



SYSTEMIC KNOWLEDGE-DRIVEN LEADERSHIP

In-School Training and Consultancy Options



SYSTEMIC, KNOWLEDGE-DRIVEN LEADERSHIP

Systemic Knowledge-Driven Leadership (SKDL) is a new approach to school improvement and leadership development. It is unique because it presents a rationale for change that leads to greater personal effectiveness at key levels, it offers professional development support and training for role development, and it provides the practical tools with which to implement and manage that change.

The 4Matrix School Performance System forms the basis for a systemic approach to quality assurance that provides senior leaders with clear evidence of the impact of teaching, and gives subject leaders the tools to research the effectiveness of learning, factors influencing achievement, and the efficiency of intervention.

SKDL is a training programme for schools, based on the power of the 4Matrix system, and which focuses on the development of the roles of key personnel:

a. Members of the Senior Leadership Team

Schools and academies now operate in a new climate of increased independence - yet greater accountability. They have more freedoms in respect of restructuring, and rewarding their staff, and higher expectations from the public and government that they can deliver increasing performance.

The distribution of roles amongst members of the SLT must necessarily cover the key operational areas of the school, and should reflect these new expectations. In particular, roles for school evaluation and quality control, not always strongly represented at senior level in schools, need to be given greater priority.

New inspection arrangements will look much more closely at the quality of teaching, its effectiveness and consistency, and its impact on the learning of pupils. In this new climate, leadership will be evaluated in relation to how effectively school leaders assure quality in all matters, including the effectiveness and outcomes of teaching. Key questions are: 'what do senior leaders know about the quality and consistency of teaching', and 'What are they doing to support effective teaching'.

We offer an in-school consultancy session for members of a school senior leadership team designed to challenge the robustness of existing arrangements, and to promote development of the individual roles which contribute to functional and effective senior leadership.

b. Subject Leaders

In many recent school development programmes from organisations like the National College, the role of middle leaders has been recognised, supported and extended. Our work places a key emphasis on the role of subject leaders as the key activists in promoting standards in the teaching of school subjects.

In some schools there may be ambiguity over the responsibilities of a subject leader. In our definition, a subject leader is the person wholly responsible for standards in the teaching of their subject. It is their specialist knowledge of the teaching of their subject which makes them unique in this role. They will be the leader of a team, the person who sets an example in all matters to do with teaching and managing a subject. They are responsible for evaluating the impact of teaching in their subject and addressing differences through the use of available funding and targeted CPD.

We offer a training session which will examine the role of the subject leader, and develop a practical knowledge of using diagnostic performance tools to investigate the impact of teaching.



c. Performance data leaders

Staff with responsibilities for maximising the impact of crucial school performance data have traditionally included data managers, exams officers and assistant headteachers responsible for data, assessment or school evaluation. Compared with the way that performance data is used in many organisations outside of education, such responsibilities have often tended to be managerial in their nature, and passive rather than pro-active. In this new age of accountability, when performance data and evidence are so fundamental to the quality assurance work of a school, every member of a school should be using all the information available to them in order to be working at the top of their role. The key responsibilities of data leaders is to ensure that all teachers have critical diagnostic data to hand, and to support the way that they are using it for research into learning effectiveness.

We offer new performance tools and practical support in developing the role of data managers and their line managers to develop high-impact approaches to the use of performance data and research tools.



In-School Training and Consultancy Options

We offer school support options that recognise that schools have much expertise in-house. We can work with your staff and build on that expertise. We can provide a range of materials to support in-school developments. We can set the school up with the revolutionary 4Matrix school performance system. We provide modular training and consultancy options which are described below. In practice we can combine sessions, or modify them to fit the circumstances of the school. We can provide consultant trainers to support these sessions with either Ofsted experience, LA school improvement experience or school senior leadership experience.

Module 1. 'Beyond Outstanding' - a session for senior school leaders

This session is designed for members of school leadership teams. This module will comfortably fit a two hour slot, but can be made up of a pre-reading option with tasks, and one hour group session. The aims of the session are:

- to examine the changes in the way that schools are evaluated
- to reflect on the place of performance data in relation to school evaluation and inspection
- to look at findings from the National College on In-School Variation as a focus for raising achievement
- to review how the schools' quality assurance systems operate in respect of pupil progress and teaching
- to identify the range of evidence that is used to support judgments, including national performance data
- to examine the roles of senior and middle leaders that relate to self evaluation and quality assurance
- to consider the components of effective leadership, and approaches to its further development
- to plan further developments in each of these areas, depending on the priorities identified

The likely outcomes to this session will usually include a development plan for the use of performance data for school evaluation, an outline of a practical session for subject leaders, and optionally, further support for leadership development or school evaluation and reporting.

Module 2. 'Learning from Within' - a session for subject leaders

This session is designed for subject leaders and members of their department. The module will support a two-hour practical slot which will require access to computers.

The aims of the session are:

- to consider the quality assurance role of subject leaders in relation to school inspection
- to gain practical skills in analysing performance data, and investigating the impact of teaching
- to examine how modern performance data systems can improve the effectiveness of middle leadership
- to look at how standardised lesson observation can support good teaching
- to consider how 'Learning from Within' sessions to spread good practice can extend CPD opportunities
- to review the annual cycle of assessment and reporting to make greater use of diagnostic tools

The likely outcomes to this session will include practical knowledge by subject leaders of how to investigate the impact of teaching, a target to produce a subject leaders' report and an action plan for improving quality and consistency.



Module 3. Optimising the use of Performance Data

This module is designed for data managers, exams officers and assistant headteachers responsible for data, assessment or school evaluation. This module supports the implementation and development of new performance data tools. It will provide support that will total around two hours, and which can be provided through a mixture of face-to-face and remote training.

The aims of the module are:

- to review how data is currently used and to consider its impact on the work of the school.
- to reflect on the current constraints and opportunities for improving the impact of performance data
- to install and set up some new performance data tools and to investigate how they can transform data use
- to look at some example school data and what can be revealed to subject leaders and teachers
- to consider how these tools will be used over a one year cycle
- to plan for how the roles of those responsible for managing performance data can be further developed

The costs of this training programme

We charge a flat rate for each contracted day. This includes all materials used for consultancy for a senior leadership team up to 10 in total, and for training a subject leader team of up to 20 in total. It includes access to our support web site, and email support for any questions or issues. It includes all our incidental expenses. Our consultants will each have either Local Authority school improvement experience, experience of Ofsted inspection, or school senior leadership experience.

This three-module programme would normally be arranged over two days. For the purposes of accounting, we consider a day to be any contracted period up to 6 hours in total in any one day.

In practice it will be possible to combine elements of this programme, so, for example, Module 1 (for senior leaders) and Module 3 (for data managers) could be combined on one day's visit, and Module 2 (for subject leaders) run at a later date.

In the case of Module 3, the performance data staff will have continuing email access to advice and support, plus remote training using our screen share system.

In addition we offer further staff training, follow-up work with departments in the use of performance tools, training staff in undertaking systematic lesson observations, and working with school senior leaders on the development of school evaluation and Ofsted preparation.

We also offer a basic remote tutorial service for data managers on using 4Matrix which can be booked for a period of up to 90 minutes. We call the school at a pre-arranged time and activate a remote session.

For further details of these programmes, and for the separate costs and options of the 4Matrix School Improvement System, please contact Mike Bostock at mike@new-media-learning.org

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