

The myth
autonomy
reality

Exploding the Myths: Autonomy



PROFESSOR DAVID HOPKINS

LEADERSHIP FOR CHANGE

THE BIG LEADERSHIP THEMES...

- ▶ a focus on moral purpose
- ▶ learning and teaching at the centre
- ▶ tackling the adaptive challenge of personal and professional change
- ▶ emphasising capacity building and sustainability
- ▶ working from the inside out



LEADERSHIP...THE PLAYBOOK FOR SUCCESS

School leaders who bring about significant improvements in student achievement tend to follow a common "playbook"

They:

- decide on what is non-negotiable
- install capable and like-minded people in critical positions
- deeply engage with stakeholders
- secure resources for the non-negotiables
- get early wins on the board



LEADERSHIP AND NARRATIVE

The "right" story drives change

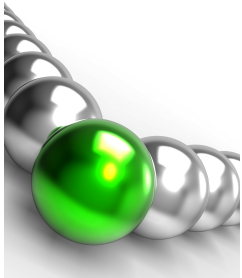
Embedding narrative using:

- the school vision
- shared leadership
- the school as a learning community
- data
- monitoring curriculum and instruction

The narrative - linked to a credible plan and moral purpose - leads to action



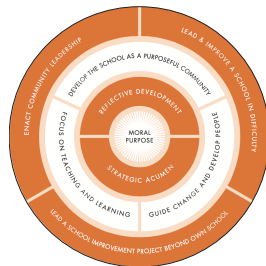
If you're not on a journey to excellence, the road to nowhere is yours



SEVEN STRONG LEADERSHIP CLAIMS...

1. School leadership - second only to classroom practice as an influence on student learning
2. Almost all successful leaders draw on the same repertoire of basic leadership practices
3. It is how these practices are implemented in response to the context that makes a difference
4. Leadership improves pupil learning by influencing staff motivation, working conditions and practice
5. Leadership is more influential when it is widely distributed
6. Some patterns of leadership distribution are much more effective than others
7. A handful of personal traits - open-minded, flexible and persistent - explain a high proportion of the variation in leader effectiveness

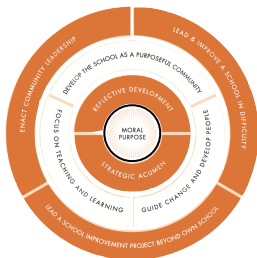
KEN LETHBRIDGE, 2008



Our inside-out model...

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A POWERFUL LEARNING

INSIDE OUT...MORAL PURPOSE



- Activates the passion to improve outcomes
- Prompts leaders to empower teachers and others
- Sees leaders take on broader leadership roles

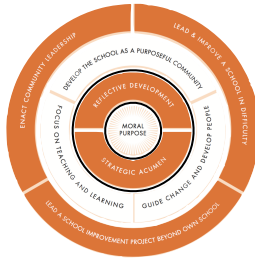
INSIDE OUT... REFLECTIVE DEVELOPMENT, STRATEGIC ACUMEN

REFLECTIVE DEVELOPMENT:

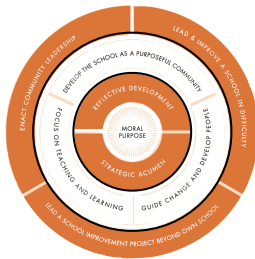
Leadership capabilities develop in response to the specific need of the school

STRATEGIC ACUMEN:

Translating vision and moral purpose, into operational principles, action and achievement



INSIDE OUT... KEY BEHAVIOURS OF INSTRUCTIONAL LEADERS

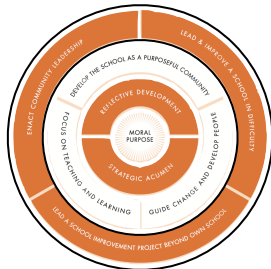


The three key behaviours of instructional leaders:

- develop the school as a purposeful community;
- focus on learning and teaching;
- guide change and develop people

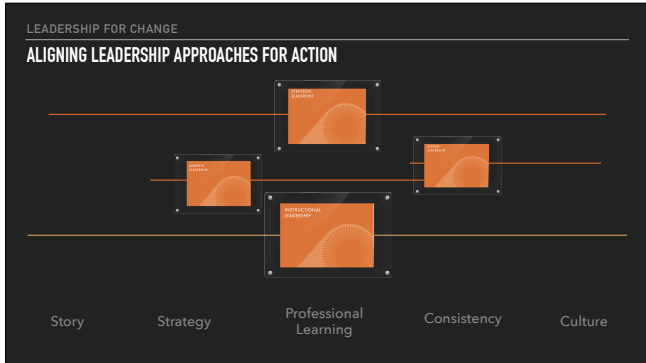
INSIDE OUT... WORKING ACROSS THE SYSTEM

Working across schools for the benefit of all
- fulfilment of moral purpose



LEADERSHIP FOR CHANGE

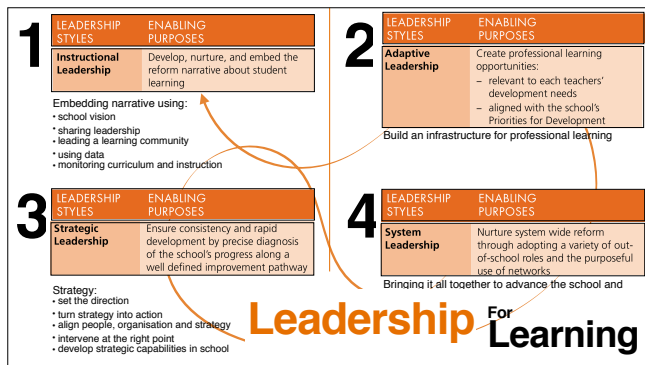
ALIGNING LEADERSHIP APPROACHES FOR ACTION



POWERFUL LEARNING RESEARCH

Leadership - Effect Sizes

Leadership Model	Leadership Style	Implementation Strategy	Effect Size
Managing teaching and learning	Instructional	Five phase framework	0.22
Developing People	Adaptive	Infrastructure for Professional Learning	0.21
Developing the Organisation	Strategic	Improvement Pathway	0.27
Working across Schools	System	Networks	0.27



LEADERSHIP FOR CHANGE

SOME OF THE LEADERSHIP CLAIMS AND US...

Almost all successful leaders draw on the same repertoire of basic leadership practices

Leadership improves pupil learning by influencing staff motivation, working conditions and practice

Leadership is more influential when it is widely distributed

A handful of personal traits - open-minded, flexible and persistent - explain a high proportion of the variation in leader effectiveness

WHICH BASIC PRACTICES ARE IN PLACE IN OUR SCHOOL?

HOW ARE WE INFLUENCING MOTIVATION, CONDITIONS AND FEEDBACK?

HOW WIDELY DISTRIBUTED IS LEADERSHIP? ARE WE ALL LEADERS?

WHICH PERSONAL TRAITS DO WE DISPLAY/UTILISE ON A REGULAR BASIS?

Instructional Leadership

INSTRUCTIONAL LEADERSHIP

Develops, embeds and drives the improvement narrative - based on moral purpose

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LEADERSHIP FOR CHANGE

INSTRUCTIONAL LEADERSHIP - WHAT IS IT?

Setting direction...

ensuring that the school's vision sees every learner reaching their potential

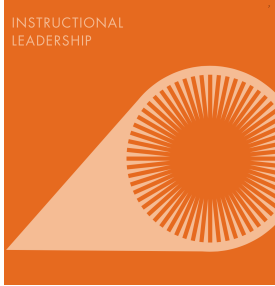
translating this vision into a whole school curriculum and high expectations

Managing teaching and learning...

ensuring a high degree of consistency

supporting innovation in teaching practices that enable personalised learning for all students

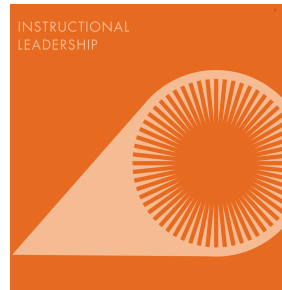
INSTRUCTIONAL
LEADERSHIP



LEADERSHIP FOR CHANGE

INSTRUCTIONAL LEADERSHIP - WHAT IS IT?

INSTRUCTIONAL
LEADERSHIP



Developing people...

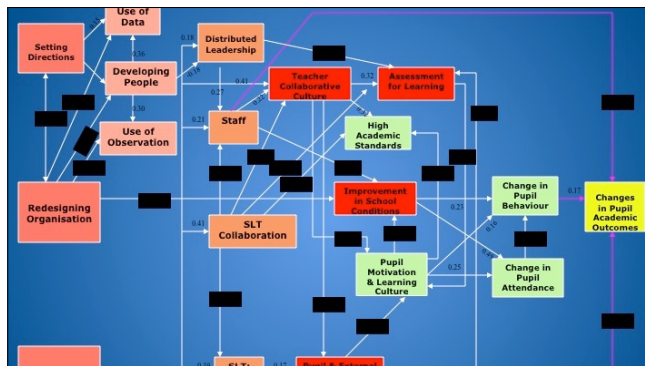
Enabling students to become active learners

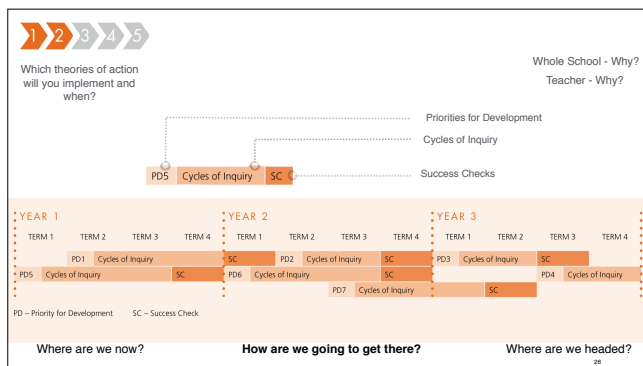
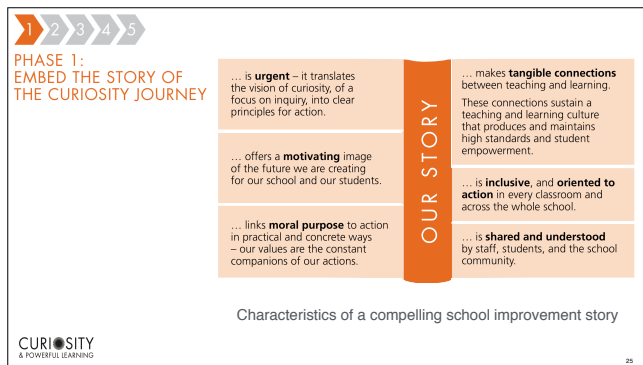
Creating a school that operates as a professional learning community for teachers

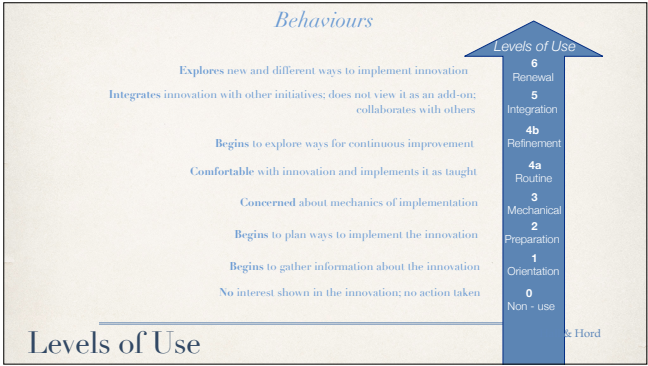
Developing the organisation...

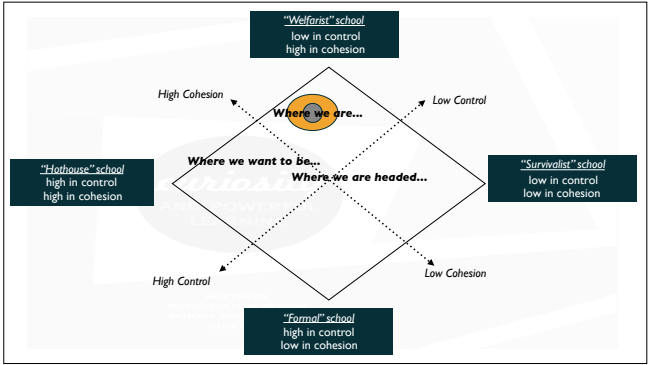
Creating an evidence-based school and effective organisation

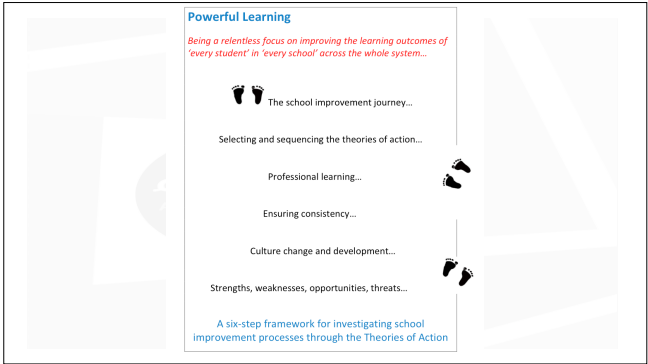
Participating in collaborative networks that build curriculum diversity, professional support, and extended services









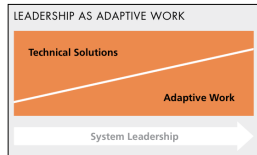


INSTRUCTIONAL LEADERSHIP - CRITICAL BUT NOT ENOUGH

Necessary but not sufficient to deal with...

- the personal and professional challenges faced by educators who engage in pedagogic change
- creating a work culture that welcomes and sustains change in the repertoire of teaching practice





FROM PRESCRIPTION TO
HIGHLY COMPETENT
PROFESSIONAL
PRACTICE

ADAPTIVE
LEADERSHIP

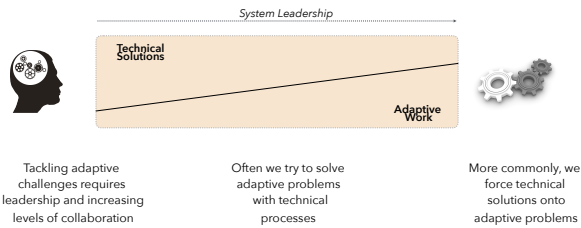
ADAPTIVE
Leadership

ADAPTIVE LEADERSHIP

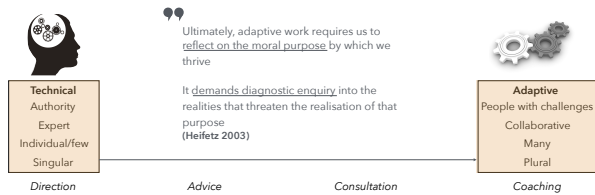
**AN ADAPTIVE CHALLENGE IS A PROBLEM SITUATION
FOR WHICH SOLUTIONS LIE OUTSIDE CURRENT WAYS
OF OPERATING**

Ron Heifetz, 1994

ADAPTIVE LEADERSHIP



ADAPTIVE LEADERSHIP



ADAPTIVE LEADERSHIP...GENERIC SKILLS



Generic skills and abilities required for adaptive work:

1. Understand and diagnose the state of the school's organisation
 2. Plan into the medium term and to see the bigger picture
 3. Work productively in groups
 4. Access the required technical resources and advice (such as research, good practice, specifications of teaching and learning)
 5. Give people the confidence to continue
- Miles (1986)

OUR ADAPTIVE CHALLENGE...STRUCTURE FOR INTRINSIC MOTIVATION

To put professional learning at the heart of the school's operation we need:

- highly competent, continuously improving practice that is consistent across a school and system
- to focus on learning adaptive challenges demand learning - 'people are the problem' (and the solution!)
- new ways of thinking and operating to monitor progress
- to mobilise people to meet adaptive challenges - this is the heart of the work
- to reflect on the moral purpose of our work





Autonomy
Mastery
Purpose

**ADAP
TIVE
Leadership**

FIVE CONDITIONS FOR BUILDING INTRINSIC MOTIVATION AMONG TEACHERS

- 1 Maintain structures for scaffolding teacher development
- 2 Make peer coaching ubiquitous
- 3 Create protocols for both teaching and learning
- 4 Incentivise teacher teams
- 5 Ensure classroom observation focuses on learning

Powerful Learning

Being a relentless focus on improving the learning outcomes of 'every student' in 'every school' across the whole system...



The school improvement journey...

Selecting and sequencing the theories of action...

Professional learning...

Ensuring consistency...

Culture change and development...

Strengths, weaknesses, opportunities, threats...

A six-step framework for investigating school improvement processes through the Theories of Action





Strategic Leadership

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STRATEGIC LEADERSHIP



Focussing on the *right* things at the *right* time and in the *right* sequence...

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STRATEGIC LEADERSHIP

FOCUSSING ON THE RIGHT THINGS
AT THE RIGHT TIME AND IN THE
RIGHT SEQUENCE...

ARE YOU A STRATEGIC LEADER?

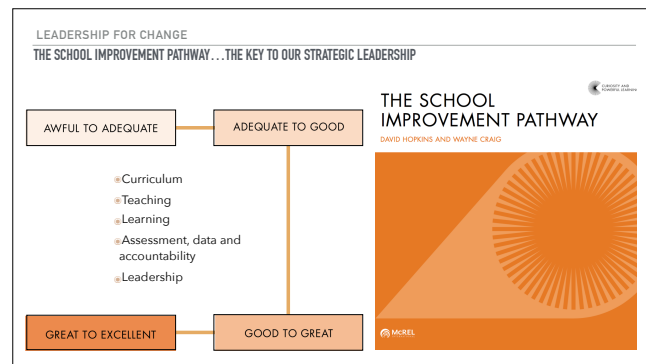
As you complete this assessment, think about the work you have done over the last year related to developing new strategies, solving business challenges, and making complex decisions. Managing your course for each of the six leadership skills and their related your weakest area first, following the recommendations described in this article and online.

How often do you...

	NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
ANTICIPATE					
Cultivate information from a wide network of experts and sources both inside and outside your industry or function.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predict competitors' potential moves and their reactions to new initiatives or products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHALLENGE					
Refracture a problem from several angles to understand root causes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take our chosen views to see multiple sides of an issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERPRET					
Demonstrate curiosity and an open mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test multiple working hypotheses with others before coming to conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DECIDE					
Balance long term investment for growth with short term pressure for results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine trade-offs, risks, and unintended consequences for customers and other stakeholders when making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALIGN					
Assess stakeholders' tolerance and motivation for change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and address conflicting interests among stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STRATEGIC LEADERSHIP...ESSENTIAL SKILLS AND YOU

HSFL, SCHÖENMAKER, KRUPP, AND HOWLAND - JAN/FEB 2013



LEADERSHIP FOR CHANGE
THE SCHOOL IMPROVEMENT PATHWAY...THE KEY TO STRATEGIC LEADERSHIP

	AWFUL TO ADEQUATE	ADEQUATE TO GOOD	GOOD TO GREAT	GREAT TO EXCELLENT
LEADERSHIP FOR CHANGE				
SUBSISTENCE: ACHIEVEMENT TO SUCCESS	Individual teacher implementation	Consistent use of curriculum, yet limited differentiation	Learning & teaching focus Curriculum (smaller scale)	Quality & integration with strong focus for curriculum design & impact
TEACHING, ENGAGING AND PROMOTING INSTRUCTION	Isolated practice	Consistent practice Classroom as a whole class teaching	Planning of all lessons and across the whole school Peer observation is a valid right	Teachers increasingly create professional learning opportunities
WIDESPREAD LEARNING OUTCOMES	Scattered	Focus on basic needs Learning outcomes of students & evidence of student progress	Evidence that learning processes are working in classroom Students in progress on learning skills	Learning is personalized & differentiated High levels of efficiency across the school
QUALITY OF LEARNING EXPERIENCE	Non-existent	Emerging systems for capturing & analyzing data	Performance data increasingly guides lesson planning & target setting Leadership support (development)	Assessment & performance information are well defined, consistent & systematic across the whole school
HIGH PERFORMANCE SCHOOL CULTURE	Leadership takes initiative and influence	Emerging leadership capacity High quality curriculum, assessment & teaching	Strong, visible school culture Learning, teaching & learning Leadership leadership is evident	Leaders actively shared Innovation within the school & across the school system

Within a school there may be an **overlap** on different dimensions

This is a **sequential process** not a la carte

Deep implementation is necessary at each phase to ensure a secure foundation for the next

Leadership - distributed - is critical

Narrative is crucial



System Leadership

A wider resource for school improvement:

- identify and transfer best practice
- lead partnerships that improve student pathways within and across localities

An authentic response to the needs of low attaining schools:

- a means of engaging very talented leaders in schools that might struggle to attract the best

Meeting longer term system challenges

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Three big possibilities...



Some considerations ...

SYSTEM Leadership

System Leader Characteristics	Yes or No?	Is this important?
Do you actively lead or support improvement in others schools?		
Do you measure success in terms of student learning, achievement and welfare?		
Do you commit staff in your own AND other schools to improving teaching and learning?		
Do you lead schools so that they develop as both personal and professional learning communities?		
Do you act on context and culture to improve equity and inclusion?		
Do you strategically manage the impact of the classroom, school, and system on one another?		



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The Myth of Autonomy

MYTH

”

Finally, differences in what leaders do are not directly related to the level of autonomy they are given. Internationally, there is no relationship between the degree of autonomy enjoyed by a school principal and their relative focus on administrative or instructional leadership

Capturing the leadership premium, McKinsey, 2010

/ Networked Autonomy 1

Allows schools to use "Networked Autonomy" to:

Put in place substantive collaborative arrangements ensure schools understand that they are as strong as the weakest link

Schools that are failing and/or under-performing can expect to receive unconditional support from all network schools

Support and accept significantly enhanced funding for students most at risk

Take professional learning and knowledge transfer seriously (governed by the NIKE principle: Just do it!)



/ Networked Autonomy 2

Allows schools to use "Networked Autonomy" to:

More fully express their moral purpose of enabling every student to reach their potential

Ensure that every teacher has the maximum time to teach and to develop their professional competence

Maximise resource allocation to ensure that this happens

Explore the full potential of the 'inside-out' school development strategy

Enable leadership to work more effectively with the system both within and outside the school and generate sustainable networks that deepen the impact on student learning

Move from external to professional forms of accountability



SYSTEM Leadership

1. Keep focus...

What role does your network play in maintaining the focus across schools? How well does it perform that task?

2. Enhance skills...

Does your network enhance the skills of school leaders and teachers to improve learning and teaching? Examples?

3. Provide a focal point...

Is your network a focal point for action, sharing practice and scaling innovation? When and where?

4. Build capacity...

Is your network building capacity for continuous improvement? Evidence?

5. Integrate systems...

Does your network create pressure and support for improvement? How?

6. Act as a link...

Does your network act as a mediating layer between the centre and teachers? How?

WHAT NETWORKS DO

NETWORKS SUPPORT INNOVATION AND CHANGE

Focus ✓

Skills ✓

Focal Point ✓

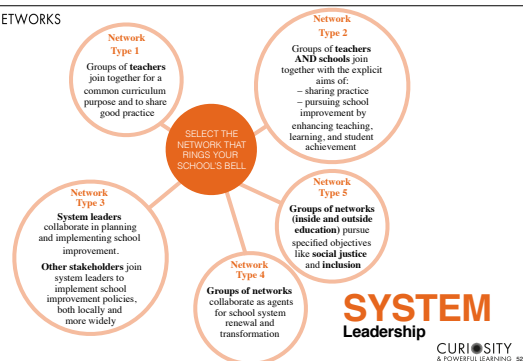
Capacity ✓

Integrate ✓

Link ✓

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FIVE KINDS OF NETWORKS





That is why we need ...

