

# What do leaders do in schools anyway?

My aims for this talk are to help you to:

- see the role of leadership from the perspective of the pupil and the teacher relationship.
- recognise the impact of the actions and decisions of school leaders on the pupil/teacher learning relationship
- understand how promoting the pupil/teacher relationship will improve learning behaviours and raise achievement
- balance the challenges and pressures against the capacity of the school

# Who are the leaders?



When we say  
**school leadership**  
we are normally  
referring to the  
head/principal

# Who do heads listen to?

Parents

Dfe (Government)

Pupils

Ofsted

Teachers

Governors

Administrators

Faith and  
Community Groups



\*UK Model

# Those on the **right** & their expectations?



Dfe (Government)	To set education policy and for schools to follow it.
Ofsted	To report on standards. To inspect and regulate services.
Governors	Strategic leadership, vision and priorities. Accountability standards and financial performance.
Faith and Community Groups	To have their values represented.

# Those on the left and their expectations?

- Parents
- Committed, happy and effective teaching staff
  - A safe school environment
  - Intellectual and emotional growth fostered by the school
  - Strong home/school communication
  - A fun and supportive school environment
  - To be involved and 'kept in the loop'

- Pupils
- most want teachers to be kind, to listen, and to be fun

Teachers

??

Administrators

Paperwork completed on time!



# Teacher expectations

- Trust (Autonomy)
- Empathy and understanding
- Clear consistent, timely communication
- Given a voice – to be heard.
- Time –to reflect, evaluate, plan, collaborate
- Space -
- Strong relationships based on respect
- Advocacy, Voice
- Collaboration with leadership and other teachers
- Empowered to lead (allowed choices)
- Shown compassion
- Able to challenge and speak from the heart.
- Being appreciated
- Negotiated evaluation/observations.
- Leaders that demonstrate an understanding of the challenges teachers face
- Feedback that is genuine, sincere and constructive (feedforward)
- Streamline the paperwork
- Culture of high expectations but with empathy, support, respect and positive relationships

What is it that [#teachers](#) need from school leadership to make their job easier/better?





# Can heads meet all these expectations?

Who should heads listen to and whose expectations should they meet/prioritise?

What are the consequences for getting it wrong, is it:

- Professional status?
- Well-being of staff ?
- Achievement of pupils?
- Success of the school?

**ALL of the above!**

# Exploring consequences from the **right**

The consequences are:

- more immediate
- more intrusive on the school
- have a more noticeable impact
- the setting up of internal challenges
- changes to the character of the school
- removal of autonomy



It is a high risk  
action to  
challenge any of  
these  
expectations.



# Exploring consequences from the left

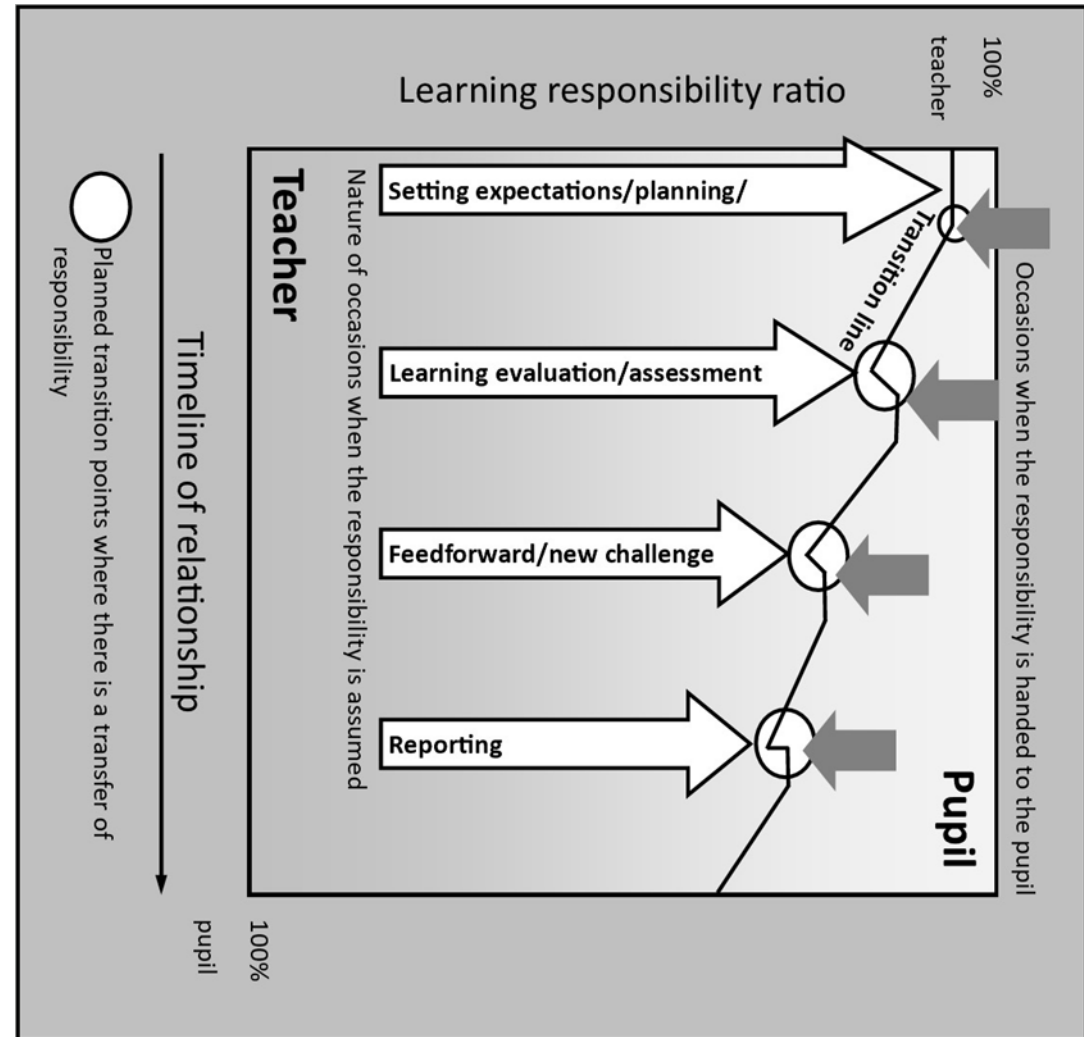
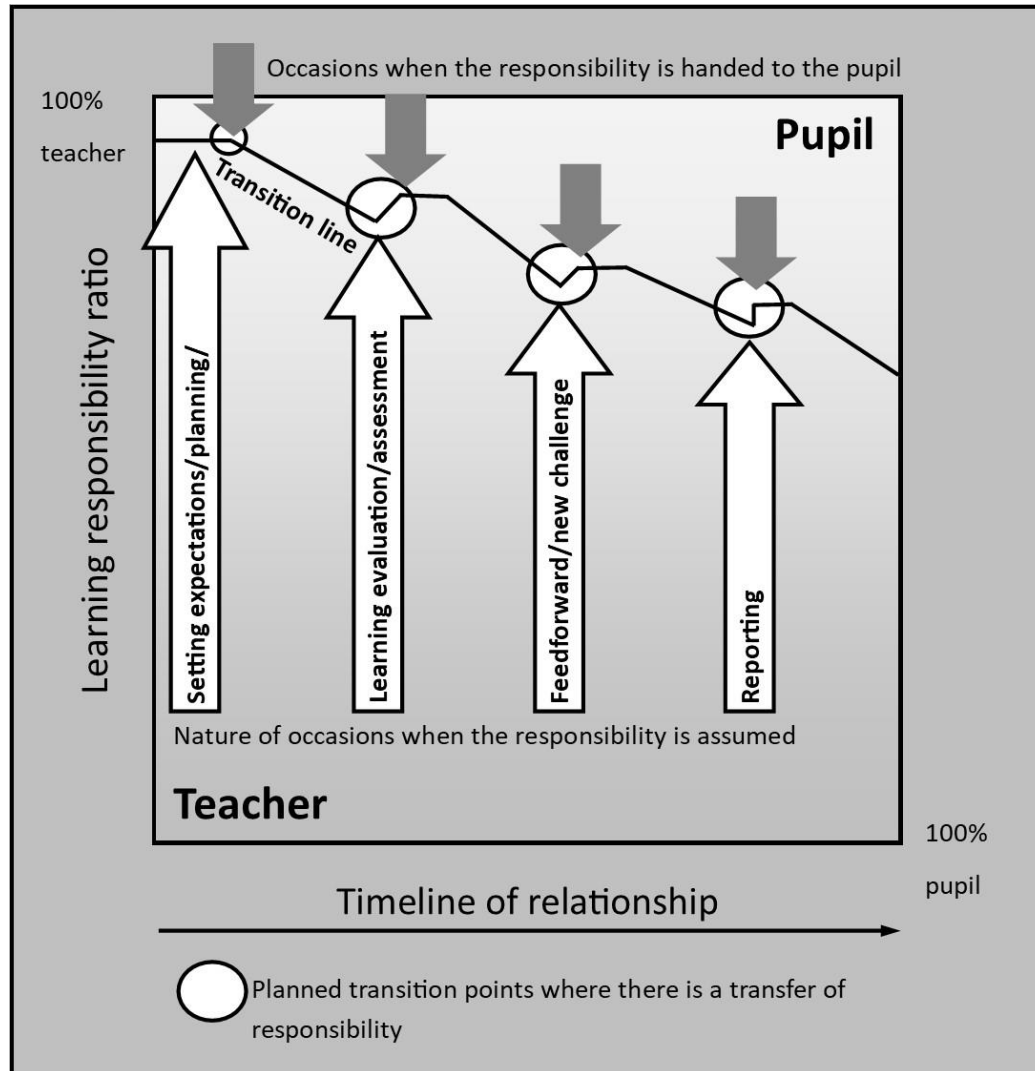
Not always so obvious or in themselves so catastrophic. What we see are the consequences, often represented by:

- poor, uncooperative pupil behaviours
- high levels of absenteeism (staff and pupils)
- low levels of achievement
- little capacity for change
- low self esteem (pupils and staff)
- a culture of criticism and rules/regulations
- limited pupil voice
- poor standing in the community
- high levels of staff turnover

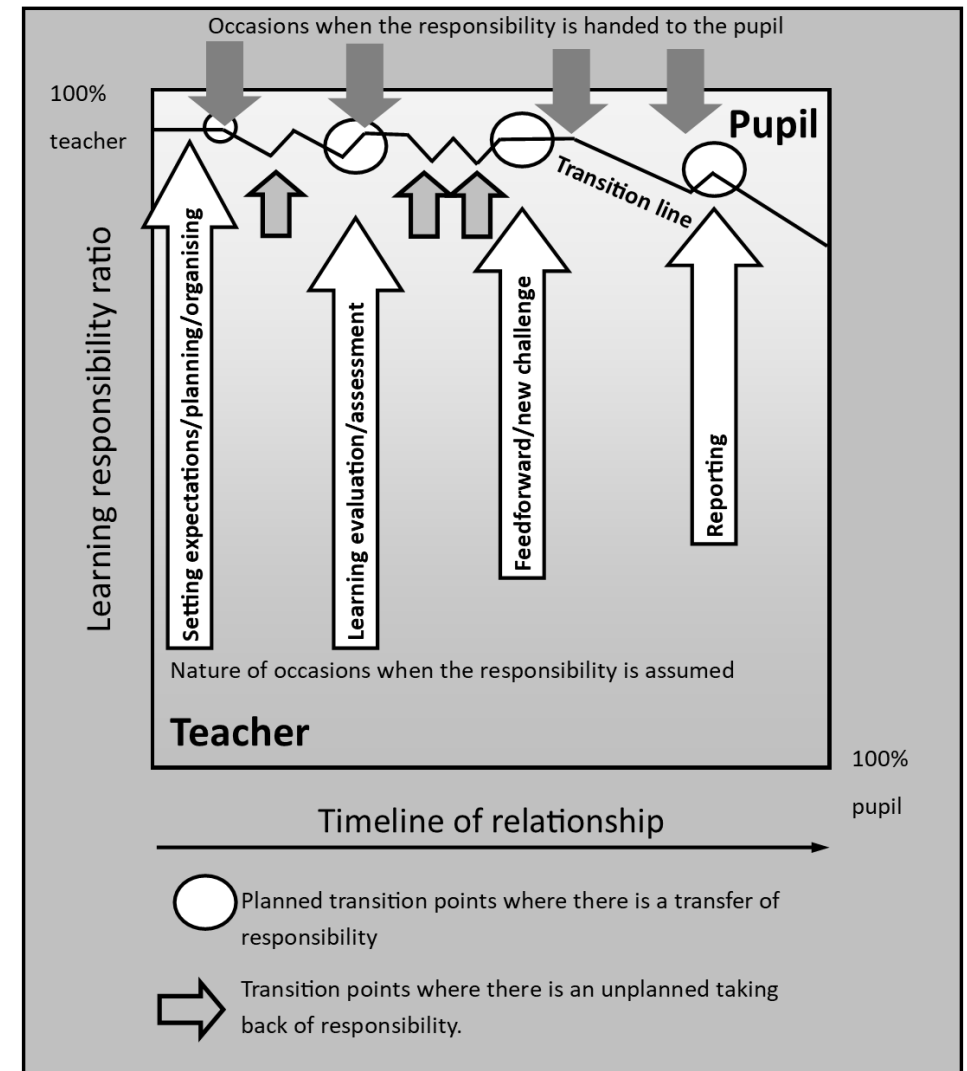
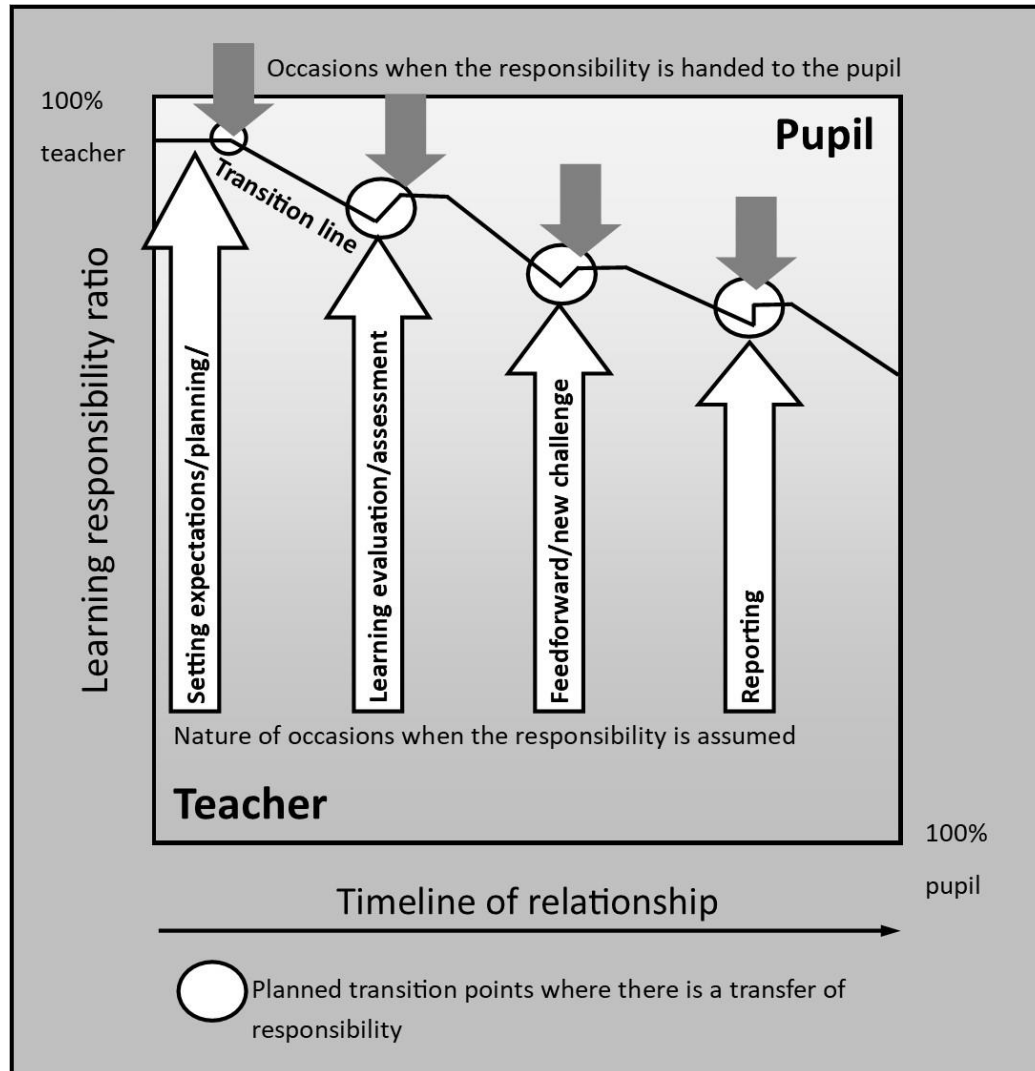


But why?  
We need to  
understand the  
teacher pupil  
relationships and  
needs.

# Learning responsibility relationship graphs



# Learning responsibility relationship graphs



# Why focusing on the **left** above those on the **right** matters most.

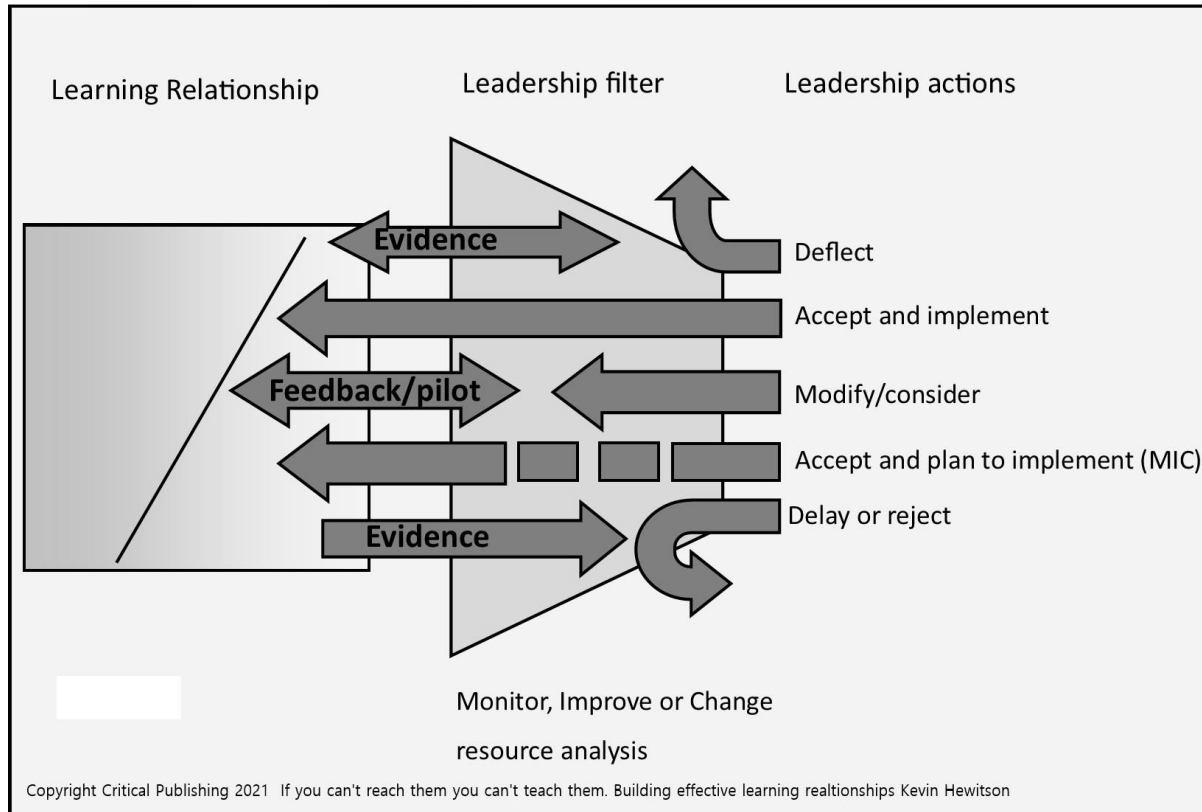
Teaching and learning is all about relationships. When we focus on relationships we can see behaviour as a symptom of need.

Get the relationships right and you have effective learning behaviours in schools:

- Pupils are engaged in their learning
- Teacher are less stressed
- The school is calmer and more focused
- Achievement levels rise
- Well-being improves for all



# What leaders should do in schools



Protect the learning relationship by filtering expectations and managing consequences.

There is a risk factor in adopting this approach but it does promote creativity build relationships and acknowledge capacity.

Think back to the expectations by those on the right!

This model focuses on the needs of those on the left and has greater benefits.

Expressed in mission statement –


**Do only those things that promote and protect the teacher learner relationship**

# The four needs for leadership

- |                  |   |
|------------------|---|
| <b>Power</b>     | Having a voice, being listened to and heard. Allowed autonomy.  |
| <b>Belonging</b> | Being accepted for who you are, not having to fit in. Able to challenge without fear, able to collaborate without expectations or viewed with suspicion, to be trusted, to be able to take risks. |
| <b>Choice</b>    | Given options and responsibilities and encouraged to make decisions. Able to offer own views without criticism or ridicule.<br>Involved in evaluation and planning                                |
| <b>Fun</b>       | Able to celebrate success and receive acknowledgement. Take on challenges and knowingly supported in doing so. Allowed to make mistakes. Show curiosity.  |

Please Be colleague friendly - PBCF

# Leaders ENABLE those they lead.



**E**ngage with those they are leading

**N**urture the team and future leaders


**A**rticulate a vision, the challenges and the way forward clearly and convincingly

**B**ridge the gap between people, ideas and strategies in order to move forward

**L**isten and lead with empathy and understanding

**E**ncourage all to participate, to challenge and to take risks

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Teaching and learning ideas and resources [www.ace-d.co.uk](http://www.ace-d.co.uk)





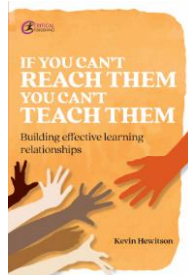
# Further reading/CPD/support



## Future-proof Your School

Steering culture, driving school improvement, developing excellence

AUTHOR : By David Hughes



## If you can't reach them you can't teach them \*

Building effective learning relationships

AUTHOR : By Kevin Hewitson

*\* Much of what pupils want from teachers is what teachers want from leadership – an alternative title could be 'If you can't reach them you can't lead them!'*



Exploring pupil behaviour to inform teaching

<https://mycpdgroup.com/courses/behaviour-what-behaviour/>

Kevin Hewitson



kevin@ace-d.co.uk



A network for headteachers; past, present and future

<https://www.headsup4hts.co.uk/>

James Pope (Director)



@4c3d



[www.ace-d.co.uk](http://www.ace-d.co.uk)



Are some school leaders too compliant?

<http://www.innovatemyschool.com/ideas/are-some-school-leaders-too-compliant>

Kevin Hewitson