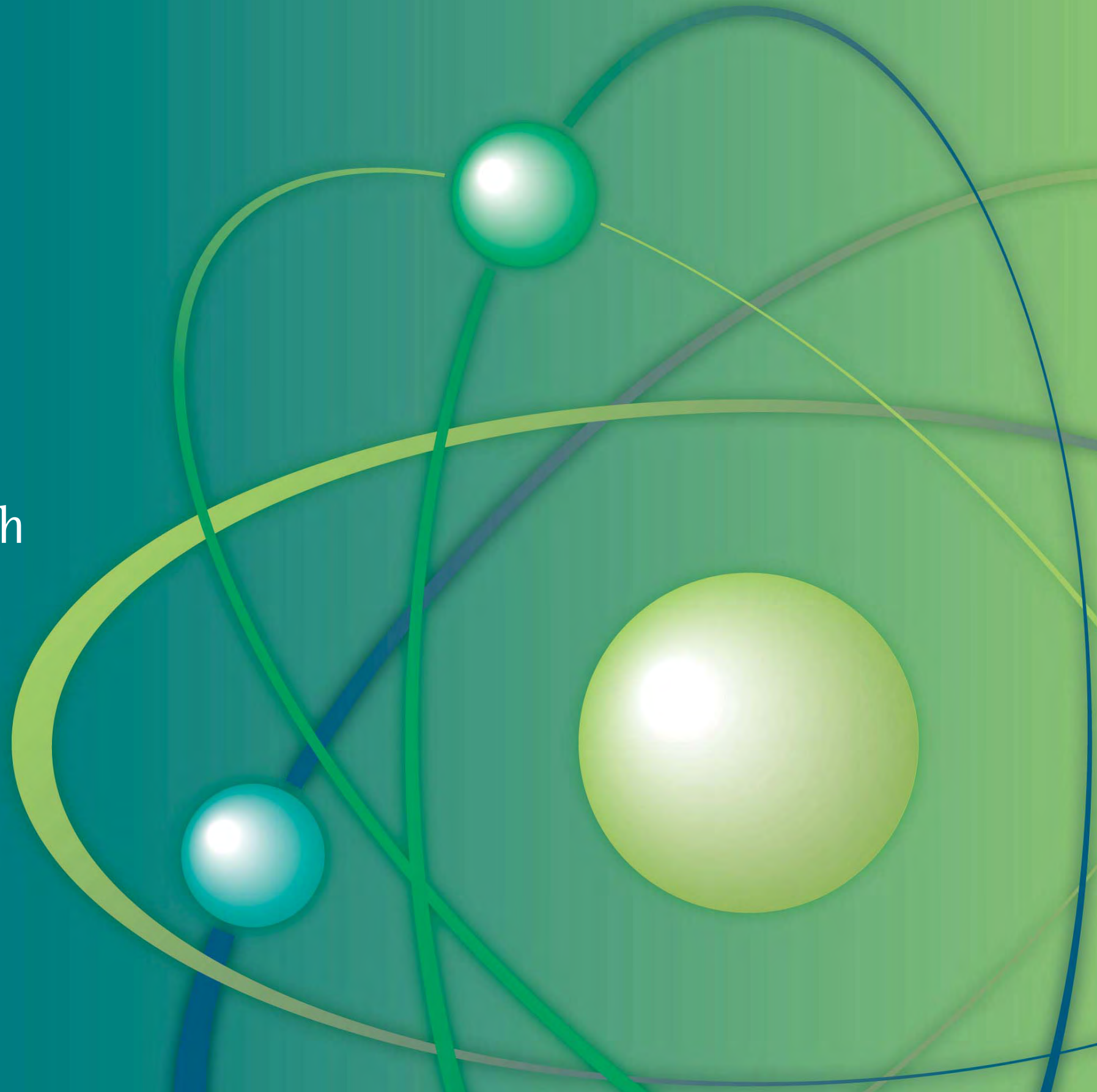


Exploring Models of Leadership Toolkit

7. Case study 3

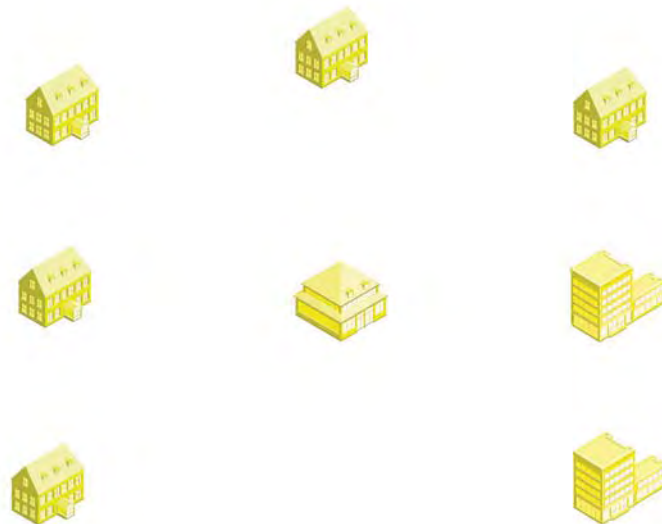
ECM (whole-town) approach



There are eight schools in a town,
one secondary and seven primaries.

ECM (WHOLE-TOWN APPROACH)

3



Why are we doing this?

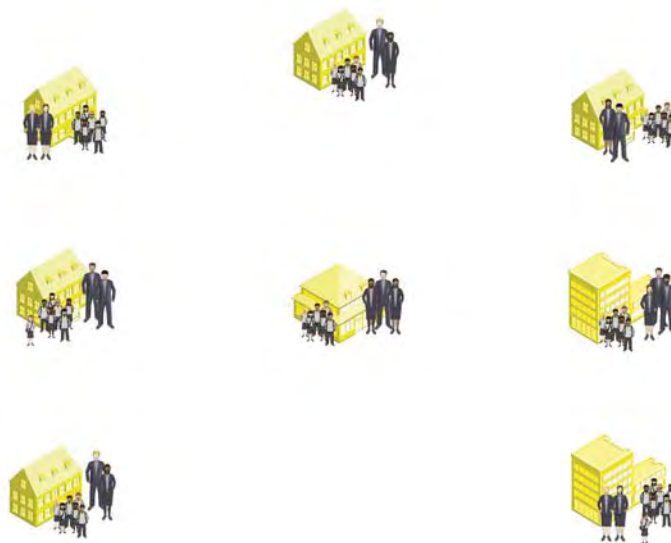
Shared purpose and vision – the drivers behind the partnership



Each school has its own student group and leader or leadership team.

ECM (WHOLE-TOWN APPROACH)

3



Why are we doing this?

Shared purpose and vision – the drivers behind the partnership



Each has its own governance arrangements.

ECM (WHOLE-TOWN APPROACH) 3



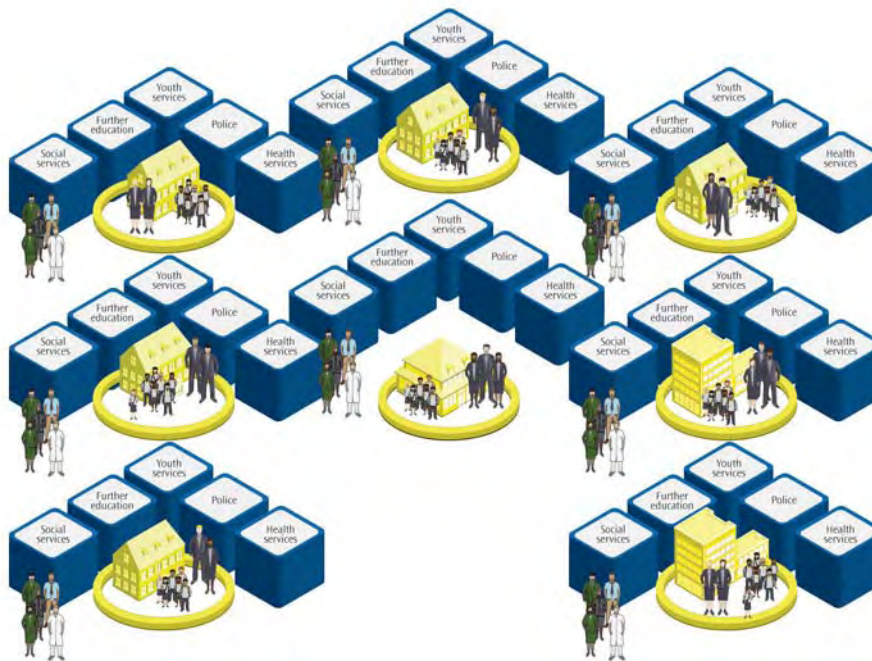
Why are we doing this?
Shared purpose and vision – the drivers behind the partnership



The wider ECM services deal with each school in the town separately.

ECM (WHOLE-TOWN APPROACH)

3



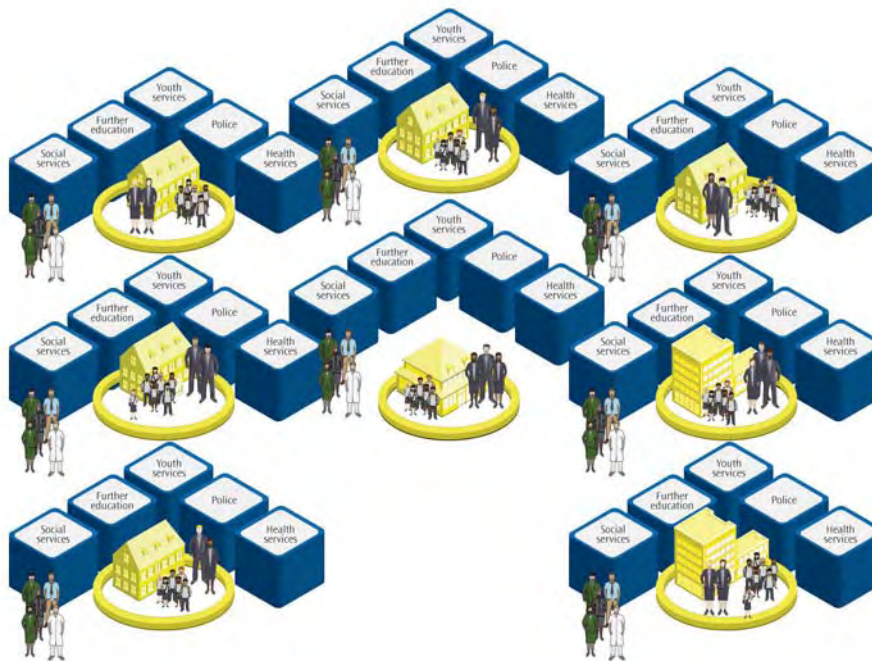
Why are we doing this?
Shared purpose and vision – the drivers behind the partnership



Similarly, the local authority sees the town as one administrative unit, but treats the schools in the area as discrete delivery units.

ECM (WHOLE-TOWN APPROACH)

3



Why are we doing this?

Shared purpose and vision – the drivers behind the partnership



There is a history of informal collaboration between the schools, but less with other agencies.

ECM (WHOLE-TOWN APPROACH)

3



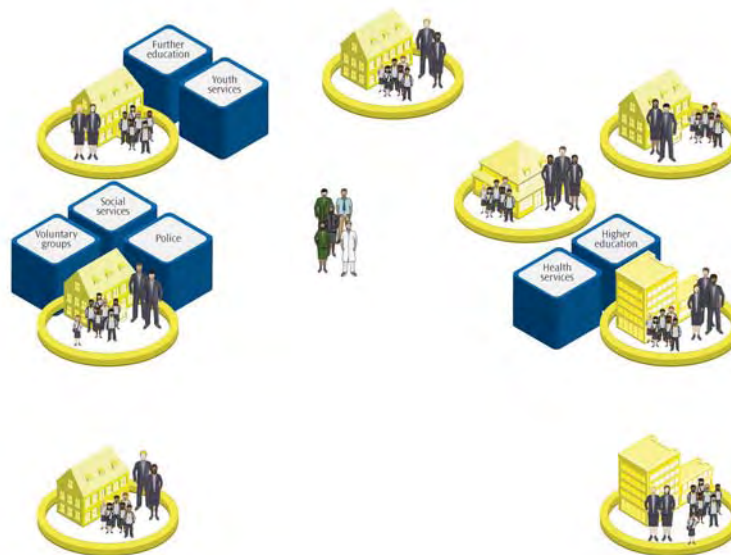
Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



Other service agencies and agency leaders are invited to participate in a single-service distributed campus.

ECM (WHOLE-TOWN APPROACH)

3



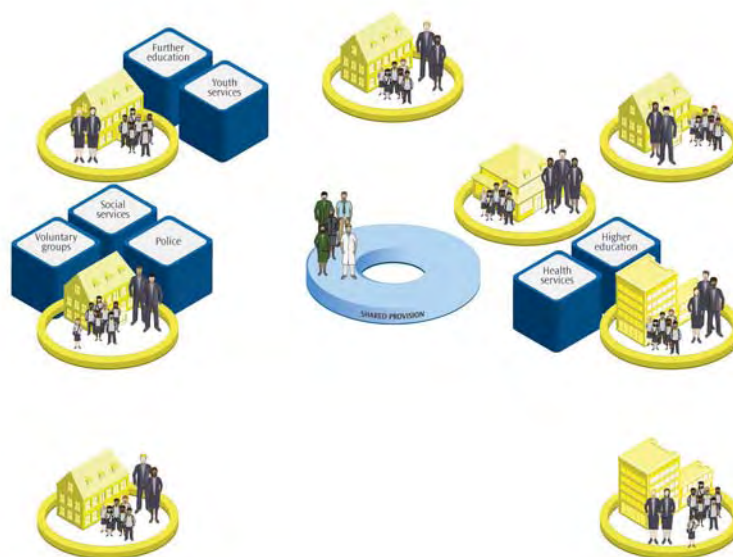
Who's in/who's out, and who's close by?
Defining the partnership – the schools and other agencies/organisations



The secondary school agrees to act as ECM mobiliser and leads the move towards whole-town, shared ECM provision. Heads are facilitated to formulate a shared purpose and vision for the future.

ECM (WHOLE-TOWN APPROACH)

3

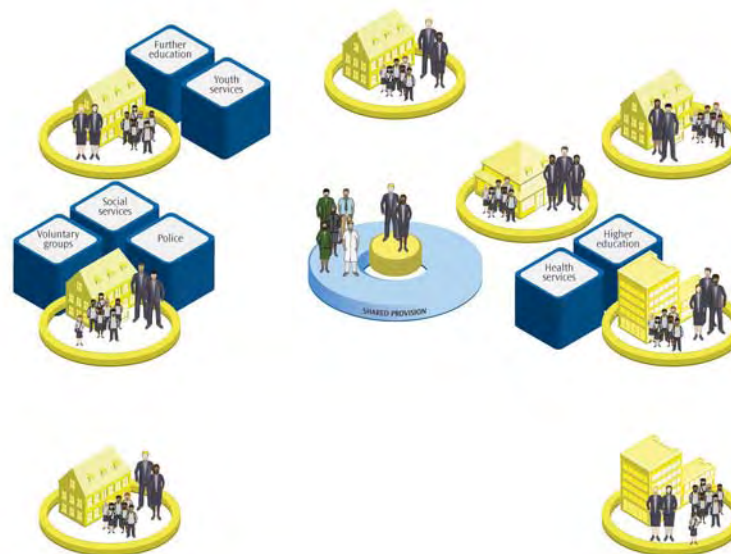


What will we do together?

The shared provision of curriculum, systems or resources



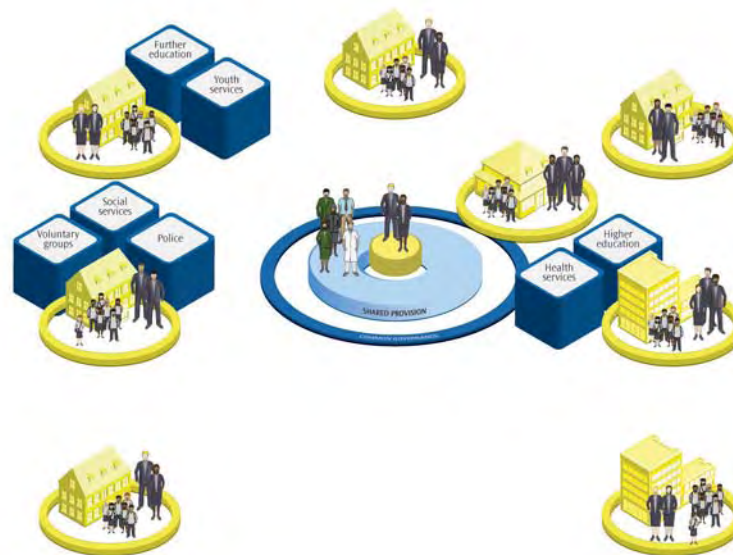
A new leadership team is appointed, drawn from across schools and services, to manage the joint provision.

ECM (WHOLE-TOWN APPROACH)**3****Who's in charge?**

The form and location of the leadership – with new roles and responsibilities



They set up joint governance through a strategic partnership, with delegated authority, containing members from the schools and services.

ECM (WHOLE-TOWN APPROACH) 3

Who keeps their eye on it?

The boundaries and forms of governance – informal or formal



The local authority engages directly with this group as a new entity, providing support and commissioning the delivery of town-wide service provision.

ECM (WHOLE-TOWN APPROACH)

3

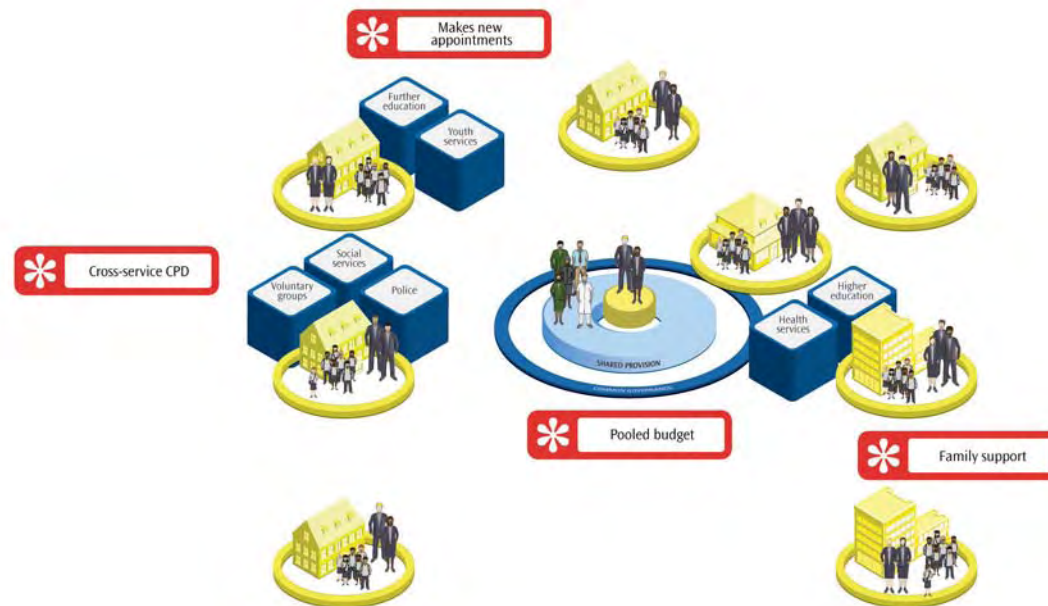


Who keeps their eye on it?

The boundaries and forms of governance – informal or formal



Governors and leaders go on a learning trip to advanced sites of next practice in leadership around the country. As a result, they decide to create a pooled budget, make some joint appointments, establish cross-service continuing professional development (CPD) and develop a family support strategy.

ECM (WHOLE-TOWN APPROACH) 3

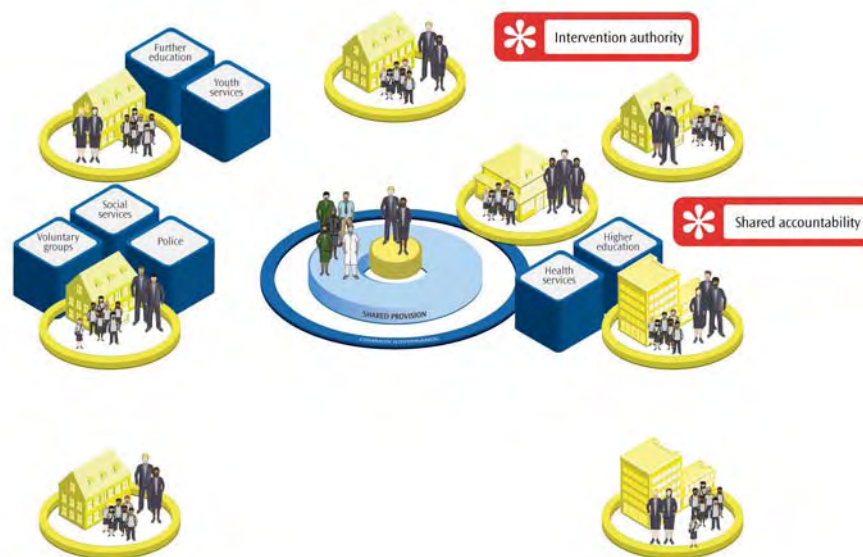
Who can we work with now?
New relationships and alliances beyond the partnership



The strategic partnership is given intervention authority to quality-assure provision, and shares accountability with the local authority.

ECM (WHOLE-TOWN APPROACH)

3



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

