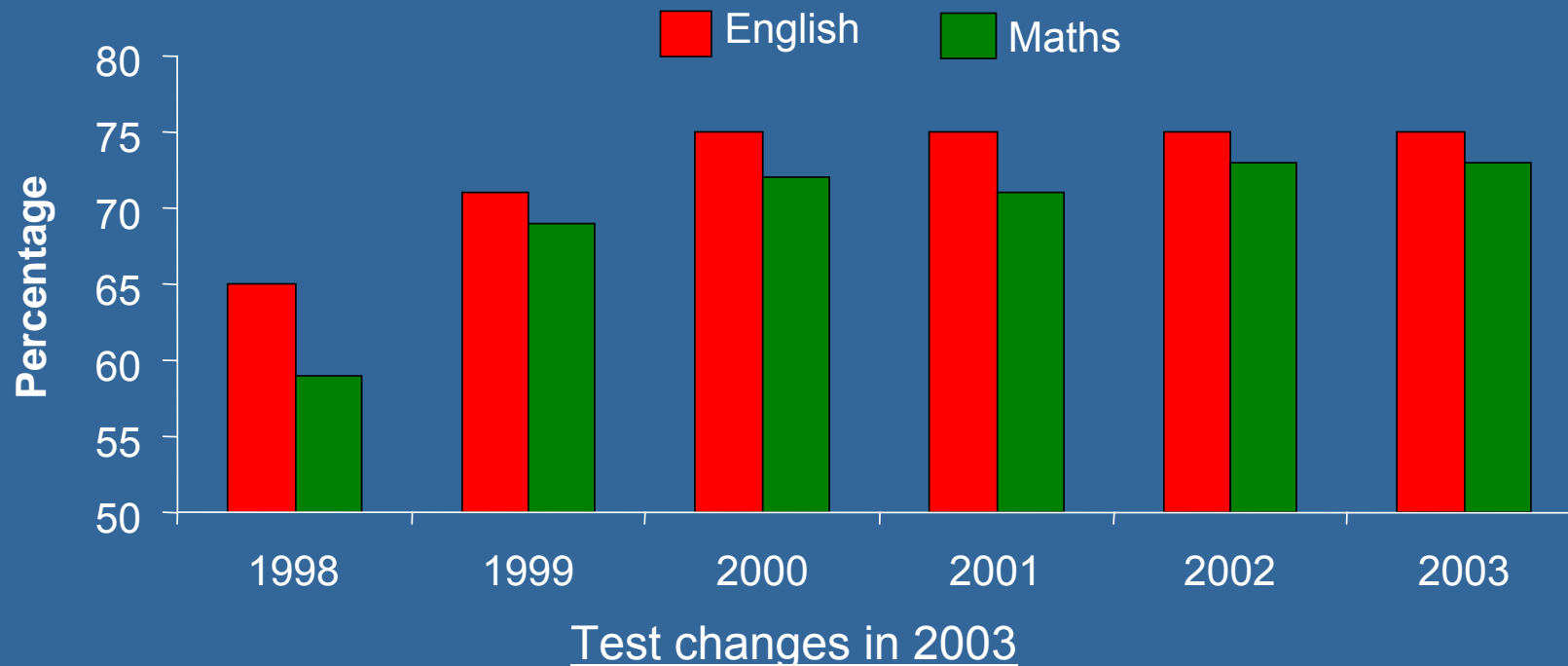


Source: PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools

# New Labour Policy Framework



# Percentage of pupils achieving level 4 or above in Key Stage 2 tests 1998-2003



- Major changes to writing test/markscheme
- Significant changes to maths papers

# The Key Question - how do we get there?

- Most agree that:
  - When standards are too low and too varied
  - some form of direct state intervention is necessary
  - the impact of this top-down approach is usually to raise standards.
- But when:
  - progress plateaus - while a bit more might be squeezed out in some schools , and perhaps a lot in underperforming schools, one must question whether this is still the recipe for sustained reform
  - there is a growing recognition that to ensure that every student reaches their potential, schools need to lead the next phase of reform.
- The 64k dollar question is how do we get there?

# Towards system wide sustainable reform

Prescription

**Building Capacity** 

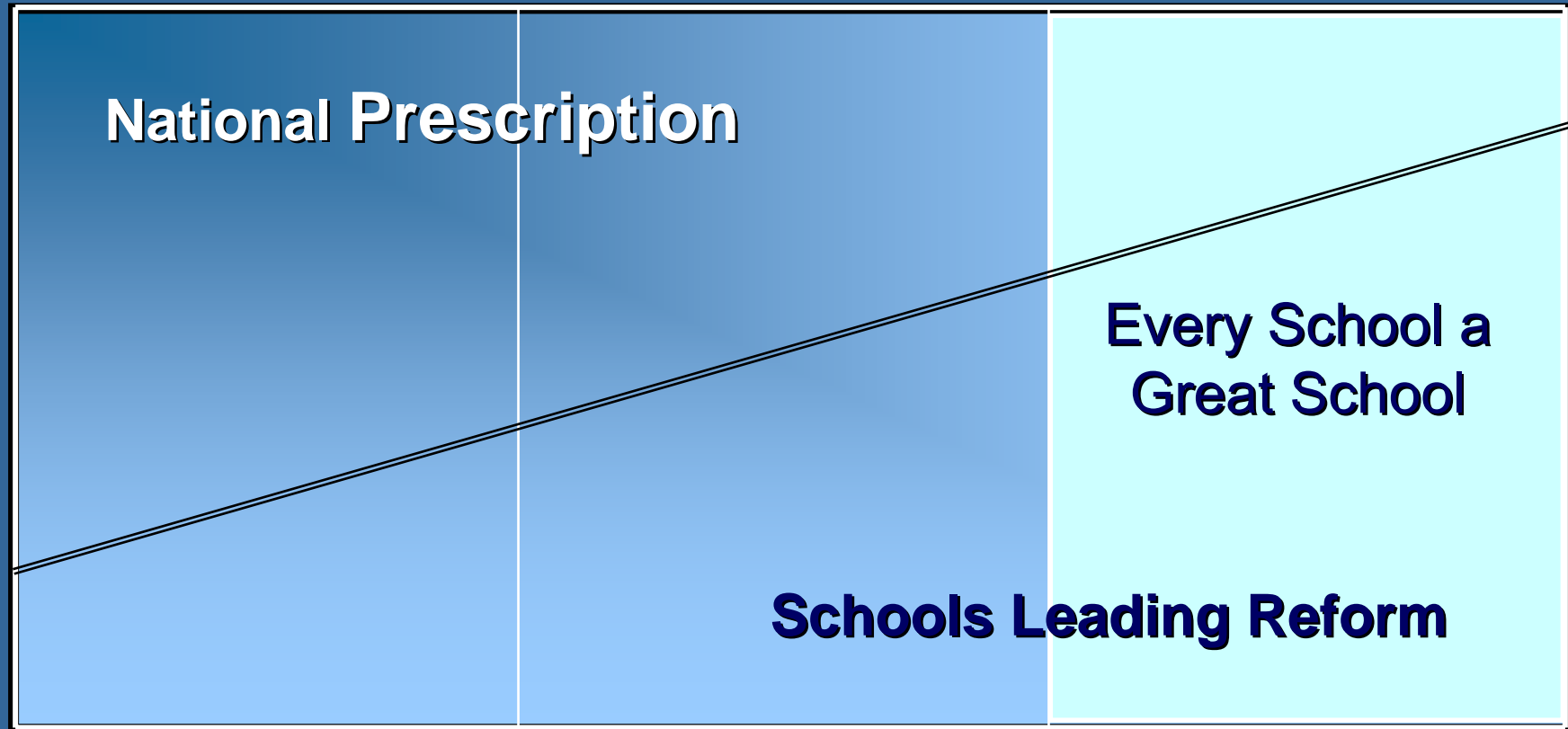
Professionalism

**National Prescription**

**Every School a  
Great School**

**Schools Leading Reform**

**System Leadership** 



# **Four key drivers to raise achievement and build capacity for the next stage of reform**

- i. Personalising Learning
- ii. Professionalising Teaching
- iii. Building Intelligent Accountability
- iv. Networking and Collaboration

## (i) Personalising Learning

*'Joined up learning and teaching'*

- Learning to learn
- Curriculum choice & entitlement
- Assessment for learning
- Student voice

### *'My Tutor'*

*Interactive web-based learning resource enabling students to tailor support and challenge to their needs and interests.*



## (ii) Professionalising Teaching

*‘Teachers as researchers,  
schools as learning communities’*

- Enhanced repertoire of learning & teaching strategies
- Evidence based practice with time for collective inquiry
- Collegial & coaching relationships
- CPD to tackle within school variation

*‘The Edu-Lancet’*

*A peer-reviewed  
journal published for  
practitioners by  
practitioners & regularly  
read by the profession  
to keep abreast of R&D.*



### (iii) Building Intelligent Accountability

*'Balancing internal and external accountability and assessment'*

- Moderated teacher assessment and AfL at all levels
- 'Bottom-up' targets for every child and use of pupil performance data
- Value added data to help identify strengths / weaknesses
- Rigorous self-evaluation linked to improvement strategies and school profile to demonstrate success

*'Chartered examiners'*

*Experienced teachers gain certification to oversee rigorous internal assessment as a basis for externally awarded qualifications.*



## (iv) Networking and Collaboration

*‘Disciplined innovation, collaboration and building social capital’*

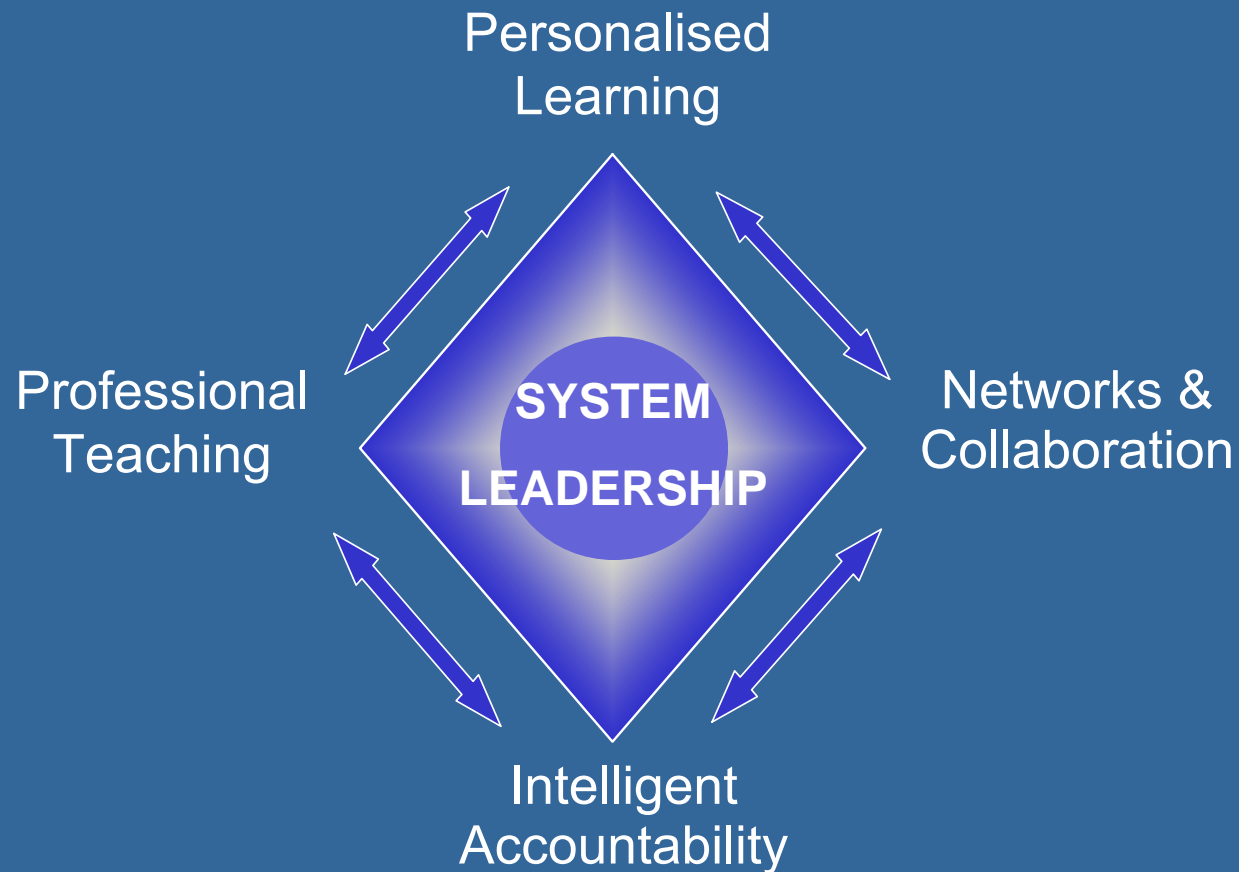
- Best practice captured and highly specified
- Capacity built to transfer and sustain innovation across system
- Greater responsibility taken for neighbouring schools
- Inclusion and Extended Schooling

*‘Autonomous Federations’*

*Groups of schools opt out of LEA control but accept responsibility for all students in their area*



# 4 drivers mould to context through system leadership



# **System Leadership: A Proposition**

‘System leaders’ care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap(s).

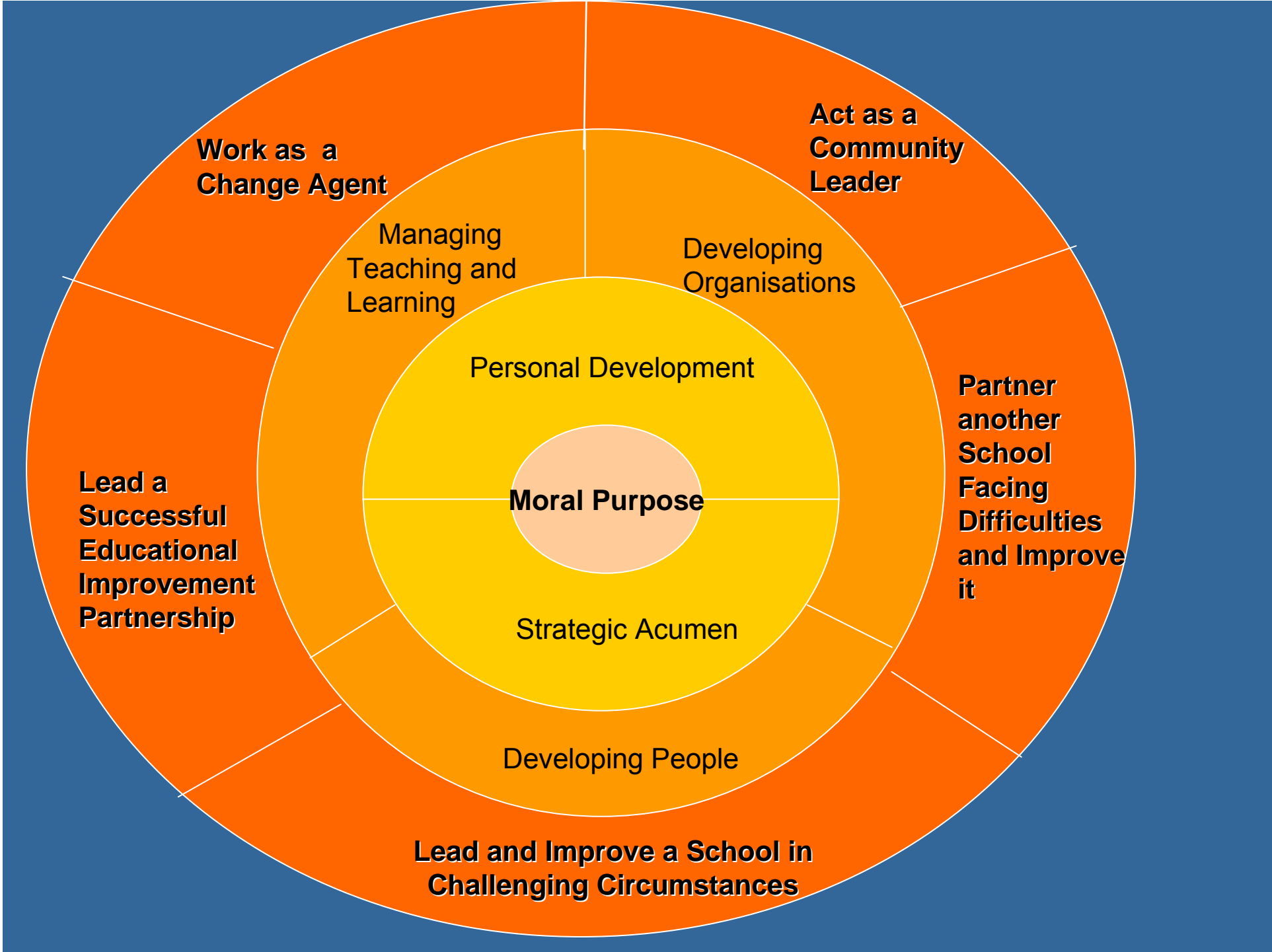
Crucially they are willing to shoulder system leadership roles in the belief that in order to change the larger system you have to engage with it in a meaningful way.’

# System leaders share five striking characteristics, they:

- measure their success in terms of improving student learning and strive to both raise the bar and narrow the gap(s).
- are fundamentally committed to the improvement of teaching and learning.
- develop their schools as personal and professional learning communities.
- strive for equity and inclusion through acting on context and culture.
- understand that in order to change the larger system you have to engage with it in a meaningful way.

# ‘Seven Strong Claims about School Leadership’

- School leadership is second only to classroom instruction as an influence on student learning.
- Almost all successful (school) leaders draw on the same repertoire of basic leadership practices.
- It is the enactment of the same basic leadership practices – not the practices themselves – that is responsive to the context.
- School leaders improve pupil learning indirectly through their influence on staff motivation and working conditions.
- School leadership has a greater influence on schools and pupils when it is widely distributed.
- Some patterns of leadership distribution are much more effective than others.
- A small handful of personal “traits” explain a high proportion of the variation (such as being open minded, flexible, persistent and optimistic) in leader effectiveness.



# Focus on the Instructional Core

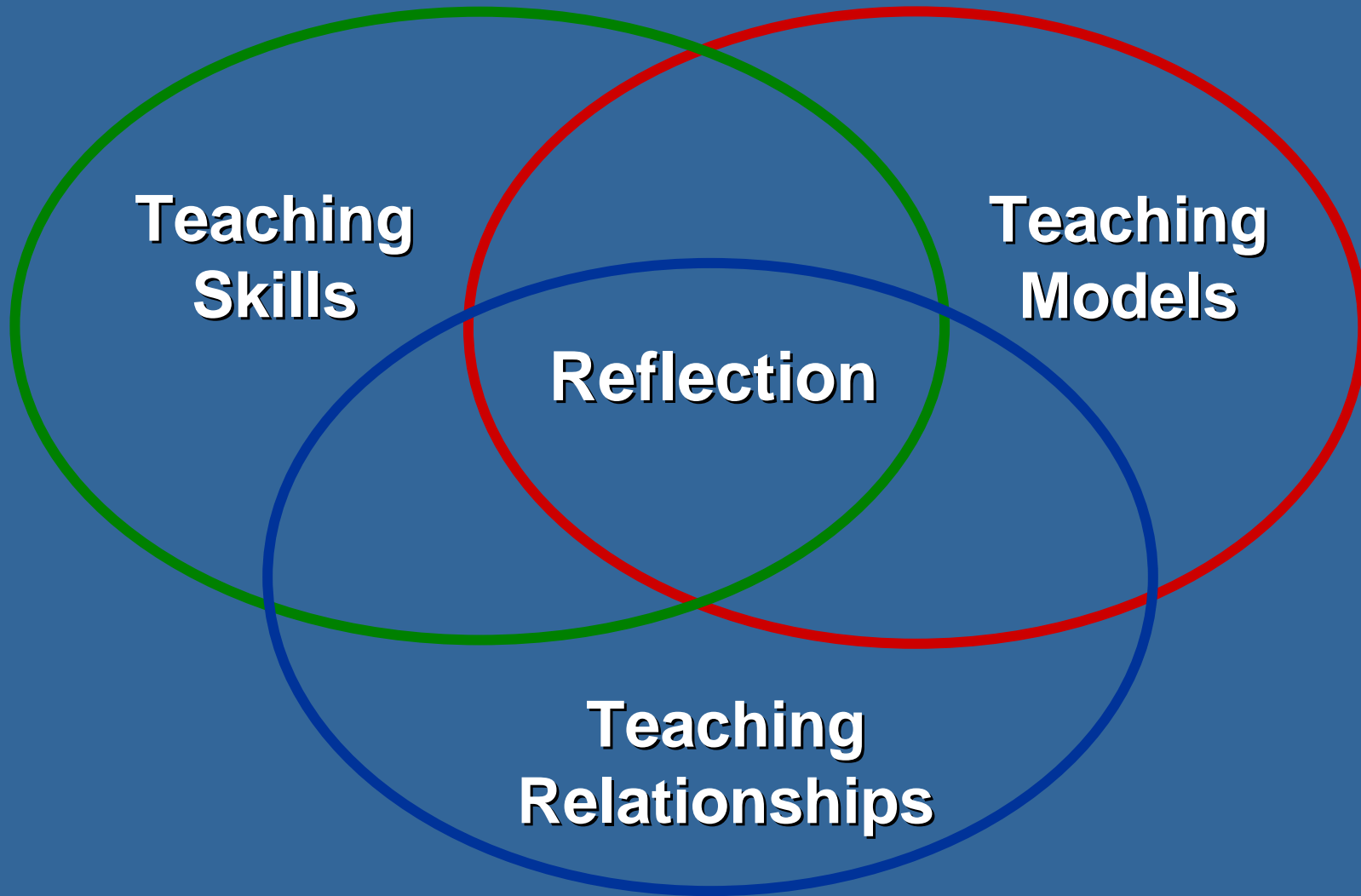
**CURRICULUM**

**POWERFUL  
LEARNING**

**TEACHING and  
LEARNING  
STRATEGIES**

**STUDENT  
ENGAGEMENT**

# Three ways of thinking about Teaching



# The Experience of Educational Change

- change takes place over time;
- change initially involves anxiety and uncertainty;
- technical and psychological support is crucial;
- the learning of new skills is incremental and developmental;
- successful change involves pressure and support within a collaborative setting;
- organisational conditions within and in relation to the school make it more or less likely that the school improvement will occur.

[Adapted from Michael Fullan – Change Processes paper, 1986]

# Structuring Staff Development

## Workshop

- Understanding of Key Ideas and Principles
- Modelling and Demonstration
- Practice in Non-threatening Situations

## Workplace

- Immediate and Sustained Practice
- Collaboration and Peer Coaching
- Reflection and Action Research

# Diana's Line of Success

Success of leadership in terms of effect upon broad pupil outcomes

## 1. Coming out of special measures (1999-2000)

- Enriching teaching and learning environment
- Making school secure
- Improving teaching and learning in classrooms
- Leading by example
- Establishing a student behaviour policy and improving attendance
- Vision and values
- Developing resources

## 2. Taking ownership: an inclusive agenda (2000-2002)

- Vision and values: developing school's mission
- Distributing leadership
- Persisting priority on teaching and learning:
  - becoming a thinking school
  - curriculum development
- Performance management and CPD
- Inclusivity: integrating students from different social and cultural backgrounds
- Focus on monitoring and evaluation

## 3. Developing creativity (2002-2005)

- Restructuring leadership
- Involving community
- Assessment (personalised)
- Placing staff well-being at centre of school improvement
- Broadening horizons

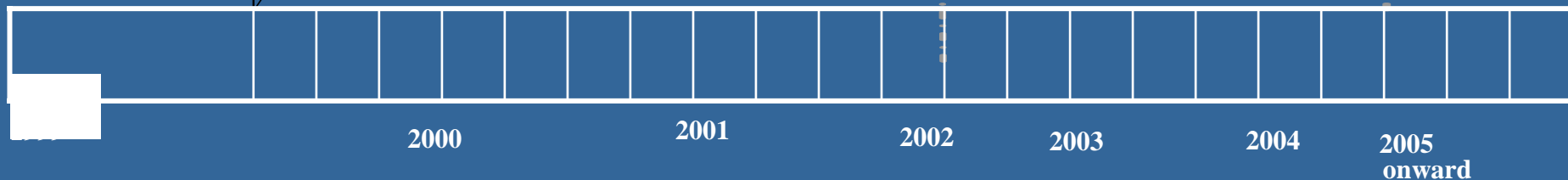
Ofsted Inspection 2007 (Outstanding)

Ofsted Inspection 2002 (Very Good)

## 4. Everyone a leader (2005-present)

- Creative partnership and creativity
- Self evaluation
- Personalised learning

Ofsted Inspection 1998 (Special Measures)



# System Leadership and Student Achievement

To sustain improvement:

- the leadership develops *a narrative for improvement*
- the leadership is *highly focussed on improving the quality of teaching and learning* (and student welfare)
- the leadership explicitly *organises the school for improvement*
- the leadership creates:
  - *clarity (of the systems established)*
  - *consistency (of the systems spread across school), and*
  - *continuity (of the systems over time)*
- the leadership creates *internal accountability and reciprocity*
- the leadership works to *change contexts as a key component of their improvement strategy*

# System leaders share five striking characteristics, they:

- measure their success in terms of improving student learning and strive to both raise the bar and narrow the gap(s).
- are fundamentally committed to the improvement of teaching and learning.
- develop their schools as personal and professional learning communities.
- **strive for equity and inclusion through acting on context and culture.**
- **understand that in order to change the larger system you have to engage with it in a meaningful way.**

# System Leadership Roles

A range of emerging roles, including heads who:

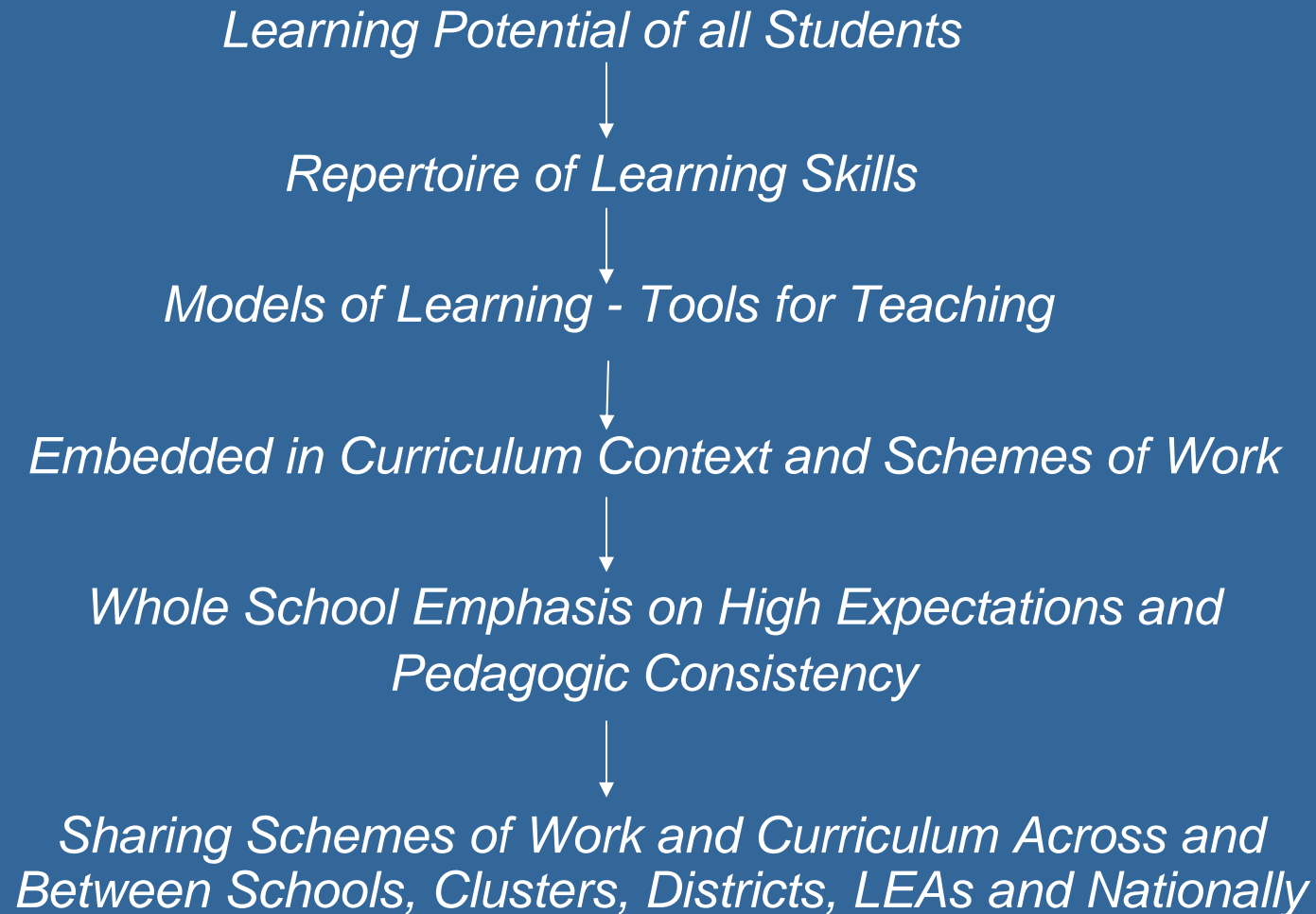
- develop and ***lead a successful educational improvement partnership*** across local communities to support welfare and potential
- choose to ***lead and improve a school in extremely challenging circumstances***
- ***partner another school facing difficulties and improve it.*** This category includes Executive Heads and leaders of more informal improvement arrangements
- act as *curriculum and pedagogic innovators* who develop and then transfer best practice across the system
- Work as ***change agents*** or experts leaders as *National Leader of Education, School Improvement Partner, Consultant Leader.*

# Turnaround Schools – Emerging Themes

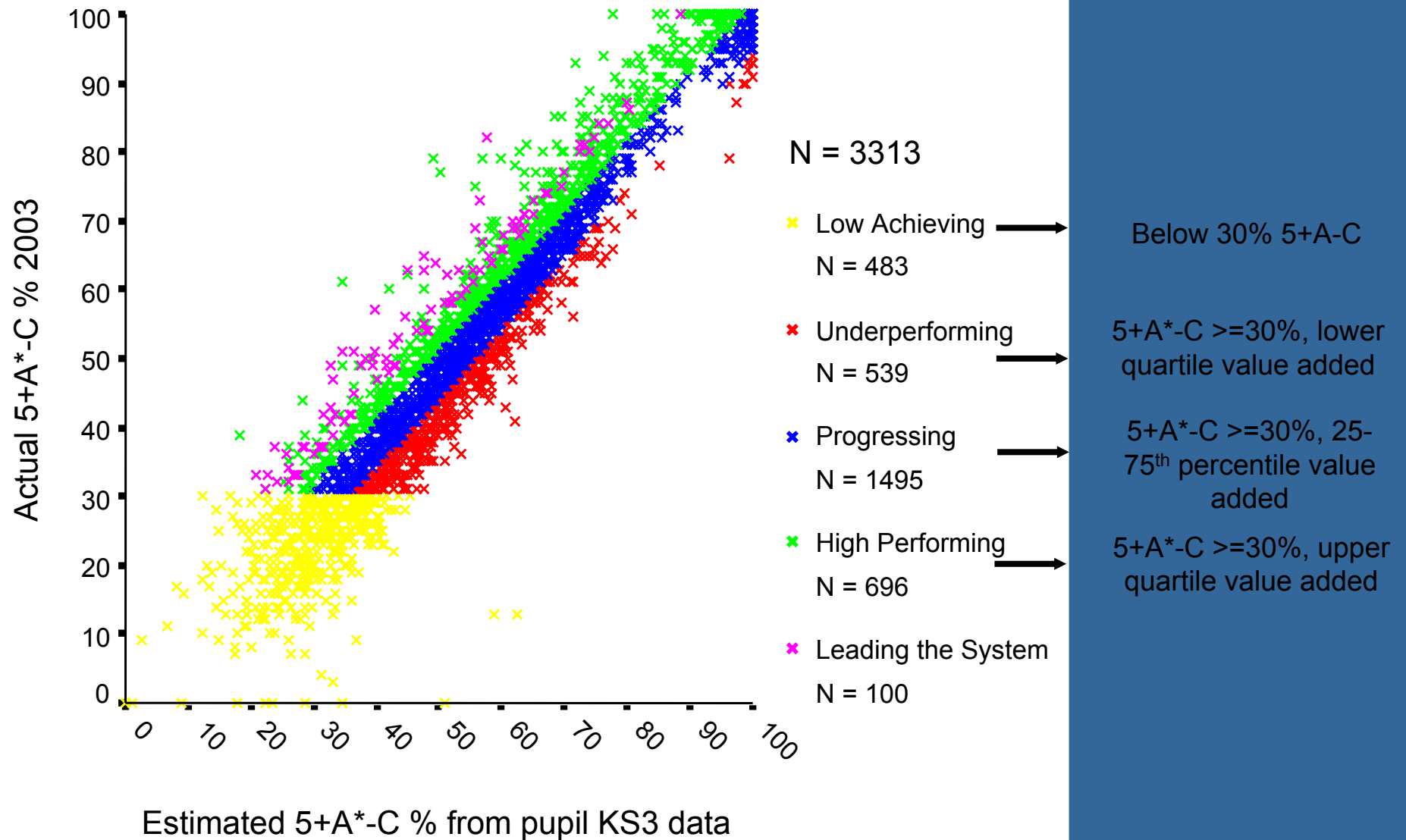
Develop a narrative for *sustained improvement* :

- The ability to determine the capacity needed to undertake improvement activities
- An understanding of the regularities needed to sustain improvement in a school
- To identify and transfer best practice internally, with the potential to work externally
- The creation of an ethos of high expectations
- To work and negotiate with a range of stakeholders and other schools

# The Logic of System Leadership



# Segmentation of the Secondary School System



# Networking and Segmentation: Highly Differentiated Improvement Strategies

Type of School	Key strategies – responsive to context and need	System Leadership Role
Leading schools	<ul style="list-style-type: none"> <li>- Become curriculum and pedagogic innovators</li> <li>- Support lower-performing schools</li> </ul>	<ul style="list-style-type: none"> <li>- Leading Edge</li> <li>- Consultant Leader</li> </ul>
Succeeding schools with internal variation	<ul style="list-style-type: none"> <li>- Regular local networking</li> <li>- Subject specialist support to particular departments</li> </ul>	<ul style="list-style-type: none"> <li>- Education Improvement Partnerships</li> <li>- 14-19 partnerships</li> </ul>
Underperforming schools	<ul style="list-style-type: none"> <li>- Linked school support</li> <li>- Consistency interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Raising Achievement Transforming Learning</li> <li>- School Improvement Partners</li> </ul>
Failing schools	<ul style="list-style-type: none"> <li>- Formal support in a Federation structure</li> <li>- New provider</li> </ul>	<ul style="list-style-type: none"> <li>- National Leader of Education and National Support Schools</li> <li>- School Sponsored Academy</li> </ul>

# Segmentation requires a fair degree of boldness ...

- Schools should take greater responsibility for neighbouring schools so that the move towards networking encourages groups of schools to form collaborative arrangements outside of local control.
- All failing and underperforming (and potentially low achieving) schools should have a leading school that works with them in either a formal grouping Federation or in more informal partnership.
- The incentives for greater system responsibility should include significantly enhanced funding for students most at risk.
- A rationalisation of national and local agency functions and roles to allow the higher degree of national and regional co-ordination for this increasingly devolved system.

# So, for Transformation, System Leadership needs to be reflected at three levels:

- ***System leadership at the school level*** – with, at essence, school Heads becoming almost as concerned about the success of other schools as they are about their own.
- ***System leadership at the local level*** – with practical principles widely shared and used as a basis for local alignment with specific programmes developed for the most at risk groups.
- ***System leadership at the national level*** – with social justice, moral purpose and a commitment to the success of every learner providing the focus for transformation and collaboration system wide.

# Coherent System Design

## Hardware

### Infrastructure

Recurrent funding

Physical capital

Human capital

Knowledge creation and management

Qualifications framework

Curriculum

## Operating system

### Reform model

Personalised Learning and Professionalised Teaching

Intelligent accountability, Governance and Segmentation

Innovation, Networking and System Leadership

## Software

### Teaching and learning

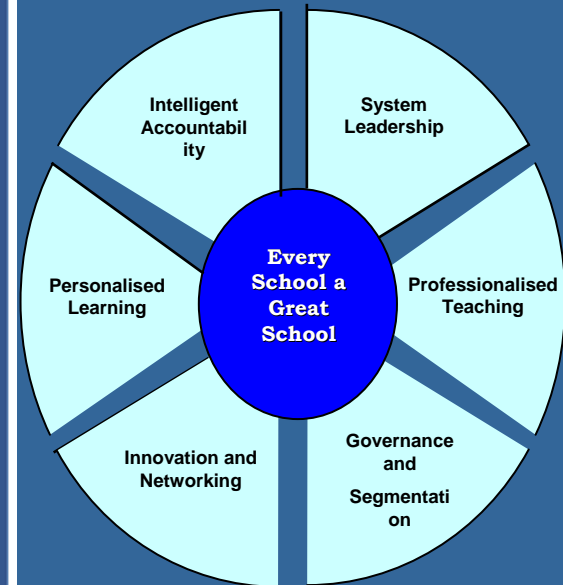
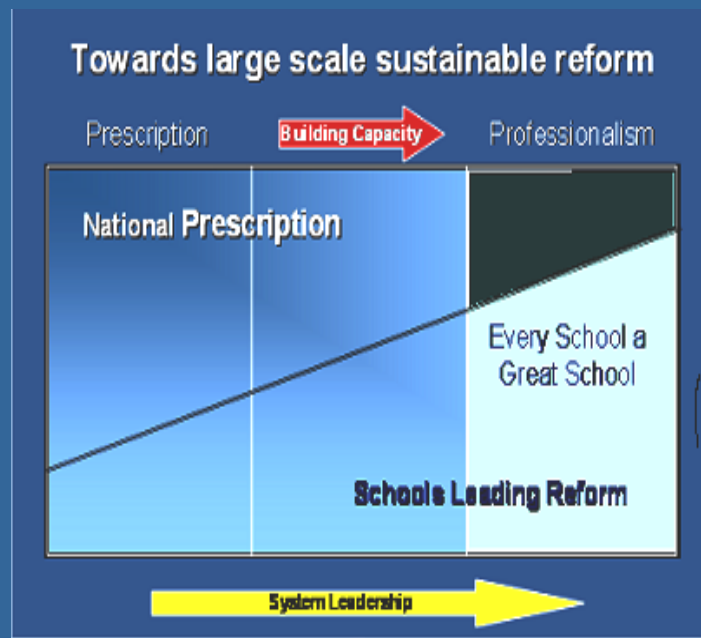
Leadership and School ethos

High quality personalised learning for every student

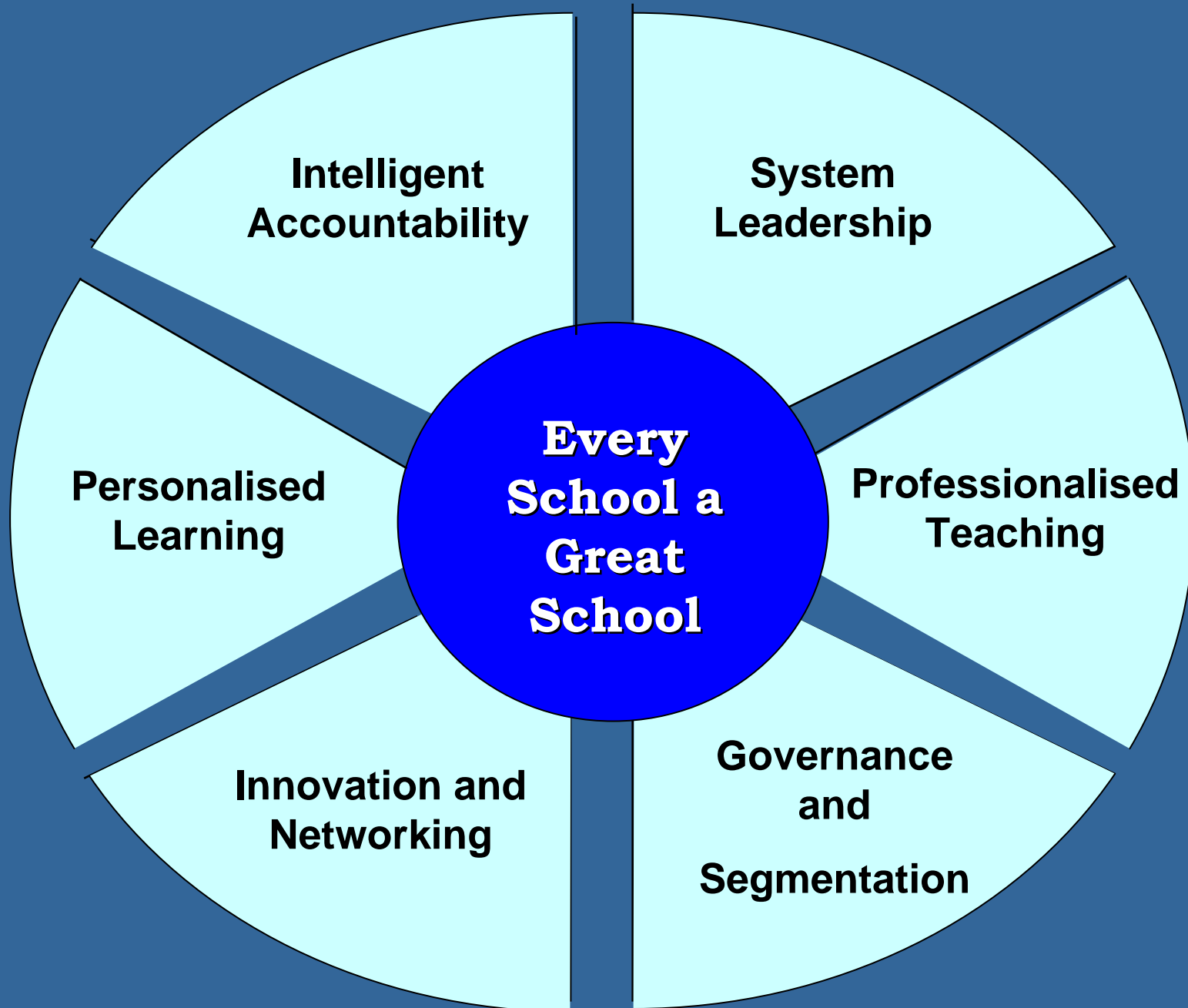
Teaching quality

U  
N  
I  
V  
E  
R  
S  
A  
L  
H  
I  
G  
H  
S  
T  
A  
N  
D  
A  
R  
D  
S

# Complementary Policy Framework for System Reform



# Every School a Great School Framework



**Paulo Freire once said...**

“No one educates anyone else  
Nor do we educate ourselves  
We educate one another in  
communion

In the context of living in this world”



# Professor David Hopkins

David Hopkins is Professor Emeritus at the Institute of Education, University of London, where until recently, he held the inaugural HSBC iNet Chair in International Leadership. He is a Trustee of Outward Bound and is Executive Director of the new charity 'Adventure Learning Schools'. David holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards at the Department for Education and Skills. Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and Outward Bound Instructor. David is also an International Mountain Guide who still climbs regularly in the Alps and Himalayas. His recent books **Every School a Great School** and **System Leadership in Practice** are published by The Open University Press.

Website: [www.davidhopkins.co.uk](http://www.davidhopkins.co.uk)