

# Build partnerships and networks

*Hampshire toolkit section 5*

Aiming high; raising aspirations



# Build partnerships and networks

## Context

One school is too small to be an effective unit for leadership development alone. Groups of schools working together and liaising with other agencies increase their capacity to identify and grow leadership potential. They can do this by sharing expertise and offering support. More talented staff can be attracted, engaged, developed and retained by working together.

## Key questions

- What does leadership and networking mean to us?
- How do we define leadership talent?
- What processes and systems can we share?
- What would a common career structure look like?
- Which leadership roles shall we focus most of our attention on?
- What will be contained in our portfolio of development opportunities?
- How will we combine growing leaders with other processes, such as performance management, school self-evaluation?
- How will we know that collaboration is working?

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A local action diagnostic tool to be used by partnerships or collaboratives beyond a single school.

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Suggestions of activities to be undertaken beyond a single school.

## 5.1 A diagnostic framework about collaboration behaviours

This is a questionnaire which focuses on your effectiveness as a local area in the cycle of seven detailed local actions. It provides a detailed assessment of your strengths and weaknesses and it may be something you wish to use later in the process. It is ideally suited to be distributed as a survey to large numbers of staff in your area.

### What is our vision?

Agreement needs to be reached on:

- principles
- procedures and protocols
- roles and responsibilities
- financial implications.
- timeline
- success criteria
- methods of evaluation

#### Target audience

- Leadership teams, governors and staff groups.

#### It will help to

- prompt ideas about partnership leadership learning
- formalise a leadership learning goal within a partnership.

#### How to use the tool

Step by step instructions

**Please see detailed instructions on reverse of tool**

**Step 1:** Assemble senior leaders.

**Step 2:** Total your score for each section.

**Step 3:** If there are significant gaps in a section, return to the questionnaire and focus on the individual questions.

**Step 4:** If time permits, you may wish to distribute copies of the questionnaire to a cross-section of staff in schools.

#### Examples of the tools

- See Tool 5.1

## 5.2 Learning in another context

This is a tool consisting of suggestions of activities to be undertaken beyond a single school.

### Succession planning and professional learning in practice

It is always interesting to hear about what other schools are doing. Below are just a few activities that are being used to support the development of senior leaders. The most effective activities include:

- identifying agreed success criteria, ie what will the difference look like?
- focusing on leadership behaviours and attitudes
- identifying a formal outcome, for example, a report or presentation to the leadership team, governors, other colleagues or a forum to bring together the other main learning points
- providing ongoing feedback for the aspiring leader.

#### Target audience

- Deputy headteachers, deputies, assistant headteachers, aspirant senior leaders and governors.

#### It will help to

- identify professional development activities beyond the *external course*
- give a framework for partnership working.

#### How to use the tool

Step by step instructions

**Step 1:** Read through the list.

**Step 2:** Choose activity/activities that suit your context.

#### Examples of the tools

See Tool 5.2