

International Leadership Centre Network newsletter October 2006

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1. WELCOME

Welcome to the latest newsletter of the International Leadership Centre Network.

This edition provides updates on a range of projects underway in partner leadership centres. Details of a number of potentially interesting events are also provided. Thank you to all of you who were able to contribute to this edition.

As always a copy of this newsletter can also be accessed via the Network's website - <http://www.ilcn.org/>

Membership wise, I'm delighted to welcome Change Leadership Centre at Harvard University, USA to the network. Further background on the Centre is included in section 2 of the newsletter.

Finally any comments or suggestions you may have in relation to any area of the network would as ever be warmly received.

Best wishes

Andy

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2. UPDATE ON MEMBERSHIP

The Change Leadership Group (CLG) at the Harvard Graduate School of Education is a knowledge-development and capacity-building organization focused on effective strategies for school and district improvement. Since its creation in 1999 with a generous five-year grant from the Bill and Melinda Gates Foundation, CLG has collaborated directly with top leadership teams of school districts, helping them develop capacities to address systemic obstacles to student performance. In the belief that all of America's children need to have higher levels of intellectual and social skills for work, citizenship, and life-long learning, CLG has worked to create new, more effective approaches to systemic improvement in education.

Currently, CLG is studying and supporting the growth of "Leadership Practice Communities" as professional development engines in school districts. Leadership Practice Communities—communities of practice for those overseeing a systemic change process—create structured opportunities for colleagues to improve their craft of nurturing positive changes in schools and classrooms.

<http://www.gse.harvard.edu/clg/>

3. MEMBERS' NEWS

Center for Educational Leadership, University of Washington, USA

CEL's fifth annual summer institute, "Building the Leadership Capacity Necessary to Eliminate the Achievement Gap", was a huge success. Save the date for the sixth annual institute to be held on the University of Washington campus June 25-30, 2007. To learn more about the institute, and to view videos of key note presenters, click on the following link: http://depts.washington.edu/uwcel/programs/core/summer/index_v5.html

CEL is also pleased to announce the publication of its first, in a series of research briefs examining the partnership between CEL and its partner school districts. This research provides an insightful look into how organizations learn vis-à-vis an outside provider such as CEL. The first brief focuses on the partnership with the Highline School District which is an urban school district of 18,000 students south of Seattle, WA. This research is being conducted by the Center for the Study of Teaching and Policy at the University of Washington. Details of this can be obtained from http://depts.washington.edu/uwcel/programs/CELbrief_final.pdf

Further information from:

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Maryland State Department of Education, USA

The Maryland State Department of Education, Division for Leadership Development is collaborating with the World Bank in the delivery of a World Bank Institute course title "Strategic Choices in Education Reform." Mary Cary, Assistant State Superintendent, and Jim Foran, Executive Director of High School and Postsecondary Initiatives, presented on September 25, 2006, a session on education in the United States and in Maryland. Emphasis was placed on the role of policymaking, accountability and high quality teachers and principals in the reform movement in the country and state. A number of developing countries from around the world sent delegations to the World Bank for this two-week course, which also included school visits to Maryland schools.

Further information from:

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Outstanding, Unique, Deep Development Opportunity for Principals

Between 21-30 June 2006, Professor Carol Cardno [School of Education] and Associate Professor Eileen Piggot Irvine [New Zealand Action Research Review Centre] from the Unitec Institute of Technology presented at the 2006 Pacific Institute for Educational Leadership (PIEL). Held over two weeks in Fiji, the PIEL was for experienced primary and Secondary principals from New Zealand, Australia and the South Pacific nations. This was neither a surface training programme nor was it a conference. It was deep professional development combining seminars, case studies and project work linked to participants' own schools.

The primary aim of the PIEL was to provide a challenging opportunity for principals from throughout the Pacific to participate in an executive management development event that was stimulating, relevant and rewarding.

The programme was designed to provide principals with topics central to the realities of their complex role and ways of dealing with challenges effectively. Programme content included: critical issues of leadership, organization, change and collaborative management; organisational learning; strategic management; interpersonal skills such as problem-solving, networking and dilemma management; appraisal; and maintaining a balance with work and life and avoiding burnout.

The programme was intensive, involving individual and group work, and local school visits. A strong feature of the programme was the case-based method for executive management development.

Participants on this programme were highly positive about its content and outcomes. The sessions were very well planned to instigate deep learning and understanding of the very complex tasks of leading and managing a school. The variety of tools offered alongside the theory also provided lots of opportunities for real change.

The next PIEL programme will be held in Samoa in 2008.

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National College for School Leadership, England**Leadership Succession**

As noted in the last newsletter, one of NCSL's four corporate goals is to identify and grow tomorrow's leaders. This is because sustaining the flow of high-quality school leaders is critical to achieving the best outcomes for all children and young people.

This priority is brought into sharp focus by the age profile of today's school leaders: 59 per cent of full-time heads in the maintained sector in England in 2004 are aged 50 and over (based on Department for Education and Skills (DfES) Database of Teacher Records (DTR) 2004 provisional figures).

In May 2006, NCSL submitted [advice to the Secretary of State](#), setting out recommendations for a national strategy that will help more people to take on school leadership roles to replace those retiring from the profession. This advice has been developed by working closely with a range of stakeholders, including headteachers, the DfES and government organisations, the Specialist Schools and Academies Trust (SSAT), professional associations, local authorities, faith school groups, governor associations and others. Copies of this can be downloaded from:
<http://www.ncsl.org.uk/media/884/0F/ncsl-succession-planning-advice.pdf>

The Secretary of State asked NCSL to test its ideas by working with key stakeholders in a number of localities to develop local succession planning strategies. For the school year, September 2006 to July 2007, NCSL will be working with schools, local authorities and dioceses in ten pilot areas to help develop strategies to replace headteachers who will retire from the profession in the next five years.

Leadership consultants from NCSL will be assigned to each pilot area to support schools and employers in the development of initiatives that will bring teachers through to leadership positions. These might include talent-spotting potential headteachers, setting up opportunities for teachers to learn leadership skills by working with other schools, and providing career advice.

Each pilot area will have the key information about their area in an easy to use format, so that schools and local authorities can prioritise what they need to do. The data includes projections for the number of senior leaders needed each year for the next 10 years and the pool of candidates with the headship qualification National Professional Qualification for Headship (NPQH).

Recruiting headteachers and senior leaders

On October 30th, NCSL launches guidance on the recruitment and appointment of headteachers and other senior leaders in schools.

This guidance is the result of a two and a half year project into the issue of headteacher appointments. The work included:

- a review of advice produced by local authorities and others on the recruitment and appointment of headteachers
- surveys of headteachers and chairs of governors in all schools that had recruited a new headteacher during the three-year period prior to this study
- detailed case studies in 10 of these recruiting schools
- interviews with 15 local authorities and with a range of other key stakeholders
- a review of literature on the issue of recruitment and appointment of headteachers, published in England and overseas
- comparison of approaches to recruitment and appointment in a number of other sectors

It highlights the importance of following a structured approach to this, and identifies seven distinct stages, these being:

- | | |
|---------------|---------------|
| ▪ Preparation | ▪ Appointment |
| ▪ Definition | ▪ Induction |
| ▪ Attraction | ▪ Evaluation. |
| ▪ Selection | |

Copies of the guidance, practical supporting tools for governors and advisors and the underpinning research itself can be downloaded from www.ncsl.org.uk/recruitingleaders from 30 October onwards.

Synthesis of research findings

This year marks the completion of five years of research at NCSL. In recognition of this, Geoff Southworth will be giving a key note address at the 2006 British Educational Leadership, Management and Administration Society [BELMAS] conference, taking place next month in Birmingham. In this address, Geoff will outline the main areas of research activity undertaken by the College, and the key messages and conclusions from this work. A copy of the speech and associated slides can be obtained from Andy Coleman andy.coleman@ncsl.org.uk

Further information from:

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