

**SICI**

The Standing International  
Conference of **Inspectorates**  
Better Inspection, Better Learning



# Leadership and Management

Theories, research and practice

P1.2/1



## Aims of this presentation

- Establish the significance of leadership and management in schools
- Distinguish between leadership and management
- Identify the characteristics and principles of effective leadership and management



# Why leadership and management?

“The quality of leadership and management remains, with that of teaching and learning, a key factor of the school’s success or otherwise.”

[Annual Report: Ofsted 2008]

“Apart from classroom teachers, nothing influences improvements in standards more than the quality of headteachers.”

[Capturing the leadership premium: McKinsey & Co/NCSL 2010]



# Why leadership and management?

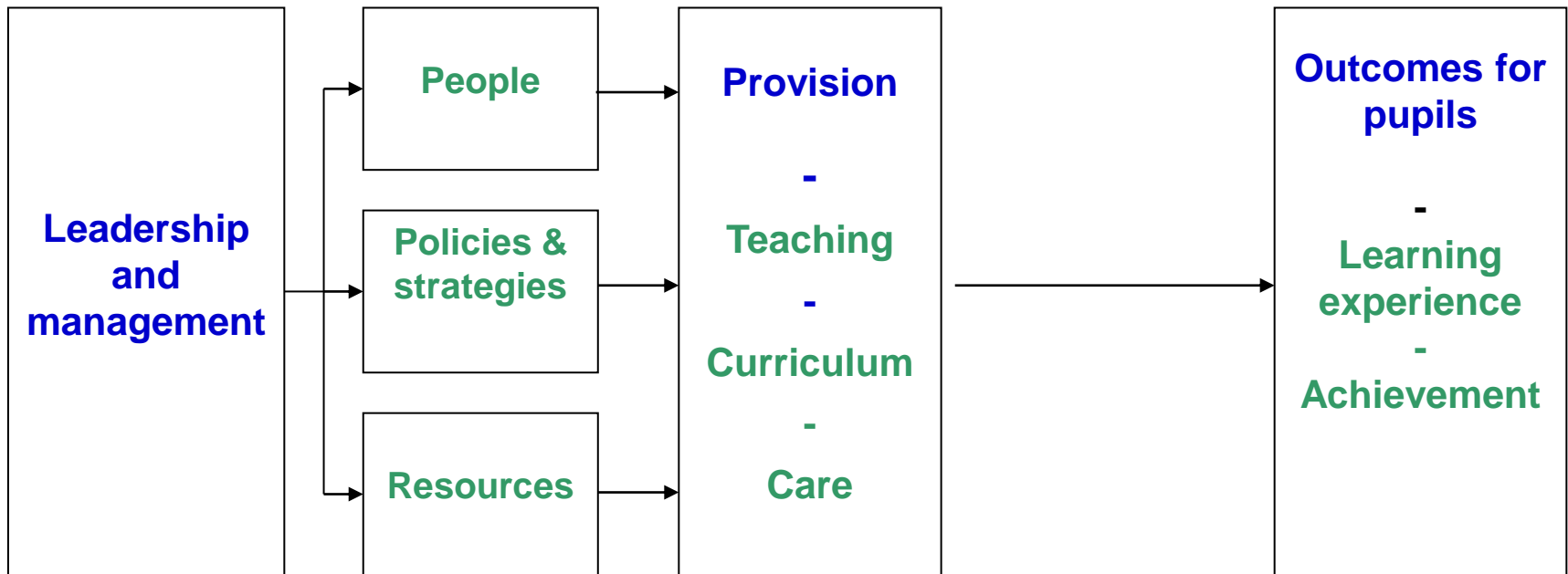
“For every 100 schools that have good leadership and management, 93 will have good standards of achievement”

“For every 100 schools that do not have good leadership and management, only one will have good standards of achievement”

[Ofsted Data, reported in ‘Capturing the leadership premium’]



## A quality model of education



Promoting quality







## An analogy?

**Leadership**



**Outcomes**



**Processes**



# Leadership and management

- Singular or plural
- Leadership and management walk hand in hand  
.... But:
- Leadership causes the most far reaching changes in a school
- Good management is essential if aspirations are to be achieved



# School leadership

Research on leadership highlights:

- what effective leaders do
- what they believe, their attitudes and personal attributes





## What do effective leaders do?

- ensure clear vision, purpose and high aspirations
- inspire and develop staff, and create effective teams
- power the drive for improvement and pupils' success
- model the behaviours and practices expected
- involve themselves with pupils and their learning, and ensure development of teaching and learning
- establish robust systems (monitoring & evaluation, target setting and improvement, and leading change)
- connect the school with parents and the community
- share practices and learn from others



# What do effective leaders do?

*“The job used to be bells, buildings, budgets and buses; now the pendulum has swung to instructional leadership”*

## Key roles:

- involvement with pupils and their learning
- knowing staff and ensuring the development of teaching
- planning, co-ordinating and evaluating teaching and the curriculum
- focus on improvement



## Attributes of leaders?

- focused on the achievement of pupils
- resilient and persistent, but adaptable
- able and willing to develop an understanding of people and situations
- know their schools well
- willing to take risks and to innovate
- willing to learn from others
- optimistic, enthusiastic and energetic



## Who are leaders in schools?

- The leadership of the headteacher and other senior leaders is crucial,

but

- Leadership is at all levels – subjects and aspects of the school's work
- Good schools have effective distributed leadership



## Key management processes

- self-evaluation
- monitoring and tracking performance
- target setting based on analysis
- financial and resource management
- management of planning for improvement based on diagnosis, strategic planning, action and review
- seeking and drawing on stakeholders' views
- communication



## Summary

- At the heart of good schools is high quality leadership.
- Effective leaders drive ambition and improvement; they focus on teaching and the quality of learning.
- Good schools have effective distributed; leadership is not just about the headteacher.
- Effective management is needed to ensure aspirations are achieved.