The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

The role of senior leadership in behaviour and attendance

department for
children, schools and families

City&
Guilds   UWE

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Contents

Aims

Through study of this topic you will:

- Explore and deepen understanding of the role of senior leadership in behaviour and attendance improvement

- Investigate senior leadership roles and responsibilities, in particular those of the lead behaviour professional

- Explore the relationship between *senior leader* and the *specialist leader of behaviour and attendance*

- Investigate how the specialist leader can support senior leadership to improve behaviour and attendance

The aims for this session are on slide 2

Aspects of leadership

The study of this topic will help you reflect on how you:

- Develop your understanding of the models of leadership outlined in Study Days 1 and 2 and explored further in topic 2ab

- Increase your understanding of the role of senior leadership in managing behaviour and attendance improvement

- Develop solution-orientated and resourceful approaches to influencing senior leadership

- Communicate effectively in a way that values opinions and strives for mutual understanding

You will want to share this information with the group

Learning outcomes

The study of this topic will help you achieve the following learning outcomes:

At level 3

Unit 3.1

3.1.2   Describe the vision and values inherent in a person-centred approach to whole-school/setting management

3.1.4   Describe the role of the specialist team leader of behaviour and attendance

3.1.6   Explain the importance of the implementation of policy and plans for behaviour and attendance

Unit 3.2

3.2.1   Describe different leadership styles and concepts and how they impact on the actions of others

3.2.2   Describe their own preferred leadership style and how effective it is in different situations within their school/setting

3.2.4   Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance

Unit 3.3

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.3   Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people

3.3.4   Explain the importance of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance and how they contribute to the role of team leaders in promoting positive behaviour and full attendance

3.3.5   Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

Unit 3.4

3.4.5   Describe the contribution that specialist team leaders of behaviour and attendance can make in supporting colleagues to comply with relevant statutory responsibilities relating to behaviour and attendance

Unit 3.5

3.5.3   Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved

3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.5.5 Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance

Unit 3.7

3.7.4 Explain the role of the specialist team leader in embedding SEAL within practice across the learning environment

Unit 3.8

3.8.1 List the national policies which indicate documented good practice for behaviour and attendance

3.8.2 Describe the current policies and practices in their school/setting which relate to behaviour and attendance and identify how these relate to recognised good practice

3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.5 Describe the role of team leader in enhancing the understanding of their team in the use of approaches and interventions for promoting positive behaviour and full attendance

Unit 3.9

3.9.4 List the environmental factors which may affect learning and the promotion of positive behaviour and full attendance

3.9.5 Describe actions that could be taken to improve the learning environment

3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Unit 3.10

3.10.4 Explain why it is important to share, with colleagues and agreed partners, information relating to behaviour and attendance according to organisations' protocols for information sharing

3.10.5 Describe how they would work with other team members to enhance their ability to use information to promote positive behaviour and full attendance

You will want to share this information with the group

Learning outcomes

The study of this topic will help you achieve the following learning outcomes:

At level 4

Unit 4.1

4.1.2   Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy

4.1.7   Explain why the implementation of policy and plans for behaviour and attendance is important in promoting positive behaviour and full attendance

Unit 4.2

4.2.1   Evaluate different leadership styles and concepts and how they can be used to bring about change

4.2.2   Analyse the impact of selected leadership styles on individuals in a range of contexts

4.2.3   State their own leadership styles and describe their effectiveness in different situations

4.2.4   Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance

4.2.6   Analyse the role of a leader in influencing strategic planning and policy-making

Unit 4.3

4.3.1   Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2   Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3   Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.4   Analyse the ethical principles and values that have been identified as underpinning good practice in working with children/young people relating to behaviour and attendance

4.3.5   Analyse the values and beliefs of the community in which they work

4.3.6   Explain how they would contribute to the development and promotion of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance

Unit 4.4

4.4.6   Explain how they could take the lead in supporting colleagues to comply with their statutory responsibilities relating to behaviour and attendance

Unit 4.5

4.5.2   Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement

4.5.4   Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

4.5.6 Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

Unit 4.7

4.7.3 Describe how they could work with others to enhance their understanding of conceptual frameworks that support behaviour and attendance

4.7.5 Evaluate the role of the specialist leader of behaviour and attendance in embedding SEAL within practice across the learning environment

Unit 4.8

4.8.1 Analyse the links between recognised good practice and the policies which have been developed for behaviour and attendance in the school/setting

4.8.2 Evaluate the current policies and practices on behaviour and attendance at national and local level and describe their potential impact on behaviour and attendance

4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

4.8.5 Develop and implement approaches and interventions for promoting positive behaviour and full attendance

Unit 4.9

4.9.5 Describe a whole-school/setting strategy to improve positive influences and minimise negative influences on the learning, behaviour and attendance of children/young people

4.9.7 Identify examples of how they could support their team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Unit 4.10

4.10.6 Explain how they would work with others to enhance their ability to use information to promote positive behaviour and full attendance

You will want to share this information with the group

Links to national behaviour and attendance strategies

The Behaviour and Attendance Strand of the National Strategy for School Improvement

Current developments in behaviour and attendance, the Learning Behaviour: The Report of The Practitioners' Group on School Behaviour and Discipline (2005) and the Education and Inspection Act (2006) and the development of partnerships to improve behaviour and tackle truancy, the social and emotional aspects of learning (SEAL) programmes offer both support and challenge to senior leaders.

The national strategies have produced a wide range of continuing professional development materials to assist senior leaders in developing high quality, effective principles and practice in relation to behaviour, attendance and social and emotional aspects of learning.

Evidence from Ofsted inspection reports and other sources points continually to the importance of skilled and effective senior leaders in ensuring sustained improvements in behaviour and attendance and in creating the positive learning and working environments in which children and adults can flourish.

You will find the national materials relating to self review, audit and leadership of particular relevance to this topic

Every Child Matters, DCSF Five-Year Strategy

Senior leadership of the Every Child Matters agenda is fundamental to the coordination of services so that the five outcomes for children are met. This topic will be of benefit to those responsible for the implementation of this agenda. In particular, the topic is in accordance with all five outcomes of ECM, because the outcomes underpin the essential principles of high-quality teaching and learning, and will be an outcome of effective senior leadership of behaviour and attendance.

Attendance

All that applies to the senior leadership of behaviour applies equally to senior leadership of attendance. This is particularly true if senior leaders have responsibility for organising how the school addresses the underlying causes of non-attendance.

Poor attendance in schools and other settings arises for many reasons. When children 'vote with their feet' it can be because the setting is not meeting their needs. An accurate understanding and strong leadership at a strategic level will lead to a clear picture of the needs of children and an opportunity to develop appropriate and effective responses.

Anti-bullying

The DCSF is working to create a climate in which bullying is recognised as intolerable and this has secured a very broad consensus, with all the teaching associations and a national Anti-bullying Alliance signing up to the anti-bullying charter. The charter is a voluntary commitment to creating a community where bullying is not tolerated, and it is signed by the head teacher, chair of governors and a children's representative.

Schools are expected to tackle the bullying on two levels – the preventative level and the reactive level. This topic supports understanding of how senior leadership can be organised to address all aspects of anti-bullying strategy.

Violence reduction in schools

Teachernet has advice for schools on violence reduction. This advice has two key aims:

To help schools create a climate where violence will not flourish

To help schools and individuals learn from any incidents to prevent recurrence.

The advice is available at:
www.Teachernet.gov.uk/wholeschool/behaviour/violencereduction

The advice is grouped under five themes which have informed the way in which the NPSL-BA study materials on violence reduction have been written. The themes are :

- Safe school – knowing what is happening
- Involving pupils and families
- Curriculum
- School organisation
- Travel and safe surroundings

Under each theme there is advice about strategies which schools may use including conflict resolution and restorative approaches.

Removing barriers to achievement

The role of senior leadership explored in this topic is based on equal value principles which require senior leadership to be organised in such a way that all children receive the maximum support available according to their needs.

In addition, from page 76, you will find references to relevant national strategy behaviour and attendance professional development materials.

Links to NPSLBA study topics

This topic is closely related to Study day 1 and 2 and builds on the understandings developed there. It interlinks with 2ab *Leadership in behaviour and attendance* which explores a range of models and theories relating to leadership. *Developing and implementing a vision for behaviour and attendance* 1b explores how the principles of effective leadership in behaviour and attendance apply to how senior leadership creates a 'vision' for behaviour and attendance and leads the whole community in promoting the ethos, values and beliefs that support this vision.

1a   Creating an ethos for social inclusion

1b   Developing and implementing a vision for behaviour and attendance

2ab   Leadership in behaviour and attendance

2h   Leading professional development in behaviour and attendance

4b   Effective support for behaviour and attendance improvement

4c   Effective organisation for behaviour and attendance improvement

5b   Monitoring improvement in behaviour and attendance

You might also find it useful to review the DVD Rom

      David Moore Presentations

      – Ofsted findings on good practice

      – Making a difference in secondary schools

      And the

Improving Behaviour for Learning (DVD)

You will want to share this information with the group

Session outline

Previous session	Review of intersessional activities	10 minutes

Overview	The role of senior leadership in behaviour and attendance	10 minutes
	Discussion of the reading and preparatory activity	
	Aims	
	Links	

Activities   **1 hour 45 minutes**

1   *What is the role of senior leaders in improving behaviour and attendance?*

2   *Organising the roles and responsibilities of senior leaders*

3   *Leadership roles and responsibilities in a well organised setting*

Session review

Selecting intersessional activities	20 minutes

Forward look	5 minutes

Total time 2 hours 30 minutes

Overview

NB: For the sake of brevity 'child' and 'children' will be used to refer to both children and young people in this topic

This topic looks at the practical application of senior leadership models to the daily life of an educational setting. You will identify the key roles and responsibilities of senior leadership as they relate to behaviour and attendance improvement. These key roles and responsibilities are reflected in the day-to-day activities of the organisation. In Activity 1 you will consider the *'proactive'* and *'reactive'* nature of these activities. You then move on to consider opportunities for the development of distributive leadership to support senior leadership within your own setting and finally, to reflect on the effective leadership roles and responsibilities that exist in an effective educational setting.

You could use slide 3 to introduce the session

Preparing to lead the session

To do before the session	Check
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group	
Prepare the necessary resources	
Arrange any visitors or speakers as necessary	
Ensure that the group has access to the pre-reading and preparatory activity prior to the session	
Ensure that the group has access to the intersessional activities prior to the session	
Ensure the group has information regarding when and where the session will take place. *You may already have provided this in the forward look at the previous session*	
During the session	
The previous session leader will review intersessional activities from the earlier topic	
Focus the attention of the group on the key questions that will help them gain most benefit from the session	
These questions will also help focus reflection in the reflective log	
Introduce the activities and take feedback	
Review the learning	
Lead the group in a discussion about the intersessional activities and ensure they understand the options	
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are…'	
Follow up	
Collate and distribute any material that you have agreed to circulate	
Reflect on your role as session leader in your reflective log	
At the beginning of the next meeting you will have a 10 minute slot to review intersessional activities with the group and to share ways in which learning might be further developed	

Equipment	Check
Data projector and screen or interactive whiteboard	
Presentation slides	
Flip chart and marker pens	
Sticky notes	
Refreshments	

Resources	Check
Preparatory reading	
Activity 1	
Resource A *Senior leadership key activity - grid*	
Note: You will need some blank cards for this activity	
Activity 2	
Resource A *Distributive leadership table*	
Activity 3	
Resource A *The lead behaviour professional role in primary and secondary schools*	
Intersessional Activity 2	
Resource A *Lead behaviour professional (LBP) model job description - secondary*	
Resource B *Lead behaviour professional action plan*	
Intersessional Activity 3	
Resource A *What we know about successful school leadership*	
Intersessional Activity 5	
Resource A *Reciprocal interview prompts*	
Intersessional Activity 6	
Resource A *Characteristics of successful leaders*	

Activities

Review of intersessional activities

Preparatory reading

Preparatory activity

>*Senior leadership of behaviour and attendance*

Activities

> 1. *What is the role of senior leaders in improving behaviour and attendance?*

> 2. *Organising the roles and responsibilities of senior leaders*

> 3. *Leadership roles and responsibilities in a well organised setting*

Session review

You might want to adapt these activities or use alternative materials to help you meet the particular needs of your group

Review of intersessional activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full and allow the group five minutes to jot down their responses to each question on sticky notes. Ask group members to place each note under the appropriate heading.

Allow the group a further five minutes to look at the responses of others in the group.

1. In carrying out your chosen intersessional activity, were there any important leadership issues that arose?

    'Leadership issues'

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

    'Organisational issues'

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

    'Skills and knowledge'

4. What were the most successful and enjoyable aspects of your experience with the intersessional activity?

    'What went well?'

After 10 minutes move on to discuss the reading and preparatory activity for this topic

Preparatory reading and reflection

Suggestions

You should read carefully the preparatory reading and note any comments or references of particular interest.

Questions for reflection and discussion:

- *What do you think are the key roles and responsibilities of senior leadership in relation to behaviour and attendance?*

- *To what extent and in what ways do these roles and responsibilities overlap with the responsibilities of senior leadership?*

- *How can senior leadership responsibility be successfully managed given the proactive (preventative) and reactive (supporting) elements of the role?*

You should bring along any notes you make to the session

Preparatory activity

Senior leadership of behaviour and attendance

Purpose

To explore how the senior leadership team within your organisation manages and organises those responsibilities that relate to behaviour and attendance

Suggestions

You could observe shadow or interview a member of your senior leadership team. Use the following questions as a basis for joint discussion and reflection.

What are the key roles and responsibilities of the senior leadership team in relation to behaviour and attendance?

*What **activities** would these responsibilities create?*

Which of these activities would you regard as positively promoting improvement in behaviour and attendance? (Proactive)

Which of these activities would you regard simply as necessary responses to situations arising from behaviour and attendance issues? (Reactive)

Roughly what proportion of time, in a typical day, is spent on these two types of activities and what are the outcomes of these activities in relation to strategic developments in the organisation?

To what extent is the senior leader leading others in developing policy, practice and relationships in the area of behaviour and attendance?

Bring your notes to the session. You will find these useful in discussion and as preparation for your intersessional activity.

It is important in all your discussions and activities to acknowledge the differences between age phases and the hierarchical structures in different settings.

Activity 1

What is the role of senior leaders in improving behaviour and attendance?

35 minutes

Purpose

To identify and explore the roles and responsibilities of senior leadership in relation to behaviour and attendance

It is important in all your discussions to acknowledge the differences between age phases and the hierarchical structures of different settings.

Resources

Resource A   *Senior leadership key activity – grid*

Note: You will need some blank cards for this activity

Suggestions

In pairs, discuss your notes from the preparatory reading and activity.

In the same pairs think about the **key roles** carried out by senior leaders and write each one onto a separate card. Aim to identify around seven key roles. Try to describe general roles such as developing behaviour and attendance policy rather than specific tasks such as supervising detention.

If you need to, use the following ideas to get you started:

- Leading SEAL development
- Developing staff skills in behaviour management
- Developing and implementing behaviour and attendance policy

Two pairs should come together to form a group of four.

Next, identify **key activities** that relate to each of the broad roles you have just identified.

Write these activities, one on each card, and organise them under the headings **Proactive** and **Reactive**

As a whole group collate your findings onto the grid in Resource A *Senior leadership key activity*.

As a whole group consider how any reactive could be transformed into developments in policy, practice and relationships that would impact positively on behaviour and attendance. In your discussions refer to the background reading, preparatory activity and the findings of the group as a whole.

Finally, in the original pairs, reflect on your personal experience of the role of senior leadership in improving behaviour and attendance in relation to the lists you have produced on Resource A *Senior leadership key activity- grid*.

Activity 2

Organising the roles and responsibilities of senior leaders

30 minutes

Purpose

To consider and explore the role of senior leadership in managing behaviour and attendance

Resources

Resource A   *Distributive leadership table*

Suggestions

From Activity 1 try to assign the **Proactive** and **Reactive** cards to the descriptions in the table below. You will recognise this table if you have studied topic 2ab *Leadership in behaviour and attendance.* Use Resource A *Distributive leadership table* to make your notes.

Distribution formally	Through designated roles/job descriptions
Distribution pragmatically	Through necessity/often ad hoc delegation of workload
Distribution strategically	Based on planned appointment of individuals to contribute positively to the development of leadership throughout the school
Distribution incrementally	Developing greater responsibility as people demonstrate their capacity to lead
Distribution opportunistically	Capable staff willingly extending their roles to school-wide leadership because they are predisposed to taking initiative to lead
Distribution culturally	Practising leadership as a reflection of school's culture, ethos and traditions

As a whole group discuss:

How the different activities have been dispersed amongst the headings

Are they evenly spread out?

Do both proactive and reactive activities fall under the same headings?

What does this tell you about distributive leadership from a senior leadership perspective?

What opportunities exist for the development of a more distributive leadership style?

Consider how you could feed back to the senior leadership team the findings of this group.

Reflect on the group's responses to the questions posed and consider how this discussion relates to the roles and responsibilities of senior leadership in your own setting.

Activity 3

Leadership roles and responsibilities in a well organised setting

40 minutes

Purpose

To consider the leadership roles and responsibilities that are desirable in a well organised setting

To reflect on how this can be supported within your own setting

Resources

Resource A   *The lead behaviour professional role in primary and secondary schools*

You will need your notes from the preparatory reading

Suggestions

Divide yourselves into three groups to discuss preparatory reading.

Each group should take two of the headings listed below.

1. Leadership and management
2. Whole-school ethos and framework
3. School organisation and deployment of resources
4. Learning and teaching
5. Pupil support systems and engagement of parents
6. Staff development and support

Develop and record examples to illustrate how these key tasks are or could be carried out within your own setting. Use Resource A *The role of the lead behaviour professional* to support you in this task.

Give at least one example for each key task, for example:

Leadership and management – Key task 1

Develop a strong and professional leadership team with a focus on distributive leadership, for example: *the deployment of a teaching assistant who has received training in promoting positive behaviour and attendance to lead the lunchtime supervisor team.*

As a whole group, discuss and identify how you individually could support the senior leadership team within your setting to promote positive behaviour and attendance.

What senior leadership roles and responsibilities could you individually support?

How could you do this?

What would it involve in terms of personal development?

What support would you need?

What would be your first step?

Session review

You could use the questions below to help the group focus on the learning from this session.

What has been the key learning for individuals?

Ask group members to suggest one thing that has stimulated, interested or surprised them and that they will share with others.

What aspect(s) of their practice, as a leader, will change as a result of studying this topic and participating in this session?

Ask group members to focus on leadership knowledge, skills, and understanding.

Session leader only

What has been the key learning for you? Record your thoughts in the reflective log.

Now spend 20 minutes looking at the selection of intersessional activities.

Remind the group to complete feedback forms and send to your Local Lead.

Intersessional activities

Intersessional Activity 1

Supporting senior leadership

Purpose

To feedback your findings on key activities carried out by senior leadership in the area of behaviour and attendance and to identify with them how this information could be used to inform the development of policy and practice in this area

Audience	All group members
Use of expert	No expert is required
Short-term	Short-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

If the opportunity arises, it will be useful to discuss this activity with senior leaders in your setting and to make a note of areas of responsibility that are currently well covered and any which are under represented in practice.

Using information from your preparatory reading, preparatory activity and Activity 1, prepare to feed back to your senior management team.

Under the headings *proactive* and *reactive* describe the activities carried out by senior leadership. Discuss how the *proactive* and *reactive* principle of activities applies to this team. Next discuss with the senior leadership team ways in which you and/or others could support them in the development of behaviour and attendance policy and practice by the positive transformation of reactive activities.

Explore and make links with the 'school improvement plan'. Based on your work with senior leadership team write a proposal for the inclusion of the action plan within the school improvement plan.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have developed your understanding of the proactive and reactive elements of the senior leadership role and responsibilities

You will have developed and practised your communication, action planning and problem-solving skills

You will have agreed an action plan with the senior leadership team

Reporting

Action plan and proposal written

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

3.1.4   Describe the role of the specialist team leader of behaviour and attendance

3.1.6   Explain the importance of the implementation of policy and plans for behaviour and attendance

3.2.4   Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.3   Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people

3.3.4   Explain the importance of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance and how they contribute to the role of team leaders in promoting positive behaviour and full attendance

3.3.5   Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

3.5.4   Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.5.5   Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance.

3.8.2   Describe the current policies and practices in their school/setting which relate to behaviour and attendance, and identify how these relate to recognised good practice

3.8.3   Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.4   Describe strategic approaches and interventions which might address the causes of poor behaviour and attendance

3.9.6   Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

3.10.4 Explain why it is important to share, with colleagues and agreed partners, information relating to behaviour and attendance according to organisations' protocols for information sharing

At level 4

4.1.5 Analyse the role of the lead behaviour professional/specialist leader of behaviour and attendance in influencing senior managers and subject leaders in schools/settings to understand and implement a policy of social inclusion and reinforcing positive behaviour, and how that can impact on whole school/setting improvement

4.2.3 State their own leadership styles and describe their effectiveness in different situations

4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance

4.2.6 Analyse the role of a leader in influencing strategic planning and policy-making

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement

4.5.3 Develop a whole-school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion

4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.5.6 Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

4.8.1 Analyse the links between recognised good practice and the policies which have been developed for behaviour and attendance in the school/setting

4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

4.8.5 Develop and implement approaches and interventions for promoting positive behaviour and full attendance

4.10.6 Explain how they would work with others to enhance their ability to use information to promote positive behaviour and full attendance

Intersessional Activity 2

Developing an action plan

Purpose

To use the *Lead behaviour professional role description* to support the development of an effective action plan to address behaviour and attendance issues in your setting

Audience	All group members
Use of expert	No expert is required
Short- or long-term	Short-term
Links to the learning process	Practical application
	Feedback and reflection
	Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols. Meet with the person who has lead behaviour professionals in your setting

Using Resource A *Secondary school lead behaviour professional (LBP) model job description* and the information from Activity 3 Resource A *The lead behaviour professional role in primary and secondary schools* to construct an action plan for your setting. (You may want to record your action plan on Resource B *Lead behaviour professional action plan* provided.)

The role of the lead behaviour professional will be interpreted flexibly according to the school's identified needs. It may, for example, be shared by several members of a senior leadership team.

As a member of the senior leadership team, the LBP oversees the school's behaviour attendance and anti-bullying policy. The LBP supports all staff in order to ensure high standards of behaviour and attendance around the school at all times, so that the best possible standards of teaching and learning are achieved.

The post holder may already be a member of the senior leadership team, for example, the deputy head, in which case they will be taking on changed responsibilities. Where the LBP is an additional member of the senior leadership team the job may be combined with other elements of the schools inclusion strategy.

The tasks described on Resource A are suggestions from the DCSF, intended as a guide only. Many schools are already taking on this work in one form or other.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have explored the role and responsibilities of an LBP and developed elements of this role in your own setting

You will have developed your skills in working with the senior leadership team

You will have agreed an action plan

Reporting

Action plan

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

3.1.6   Explain the importance of the implementation of policy and plans for behaviour and attendance

3.2.1   Describe different leadership styles and concepts and how they impact on the actions of others

3.2.2   Describe their own preferred leadership style and how effective it is in different situations within their school/setting

3.2.4   Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.3   Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people

3.3.4   Explain the importance of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance and how they contribute to the role of team leaders in promoting positive behaviour and full attendance

3.3.5   Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

3.5.3   Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved

3.5.4   Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.8.2   Describe the current policies and practices in their school/setting which relate to behaviour and attendance and identify how these relate to recognised good practice

3.8.3   Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.5   Describe the role of team leader in enhancing the understanding of their team in the use of approaches and interventions for promoting positive behaviour and full attendance

3.9.6   Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

3.10.5 Describe how they would work with other team members to enhance their ability to use information to promote positive behaviour and full attendance

Level 4

4.2.1 Evaluate different leadership styles and concepts and how they can be used to bring about change

4.2.2 Analyse the impact of selected leadership styles on individuals in a range of contexts

4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance

4.2.6 Analyse the role of a leader in influencing strategic planning and policy-making

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.7 Explain how specialist leaders of behaviour and attendance can take the lead in the development and promotion of policies and practice which address reduction of violence and promote an ethos of non-violence within schools/settings

4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement

4.5.3 Develop a whole-school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion

4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.5.6 Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

4.7.5 Evaluate the role of the specialist leader of behaviour and attendance in embedding SEAL within practice across the learning environment

4.8.1 Analyse the links between recognised good practice and the policies which have been developed for behaviour and attendance in the school/setting

4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

Intersessional Activity 3

Leading on behaviour and attendance

Purpose

To explore opportunities for distributive leadership in addressing behaviour and attendance issues

Audience	All group members
Use of expert	No expert is required
Short-term	Short-term, but potentially long-term if developed
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

This activity will help group members to explore further the ideas discussed in the preparatory reading and applied in Activity 2 within the session.

Reflect on Activity 2 and refer to Resource A *What we know about school leadership*

Work with colleagues from the senior leadership team to agree an understanding of distributive leadership. Use the cards from Activity 2 Resource A to aid this discussion

> You could use the following as prompts during your discussion with senior leaders:
>
> How the different activities are dispersed across the categories
>
> What this tells us about distributive leadership within this setting
>
> The barriers to distributive leadership
>
> What opportunities exist for developing distributive leadership exist
>
> How an increase in distributive leadership could impact on behaviour and attendance within this setting.
>
> Next steps

Write an analysis of the discussion. Include a note on what factors (positive and negative), influenced the discussion.

> *What conclusions do you draw from this?*
>
> *How might this analysis help you and the senior leadership team move your organisation forward in the development of behaviour and attendance?*

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have extended your understanding of distributive leadership and how it can be applied in your setting

You will have developed skills in communication and collaborative working with the senior leadership team

You will have devised an action plan for the development of behaviour and attendance in your setting

Reporting

The results of the role analysis, SLT a description of how distributive leadership could be developed and the outcomes achieved

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

3.1.4   Describe the role of the specialist team leader of behaviour and attendance

3.2.1   Describe different leadership styles and concepts and how they impact on the actions of others

3.2.2   Describe their own preferred leadership style and how effective it is in different situations within their school/setting

3.2.4   Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance.

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.5.4   Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.8.3   Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.5   Describe the role of team leader in enhancing the understanding of their team in the use of approaches and interventions for promoting positive behaviour and full attendance

3.9.6   Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

3.10.5 Describe how they would work with other team members to enhance their ability to use information to promote positive behaviour and full attendance

Level 4

4.2.1   Evaluate different leadership styles and concepts and how they can be used to bring about change

4.2.2   Analyse the impact of selected leadership styles on individuals in a range of contexts

4.2.6   Analyse the role of a leader in influencing strategic planning and policy-making

4.3.1   Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2   Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3   Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.5.2   Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement

4.5.3   Develop a whole-school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion

4.5.4   Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.8.3   Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

Intersessional Activity 4

The role of specialist leader in supporting senior leadership

Purpose

To develop the specialist leader role with the distributive leadership model

Audience	All group members
Use of expert	No expert is required
Long-term	Long-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

Arrange to work together with the senior leadership team on a specific behaviour and attendance task, such as, a behaviour and attendance audit, planning and delivery of a staff development opportunity or policy development.

During the planning phase, identify the key senior leadership tasks to be completed.

Draw up a sequenced list of activities.

Explore with senior leadership colleagues which of these activities might be distributed to others and to whom.

Record your discussion, it might be helpful to do this in the form of a table

Review the outcomes and consider the impact of distributing one or more senior leadership tasks.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have developed skills in working collaboratively with the senior leadership team

You will have developed or practised your skills in communicating, problem-solving and action-planning

You will have extended your knowledge and practice of distributive leadership as a feature of the planning process

Reporting

A written account of the plan, outcomes and the impact of distributive leadership on effecting positive change within your setting

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

3.1.4　Describe the role of the specialist team leader of behaviour and attendance

3.2.1　Describe different leadership styles and concepts and how they impact on the actions of others

3.2.2　Describe their own preferred leadership style and how effective it is in different situations within their school/setting

3.2.4　Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance.

3.3.2　Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.5　Explain the importance of specialist team leaders of behaviour and attendance in contributing to the development and promotion of policies and practice which address reduction of violence within schools and other settings

3.5.3　Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved

3.5.4　Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.5.5　Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance

3.8.3　Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.5　Describe the role of team leader in enhancing the understanding of their team in the use of approaches and interventions for promoting positive behaviour and full attendance

3.9.6　Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

Level 4

4.1.5   Analyse the role of the lead behaviour professional/specialist leader of behaviour and attendance in influencing senior managers and subject leaders in schools/settings to understand and implement a policy of social inclusion and reinforcing positive behaviour, and how that can impact on whole-school/setting improvement

4.2.1   Evaluate different leadership styles and concepts and how they can be used to bring about change

4.2.2   Analyse the impact of selected leadership styles on individuals in a range of contexts

4.2.3   State their own leadership styles and describe their effectiveness in different situations

4.2.6   Analyse the role of a leader in influencing strategic planning and policy-making

4.3.1   Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2   Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3   Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.6   Explain how they would contribute to the development and promotion of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance

4.3.7   Explain how specialist leaders of behaviour and attendance can take the lead in the development and promotion of policies and practice which address reduction of violence and promote an ethos of non-violence within schools/settings

4.4.6   Explain how they could take the lead in supporting colleagues to comply with their statutory responsibilities relating to behaviour and attendance

4.5.4   Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.5.5   Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

4.5.6   Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

4.8.3   Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

4.10.6 Explain how they would work with others to enhance their ability to use information to promote positive behaviour and full attendance

Intersessional Activity 5

Contrasting leadership styles and skills

Purpose

To compare and contrast the leadership styles and skills of senior leadership and those of the NPSLBA specialist leader

Audience	All group members
Use of expert	No expert is required
Short-term	Short-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

You will need Resource A *Interview prompts.*

Carry out a reciprocal interview with a member of the senior leadership team using Resource A as a prompt. Identify with your senior leadership colleague similarities and differences in responses to the semi structured interview.

What conclusions do you draw about how your skills and leadership style complement those of the senior leader within your organisation?

What similarities exist between your skills and leadership style and those of the senior leader within your organisation?

What does this tell you and the senior leader about what you might like to develop?

How does this help in the development of behaviour and attendance within your organisation?

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You have developed your skills in interviewing, communication and collaborative working

Reporting

The outcomes of the survey and the actions taken with a review of their impact after an agreed period of time

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

3.1.4   Describe the role of the specialist team leader of behaviour and attendance

3.2.1   Describe different leadership styles and concepts and how they impact on the actions of others

3.2.2   Describe their own preferred leadership style and how effective it is in different situations within their school/setting

3.2.4   Describe how the role of team leader can contribute to the content and support the implementation of strategic plans and policies relating to behaviour and attendance

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.5.3   Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved

3.5.4   Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.8.3   Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.4   Describe strategic approaches and interventions which might address the causes of poor behaviour and attendance

3.9.6   Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

3.10.4 Explain why it is important to share, with colleagues and agreed partners, information relating to behaviour and attendance according to organisations' protocols for information sharing

3.10.5 Describe how they would work with other team members to enhance their ability to use information to promote positive behaviour and full attendance

Level 4

4.1.5   Analyse the role of the lead behaviour professional/specialist leader of behaviour and attendance in influencing senior managers and subject leaders in schools/settings to understand and implement a policy of social inclusion and reinforcing positive behaviour, and how that can impact on whole-school/setting improvement

4.2.1 Evaluate different leadership styles and concepts and how they can be used to bring about change

4.2.2 Analyse the impact of selected leadership styles on individuals in a range of contexts

4.2.3 State their own leadership styles and describe their effectiveness in different situations

4.2.6 Analyse the role of a leader in influencing strategic planning and policy-making

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.6 Explain how they would contribute to the development and promotion of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance

4.3.7 Explain how specialist leaders of behaviour and attendance can take the lead in the development and promotion of policies and practice which address reduction of violence and promote an ethos of non-violence within schools/settings

4.4.6 Explain how they could take the lead in supporting colleagues to comply with their statutory responsibilities relating to behaviour and attendance

4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

4.5.6 Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

4.10.6 Explain how they would work with others to enhance their ability to use information to promote positive behaviour and full attendance

Intersessional Activity 6

Characteristics of successful leaders

Purpose

To develop your leadership skills through applying solution-focused interviewing techniques

To explore the characteristics of senior leaders

Audience	All group members
Use of expert	No expert needed although you will need to interview a willing member of the senior leadership team
Short-term	Short-term
Links to the learning process	Practical application Feedback and reflection Embedding the experience

Suggestions

Before you begin this activity you should meet with senior colleagues to agree protocols.

You will need Resource A *Characteristics of successful leaders*

Find a senior leader colleague, possibly your line manager who is willing to reflect on his/her leadership characteristics and to complete Resource A *Characteristics of successful leaders.* They should return it to you before you meet with them.

Complete the questionnaire yourself, based on your perceptions of your colleague as a leader.

Reflect on the responses given by your colleague and identify five responses that require further joint exploration. These may be responses that differ from your perception or they could be ratings that are lower or higher than you were expecting. Start your interview by thanking your colleague for agreeing to the exercise and giving positive feedback about their responses to Resource A.

Interview your colleague about five responses using the following questions as prompts:

- You have rated yourself as ……..give me an example of this
- What prevents it from being …… (lower rating)?
- What would need to happen for your rating to be one step higher?
- What would you need to do? What else?
- Who could help you with this and what could they do?

At the end of the interview ask your colleague:

What key actions could you undertake in order to improve your overall rating?

Consider how this interview process has helped you and your senior leader colleague to develop your leadership skills.

Identify what these skills are and describe:

How the development of these skills will help you in your role as leader in behaviour and attendance

Write an account of the process and outcomes of the interview.

You might wish to extend this activity by completing Resource A for yourself and asking your senior colleague to do the same. In this way you will reverse the process and learn feedback from your colleague about your own leadership skills and characteristics.

At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have developed skills using solution-focused interviewing and providing feedback to a senior colleague

You will have increased awareness of the characteristics of successful leaders and the process of fostering the development of these in others

You will have increased your skills in communication and analysis

Reporting

A reflection of the process and developmental outcomes from yourself and your senior leader colleague

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

3.1.1   List key concepts relating to current approaches to behaviour and attendance

3.1.2   Describe the vision and values inherent in a person-centred approach to whole-school/setting management

3.1.3   Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

3.1.4   Describe the role of the specialist team leader of behaviour and attendance

3.2.1   Describe different leadership styles and concepts and how they impact on the actions of others

3.2.2   Describe their own preferred leadership style and how effective it is in different situations within their school/setting

3.3.2   Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance and how they underpin good policy and practice in working with children/young people

3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

3.5.5 Describe how the specialist team leader of behaviour and attendance can contribute to the work of networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance

3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice

3.8.5 Describe the role of team leader in enhancing the understanding of their team in the use of approaches and interventions for promoting positive behaviour and full attendance

3.9.6 Describe how they could support other members of the team to enhance and improve the learning environment in order to promote positive learning, positive behaviour and full attendance

3.10.5 Describe how they would work with other team members to enhance their ability to use information to promote positive behaviour and full attendance

Level 4

4.1.5 Analyse the role of the lead behaviour professional/specialist leader of behaviour and attendance in influencing senior managers and subject leaders in schools/settings to understand and implement a policy of social inclusion and reinforcing positive behaviour, and how that can impact on whole school/setting improvement

4.2.1 Evaluate different leadership styles and concepts and how they can be used to bring about change

4.2.2 Analyse the impact of selected leadership styles on individuals in a range of contexts

4.2.3 State their own leadership styles and describe their effectiveness in different situations

4.2.6 Analyse the role of a leader in influencing strategic planning and policy-making

4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance

4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community

4.3.6 Explain how they would contribute to the development and promotion of policies and practice which address equality of opportunity, race equality and promotion of diversity in the context of behaviour and attendance

4.3.7   Explain how specialist leaders of behaviour and attendance can take the lead in the development and promotion of policies and practice which address reduction of violence and promote an ethos of non-violence within schools/settings

4.5.4   Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

4.5.5   Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

4.5.6   Explain how they could support others to develop, implement and maintain systems and practices that will improve behaviour and attendance

4.8.3   Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

Resource materials

Preparatory reading

Distributive leadership in schools: leading or misleading?

Senior leaders will be aware that 'distributive leadership' has become a 'buzzword' in schools recently. You will have already explored this theory of leadership in Study Days 1 and 2. It is important to explore the relationship between the role of *senior leader* responsible for behaviour and attendance improvement and the role of *specialist leader* of behaviour and attendance.

In this article, Professor Alma Harris of Warwick University, examines the meaning of distributive leadership and explores how it works.

Lately, the notion of leadership as a 'distributed' phenomenon is receiving much attention and growing empirical support (Gronn, 2000; Spillaine et al 2001).

Another powerful argument for considering distributive leadership concerns the fact that existing theories, concepts and constructs of leadership have largely failed to deliver instructional improvement. The dominant model of leadership, which has been chiefly concerned with the skills, abilities and capabilities of one person, has been shown to be severely limited in generating and sustaining school and classroom level change (Fullan, 2001). It seems counterintuitive that schools have not adopted models of leadership that generate instructional improvement and raise levels of student achievement (Elmore, 2000). One of the main reasons for this lies in the way in which schools are organised and structured. Leadership models have evolved to control organisational functions rather than to improve teaching and learning. This means that the skills and knowledge that shape leadership practice have not directly focused upon the improvement of instruction and student performance.

In contrast to traditional notions of leadership premised upon an individual managing hierarchical systems and structures, distributive leadership is characterised as a form of collective leadership in which teachers develop expertise by working collaboratively. This distributed view of leadership requires us to 'de-centre' the leader (Gronn, 2002) and to subscribe to the view that leadership resides not solely in the individual at the top, but in every person at entry level who, in one way or another, acts as a leader (Goleman, 2002:14). This is dangerous ground, particularly because it challenges the conventional dualism of 'leader and led' and of 'leader and follower'. Parenthetically, distributive leadership does not mean that 'everyone leads', as in this interpretation leadership would cease to have any distinctive identity or quality. It could be construed as any action or collective activity. Instead, the distributed perspective focuses on how leadership practice is distributed among formal and informal leaders. A distributed view of leadership incorporates the activities of many individuals in a school who work at mobilising and guiding other teachers in the process of instructional change (Spillaine et al, 2000).

As Elmore (2000:14) points out, in a knowledge-intensive enterprise like teaching and learning there is no way to perform these complex tasks without widely distributing the responsibility for leadership among roles in the organisation. Distributive leadership, therefore, means multiple sources of guidance and direction, following the contours of expertise in an organisation, made coherent through a common culture. It is the 'glue' of a common task or goal, improvement of instruction and a common frame of values for how to approach that task (Elmore 2000:15). This is not to suggest that no one is ultimately responsible for the overall performance of the organisation or to render those in formal leadership roles redundant. Instead, the job of those in formal leadership positions is primarily to hold the pieces of the organisation together in a productive relationship.

Their central task is to create a common culture of expectations around the use of individual skills and abilities. In short, distributing leadership equates with maximising the human capacity within the organisation.

Distributive leadership in principle?

Research has consistently underlined the contribution of strong collegial relationships to school improvement and change. Collaboration is at the heart of distributive leadership, as it is premised upon change that is undertaken collectively. For distributive leadership to be most effective it has to encompass mutual trust, support and enquiry. Evidence suggests that it is difficult for teachers to create and sustain the conditions for improved pupil learning if those conditions do not exist for their own learning (Silns and Mulford, 2002). Where teachers share good practice and learn together, the possibility of securing better quality teaching is increased. The collaboration and collegiality fostered through distributive leadership has been shown to lead to an enhanced capacity for change and improvement at the school and classroom level. A wide variety of studies have found clear evidence of the positive effect of distributive leadership on teachers' self-efficacy and levels of morale (Mitchell and Sackney, 2001; Greenleaf, 1966; Macbeath, 1998). Research also shows that teachers who work together in a meaningful and purposeful way are more likely to remain in the profession because they feel valued and supported in their work (Barth, et al 1999).

In their recent review of successful school improvement efforts, Glickman et al (2001:49) construct a composite list of the characteristics of what they term the 'improving school', a 'school that continues to improve student learning outcomes for all students over time'. At the top of this list appears 'varied sources of leadership, including distributed leadership'. This work directly challenges assumptions about where leadership is located within a school because it views leadership as agency, a force for change within a school. Similarly, research by Silns and Mulford (2002) has shown that student outcomes are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered in areas of importance to them. In an earlier study, Louis and Marks (1998) found that in schools where the teachers' work was organised in ways that promoted sharing of leadership roles there was a positive relationship with the academic performance of students. This implies a changing view of structures away from command and control. It suggests a view of the school as a learning community chiefly concerned with maximising the achievement capacities of all those within the organisation (Gronn, 2000).

Two recent studies of successful school leadership have reinforced the importance of distributive leadership practice in building professional learning communities. In 1999 the NAHT (National Association of Head Teachers) in England commissioned research to identify and examine successful leadership practice in schools (Day, Harris, Hadfield, Tolley, Beresford, 2000). In 2001, the National College for School Leadership (NCSL) funded research that explored successful leadership in schools facing challenging circumstances (Harris and Chapman, 2002). Both studies offer a contemporary view of successful leadership and provide insights into current leadership practices in schools. The central message emanating from both studies was that successful heads recognised the limitation of a singular leadership approach and saw their leadership role as being primarily concerned with empowering others to lead.

Distributive leadership in practice?

While it would appear from the research evidence that distributive leadership can be advantageous to school and teacher development, achieving it is far from easy. In essence, it requires those in formal leadership positions to relinquish power and control to others. The inherent difficulties in achieving this are at once immediately apparent. Apart

from the challenge to authority and ego, evidence would suggest that there are other barriers that need to be overcome to ensure that the distributive leadership operates effectively (Vail and Redick 1993). The literature points towards 'top-down' management structures in schools as a main impediment to the development of distributive leadership, as they militate against teachers attaining autonomy and taking on leadership roles within the school. In schools, functions and systems are premised on maintaining the bureaucratic and hierarchical structure. A concomitant of this is that distributive leadership roles cannot successfully be imposed by management. Wasley (1991) reiterates that teachers need to be involved in the process of deciding on what roles, if any, they wish to take on, and must then feel supported by the school's administration in doing so.

It is worth emphasising that the model of distributive leadership is very far from the dominant structures of most schools. It challenges the 'cult of individualism' and confronts the impulse for privacy and idiosyncratic institutional practice. Instead, it offers a model in which organisational change and improvement are a collective rather than an individual concern. It proposes a theory of leadership that predicts failure in the social isolation of practice and predicts success in the creation of interdependencies that stretch over these differences (Elmore, 2002: 24). Distributive leadership poses the challenge of how to distribute responsibility and authority for guidance and direction of instruction. Creating a new model of distributive leadership consists of two main tasks 1) describing the ground rules which formal leaders of various kinds would have to follow; 2) describing how leaders of various kinds and in various roles share responsibility. The practical side of a theory of distributive leadership focuses on how leadership roles would be defined if leadership was a shared and mutually owned commodity within schools. It is clear that certain tasks and functions would be retained by those in formal leadership positions but that teachers would be centrally involved in guiding and shaping instructional development. They would play a key role in designing, conducting and participating in professional development; they would support and evaluate the professional practice of teachers. The exact design of roles and functions is less important than the underlying principles of distributed expertise, mutual dependence, reciprocity of accountability and the centrality of instructional practice to the definition of leadership roles.

Under the right conditions, positive effects of distributive leadership clearly have been demonstrated. King et al (1996) and Griffin (1995) found that shared leadership resulted in positive effects on pedagogy, on school culture and on educational quality. However, the research also shows the importance of allocating time for professional development and collaborating with colleagues. Ovando (1994) found that teachers reported decreased time for lesson planning and preparation once they had undertaken leadership roles and that time being freed up for distributive leadership tasks was a crucial element of success in her case study of a school where distributive leadership was being implemented. Similar findings were reported by Seashore Louis et al (1996) who found that in the more successful school teachers were given more time to collaborate with one another.

The success or otherwise of distributive leadership within a school can be influenced by a number of interpersonal factors, such as relationships with other teachers and school management.

The importance of these is evident, both with respect to teachers' ability to influence colleagues and with respect to developing productive relations with school management, who may in some cases feel threatened by teachers taking on leadership roles. There may also on occasion be conflicts between groups of teachers, such as those that do and do not take on leadership roles, which can lead to estrangement among teachers. Research has shown that colleagues can at times be hostile to distributive leadership because of factors such as inertia, over-cautiousness and insecurity (Barth, 1999). Overcoming these difficulties will require a combination of strong interpersonal skills on the part of the

'teacher leader' and a school culture that encourages change and leadership from teachers.

This alternative image of leadership is one of empowering people to understand, rather than solve, the problems that they face (Fullan, 2001). It is as Sergiovanni (2001) proposes largely concerned with the 'life-world' of the school rather than the 'system-world', where attention is focused upon developing social, intellectual and other forms of human capital rather than concentrating upon achievement of narrow, instrumental ends. It is a form of leadership premised upon building the capacity for organisational growth and change. Inevitably, this mode of leadership challenges the conventional orthodoxy of the single leader and points towards a re-definition of the school as a learning community.

Alma Harris
Professor of School Leadership, University of Warwick

This article by Professor Alma Harris is suitable reading for extended study of this topic. If you would like to read this article in full please consult:
http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/23/fa/5e.pdf

Guidance on Education Improvement Partnerships
http://www.teachernet.gov.uk/wholeschool/behaviour/collaboration/guidance/

suggests that effective senior leaders responsible for behaviour and attendance improvement can have a significant impact on staff recruitment and morale.

There are positive opportunities for improving staff morale through continuing professional development and improving senior leadership support.

By reducing disruptive behaviour and improving standards of teaching and learning, staff morale should grow and this should lead to an improvement in recruitment and retention. A shift of emphasis in the use of senior leadership time can be achieved if more time is spent supporting staff and addressing poor behaviour in the classroom and around the school, rather than managing referred cases of bad behaviour by pupils excluded from the classroom. This is a key lead behaviour professional role.

www.teachernet.gov.uk/wholeschool/**behaviour**/npsl_ba/lbprole/

A further shift in emphasis on how senior leaders use their time by effectively utilising the support and expertise of specialist leaders can make a significant difference to improvements in behaviour and attendance and in other aspects of the lives of children and young people.

Reflections for specialist leaders

How would you describe the relationship between the role of senior leader and that of specialist leader in your setting?

What are the strengths of this relationship?

How could this be further developed?

How are the responsibilities of these roles distributed?

Roles and responsibilities of senior leadership

It is important to establish and develop the key roles and responsibilities of senior leadership that will lead to effective approaches relate to behaviour and attendance.

Bad behaviour in schools is a complex problem which does not lend itself to simple solutions
The Elton Report (1989) *Enquiry into Discipline in Schools*

Lord Elton is as right today as he was in 1989; there are no easy solutions, but we can determine how successful we are in promoting and developing effective practice.

Consider the roles and responsibilities of senior leaders outlined below.

Leadership and management

- Develop a strong and professional leadership team with a focus on distributive leadership

- Develop and regularly review policy

- Develop a collaborative approach

- Promote positive relationships between all members of the wider community

- Conduct an annual behaviour and attendance audit and use the information to support action-planning

Ethos, values and beliefs

- Develop shared vision, values and beliefs between those who learn and work in the educational setting

- Develop an optimistic, solution-focused approach to problem-solving

- Promote a sense of belonging and respect

- Focus on supporting children to develop the social and emotional skills they need to become successful learners

- Find time to support children in need, for example, those who are bereaved, or grieving over the break-up of their families

- Promote encouragement rather than punishment

Organisation and deployment of resources

- Develop an effective data management system for behaviour and use this data wisely

- Ensure teaching assistants and support staff are valued, supported and well trained. Identify a management structure

- Use staff development time to respond to issues arising from the behaviour audit

- Develop effective and consistent routines relating to, for example, the beginning and end of the day, between lessons and lunchtimes

Learning and teaching

- Establish high, clear and shared expectations about behaviour and attendance

- Plan and organise learning and teaching to keep pupils engaged, motivated and to minimise disruption

- Consider how you will teach positive behaviour and social and emotional skills as you would other elements of the curriculum

- Adopt a collaborative approach to learning

- Ensure pupils are ready to learn, that their physical and emotional needs are met

Pupil support systems and engagement with parents

- Involve parents and carers as partners in promoting positive behaviour; work together to find solutions to problems

- Promote the participation of children; listen to them

- Encourage parents and carers to support the educational setting in its efforts to improve behaviour and attendance

- Develop strong and effective links with outside agencies and supportive networks to ensure best value and fair access for children and families to the support they need when they need it

- Consider the role of learning mentors, parent advisers and other support staff in supporting the school's work on motivation and engagement, multi-agency working, SEN support and development work with parents

- Where behaviour is a SEN issue, ensure SENCO and inclusion coordinators work together to meet statutory requirements

Staff development and support

- Provide opportunities for all staff to share, develop and enhance their skills in developing social and emotional skills, promoting positive behaviour and managing difficult behaviour so that effective learning can take place

- Provide whole staff INSET on implementation of policy

- Use whole staff days to support understanding of and reflection on, and planning for behaviour issues

- Work with colleagues to share, develop and enhance skills

- Develop a cohesive, strong, professional team with a consistent approach to behaviour and attendance based on a shared understanding of behaviour issues

Effective senior leaders understand that what works in one situation will necessarily be transferable to another. Behaviour occurs in a *context* and is *interactive. Values, beliefs* and *principles* will apply whatever the context when they are part of a comprehensive strategy. Effective practice is well researched and widely recognised, the key is in ensuring schools and educational settings have the capacity and understanding to make sense of and apply this knowledge.

Activity 1 – Resource A

Senior leadership – Senior leadership key activity grid

Proactive	Reactive

Activity 2 – Resource A

Distributive leadership table

Distributive leadership	Proactive	Reactive
Distribution formally		
Distribution pragmatically		
Distribution strategically		
Distribution incrementally		
Distribution opportunistically		
Distribution culturally		

Activity 3 – Resource A

The lead behaviour professional role in primary and secondary schools

In most cases, the lead behaviour professional (LBP) is one member of the school leadership team (SLT). The role, however, may be shared between the senior staff. Many LBPs have other senior responsibilities, often within pastoral care or an inclusion manager with oversight of special needs and other services.

The title originates from the behaviour improvement programme (BIP). Both primary and secondary BIP schools have LBPs and there are growing numbers outside BIP including most schools in the primary national strategy behaviour and attendance pilot. Evaluation reports highlight the impact of the LBP role as a key factor in schools which have improved behaviour and attendance.

The cost of a LBP depends on whether or not all the responsibilities of the role are currently allocated in the school. In some cases, re-organisation of existing roles and responsibilities is all that is required. In most cases, schools use the opportunity of appointing an LBP to re-organise senior leadership responsibilities and promote staff with talent in behaviour and attendance leadership. In these circumstances a lead behaviour professional costs approximately £15,000 which is the cost of replacing half a timetable and offering salary enhancement.

Lead behaviour professional responsibilities

LBPs are not the 'discipline deputy head'. Their role is not to deal with pupils sent out of the classroom or truants. Instead they work with colleagues in the classroom to improve behaviour and attendance management skills and reduce exclusions from class. Other responsibilities for the senior leadership which may be carried out by the LBP are:

a)   Implementing the whole-school behaviour and attendance policy

b)   Auditing behaviour and attendance, formulating and implementing an improvement plan

c)   Supporting all staff (including teachers, support staff, student teachers and administration staff) in the classroom and around the school through targeted training

d)   Leading a team of staff with responsibilities for behaviour and attendance improvement (e.g. learning support unit staff, learning mentors, teaching assistants, etc.)

e)   Coordinating the work of other agencies (e.g police in schools, BESTs, strategy Consultants, etc.)

f)   Coordinating provision for pupils with additional behaviour and attendance needs

g)   Organising parental support, courses, advice, etc.

h)   Organising the whole-school social and emotional aspects of learning (SEAL) programme

i)   Organising peer-led activity and pupil involvement in behaviour and attendance improvement

k)   Coordinating provision with other schools through collaborative partnerships

Lead behaviour professional training

The National Programme for Specialist Leaders of Behaviour and Attendance has offered training to lead behaviour professionals since January 2006 based on established good practice in leading behaviour and attendance improvement. There are large numbers of both primary and secondary lead behaviour professionals already in post and a number have engaged in the programme.

The future of LBPs

Education Improvement Partnerships will add to the need for all schools to have a lead behaviour professional. Lead behaviour professionals in partner schools can work together as a management group for the collaboration to achieve consistent approaches, reduce exclusions and improve behaviour and attendance by sharing expertise, training opportunities, etc.

Intersessional Activity 2 – Resource A

Lead behaviour professional (LBP)
model job description - secondary

This role should be interpreted flexibly according to the school's identified needs. It may, for example, be shared by several members of a senior leadership team. LBPs originated as part of the behaviour improvement programme (BIP) and the role has been successfully piloted in over 500 schools in the BIP and in the primary strategy behaviour and attendance pilot.

Accountability

To the head teacher

Job purpose

A member of the school senior leadership team, the LBP oversees the school's behaviour attendance and anti-bullying policy. He/she supports all staff in order to ensure high standards of behaviour and attendance around the school at all times, so that the best possible standards of teaching and learning are achieved.

Explanation

The post holder may already be a member of the senior leadership team. For example, head of inclusion pastoral deputy head, in which case they will be taking on changed responsibilities. Where the LBP is an additional member of the senior leadership team the job may be combined with other elements of the school's inclusion strategy, for example, oversight of the learning support unit, team leader for learning mentors, etc. Consequently, this job description may comprise only one element of the post holder's wider responsibility as a senior leader. The post holder may not necessarily be a teacher. Appointing an LBP offers an opportunity for support staff to join the senior leadership team.

The post holder will have the opportunity to undergo training in behaviour and attendance management through the National Programme for Specialist Leaders of Behaviour and Attendance and will be supported by the local behaviour and attendance consultant in training all colleagues within the school.

They will be allocated a significant amount of leadership time, which should be at least sufficient to organise and deliver a training programme in behaviour and attendance improvement for all staff, mostly by working alongside colleagues in the classroom in situations where they find the class challenging. For this reason the LBP should not be the member of the senior leadership team to whom colleagues refer pupils with challenging behaviour (except as part of a normal shared role with other senior leaders).

The LBP should organise school reviews and audits of behaviour and attendance in order to identify priorities for staff training and to monitor progress in behaviour and attendance improvement.

They should also remain up to date about current practice in pupil behaviour and attendance support in particular through the National Behaviour and Attendance Exchange and take responsibility for organising all school systems that underpin the whole school's behaviour, attendance and anti-bullying policy.

Salary and conditions of service

This job description is framed within the national standards for school leadership and should be read in conjunction with those standards. It is bound by the national

conditions of service for teachers or similar conditions of service for support staff. Salary will be the equivalent of an assistant head teacher or excellent teacher status paid at an appropriate point on the national or local pay spine as determined by the school.

Tasks

1. To organise a whole-school behaviour and attendance review and audit from which to develop a school behaviour and attendance improvement plan as an intregal part of the school improvement plan. To obtain base line measures of behaviour and attendance from the audit against which to measure improvement by carrying out the audit regularly and reporting findings to the school senior leadership team, so as to ensure that school resources are focused on areas of greatest need for behaviour and attendance improvement.

2. To undergo personal training and qualification in behaviour and attendance leadership through the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA). To be familiar with the NPQH, LFTM and other leadership training materials in behaviour and attendance, the ational Strategy behaviour and attendance training materials for all staff and similar materials for learning mentors, teaching assistants and support staff, so as to be able to organise training that will suit the needs of all staff.

3. To establish and maintain the school policies on behaviour, attendance and anti-bullying, so as to ensure that these reflect the schools equality policies, are widely understood by all members of the school community and are applied consistently by everybody.

4. To understand effective training techniques and to organise an ongoing and comprehensive training programme for supporting all staff in the school and establishing common strategies for behaviour and attendance management. Training priorities should be identified by the audit and be recorded in the behaviour and attendance improvement plan. Such a programme should draw on the NPSLBA and national strategy training materials. Programmes should be individually designed to suit the particular needs of staff members. Training should be available on an individual basis and be delivered by the LBP working alongside staff in the classroom, coaching and modelling behaviour teaching techniques, or in small group sessions at other mutually agreed times. All staff in the school should have access to behaviour and attendance training designed for their particular needs so as to ensure that they have the necessary knowledge, understanding, skills and attributes to handle behaviour and attendance problems with confidence.

Specific training programmes should be run for all:

    ITT students
    NQTs
    Graduate trained teachers
    Senior leadership team members
    Middle managers
    Learning support unit managers and LSU staff
    Classroom teachers and tutors
    Teaching assistants
    Learning mentors

All other support staff, for example, lunchtime supervisors, site and office staff, exam and cover supervisors, school governors.

5. To oversee the organisation of other behaviour and attendance support facilities and staff in the school e.g. learning support unit, learning mentors, teaching assistants for behaviour, etc., so as to ensure that all specialist staff work to common standards (including implementation of the school's equality policy) and support pupils effectively.

6. To organise the way in which the school draws on behaviour and attendance support from a range of outside agencies, e.g. behaviour and attendance consultants, behaviour and education support teams, local authority multi-agency teams, Connexions Service, Behaviour Support Teams, voluntary and statutory organisations, etc. so that the school makes full use of advice and assistance to support its most vulnerable pupils. To be the link member of staff for all these outside agencies assisting their development locally and ensuring that their work within school is targeted at the pupils in greatest need of support.

7. To organise systems for behaviour and attendance improvement in the unstructured time of the school day by arranging activities, organising supervisors etc, so as to ensure that pupils feel safe and that an orderly environment is maintained throughout the school day when arriving and leaving.

8. To organise pupil-led activities for improving behaviour and attendance, e.g. buddy schemes, anti-bullying campaigns, school council debates, prefect arrangements, etc., so as to empower young people in the school to exercise good influences on their peers.

9. To organise parent and community activities which will support positive behaviour and regular attendance e.g. parenting classes, community forums, links with local police, etc. so that shared approaches are developed with other members of its community.

10. To develop and sustain elements of the school curriculum which will promote behaviour and attendance improvement through whole-school strategies for developing social, emotional and behavioural skill (SEBS) including a teaching programme and focus groups work for selected pupils, so that all students have the appropriate skills with which to exercise their responsibility towards others and by behaving well at all times.

11. To organise and oversee the implementation of appropriate plans for pupils with challenging behaviour or attendance so that targeted intervention is effectively and efficiently applied where it is most needed.

12. To remain up to date with current practice in effective behaviour and attendance management through the National Behaviour and Attendance Exchange, attending National Strategy meetings, reading widely, etc., so that the school training programme benefits from up to date knowledge and techniques about behaviour and attendance management. In particular, to work closely with the National Strategy's Behaviour and Attendance Strand and the National Programme for Specialist Leaders of Behaviour and Attendance Regional Coordinators, both during personal training and subsequently as part of the local authority and regional network.

13. To join with LBPs or equivalent staff locally in managing collaborations for behaviour and attendance improvement as part of the national development of Education Improvement Partnerships.

14. As a member of the senior leadership team to work closely with other colleagues so that behaviour and attendance related training and support arrangements are coordinated with other elements of the school's organisation, ensuring that good behaviour and attendance management underpins all teaching and learning throughout the school day.

Intersessional Activity 2 – Resource B

Lead behaviour professional action plan

Action	Lead	Outcome	Resources CPD	Timescale	Links

Intersessional Activity 3 – Resource A

What we know about successful school leadership

This is a brief extract from the following article by K. A. Leithwood and C. Riehl (2003). *What we know about successful school leadership,* Philadelphia, PA: Laboratory for Student Success, Temple University.
If you would like to read the whole article, please go to:
www.ncsl.org.uk/media/F7B/98/randd-leithwood-successful-leadership.pdf

> A growing body of research evidence documents the effects of leadership. Moreover, anecdotal and popular accounts from business and other ventures tout the value of leadership. Some observers argue that this fascination with leadership merely reflects a general human desire to be in control of one's situation. Others say that while the impact of good leadership may be difficult to determine, the effects of poor leadership are easy to see. In any case, fascination with leadership abounds.

What is leadership?

Like other complex human activities, leadership is difficult to pin down. It might even be unwise to narrow it unnecessarily. Nonetheless, a working definition can provide a useful frame of reference.

At the core of most definitions of leadership are two functions:

Providing direction and exercising influence

Leaders mobilise and work with others to achieve shared goals. This definition of leadership has several important implications:

- Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centred on student learning, including both the development of academic knowledge and skills and the learning of important values and dispositions.

- Leaders primarily work through and with other people. They also help to establish the conditions that enable others to be effective. Thus, leadership effects on school goals are indirect as well as direct.

- Leadership is a function more than a role. Although leadership is often invested in – or expected of – persons in positions of formal authority, **leadership encompasses a set of functions that may be performed by many different persons in different roles throughout a school.**

In some schools, school leaders are those persons, **occupying various roles in the school, who provide direction and exert influence in order to achieve the school's goals.** Formal leaders, those persons in formal positions of authority, are genuine leaders only to the extent that they fulfill these functions. Leadership functions can be carried out in many different ways depending on the individual leader, the context and the nature of the goals being pursued.

What is leadership?

> On 9 August 2003 there were 12,963 books on leadership. If we were able to read at the rate of one per day this would equate to 35 years of reading, including weekends. By 28 February 2005 this had already increased to 47 years and 17,138 books.

> There are almost as many definitions of leadership as there are persons who have attempted to define the subject (Stogdill, 1974:259).

Leadership via Old German 'lidan' (to go) and Old English 'lithan' (to travel):

> To show the way, to guide

> To cause, to act, think, feel or behave in a certain way

> To go at the head

> The principal role

And what of 'leadership and management'? Are they different or one and the same thing? Are they interchangeable? And what of the place of day-to-day administration?

A very simple, if perhaps oversimplified, definition suggests that:

Leadership is about doing the right thing; management is about doing the thing right.

But what then, exactly, is leadership? It seems to be one of those qualities that one knows when one sees it, but is difficult to describe. As the quotes above begin to demonstrate, there are almost as many definitions as there are definers.

NPSLBA is based on the premise that leadership can be distributed among many roles and functions.

Theories of leadership

Literature shows that there are many theories of leadership. Some of the key theories are described below:

> Trait theories

> Behavioural theories

> Situational and contingency theories

> Transformational and transactional theories

> Constitutive theory

> Distributive leadership

Trait theories

As soon as we study the lives of people who have been labelled as great or effective leaders, it becomes clear that they have very different qualities. The first problem is that the early searchers after leadership traits often assumed that there was a definite set of characteristics that made a leader – whatever the situation. In other words, they thought that the same traits would work on a battlefield and also in school. The studies investigated individual traits such as intelligence, birth order, socio-economic status, and child-rearing practices (Bass, 1960; Bird, 1940; Stogdill, 1948, 1974). Stogdill (1974) identified six categories of personal factors associated with leadership: capacity, achievement, responsibility, participation, status, and situation, but *a previous study suggests* that such a narrow characterisation of leadership traits is insufficient: 'A person does not become a leader by virtue of the possession of some combination of traits' (Stogdill, 1948, p 64). The attempts to isolate specific individual traits led to the conclusion that no single characteristic can distinguish leaders from non-leaders. This type of approach suggests that organisations should be concerned with the selection of leaders rather than their development.

Specialist leaders should think about how this particular theory of leadership relates to their own setting, considering the 'six categories' of personal factor.

Behavioural theories

As the early researchers ran out of steam in their search for leadership traits, they

turned to what leaders *did* and how they *behaved* – especially towards followers. They moved from thinking about leaders themselves to a consideration of *leadership* – and thus this became the dominant way of approaching leadership within organisations in the 1950s and early 1960s. Different patterns of 'leadership behaviour' were grouped together and labelled as styles. The four main styles identified are:

- Concern for task

- Concern for people

- Directive

- Participative

Often, we find literature and leadership training materials presenting these styles as opposites. Concern for task is set against concern for people; and directive is contrasted with participative leadership.

Specialist leaders should consider how presenting these styles as opposites might impact on the outcomes of such styles.

Situational and contingency theories

Situational theory stresses that leadership is composed of both directive and supportive dimensions. Each of these styles is applied appropriately, based on the competence and commitment of team members, by the effective leader. This model describes four leadership styles (Blanchard and others, 1985):

- Delegating

- Supporting

- Coaching

- Directing

Kenneth Blanchard, P. Zigarmi and D. Zigarmi, *Leadership and the One Minute Manager*, William Morrow, New York.

Paul Hersey, Kenneth Blanchard and Dewey Johnson, *Management of Organizational Behaviour*, 8th edition, Prentice Hall, Upper Saddle River, NJ, 2001.

While **contingency theory** suggests that leadership effectiveness is based on how well a particular leadership style fits a given context. It is essential, therefore, to understand the context in which leaders lead. This theory describes two further styles:

- Task motivated – leaders are concerned primarily with reaching a goal

- Relationship motivated – leaders are concerned with developing close interpersonal relations within the team

The particular style seen as most appropriate to use at any one time is based on three contextual factors:

- Leader-member relations – the group atmosphere and how connected the groups are with the leader

- Task structure – the degree to which tasks are clear or ambiguous

- Position power – the amount of authority the leader has to reward or punish team members

Fred Fielder and J. Garcia, *New Approaches to Leadership,* John Wiley, New York, 1987.

Specialist leaders should note the contextual factors relating to particular styles of contingency theory and relate these to issues raised in the leadership of behaviour and attendance.

Transformational and transactional theories

Transactional theory views leadership as being about control and identifies the exchange of reward for achievement as key. It includes two sub-dimensions:

- Management-by-exception. Leaders set work objectives and performance standards, monitoring progress, correct errors, and enforce rules and procedures.

- Contingent reward. Leaders set work objectives and performance standards, provide feedback, and exchange financial or psychological rewards for performance that meets expectations.

Transformational theory, on the other hand, builds on transactional leadership behaviours and transforms the way people feel about themselves and what is possible, through:

- Individualised consideration. Leaders listen actively, identify individuals' personal concerns, needs and abilities, provide matching challenges and opportunities to learn in a supportive environment, delegate to them as a way of developing them, give developmental feedback and coach them.

- Intellectual stimulation. Leaders question the status quo, present new ideas to followers and challenge them to think, and encourage imagination and creativity in rethinking assumptions and old ways of doing things.

- Inspirational motivation. Leaders communicate a clear vision of the future; align organisational goals and personal goals so that people can achieve their personal goals by achieving organisational goals, and treat threats and problems as opportunities to learn.

- Idealised influence. Leaders express confidence in the vision, take personal responsibility for actions, display a sense of purpose, determination, and trust in other people, emphasise accomplishments rather than failures, and gain the respect, trust and confidence of others by personally demonstrating extraordinary ability of one kind or another.

Bernard Bass, *Transformational Leadership: Industry, Military, and Educational Impact,* Lawrence Erlbaum Associates, Mahwah, NJ, 1998.

Specialist leaders should note the actions taken by transformational leaders and consider how far their own leadership skills include the ability to perform such actions.

Constitutive theory questions the contexts that surround leaders and implies that the 'conditions' can be contested. For example, contingency theory suggests that under certain conditions, a particular form of leadership will show itself, for example, during a period of crisis firm leadership is required. There are two problems with this. Firstly, this is no different from the approach that suggests that the best way of organising production is synonymous with good management – and leadership. Secondly, is that what counts as the 'appropriate' way of leading in that situation are interpretive and contestable issues, not issues that can be decided by objective criteria. The constitutive approach is a proactive affair for leaders. It is they who shape our interpretation of the environment, the challenges, the goals, the competition, the strategy, and the tactics; they also try and persuade us that their interpretation is both correct and therefore the truth.

K. Grint *(2003) Effective Educational Leadership,* Eds Bennett, M. Crawford and M. Cartwright.

There are other theories of leadership that are used in the educational setting.

Specialist leaders should reflect on their own understanding of constitutive theory, exploring this further as time allows and reflecting on how this relates to leadership within their own setting.

Distributive leadership

David Bell, Her Majesty's Chief Inspector of Schools, commenting on Ofsted report *Managing Challenging Behaviour* said:

'Today's report shows that strong leadership and effective teaching of an appropriate curriculum, supported by training and coupled with good links with parents and outside agencies, are key to managing challenging behaviour.'

The report highlights the link between good behaviour and good teaching, whilst strong leadership is found to be crucial to the effective management of behaviour. Adapting the curriculum so that it is relevant to children's needs is also an important factor.

Other factors which significantly improve behaviour include: consistently applied behaviour policies that reward good behaviour; a strong sense of community and good links with parents; the use of information systems that track and analyse behaviour; and well maintained accommodation that fosters a sense of pride in the place of learning.

Regular training, focused on classroom practice, combined with an in-depth appreciation of child and adolescent development is central to understanding and managing behaviour. The report recommends that schools and local education authorities (LEAs) build on current training programmes.

Frequently we confuse leadership with authority. Authority is the possession of powers based on a formal role. Leaders may have formal authority, but they rely in large part on informal authority. This flows from their personal qualities and actions. The leader also relies on 'followers' for feedback and contributions. Leaders and followers are interdependent. More inclusive and informal understandings of leadership offer some interesting possibilities, as we can see in current discussions about **distributive leadership**.

Distribution clearly implies an ability to relinquish one's role as ultimate decision-maker, trusting others to make the right decisions. A belief in the potential and authority of others, listening with the intent to understand, negotiation and persuasion are the levers that allow trust to gain a foothold and leadership to be assumed and shared. Distributive leadership is a developing process which we can describe under six headings.

Taken from John MacBeath, *School Leadership and Management. Leadership as distributed: A Matter of Practice* (2005) Volume 25

Distribution formally	Through designated roles/job descriptions
Distribution pragmatically	Through necessity/often ad hoc delegation of workload
Distribution strategically	Based on planned appointment of individuals to contribute positively to the development of leadership throughout the school
Distribution incrementally	Developing greater responsibility as people demonstrate their capacity to lead
Distribution opportunistically	Capable staff willingly extending their roles to school-wide leadership because they are predisposed to taking initiative to lead
Distribution culturally	Practising leadership as a reflection of school's culture, ethos and traditions

Distribution as opportunistic moves from top-down to bottom-up where the emphasis in leadership shifts from what the head teacher does to what others in the school do. In this category leadership does not appear to be distributed at all. It is **dispersed**. It is taken rather than given. It is assumed rather than conferred. It is opportunist rather than planned. It suggests a situation in which there is such strength of initiative within the school that capable, caring staff willingly extend their roles to school-wide leadership. There is a natural predisposition to take a lead, to organise, to see what needs doing and make sure it gets done.

Distributive leadership theory is helpful in providing greater conceptual clarity around the terrain of leadership in schools. For one reason *'it implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and where the leadership task is accomplished through the interaction of multiple leaders'* (Spillane 2001).

It also implies interdependency rather than dependency, embracing how leaders of various kinds and in various roles share responsibility.

Specialist leaders should consider how their own role is interdependent with that of others within the organisation.

Current thinking about leadership

Thinking by those advising the Government on educational leadership in England has been substantially influenced by both Michael Fullan and Daniel Goleman.

System thinkers in action

Michael Fullan has recently collaborated in producing a short pamphlet for the National College for School Leadership entitled *System Thinkers in Action*. He believes that, though national strategies have been successful, there cannot be sustained improvement without substantial and significant changes to our education system. The main work of leaders is to help put in place all elements of sustainability including ***fostering leadership in others (distributive leadership).***

'Leaders above all must find the words to describe already shared feelings arising out of shared circumstances' (Bennis, 1989:39).

We are in a time of transition in education in England, marked by the success of large scale national reform strategies, which have shored up attainment in the short-term through a plethora of 'outside in' change approaches, but have limited application to medium- and longer-term change throughout the education system. The challenge for the future is to maintain and build upon the successes of the past and as Earl *et al.* (2003) point out, '*find ways to embed accountability and capacity building in the educational culture*' (p.135). Without such a shift, they argue, there is a risk that the momentum that the strategies have created will be lost. The world of education does not stand alone in facing this future challenge; *'more and more companies are facing adaptive challenges – changes in society, markets and technology are forcing them to clarify values, develop new strategies and learn new ways of operating… the task for leadership in the face of such challenges is mobilising people throughout the organisation to do adaptive work'* (Heifetz and Laurie, 1998:196).

The underlying premise for this paper is that if we are to respond to a future which is determined by complexity and change, tightly drawn strategies become brittle, while shared purpose through capacity building endures. In order to engender shared purpose, a new form of leadership is required – 'adaptive leadership', which is multi-directional and forges a relationship between the wider system and participants in the system. This in turn, requires system thinkers – '*leaders who get experience in linking to other parts of the system who in turn develop other leaders with similar characteristics*' (Fullan, 2004:1).

Characteristics of adaptive leadership

- Curiosity was more valued than obedience to rules
- General dialogue neutralised hierarchical power
- Ideas were encouraged as a way of appreciating a variety of perspectives
- Confidence in people's ability to work together across organisational boundaries
- Respect for curious minds and interesting questions
- Developing organisational abilities through encouraging and supporting people to lead at any level in the organisation
- Encouraging strategic alliances **source: Heifetz**

Taken from *System Thinkers in Action,*
http://www.ncsl.org.uk/mediastore/image2/nlg_CARNSystemThinkersinActionPAPER1.pdf

Specialist leaders will find the article 'Passionate Leadership' by Professor Tim Brighouse both stimulating and thought-provoking.

Passionate leadership

Tim Brighouse, Birmingham LEA

At the heart of successful leadership must be a passion for learning. It is evident in the classroom in what is sometimes described as 'an infectious enthusiasm' for what is being taught. Phrases such as 'increasing the self-esteem and motivation of the pupil', or 'communicating to the pupil a love of one's subject' are familiar to those who have experienced initial training courses.

Leadership starts in the classroom, and in the most successful ones is shared, in part, with the pupils as all take part in a shared and never-ending journey of learning. Heads of department, or subject coordinators, must show an exceptional interest in and knowledge of their subject to command the respect and extend the horizons of colleagues teaching the same subject. When they succeed and provide an example of learning they are more than halfway to being equally successful with their pupils.

Finally, the head teacher (itself a revealing title) and the senior team will be most successful when they demonstrate in their actions and their conversations, a keen interest in learning, in teaching and also in the other vital school activities, such as those of the support staff. It used to be said that head teachers had to teach – it was their demonstration of an interest in the core activity of schooling that was being underlined. Of course, the same can be achieved in ways other than teaching a class as a regular slot on the timetable. For example, occasional but deliberately planned cover to release teachers; taking part in team teaching or leading staff discussion; drafting teaching and learning policies and practice in the school; or marking books – all are examples of school leaders taking an interest in teaching and learning.

Learning is in itself change. And managing change, along with time management and knowing the many subtleties of delegation, combine to describe the three essential **skills** of educational leadership from the classroom to the head teacher's study. I have chosen the sepia-tinted word 'study' not just to underline the point about learning being at the heart of education leadership; when you put 'study' alongside the more usual word 'office', you perhaps also underline a more dangerous phenomenon – namely the trend which has seen educational management and leadership theory take more from the world of business than vice versa. So when nowadays people advocate the 'learning organisation', perhaps they underline the point that educators know rather more about leadership than sometimes has been acknowledged in the past.

At a conference in the United States, four essential **qualities** of leadership were described as:

• Regarding crisis as the norm and complexity as fun

• Unwarranted optimism

• An unquenchable supply of intellectual curiosity

• A complete absence of paranoia or self-pity

The classroom teacher would recognise those as much as the head teacher, but the speaker was describing successful commercial leadership.

There are six leadership tasks in any setting. These are:

• Creating energy

• Building capacity

- Meeting and minimising crisis

- Extending the vision

- Securing the environment

- Seeking and charting improvement

Each of these can helpfully be elaborated to describe the **activities** which make sure the tasks are carried out. Two examples are given in the table, but it is possible to do the same for each of the other essential tasks. More interestingly, it might also be helpful to brainstorm the activities which have a counter-effect. All, of course, are equally applicable to the teacher leading in the classroom.

CREATING ENERGY

Activities

- Learning from and with staff colleagues

- Encouraging speculation – asks, 'What if?'

- Talking with, not about, staff

- Being 'fussy' about appointments and involving colleagues in the process, consciously looking for 'energy creators' or potential

- Ensuring job descriptions include shared leadership through reference to prime and support responsibilities

- Carrying out unexpected or unpredictable acts of thoughtfulness and appreciation

- Inspiring through walking and talking the job among all staff

- Using 'we' not 'I'

- Telling stories

- Taking the blame

SECURING THE ENVIRONMENT

Activities

- Profiling management strength of the team systematically and sharing

- Maintaining a consistent database

- Getting the detail right

- Ensuring classroom teaching and learning materials are well organised

- Reviewing meetings to minimise transactional meetings

- Updating staff handbook regularly in staff meetings and holding it centrally for easy reference

- Improving the staff

There are three **phases** of leadership.

1. There is the **initiation phase** which can last from a few days to a year or longer, depending on the size of the organisation and the number of stakeholders. During this period, the community for which the leader is responsible – whether classroom or school – is trying, individually and collectively, to match what the leader says to what he or she is and what he or she does. The more successful the leader, the more there will be a match among those three of 'speak', 'be' and 'do'.

2. The second developmental phase is the time when the leader carries out the programme of change, which will, by then, have a widely understood and easily defined set of purposes and principles. So the community knows what it is generally trying to do over a three-, four- or five-year period. It is as though a mountain peak has been described so well that all will recognise it when they arrive, and in the meantime all need to keep their spirits up and have their supply lines maintained as they engage in their shared great enterprise.

Once the peak has been reached, since learning is our game, it has to be recognised that it was not the highest mountain after all, but merely base camp one! So another clearly-defined stage of the climb has to be started. This may be subtly or dramatically different from the last stage (though it will be true to the common principles agreed at the start of the climb). Fortunately, almost all mountain journeys involve going down for a bit as well as up, so all developmental stages need times when energy is being recharged as well as expended. For leaders, the transition from one developmental stage to the next is crucial. Sometimes they do not make it and, unless they leave, they either keep their community becalmed at base camp one, or lead them down the mountain. Many leaders cannot do more than one developmental stage. This is why successful schools are places where leadership is rotated, either by planned career development within or beyond the school, or as leaders themselves realise the need to move on rather than stagnate. Interestingly, research into successful teachers (cf Maurice Galton's ORACLE) refers to the characteristic of the infrequent changes as the hallmark of successful practitioners.

3. The **third stage** of leadership is the last – that of decline. This should be as short as possible in order not to waste the gains made by the leader and the community. If it is a long drawn-out decline, which the leader telegraphs by describing when in the distant future they intend to go, then the community stalls in its sense of purpose, momentum and direction as they wait for the new leader.

So far, I have attempted a descriptive analysis of leadership by connecting it with **learning**, describing three essential **skills**, illustrating the **activities** implied in six core leadership **tasks** and mapping its three **phases** of initiation, development and decline. I have been at pains to argue the connection between the core activity in the classroom and school leadership. I shall conclude this paper by some reflections on **qualities** and **style**.

Leadership **style** is very frequently misunderstood, especially when it comes to passionate leadership. It is wrongly assumed that such leadership – indeed sometimes all leadership – has to be 'charismatic'. Nothing could be further from the truth. I overstate, for of course successful leaders can be charismatic and larger than life, but more often they are not. Indeed, charisma often brings the danger of what Michael Fullan describes as visions that blind', thereby debilitating the leadership potential of others in the community. No, there are many successful leadership styles, especially when they are associated with beliefs and a consuming interest in an activity such as learning, whether of history, maths, photography teaching or school improvement. More

often than not there are periods of quiet, and many reflective one-to-one engagements. Many deeds are quiet, cumulative and private rather than grand and public. Like an iceberg, most lie below rather than above the surface. That is not to say that leadership should not be transformational, nor that there is not a huge danger in transactional leadership: of course there is. But transformation can be evolutionary as well as revolutionary. And it is to underline the fact that there are many successful styles. Wherever leaders are on the spectrum, from quiet and understated to flamboyant, they will be good with language and, especially, with imagery which captures the imagination of the community they lead. I have already touched on **qualities** when referring to the need for an endless supply of intellectual curiosity, unwarranted optimism and an absence of self-pity. Leaders also need an excellent sense of humour, particularly in a crisis, they need enormous energy, and above all they need a belief in kids' capacity to achieve that brooks no denial and sweeps all before it. This last point is so important in inner-city or outer-ring estates – in short, in deprived areas where the culture of the street is sometimes hostile to that of the school, which prizes achievement, attainment and values which, to the socially excluded, must sometimes appear 'all very well when you are as well-off and well-educated as those teachers and their families are'.

But such unspoken and implicit hostility, or at best neutrality, can be overcome through building on the optimism and hope that every mother feels for the next generation. So educational leaders in challenging circumstances need that determination to convince the youngsters that they can achieve to an unusual extent. The circumstances make more demands on energy, humour, skill and intellectual curiosity. Such leaders therefore need more support, and the supply lines need frequent replenishment.

Finally, and paradoxically, leaders need to be self-motivating, because in the territory where they are leading they are expected to see wider and further than others. Nobody has quite the same vantage point save someone doing the same sort of job in similar circumstances. This explains the 'loneliness' often referred to when discussing schools and other leaders. It explains also the determination of the successful leader to share as widely as they can, and to involve others so that they and their fellow leaders have the privilege of visiting other practices with sharply focused intent, and can create fora where discussion can follow and practice can be sharpened, so that their great enterprise is the best of its kind anywhere in the world.

This article can be found at:
www.ncsl.org.uk/media/889/36/passionate-leadership.pdf

Emotionally intelligent leaders

Daniel Goleman's most recent book, *The New Leaders – Emotional Intelligence at Work* (2002) explores the crucial role of emotional intelligence in leadership. Emotional intelligence is described as 'the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships' (Daniel Goleman, 1998: 317). Therefore, the leader's fundamental task is an emotional task. There are four aspects of emotional intelligence:

> Emotional self-awareness
>
> Emotional self-management
>
> Awareness of others' emotions, or empathy
>
> Managing relationships with others

The effective leader helps the team become more aware of and adept in each of these aspects of emotional intelligence. To become more self-aware is the core

aspect of emotional intelligence. Self-awareness is a prerequisite for the team's ability to manage its own emotions, to deal with issues rather than burying them. When all four of these aspects of emotional intelligence are well developed, the team performs at a high level.

Daniel Goleman, *Emotional Intelligence,* Bloomsbury, London, 1995.

Daniel Goleman, *Working with Emotional Intelligence,* Bloomsbury, London,1998.

Daniel Goleman, Richard Boyatzis and Annie McKee, *The New Leaders,* Little Brown, London, 2002.

The following extract, with which you will be familiar through Study Day 2 endorses this view and also specifies the core set of leadership practices that form the basis of successful leadership and which are addressed through the NPSLBA programme.

In his book, *Primal Leadership* (Goleman, Boyatzis and McKee 2002, Harvard Business School Press), Daniel Goleman explores the crucial role of emotional intelligence in leadership. He argues persuasively that an understanding of the concept of emotional intelligence is essential to the success of an organisation. An emotionally intelligent leader understands, among other things, that there is a range of leadership styles, each appropriate to particular circumstances. An emotionally intelligent leader is aware of his/her own preferred leadership style and the preferred styles of colleagues.

Goleman's descriptions should not be taken too literally. It is not just a question of 'pigeon-holing' leadership behaviours, but the styles are designed to help you group behaviours together and to make it easier to discuss leadership, with particular reference to behaviour and attendance. Different styles will be appropriate to different contexts, and effective leaders will make use of the range of styles, depending on the situation. It is worth noting that, when under stress, we all tend to revert to behaviours with which we are most comfortable – regardless of whether or not they are the most appropriate. This is equally true of leaders and leadership styles.

Educational leadership in the context of *Every Child Matters*

The National College for School Leadership commissioned a 'think tank' report. The focus of the initial discussion was data from Ofsted that highlighted the mix of key features of leadership and management that have contributed to school improvement. It developed a number of principles to guide its thinking about educational leadership in the context of *Every Child Matters*. Though each of the 10 principles is significant for our work as specialist leaders of behaviour and attendance, we might wish to highlight just one, in order to effect the changes currently required of our school system.

*Educational leadership is a function that needs to be **distributed** throughout the school community.*

Instructional leadership offers a more sustainable model of leadership for a profession that, by the nature of the personnel it recruits, has leadership potential widely spread amongst its members. If this potential is to be realised, then it will need to be grounded in an approach to leadership that is opportunistic, flexible, responsive and context specific, rather than prescribed by roles, inflexible, hierarchical and status-driven.

This approach to leadership involves building an evolving consensus around values that will unite and excite members of the school community. Successful leadership is not invested in hierarchical status, but experience is valued and structures are established to encourage all to be drawn in and regarded for their contribution. Such arrangements provide the context within which leadership capacity is expanded and

leadership characteristics are naturally learnt. Collaborative work has been found to increase the involvement, engagement and affiliation across all staff.

Leading change

> Real change, whether desired or not, represents a serious personal and collective experience characterised by ambivalence and uncertainty; and if the change works out it can result in a sense of mastery, accomplishment and professional growth' (Fullan, 1991, p33).

A leader of behaviour and attendance needs to understand the management of change and its impact on team members. They may be managing change even on a small scale.

Change can be:

- Externally imposed, e.g. response to changing legislation
- Devised collaboratively with staff and/or external agencies
- Internally generated, from the head (top down) or by staff (bottom up)
- In response to feedback from parents, pupils and the school community

Fullan (1993) offers a four-dimensional model which can be applied to those of us working in the area of behaviour and attendance:

Theories of education – what we ought to be doing in schools and colleges

Theories of organisation – how we should organise in order to achieve

Theories of change – what causes progress towards where we want to be

Theories of changing – what has to be done to influence these causes

Summary

What roles do people take? Implications for leaders of behaviour and attendance

Day and Harris (2003) suggest that there are four discrete dimensions of the leadership role. These have been related to behaviour and attendance as described below.

- Translation of principles and policy into the practice in individual classrooms and around the school. It ensures that links within practices are secure. An example of this would be the school's behaviour improvement strategy.

- Participative – where all staff feel part of the change or development and have a sense of ownership, for example, a new system for referral to an outside agency, a pastoral support programme meeting.

- Mediating – supporting staff working in the area of behaviour and attendance are an important source of expertise and information, they can often provide teachers, parents or other professionals with a different perspective that helps behaviours to be better understood.

- Forging relationships with individual staff, parents, carers and the children and young people.

Focusing on the leadership of behaviour and attendance

You will gain most benefit from the cluster meeting if you bear these questions in mind while you are studying the learning materials with your colleagues.

After the session you are invited to reflect on the questions below in your *reflective log*.

How will you use the ideas and knowledge from the session to help you with your own work?

- What other materials and resources do you now want to explore that will extend your knowledge and develop your own practice?

- What approaches to professional development have you experienced that could help you introduce and sustain improvements in behaviour and attendance within your school or workplace?

- What have you learned about leading a professional development session successfully?

- What did you notice about the way that the session was led that helped your cluster group to function as a team?

- How will you use the resources and activities presented in this session to help others in your school or workplace?

Intersessional Activity 5 – Resource A

Interview prompts

Purpose • What does being a leader mean to you?	
Identity • What sort of leader are you? • How would your colleagues describe you?	
Values and beliefs • What do you believe about your role as a leader? • What do you believe about the roles of the people working with you and for you within this area? • What is important to you about this role?	
Skills and knowledge • What skills and knowledge do you bring to this role? • What are you best at? • What impact do you have on the development of behaviour and attendance?	

Intersessional Activity 6 – Resource A

Characteristics of successful leaders

(Adapted from Leask and Terrell, 1997)

Characteristics of successful leaders	Never			Always
	1	2	3	4
You celebrate the achievements of others				
You make people feel valued				
You care for people				
You inspire others				
You have a vision that can be shared				
You have clear direction				
You respect colleagues for their knowledge				
You are articulate				
You have strong moral values				
You set clearly defined boundaries				
You have a good memory for details				
You are creative				
You are positive				
You are enthusiastic				
You value people				
You will admit to lack of knowledge				
You welcome constructive criticism				
You praise and thank people				
You are empathetic				
You pay attention to detail				
You work as hard as your colleagues do				
You are visible (people know you)				
You earn respect				
You respect others				
You support the development and participation of others				
You are approachable				
You have strength of character				
You are dependable, ethical and empowering				
You are honest				
You will take advice				
TOTAL				

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Links to national materials

Secondary behaviour and attendance – Resources and publications
www.standards.gov/publications/ks3/

DfES 0392-2003 Core day one

These materials are designed for schools to use, supported by behaviour and attendance consultants. They cover sessions on:

- Reviewing a behaviour and attendance policy
- Implementing a behaviour and attendance policy
- The audit for secondary and middle schools
- Effective classroom teaching

A booklet containing policy advice for head teachers, behaviour and attendance leaders and consultants and LEA support services is also available.

DfES 0055-2004 Core day two

These materials are designed for schools to use, supported by behaviour and attendance consultants. They cover sessions on:

- Focusing on solutions
- Developing staff skills to support pupils
- Creating a positive whole school climate
- Meeting specific staff training needs using development materials

These four sessions follow a particular sequence but can be taken out of context and used separately as training units. It is intended that all schools will deliver the first three sessions. Schools can differentiate to meet their needs by selecting the most appropriate tasks and exploring some of the key ideas in the session.

DfES 0449-2004 Electronic audit

An audit to help schools recognise their good practice and build on it, as well as focus on those areas which warrant further attention.

Behaviour and attendance toolkit units

These toolkit units provide consultants and schools with a comprehensive resource that supports post audit action plans.

The intention is to build on existing good practice and support development activity.

The final versions of all units in CD format are available to order separately.

| DfES 1260-2005 | Unit one | Leadership and management |

Secondary SEAL

Secondary SEAL includes a Guidance booklet, CD and website. The CD and website include a comprehensive set of staff development materials, including further readings and suggestions for staff development, and learning resources for use with pupils in year 7. Secondary SEAL will be available to order or obtain on-line from Spring 2007.

Primary Behaviour and Attendance – Resources and publications

Excellence and Enjoyment:
Improving behaviour and attendance… improving learning
www.standards.dfes.gov.uk/primary/publications/

DfES 0110-2005 Kit – Social and emotional aspects of learning (SEAL)

The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

The resource is designed to facilitate a systematic and spiral approach to learning. It should be seen as a stimulus or starting point, rather than a finished product.

It is hoped that it will provide structured support to the creativity and initiative of schools who use the materials.

The materials include:

▪ A guidance booklet

▪ A 'getting started' poster

Staff development – These consist of ideas for whole-school sessions and are appropriate for staff meetings or in-service training days. The materials are organised under the headings used in the electronic audits. These are:

• Leadership and management

• Whole-school ethos and framework

• School organisational factors and the management and deployment of resources

• Continuing to improve the quality of teaching and learning through classroom-level factors

• Pupil support systems

• Staff development and support

The staff development materials mentioned above are as follows:

Working with colleagues on behaviour issues

The emotional aspects of professional development on behaviour management issues
Working with staff with varied attitudes, beliefs and experience
Planning your delivery – structuring a session and identifying potential 'hotspots'
Meeting your responsibilities and maintaining the focus

Focusing on solutions: a positive approach to managing behaviour

Building on success
Exception finding: when is success being experienced and how can we build on this?
Preferred futures
Rating scales: where are we now and how close are we to our desired solution?

School self-evaluation: behaviour and attendance

An initial self-review
Exploring the in-depth audit tools
What's in it for us?
Planning next steps

Developing and reviewing your whole-school behaviour and attendance policy

Core principles, beliefs and values underpinning the behaviour and attendance policy
Key components of a behaviour and attendance policy
Promoting ownership of a behaviour and attendance policy
Promoting consistency of practice
Monitoring and reviewing a behaviour and attendance policy

Attendance and punctuality

The impact of poor attendance and punctuality on achievement
Registration
Using attendance data
Improving attendance and punctuality – sharing good practice
Attendance teamwork

Setting expectations and teaching positive behaviour

Rights and responsibilities
Setting expectations and teaching the behaviour that you want to see
Developing a classroom behaviour plan

Consequences

Exploring beliefs about rewards and sanctions
The use of consequences to promote positive behaviour and reduce unwanted behaviour
Whole-class positive consequences schemes
The use of negative consequences

Responding effectively when children show inappropriate behaviour

Principles for using consequences for inappropriate behaviour
Ensuring win-win outcomes
Using more intrusive consequences and involving school-based support

Understanding behaviour

How patterns of behaviour develop
A way of looking at behaviour in the classroom: the ABC model
The influence of group dynamics on children's behaviour

Relationships in the classroom

The importance of establishing positive relationships with all pupils
Building relationships where it is more difficult
The 'relationship bank' – building relationships with those hardest to reach
Building a classroom community

The importance of emotions in the classroom

Exploring why it is important to understand emotions in the classroom
Four key concepts and ideas about emotions
Implications for school and classroom planning

Classroom communication

Introduction: types of communication
Barriers to effective communication
Communication that can create or reinforce negative behaviour
Communication that promotes positive behaviour
Optional additional activities: transparent communication, 'I message'

Conflict and confrontation

What lies behind behaviour?
The processes involved in conflict and confrontation
Strategies for reducing conflict and confrontation in the classroom
Optional additional activities: the assertive teacher
Managing conflict and confrontation

Working with individuals

Stages in change
Involving children in making the decision to change their behaviour
Involving children in agreeing goals for change
Supporting change

Reference number for all the above is DfES 1732-2005CDO-EN

School self-evaluation and staff development

This CD Rom provides a range of tools for primary schools and local authority staff to use in their work to promote positive behaviour and regular attendance. Materials include: The initial review, In-depth audits, Behaviour in the classroom: a course for newly qualified teachers; and the staff development materials listed above.

DfES 0101-2004 Kit – Leading on behaviour: a handbook for leading teachers

The aim of these materials is to help leading teachers reflect on their practice and make explicit to colleagues those elements that promote positive behaviour.
Exploring the role of the leading behaviour teacher and identifying personal strengths in behaviour management
A structure for understanding how we promote positive behaviour and regular attendance
Supporting colleagues in professional change
Skills, strategies and techniques for promoting change

Future publications – Primary

Excellence and enjoyment: solution-focused specialist coaching
Improving behaviour and attendance… improving learning (DVD)

Other relevant materials:

Introductory training for school support staff

Behaviour management

Self-study materials for supply teachers

Classroom and behaviour management

Available from TeacherNet as downloads
www.teachernet.gov.uk/publications/supplyteachers

Induction training for teaching assistants in primary schools

Behaviour management module

Induction training for teaching assistants in secondary schools

Behaviour management module

Revised modules are available from TeacherNet from Summer 2007