EIH: LEADERSHIP OF & FOR SYSTEM

A PROFESSIONAL LEARNING SERIES FOR HEADTEACHERS

February 2024

WELCOME

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Session objectives

- Consider a shared understanding of a 'system'
- Consider the context for our system leadership learning
- Consider new knowledge and ways of thinking around what highly effective system leaders do
- Explore some of the latest research on system leadership
- Explore tools that can support system-level agility

National Model of Professional Learning

Professional learning must focus on the education professional as a learner and how this is related to and impacts upon the learning of children, young people and adults.
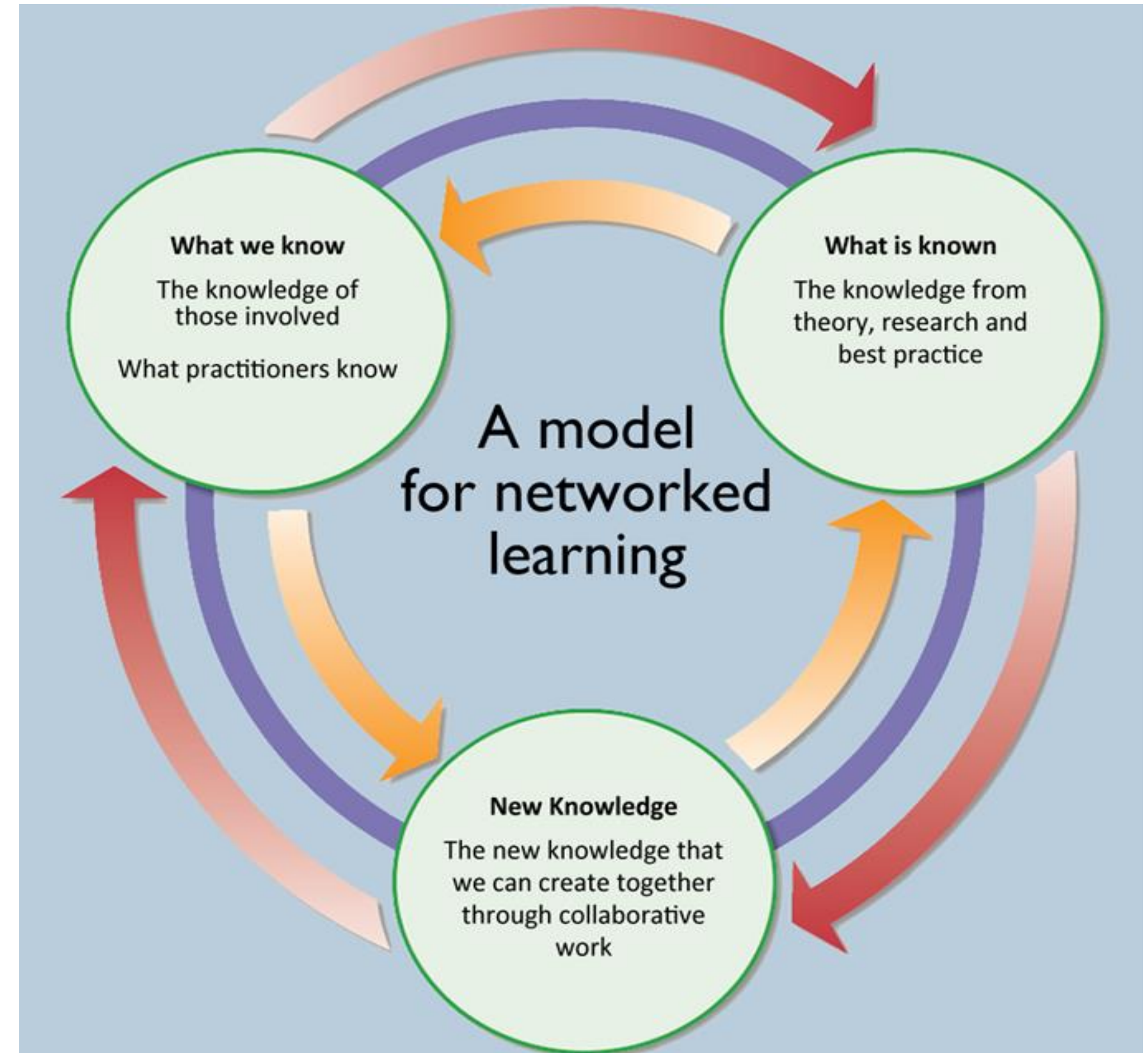
Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding
- Underpinned by developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others.

Professional learning is informed and supported by professional standards and education policy. Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.
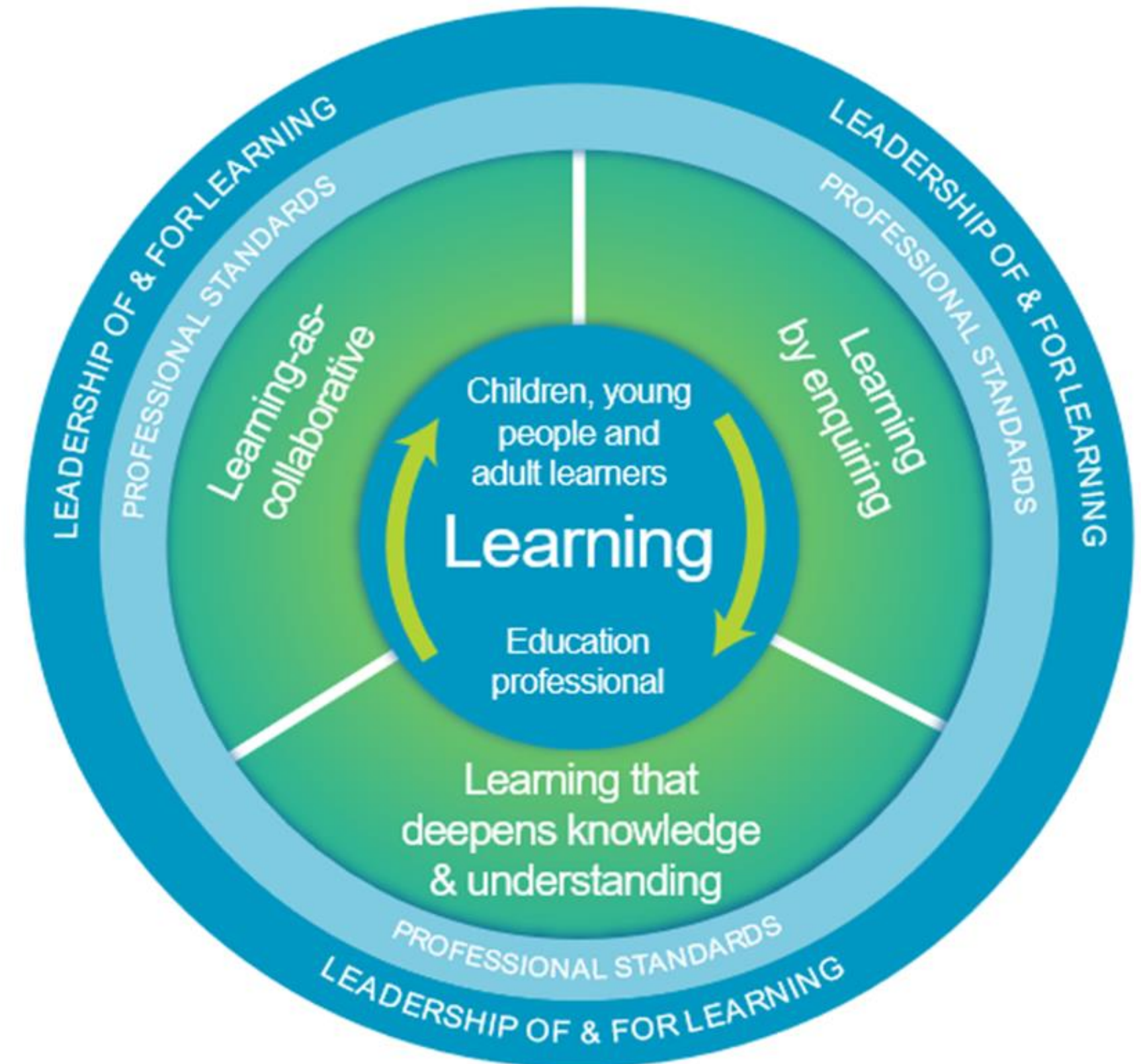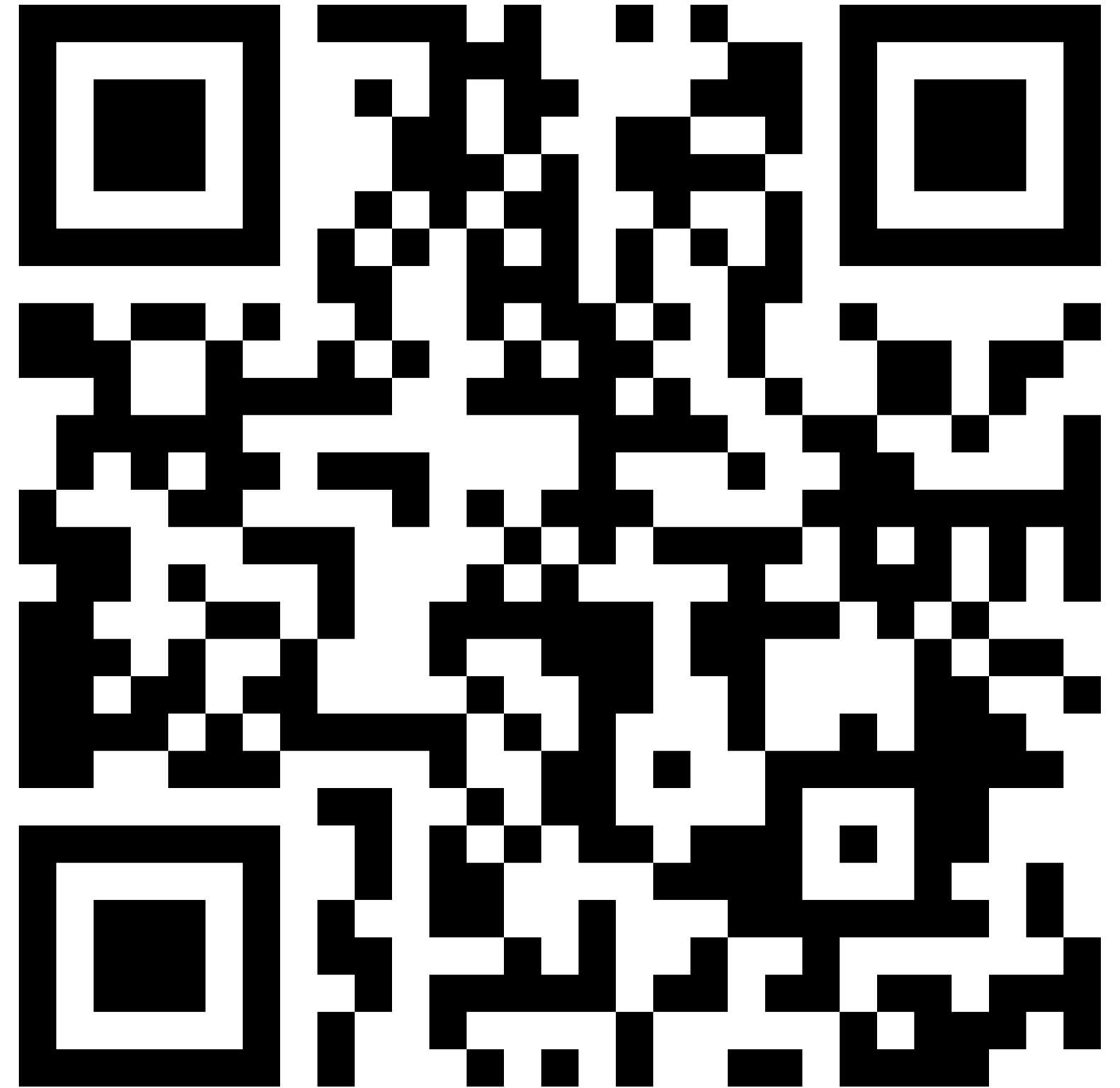
Three Fields of Knowledge

"The aim of knowledge animation is creation of new knowledge by learning communities that will help people enhance their practice and policy. This new knowledge takes centre stage and is the outcome of connecting what individuals know and what is known 'out there', external research. Knowledge animation provides the collaborative processes for new knowledge creation by ensuring that what is known is connected to what people know through collaborative dialogic processes"
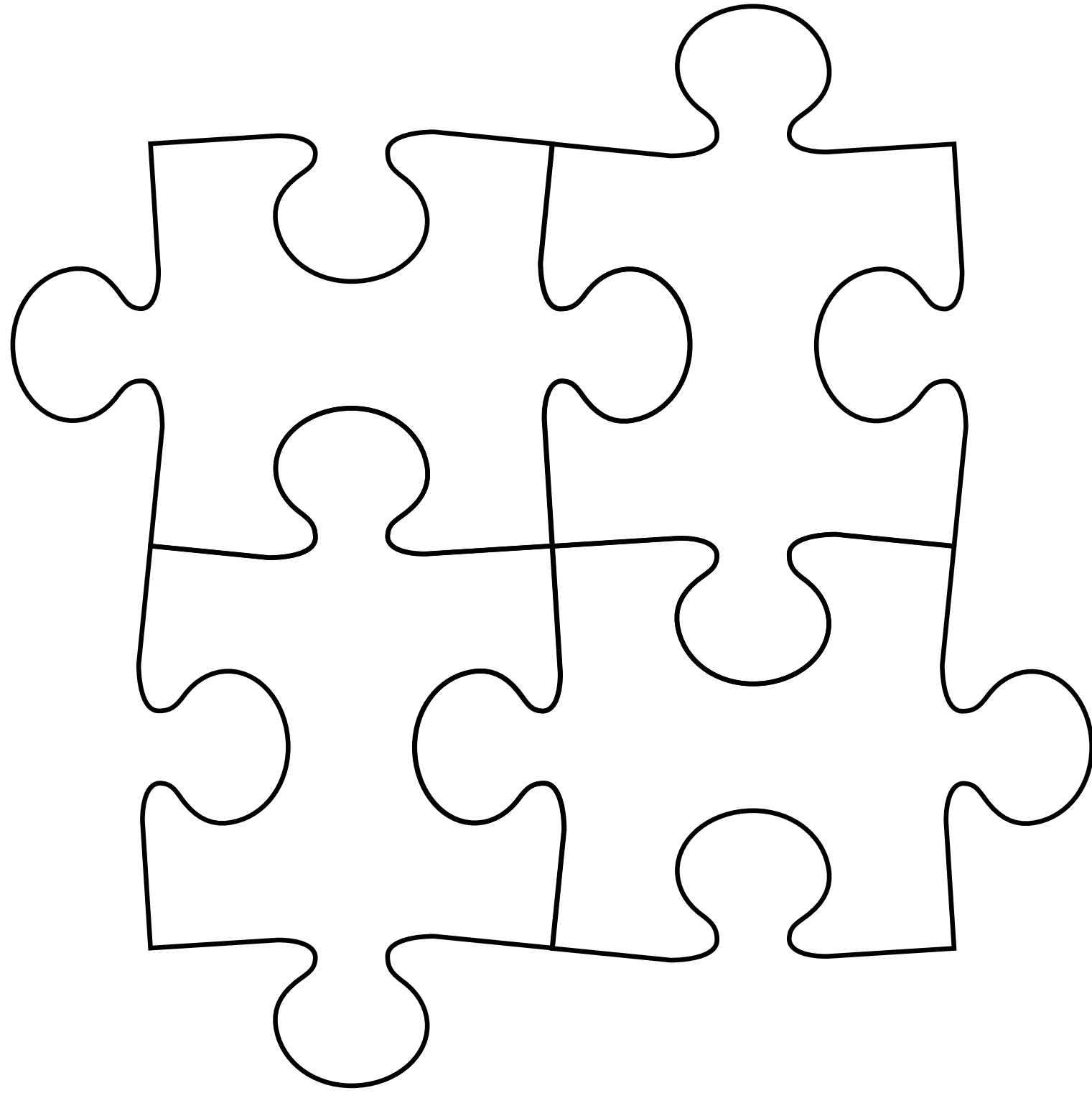

A model for networked learning

What we know
The knowledge of those involved
What practitioners know

What is known
The knowledge from theory, research and best practice

New Knowledge
The new knowledge that we can create together through collaborative work

Expectations for today

What expectations do you have about what could be achieved today?

What is a system?

Defining System Leadership

'...those willing to improve other schools and systems in addition to their own.'

Hopkins and Higham, 2007

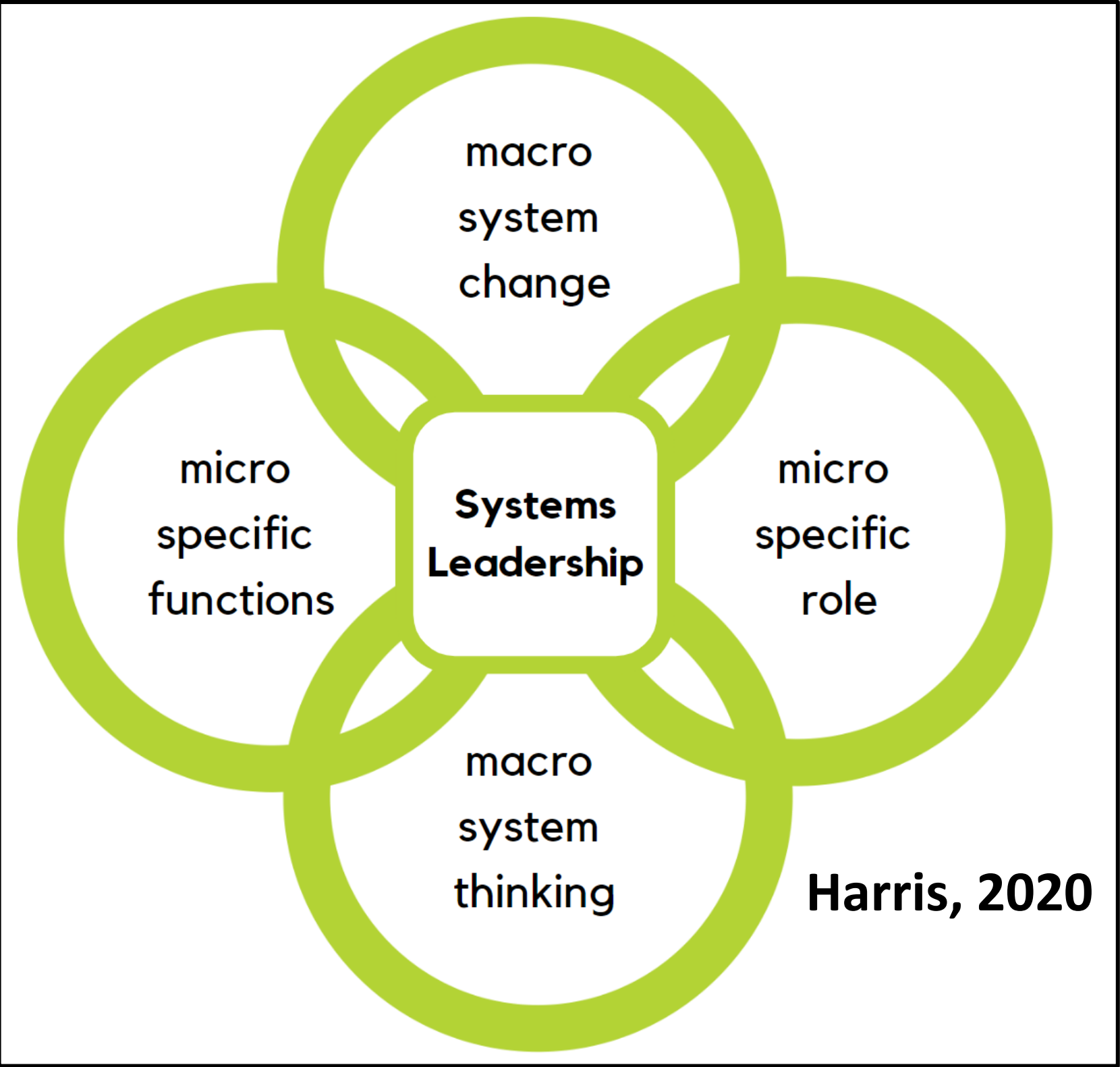'...see the multiple system components and the inter-related sets of challenges.'

Fullan 2005

'...tend not to accept business as usual.'

Fullan 2005

'...collectively charged with the development of others and the improvement of the system.'

Hopkins et al 2014

macro system change

micro specific functions

Systems Leadership

micro specific role

macro system thinking

Harris, 2020

Defining System Leadership
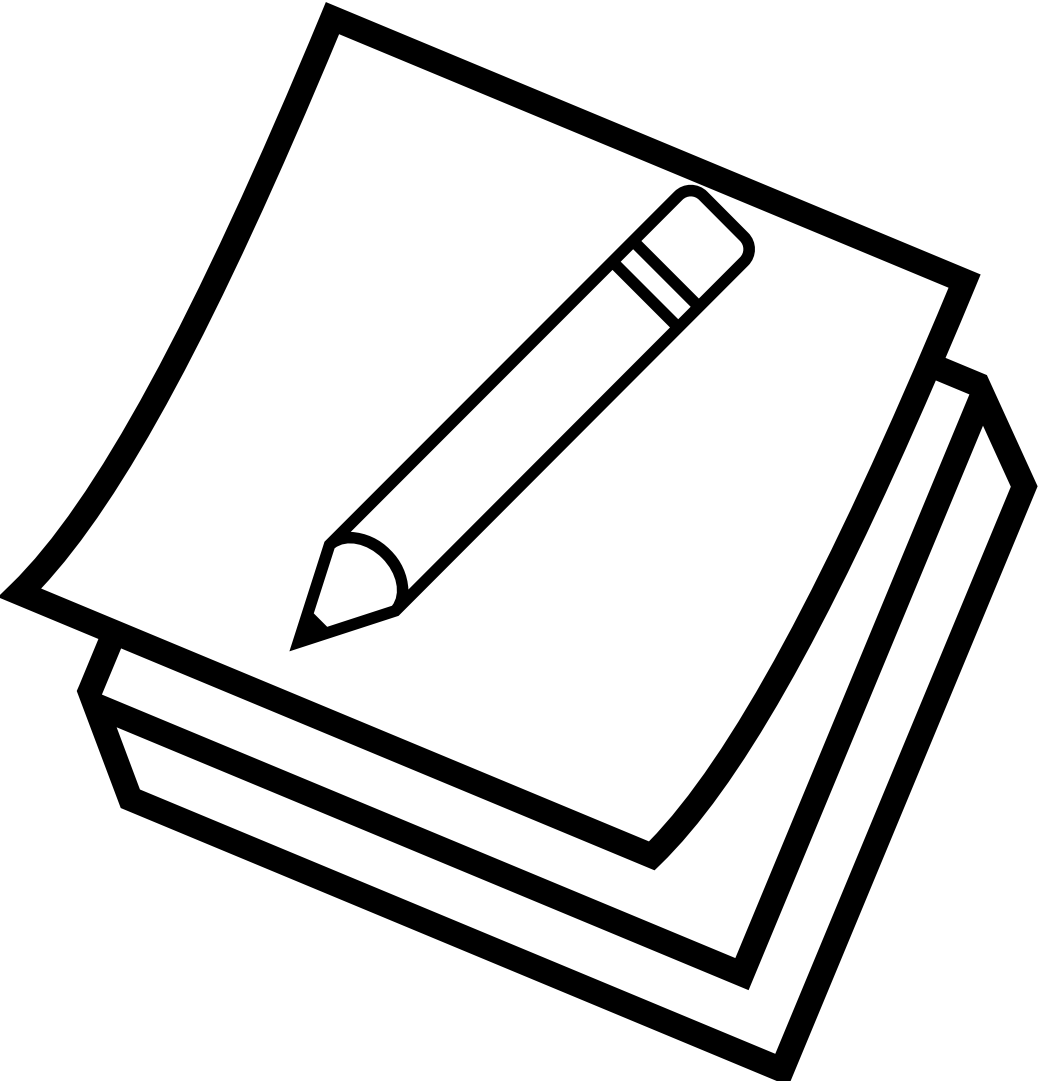
- System leadership should not be associated with any **singular** formal role.

- It largely involves **connecting parts of the system** that were not connected before.

- System leadership means working **across** organisational boundaries.

- System leadership is creating **new connections**, links and capacity for change and improvement.
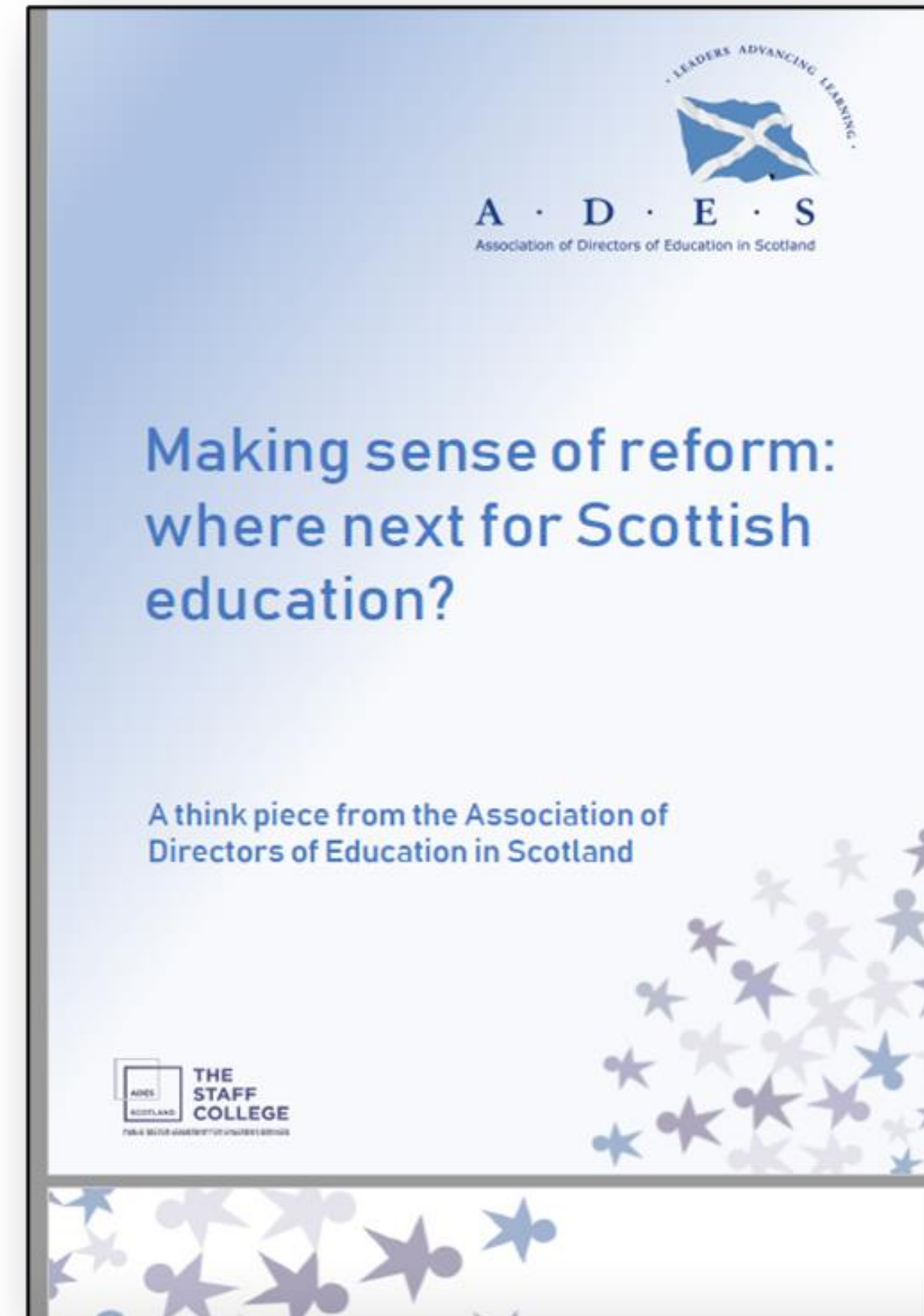
Defining System Leadership
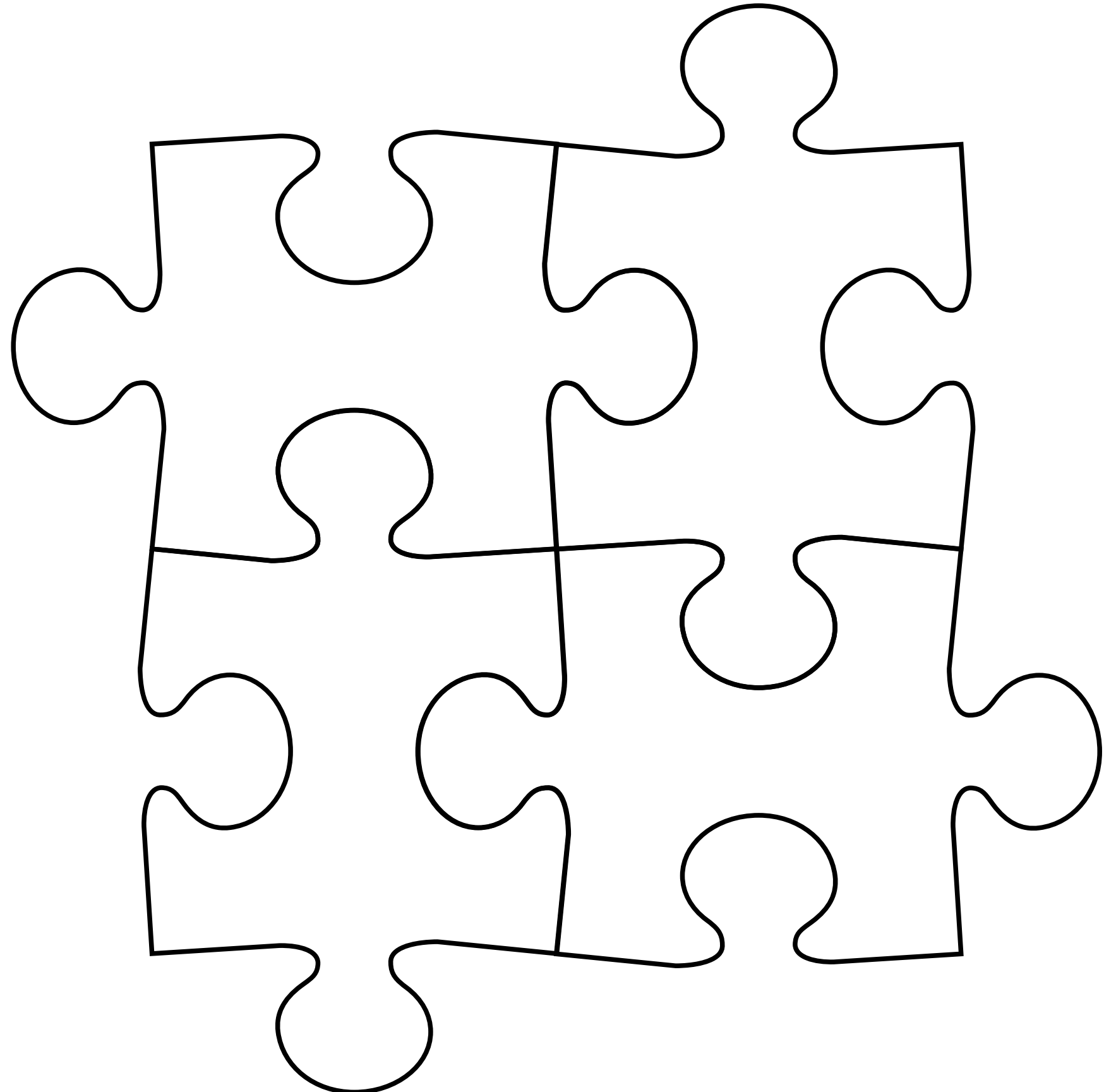
Break

A National Context for System Leadership

A National Context for System Leadership
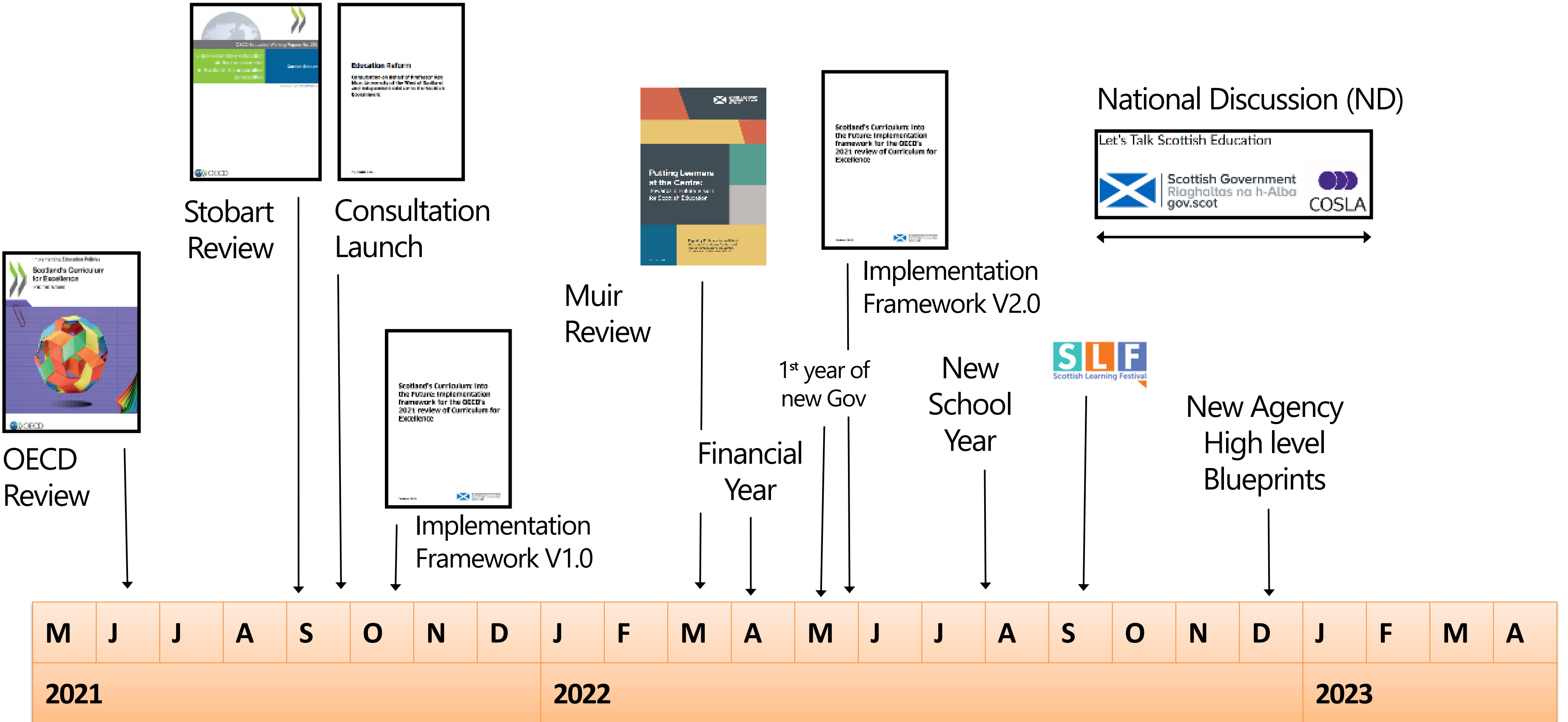
OECD Review
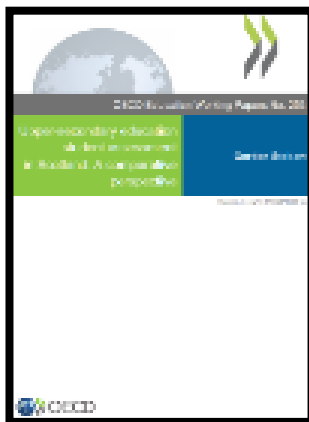
Stobart Review
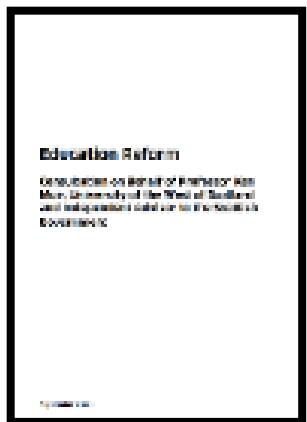
Consultation Launch
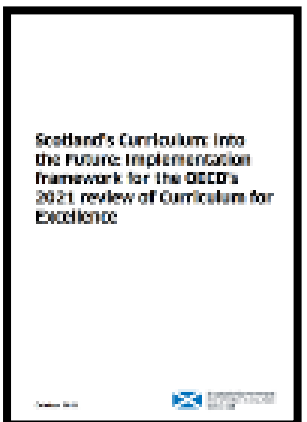
Implementation Framework V1.0

Muir Review

Financial Year

1st year of new Gov

Implementation Framework V2.0

New School Year

Scottish Learning Festival
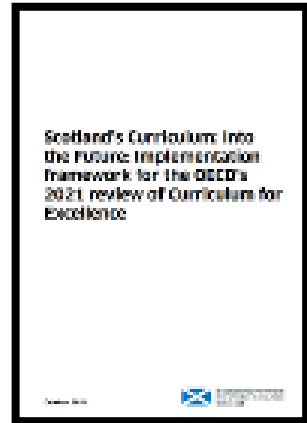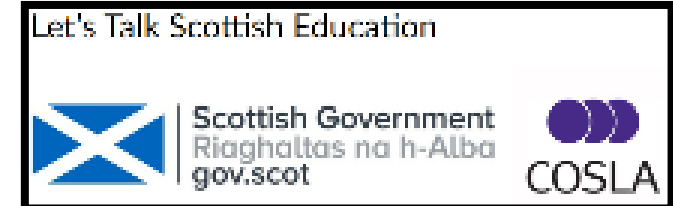
National Discussion (ND)

New Agency High level Blueprints

M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A
2021								**2022**												**2023**			

A National Context for System Leadership

Equality
Opportunity
Community

Equality, opportunity, community

SG OECD Papers

OECD

Withers Skills Delivery Review

Scotland's Skills Delivery Landscape – Call For Evidence On Behalf Of James Withers, Advisor To The Scottish Government

Prof Hayward Report

National Discussion Report

LfS Strategy

Independent Review of Qualifications & Assessment In Scotland

Scottish Government Response?

Qualifications consultation

RIC tapering

New Education Agency

New Inspection Agency

J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D

School Year 22/23   **School Year 23/24**   **School Year 24/25**

2023   **2024**

Technical v Adaptive Leadership
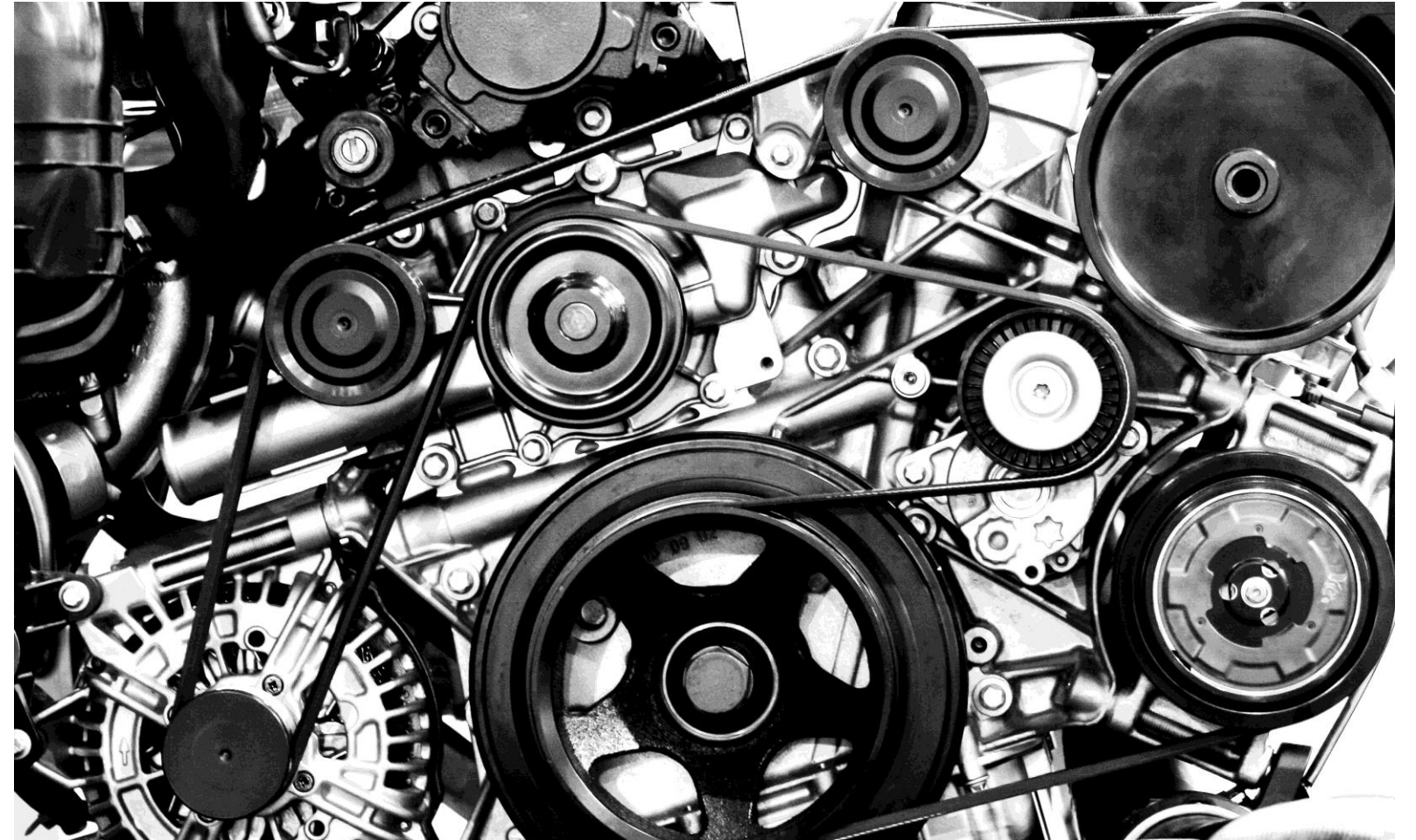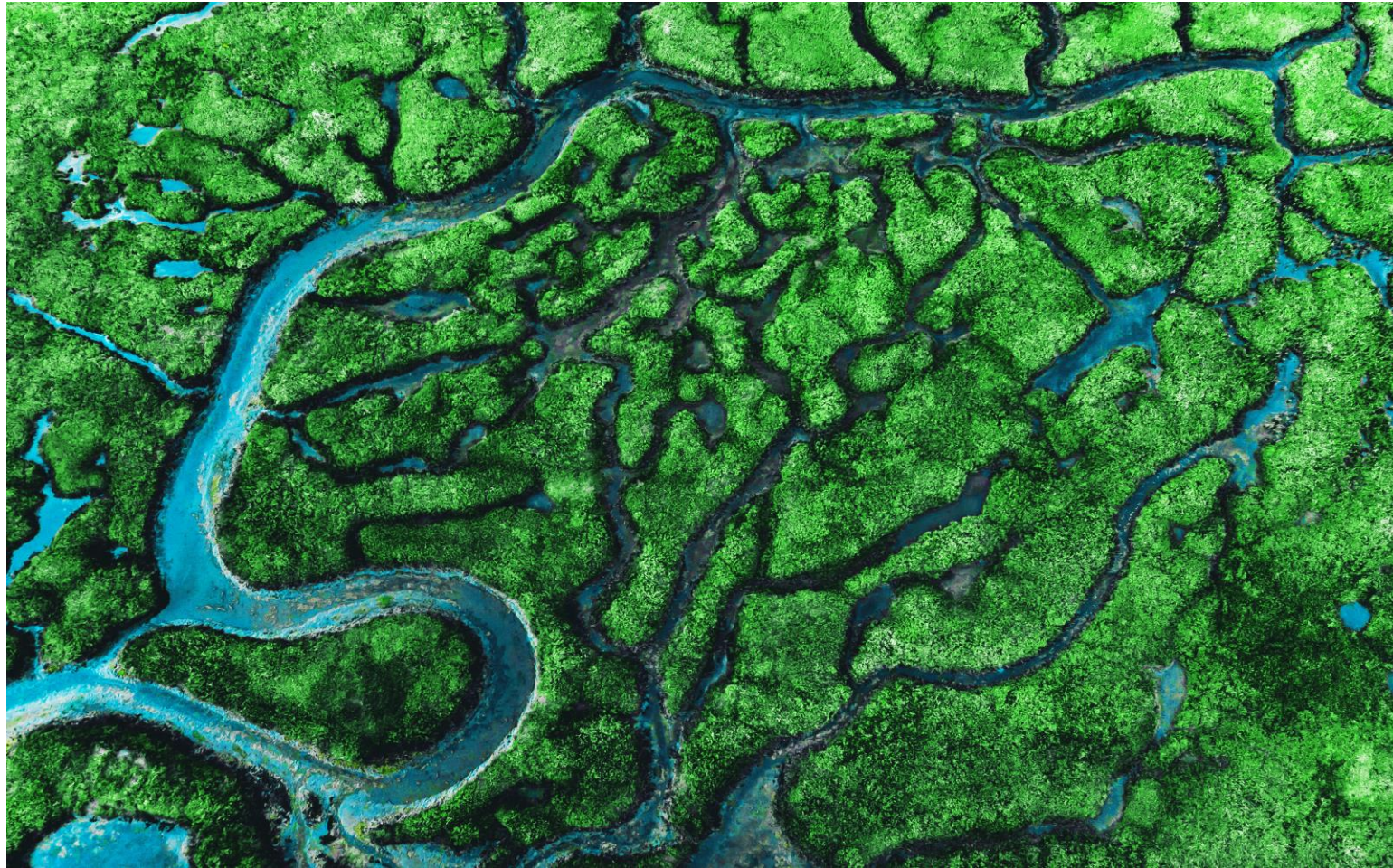
Technical v Adaptive Leadership

Technical Challenge	Adaptive Challenge
Easy to identify	More difficult to identify
Often has quick and easy solutions	Requires changes to the way things are done/changes in approach
Can be solved by expertise or authority	People working from where the challenge is generated are required/able to solve it
Requires small changes within organizational boundaries	Requires change at multiple places which may cross organizational boundaries
People generally receptive to technical solutions (familiar)	People resist acknowledging adaptive challenges
Solutions can be implemented quickly by authority	Solutions emerge from experimentation and discovery, taking more time to implement

System Leadership

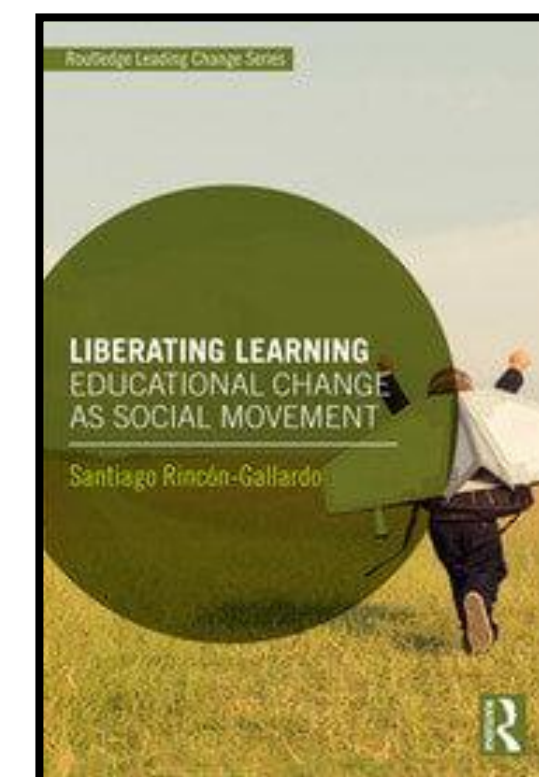*"System leaders act consciously as agents of change in the system where they work, leveraging the resources and opportunities that it offers to advance their local agendas and exerting intentional positive influence on the system as a whole."*

	Scientific Management	Social Movement
LEADERSHIP	Hierarchical	Networked Distributed
CORE VALUES	Achievement Efficiency Control	Learning Efficacy Democracy
CORE PRACTICES	Prescription Mandates External accountability	Dialogue Deliberation Internal accountability
RELIES ON	External incentives Resources	Intrinsic motivation Resourcefulness
STANCE ON CHANGE	Incrementalism Stability	Radical innovation Cultural renewal

Liberating Learning: Educational Change as Social Movement.
Santiago Rincon Gallarado, (Routledge, 2019)

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➢ Where do we recognise them?

➢ How does it look for us?

➢ How do we as leaders navigate these?

➢ What are the opportunities?

A broad definition of pruning

A regular, intentional subtraction process designed to stimulate long-term robustness, growth, and health. This preventative measure redirects energy and resources, bolstering overall vitality and fruit-bearing potential while fortifying structural integrity. It is an artful balancing act of subtraction and preservation.
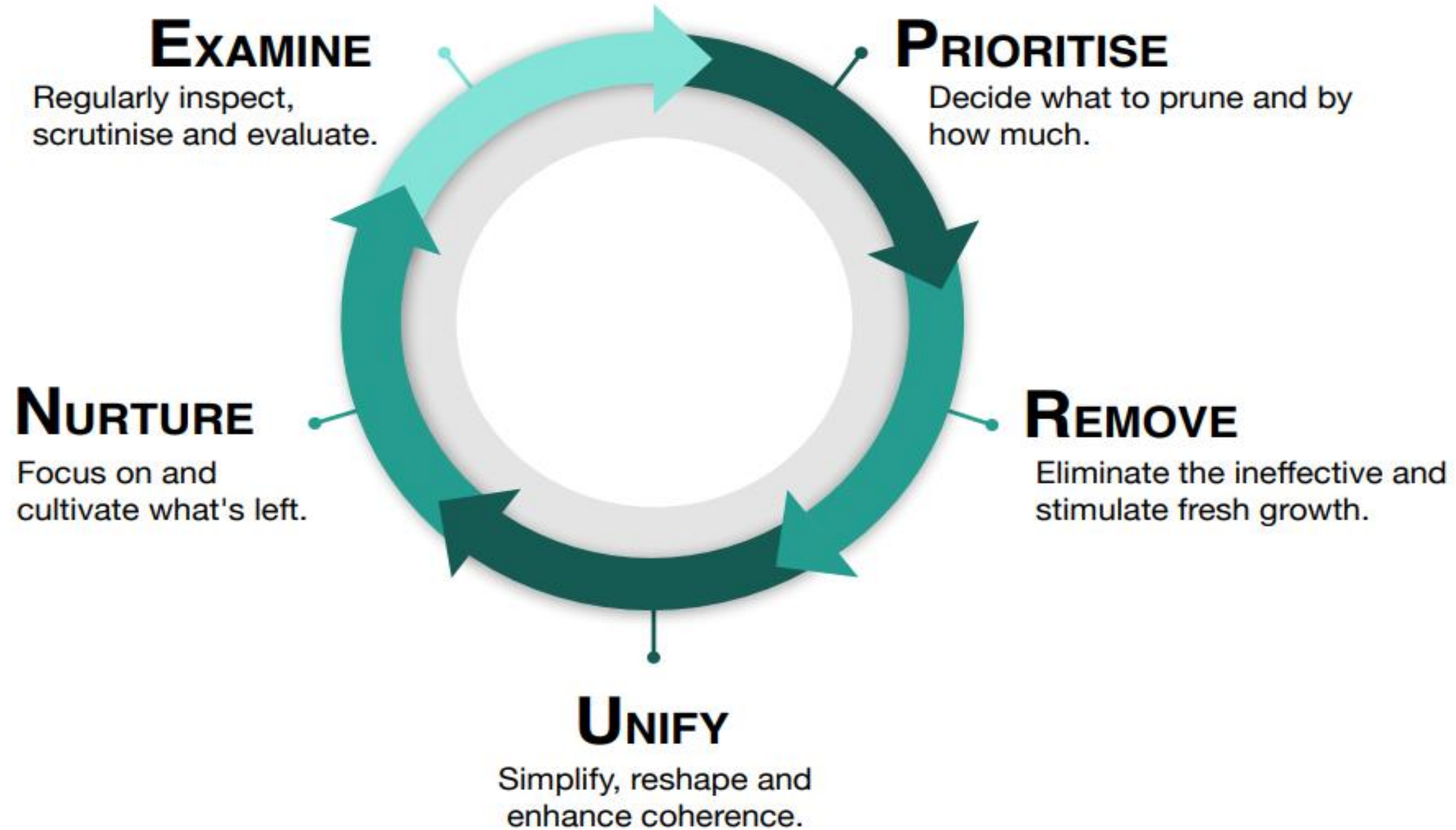
Dr Simon Breakspear

We need to prime and use a new vocabulary

How can we make things better by ……

- Pruning
- Decreasing
- Cutting back on
- Subtracting
- Taking away

- Minimising
- Scaling down
- Trimming
- Shrinking
- Simplifying

- Condensing
- Downsizing
- Easing off
- Reducing
- Removing

The Educational PRUNE Cycle

EXAMINE
Regularly inspect, scrutinise and evaluate.

PRIORITISE
Decide what to prune and by how much.

NURTURE
Focus on and cultivate what's left.

REMOVE
Eliminate the ineffective and stimulate fresh growth.

UNIFY
Simplify, reshape and enhance coherence.

Simon Breakspear

Barriers to Pruning Work

| Cognitive Biases that can be Barriers to Pruning work	Description	How this bias may influence your propensity to prune	Mind frames, beliefs and actions that will help you to engage in Pruning despite this bias
A. The Sunk Cost Fallacy	The sunk cost fallacy is the tendency to continue an endeavor because of past investments, despite negative outcomes.		
B. The Anecdotal Fallacy	The anecdotal fallacy involves drawing broad conclusions based on isolated or personal experiences, lacking robust evidence.		
C. The Ostrich Effect	The Ostrich effect describes the tendency to avoid or ignore unpleasant information or situations, like an ostrich hiding its head in the sand.		
D. Optimism Bias	Optimism bias is the tendency to overestimate positive outcomes and underestimate negative outcomes in the future.		
E. Confirmation bias	Confirmation bias is favouring information that confirms preexisting beliefs and assumptions and ignoring evidence that contradicts them.		
F. Other			

Pruning Ranking Grid

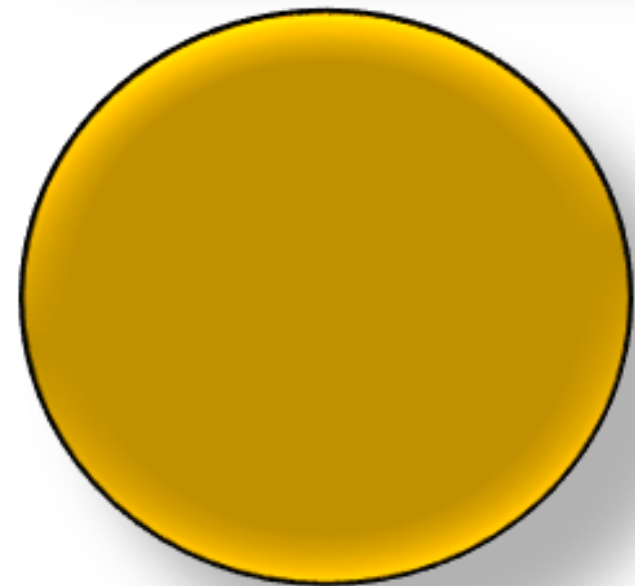| Pruning Category	Rank order for pruning action			
	1	2	3	4
A. Completely Remove	■			
B. Cutback & Stimulate Rejuvenation	■	■	■	
C. Reshape, Thin & Enhance Structural Integrity & Coherence	■			

Simon Breakspear
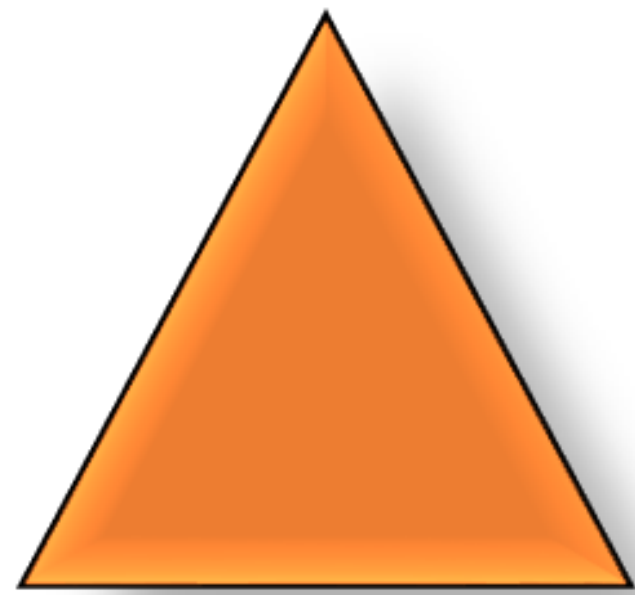
What is at the top of your head?
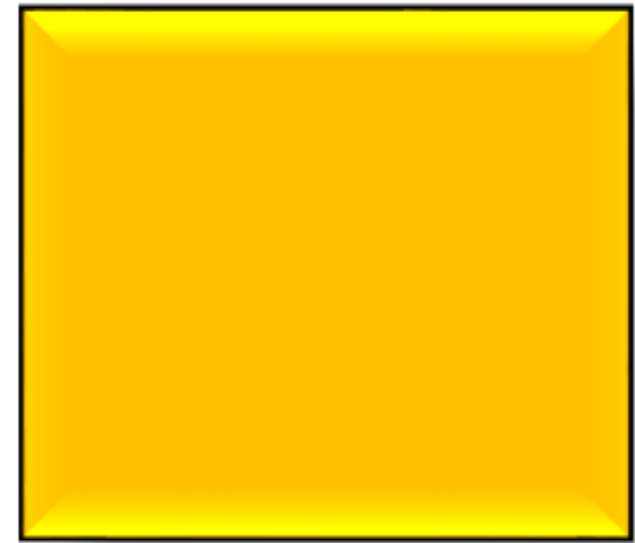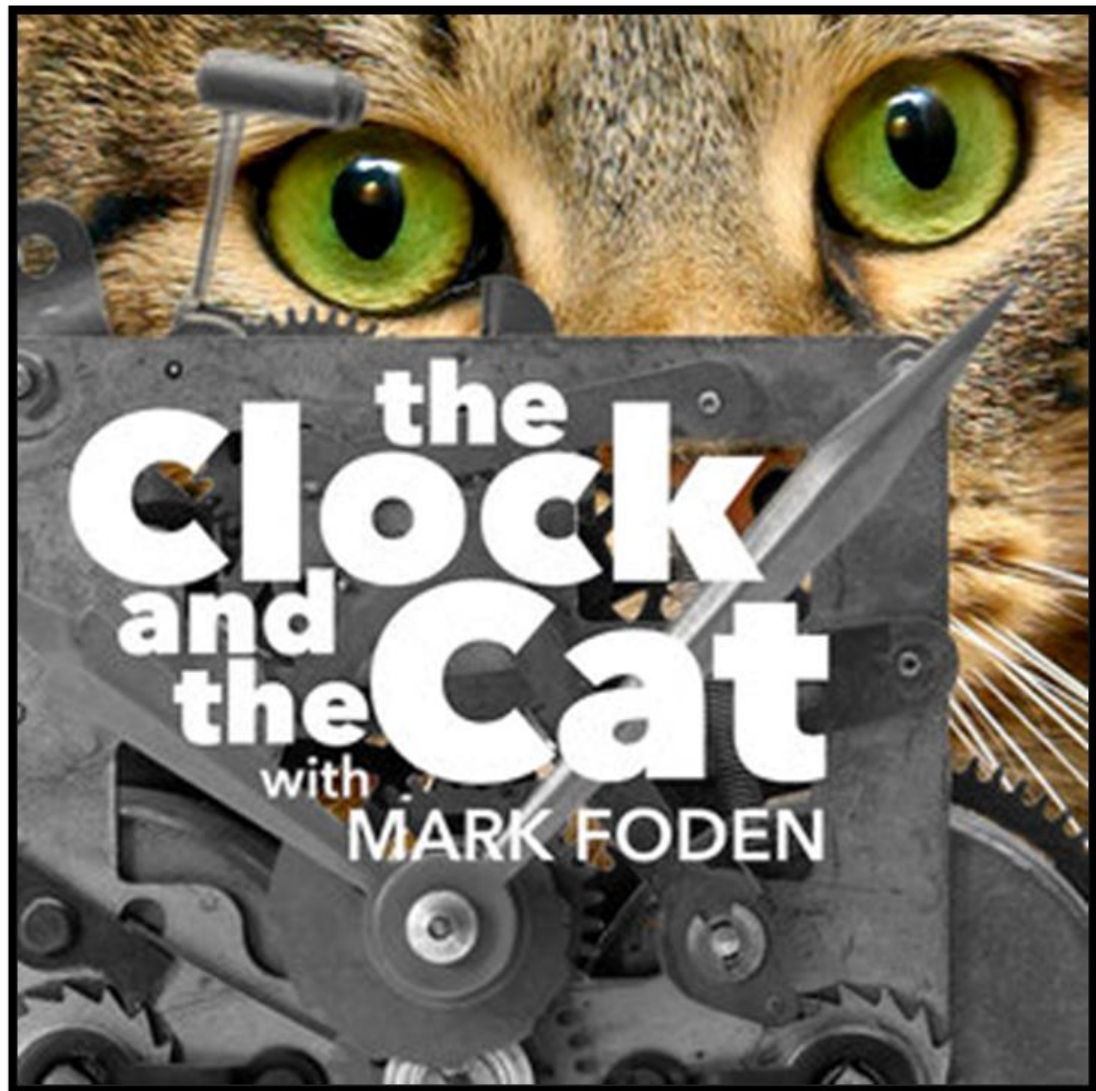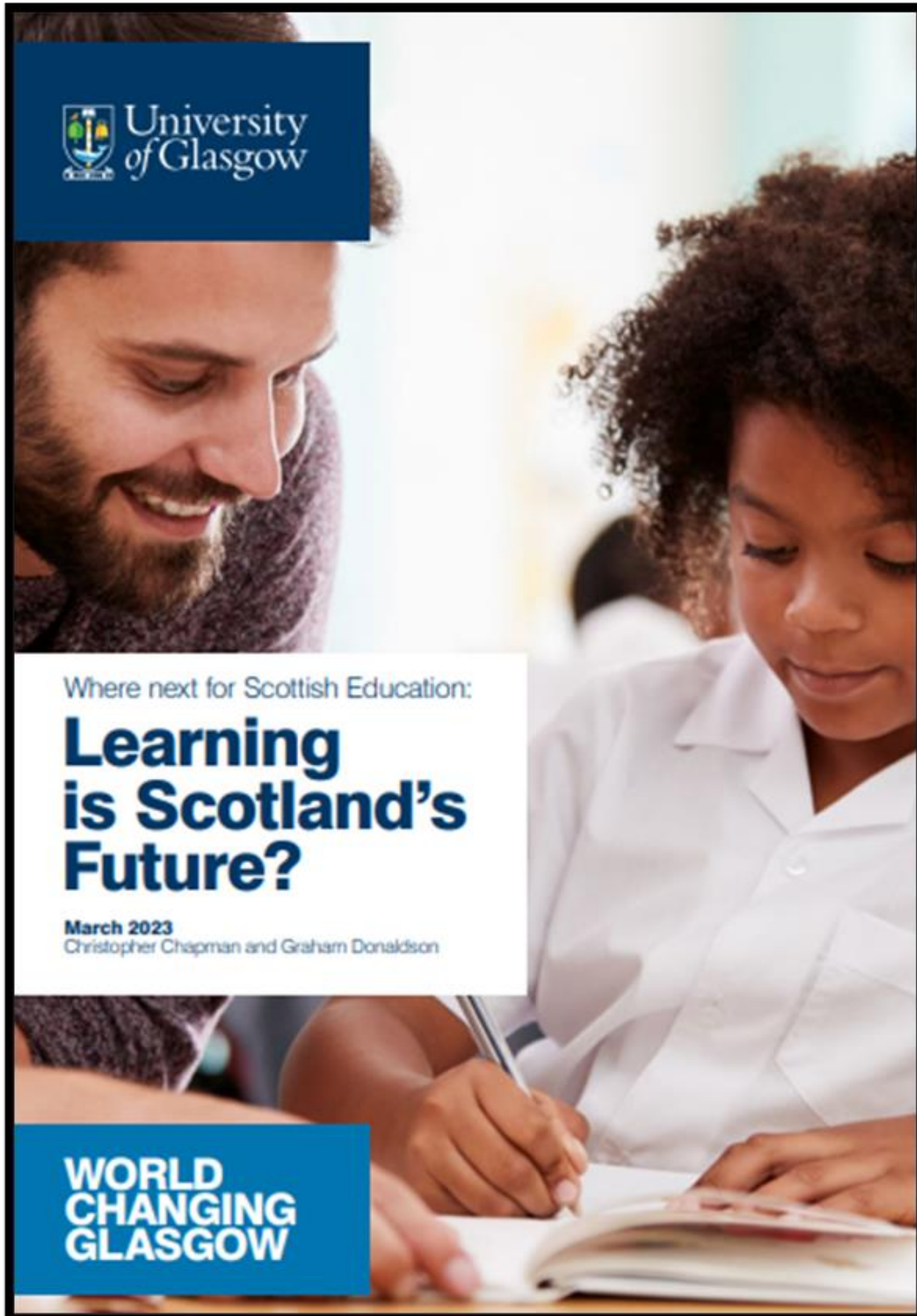
How does it square with your thinking?

**What is still circling in your mind?**

Lunch

Considering complexity

We need a period of bold thinking and calculated risk taking if we are to build a culture that will be willing, where necessary, to challenge current orthodoxies and generate new ways of working. P.11

- Introduction
- What are schools for?
- Existing barriers to progress
- Learning Scotland's Future: what might be done?
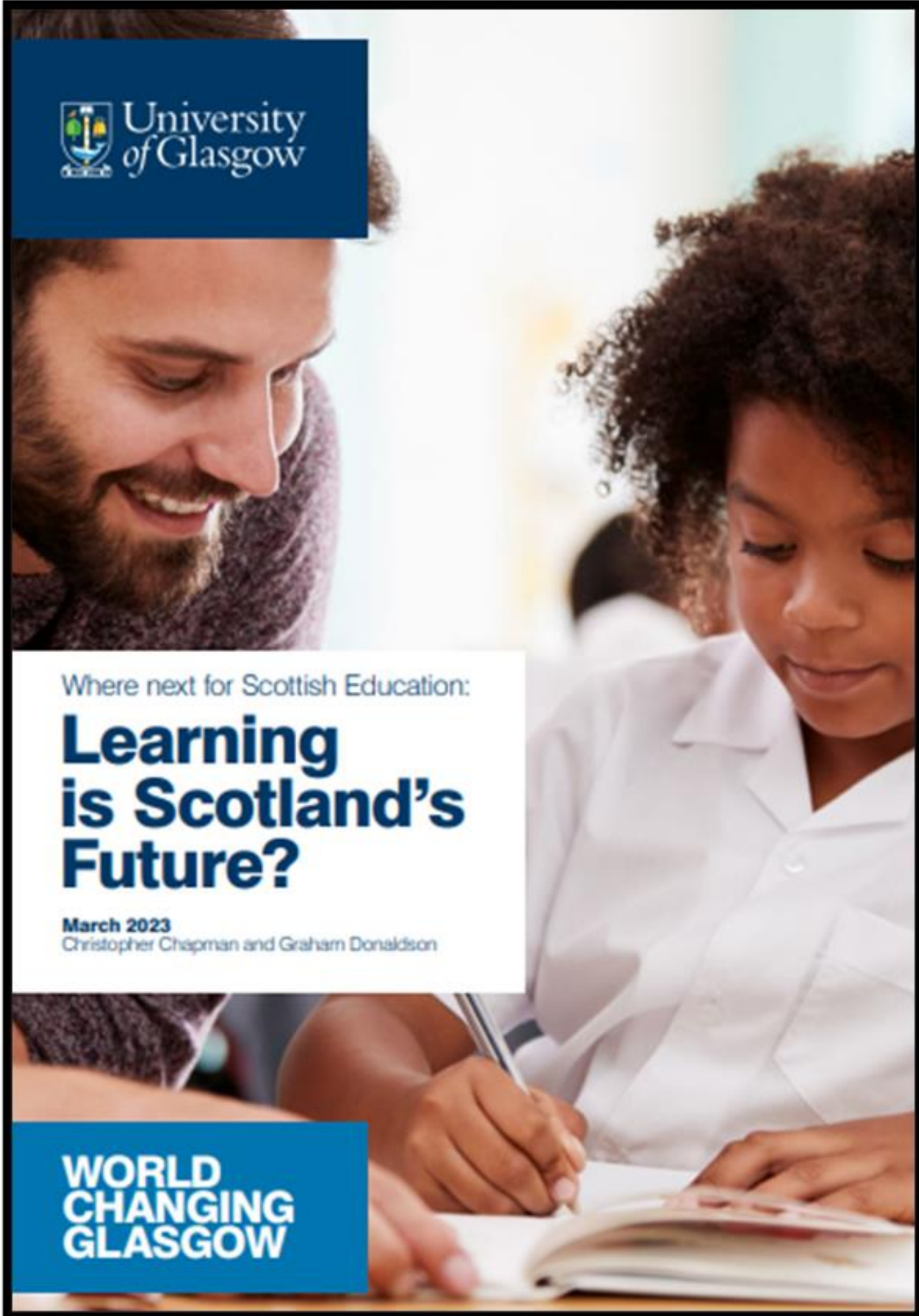
Connect

How are the ideas and information connected to what you know already?

Extend

What new ideas extend your thinking in different directions?

Challenge

What is still challenging or confusing for you? What questions do you have?

Moving forward: Future proofing Scottish education

International Council of Education Advisers Third Formal Report 2021-2023

November 2023

Scottish Government
Riaghaltas na h-Alba

7 Strategic Areas

- **Improve the teaching profession and professional learning**
- **Curriculum, Pedagogy and Assessment**
- **Support collaboration among teachers and schools**
- **Engagement of students, families and communities**
- **Governance and Leadership**
- **Artificial Intelligence (AI) and the Digital World**
- **Equity and excellence**

With creative thinking, thoughtful planning and skillful management, simple and effective measures now can bring about positive developments within Scottish education in the longer term. (P.24)

Ways of feeling (personal core values)
- values and commitment

Ways of perceiving (observations, and hearing)
- observing 'from the balcony' as well as 'from the dance floor'
- allowing for the unseen and unpredicted
- seeking and hearing diverse views
- sensitivity to other narratives

Ways of relating (relationships and participation)
mutuality and empathy
honesty and authenticity
reflection, self-awareness and empathy

Ways of being (personal qualities)
bravery and courage to take risks
resilience and patience
drive, energy and optimism
humility and magnanimity

Ways of thinking (intellectual and cognitive abilities)
- curiosity
- synthesising complexity
- sense-making

Ways of doing (enabling and empowering)
- narrative and communication
- enabling and supporting others
- repurposing and reframing existing structures and resources
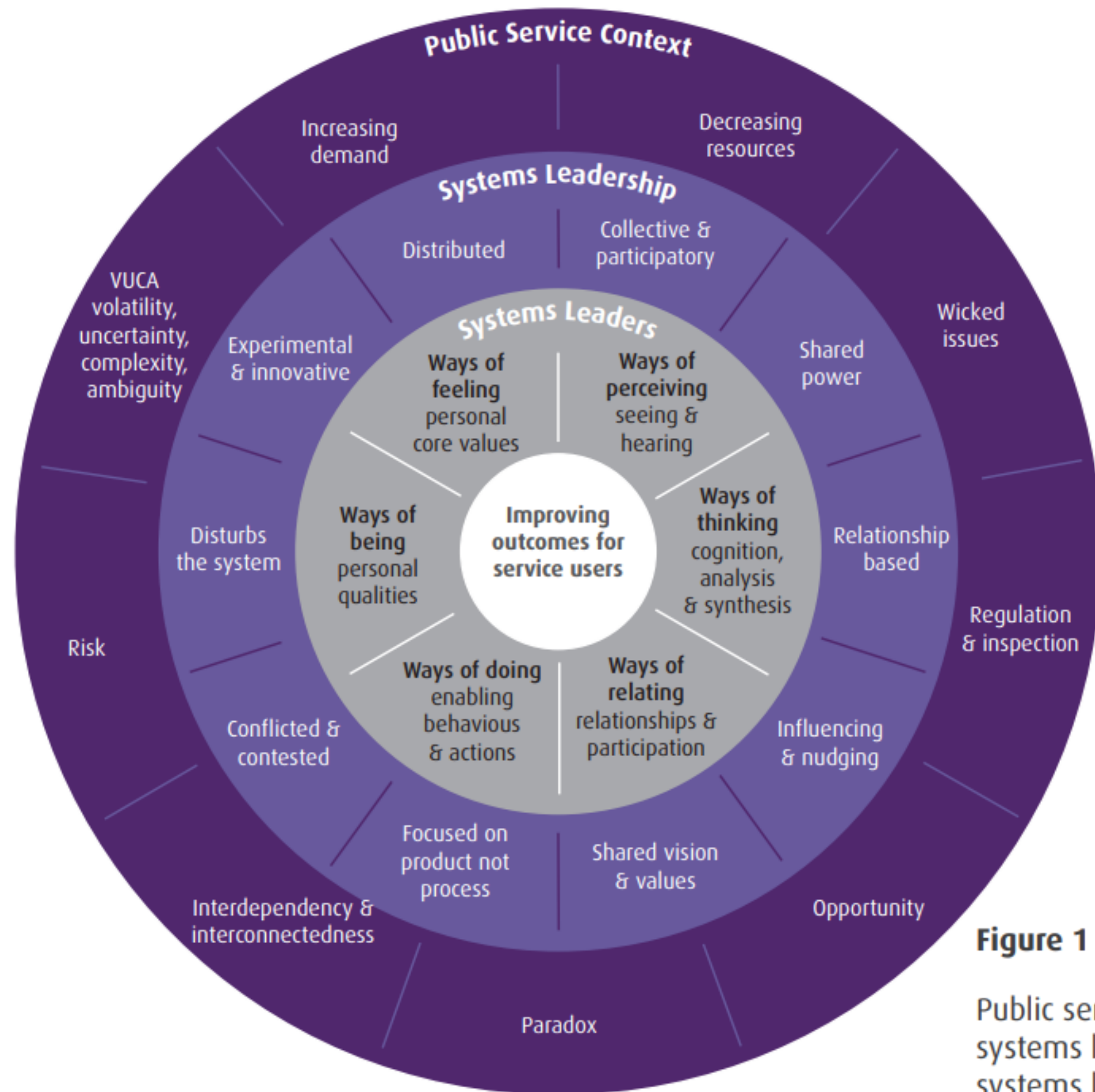
Figure 1

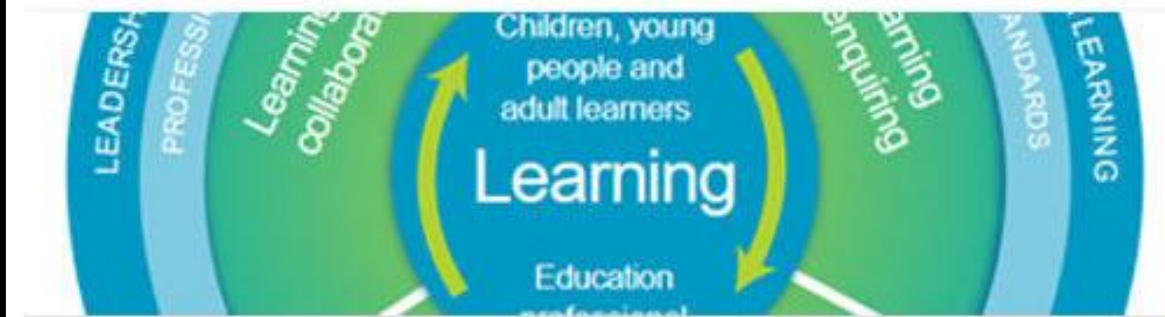Public service context, systems leadership and systems leaders - an integrated model

Break

Connected and Collaborative Systems Resource
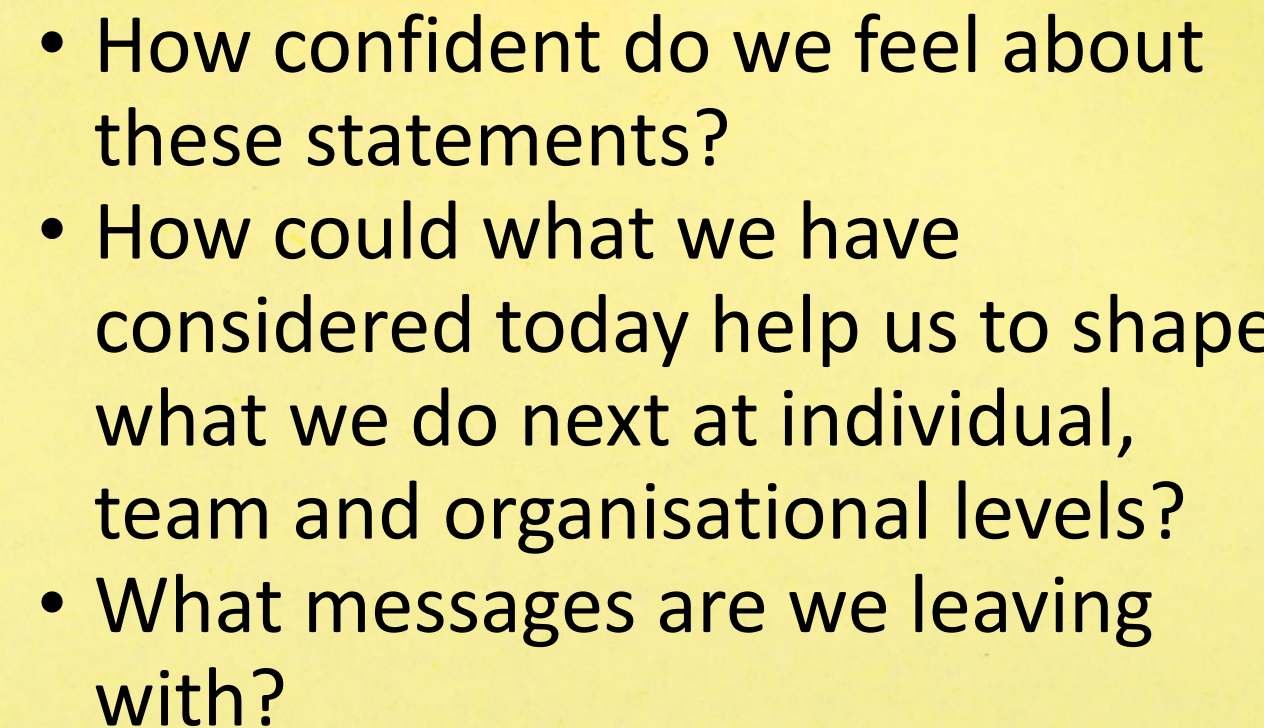
Looking forward

System Leadership:

"Leadership as participation rather than leadership as performance"

achieved through:

- Influence and nudge
- Alignment around a common vision or purpose
- Focus on outcomes and results not just process
- Strong but robust and honest relationships
- Mindset rather than specific behaviours and actions

ADCS **virtual staff college**
Developing People : Building Capacity

The Leadership Forum
Developing senior leadership in Children's Services

Systems Leadership:
Exceptional leadership for exceptional times

Synthesis Paper

Resource   October 2013

Deborah Ghate, Jane Lewis
Colebrooke Centre for Evidence and Implementation

David Welbourn
Centre for Health Enterprise,
Cass Business School, City University, London

The Colebrooke Centre
for evidence and implementation

Cass Business School
CITY UNIVERSITY LONDON

- How confident do we feel about these statements?
- How could what we have considered today help us to shape what we do next at individual, team and organisational levels?
- What messages are we leaving with?

Evaluation

EiH: Leadership of and for System -
February 2024

Education Scotland
Foghlam Alba