



Learning-Centred Leadership

Schools in Digital Development

Lillestrom

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CfBT's Mission



To provide outstanding, sustainable education solutions that transform the learning in schools for millions of children and young people worldwide



1. Leaders who ensure powerful learning for children and young people

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COLLABORATE MOTIVATE
INFORM ADVISE INSPIRE DELIVER
TRAIN IMPROVE

Key behaviours of inspiring teachers

- 1 Demonstrated genuine warmth and empathy
- 2 Created a sense of security about learning – encouraging experimentation
- 3 Used highly interactive whole class instruction
- 4 Encouraged students to communicate frequently with one another
- 5 Developed meta-cognitive skills

My teacher believes that all students can do well

My teacher believes that learning is important

My teacher seems to like teaching

My teacher expects me to do well

My teacher is interested in what the students think

Seven examples of teaching strategies that don't work

1. Using praise lavishly and without specificity or challenge, especially with low achieving students
2. Allowing learners to discover key ideas for themselves –direct instruction is more effective when learning new ideas/concepts
3. Grouping students by ability –it can lead to some teachers going too fast or too slow because they don't think they need to accommodate different needs

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Seven examples of teaching strategies that don't work

4. Encouraging re-reading and highlighting to memorise key ideas. Better for students to test themselves, ask themselves questions or build in time intervals before revisiting.
5. Addressing low confidence and aspirations through motivational activities rather than through teaching content
6. Presenting information in students' preferred learning style
7. Ensuring that students are active, rather than listening passively, because you believe it helps them to remember. The key is that they think about it –whether active or passive

**Source "What Makes Great Teaching",
Professor Robert Coe, Sutton Trust, 2014**

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Once a commitment is made, the goal will seem larger, bolder, and more exciting... leaders need to fix on it like a laser beam. They need to see it intensely, even obsessively. They feel it. They hear it. They taste it. They smell it. It becomes part of them, their very identity, because it is something they are committed to make happen, come what may, whatever it takes.

”

Stephen Denning, *The Secret Language of Leadership*

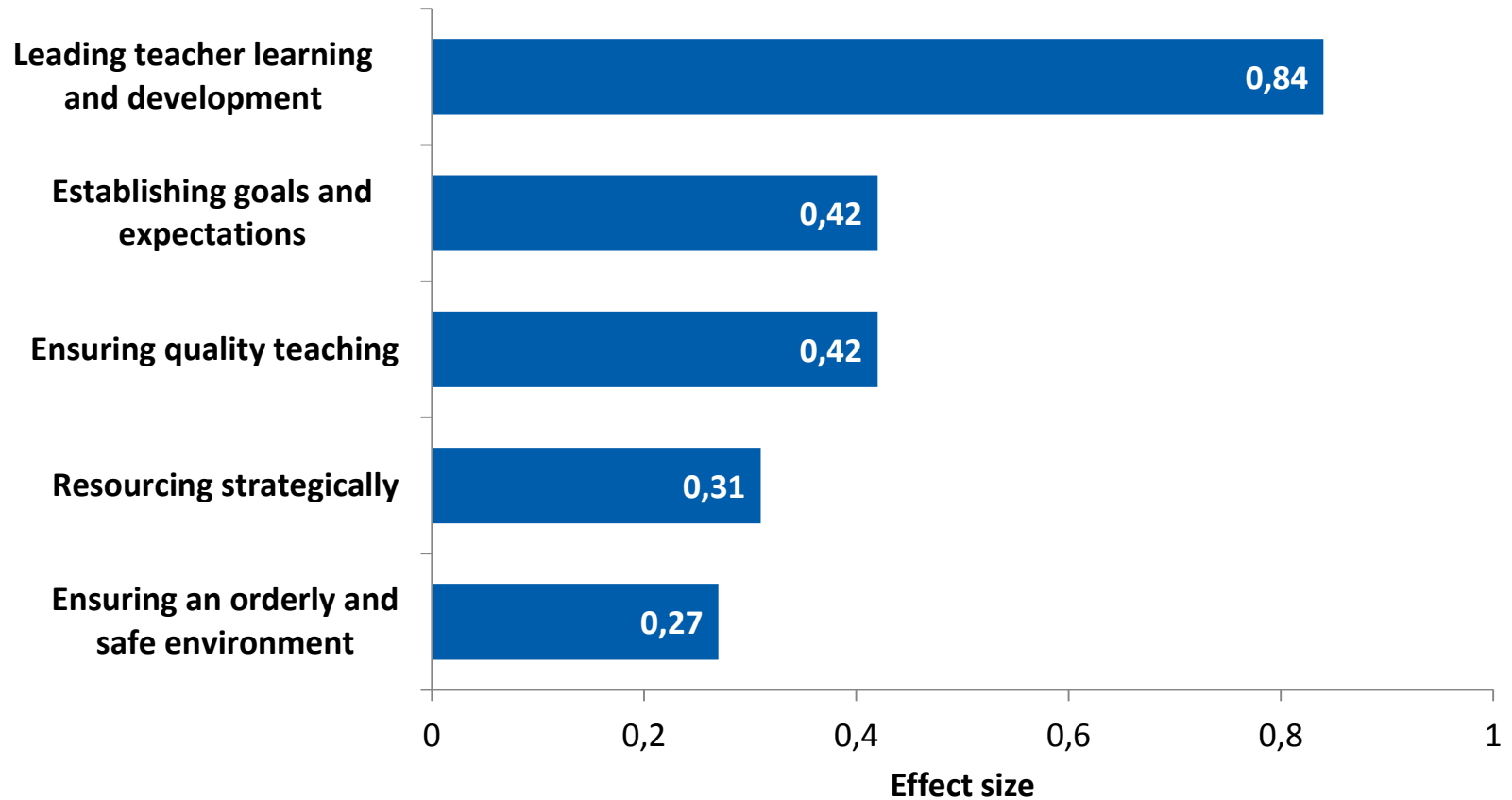
2. Leaders who enable all staff to develop their professional expertise



A word cloud of professional development verbs in light blue text on a dark blue background. The words are arranged in a horizontal, slightly overlapping manner. The most prominent words are 'EDUCATE', 'INSPIRE', 'COLLABORATE', 'SUPPORT', and 'INFORM'. Other visible words include 'TEACH', 'DESIGN', 'MOTIVATE', 'DELIVER', 'IMPROVE', 'ADVISE', and 'TRAIN'.

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Leadership practices that have the most impact on student outcomes:



Source: Viviane Robinson 2011 – Student-Centred Leadership

“

The more leaders focus their relationships, their work and their (own) learning on the core business of teaching and learning, the greater their influence on student outcomes

”

Viviane Robinson, 2011

“

The “10,000-hour rule” — that this level of practice holds the secret to great success in any field — has become sacrosanct gospel... The problem: it’s only half true. If you are a duffer at golf, say, and make the same mistakes every time you try a certain swing or putt, 10,000 hours of practicing that error will not improve your game. You’ll still be a duffer, albeit an older one.

”

Daniel Goleman



“

Linked with whole-school improvement, it is continuous not occasional, and everyone is an active participant, fusing learning and development with daily professional practice.

”

Professor David Hargreaves

3. Leaders who are enthusiastic learners themselves and thrive in times of change and challenge

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Like inquisitive scientists, the best corporate leaders we've researched remain students of their work, relentlessly asking questions – why, why, why? – and have an incurable compulsion to vacuum the brains of people they meet.

”

Jim Collins

“

*What makes us
vulnerable makes
us beautiful.*

”

Brene Brown

“

Don't take yourself too seriously and take yourself as seriously as death itself. Don't worry. Worry your ass off. Have iron clad confidence but doubt! ... Be able to keep these two contradictory ideas alive and well in your heart and head at all times. If it does not drive you crazy it will make you strong.

”

Bruce Springsteen

Leading and learning in challenging times

- Detached involvement is the essence of leadership
- Feeling good is a skill
- As leaders we need to walk into the wind
- Accept that crises are going to be the norm

“

*You may not control
all the events that
happen to you but
you can decide not
to be reduced by
them.*

”

Maya Angelou



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Leadership in times of change

- 1 Regard crises as the norm and complexity as fun
- 2 A bottomless well of intellectual curiosity
- 3 A complete absence of paranoia and self-pity
- 4 Unwarranted optimism

Sir Tim Brighouse

4. Leaders who help to lead the system and support future learning



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The Success Story in London

1. Demographics:

- i) More graduates in general and teachers in particular decided to stay in London and send their children to local schools.
- ii) work opportunities for partners
- iii) mobility meant parents with higher aspirations

2. Consistent prioritisation. Long-term, resourced clear policy

3. Creativity and new approaches. Moved away from the previous default position of “it’s broken – let’s blame poor leaders and close schools” to “we can succeed, who are the keys to success and how can we help them?”

4. Problem-solving – welcoming challenge and using data and best practice in schools to provide the challenge

5. Leadership at all levels –within and across schools

6. Collaboration. Moral purpose. Not just “our school” but “London’s schools”. School to school support was crucial

Source: “*Lessons from London schools: investigating the success*”

CfBT and Centre for London - 2014

Role of Teaching Schools

As well as offering training and support for their **alliance** themselves, Teaching Schools will **identify and co-ordinate** expertise from their alliance, using the best leaders and teachers to:

1. play a greater role in training **new entrants** to the profession
2. lead **peer-to-peer** professional and leadership development
3. identify and develop **leadership potential**
4. provide **support** for other schools
5. designate and broker Specialist Leaders of Education (**SLEs**)
6. engage in **research and development**

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SOON BIG BRAIN ACADEMY

A SCHOOL OF EXCELLENCE

“

Don't worry about the level of individual prominence you have achieved; worry about the individuals you have helped to become better people.

”

Clayton M Christensen