Exploring Models of Leadership Toolkit

2. Four steps to exploring models of leadership

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There are four key components that need to be considered as part of a collaborative leadership and governance design:

- **defining the partnership**
- **types of shared provision**
- **form and location of leadership**
- **boundaries and form of governance**

... and two further determinants

Schools should be clear and in agreement about why they want to consider new models of leadership together.

They should also have a sense of the potential benefits that a new collaboration or partnership will bring to each partner in terms of better relationships with the external world.

So to the four key components, we can add these two determinants:

- **shared purpose and vision**
- **defining the partnership**
- **types of shared provision**
- **form and location of leadership**
- **boundaries and form of governance**
- **new relationships and alliances beyond the partnership**

... leading to a six-step method

- **shared purpose and vision**
- **defining the partnership**
- **types of shared provision**
- **form and location of leadership**
- **boundaries and form of governance**
- **new relationships and alliances beyond the partnership**

... or, in other words

1. **Why are we doing this?**
   Shared purpose and vision – the drivers behind the partnership
2. **Who's in/who's out, and who's close by?**
   Defining the partnership – the schools and other agencies/organisations
3. **What will we do together?**
   The shared provision of curriculum, systems or resources
4. **Who's in charge?**
   The form and location of the leadership – with new roles and responsibilities
5. **Who keeps their eye on it?**
   The boundaries and forms of governance – informal or formal
6. **Who can we work with now?**
   New relationships and alliances beyond the partnership

In practice ...

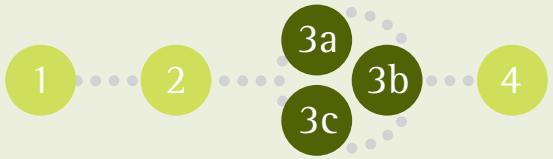
In practice, three of the six steps can happen quickly together, or in different orders, depending on the context.

1. **Why are we doing this?**
   Shared purpose and vision – the drivers behind the partnership
2. **Who's in/who's out, and who's close by?**
   Defining the partnership – the schools and other agencies/organisations

3a. What will we do together?
The shared provision of curriculum, systems or resources

3b. Who's in charge?
The form and location of the leadership – with new roles and responsibilities

3c. Who keeps their eye on it?
The boundaries and forms of governance – informal or formal

4. **Who can we work with now?**
   New relationships and alliances beyond the partnership

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