

Benchmark current practice

Hampshire toolkit section 2

Aiming high; raising aspirations



Context

Before starting a process for development it is essential to review your current position. Feedback from a variety of sources will prompt useful debate. You may wish to use benchmarking within a partnership which will assist with the identification of priority areas, and the deployment of resources within and beyond a single school.

Key questions

- How are you developing capacity?
- How is leadership distributed in the school?
- What is the school's definition of effective leadership?

Contents

2.1 Leadership in current practice **Page 2**

Assessment tools which give responses and generate ideas that can be compared/shared for decisions about future actions

2.2 Securing confidence and effectiveness with leadership development policy **Page 3**

Card activity using traffic light system to identify steps/processes needed to be taken to reinforce the school's vision of leadership/policy development

2.3 Defining leadership **Page 4**

Prompts for group discussion whereby participants bring artefacts to the meeting to discuss how they represent their ideas of leadership.

2.1 Leadership in current practice

This section includes assessment tools which give responses and generate ideas that can be compared/shared for decisions about future actions. There are two versions of the assessment, which give a series of statements and questions against which you can rate your current practice.

Target audience

- Leadership teams, staff groups and governors.

It will help to

- give individual responses which can then be compared and shared for decisions about future actions
- generate ideas to improve the school's professional leadership and learning policy.

How to use the tool

Step by step instructions

- 2.1a** Read the statements and tick either red/amber/green box, write down the evidence and discuss with group.
- 2.1b** Read the statements and tick which adjective you think applies, then discuss with group (note: activities can be done individually or in groups).

Examples of the tools

See Tools 2.1a and 2.1b

2.2 Securing confidence and effectiveness with leadership development policy

This is a card activity game with a traffic light system board to indicate confidence or effectiveness with leadership development. A summary of the card statements is printed overleaf.

Target audience

- Leadership teams, staff groups and governors.

It will help to

- identify which steps and processes need to be taken to reinforce the school's vision of leadership and policy development.

How to use the tool

Step by step instructions

Step 1: Use the traffic light system board to indicate confidence or effectiveness. Sort the cards into:

red – low confidence/effectiveness

amber – medium confidence/effectiveness

green – high confidence/effectiveness.

Step 2: Now the cards are sorted, select one of your red and one of your amber statements and discuss actions for moving leadership development forward. Note down your observations on the comments board.

Examples of the tools

See Tools 2.2a, 2.2b and 2.2c

2.3 Defining leadership

This is a series of prompts for group discussion based on artefacts that participants bring with them – the artefact should represent leadership to them.

Target audience

- Middle leaders, staff groups and governors.

It will help to

- generate discussion about what leadership means to individuals
- create a school definition of leadership.

How to use the tool

Step by step instructions

- Step 1:** Give plenty of warning in advance and ask those participating to bring an artefact which represents leadership to them.
- Step 2:** In small groups (four – six) discuss the artefacts that have been brought to represent their ideas about leadership.
- Step 3:** Exhibit these and discuss patterns of language – discussion board gives the questions that should emerge.
- Step 4:** Photograph your collections and use as a cover page for leadership development work or use as part of benchmarking leadership in a year's time.

Examples of the tools

See Tool 2.3