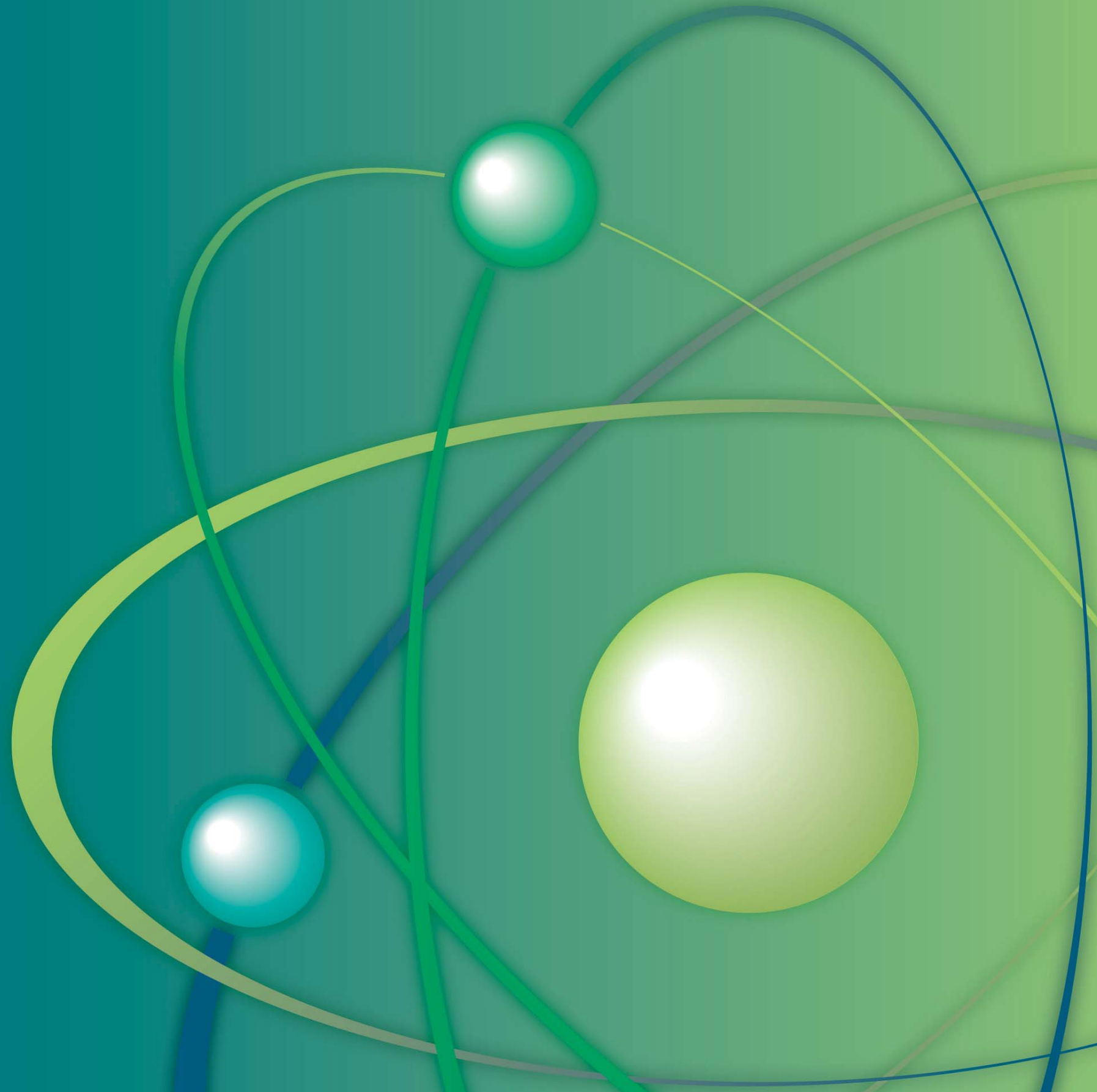


Exploring Models of Leadership Toolkit

## 3. Building your model



### 3. Building your model

This section will walk you through the steps required to build a model that reflects your own context.

Try to involve a range of people from the schools and other organisations that might be part of the new system of leadership you are considering.

Your model has the potential to become a shared picture of your future together.

#### Before and after

Many users of early versions of the toolkit found it helpful to begin by visualising the structure of the schools and services they are considering for a new partnership arrangement. This visualisation can be assisted by using the graphics provided in section 10 of this toolkit.

Some of them told us that this approach allowed them to better understand what they had to do to move from the here-and-now to where they want to be – from the current scenario to their vision of the future.

Simply work through the points 2, 3a, 3b and 3c to build a reference map of where you are now.



### 1.1. Why are we doing this?

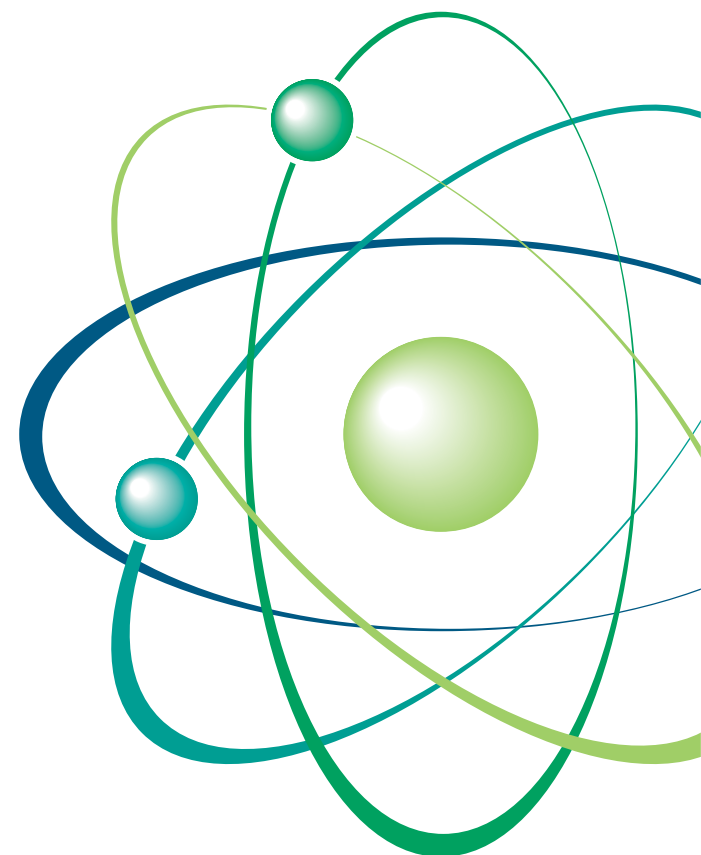
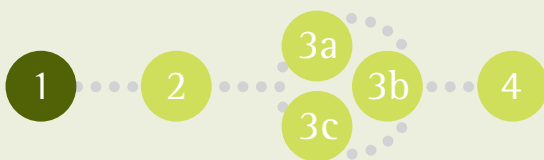
School leader groups need to be clear about what is motivating them to consider new forms of leadership and governance, and reach agreement about the primary focus for working together.

This will also help you consider together how you are going to measure and share with others the benefits of your change.

In practice, it is very difficult to make system-level change happen without a high degree of alignment between each of the parties.

This is a practical method for a small group of people to list and prioritise their drivers. This can form the basis of a shared purpose and vision.

Navigation icon



## 1.2. Why are we doing this?

Reflect and prioritise which issue is the most important for your context. It would be typical to have one primary driver and other, linked or related secondary drivers.

The Next Practice in System Leadership project found the following motivations, opportunities and challenges in the schools studied:

- **improving learner achievement across your area**
- **sharing high-quality leadership across schools**
- **delivering the five outcomes of Every Child Matters**
- **delivering learning for all ages (cross-phase and all-through schools)**
- **developing 14–19 curriculum provision**
- **developing whole-town services**
- **delivering shared services more efficiently**
- **supporting schools that are causing concern**
- **resolving headteacher succession issues**
- **creating new opportunities for existing leaders**
- **engaging the community**

- **improving and demonstrating local accountability**
- **sharing strengths**
- **raising the aspirations of parents and pupils**
- **regenerating the community**
- **delivering outcomes for Building Schools for the Future**
- **improving access to specialist provision**
- **tackling falling rolls**

You may be able to add to this list from your own context.

### 1.3. Why are we doing this?

Gather a number of people around a table, say between 5 and 15 colleagues.

For this exercise, you will need:

- **packs of sticky notes – enough for each person to use several**
- **medium-sized black felt tip pens – one for each participant**
- **a sheet of small sticky dots**

Make sure the pens and sticky notes are suitable for everyone to see what each person has written down.

In this session, each person will be able to make their contribution. When you want to add something to the discussion, write it on a sticky note, then place it in the middle of the table while saying it aloud. So the pattern of contribution is: write, say, post.

Give everyone a chance to have their say.  
Don't be critical of other people's contributions.



### 1.4. Why are we doing this?

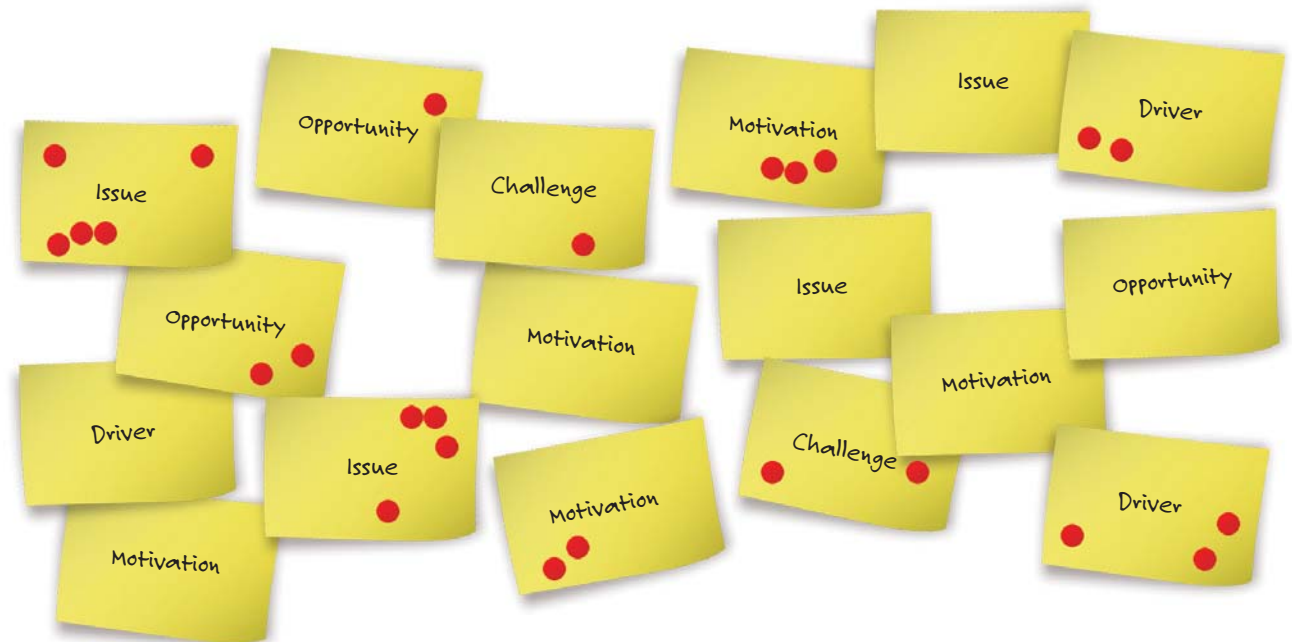
Sitting as a group, at a table, each participant takes a pen and a small number of sticky notes.

Around a shared table, each participant writes down a leadership issue, opportunity or challenge that the group is facing. Place your sticky note in the middle of the table to allow your colleagues to see your thinking. Build on each other's ideas until you have a good number, with perhaps 15 or 20 sticky notes on the table.



### 1.5. Why are we doing this?

Now tear up the sheet of sticky dots and give everyone five dots each. Each participant now votes for their five top sticky notes. You can vote for your own ideas, and you can put more than one dot on any that you really like or think are important.

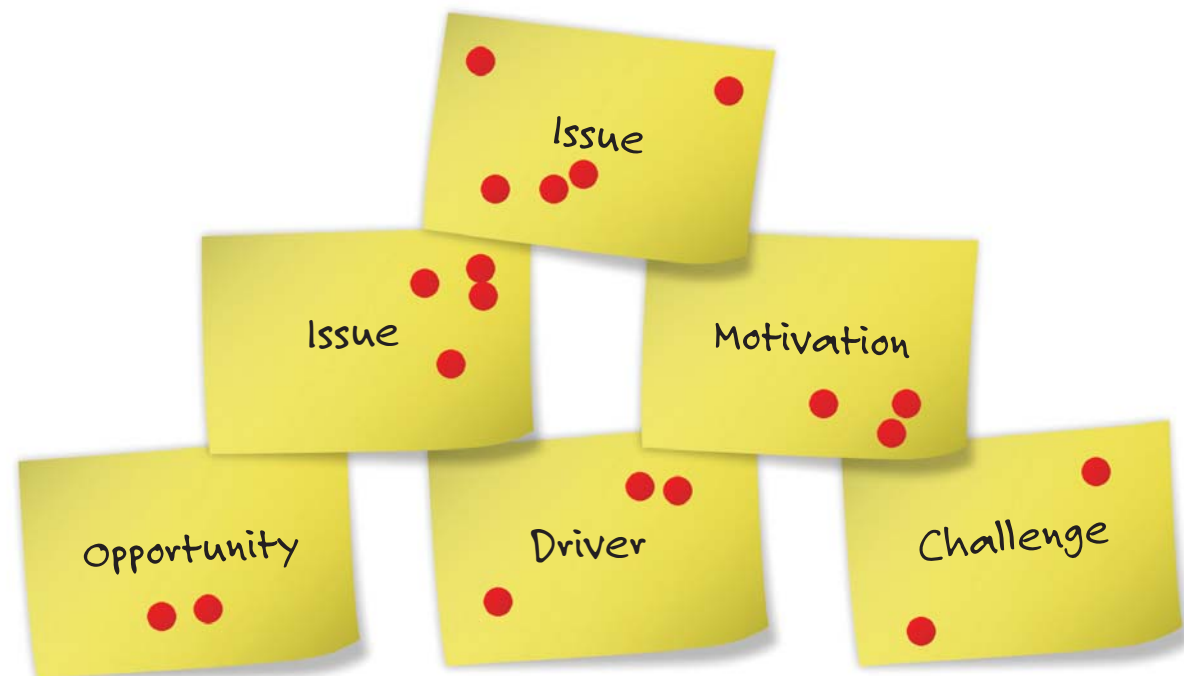


### 1.6. Why are we doing this?

Take the six sticky notes with the most votes and arrange them on the table into a pyramid of three rows. The one with the most votes should be at the top of the pyramid.

You might have found that some of the sticky notes can be combined if they are saying something very similar.

When you have finished, you should have one sticky on the top row of the pyramid, two in the middle and three on the bottom row.





### 1.7. Why are we doing this?

Discuss the prioritisation pyramid you have created. Discuss and rearrange the sticky notes until you all agree that the one in the top position is your most important shared imperative.



### 2.1. Who's in/who's out, and who's close by?

Before you can do much, you need to define the partnership. Work out which schools, agencies or other organisations might want to join or be associated with the new arrangement.

### 2.2. Who's in/who's out, and who's close by?

Look at the icons supplied in section 10. Explore with your colleagues who from this list would be a valuable member or associate of your new partnership.

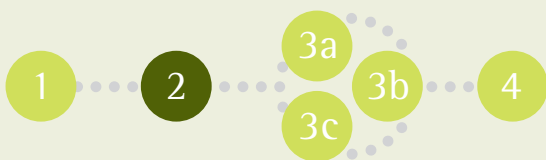
Place the graphic icons (label them if you like) on the page:

- primary schools
- businesses
- community groups
- governors
- social services
- library
- Sure Start centre
- health services
- police
- secondary schools
- voluntary sector groups
- children's services
- youth services
- nurseries
- kids' club
- further education providers
- higher education providers
- other agencies

You may be able to add to this list from your own context.

For copies of the graphics, and more information on using them, see sections 9 and 10.

Navigation icon

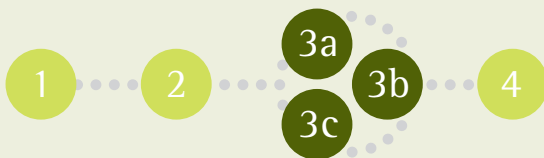


### 3. Building your model

Read through each of the sub-sections in this section – these stages often happen together, or quickly after each other, or in a different order than the a, b, c, ordering here might suggest.

Look back at your prioritised vision from section 1 to help you decide which you will tackle first.

Navigation icon



### 3a What will we do together?

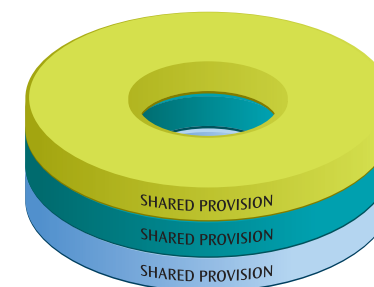
Represent shared provision or shared systems using the coloured doughnut shapes or asterisk labels provided in section 10 (see sample illustrations opposite). Place these at the centre of the schools or agencies who will use and contribute to them.

Shared systems include:

- **teaching and learning**
- **curriculum provision**
- **back office, ICT and management information systems (MIS)**
- **attendance and registration**
- **timetabling**
- **inclusion system**
- **behaviour and exclusion policy**
- **continuing professional development**
- **facilities management**
- **transport**
- **safeguarding**
- **human resources management**
- **extended services**
- **extra-curricular activities and opportunities**
- **other shared resources**

You may be able to add to this list from your own context.

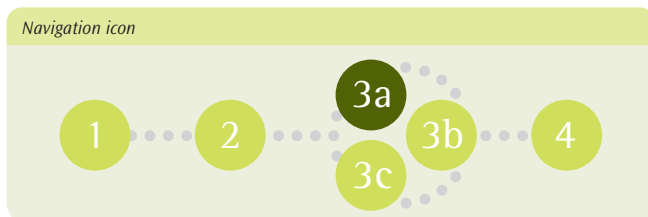
*Doughnut shapes*



*Asterisk label*



*Navigation icon*



### 3b Who's in charge?

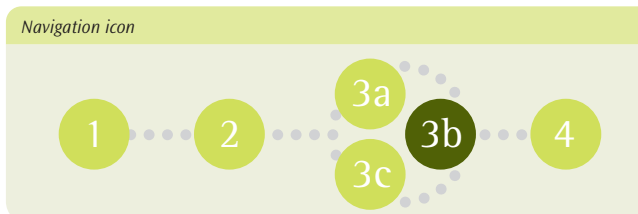
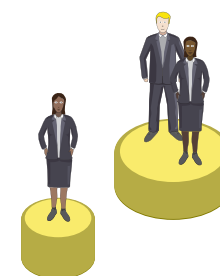
Discuss in your team the form and location of leadership, considering carefully the roles and responsibilities this will require. What roles do you need to realise your vision? It might be useful to imagine you have a clean sheet and to think about ROLES rather than PEOPLE initially.

Then locate a leader (or leadership team) on your model. This person will lead key element(s) of the system. Use the raised platform graphics to identify the new people in these roles, for example:

- existing leader takes on additional role to current one
- existing leader takes on as their new role
- bring a new leader into the partnership
- bring in a school business manager
- consider role sharing
- consider co-leadership or a leadership partnership

You may be able to add to this list from your own context. Take a look at the **redesigning headship tool** on the Models of Leadership website. It might help you with these questions.

*School leaders in designated roles*



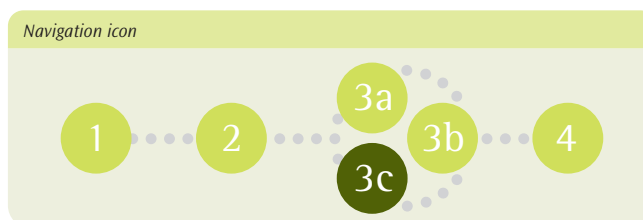
### 3c Who keeps their eye on it?

Around the table, explore where you think you should draw the boundaries of the new structure. What ideas do you have for new forms of governance?

Draw a thick line around the elements of the system that are under agreed shared governance. Use a dotted line for informal governance (advisory) and a solid one for formal governance (including that with delegated authority). Some examples of forms of governance are:

- **informal (advisory) governance**
- **over-arching, hard governance**
- **delegated authority governance**
- **governance of particular provision**

You may be able to add to this list from your own context. See [www.ncsl.org.uk/modelsofleadership](http://www.ncsl.org.uk/modelsofleadership) for detailed information and case studies of different options for governance.



#### 4.1 Who can we work with now?

If you were to make these changes to your leadership and governance structures, consider now what new relationships, alliances and opportunities it might open up for the partnership and beyond it.

Review the opportunities and challenges that you identified earlier and look at other potential partners or relationships that the new system can now engage with. This might include:

- **local authorities**
- **other schools**
- **businesses that are currently uninvolved**
- **other agencies in the community**
- **the primary capital programme**
- **Building Schools for the Future**

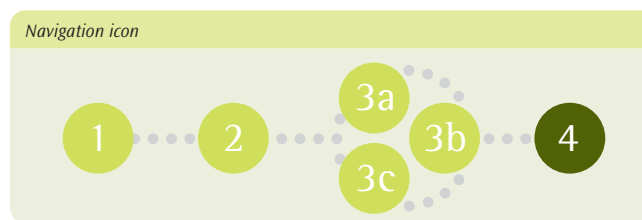
You may be able to add to this list from your own context. Have you been clear about what you are trying to achieve –and how will you know that you have got there?

#### 4.2 What and who comes next?

Now that you have visualised new forms of leadership, it is important to consider what you and your colleagues will need to do next.

What tasks will you need to undertake to move from your existing model to your envisioned future model? Think about:

- **what you have learnt from this exercise**
- **what actions will you need to take**
- **what will be the barriers to making this happen**
- **how change can best happen in a controlled and positive sense**



### Making the new model happen

Working together to model what you want to do on paper is the easy bit. Following the steps in this toolkit will help you along the way but it is not enough on its own.

Working together to make it happen is much harder. It's important to remember that the structure and roles and responsibilities are much less important than having a clear vision and shared understanding of what success will look like – for learners and excellent leadership.

You need to plan this as a project. Use your preferred method for managing and planning change. If you don't have a favourite approach, talk to colleagues, your local authority or look at the NCSL website.

One excellent resource is the Models of Leadership community space. This is an online and face-to-face community that is open to school leaders who are planning and implementing change like this.

See [www.ncsl.org.uk/modelsofleadership](http://www.ncsl.org.uk/modelsofleadership) for more information on the community, case studies and resources to help you on the journey.

