



THE DEAN TRUST  
Believe Achieve Succeed

**Vicky Beer** C.B.E

**Executive Principal**

*The West Trafford Learning Partnership*

**Ashton on Mersey School & Broadoak School**

**Chair teaching schools council**

## *Governance in a changing landscape ...*



WORK IN PROGRESS

*... the school-led self improving system???*



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**Chair Teaching Schools Council**

**North West School Improvement Board**

**Co-chair of BSfS**

**ASCL Reference Group**

**Ofsted Headteacher Reference Group**

**Additional Inspector for OfSTED**

**NLE (& NLG)**

**Executive Principal**

**member of the multi academy The Dean Trust**

**Chair ITT Mentor Standards Review**

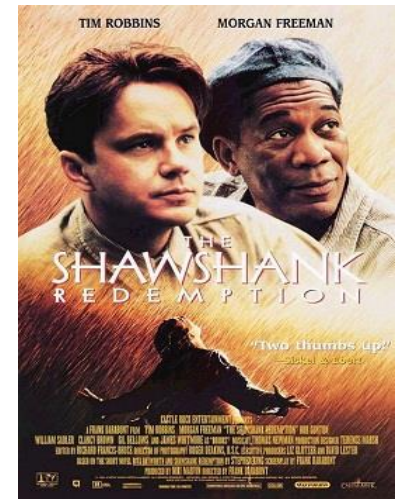


[www.tscouncil.org.uk](http://www.tscouncil.org.uk)



**‘Dear fellas, I can't believe how fast things move on the outside. I saw an automobile once when I was a kid, but now they're everywhere. The world went and got itself in a big damn hurry.’**

**Brooks Hatlen**



## ... *the school-led self-improving system*

- Key policy **drivers**: autonomy, collaboration, freedom, diversity, self-improvement, accountability – **an increasingly school-led system**
- The **challenges**: building capacity, confidence and trust – **structure & governance**
- The **goal**: that elements of a devolved system are held in balance so that ...
  1. Autonomy doesn't become isolation
  2. Diversity doesn't act as a barrier to collaboration
  3. Accountability doesn't become regulation

# The big picture!



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‘The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools and leaders can take on greater responsibility, leading improvement work across the system’

*The Importance of Teaching DfE 2010*

**How do we get to this point?**

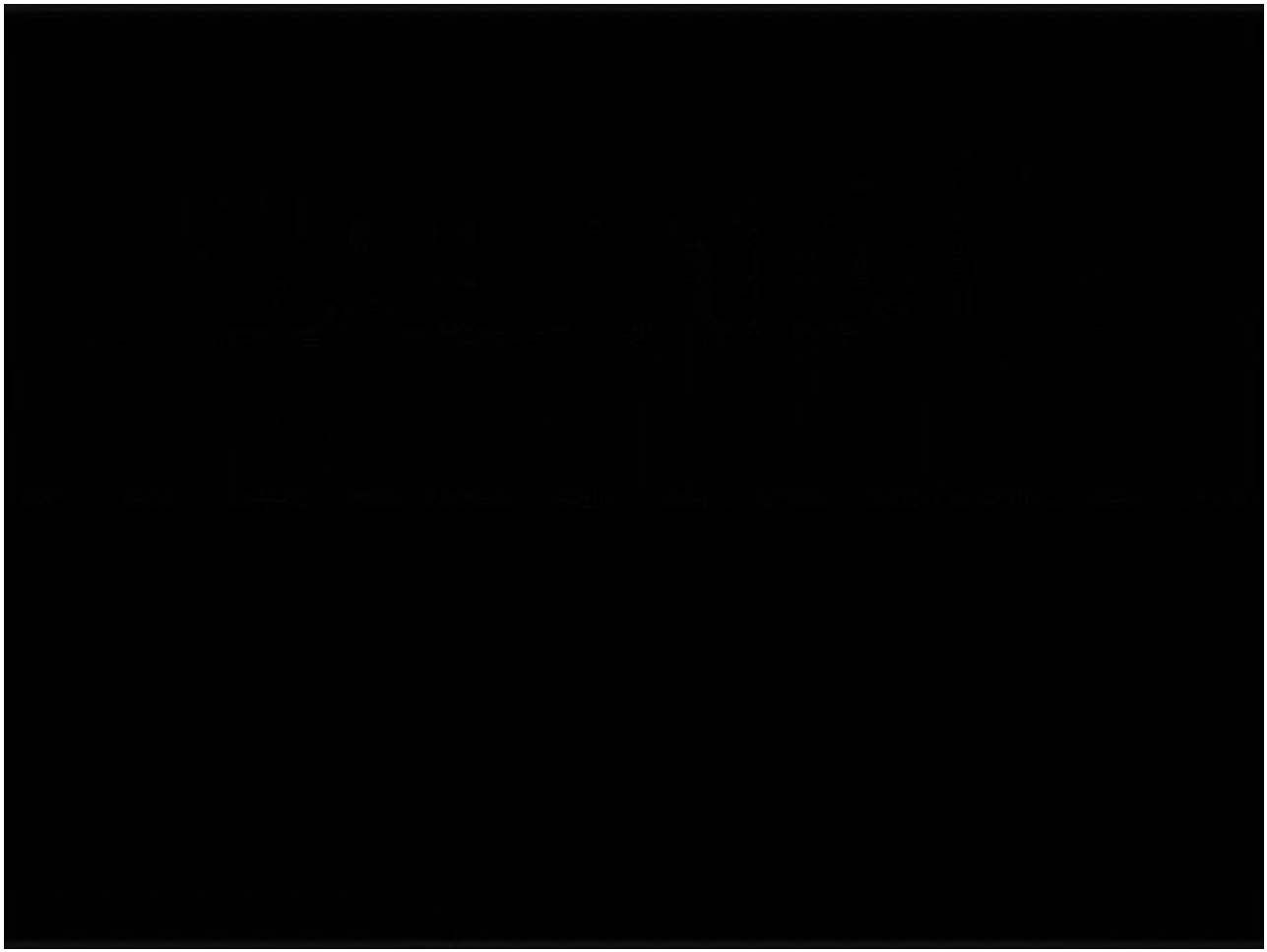
**What fills the breach in the short term?**

**School-Led Self Improving System**

'The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools and leaders can take on greater responsibility, leading improvement work across the system'



**School-Led Self Improving System**





## Complex Collaboration ...

‘several people are involved, the tasks are less clear, goals & agendas can vary, sometimes quite sharply, and most important of all, the partners come from different organisations with distinctive histories and cultures’.

*Leading a self improving system* David Hargreaves



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## *... the school-led self-improving system*

‘At the heart of this Government’s vision is a determination to give school leaders more power and control. Not just to drive improvement in their own schools – but to drive improvement across our whole system’

*Michael Gove June 2010*

***Collaboration?***

***Autonomy?***

***Freedom?***

***Diversity?***

***Accountability?***

***Competition?***

## ... the school-led self-improving system

‘At the heart of this Government’s vision is a determination to give school leaders more power and control. Not just to drive improvement in their own schools – but to drive improvement across our whole system’

*Michael Gove June 2010*

### ‘Mortal engines or Tour de France?’

*Professor Toby Greany June 2014*

**Collaboration?**

**Autonomy?**

**Freedom?**

**Diversity?**

**Accountability?**

**Competition?**



Institutional Darwinism (Philip Reeve)?



Tour de France?

## *... the school-led self-improving system*

‘The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools and leaders can take on greater responsibility, leading improvement work across the system’



National  
Teaching  
School



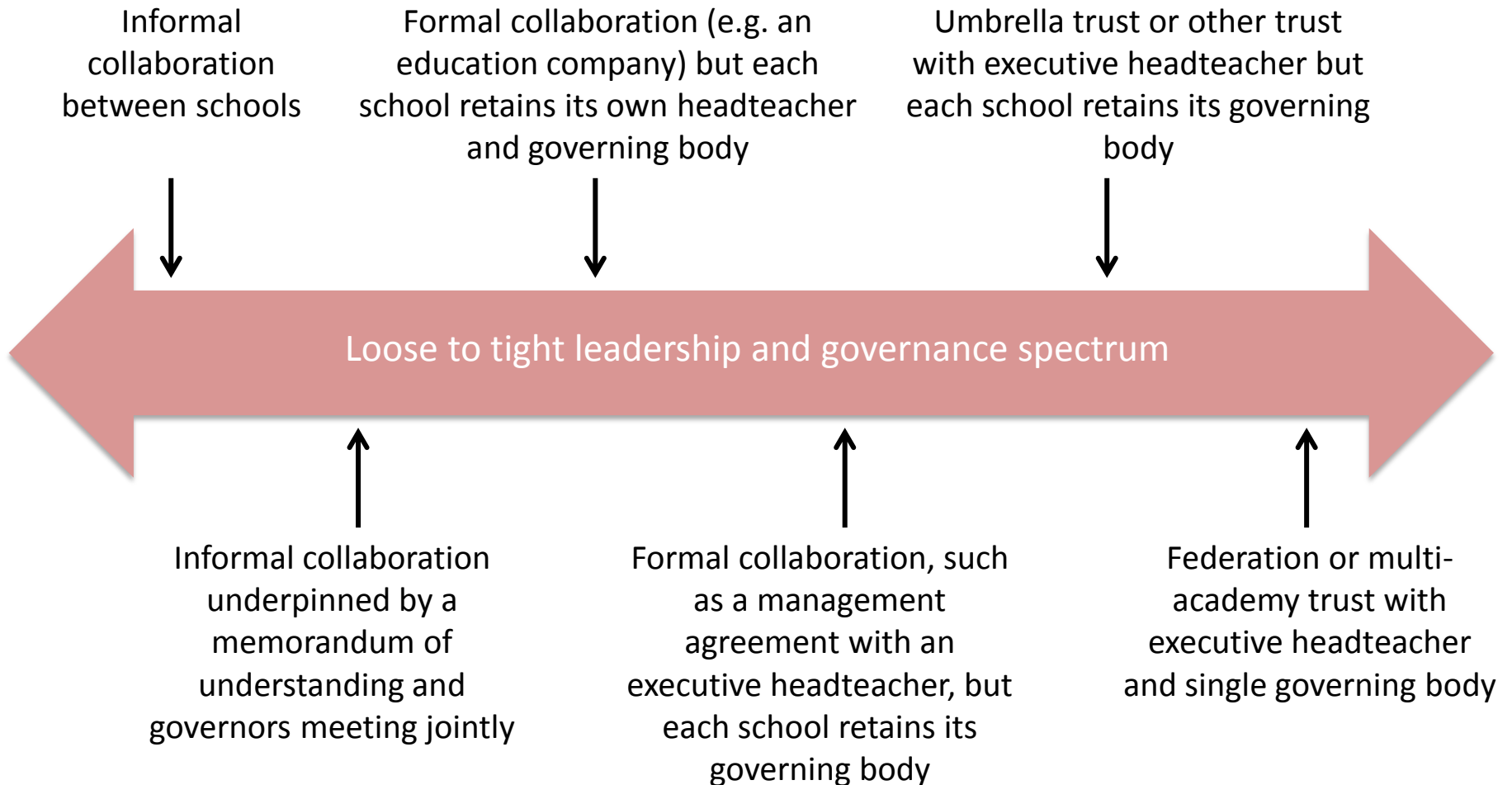
**Multi  
Academy  
Trusts**

**School-Led Self Improving System**

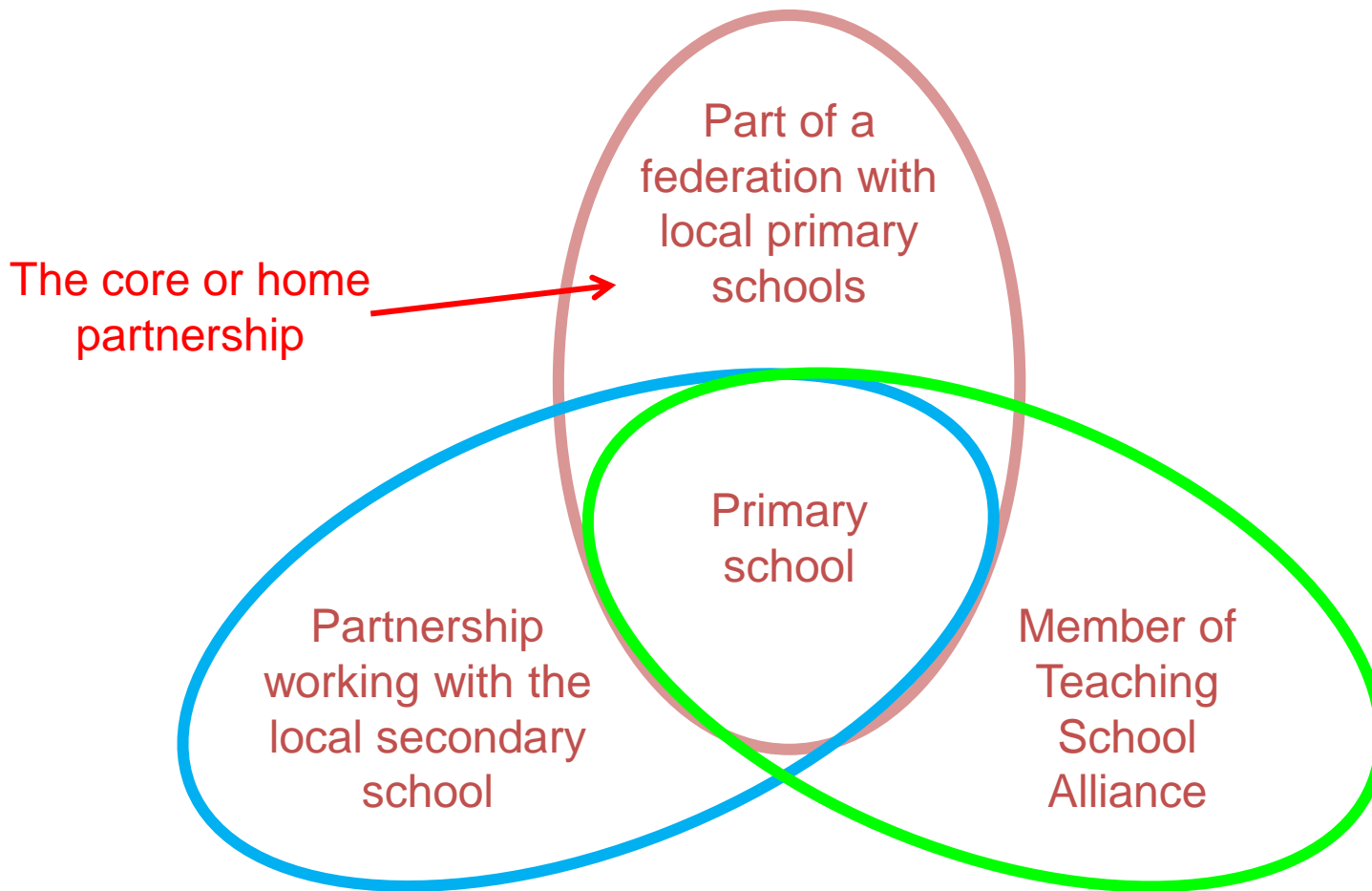
# The benefits of school partnerships are real...

Inputs	Outputs	Outcomes
<ul style="list-style-type: none"> <li>• Joint insets and CPD programmes</li> <li>• Shared lesson planning and classroom observations</li> <li>• Moving of teaching expertise across schools</li> <li>• Joint development programmes for emerging and aspiring leaders</li> <li>• Shared appointments and services</li> </ul>	<ul style="list-style-type: none"> <li>• Broader curriculum and range of options for students</li> <li>• Access to a broader and better range of professional development</li> <li>• New ideas for schemes of work</li> <li>• Means of addressing areas of weakness</li> <li>• Increased cadre of able school leaders</li> <li>• Budget savings</li> </ul>	<ul style="list-style-type: none"> <li>• Better teaching and learning</li> <li>• Faster rates of improvement in attainment</li> <li>• Higher level of inspection outcomes</li> <li>• Better value for money</li> <li>• Improvement and best practice move round the system more quickly</li> </ul>

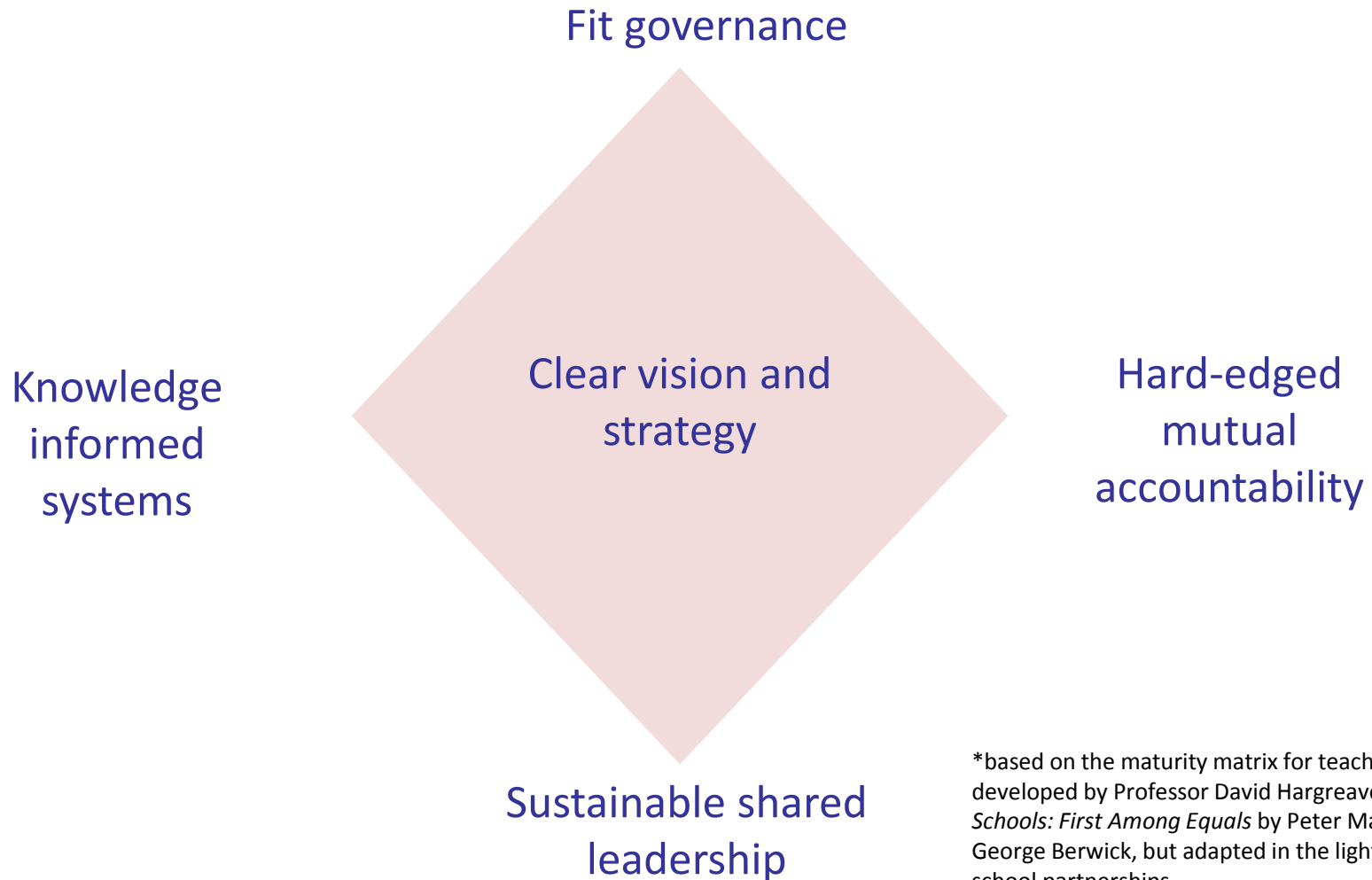
# Partnership working covers a broad spectrum



# Partnership is likely to be multi-dimensional

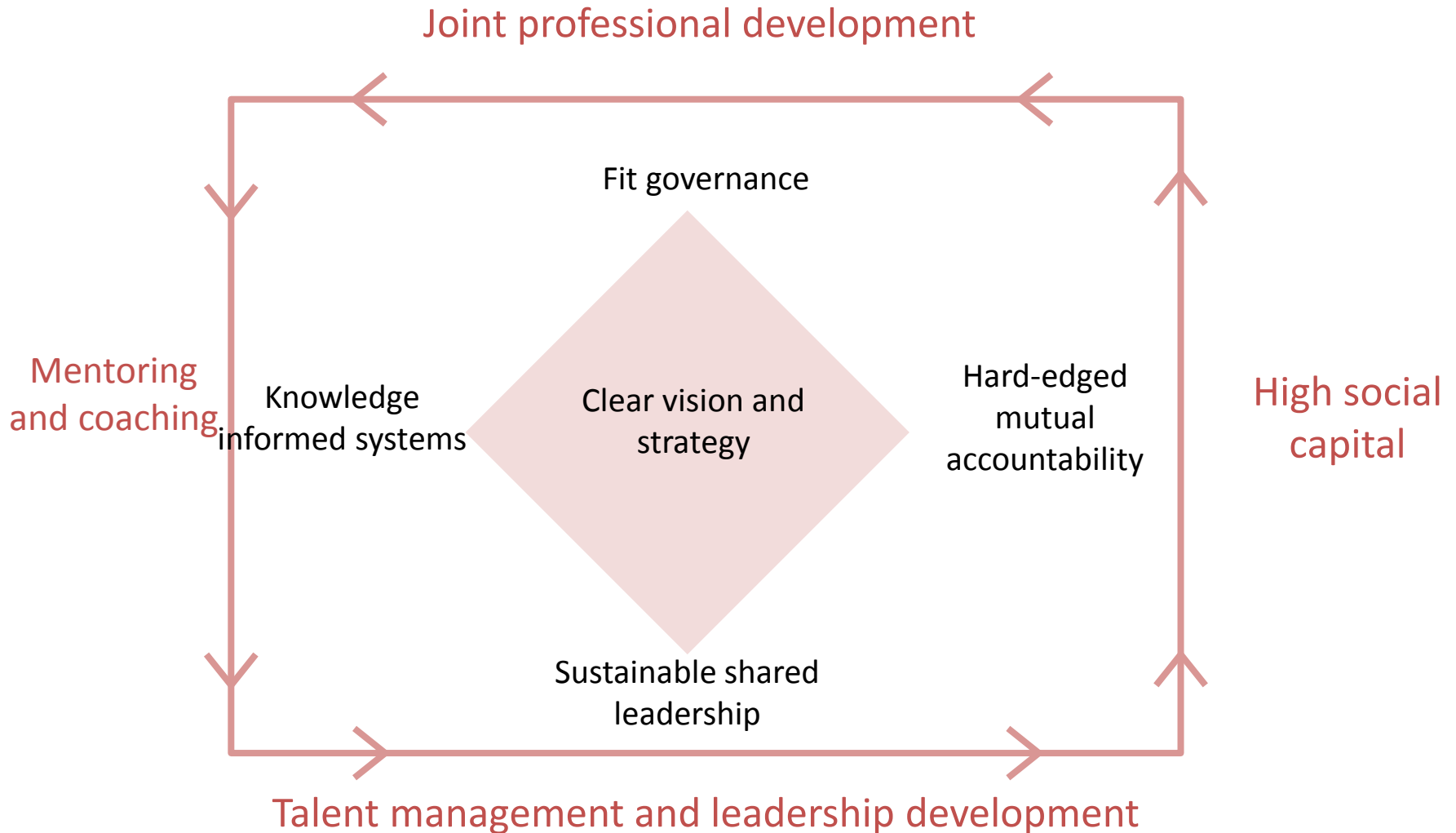


# Effective structures for school partnerships\* ...



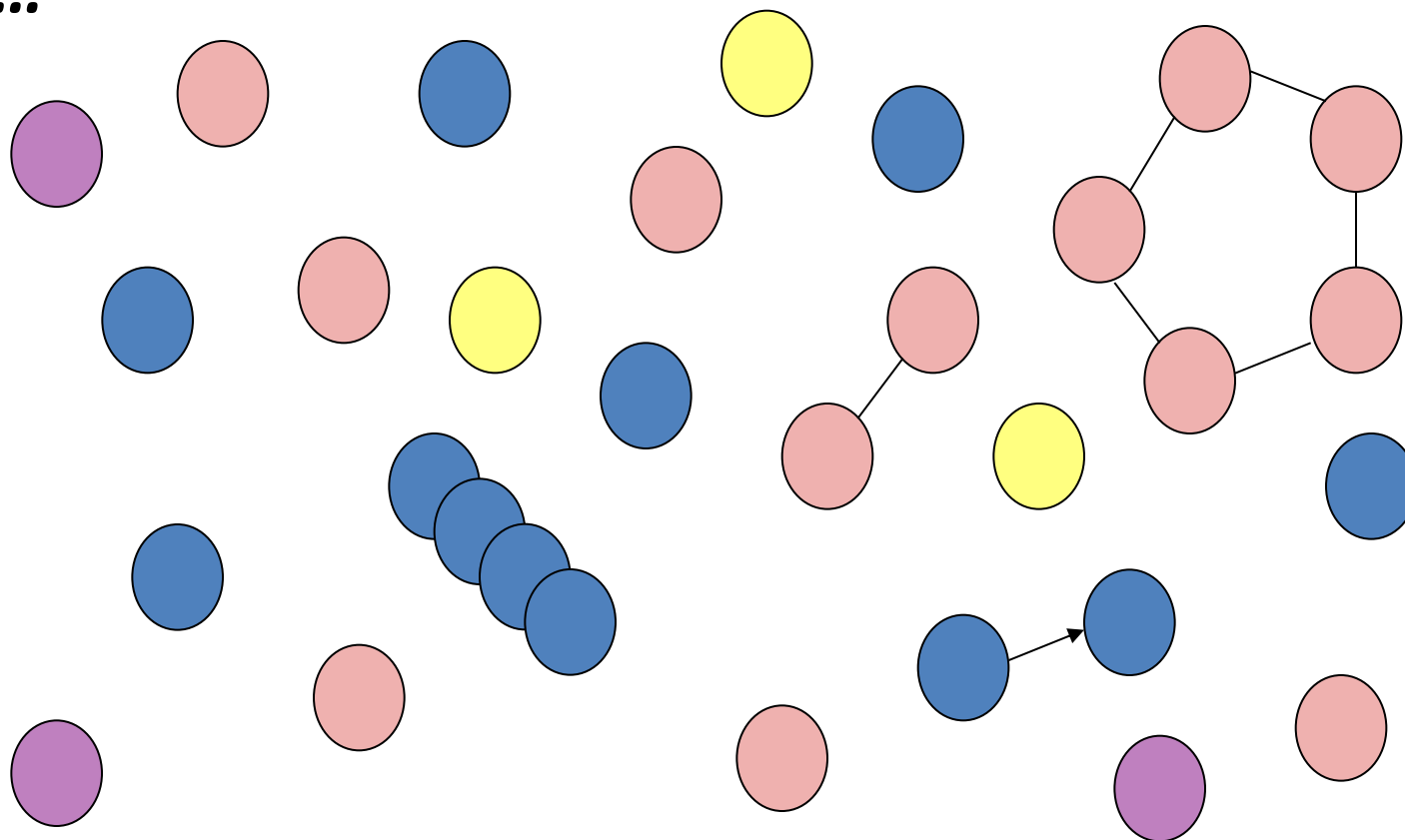
\*based on the maturity matrix for teaching schools developed by Professor David Hargreaves and *Teaching Schools: First Among Equals* by Peter Matthews and George Berwick, but adapted in the light of work with school partnerships

**...are facilitated by dynamic processes \***



## *... the school-led self-improving system*

***Then ...***

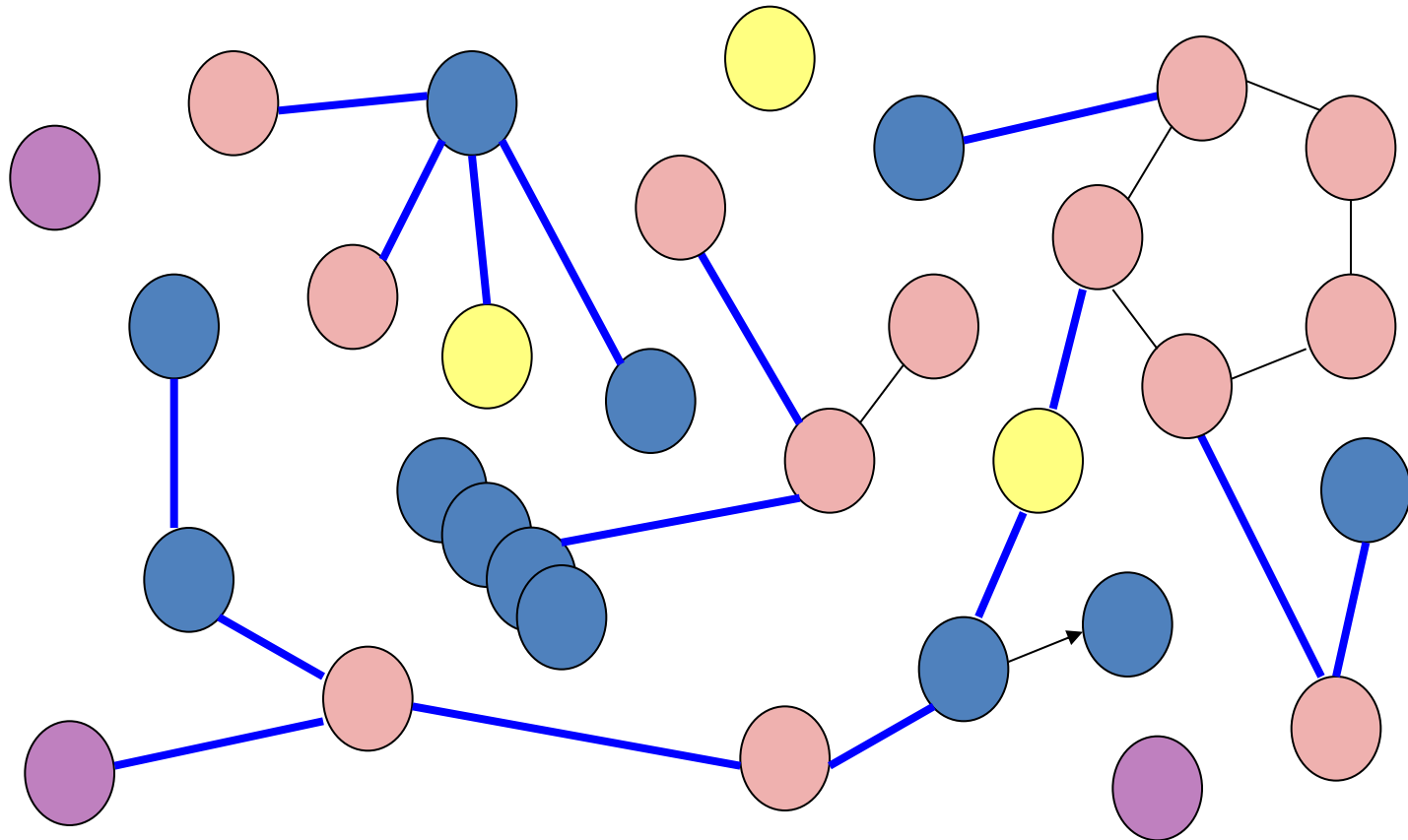


**Lots of options; little coherence**



## ... the school-led self-improving system

**Now ...**



**Teaching Schools & MATs create the web**

**It's messy, it's complicated and it takes time!**



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# Are we there yet?



WORK IN PROGRESS

*... the school-led self improving system*

# *Are we there yet?*

## **NCTL aim and vision**

### **Our Aim**

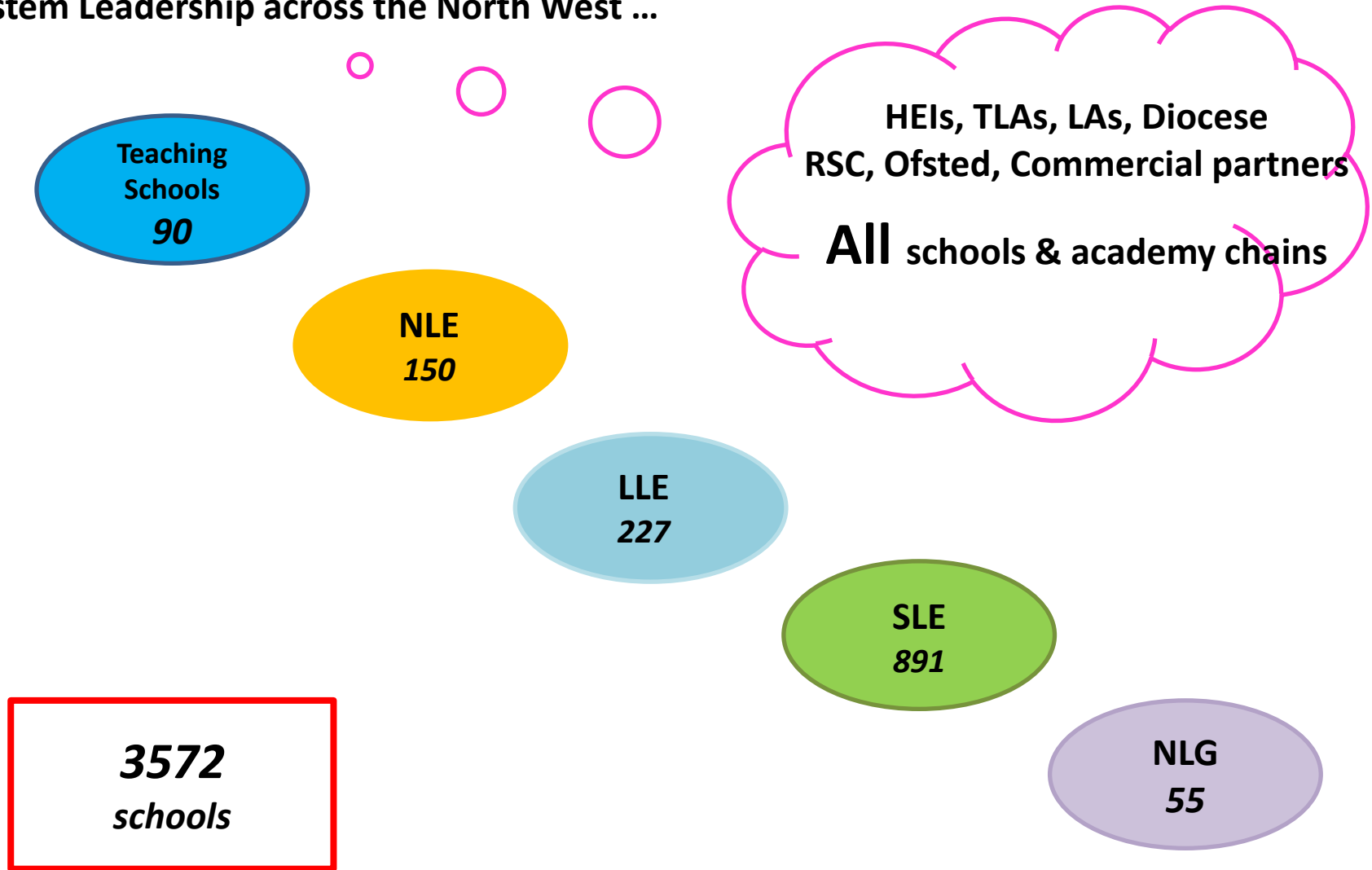
NCTL will support the development and implementation of a self-improving school-led system so that by September 2016 there will have been an irrevocable shift from the centre to schools

### **Our Vision**

By 2016 Teaching Schools and the best schools and academy chains will be organising and delivering:

- teacher training
- school improvement and school-to school-support
- training and selection of new leaders
- continuous professional development

## System Leadership across the North West ...



# Core elements of the school-led system ... *for now!*

**ITT**

**CPD**

**Selection and training of new Leaders**

**School to school support**





The quality of educational provision for too many children and young people in the North West remains a postcode lottery. Educational outcomes for children and learners is improving but there is considerable variation within the region and across sectors.

In particular, there are too many secondary schools that are not good enough. The impact on the poorest and most disadvantaged children is the biggest cause for concern. There are no local authorities that deliver entirely good or outstanding levels of provision ...

*2013/14 North West regional report*

'The current approach to deploying National and Local Leaders of Education is not working as well as it needs to in many parts of the North West'

*2012/13 North West regional report*



‘Effective **system leadership** across all sectors is needed to break this cycle of educational failure; however, too often this is absent or uncoordinated.

Some **system leaders** in the region are making an outstanding contribution ..... However there are too few outstanding leaders & teachers in areas where they are most needed ... it is rare to find **system leaders** working together effectively in the areas of significant challenge’.

*2013/14 North West regional report*

‘Senior leaders in the school work to **promote improvement across the wider system** including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school’

*School Inspection Handbook*

*Quality of leadership & management – Outstanding criteria*



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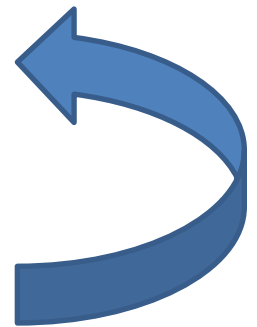
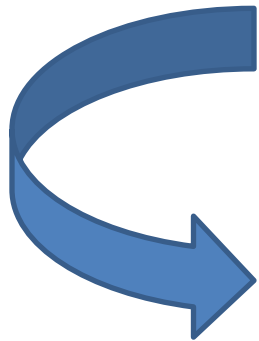
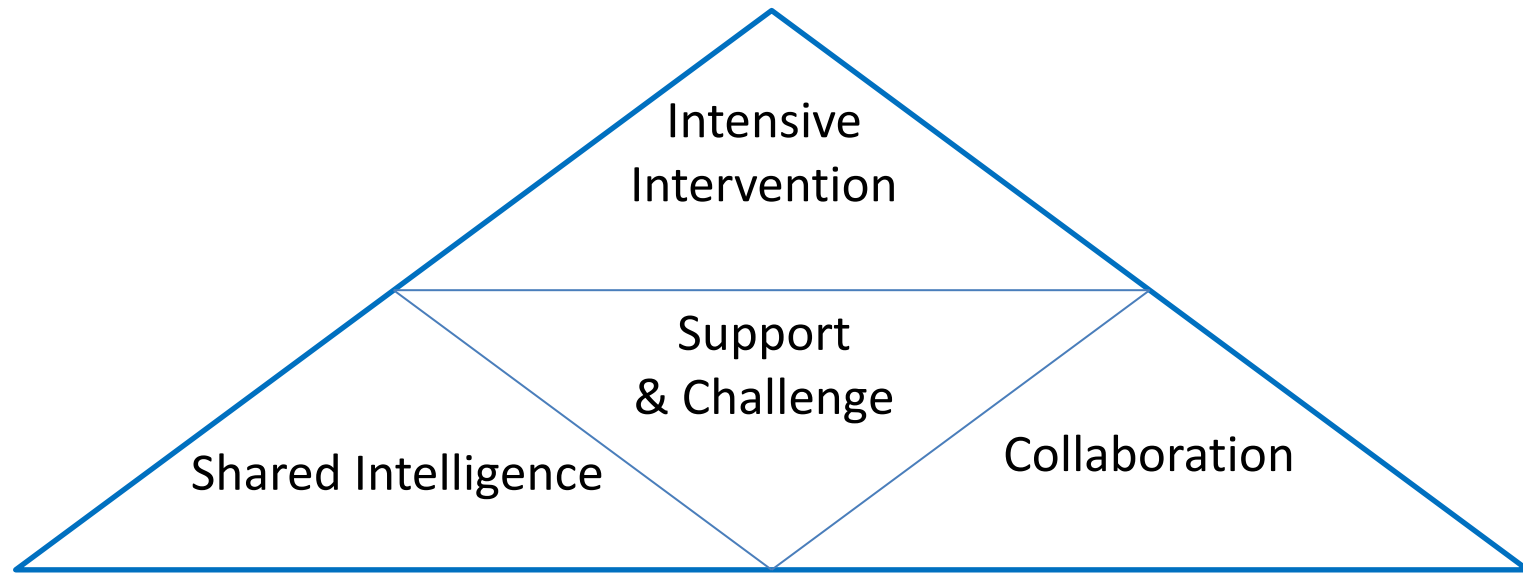
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## *... the school-led self-improving system*

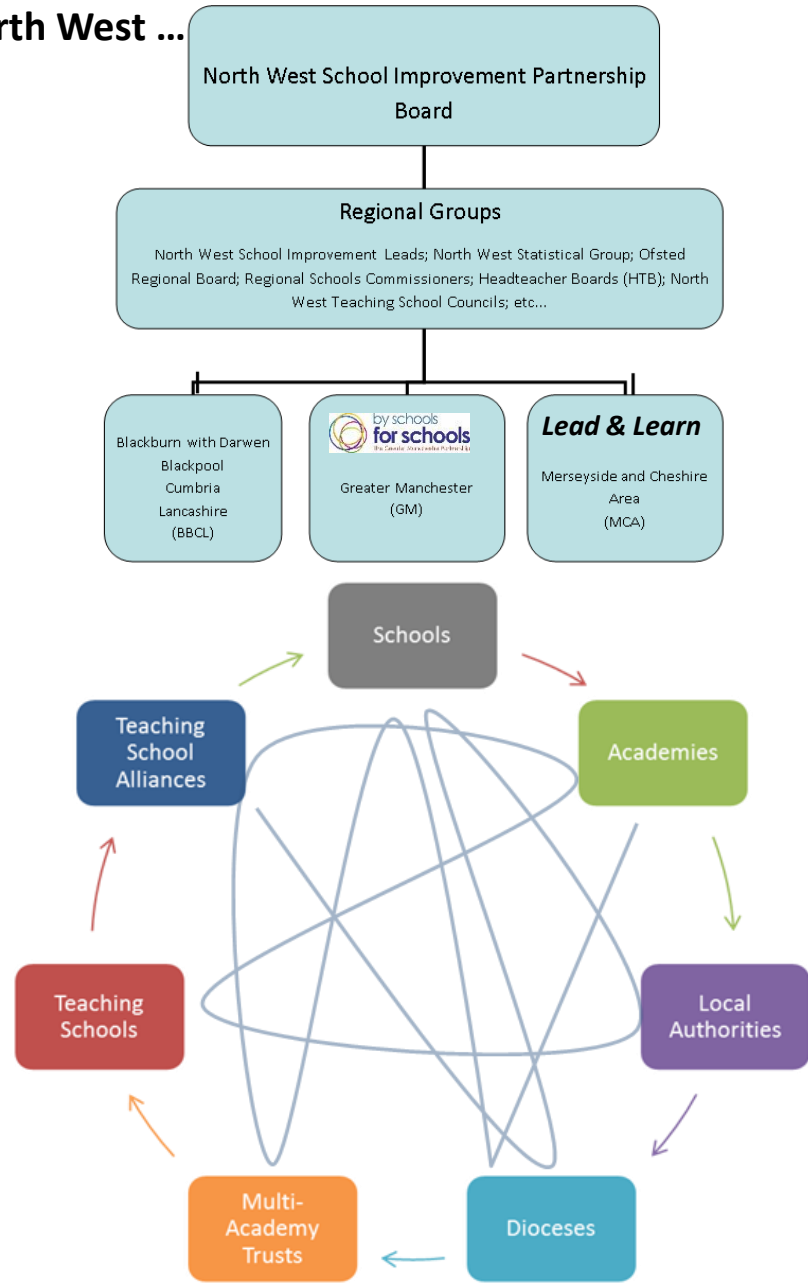
- **How inclusive is our practice?**
- **Does our system support *all* schools?**
- **Do all schools play their part?**
- **How do school leaders (including governors) ensure they are getting the knowledge they need ... how can we prevent a widening gap between those that get it, that understand it ... and those that don't?**
- **How do we build collective capacity and accountability, whilst creating the space for creativity?**



# ... the school-led self-improving system



# System Leadership across the North West ...



*... the sum is greater than any one of its parts!*

*Towards a North West vision ...*



*No school in North West less than 'good'*

## *... the school-led self-improving system*

Great use of data – ‘the best bits’

Collective responsibility for the issues – the brutal facts

A mechanism for moving ‘the best bits’ to where they are most needed

Engagement in research and access to research

A culture shift – from ‘my’ to ‘our’

Joint accountability – peer scrutiny and review; a willingness to be transparent

From ‘sharing good practice’ to ‘joint practice development’

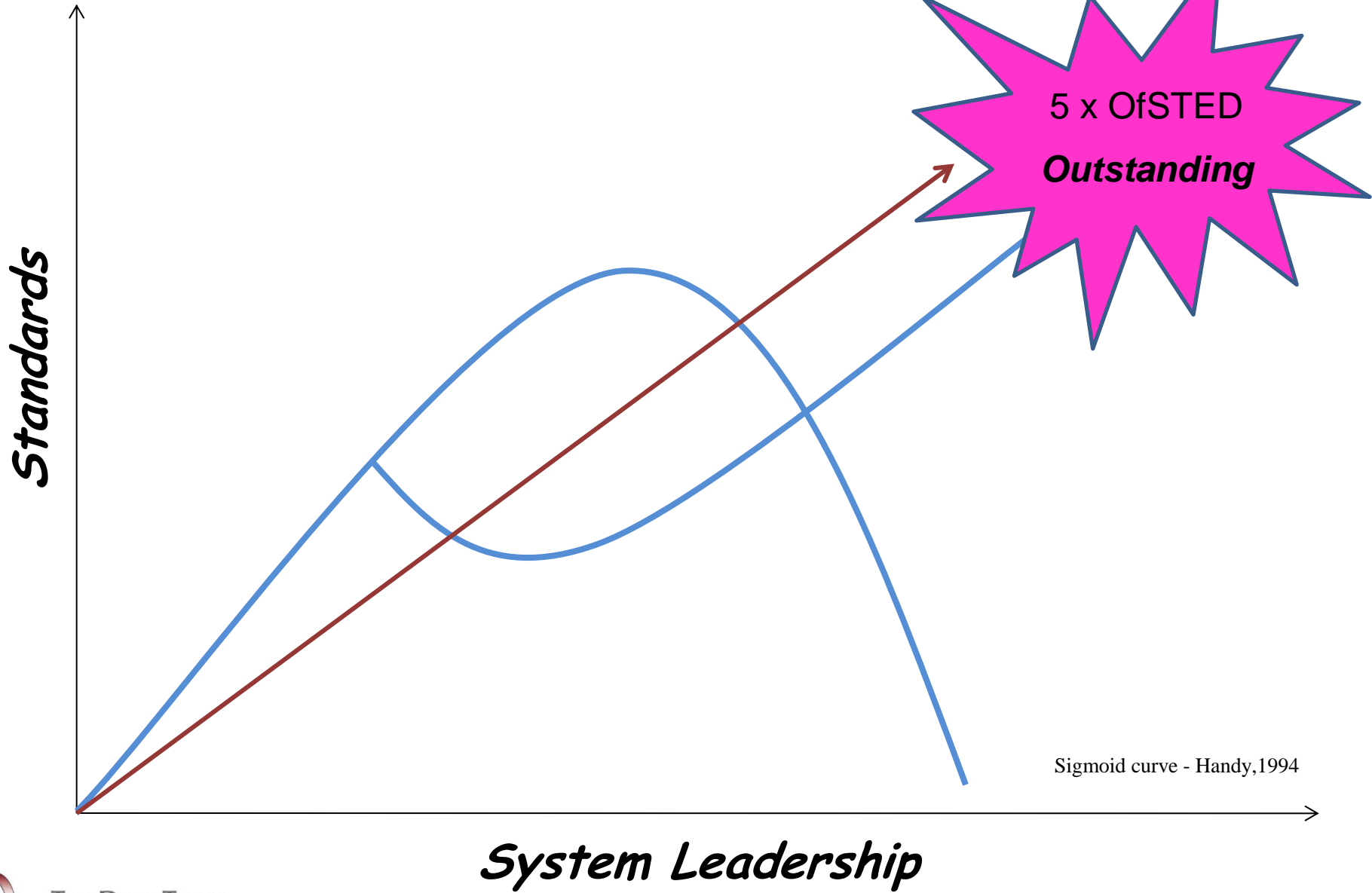
Professional generosity, reciprocity and collective moral purpose

# *the school-led self-improving system*

**Coherency   Capacity   Sustainability**



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Development of a professional learning culture & integrated distributed leadership

Increased knowledge & capacity

Systematised innovation (integrate, evaluate & distribute)

- Staff development, increased appetite & expectation
- Encouraged risk taking
- **Increased accountability & pride**

## *Innovation, Aspiration, Collaboration*

**“One of the core values of (our firm) is that nothing is impossible ... We encourage a philosophy of forget for the moment if (an idea) is going to be practical, just think. If the outcome would be so outrageously good that it is worth pursuing, then we will find a way to do it.”**

*Anonymous executive, pharmaceutical firm  
taken from Hargreaves 'Leading a self-improving school system'*

**“Imagine a school in which you taught better simply by virtue of teaching in that school – what would such a school be like?”**

*Judith Warren Little*



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## ***Innovation, Aspiration, Collaboration***

To increase numbers of staff involved in school to school support

***Construction, Maths***

To identify 'outstanding' staff to be trained as professional coaches/mentors to enhance quality & effectiveness of buddying system for peer observations & for higher quality student teacher coaching

***Science***

Head of Faculty to apply to become a lead facilitator for MLDP

***Technology***

Provide VLE advice & support to 3 schools across the Trust

***ICT***

Build upon repertoire of 'school to school' support by identifying key areas of expertise

***Business***

To investigate the role of SLEs in school to school support & identify if any current staff are suitable for application

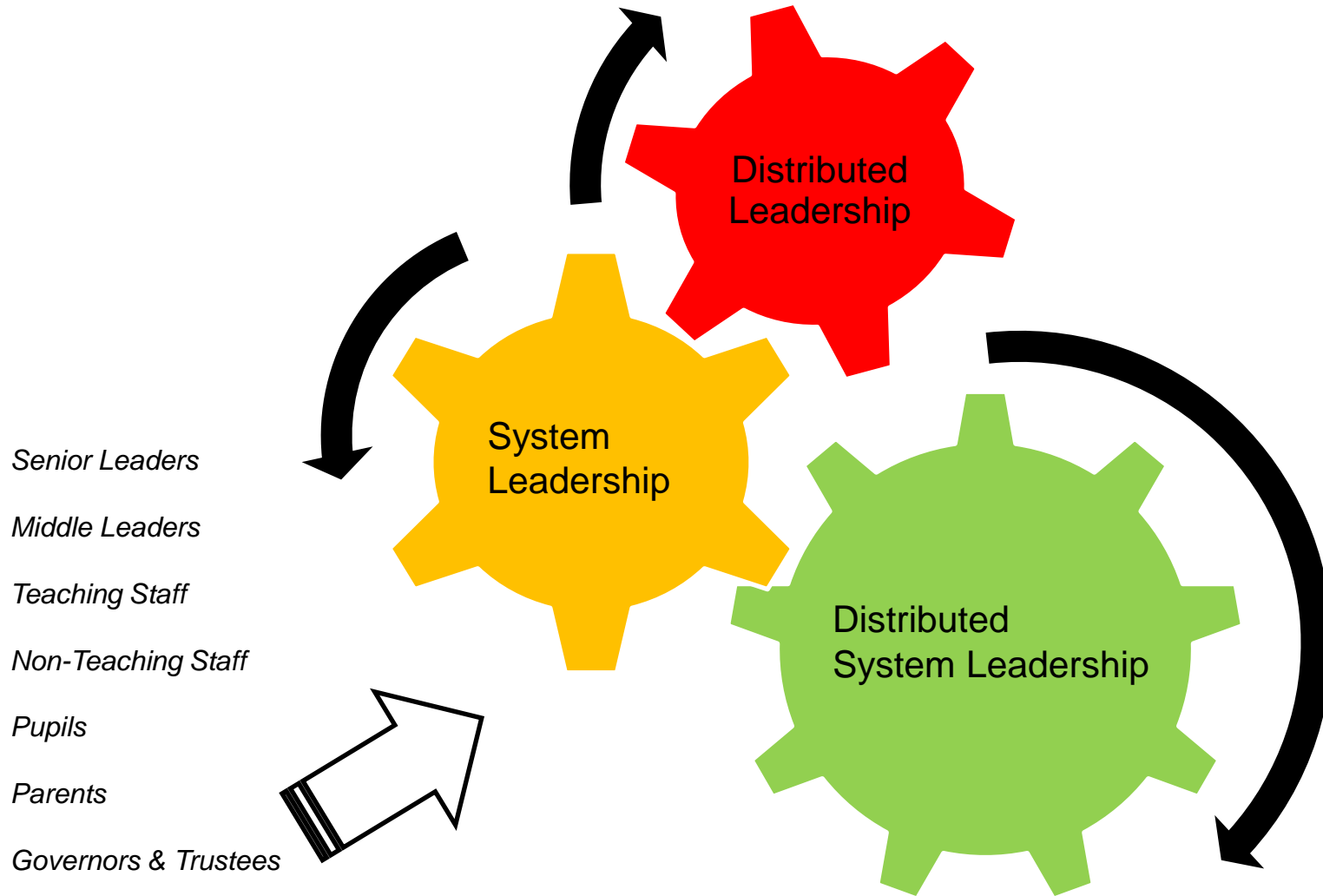
***SEN***



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# Leadership in the school-led self-improving system



## *Leadership in the school-led self-improving system*

‘One of the barriers to distributed leadership is how leadership distribution is viewed by heads and teachers’

*Harris 2008*

‘If the highest aim of a captain were to preserve his ship, he would keep it in port forever’

Thomas Aquinas

**Deep educational reform will not come from outside the profession. It depends on us – the many, not just the few.**

**Three key leadership challenges emerge from the contributions to our debate: our collective ability to imagine the future, create value and lead the system.**

ASCL's The Great Education Debate

