

ROOTS AND WINGS

International Programme of School Leadership

Dorian's responses to the tasks.

TASK 1

A As a result of my participation in the programme so far this is what I have learnt with regard to the three aspects:

1 PERSONAL

- My aim is to achieve **excellence** in all aspects of leadership . . . a tall order!
- I continually try to **reshape** myself, **shifting to challenges** and try to **fit into a rapidly changing education world** . . . more of a challenge as I have recently changed schools.
- The programme has taught me that **leadership success belongs to the committed** . . . I have met many committed individuals on this programme.
- As to how I perceive myself, maybe I am one of those who **work from the heart**, one who tends to invest myself passionately in my job and one who is determined to recommit quickly when change reshapes my work . . . I also admit to often being too emotional about my work.
- I how I react with others, I hope fellow workers see me as **being 'loyal' to individuals of proven competence** and to the school organisation as a whole . . . I do react differently to those who have a proven record of low job commitment.
- What is VERY important to me on a personal level is that **I have to prove my work** to the school organisation. This is important to because **I want to make a difference**. It is important to me that I add enough value to the school so that others can see that something very important would be missing if I left . . . silly really because I have only just started!

2 PROFESSIONAL

- When I started as a headteacher (13 years ago), the **leadership styles** I adopted were **made unconsciously**.
- This programme has made me acutely aware that I employ a **specific range and mix of** leadership styles ranging from the "**this is where we are going and why**", (authoritative), to the "**what are your views on this matter**" (democratic approach).

- The **coaching journey model of exploration and discovery** taught me a great deal about the important **skill of listening** in order to understand the different circumstances faced by a headteacher in a different country.

3 ORGANISATIONAL

- I have learnt that leadership is more likely to succeed if it is shared.
- At my new school a **leadership team of 7** has been set up to replace the old leadership team of 3. New working structures and job descriptions have (hopefully) allowed us to 'do differently'. Change is possible if the vision is shared and if there is commitment from the **individual**, from **teams** (e.e. special needs department members, head of department etc) and the school as a **whole organisation**.
- For the school as a whole a conscious attempt has been made to **talk about 'us' and 'we'** not 'you' and 'I' in order to build **collective responsibility**.

B What I have learnt has resulted in the following CHANGES at a personal, professional and organisation level:

1 PERSONAL

- I have tried to place more emphasis on the **quality of teaching and learning** . . . tweaking to transform as it were.
- I have consciously **delegated some of the responsibilities** I have always done to others in the new leadership team structure . . . not an easy task at the beginning.

2 PROFESSIONAL

- **Team coaching** has been attempted (we meet weekly as a new leadership team of 7) to discuss three themes:
 - i) Lead to **create success**
 - ii) Lead to **facilitate change**
 - iii) **Supporting transformation** in school teams

3 ORGANISATIONAL

- 4 assistant headteacher posts have been filled. They have responsibility for:
 1. Teaching, learning and standards
 2. Behaviour and welfare

3. Assessment and data analysis
4. Resources, buildings and community use.

TASK 2

Here is a brief which outlines a particular issue which is impinging on the effectiveness of my school.

A description of the issue

"Pupils are taught in a school which has a number of **old buildings** (some date from 1897!). The classrooms are unsuited for modern day **teaching methods** which encourage **pupil participation**. Pupils and teachers are frustrated. The school wants to introduce **vocational and practical subjects** to tackle the **under-achievement problems** which exist, especially amongst a substantial group of boys. Over the summer holidays over £20,000 was spent on improving the school toilets . . . a problem which the newly formed pupil **School Council** identified. We are trying to listen to the **voice of the learner** and trying to respond to the wishes of teachers but are increasingly frustrated by the lack of money.

In addition, the school is very concerned about **health and safety issues** e.g. the administrative staff work in cramped and damp conditions. The school would like to become a **community centre for evening and day classes** but again there is a lack of space. The school is part of the local community but it is not used by enough members of the community. A great pity!"

Main personalities involved

1. New assistant headteacher with responsibility for 'Resources, buildings and community use.'
2. School caretaker.
3. Pupils, (School Council), and Staff (teaching and non teaching).
4. Health and Safety Officer.
5. Assistant Director of Education with responsibility for school buildings throughout the county of Ceredigion.
6. Local craftsmen/builders/painter/electricians/plumbers etc.
7. County community use officer.
8. Curriculum planners and timetablers: headteacher and deputy headteacher.