

## **LPD RIG ZOOM MEETING 16.6.20**

### **Draft review for RIG conveners' meeting 22.6.20**

Our most recent Zoom meeting included both national and international dimensions and addressed current LPD research and practitioner issues across a range of sectors and levels. The 4 presentations comprised (1) Headship development in mid Sweden (2) (LPD implications of) the future of the 'middle tier' in England (3) An evaluation of LPD outcomes of current NPQ's and (4) HOD development in the private/international sectors.

#### *Headship Development in Sweden.*

*Susann Sahlin, Vice Director of National School Leadership Training Programme, Mid Sweden University.*

I thought this was a particularly engaging session because the Headship development programme presented contained 3 elements sadly lacking in our current English system (1) it was HE backed (2) it was state authorised and mandatory and (3) it was conceptually progressive and, dare I say it, exciting, in its vision. Founding principles of autonomy and ethics, the place of governance in leadership, and attention to 'invisible (psychological ?) contracts' and 'occupational safety' in building trust were all welcome messages. Designing a LPD programme to provide 'a shared knowledge base' is hardly a new idea. Articulating that you are using that knowledge base to reinforce 'occupational identity and confidence' is. Its striking similarities with the Scottish system, (an LPD RIG meeting topic a while ago), made me wonder whether it's only small countries that can see sense!

#### *(The LPD implications of) the future of the 'Middle Tier' in England.*

*Jonathan Crossley-Holland, Dt Susan Cousin (and Dr Sarah Bubb). UCL*

Following on from our LPD RIG meeting last November, this was our second invitation to Jonathan Crossley- Holland, Susan Cousin and Sarah Bubb to update us on their UCL research project on the middle tier in England, their cost analysis (Phase 1) of which was published last year. They are now in Phase 2 and the research has moved on to the political lobbying stage, with Crossley- Holland et al interviewing the 'great and good' policy makers in and around the DFE about how far they think their principles and practices for an effective and equitable middle tier 'are on the right lines' and 'measure up'. Such principles include Alignment of vision and purpose, Subsidiarity of decision making and Ongoing Accountability (rather than league tables) ...all with the intention of putting a Positive Frame around Education. Armed with a forensic financial analysis, evidence from 4 jurisdictions with strong middle tiers and pledges to improve politically sensitive failings in the current 'system' in areas such SEN and teacher retention, we wish them luck!

*The Impact of NPQ Programmes on Individual Leaders and Pupil Outcomes.*

*Prof Rene Koglbauer, Executive Director, Newcastle University North Leadership Centre and Stephanie Bingham, Programme Director, NETSP*

After all the resources the National College put into NPQ'S, the subsequent licensing arrangements, and with new NPQ's due out in the Autumn,, it's good to get an update from a research project in the North East on where NPQ's are now in their impact on individual school leaders and pupil outcomes. This project had 3 objectives (1) to assess impact (2) to share learning and (3) to learn from research outcomes with regard to future programmes. Covering middle, senior and headship programmes and focussing on school-based initiatives, the evaluation drew on various leadership themes, tasks and processes, such as Teaching and Curriculum Excellence, Leading with Impact,. Managing Risk and Resources, Strategy and Improvement and Increasing Capability. The evaluation drew on a wide variety of data sources, from application forms, sponsor letters and feedback forms, through interviews and focus groups to case studies. NPQ's had improved leader's career development and pupil outcomes but it was unclear how these outcomes had been quantified or conceptualised..... which took me back to a similar evaluation project I was involved in over 10 years ago when we were searching for an overarching impact evaluation model that would clarify our terms of reference and provide explanatory links between the impact factors studied . (see Simkins et al, 2009 Outcomes of School Leadership Development Work: a study of 3 NCSL programmes. *EMAL* . January). It was also interesting to see, in the options given of online or essay assessment, that the ambivalence around NPQ's and Masters accreditation has not gone away!

*HOD Development in the Independent/ International Schools sectors:- Ashville Education. Gareth Johnson and Pauline Younts.*

It was important that we also had an update on what's been happening in the Independent schools sector. This was a practitioner presentation of a regional HOD programme for the North of England originally set up by Gareth Johnson in 2011 and then progressing from New and Aspiring HODS in 2012 to 'Top HODs from 2014. In 2017 Ashville Education was launched with a remit extended to International School ,Leadership. The presentation was quite inspirational for its interactive model of HOD development, both for those aspiring to, and experienced in, such positions, and David Hargreaves work on Joint Practice Development might well benefit this approach further. I would have liked a bit more detail of programme content though, particularly in the 4 day model presented. The discussion of Leadership Development in International schools was also interesting for raising the issue of cultural sensitivity in LPD when exporting Anglo- Saxon leadership models to other countries.

### **LPD RIG:- Looking ahead:- November 2020**

The richness of the 4 presentations reviewed above suggest that we will not be short of filling an agenda for our next meeting in November!

Mainstream developments, such as the future of the middle tier and NPQ's are obvious areas for updating, while 'culturally sensitive' leadership may well assume new relevance in the light of world events and media coverage of schools 'post' Covid 19 .