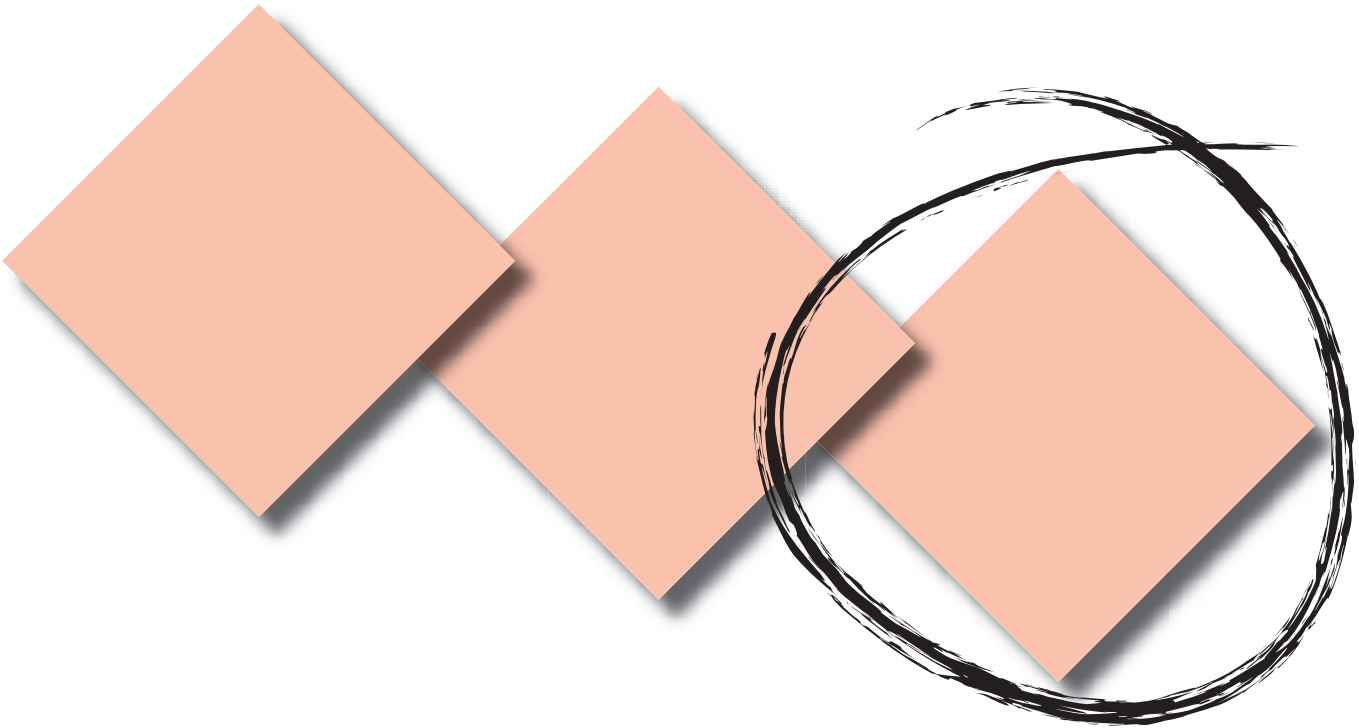


Next Practice Leadership - Delta 6

responding to **global**, **national** and **local** challenges





This book is interactive

Circle the **global challenge***
you most identify with

Challenges
at the level of the
Global System

Changing one's
lifestyle consumption
habits to protect the
environment

Challenges
at the level of the
Global System

Willingness to
resolve conflict in a
non-violent manner

Challenges
at the level of the
Global System

The ability to
understand, accept,
appreciate and tolerate
cultural differences

* There are
more later in
this book

The Challenges: An introduction

In February 2006, NCSL and the DfES Innovation Unit hosted an event that brought together over 100 school leaders to think creatively about the future of school leadership. During this event, the participants identified what they perceived to be the key challenges facing school leaders at local, national and global levels. Strong consensus emerged around certain challenges and animated discussions arose as participants thought about responses to the challenges.

This material has now been formulated into this book. The aim? To offer a resource that school leaders can use to think about and discuss with colleagues key local, national and global challenges. This book is a tool which will stimulate conversations in your school or with local network colleagues about what is really important. If you can, take some time to read it, think about it, talk about it, and respond using the tools provided.



Global: Local meets global – changing the nature of schooling for a modern world

Mats Ekholm

“What are schools doing currently to help students learn about the relationship between cause and effect and personal responsibility? The content of education needs to be reformed, so that students are faced with knowledge about systems of the biophysical, the economic, the social and of the political world.”



National: National challenges and a uniquely English policy context

Valerie Hannon

“The deeply unequal outcomes of our education system have led to a hard look at ways of delivering services to those children and young people getting the worst deal.”



Local: Realising the genius in all young people – local power shifts and purposeful collaboration

John Baumber

“Disempowered and disaffected communities often foster suspicion and intolerance. Those given self-belief, control and a chance to innovate and personalise are more likely to become mature, emotionally intelligent communities that give our young people the best chance to learn what’s really important.”

These are the challenges 100 headteachers

came up with, but there is space for you to

re-write or offer different ones

Responding: A set of activities

You don't need an outside facilitator to use this book with a group. It is designed to be an easy tool to work with and can be used in a range of situations. It should be used with groups of people to stimulate discussion about the local, national and global challenges facing school leaders in the 21st century. We suggest that groups of five to eight will work best and that a session of one and a half hours will be enough to get into good discussions and undertake all the activities, although you could do the activities separately if you don't have this amount of time.

Discussion is the key to getting the most out of the book. As a facilitator, it is your role to guide the activities, but also to allow the conversations to flow.

This book includes 'think pieces' to introduce the three sets of challenges and activities to help you and your colleagues reflect upon and discuss the challenges offered. The think pieces are a key part of the resource, as they provide a framework for engaging with the challenges – they set the context. Make sure that people read these before you start the activities.

Use this material to engage in conversations with a school leadership teams, small meetings with other staff, network steering groups, with governors, or with a headteacher group.

Activity 1

Circle of challenges

A simple way of personally connecting with the big global challenges

Activities 2 and 3

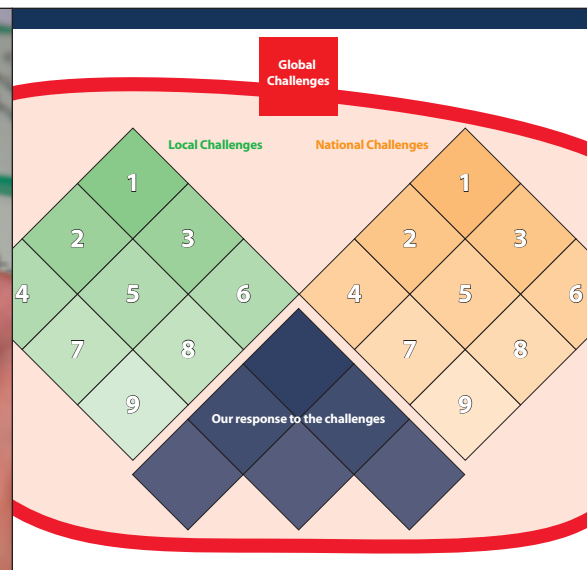
Diamond 9

A prioritisation tool – which challenges are most important in your context?

Activity 4

Our response to the challenges

A tool to bring focus to a discussion about how to bring together the different levels of challenge and think about how you might collectively respond



Challenges
at the level of
the Global System

Achieving an
appropriate balance
between personal, social
and vocational development
in education

Challenges
at the level of
the Global System

Willingness to
resolve conflict in a
non-violent manner

Challenges
at the level of
the Global System

Achieving a
balance between
protecting the environment
and meeting human needs

Challenges
at the level of
the Global System

Changing one's
lifestyle consumption
habits to protect the
environment

Challenges
at the level of
the Global System

The ability to
understand, accept,
appreciate and tolerate
cultural differences

Challenges
at the level of
the Global System

Cultivating
an education
profession with international
experience and cross-cultural
sensitivity

Challenges
at the level of
the Global System

Being sensitive
towards and
defending human rights

Challenges
at the level of
the Global System

Balancing the
right to privacy and
open access to information

Challenges
at the level of
the Global System

Achieving
an ethically based
distribution of power

Challenges
at the level of
the Global System

Participation
in politics at local,
national and international
levels

Challenges
at the level of
the Global System

Challenges
at the level of
the Global System

Challenges
at the level of
the Global System

Any challenges missing?

**Which global
challenge
moves you?**



“...it is our school leaders who can most readily influence the practices in their own schools in ways which may incrementally change the entire nature of education provision.”

Local meets global – changing the nature of schooling for a modern world

Mats Ekholm

School leaders and their staff must speculate about the future – consider how the content and working patterns of schools need to adjust in order to prepare students for adulthood in the 21st century. Such changes need to take place at the level of content and approach, but bringing them about will challenge many of the old habits of both schools and educators. So, whose responsibility is it to make these changes? It falls to many, of course, but I argue that it is school leaders who can most readily influence the practices in their own schools in ways that may incrementally alter the entire nature of education provision.

On content, surely Britain’s participation in the ongoing war in Iraq signals an urgent need to introduce peaceful conflict resolution as a topic in schools? If schools can help young people to understand and act out non-violent responses, as opposed to

more prevalent, aggressive strategies, maybe there is a chance that peaceful approaches to problem-solving will become widespread across the nation. Even more urgent is the need to build in to education understandings about the consequences of the over-use of natural resources, especially coal and oil, and the wild dumping of the by-products of modern life. What are schools doing currently to help students learn about the relationship between cause and effect and personal responsibility?

By reforming the content of education, opportunities can be provided for students to engage with knowledge about systems of the biophysical, the economic, the social and of the political world. Content needs to deal with the principle of conserving nature, the practical solution of peaceful co-existence between people, the interwoven relationship between economy and life quality and about practiced democracy. All these subjects must be taken seriously if hopes for the future life of children are to become a reality.

Global

New content is not on its own sufficient. A whole new approach to learning needs to be introduced.

The strong division of knowledge into different subjects is no longer feasible or helpful for educating in the 21st century. Learning needs to take place across broader themes, with conflicts and synergies between different interests being investigated by learners. In teaching new content, the past should be studied in the context of the current and the future, with learners being given opportunities to experience real-life situations and to problem-solve the complexities of the world they live in. Global perspectives need to be mixed with local to help students to find their role in meeting key challenges, and new means of testing knowledge and understanding need to be introduced. To prepare young people for their future role of responsible adults, they also need to meet expectations on them to take responsibility and engage in democratic participation while they are at school. All of this demands new strategies for teachers to lead young people in their learning.

Old role relationships need to be changed and learning must start to take place closer to the real world.

The changes that schools and school leaders face in the future are immense, as we all acknowledge that the old model of schooling is failing to give young people the breadth of knowledge and experience they need to become effective global citizens. School leaders are critical to this change process and so need to focus on learning as a scientific concept and as a practical state of activity not only for students but also for themselves and for their staff. Teachers in the future will surely go on delivering lessons but my belief is that their role needs to focus more on diagnosis of learning and of leadership for learners.

The modern expectations on schools also imply expectations on teachers and school leaders to work more effectively with other professionals and adults within and beyond the school. Teachers and school leaders need to model behaviour that facilitates partnership and team working.

Many school leaders and teachers have been used to working in individual isolation, where feedback from colleagues has been a seldom occurring phenomenon. In modern schools this will change and feedback as well as cooperative work will become a daily routine. These new routines need to be met by recognition that teachers and school leaders also have a lot to learn.

Engage

We invite you to not just read these global challenges, but to try and connect with them.

This is a simple exercise to help your group engage with some key global issues – to make them personal. Identify someone to lead the session and try to create a quiet work space.

Creating a circle of challenges

What you will need:

- Photocopies for each person of Mats Ekholm's think piece (on pages 8 and 9)
- The ten global challenges and blank cards that come with this book (there are copies located in the back of this book too)
- A quiet room
- About half an hour
- A nominated facilitator



Working with challenges

GUIDANCE FOR FACILITATOR

1. Stick the ten challenge cards and the blank cards on a wall well spaced out.
2. Ask everyone to quietly read Mats Ekholm's think piece.
3. When people have finished reading, ask them to quietly read each challenge on the wall.
4. If there is a different global challenge someone wishes to offer, invite them to fill in a blank card.
5. Invite them to consider which global challenge moves them the most – which do they feel most strongly about?
6. Invite each person to read out the challenge they have selected and to say why they have chosen it.
7. Have an open discussion about Mats' piece and the global challenges. Encourage people to be honest in their responses. Why did they choose that particular challenge?
8. Ask each person to write their name on the challenge they have selected (it's OK if several people have the same challenge).
9. Create a circle of challenges, and keep it for use in the final exercise.

What would
yours look like?

Challenges at
the level of the
Global System

The ability to
understand, accept,
appreciate and tolerate
cultural differences

Neil
Anna
Mike

Challenges at
the level of the
Global System

Willingness to
resolve conflict in a
non-violent manner

Steve

Challenges at
the level of the
Global System

Developing the
qualities and attributes
of Global Citizenship

Bob

Global
Challenges

Challenges at
the level of the
Global System

Changing one's
lifestyle consumption
habits to protect the
environment

Sally

Challenges at
the level of the
Global System

Achieving
an ethically based
distribution of power

Mike

Challenges at the level of the National System

Reconciling single institution accountability with shared responsibility across schools and local agencies

Challenges at the level of the National System

Growing an adaptive workforce for the education system of the future

Challenges at the level of the National System

Creating new models of leadership development for 'new model' public service leaders

Challenges at the level of the National System

Developing system-wide leadership arrangements that impact in the most challenging contexts and reduce inequality

Challenges at the level of the National System

Creating facilitative governance for flexible, collaborative service delivery

Challenges at the level of the National System

Redefining 'success' in learning and finding new ways to measure achievement

Challenges at the level of the National System

Creating a culture that promotes local civic participation

Challenges at the level of the National System

Reducing bureaucracy to liberate local creative practice

Challenges at the level of the National System

Challenges at the level of the National System

What other national challenges?

**Which national
challenge
is most important?**



“The deeply unequal outcomes of our education system have led to a hard look at ways of delivering services to those children and young people getting the worst deal.”

National challenges and a uniquely English policy context

Valerie Hannon

Reading all three sets of challenges provided in this book, it strikes me that the national challenges – naturally enough – have a distinctiveness particular to the English context. In contrast, the local and global challenges could probably sum up the aspirations and issues of many school leaders working elsewhere; certainly in other OECD countries.

Aligning with the specific needs of families, finding curricular relevance, maximising resources – these are commonly held preoccupations of school leaders in their local communities wherever they are to be found. And those leaders who are able to lift their gaze above their immediate and direct concerns are also highly likely to point to the global issues of the environment, cultural understanding and unequally distributed power and wealth as pressing issues for education to address.

Of course, the national level challenges mirror the particular policy context within which school leaders in England strive to exercise their leadership. Despite increased independence and broadened responsibility, school leaders still feel limited by bureaucracy and seek recognition of ‘local creative practice’. This commentary focuses on the singularity of this policy context.

It is unsurprising that the issue of accountability is highlighted – and particularly the challenge set up by the simultaneous development of shared responsibilities across schools. Our school leaders have been through a period where the burden of accountability has been heavy. The local and national scrutiny of high-stakes performance testing has ended the careers of headteachers in every district in England: it can feel very personal. At the same time, the increasing recognition that schools cannot be successful in meeting all the aspirations that our society sets for them unless they collaborate makes diffusing that accountability a necessity.

National

This is a challenge not yet fully recognised at the national policy level, leaving individual school leaders dealing with this dilemma themselves. The challenge can be acute.

Another distinctive feature of our national context is the persistent failure to address the achievement gap between the social classes. Despite repeated efforts, the gap is actually growing – unlike the position in many countries of similar economic prosperity and growth rates. Schools in challenging circumstances struggle to recruit at all levels, but particularly in leadership.

A response to this challenge is to find ways of making the excellent leadership capability that does exist available more widely across the system. One way of doing this of course is to incentivise leaders with rewards, either financial or reputational. One proposal is to establish National Leaders of Education – a cadre of heads whose excellent performance is acknowledged, and who would take on additional responsibilities in relation to struggling or failing schools. But the challenge to develop 'system-wide

leadership arrangements' will need to go further. Whilst in other places the local authority or school district continues to exercise that role, in the 'post-LEA' era in England, where local management and governance are so deeply embedded, new arrangements need to be invented for the contemporary context.

The deeply unequal outcomes of our education system have led to a hard look at ways of delivering services to those children and young people getting the worst deal. They live in dysfunctional families or none; and often come to school unready and unable to learn. The policy response – Every Child Matters – has been described as the greatest change to the system since the 1944 Education Act. It sets a demanding agenda that will result in major changes in the way in which education sits within a broader fabric of services to children.

School leaders recognise the need for 'flexible, collaborative service delivery'. But they also know that this can't be achieved without the creation of 'facilitative governance'. The suggestion is that current models

of governance are inadequate to all that this aspiration entails: for example, the task of creating truly successful extended schools.

A final observation concerns the preoccupying debate of the last decade: that of the need to raise standards. Here again, internationally there is considerable variation in the form and the priority this debate has taken. Whilst some would claim that the standards debate in England has been too narrow, few would argue that our schools have not seriously raised their game in improving pedagogic expertise and school organisation. Now, however, faced by plateauing test results, it is acknowledged that new approaches are needed. Could 'redefining success in learning' and 'finding new ways to measure achievement' be a retreat, or is it an exciting way to refresh the debate, and reignite motivation?

Engage: Use Diamond 9 to prioritise

Diamond 9 is a simple tool to help your group prioritise the national challenges. It always generates some interesting conversations about what is most important and it can take some time to reach agreement. You can do this exercise immediately after the global challenges activity, or separately. It should take you about no more than an hour.

Creating a National Challenge Diamond 9

What you will need:

- Photocopies for each person of Valerie Hannon's think piece (on pages 14 and 15)
- One set of the eight national challenges and blank cards that came with this book (copies are located in the back of this book)
- A Diamond 9 grid (page 28)



Working with challenges

GUIDANCE FOR FACILITATOR

1. Ask everyone to read the think piece.
2. Introduce Diamond 9. It requires people to select the nine most important challenges and place them on the grid. The most important item is placed in position 1. The least important is placed in position 9. Those in each row are of equal importance.
3. Give everyone a set of challenge cards and blank cards for extra challenges people might think are important. Also give people a Diamond 9 grid.
4. Ask participants individually to sort the challenges into the diamond pattern according to order of importance.
5. Divide into groups of three to five people. Ask members of each group to share the patterns they have individually generated and explain to one another the reasons for their selection. Now combine individual selections and agree a Diamond 9 list on behalf of the small group.
6. Each small group should present their group's selection to the others and explain briefly how they arrived at this selection. Test each group's decision by asking each other to explain prioritisation choices.
7. The whole group now identifies common choices that most of the smaller groups selected or rejected. Collectively agree a group Diamond 9.

Challenges at the level of the National System

Creating new models of leadership development for 'new model' public service leaders

Challenges at the level of the National System

Growing an adaptive workforce for the education system of the future

Challenges at the level of the National System

Reconciling single institution accountability with shared responsibility across schools and local agencies

Challenges at the level of the National System

Creating a culture which promotes local civic participation

Challenges at the level of the National System

Developing system-wide leadership arrangements which impact in the most challenging contexts and reduce inequality

Challenges at the level of the National System

Reducing bureaucracy to liberate local creative practice

Challenges at the level of the National System

Creating facilitative governance for flexible, collaborative service delivery

9

Challenges at the level of the Local System

Harnessing the collective energies of public services professionals to deliver Every Child Matters

Challenges at the level of the Local System

Developing collective community responsibility for all children's learning and well-being

Challenges at the level of the Local System

Maximising the impact and potential of collaborative arrangements between schools

Challenges at the level of the Local System

Working with parents and pupils to design and deliver provision that responds to their everyday needs

Challenges at the level of the Local System

Changing local perceptions of what education provision can be

Challenges at the level of the Local System

Developing a shared language that enables service providers to effectively engage communities

Challenges at the level of the Local System

Listening to and understanding the ever-changing needs of young people and their families

Challenges at the level of the Local System

Raising the aspirations of young people and motivating them to be active participants in their learning

Challenges at the level of the Local System

Aligning and combining resources to maximise the impact of provision

Challenges at the level of the Local System

Creating fully personalised provision for all learners

Challenges at the level of the Local System

Developing local leadership teams - accountable, distributed and fit for purpose

Challenges at the level of the Local System

Challenges at the level of the Local System

Encouraging families and the wider community to extend ambition and change attitudes

...and ???

(there are more blanks... ..at the back)

**Which local
challenge
is most
significant?**



“... give our young people the best chance to learn what’s really important – the power of life and the futility of hate, the power of collaboration and the futility of control and competition.”

Realising the genius in all young people – local power shifts and purposeful collaboration

John Baumber

What are schools for? In a recent article for the TES, Tony Benn was asked this question. He identified five main elements to his vision.

1. To realise the genius in all of our young people
2. To learn about other places, cultures and people and their beliefs and values
3. To build up self-esteem and self-confidence
4. To equip young people with the skills to pursue the job they want
5. To allow them to understand the futility of hate and the power of love

To get close to this vision we have to work hard together – as schools, as communities, as services, always placing young people at the centre. What is more, and this is still an ambition in most schools rather than a reality, we cannot achieve this without

ownership by the young people themselves and their families. The idea that we as professionals know best, and therefore design content and deliver without any flexibility or collaboration will maintain present levels of disaffection and disengagement.

Most areas of England have recently, or are in the process of, remodelling services to be integrated; designing them not as education, health and social services but as cohesive ‘children’s services’. But are we really changing how it feels on the ground? Are we really empowering local communities to design provision for their needs or just tinkering with the old paradigm of centrally, albeit more joined-up, services?

Realising the genius in all young people cannot be done centrally. Collective provision must start with a conversation and then a design and build approach. We know that most young people will hit a barrier of achievement even with the best centralised curriculum and provision unless we address their social and individual needs.

Local

This is particularly true of some of our most disadvantaged young people, but equally applies to those classified as gifted and talented.

David is 13. He lives with his father and grandparents. The house is totally inadequate for four people. The tension at home is extreme and so David takes off. At 10 years old he was found in the town centre sleeping rough with a group of much older youths. When David comes to school he is violent and abusive and has no respect for any disciplinary procedure. He deals drugs to other students and regularly truants to known houses where drug taking is prevalent. All the services try to work with him...for a while. To get services and agencies to help him is difficult. To get them to work together is nigh impossible. How much better it would be if the resources available to help David were drawn together and re-designed with him.

He may need a very special curriculum. He loves fishing! He used to go with his grandfather. He wants to work in the building trade.

Well, the in-house youth worker could arrange the former along with a group of other young people. Three local schools and local businesses have just set up, a construction centre focused on working with young people just like David. This will form the heart of his curriculum along with some key skills. We are talking about wraparound provision, immediately accessible and prioritised, within the local area. It's not easy and requires a distribution of leadership, a distribution of resources and a significant level of trust in each community. Some people say that their community does not have the capacity to work at this level – there are low levels of aspiration for young people and a history of dependence. Some headteachers say they did not come into the profession to deal with this wider range of community needs.

For every statement like this we can find a community that has made it work. But if we continue to work on a deficit model, and in such cases compensate through centralised provision, we never achieve a paradigm shift.

Local authorities need to be about building capacity and trust in every community, family and school. Their purpose becomes to maintain quality and hold communities accountable. This is the power shift.

And here is the most powerful thing. Disempowered and disaffected communities often foster suspicion and intolerance.

Those given self-belief, control and a chance to innovate and personalise are more likely to become mature, emotionally intelligent communities that give our young people the best chance to learn what's really important – the power of life and the futility of hate, the power of collaboration and the futility of control and competition.

Engage: Use Diamond 9 to prioritise

Diamond 9 can help you prioritise the local challenges too.

You can do this exercise immediately after the national challenges activity, or separately. It should take you no more than an hour.

Creating a Local Challenge Diamond 9

What you will need:

- Photocopies of John Baumber's think piece (on pages 20 and 21), one per person
- One set of the 12 local challenges and blank cards located in the back of this book per person



Working with challenges

GUIDANCE FOR FACILITATOR

1. Ask everyone to read the think piece.
2. Introduce Diamond 9. It requires people to select the nine most important challenges and place them on the grid. The most important item is placed in position 1. The least important is placed in position 9. Those in each row are of equal importance.
3. Give everyone a set of challenge cards and blank cards for extra challenges people might think are important. Also give people a Diamond 9 grid.
4. Ask participants individually to sort the challenges into the diamond pattern according to order of importance.
5. Divide into groups of three to five people. Ask members of each group to share the patterns they have individually generated and explain to one another the reasons for their selection. Now combine individual selections and agree a Diamond 9 list on behalf of the small group.
6. Each small group should present their group's selection to the others and explain briefly how they arrived at this selection. Test each group's decision by asking each other to explain prioritisation choices.
7. The whole group now identifies common choices that most of the smaller groups selected or rejected. Collectively agree a group Diamond 9.

Challenges at
the level of the
Local System

Developing
collective community
responsibility for all children's
learning and well-being

8

Challenges at
the level of the
Local System

Developing a
shared language w
oice pro



Our response to the challenges

What is our response to the challenges?

Transfer your priority challenges to the poster...

...discuss and prioritise responses that meet the challenges...

... put your poster in a prominent place.

Respond!

If you have worked with the three sets of challenges, you can undertake the final activity to establish your responses to your prioritised challenges.

Place your selected Global challenges on the red perimeter, as shown below, then stick your prioritised National and Local challenges on the Diamond 9 squares.

Now consider your Delta 6 set of responses.

What are six **new** responses that directly address the priority Global, National and Local challenges you have already identified?

You might want to do this activity as part of a planning process, and include different groups, like governors, partner organisations or students. You will get the most from the exercise when imagination, and conversation can run freely to create new responses to the challenges we all face.



Formulating your response

GUIDANCE FOR FACILITATOR

1. Assemble the results from the three previous exercises by sticking the cards on the poster supplied. Put the global challenges on the red outer ring, and the National and Local in the Delta 6 spaces.

2. Give everyone three of the 'Our response to the challenges' blank cards.

Do step 3 in silence. It will really help.

3. Invite the group to look over the whole field of Global, National and Local priorities and invite everyone to identify one key response they would like to champion (some will want to offer more than one).

4. Invite the group to make the responses tangible things that can be done within 12 to 24 months.

5. When you all have completed thinking and writing, share with each other your ideas.

6. Have a discussion to agree the top six. Re-write if needed.

7. Post your challenges on the wallchart.

Our response to the challenges



4

2

1

7

5

3

9

8

6

4

2

1

7

5

3

9

8

6

Global Challenges

If you do not have the
tear out challenge cards
you can photocopy this
sheet and make your
own

Challenges at
the level of the
Global System

Challenges at
the level of the
Global System

Challenges at
the level of the
Global System

Challenges at
the level of the
Global System

Challenges at
the level of the
Global System

Challenges at
the level of the
Global System

Achieving an
appropriate balance
between personal, social and
vocational development in
education

Challenges at
the level of the
Global System

Cultivating an
education profession
with international experience
and cross-cultural sensitivity

Challenges at
the level of the
Global System

Achieving
an ethically based
distribution of power

Challenges at
the level of the
Global System

Participation
in politics at local,
national and international
levels

Challenges at
the level of the
Global System

Willingness to
resolve conflict in a
non-violent manner

Challenges at
the level of the
Global System

Achieving a
balance between
protecting the environment
and meeting human needs

Challenges at
the level of the
Global System

Being sensitive
towards and defending
human rights

Challenges at
the level of the
Global System

Changing one's
lifestyle consumption
habits to protect the
environment

Challenges at
the level of the
Global System

The ability to
understand, accept,
appreciate and tolerate
cultural differences

Challenges at
the level of the
Global System

Balancing the
right to privacy and
open access to information

National Challenges

Challenges at
the level of the
National System

Challenges at
the level of the
National System

Challenges at
the level of the
National System

Challenges at
the level of the
National System

If you do not have the
tear out challenge cards
you can photocopy this
sheet and make your
own

Challenges at
the level of the
National System

Challenges at
the level of the
National System

Challenges at
the level of the
National System

Reconciling
single institution
accountability with shared
responsibility across schools
and local agencies

Challenges at
the level of the
National System

Growing an
adaptive workforce for
the education system of the
future

Challenges at
the level of the
National System

Creating new
models of leadership
development for 'new model'
public service leaders

Challenges at
the level of the
National System

Developing
system-wide leadership
arrangements that impact
in the most challenging
contexts and reduce
inequality

Challenges at
the level of the
National System

Creating
facilitative governance
for flexible, collaborative
service delivery

Challenges at
the level of the
National System

Redefining
'success' in learning
and finding new ways to
measure achievement

Challenges at
the level of the
National System

Creating a
culture that promotes
local civic participation

Challenges at
the level of the
National System

Reducing
bureaucracy to liberate
local creative practice

Challenges at
the level of the
National System

Local Challenges

Challenges at the level of the Local System

Challenges at the level of the Local System

Harnessing the collective energies of public services professionals to deliver Every Child Matters

Challenges at the level of the Local System

Challenges at the level of the Local System

Developing collective community responsibility for all children's learning and well-being

Challenges at the level of the Local System

Challenges at the level of the Local System

Working with parents and pupils to design and deliver provision that responds to their everyday needs

If you do not have the tear out challenge cards you can photocopy this sheet and make your own

Challenges at the level of the Local System

Maximising the impact and potential of collaborative arrangements between schools

Challenges at the level of the Local System

Developing local leadership teams - accountable, distributed and fit for purpose

Challenges at the level of the Local System

Developing a shared language that enables service providers to effectively engage communities

Challenges at the level of the Local System

Changing local perceptions of what education provision can be

Challenges at the level of the Local System

Raising the aspirations of young people and motivating them to be active participants in their learning

Challenges at the level of the Local System

Encouraging families and the wider community to extend ambition and change attitudes

Challenges at the level of the Local System

Listening to and understanding the ever-changing needs of young people and their families

Challenges at the level of the Local System

Creating fully personalised provision for all learners

Challenges at the level of the Local System

Aligning and combining resources to maximise the impact of provision

Our Responses

 Our response to the challenges

 Our response to the challenges

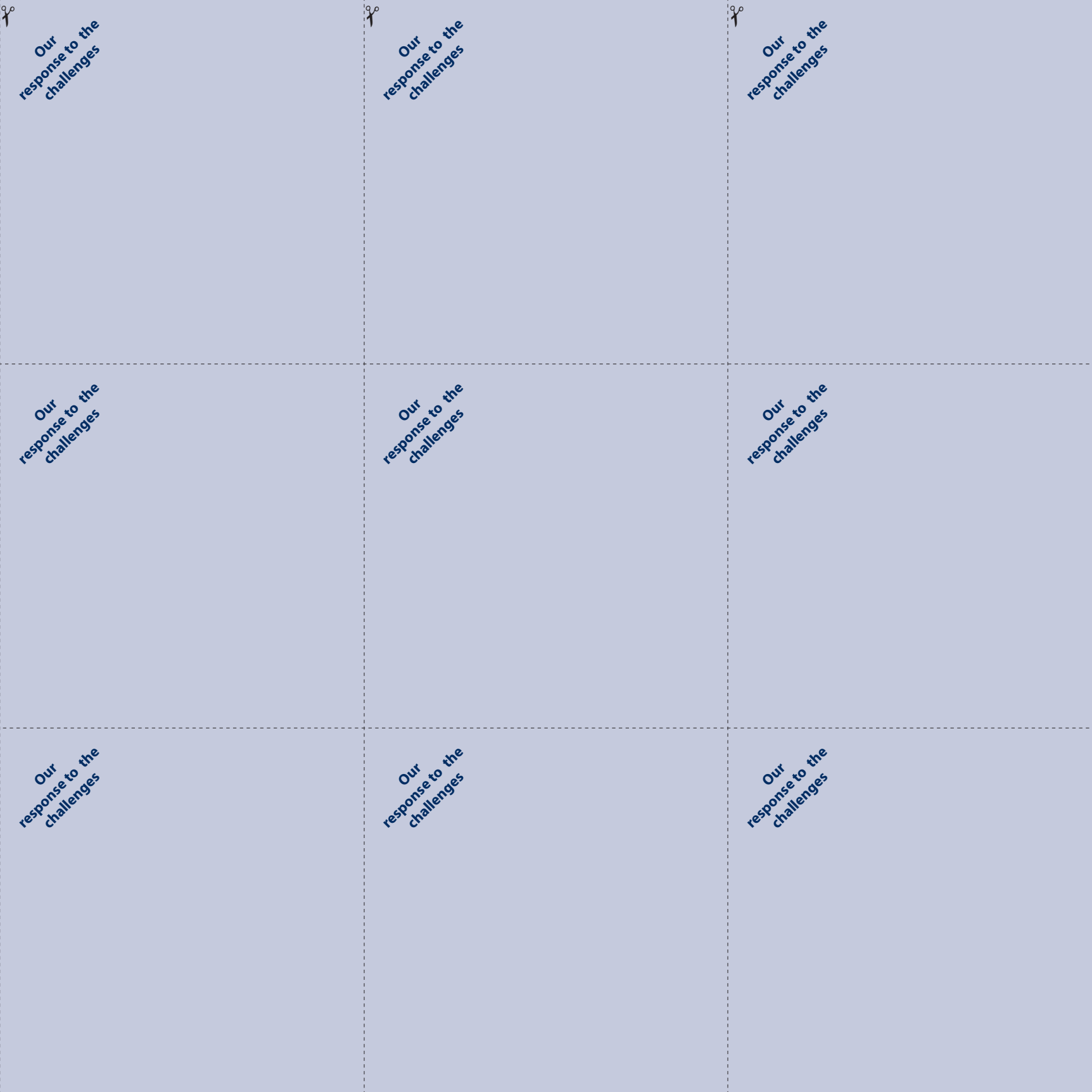
 Our response to the challenges

 Our response to the challenges

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 Our response to the challenges

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Thank you!

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References and further reading

Other reference material and reading on the challenges facing education leaders can be found at:

www.newhorizons.org/strategies/multicultural/banks2.htm

www.goucher.edu/x4702.xml

www.uvm.edu/~dewey/monographs/glomono.html

www.oxfam.org.uk/coolplanet/teachers/globciti/whatis.htm

www.citizens4change.org/global/global_education_links.htm

www.maclester.edu/globalcitizenship/proposal/transition.html

www.sgi.org/english/Features/quarterly/0307/perspective.htm

<http://shiftinaction.com/node/1667>

21st Century Education Leadership Challenges and Choices

