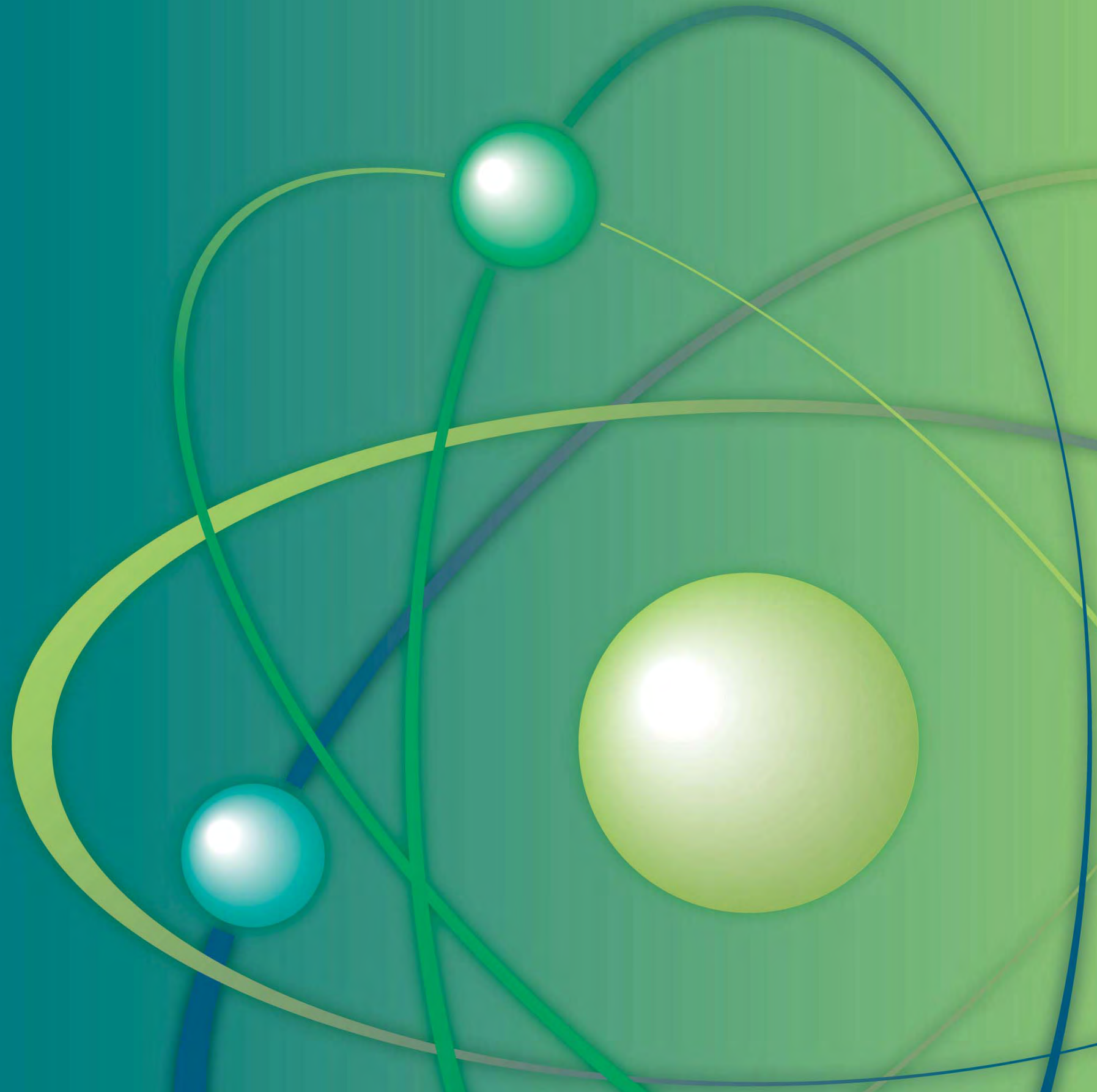


Exploring Models of Leadership Toolkit

5. Case study 1

Family of schools



The project began with seven schools in a city area.

FAMILY OF SCHOOLS 1



Why are we doing this?
Shared purpose and vision – the drivers behind the partnership



Each school had its own leader or leadership team.

FAMILY OF SCHOOLS 1

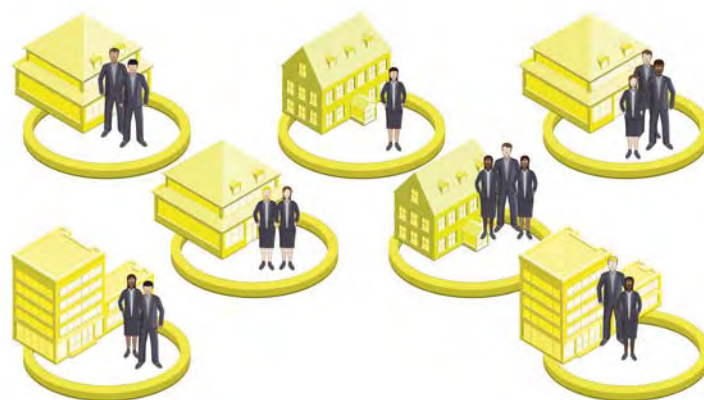


Why are we doing this?
Shared purpose and vision – the drivers behind the partnership



Each school had its own governance arrangements.

FAMILY OF SCHOOLS 1

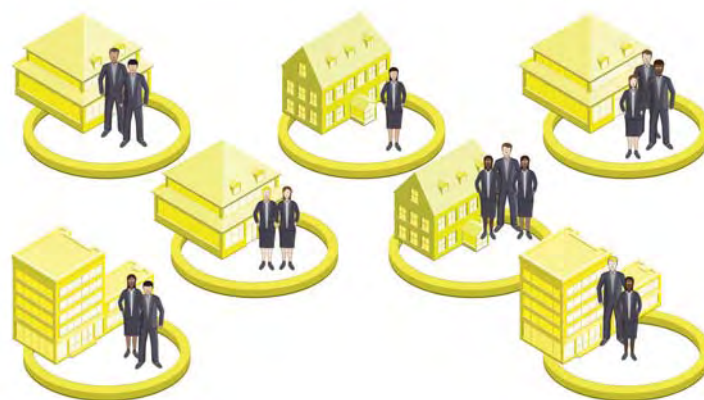


Why are we doing this?
Shared purpose and vision – the drivers behind the partnership



They want to develop a shared learning agenda.

FAMILY OF SCHOOLS 1

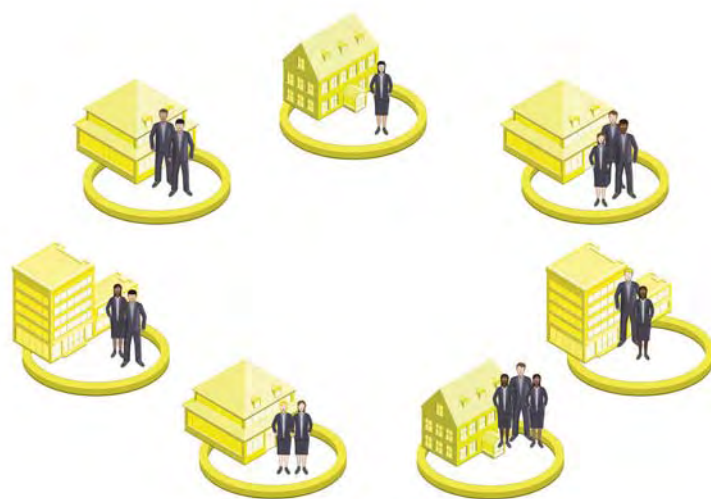


Why are we doing this?
Shared purpose and vision – the drivers behind the partnership



All seven decide to collaborate informally.

FAMILY OF SCHOOLS 1



Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



They place children's achievement and welfare at the centre of their agenda.

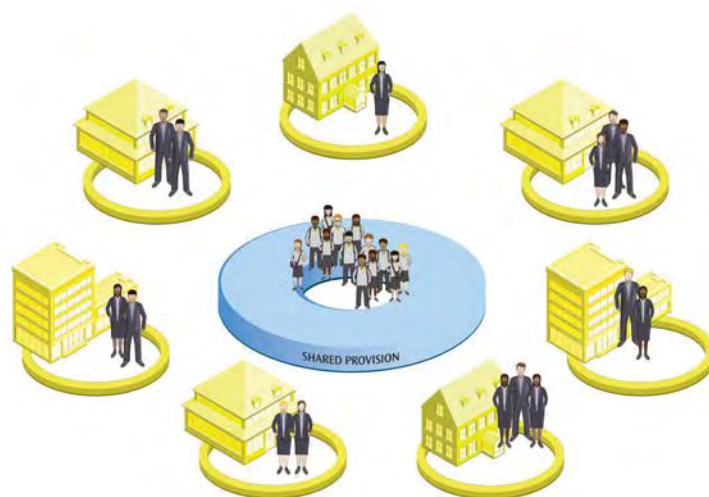
FAMILY OF SCHOOLS 1

Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



They create shared provision for music.

FAMILY OF SCHOOLS 1

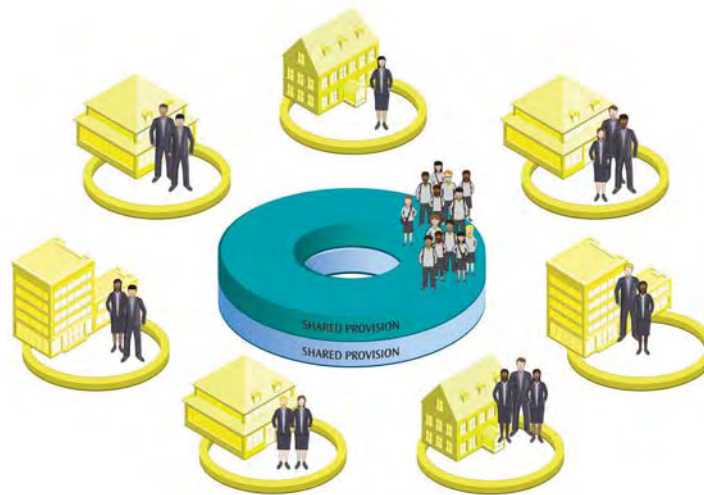


What will we do together?
The shared provision of curriculum, systems or resources



Then they add shared provision for sport.

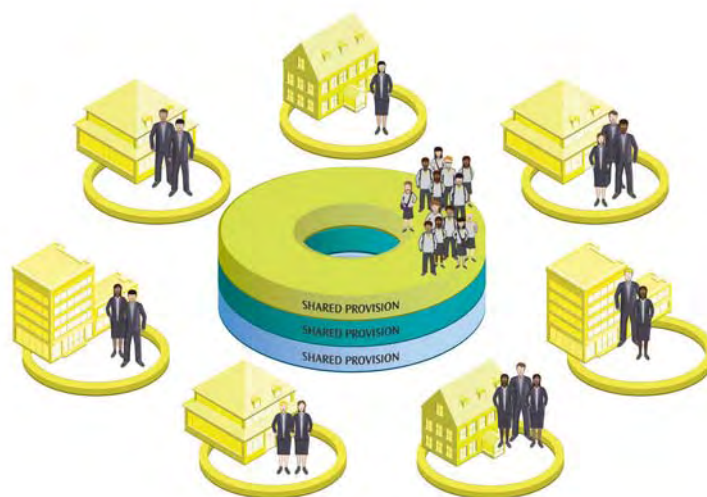
FAMILY OF SCHOOLS 1



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



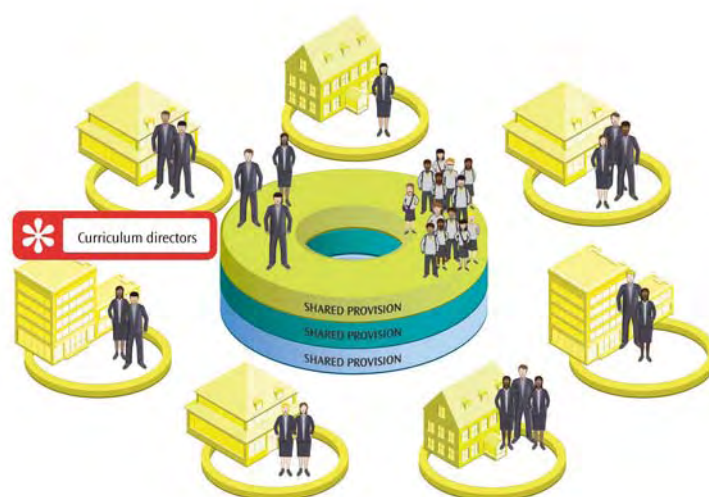
Then languages are added to the shared provision.

FAMILY OF SCHOOLS 1

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



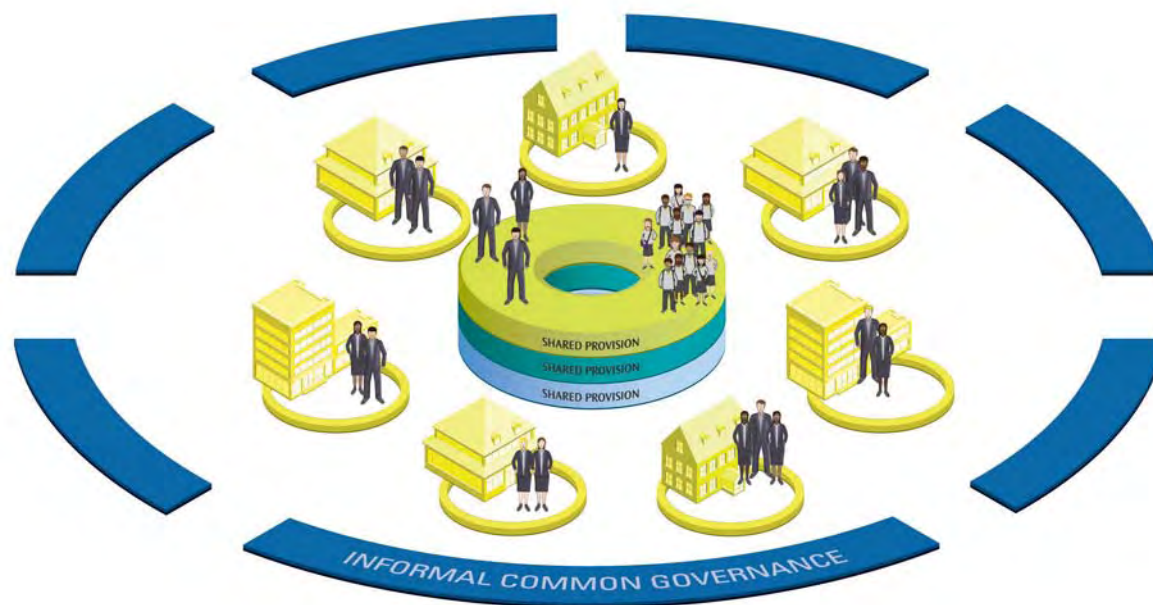
Curriculum directors are appointed for each area of the curriculum. They come from both primary and secondary member schools.

FAMILY OF SCHOOLS 1

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



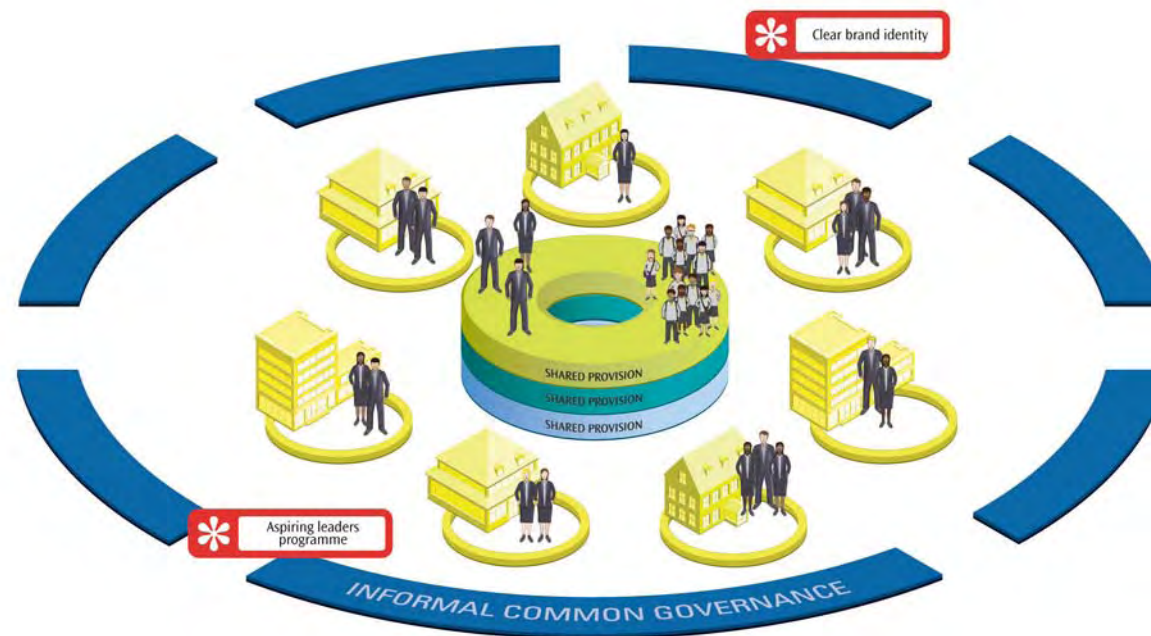
They make the step to joint governance for their shared functions and provision.

FAMILY OF SCHOOLS 1

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



Together they developed a clear family brand identity and institute an aspiring leaders programme.

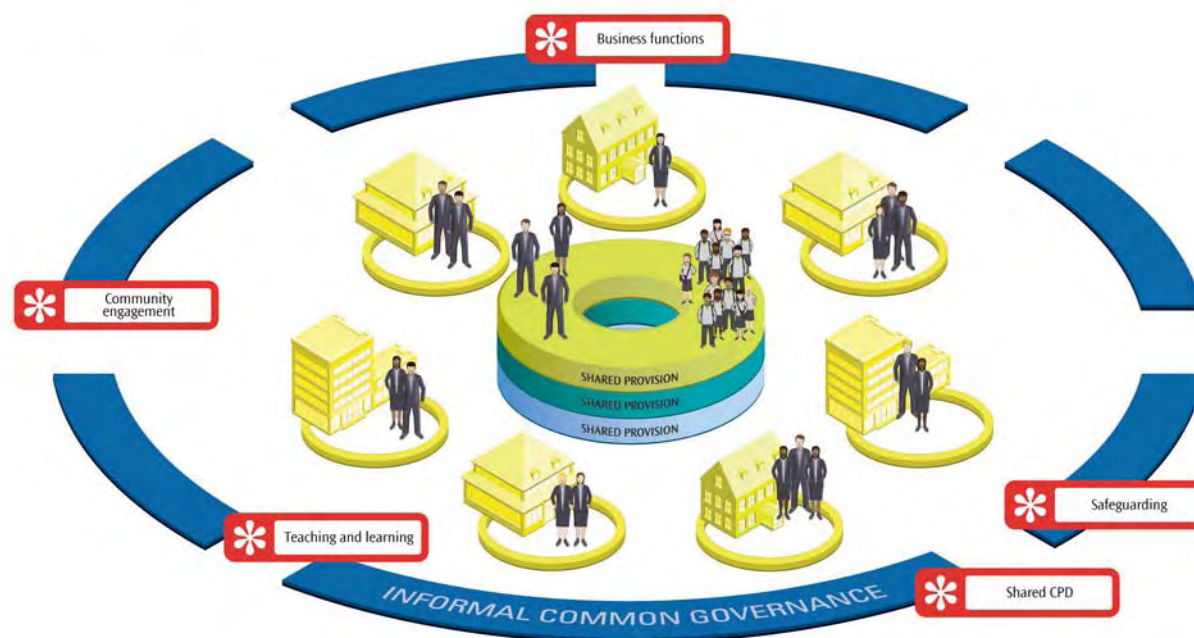
FAMILY OF SCHOOLS 1

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



Later, they develop new shared systems and collective approaches, such as continuing professional development (CPD) and community engagement, which are accountable to the shared governance.

FAMILY OF SCHOOLS 1

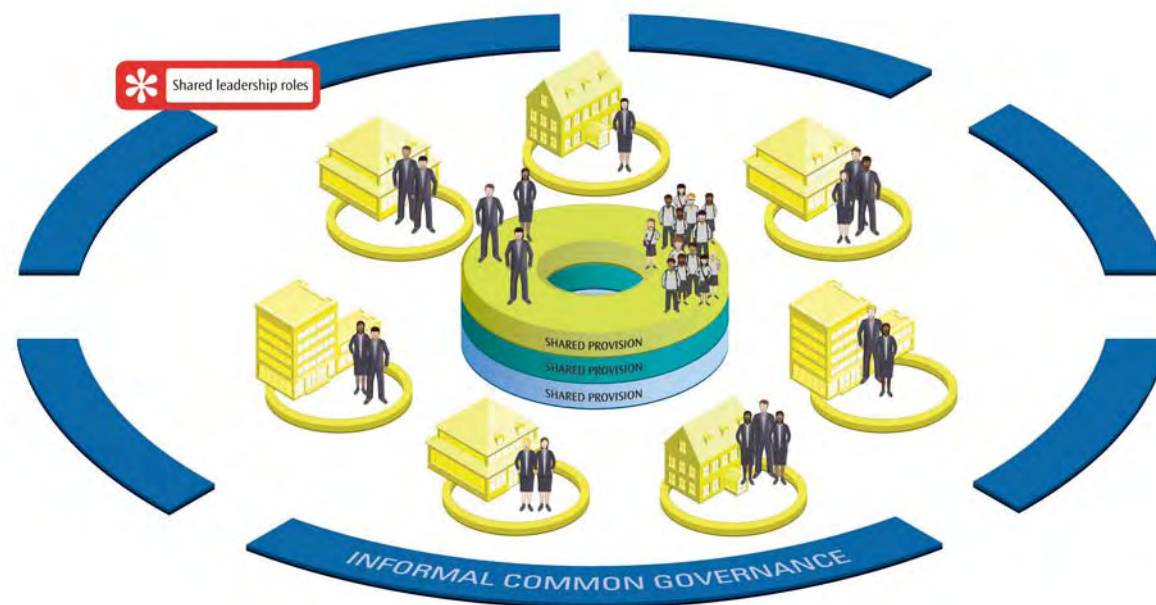


Who can we work with now?
New relationships and alliances beyond the partnership



Each school head takes on responsibility for an area of provision, and is supported by aspiring leaders.

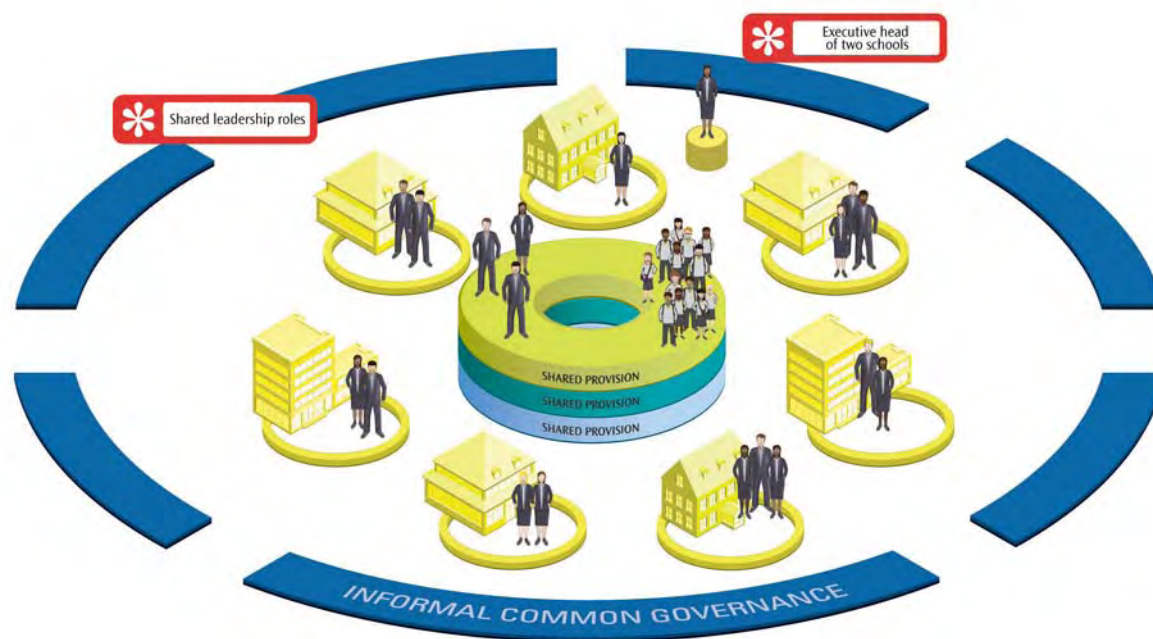
FAMILY OF SCHOOLS 1



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



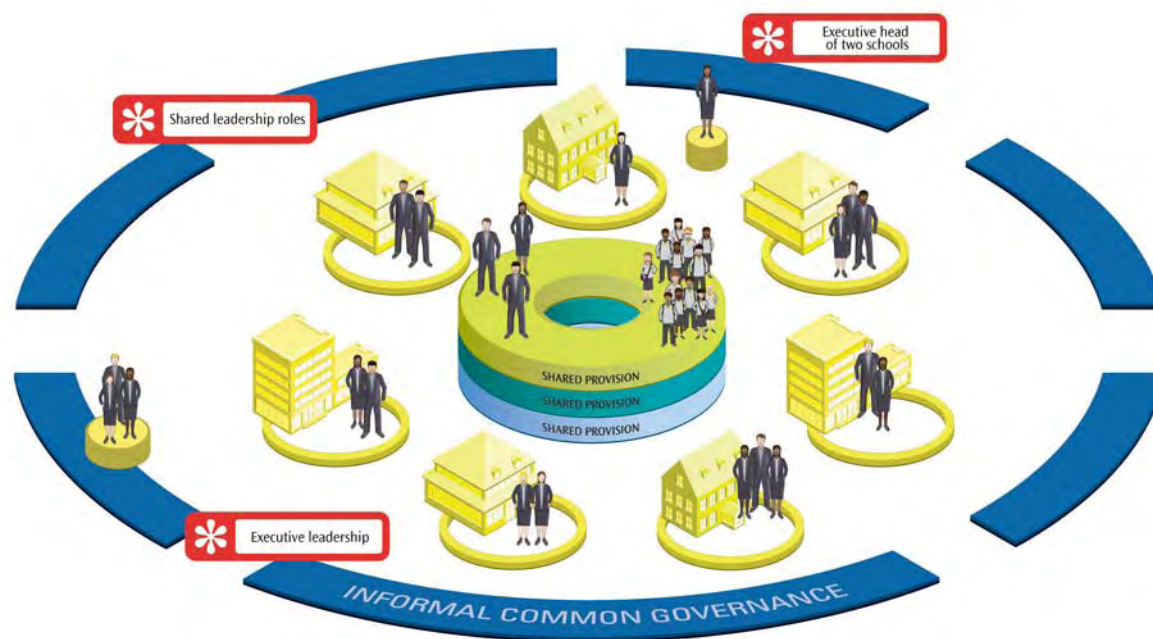
One challenging school loses its headteacher. The federation supports it and one of the existing heads becomes executive head of two schools.

FAMILY OF SCHOOLS 1

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



The federation appoints an executive leadership team of two leaders.

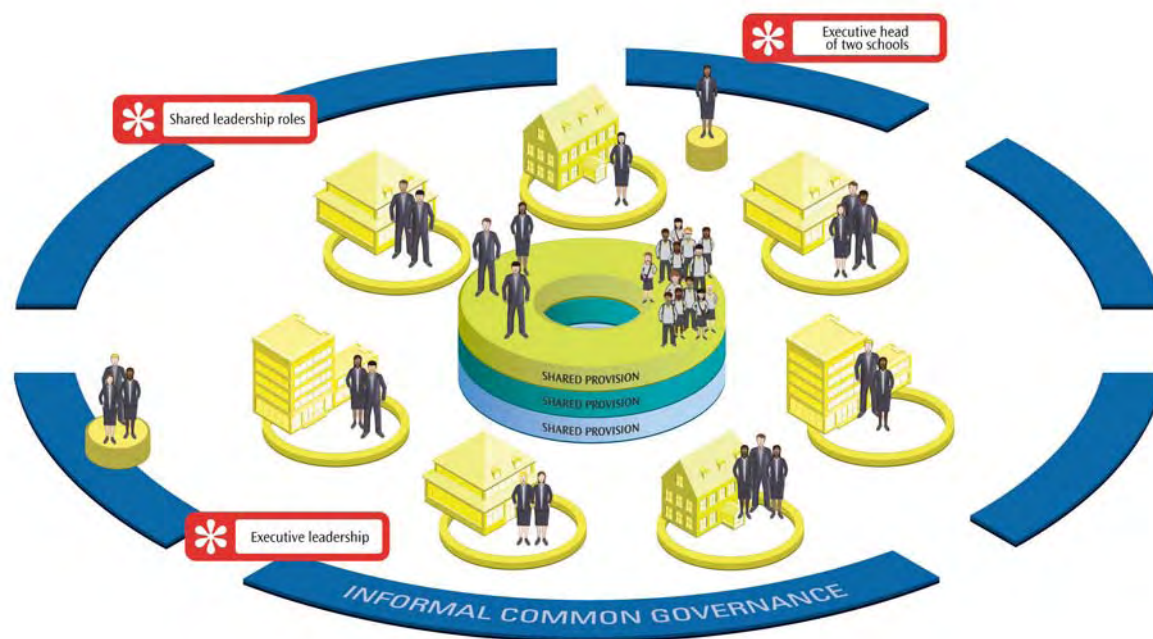
FAMILY OF SCHOOLS 1

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



The federation leadership then shifts from two to three leaders, with one leader changing annually. These new arrangements build in leadership sustainability for the federation.

FAMILY OF SCHOOLS 1



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

