

# NCSL Annual Leadership Conference

Leadership that makes a difference for children

**Seizing Success**  
Annual Leadership Conference

*Welcome to*



**The Fourth Way:**

**Debate with**

**Sir Michael Barber**

*Andy Hargreaves*

Dimensions of child well-being	Average ranking position (for all 6 dimensions)	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6
		Material well-being	Health and safety	Educational well-being	Family and peer relationships	Behaviours and risks	Subjective well-being
Netherlands	4.2	10	2	6	3	3	1
Sweden	5.0	1	1	5	15	1	7
Denmark	7.2	4	4	8	9	6	12
Finland	7.5	3	3	4	17	7	11
Spain	8.0	12	6	15	8	5	2
Switzerland	8.3	5	9	14	4	12	6
Norway	8.7	2	8	11	10	13	8
Italy	10.0	14	5	20	1	10	10
Ireland	10.2	19	19	7	7	4	5
Belgium	10.7	7	16	1	5	19	16
Germany	11.2	13	11	10	13	11	9
Canada	11.8	6	13	2	18	17	15
Greece	11.8	15	18	16	11	8	3
Poland	12.3	21	15	3	14	2	19
Czech Republic	12.5	11	10	9	19	9	17
France	13.0	9	7	18	12	14	18
Portugal	13.7	16	14	21	2	15	14
Austria	13.8	8	20	19	16	16	4
Hungary	14.5	20	17	13	6	18	13
United States	18.0	17	21	12	20	20	–
United Kingdom	18.2	18	12	17	21	21	20

OECD countries with insufficient data to be included in the overview: Australia, Iceland, Japan, Luxembourg, Mexico, New Zealand, the Slovak Republic, South Korea, Turkey.

# The Second Way



# The Third Way

## Top-Down Government

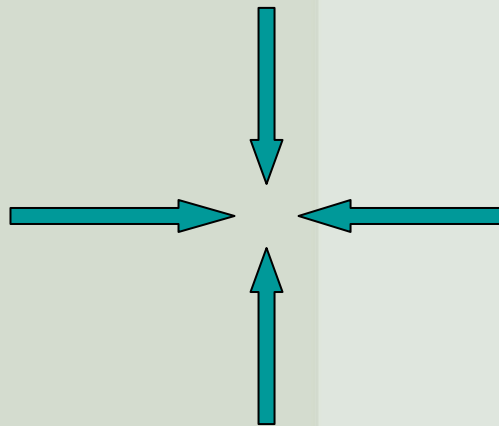
Goals Performance Targets

Public Engagement  
Integrated Services

Lateral Learning  
Peer Pressure and  
Support

Resources Materials Training

## Support Bottom-up

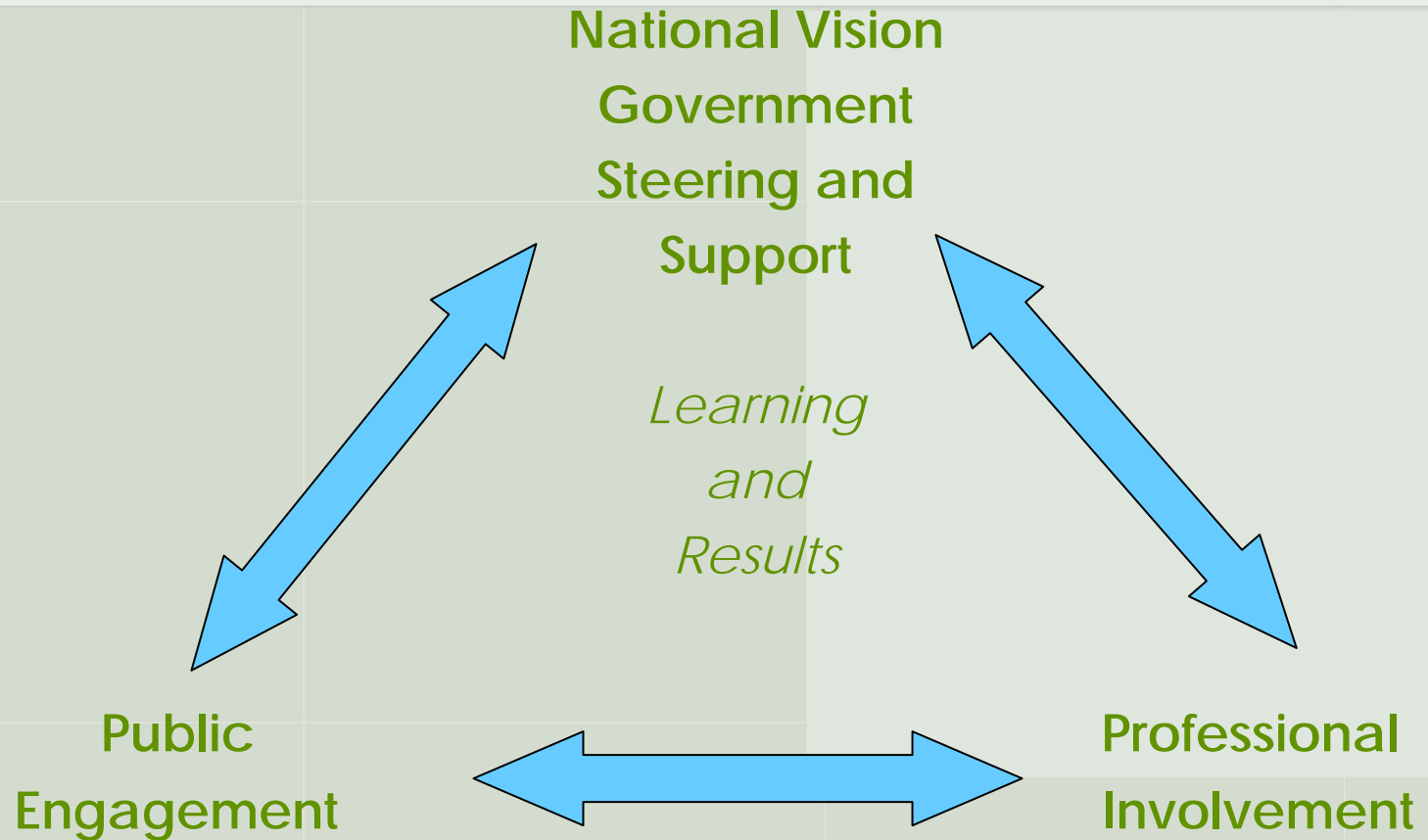




# The Three Paths of Determination

- The Path of Autocracy
  - The Path of Technocracy
  - The Path of Effervescence
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# The Fourth Way





# Five Pillars of Purpose and Partnership

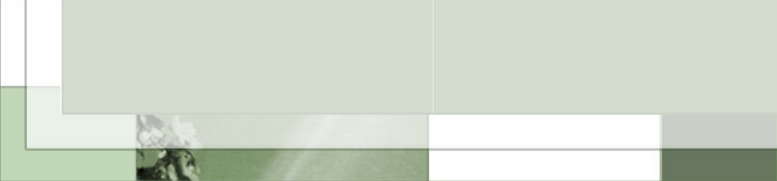

- An Inspiring and Inclusive Vision
- Public Engagement
- No Achievement Without Investment
- Corporate Educational Responsibility
- Students as Partners in Change





# 1. An Inspiring and Inclusive Vision

“A compelling and inclusive moral purpose steers a system, binds it together and draws the best people to work in it.”





## 2. Public Engagement

“Open professionalism that includes the public builds awesome schools.”





### 3. No Achievement Without Investment

“Schools...cannot excel alone but need communities and society to work with them.”

“There is no achievement without investment.”

“Greater professional accountability needs to be matched by increased parental responsibility.”

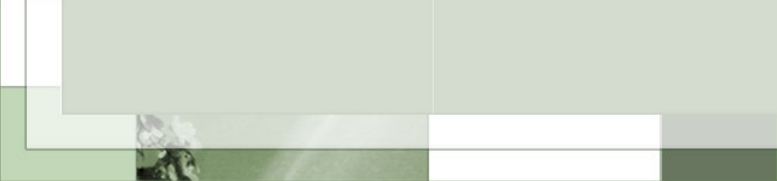





## 4. Corporate Educational Responsibility

“The businesses that get invited to the educational policy table should be those that practise corporate social responsibility.”

“Accountability should be mutual and transparent, not secret and one-sided.”







## 5. Students as Partners in Change

“Students are usually the targets of change efforts and services. They are rarely change partners.”


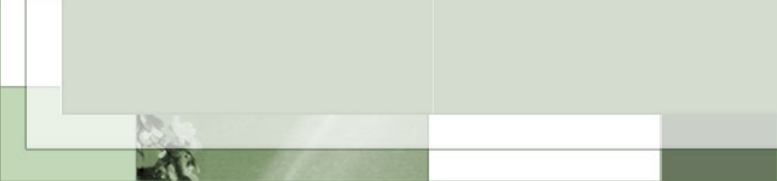
“Without students, there would be no teachers.”

“If schools and school systems sustain a broader vision...their students will become committed to changing the world.”





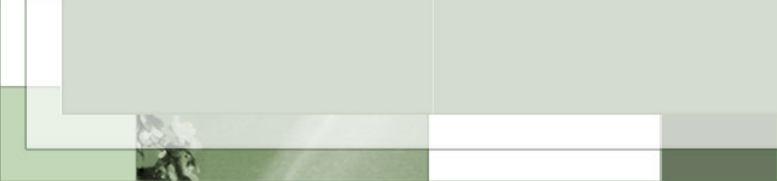

# Three Principles of Professionalism

- High Quality Teachers
  - Powerful Professionalism
  - Lively Learning Communities
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# 1. High Quality Teachers

“Control quality at the most important point – the point of entry.”





## 2. Powerful Professionalism

“...powerful professional responsibility to raise standards together.”







### 3. Lively Learning Communities


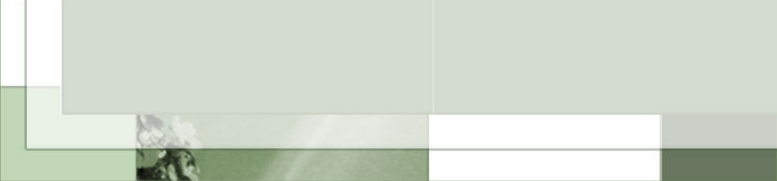
“The best PLC’s are living communities and lively cultures dedicated to improving the lifelong learning of students and adults alike.”

“Highly qualified teachers create curriculum together.”





# Four Catalysts of Coherence

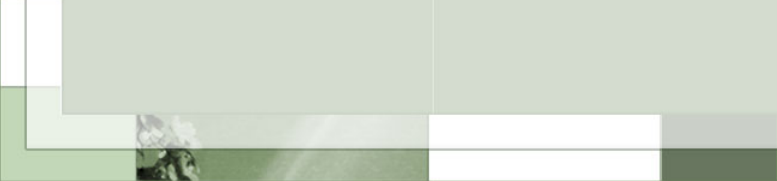

- Sustainable Leadership
  - A Net With No Nanny
  - Responsibility Before Accountability
  - Build From The Bottom,  
Steer From The Top
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# 1. Sustainable Leadership

“Leadership is the afterthought of educational change. It’s the cigarette that’s smoked after the reform has been consummated.”

“Distributed leadership draws change out of staff rather than driving reform through them.”






## 2. A Net With No Nanny

“The art of spreading change is as much about building new relationships as disseminating new knowledge.”

“The Nanny state of constant surveillance and endless intervention is incompatible with the innovation of the Net.”

“The point of networks is to spread innovation, stimulate learning, increase professional motivation and reduce inequities.”






### 3. Responsibility Before Accountability

“Responsibility precedes accountability. Accountability is the remainder that is left when responsibility has been subtracted.”

“It is not necessary to ensure accountability through a census. It can be achieved more easily and effectively through a statistically valid sample.”

“(We can) ensure system-wide accountability through prudent sampling rather than a profligate and politically-controlling census.”

“The Fourth Way treats accountability as the conscience of the system that checks it, not the ego or the id that drives it.”





## 4. Build from the Bottom, Steer from the Top

“The Fourth Way...is not a way to retain autocratic control over narrowly defined goals and targets with the assistance of technocratic surveillance supplemented by infusions of effervescent professional energy.”

“The Fourth Way...is a democratic and sustainable path to improvement that builds from the bottom and steers from the top.”

“The New Orthodoxy is largely about improving policy delivery. The Fourth Way takes a more vertiginous route that scales the heights of public democracy.”





# Three Riders of Reform

- Diverse Adaptation
  - Differential Development
  - Disruptive Innovation
- 
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**SHORT**

-  
cynical,  
opportunistic

**LONG**

evasive,  
unaccountable

+  
urgent,  
confidence-boosting

enduring,  
sustainable





# Thank You

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