

# Grow leadership

*Hampshire toolkit section 4*

Aiming high; raising aspirations



# Grow leadership

## Context

It is essential to plan developmental experiences and opportunities to challenge and support future leaders. Effective leadership learning includes a range of opportunities and interventions rather than one single approach.

Organisations that are good at developing leaders place emphasis on:

- real experiences that use innovation, creativity and out-of-the-box thinking
- process-rich activities, which deepen and extend learning over time
- collaboration, giving colleagues the opportunity to network and influence team working
- regular structured feedback
- on-the-job learning through new responsibilities and challenges
- coaching and mentoring
- job shadowing
- individual as well as team based activities
- academic study and research.

## Key questions

- What commitment have you made to your learning as a leader?
- Which activities will help you to sustain your personal and professional effectiveness?
- What are the most powerful leadership learning activities in your school and community – How do you know?
- How do emerging team leaders learn about the complexities and challenges of the school as a *social organisation*?
- How are the leadership succession plans made explicit in the school?
- To what extent are the colleagues collaborating to extend their own learning?
- How do you define coaching in your context?
- What are the implications of providing a coach for all leaders in the school?
- How do you identify leadership talent?

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A set of questions for discussion

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This is a set of activity cards to establish current and identifying future practice, placing cards into sections and deciding key actions for improvement

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A list of prompts which will help you self-evaluate the following in your school:

- leading by example
- roles and responsibilities
- actions beyond the school

### **4.4 Types of leadership learning** **Page 5**

Gives you examples of leadership learning opportunities in three areas which aims to stimulate discussion and helps you to evaluate them in terms of relevance in your context:

- taking time to reflect
- working collaboratively
- gaining knowledge and understanding through formal learning

### **4.5 Action learning sets and appreciative enquiry** **Page 6**

This suggests approaches to structure group discussion focused on problem-solving

### **4.6 Coaching** **Page 8**

Details a range of approaches to coaching and gives suggested next steps/contacts

### **4.7 Policy for leadership learning** **Page 10**

A card activity which gives themes for discussion which will help to formulate a policy. The themes will also be useful at interviews, staff meetings and to prompt actions for professional development

## 4.1 Examining current practice and future possibilities to develop leaders

This is a tool consisting of questions on cards, to be used to stimulate discussion about different types of leadership development.

### Target audience

- Headteachers, leadership teams, staff teams and governors.

### It will help to

Stimulate discussion about different types of leadership development by asking:

- What opportunities are there for aspiring leaders to think and plan creatively together?
- What methods do you use to give ongoing feedback and structured reflection?
- How will you use coaching in the future to develop leadership potential?
- How do you distribute leadership?

### Examples of the tools

See Tool 4.1

## 4.2 Diagnosing current and identifying future practice

This is a set of activity cards to establish current and identifying future practice by placing cards into appropriate areas:

- improve
- emphasise
- eliminate
- reduce

### Target audience

- Headteachers, leadership teams, staff groups and governors.

### It will help to

- generate discussion about what works and what needs to happen in the future
- emphasise the importance of in-house and across network development activities other than the external course
- generate discussion about the range of learning activities that form a learning programme.

### How to use the tool

Step by step instructions

**Step 1:** Look at the cards, discuss and sort on board under the headings:

- improve
- emphasise
- eliminate
- reduce

**Step 2:** Choose two areas for *improve* and answer the following:

- To what extent are you making use of this opportunity or strategy?
- What works well?
- What actions must be taken to improve?
- What will the difference look like?

**Note:** Four cards have been left blank deliberately for you to add in strategies you think need to be included.

### Examples of the tools

See Tools 4.2a and 4.2b

## 4.3 Leading with others

This lists prompts which will help you self-evaluate the following three areas in your school:

- leading by example
- roles and responsibilities
- actions beyond the school.

### Target audience

- Headteachers and senior leaders.

### It will help to

- self-evaluate leadership practices in the context of leading by example
- examine leadership potential in existing roles and responsibilities
- identify areas beyond the school to develop leadership
- consider future trends and strategic priorities.

### How to use the tool

Step by step instructions

**Step 1:** Read through the prompts on the prompts board, which are in the three areas as above.

**Step 2:** Discuss and record or note the evidence found, along with the necessary actions that need to be developed.

### Examples of the tools

See Tool 4.3

## 4.4 Types of leadership learning

With the pressures of time, individuals do not always exploit or identify the full repertoire of leadership learning opportunities. This section lists a series of leadership learning options which aims to stimulate discussions in three different areas:

- taking time to reflect
- working collaboratively
- gaining knowledge and understanding through formal learning.

### Target audience

- Leadership team and individual members of staff.

### It will help to

- offer choices for leadership learning
- identify possibilities to fill gaps in school leadership learning when used in conjunction with a self-analysis tool.

### How to use the tool

Step by step instructions

- Step 1:** Discuss fitness for purpose in the choices of learning experiences and evaluate each of them in terms of usefulness to your context or network.
- Step 2:** Optional – combine with a self-analysis tool to target individual as well as school needs.
- Step 3:** Action plan how to create a schedule of leadership learning for your school context.

### Examples of the tools

See Tool 4.4

## 4.5 Action learning sets and appreciative enquiry

This involves group discussion using action learning sets. This approach can be used to provide new ways of thinking about an immediate problem or may benefit a group which meets regularly and wishes to learn together from each other.

### Target audience

- Groups of deputy headteachers, assistant headteachers, aspirant leaders and staff groups.

### It will help to

- generate different perspectives on a problem
- increase networking
- facilitate creative thinking, giving space, time and structure.

### How to use the tool

Step by step instructions

- Step 1:** The group will decide if it wishes to work on a group or individual problem.
- Step 2:** The problem is described (5 – 10 minutes).
- Step 3:** The group members ask questions to establish facts.
- Step 4:** The group discusses the issue and the problem holder listens to the discussion.
- Step 5:** A scribe lists possible ways forward.
- Step 6:** The individual considers the positives and negatives of each suggestion and chooses two options.
- Step 7:** An action plan for one option is started with the group's help.

### Examples of the tools

See page 7 for example group discussions



Example:

## Group discussion

Getting started – pose the problem that needs resolving:

- the school has advertised four times for a head of mathematics and not made an appointment. We need to build capacity in mathematics. **What can we do?**

or

- I teach in a small primary school and there are limited opportunities for leadership development. **What can I do?**

or

- in this area we are faced with low parental and pupil expectations. Parents do not want to be partners in learning. **What can we do?**

## 4.6 Coaching

Coaching is about unlocking potential in order to maximise performance – it is about bringing out the best in people.

**Leading coaching in schools, NCSL, 2005**

Coaching does not offer a quick fix; instead it provides a vehicle for change through evolution, not revolution.

**Coaching for teaching and learning: a practical guide for schools, 2010**

# Do not forget to book the coach!

Coaching is a partnership between two people who are committed to personal and professional growth.

It is recognised as a powerful way to bring about change and improve performance.



The coach facilitates the learning of the person being coached.

Learning to be a coach or mentor is one of the most effective ways of enabling teachers or leaders to become good and excellent practitioners.

**CUREE, 2005**

## How can you find out more?

- Look at the coaching courses offered by HTLC: [www.hants.gov.uk/htlc](http://www.hants.gov.uk/htlc).
- Look on the National College website: [www.nationalcollege.org.uk](http://www.nationalcollege.org.uk).
- Visit CUREE: [www.curee-paccts.com](http://www.curee-paccts.com).
- Download *Leading coaching in schools* (Jane Creasy and Fred Paterson).
- Download *Coaching for teaching and learning: a practical guide for schools* (Rachel Lofthouse, David Leat and Carl Towler).
- Download Dr Neil Sugget's research associate report, *Time for coaching*.

The above publications are available to download on the National College website.

? **What is the definition of coaching in your school?**

? **What are the implications of providing a coach for all leaders in the school?**

Coaching not only empowers you as a person, but also the people around you.

**HTLC coaching participant**

Coaching has enabled me to step back from being a problem solver to facilitate a thinking journey for others.

**HTLC coaching participant**



A good coach communicates a belief in people's potential and an expectation that they can also do their best. The tacit message is, *I believe in you. I am interested in you and I expect your best efforts.*

Goleman et al, 2002

## 4.7 Policy for leadership learning

This is a card activity to stimulate discussion at a staff meeting or development session. Questions from the cards can be used for discussion, in an interview situation or to assist policy development.

### Target audience

- Leadership team and governors.

### It will help to

- prepare for interview
- formulate ideas for a leadership learning policy
- inform future actions for profession development.

### How to use the tool

Step by step instructions

**Step 1:** Cut out and read the cards and use as relevant to stimulate discussion on a topic of choice.

**Step 2:** Discuss and write down the evidence found, along with the necessary actions that need to be developed.

### Examples of the tools

See Tool 4.7

### Leadership learning flow chart



