

# Pearson Schools Consulting Services



## Developing leaders for school success across a network

### Leadership User Study

A future-focused strategy to enhance leaders, identify aspirant leaders and leverage teacher expertise to improve student learning.

A network in Melbourne comprising of primary and secondary schools engaged Pearson Schools Consulting Services to help them in improving their leadership capacity.

Through a collaborative process, we conducted a User Needs Analysis to identify critical needs and success factors. The analysis uncovered additional challenges and so the program encompassed not only enhancing the capacity of the network's Principals, but also included aspirant leader development and professional learning that presented strategies for future-focused network wide change.

The implemented program offered a bespoke combination of various delivery modes, and individual and team assessments to foster personal growth and team collaboration both within and across the network schools.

### The background

An inner city school network in Melbourne comprising of 24 schools (12 Secondary, 8 Primary and 4 K-12) was concerned about a growing inertia in staff and a dwindling buy-in on certain strategic development programs.

Their aim was to fully realise the potential of the network by working collaboratively to improve each individual school's effectiveness and performance.

The client came to us with a need to improve leadership capacity and develop aspirant leaders to build upon their strengths and identify areas of improvement so as to improve student learning outcomes.

### Identified goals

After meeting several times over the course of a few weeks with the Network principals we conducted our **User Needs Analysis Workshop** which identified the following critical needs:

1. As a future-focused strategy, the leadership capacity of the Network principals needed to be enhanced. This was to address varying levels of expertise and experience and develop a collegial culture amongst the school leaders.
2. Aspirant leaders needed to be identified and leadership capacity developed across all schools in the network.
3. To deepen their knowledge about system wide change that built on current strengths and successes, and addressed issues of concern.





## Developing leaders for school success across a network

Leadership User Study



### The program

A 2-year staged program was developed to address the following critical needs:

1. Enhance the leadership capacity of Principals
2. Develop leadership capacity of aspirant leaders
3. Develop an understanding of the benefits of system wide change

The program solution was constructed so that each key need was specifically addressed, yet ensuring that participants also understood the interrelatedness and interdependence of the needs.

The program launched with a one day whole network conference designed to inspire and mobilise educators at the onset of the program.

The program was implemented utilising a range of tools and instruction methods including: **strategy development** through a problem solving process; **individual talent and team assessments**; **face to face** and online **professional learning sessions**.

Following individual assessments, **feedback** and **coaching** was provided for individual improvement.

The following **AITSL Australian Professional Standards for Teachers** were addressed in this professional learning program:

- Standard 6 Engage in professional learning

The following areas of **Professional Practice from the AITSL Australian Professional Standard for Principals** were addressed in this professional learning program:

- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school





## Developing leaders for school success across a network

Leadership User Study

### The program structure

PROGRAM STRUCTURE	INCLUDED FEATURES*:
<p><b>Current leaders: Enhancing leadership capacity of Principals</b></p> <ul style="list-style-type: none"> <li>Enhancing communication and collaboration in the team</li> <li>The impact of personal leadership</li> <li>EQ-i 2.0 and Emotional Intelligence</li> </ul>	<p><b>Launch Conference:</b></p> <ul style="list-style-type: none"> <li>Face-to-face</li> <li>Formal</li> <li>Collaborative</li> <li>Situated</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Individual and Collaborative</li> <li>Formal</li> <li>Self-directed</li> <li>Personalised</li> </ul>
<p><b>Future leaders: Developing leadership capacity of aspirant leaders</b></p> <ul style="list-style-type: none"> <li>Workplace personality Inventory</li> <li>Assessment and development of Critical Thinking skills</li> <li>EQ-i 2.0 and Emotional Intelligence</li> </ul>	<p><b>Blended Learning Courses:</b></p> <ul style="list-style-type: none"> <li>Facilitated</li> <li>Formal</li> <li>Sustained</li> <li>Intensive</li> </ul> <p><b>Coaching:</b></p> <ul style="list-style-type: none"> <li>Informal</li> <li>Formal</li> <li>Facilitated</li> </ul>
<p><b>All participants: Further understanding of system wide change</b></p> <ul style="list-style-type: none"> <li>Leading change</li> <li>Motion Leadership for Whole-system Change program</li> </ul>	<p><b>Online Training:</b></p> <ul style="list-style-type: none"> <li>Individual</li> <li>Formal</li> <li>Remote</li> <li>Self-directed</li> <li>Sustained</li> <li>Personalised</li> </ul>

24 MONTHS PROGRAM

\* The table shows features of innovative professional learning and performance & development in alignment with *Global trends in professional learning and performance & development Some implications and ideas for the Australian education system*, AITSL, 2014.





## Developing leaders for school success across a network

Leadership User Study



### Outcomes

Initial clarity of goals, and opportunity in the program to constantly review success over time, meant the network was able to see improvement across their leader cohort.

The network grew to be future-focused:

- Ongoing, relevant and collaborative professional learning became a priority across the schools.
- The network Principals developed flexible and sustainable strategic plans that would maintain momentum and ensure that the network continued to thrive beyond the Pearson program.
- School leadership teams are more skilled in their decision making and action planning.

Leadership at the school network now have robust decision making matrices; directed by Principals themselves but coordinated by a group of aspirant leaders that have a greater commitment to their school and network through their participation.

Overall, the network is now able to move forward with shared goals and strategies that will keep the schools aligned for improvement into the future.