

“Highly effective leadership is critical to school success but, unfortunately, it is always in the minority and never sustained. Until effective leadership is widespread, we will only see episodic and small-scale success.”

Fullan, 2002

		Report to the Bill and Melinda Gates Foundation on Leadership Development Michael Fullan, Ann Kilcher and Ron Walker		
		Available now Quote ref. 010/LL/NLC		

The Bill and Melinda Gates Foundation State Challenge Grants for Leadership Development represents one of the largest investments in school and district leadership in the world. This report reviews the programme, presents some preliminary findings and makes recommendation for the design of powerful leadership development programmes.

It is divided into four sections. The first describes the Bill and Melinda Gates funded leadership programmes. The second outlines the six design criteria used to critique the initiative. The third discusses early successes and challenges across the programmes. Finally, the paper makes some recommendations drawn from the lessons learned so far about criteria for successful leadership learning designs.

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The paper would be of interest to Networked Learning Community co-leaders in their role of supporting leadership learning across the network. It would also be of value to school leaders, and would provide an excellent study group resource – the final section in particular. Given that it is written by one of the foremost writers in the field of leadership for educational change, and that it is drawn from one of the most significant leadership development projects, its relevance and value will be clear.

Figure 1

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This short paper is taken from the book *'Building Leadership Capacity for School Improvement'* by Alma Harris and Linda Lambert, published in January 2003 (Open University Press). This chapter introduces the theme of the book, which is to explore the role of the headteacher and wider leadership as it impacts upon school improvement. It looks at alternative, more distributed, leadership models and explores the concept of leadership capacity.

We suggest that this paper might be of particular interest to co-leaders and headteachers. It could be used as a shared reading to support cross-school study groups or in coaching partnerships.

Dr Alma Harris is Reader in Educational Leadership and Management and Co-Director of the Centre for Research on School and Teacher Development (CRSTD), at the University of Nottingham. She has worked as a teacher, an educational consultant and a research officer. (Alma is at Warwick University.)

Linda Lambert is a Professor Emeritus and the founding Director of the Educational Leadership Center, California State University, Hayward (CSUH), San Francisco. She has been a teacher, leader, principal, district and county professional development director, co-ordinator of a Principals' Center and Leadership Academy, and designer of four major restructuring programmes.

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“Whether the head is leading school improvement or supporting, coaching, mentoring and facilitating, he or she is also the ultimate guardian of whether approaches to school improvement work or they don’t.”

**The Headteacher – Guardian of Leverage
for School Improvement**

David Jackson and Gene Payne

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Whilst focusing on the theme of distributed leadership, this very short and accessible piece concentrates on the role of the headteacher as the leading figure or 'gatekeeper' of its distribution. It asserts that the head's responsibility in leading the cultural and organisational changes necessary for the growth of wider leadership is paramount, as is their potential to empower others to take responsibility.

Written specifically with networks in mind, this resource is drawn from workshop contributions of headteachers, as they seek to identify the roles, styles and behaviours that they have set for themselves in unlocking the leadership potential within their schools and network. The paper would be ideal for stimulating discussion and planning around the role of the headteacher within Networked Learning Communities, either as a study group or discussion paper, or as a stimulus for similar workshop activities.

David Jackson is Strategic Director of the Networked Learning Group at NCSL and Co-leader of the Networked Learning Communities initiative.

Gene Payne is Operational Director of the Networked Learning Group at NCSL and Co-leader of the Networked Learning Communities initiative.

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“Imagine a school system where the development of leadership was taken really seriously. How complicated that would be.”

Building Capacity
David Jackson

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Quote ref. 026/LL/NLC

Although many LEAs, clusters and networks of schools have made significant strides from the days when they only gathered together to move business on, David Jackson questions how often everyone meets to actually learn together. While he acknowledges that it is all too easy to become involved in day-to-day concerns he also asks that we re-focus on the “complex challenge of sustained collaborative leadership for headteachers (and other school leaders)”, specifically on how to improve current practice.

This short paper is a stimulating look at how mundane daily chores restrict us from developing the leadership learning potential inherent within individual schools. Many of the suggested changes are simple adjustments which will affect everyone’s understanding of the aims and objectives of regularly timetabled meetings. It would be especially useful for networks struggling with the administrative obstacles associated with establishing their network. However, it would be equally useful for more developed networks who might be unconsciously slipping into a negative routine which hampers the kind of learning that a ‘learning network’ would hope to nurture.

David Jackson is Strategic Director of the Networked Learning Group at NCSL and Co-leader of the Networked Learning Communities initiative.

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www.ncsl.org.uk/nlc

Collaborative Leadership Learning
Groups consist of groups of professionals who commit to learning together. By using clear processes and protocols, they develop common purpose, enhance their own practice, and build shared understandings.

For further information, please visit www.ncsl.org.uk/nlc or contact Helen Watton on 08707 870 370 or email helen.watton@ncsl.org.uk

This development and enquiry programme seeks to explore how heads form or develop powerful learning groups, whether through challenging and changing the culture of existing groups, or by forming new learning groups within developing networks. During the course of the programme, the live issues of participants will be a central focus. In addition, facilitation skills, models of learning, and the contemporary nature of leadership will be explored.

Participants will be involved in:

- personal learning about the facilitation of leadership learning groups
- ongoing support through action learning
- the creation of processes, tools and materials

“This is the most inspiring training I have done. It feeds my enthusiasm for my learning, my colleagues’ learning and, most of all, my determination to provide learning and success for my pupils. The leaders of the group inspire higher intellectual thinking as well as help us solve everyday troubling problems.”

Jenny Lawrie, headteacher, Downtown Secondary School



	New Visions Programme for Early Headship
	www.ncsl.org.uk/newvisions

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New Visions Programme for Early Headship is an innovative, year-long personal and professional development programme for all new headteachers. Built on powerful learning models, New Visions promotes change through fostering a long-term commitment to leadership learning. New Visions is founded on the 10 school leadership propositions identified in NCSL's Leadership Development Framework.

Building on earlier preparation and experience such as NPQH, the programme helps headteachers to develop professionally and personally so that they, in turn, can be active role models for colleagues, sustaining and supporting future leaders in their own schools. The programme is an element of the Headteacher Induction Programme (HIP).

For more information please visit www.ncsl.org.uk/newvisions. The programme runs from January to January. To apply for a place please complete the online application form. Places are limited and will be filled as soon as applications are received.