The National Strategies

Leadership in Behaviour and Attendance

The National Programme for Specialist Leaders of Behaviour and Attendance

department for
children, schools and families

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

Contents

Session leader information

Aims

- To explore and deepen your understanding of theories of leadership

- To receive a simple overview of some current leadership theories, with more details relating to distributive leadership and Goleman's leadership styles

- To begin to consider how these theories might be applied to improving behaviour and attendance

- To begin to explore how these theories relate to the role of specialist leader of behaviour and attendance

- To explore and deepen your understanding of theories of leadership

Learning objectives

- Considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts

- Reflecting on their own leadership styles, skills, behaviours and values

- Reflecting on how the learning process is affected by group and peer learning

- Evaluating and evidencing the outcomes of work-based activities

- Developing a theoretical understanding and knowledge of leadership in B&A and how it influences practice

- Reflecting on how the application of the ideas explored in this programme can act as a driver for change

Session outline

Previous session	Review of work-based activities	10 minutes
Overview	Leadership in behaviour and attendance	10 minutes
Activities		1 hour 45 minutes
	1. Leadership in action	
	2. The challenge of leadership in behaviour and attendance	
	3. Applying leadership skills	
Reflective log		
Selecting work-based activities		20 minutes
Forward look		5 minutes

Total time 2 hours 30 minutes

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

Overview

This topic will help you to reflect and build upon the work on leadership that you did in Study Days 1 and 2. You will have the opportunity to explore theories relating to leadership competences and styles in a little more detail. In view of this, you might find it useful to study this topic following Study Day 2 to give you the opportunity to extend your reflections on leadership. This topic encourages consideration of the essence of leadership in behaviour and attendance. You will explore how leadership in behaviour and attendance might differ from other leadership roles within your setting. Through the activities you will examine how the theories relating to leadership inform how specialist leaders approach specific challenges. The study session will establish a context through which you can approach the work-based activities that follow.

You could use **slide 3** to introduce the session.

Preparatory reading and reflection

Suggestions

Group members should reflect carefully on the reading and bring any notes to the cluster meeting.

Questions for reflection and discussion

- What does the term 'leadership' mean to you:
    a) within your current role and responsibilities
    b) in relation to your future aspirations?

- How far do you think leadership is distributed among the many roles and functions within your setting?

- Which 'theories of leadership' most closely align with your own preferred style of working?

What we know about successful school leadership

Below is a brief extract from an article by K. A. Leithwood and C. Riehl[1].

You can read a fuller discussion of Leithwood and Riehl's research in *What we know about school leadership*, at: http://www.ncsl.org.uk/publications-index/publications-az.htm

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.

How do we define leadership?

Like other complex human activities, leadership is difficult to define with any certainty. It might even be unwise to attempt an unnecessarily narrow description. Nonetheless, a working definition can provide a useful frame of reference.

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

- **providing direction**

- **exercising influence**.

Leaders mobilise others and work with them to achieve shared goals.

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[1] K. A. Leithwood and C. Riehl, (2003) *What we know about successful school leadership*, Philadelphia, PA: Laboratory for Student Success, Temple University

This definition of leadership has several important implications.

- Leaders do not merely impose goals on followers; they work with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centred on pupils' 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, the effects of leadership on school goals are both direct and indirect.

- Leadership is more a function 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, 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 fulfil 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?

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 is 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 recognises when one sees it, but is difficult to describe.

The national programme for specialist leaders of behaviour and attendance (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:

- trait theories

- behavioural theories

- situational and contingency theories

- transformational and transactional theories

- constitutive theory

- distributive leadership.

They are described below.

Trait theories

As soon as we start to 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 be effective on a battlefield as in a school. The studies investigated individual traits such as intelligence, birth order, socio-economic status and child-rearing practices. Stogdill (1974) identified six categories of personal factors associated with leadership: capacity, achievement, responsibility, participation, status, and situation. However, 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, page 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 factors.*

Behavioural theories

As the early researchers ran out of ideas 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; hence 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 that were 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; 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 comprises 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)[2]:

- delegating

- supporting

- coaching

- directing.

Contingency theory suggests that the effectiveness of leadership 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 relationships 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.[3]

- *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 relating to 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.

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[2] Kenneth Blanchard, P. Zigarmi and D. Zigarmi (1985) *Leadership and the One Minute Manager*, William Morrow, New York.
Paul Hersey, Kenneth Blanchard and Dewey Johnson (2001) *Management of Organizational Behaviour*, 8th edition, Prentice Hall, Upper Saddle River, NJ

[3] Fielder, F. and Garcia, J. (1987) *New Approaches to Leadership*, John Wiley, New York

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

- **Individualised consideration**: leaders listen actively, identify individuals' personal concerns, needs and abilities, and 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; they 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.[4]

- *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

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.[5]

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.

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[4] Bernard Bass (1998) *Transformational Leadership: Industry, Military, and Educational Impact*, Lawrence Erlbaum Associates, Mahwah, NJ

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

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

Distributive leadership

David Bell, Her Majesty's Chief Inspector of schools, commenting on the Ofsted report *Managing Challenging Behaviour* (March 2005, HMI Reference 2363) 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 – 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 that 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

- 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 authorities (LAs) build on current training programmes.

Frequently we confuse leadership with authority. Authority is the possession of power, 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. Distributed leadership is a developing process which we can describe under six headings.[6]

Distribution formally	Through designated roles or job descriptions
Distribution pragmatically	Through necessity or 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

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

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 headteacher 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 as Earl et al (2003) point out, 'find ways to embed accountability and capacity building in the educational culture' (page135). 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 Fullan's paper is that, if we are to respond to a future that 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*,
CARNSystemThinkersinActionPAPER1.pdf

Emotionally intelligent leaders

In his most recent book, *The New Leaders – Emotional Intelligence at Work* (2002), Daniel Goleman 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.

The following argument, with which you will be familiar from 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*[7], 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 their 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; 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 within 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 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 (NCSL) 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 within the context of *Every Child Matters*. Though each of the ten 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 among 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 learned. 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, page 33)

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[7] Goleman, Boyatzis and McKee (2002) *Primal Leadership* , Harvard Business School Press

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, for example, 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 that 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.

Specialist leaders will find the article 'Passionate Leadership' written for the National College of School 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 headteacher (itself a revealing title) and the senior leadership 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 headteachers 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 headteacher'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 nowadays, 'office', you perhaps also underline a more dangerous phenomenon – namely the trend that 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 headteacher, 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 that ensure 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 that 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 – asking, '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 they are and what they do. 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 (see 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 lies 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 young people's 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 that, 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

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 who are an important source of expertise and information, and 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 respond to the questions below in your reflective log. The questions are designed to help you plan your leadership of developments relating to this particular topic:

- 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?

- What learning outcomes were met at the cluster meeting?

Preparatory activity

To carry out this activity you will need to refer to your own experiences of leadership and leading within your own setting.

Purpose

To begin a consideration of the skills required to be a successful and effective leader

Resources

Resource A: *What makes an effective leader?*

Suggestions

Think about the leaders in your setting:

- 'official leaders' in terms of job description, for example, members of the senior management or senior leadership team;

- 'unofficial leaders' who may not have a specific title or area of responsibility but are nevertheless influential.

Based on your reflections, answer the following questions.

- What makes an effective leader? List the qualities and skills.

- What do they do?

- How do they do it?

- What are the outcomes for your workplace and the people in it?

Make brief notes about your responses and bring them with you to the cluster session.

Preparatory activity Resource A

What makes an effective leader?

Who (role)	Leadership style	Official or unofficial

Activity 1

Leadership in action
(*30 minutes*)

Purpose
- To help the group establish what is the 'essence' of leadership in behaviour and attendance from their own perspective

Resources
- Resource A: *Leadership in action*

Suggestions

As a whole group, discuss your thought and conclusions about the preparatory activity and reading. Identify any common themes. Record these on a flipchart for reference throughout the session.

Divide into two subgroups to identify the qualities and the skills of good leaders (10 minutes).

- Within your workplace, what are the activities in which those providing leadership engage?

Explore areas such as:
- policy
- partnership
- vision
- operational
- decision-making

and with whom:
- children and young people
- staff
- parents and carers
- wider community.

Questions
- How are they doing this?
- What style of leadership do they use?
- Discuss whether you feel these are 'leadership 'or 'management' activities.
- What do you feel are the underlying leadership theories?

Use Resource A: *Leadership in action* to help you structure your thinking.

As before, identify any common themes and record for use later in the session and throughout the work-based activities.

Activity 1 Resource A

Leadership in action

Consider the following areas.

What activities are leaders engaged in?	With whom?	How?	Leadership styles – underpinning theories
Policy			
Partnership			
Vision			
Operational			
Decision-making			

Activity 2

The challenge of leadership in behaviour and attendance
(*40 minutes*)

Purpose

- To help the group to identify what is different about leadership in behaviour and attendance and to explore the challenges for those leaders working in this area

- To establish the relative usefulness of theoretical knowledge, leadership style, qualities and skills in meeting these challenges

Resources

- Resource A: Scenarios

- Resource B: Responses to scenarios

- Resource C: *Emotional competencies (Goleman)*

Suggestions

- Consider the following scenarios, from the point of view of a leader in behaviour and attendance.

- Address concerns about behaviour in and around the school grounds, at lunchtime and after school.

- As an outside agency, work with a school setting to bring about a change of policy regarding a related behaviour and attendance issue; for example: protocols for reintegration or return to school following exclusion.

- Support a member of staff who believes that they have no influence or impact on improving behaviour and attendance.

- Support staff in setting up and developing an LSU as an integral part of the school plan to address behaviour and attendance

- Coordinate a multi-agency support team.

- Consult and work with representatives from the local community about concerns regarding behaviour and attendance at the local shops, in the residential area around the school and on local public transport.

- Consult and work with parents and carers about the implementation of SEAL.

- Plan and deliver a staff meeting about the importance of consistency in the implementation of the new behaviour and attendance policy.

- Consult children and young people to gather their views about rewards and sanctions or about SEAL curriculum work.

Choose two scenarios from the list and consider the questions below, in pairs. Complete Resource B as a record of your discussion and then share your reflections as a whole group. Use Resource C to support you in your thinking.

The session leader should make sure that all the scenarios are addressed.

Questions

- Who would lead on this?

- How would the leader know what was needed?

- Who else would be involved in this activity?

- What would they do?

- How would they do it?

- How would they involve others?

- How would they make decisions and implement actions?

- How would they know that it had worked?

- How would they celebrate and communicate success?

- What emotional literacy competencies do you think would be needed?

Conclusions

- Based on your reflections, identify and agree what good leaders in behaviour and attendance do. How does this relate to your theoretical knowledge of leadership style and skills in meeting these challenges?

- Based on your work on Study Day 1, highlight the 'key characteristics' of successful leaders.

- What conclusions can be drawn from this?

Activity 2 Resource A

Scenarios

Scenario 1	Address concerns about behaviour and attendance in and around the school grounds at lunchtime and after school.
Scenario 2	As an outside agency, work with a school setting to bring about a change of policy regarding a related behaviour and attendance issue; for example, protocols for reintegration or return to school following exclusion.
Scenario 3	Support a member of staff who believes that they have no influence or impact on improving behaviour and attendance.
Scenario 4	Support staff in setting up and developing an LSU as an integral part of the school plan to address behaviour and attendance.
Scenario 5	Coordinate a multi-agency support team.
Scenario 6	Consult and work with representatives from the local authority about concerns relating to behaviour and attendance at the local shops, in the residential area around the school and on local public transport.
Scenario 7	Consult and work with parents and carers about the implementation of SEAL.
Scenario 8	Consult children and young people to gather their views about rewards and sanctions or about SEAL curriculum work.
Scenario 9	Plan and deliver a staff meeting about the importance of consistency in the implementation of the new behaviour and attendance policy.

Activity 2 Resource B

Scenario responses

Scenario: 1   2   3   4   5   6   7   8   9

Questions	Notes
Who would lead on this?	
How would the leader know what was needed?	
How would they involve others?	
How would they make decisions and implement actions?	
How would they know that it had worked?	
How would they celebrate and communicate success?	

Activity 2 Resource C

Emotional competencies (Goleman)

Goleman identifies six predominant leadership styles used by leaders in business and industry and describes these in his book, *Primal Leadership* (2002). He points out that leaders will use a variety of styles, as the situation requires. The summary below provides an overview of the styles and their characteristics.

Coercive leadership style	Wants:	Demands immediate compliance
	Says:	'Do what I tell you.'
	Emotional intelligence:	Drive to achieve, initiate, self-control
	Works best:	In a crisis, to kick-start a turnaround, or with problem employees
Authoritative leadership style	Wants:	Mobilise people toward a vision
	Says:	'Come with me.'
	Emotional intelligence:	Self-confidence, empathy, change catalyst
	Works best:	When changes require a new vision or a clear direction is needed
Affiliative leadership style	Wants:	Create harmony and build emotional bonds
	Says:	'People come first.'
	Emotional intelligence:	Empathy, building relationships, communication
	Works best:	To heal rifts in a team or to motivate people during stressful circumstances
Democratic leadership style	Wants:	Forge consensus through participation
	Says:	'What do you think?'
	Emotional intelligence:	Collaboration, team leadership, communication
	Works best:	To build, buy in or create consensus, or to get valuable input from employees
Pace-setting leadership style	Wants:	High standard of performance
	Says:	'Do as I do, now!'
	Emotional intelligence:	Conscientiousness, drive to achieve, initiative
	Works best:	To get quick results from a highly motivated and competent team
Coaching leadership style	Wants:	Develops people for the future
	Says:	'Try this.'
	Emotional intelligence:	Developing others, empathy, self-awareness
	Works best:	To help employee improve performance or develop long-term strengths

Activity 3

Applying leadership skills
(*35 minutes*)

Purpose
- To identify the role of specialist leaders in influencing and effecting change

Resources
Resource A: *Leadership diary*

Slide 4: *The change equation*

Suggestions
Show **slide 4** *The change equation* and discuss it briefly.

The change equation: change = vision + reason + planning

In pairs, list the opportunities you currently have for leading on behaviour and attendance developments or initiatives. Use a solution-focused scale to rate how well you feel you are doing, where 1 = 'not leading at all' and 10 = 'the leader you want to be'.

You could use the reflection exercise or the scaling wheel activity you did on Study Day 2 as a basis for this exercise. This would give more time for discussion as a whole group and not repeat work already undertaken.

Working in pairs, use the suggested question framework to interview each other.

- How could you develop your existing opportunities further?

- In your ideal scenario, what would you like to be doing as a leader and where would you like to be on the scale?

- Why do you want to do this?

- What are your fears, anxieties and hopes?

- What existing skills, knowledge and experiences will help you to achieve your goal?

- What skills do you need to develop to help you achieve this and how will you go about developing them?

- What is it about this situation you would like to change?

Discuss these questions as a whole group.

- Having completed these questions in relation to your own aspirations, has this helped develop your understanding of the change process?

- How has this process helped?

- Can change be effected without any of the elements missing (vision, reason or planning)?

- Based on your reflections, comment on the application of the change equation to the development of your leadership role.

- How could you apply the change equation to effect and influence change in a particular area in your role as a specialist leader?

- How would you know that this was working?

- What might it look like?

Activity 3 Resource A (and Work-based activity 3 Resource A)

Leadership diary

You should explore this through a work-based activity.

Date	Time	Who (role)	Situation	What was done?	Outcomes

Signposts to NS B&A Core Day materials and B&A Toolkit

Signposts to National Strategy Behaviour and Attendance Core Day materials and the Behaviour and Attendance Toolkit

If you have a particular interest in this topic and would like to explore further reading or opportunities for work-based activities, you may find the following link to National Strategy Behaviour and Attendance Core Day materials and the Behaviour and Attendance Toolkit helpful. http://nationalstrategies.standards.dcsf.gov.uk/node/97231

NS Behaviour and Attendance study and training materials – key points

Most references to leadership in the Core Day materials and the Toolkit assume that the opportunity to lead and the responsibility to provide leadership resides predominantly with the senior leadership team. The emphasis is therefore on giving senior leaders – and Behaviour and Attendance leaders – the skills to deliver training to staff. However, it is acknowledged that middle managers can be influential leaders. There are references to teaching assistants; lunchtime supervisors also taking a lead where possible. There is no discussion of – and very few references to – leadership styles.

The relevant issues that are discussed in the materials are:

- the need for a whole-school approach that is clear about leadership responsibilities with regard to behaviour and attendance;

- that a whole-school approach can include leadership at all levels;

- that pupils can benefit from being given opportunities for leadership;

- that a whole-school approach includes coordinated support for staff as well as pupils;

- ways of managing change;

- the role of a Behaviour and Attendance leader.

NS Behaviour and Attendance study and training materials – support for work-based activities

More substantial coverage of leadership in behaviour and attendance can be found in the following sections.

Core Day 4, Session 4: Leading an emotionally healthy school

This session covers ways in which school leaders can, with a particular approach, encourage whole-school engagement. It will be helpful for participants undertaking work-based activities 3 or 4.

B&A Toolkit 1: Leadership and management

Activities 1.2 *The role of the senior leadership team* and 1.3 *Leading from the middle* explore the roles of senior and middle management in support of improvement in B&A. Section 3 *Skills for staff with a leadership role in behaviour and attendance* looks at the skills required to be an

effective B&A leader. These will be helpful for participants choosing to explore aspects of leadership through work-based activities 3 or 4.

B&A Toolkit 6: Classroom behaviour – staff focus

Unit 6.6S *Evaluating the impact of rules and protocols on classroom behaviour* contains a case study detailing how a school changed the role of teaching assistants. This will be helpful for participants undertaking work-based activities 3 or 4.

B&A Toolkit 10: Links with partners and other agencies

This toolkit will be helpful for participants undertaking work-based activity 6. Section 2, *The role of the school in supporting multi-agency working*, suggests ways in which B&A leaders in the school can take the lead in working with other agencies.

Work-based activities

The following activities are examples of work-based activities you could undertake. You may choose to use existing work to consolidate impact, or extend activities you are already being asked to do. You may undertake your own activity if it is relevant to the topic and your context.

Work-based activity 1

Models of leadership

Purpose

- To use knowledge gained from the study of this topic to explore models of leadership within your own setting

Audience

All group members

Use of expert

None is required; however, you may wish to discuss this activity with a colleague who is studying for a leadership qualification.

Links to the learning process	Practical application
	Feedback and reflection
	Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

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

Review the preparatory reading materials, the preparatory activity and your reflections on these.

Gain agreement for a plan and undertake a semi-structured interview with the head teacher or member of the senior leadership team within your setting. It will be most useful if this person has a leadership role in behaviour and attendance.

Develop four key questions to help you establish the dominant model of leadership employed by the interviewee.

To help you get started, think about questions such as these.

- What is your dominant (or preferred) model of leadership?

- Does the dominant (or preferred) model employed vary depending on the context or task?

Write a summary, following your interview describing the dominant (or preferred) model of leadership of your interviewee and give examples of when this is applied. Did this differ from your expectations or views? How could the application of this model be improved? Would a different model be more or less appropriate in this setting? Is this leader able to apply a variety of models as appropriate for each situation? If so, how would this impact on consistency of practice and staff development?

You should agree beforehand how you will share feedback about your interview.

At the end of the 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:

- knowledge and understanding of leadership further

- skills in devising an interview schedule, interview technique, analysing findings and reporting back to a colleague

- communication skills.

Reporting

Produce a summary report of key findings from your interviews and your reflections on these findings. This work may be supported by a witness statement.

Work-based activity 2

How do theories of leadership look in practice?

Purpose

- To develop knowledge and understanding of theories of leadership further

- To investigate the practical application of a theory of leadership within your setting

Audience

All group members, especially those who may be strategic leaders within a local authority

Use of expert

None is not required; however, you may wish to discuss this activity with a colleague who is studying for a leadership qualification.

Links to the learning process	Practical application
	Feedback and reflection
	Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

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

Review the preparatory reading materials, the preparatory activity and your reflections on these.

You may wish to explore a particular 'model of leadership' in greater depth using the bibliography or Internet.

Identify your particular responsibility or an activity for which you currently have leadership responsibility (or one to which you aspire).

Choose a 'model of leadership' and plan how you will apply it to your current responsibilities.

Write a report showing your analysis of this model as applied to your activity. Describe how this particular model made a difference in terms of your performance and outcomes.

If appropriate, suggest other leadership models that might work equally well or even better and state the reasons for your choices.

At the end of the work-based 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

- Preparatory reading, activity and reflections

You will have developed your:

- knowledge of one or more leadership models

- self awareness and reflective skills

- understanding of how a particular leadership model can make a difference to behaviour and attendance issues.

Reporting

An analytical report showing the leadership model selected as applied to your current leadership role/responsibility

Work-based activity 3

Exploring leadership behaviours

Purpose

- To identify leadership behaviours and explore how they are distributed over time, activity and personnel, within your setting

Audience

All group members

Use of expert

None required

Links to the learning process   Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

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

This activity further develops work done within Activity 3.

Keep a diary over one week noting down 'leadership behaviours' as they occur in your workplace.

You could use Activity 3 Resource A: *Leadership diary* to help you structure the diary.

Write an account of your findings, making reference to the preparatory reading.

- How does leadership in your setting relate to the change equation?

- What conclusions do you draw about leadership within your setting?

- What recommendations would you make and to whom?

- What difference will this action research make to your own practice?

Illustrate with examples from the diary.

At the end of the work-based 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

- Diary completed over a 1–2 week period

- Summary and analysis of findings

You will have developed your skills in:

- considering and producing recommendations

- identifying effective leadership behaviours and activities.

Reporting

Your completed diary and reflections

You should complete this task by reflecting (in the log) on how you set about making your recommendations.

Work-based activity 3 Resource A (and Activity 3 Resource A)

Leadership diary

Date	Time	Who (role)	Situation	What was done?	Outcomes

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Work-based activity 4

Leadership and management

Purpose
- To develop a deeper understanding of the difference between leadership and management

Audience
All group members

Use of expert
None required

Links to the learning process
Practical application
Feedback and reflection
Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

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

For the purposes of this activity you will need work-based Activity 4 Resource A: *Leadership and management card sort*.

Before you begin this activity identify a senior colleague who is able to support you in your reflections.

Using the descriptions on work-based activity 4 Resource A, sort the cards under the following headings.
- Leadership
- Unsure
- Management

Share your completed card sort with a senior leader or manager. Discuss your decisions giving particular consideration to those areas about which you are unsure. Following this discussion reflect on how this informs your thinking about the differences between leadership and management.

Write a short account of your reflections, including any feedback you would like to share with your senior colleague.

At the end of the work-based 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 skills in reflecting and deepened your understanding of the difference between leadership and management

- developed and shared your thinking through professional dialogue with a colleague

- shared your ideas on the difference between leadership and management as they apply in your workplace.

Reporting

Complete a written report of your findings.

Work-based activity 4 Resource A

Leadership and management (card sort)

Identify priorities for improving behaviour and attendance	Monitor behaviour by walking around the school and by undertaking planned lesson observations
Arrange professional development opportunities to improve behaviour and attendance	Act as a positive role model
Arrange cover to allow for observation of good practice and coaching	Organise visits to observe good practice in another setting
Arrange for a psychological assessment of a pupil	Collate and analyse responses from questionnaires
Formulate an action plan in response to outcomes of parent questionnaire	Support middle leaders to improve their management skills
Ensure high staff morale and positive attitudes	Buy the cakes for Friday break-time

Work-based activity 5

Exploring the application of Goleman's leadership styles within your workplace

Purpose

- To deepen knowledge and understanding of Goleman's leadership styles and to consider how these particular leadership styles apply to leadership activity within your workplace

Audience

All group members

Use of expert

None required

Links to the learning process	Practical application
	Feedback and reflection
	Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

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

For this activity you will need to reflect back to Study Day 2 and your work on Goleman's leadership styles. You might remind yourself about this by reading the notes from Study day 2.4, 2.4a and 2.4b or going to:
www.changingminds.org/disciplines/leadership/styles/six_emotional_styles.htm.

Work with a senior colleague to identify a potential project on which you could lead.

Discuss with your senior colleague the most appropriate leadership style (as described by Goleman) that would help you most effectively lead the project.

Write a short report, explaining why you feel this is the most appropriate style.

- Do you think that one style is going to be adequate for the whole of this project?

Explain your reasoning.

Work, with your senior colleague in the role of mentor, to plan the project and to get started on the first steps.

At the end of this work-based 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:

- deepened your understanding of Goleman's leadership styles and planned to use one or more of these styles in a leadership project or activity;

- taken the first steps towards leading on this activity.

Reporting

- Plans for leading on a project or leadership activity, using one or more particular leadership styles

Work-based activity 6

Taking the lead when working with other agencies
(*distributive leadership*)

Purpose
- To deepen understanding of distributive leadership in a multi-agency context

Audience
All group members

Use of expert
None required

Links to the learning process	Practical application Feedback and reflection Embedding the experience

Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

Notes
- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

Before you begin this activity, you should meet with senior colleagues to agree protocols and obtain informed permission to carry out this activity from the multi-agency group.

Review the preparatory reading materials, the preparatory activity and your reflections on them.

You will need to arrange to attend a multi-agency meeting, or to be a part of a particular multi-agency activity, taking place within your workplace. Discuss this with a senior colleague and agree a suitable situation.

You will be exploring distributive leadership and looking at how it is applied in a multi-agency context. You could use work-based activity 6 Resource A: *Distributive leadership table* to help you structure your findings.

Within the multi-agency meeting (or activity), act as an observer if possible. As the meeting or activity unfolds, record the leadership behaviours on the resource sheet, under the appropriate heading. Be sure to give precise behavioural descriptions.

For example:

Distribution formally: Mr Jones reminded the meeting that it was his turn to take the chair.

After the meeting or activity, consider the notes you have made.

- Did you have entries under each heading? If not, which aspects were missing?

- How were the acts of leadership distributed over the course of the meeting (or activity)? For instance, were there more entries under 'Distribution pragmatically' at the start, middle or end of the meeting?

- What factors influenced the opportunities for distributed leadership within the group?

- How could these opportunities have been enhanced?

Finally, record your conclusions about how distributive leadership relates to your own roles and responsibilities. What value do you place on this type of leadership and how does it impact on your own workplace?

At the end of this work-based 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:

- attended a meeting or activity and noted observations on distributive leadership

- considered distributive leadership in a multi-agency context

- developed your understanding of distributive leadership and explored how it can be used to bring about change.

Reporting

- Produce a written report.

Work-based activity 6: Resource A

Distributive leadership table

Distributive leadership	Act	Time
Distribution formally		
Distribution pragmatically		
Distribution strategically		
Distribution incrementally		
Distribution opportunistically		
Distribution culturally		

References

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