

Leadership and Learning

Presentation to the
SSAT Annual Conference
Birmingham, Thursday 29th November 2007

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The G100 Communique

A group of 100 principals from fourteen countries (G100) met at the National Academy of Education Administration (NAEA) in Beijing, China 16-19 October 2006 to discuss the transformation of and innovation in the world's education systems.

They concluded their communique in this way -

We need to ensure that moral purpose is at the fore of all educational debates with our parents, our students, our teachers, our partners, our policy makers and our wider community.

We define moral purpose as a compelling drive to do right for and by students, serving them through professional behaviors that 'raise the bar and narrow the gap' and through so doing demonstrate an intent, to learn with and from each other as we live together in this world.

Towards system wide sustainable reform

Prescription

Building Capacity 

Professionalism

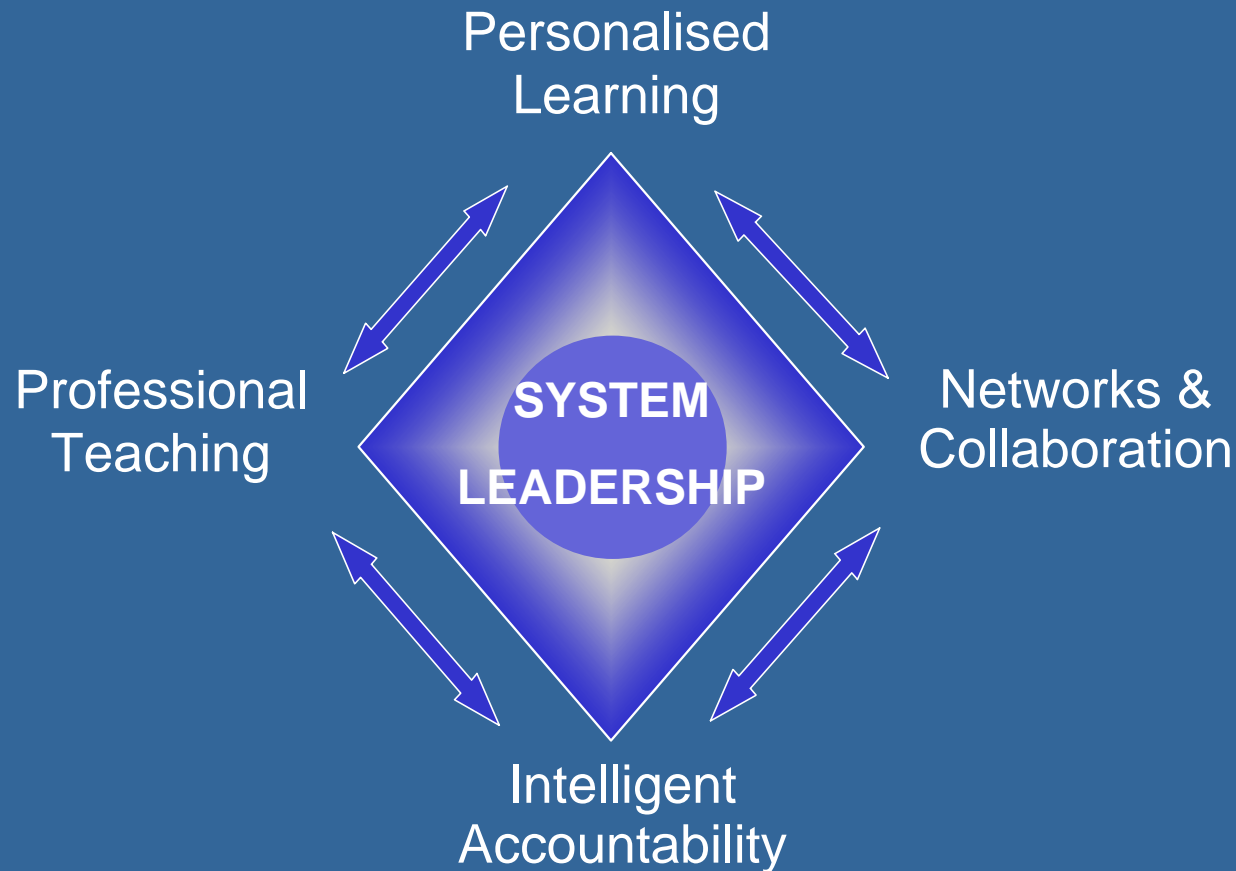
National Prescription

Every School a Great School

Schools Leading Reform

System Leadership 

4 drivers mould to context through system leadership



System Leadership: A Proposition

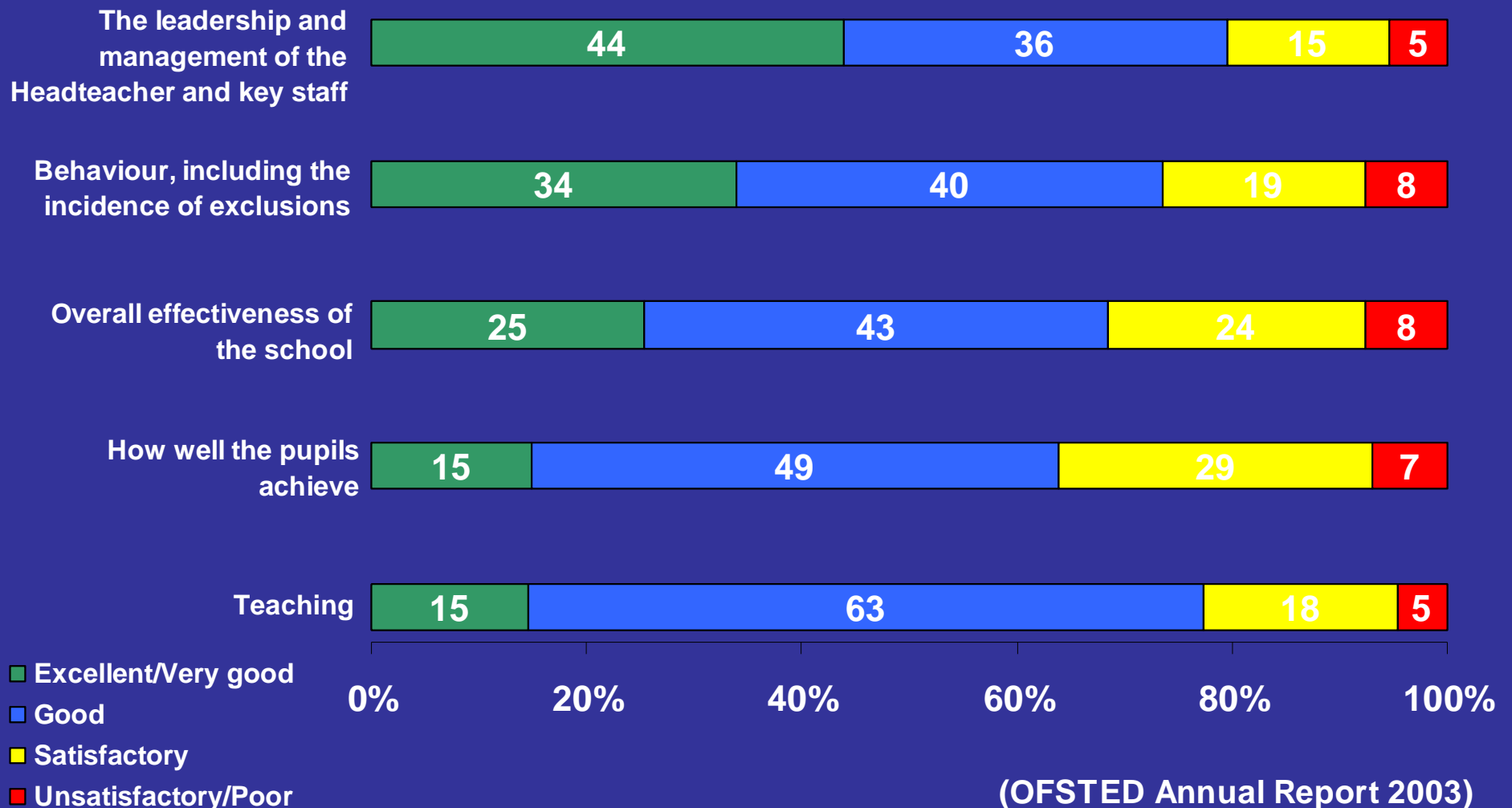
‘System leaders’ care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap(s).

Crucially they are willing to shoulder system leadership roles in the belief that in order to change the larger system you have to engage with it in a meaningful way.’

Personalised Learning is ...

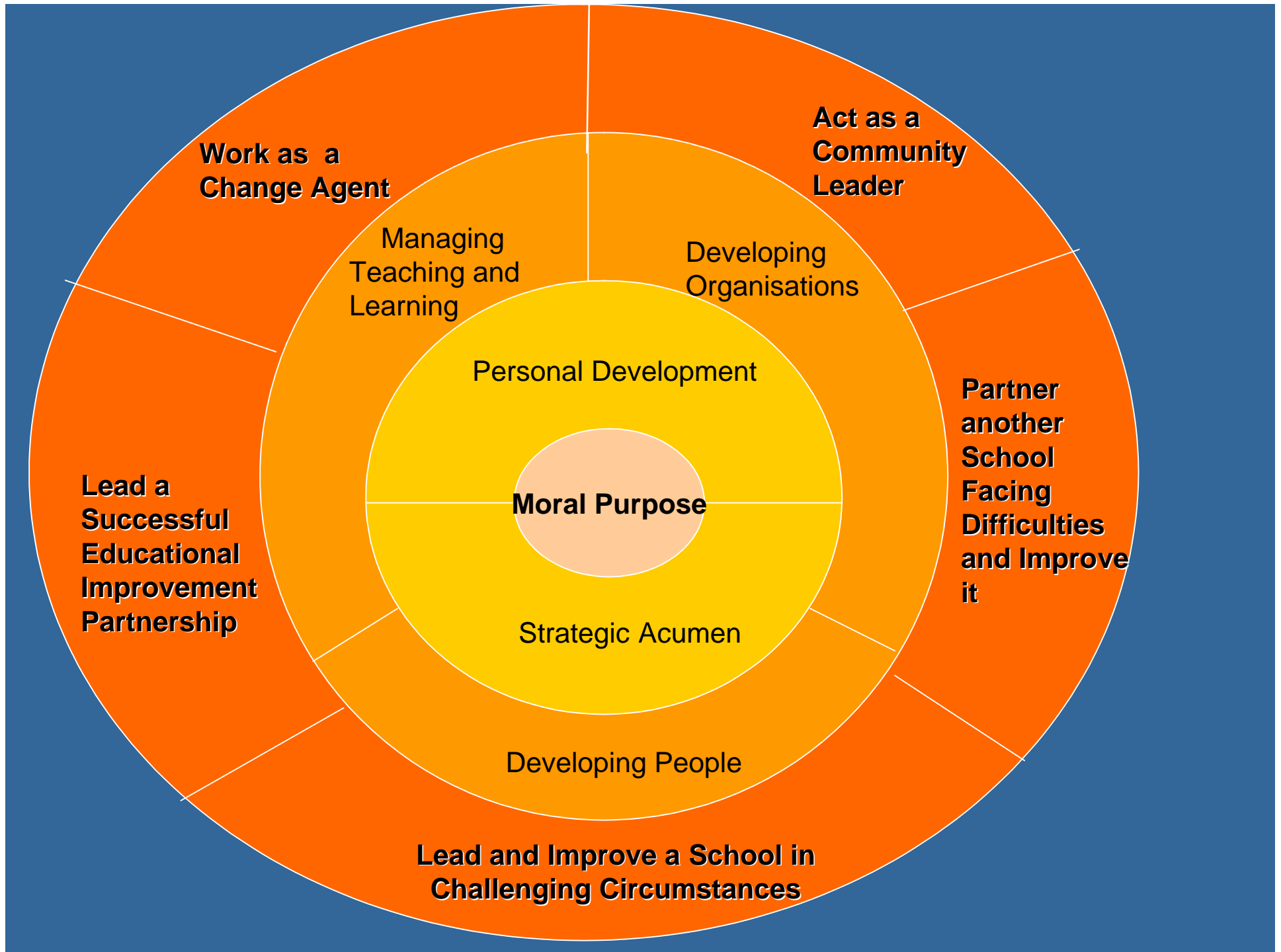
- An educational approach that focuses on every individual achieving their potential and enhancing their learning skills
- About designing teaching, curriculum and the school organisation to address the needs of the student both individually and collectively
- A system that is more accessible, open to customisation and involves the learner in their own learning
- A learning offer to all children that extends beyond the school context into the local community and beyond

Evidence from OFSTED suggests that teaching is still a relatively weak area



‘Seven Strong Claims about School Leadership’

- School leadership is second only to classroom instruction as an influence on student learning.
- Almost all successful (school) leaders draw on the same repertoire of basic leadership practices.
- It is the enactment of the same basic leadership practices – not the practices themselves – that is responsive to the context.
- School leaders improve pupil learning indirectly through their influence on staff motivation and working conditions.
- School leadership has a greater influence on schools and pupils when it is widely distributed.
- Some patterns of leadership distribution are much more effective than others.
- A small handful of personal “traits” explain a high proportion of the variation (such as being open minded, flexible, persistent and optimistic) in leader effectiveness.



Leadership for Learning

Setting direction

- Total commitment to enable every learner to reach their potential
- Ability to translate vision into whole school programmes

Managing Teaching and Learning

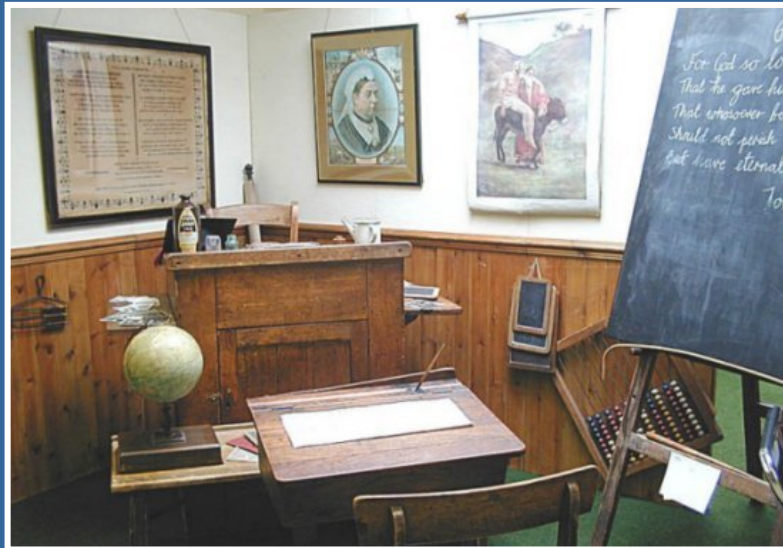
- Ensure every child is inspired and challenged through personalized learning
- Develop a high degree of clarity about and consistency of teaching quality

Developing people

- Enable students to become more active learners
- Develop schools as professional learning communities

Developing the organization

- Create an evidence-based school
- Extend an organization's vision of learning to involve networks



So ...

We teach not to produce little living libraries on a subject, but rather to get students to think mathematically for themselves, to consider matters as an historian does, to take part in the process of knowledge-getting. Knowing is a process not a product.

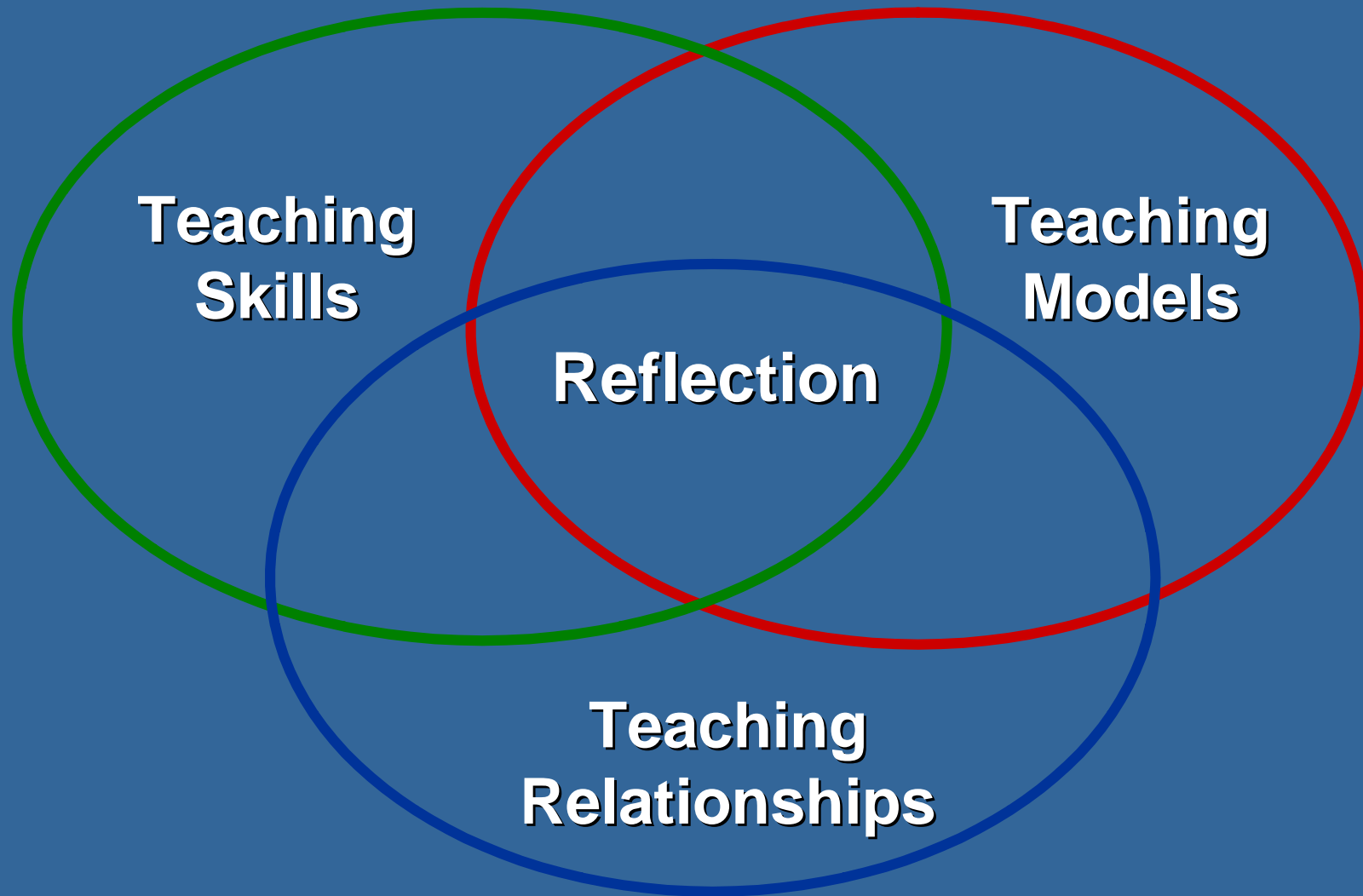
Adapted from: Jerome Bruner, *Toward a Theory of Instruction* (1966)



**I wrote (with Bruce Joyce) some time ago
that:**

Learning experiences are composed of content, process and social climate. As teachers we create for and with our children opportunities to explore and build important areas of knowledge, develop powerful tools for learning, and live in humanizing social conditions.

Three ways of thinking about Teaching



Teaching Models

Our toolbox is the models of teaching, actually models for learning, that simultaneously define the nature of the content, the learning strategies, and the arrangements for social interaction that create the learning contexts of our students. For example, in powerful classrooms students learn models for:

- Extracting information and ideas from lectures and presentations
- Memorising information
- Building hypotheses and theories
- Attaining concepts and how to invent them
- Using metaphors to think creatively
- Working effectively with other to initiate and carry out co-operative tasks

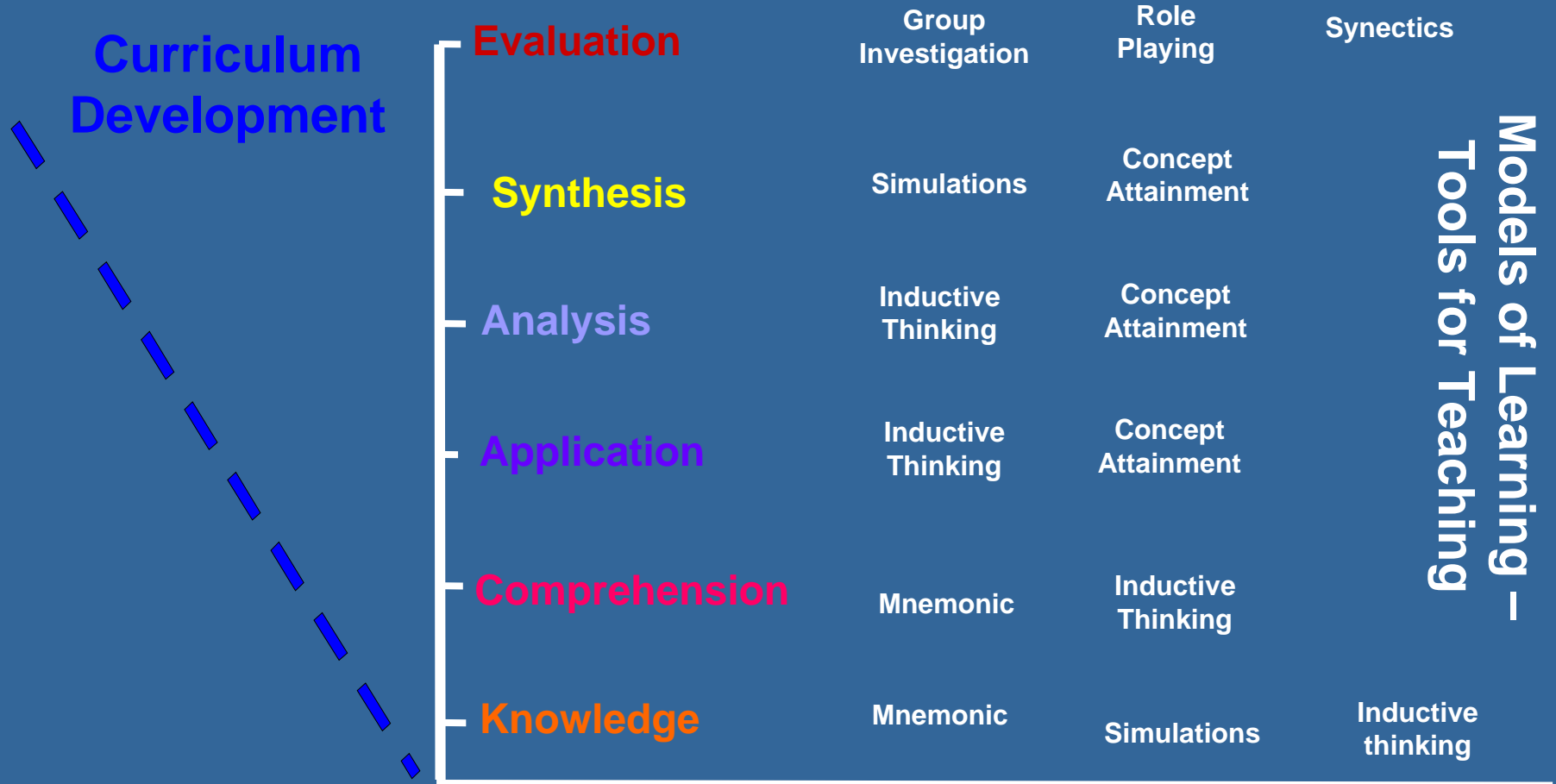
Powerful Learning ...

Is the ability of learners to respond successfully to the tasks they are set, as well as the task they set themselves In particular, to:

- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups
- Think carefully about their successes and failures
- Accept that learning involves uncertainty and difficulty

All this has been termed “meta-cognition” – it is the learners’ ability to take control over their own learning processes.

The Dialectic between Curriculum, Learning and Teaching



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A Typology of Skills

These skills fall into three categories:

Functional Skills: literacy, numeracy and ICT.

Thinking and Learning Skills: are the skills young people need to acquire in order to become effective learners. Gaining mastery of these skills equips students to raise their achievement by developing their ability to:

- improve their achievement by applying a wide range of learning approaches in different subjects;
- learn how to learn, with the capability to monitor, evaluate, and change the ways in which they think and learn;
- become independent learners, knowing how to generate their own ideas, acquire knowledge and transfer their learning to different contexts.

Personal Skills: are the skills young people need to acquire in order to develop their personal effectiveness. Gaining mastery of these skills equips students to manage themselves and to develop effective social and working relations.

Specific Thinking and Learning Skills

Enquiry: ask relevant questions

- pose and define problems
- plan what to do and how to research
- monitoring progress in tackling a problem
- predict outcomes and anticipate consequences
- test conclusions, review solutions and improve ideas

Creative thinking

- apply imagination to question and challenge ideas
- generate and extend ideas
- suggest hypotheses
- look for alternative innovative approaches and outcomes

Information processing

- locate and collect relevant information
- sort, classify, sequence, compare and contrast
- analyse relationships

Specific Thinking and Learning Skills

Reasoning

- give reasons for opinions and actions
- draw inferences and make deductions
- use precise language to explain what they think
- make decisions informed by reasons or evidence

Evaluation

- assess evidence
- understand criteria for judging the value of own and others' work or ideas
- judge the value of what they read, hear and do
- have confidence in their judgements.

Specific Personal Skills

Communication (and personal presentation)

- speak effectively for different audiences
- listen, understand and respond appropriately to others
- participate effectively in group discussions
- read fluently a range of literary and non-fiction texts and reflect critically
- write fluently for a range of purposes and audiences, including critical analysis of own and others' writing.

Diligence, reliability, and capability to improve

- plan, organise and timetable effectively
- initiative and self-motivation
- willingness to learn and progress
- reflect on own work and identifying ways to improve
- understand how decisions taken now can affect the future.

Specific Personal Skills

Working with others (Social skills and team work)

- contribute to small-group and whole-class discussion and tasks
- work with others to meet a challenge: negotiate, resolve differences and support others.
- social skills and awareness and understanding of others' needs
- leadership skills.

Moral and ethical awareness

- Spiritual: understand sense of self, strengths and weaknesses, unique potential, and will to achieve
- Moral: understand difference between right and wrong, concern for others, consequences of actions and forgiveness.
- Social: understand responsibilities and rights of being a family and community members (local, national and global), how to relate to others and work for common good
- Cultural: understand and respect own and other cultural traditions, appreciate and respond to a variety of experiences.

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Assessment for Learning (AfL)

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

Assessment Reform Group, 2002

AfL implies:

- clear evidence about how to drive up individual attainment
- clear feedback for and from pupils so there is clarity on what they need to improve and how best they can do so
- clarity for students on what grades / levels they are working at, with transparent criteria to enable peer coaching, and
- a clear link between student learning and lesson planning.

Assessment for Learning (AfL)

Assessment for learning therefore:

- provides a framework to help structure and focus the whole school development of teaching and learning;
- gives teachers a shared language and context within which they can develop their teaching skills, such as questioning, modelling, explaining and providing informative oral and written feedback;
- helps establish a learning environment in which the respective roles and responsibilities of pupils and teachers are better understood, pupils increasingly take responsibility for their progress, and becoming more actively engaged.

Assessment for Learning (AfL)

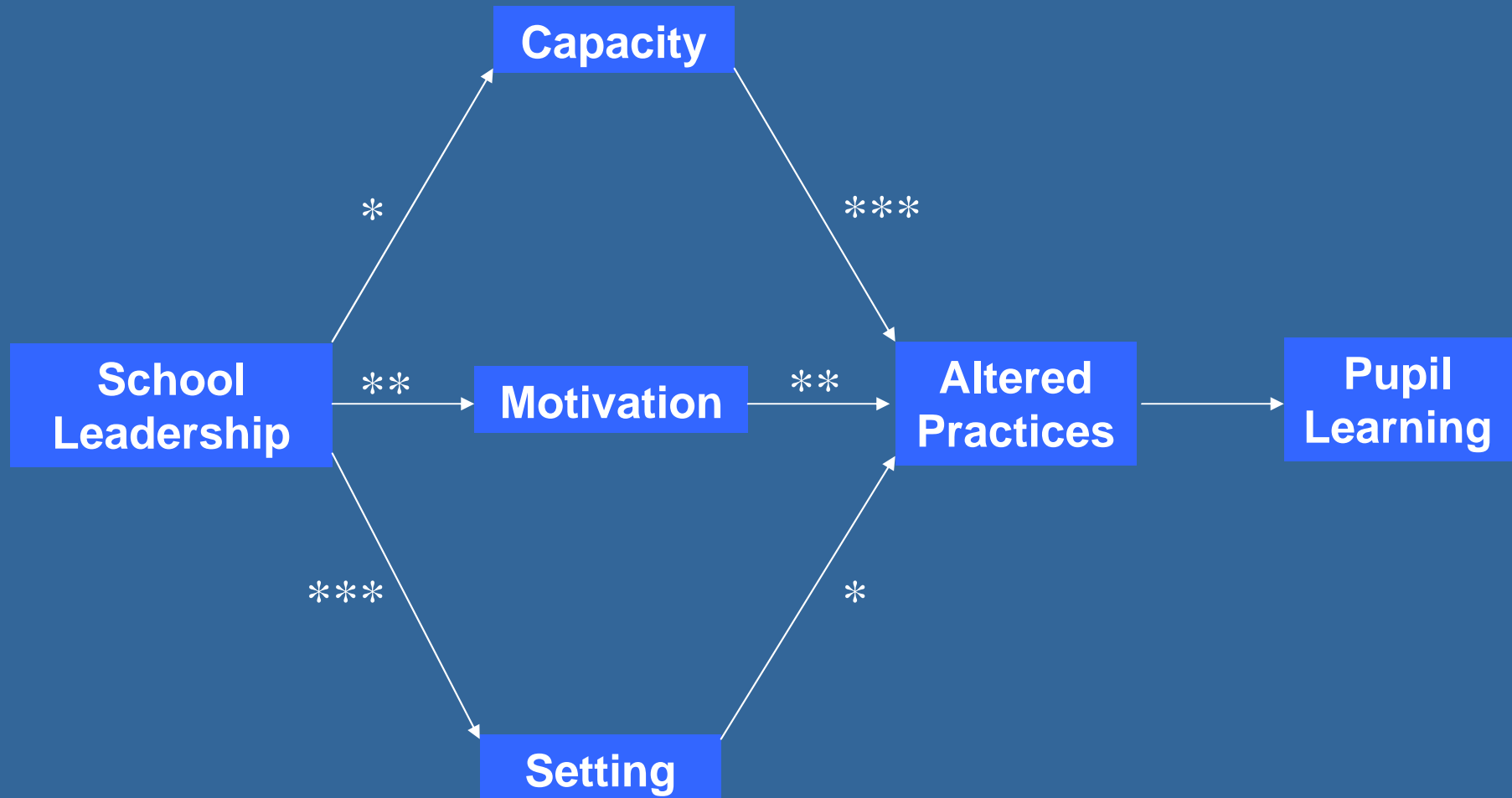
Central to assessment for learning is the focus on helping pupils become increasingly effective independent learners. Teachers need to develop a good understanding of subject progression so that they can help pupils:

- understand precisely what they are trying to learn and why, and what their next steps are;
- assess their own progress (and similarly help their peers); and,
- recognise the standards they are aiming for and strive for personal excellence.

Teachers also need to continue to develop their understanding of how pupils learn so that they can help them to:

- reflect on how they learn;
- develop learning strategies and apply them in different circumstances;
- engage in high quality classroom dialogue with the teacher, other adults and their peers in order to develop as effective independent learners.

Effects of School Leadership on Student Learning



Structural Equation Modelling - Connecting Headteacher Effectiveness and Pupil Outcomes

Leadership

- Time in post
- Internal states
- Provision of leadership
- Age
- Values

School

- Improvement Group
- FSM
- Sector
- Ethnic Diversity
- School size
- Urban/rural
- Level of deprivation in area

**Building Vision,
Setting
Directions**

Pace / Timing

**Understanding &
Developing
People**

- Succession planning (3 kinds for 3 purposes)

Pace / Timing

**Organisational
Redesign**

- Distributive leadership practices
- Correspondence with teaching & learning purposes

Pace / Timing

**Managing
Teaching and
Learning**

- Innovative practices
- Use of data

**Culture &
Climate**

**Altered
Practices**

**Pedagogic
Focus**

**Student & Staff
Engagement &
Motivation**

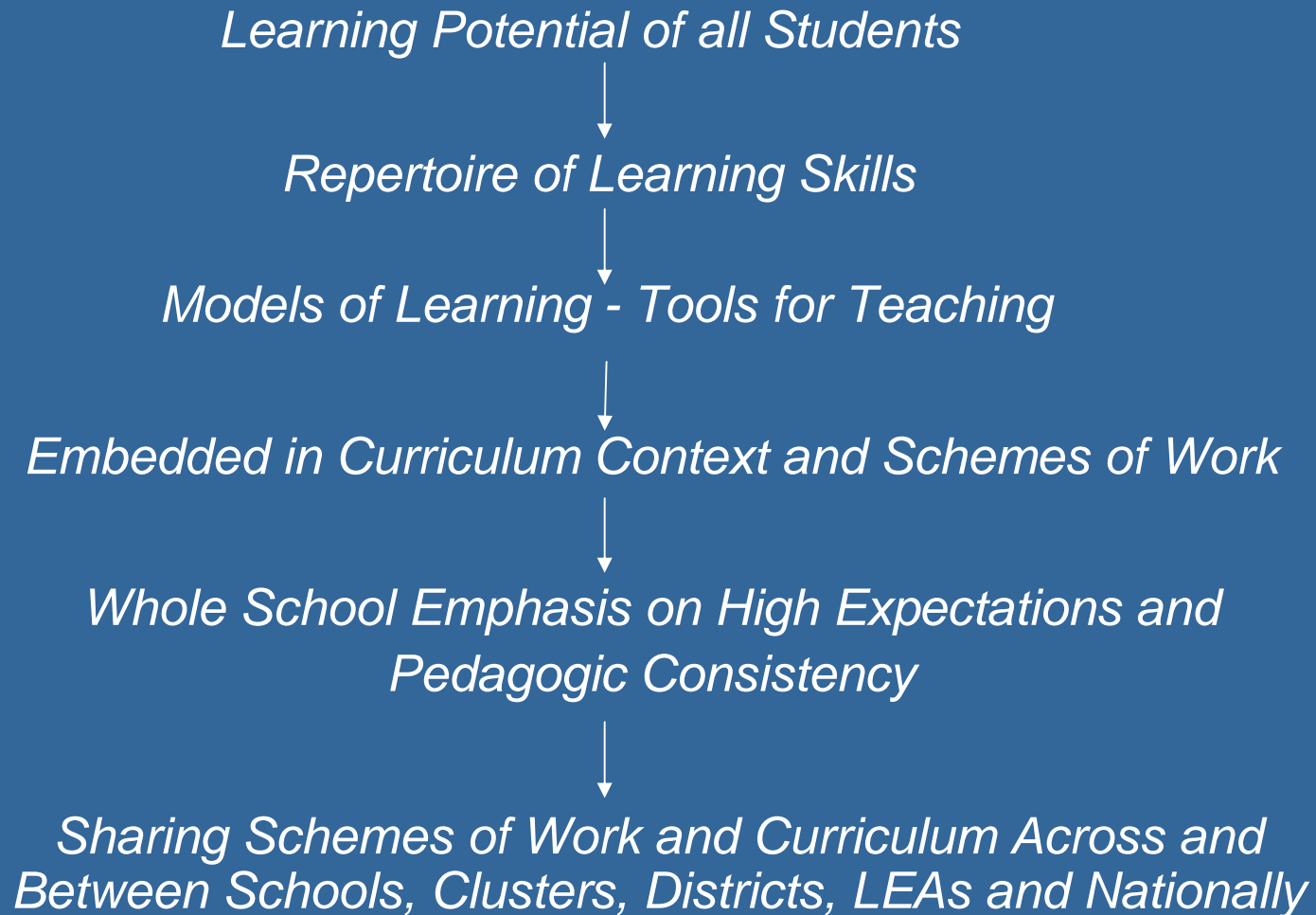
Academic

**Personal and
Social**

Behaviour

Affective

The Logic of System Leadership



The Key Question

What teaching strategies do I and my colleagues have in our repertoires to respond to the student diversity that walks through our classroom doors?



Professor David Hopkins HSBC Chair in International Leadership

David Hopkins is the inaugural HSBC Chair in International Leadership, where he supports the work of iNet, the International arm of the Specialist Schools Trust and the Leadership Centre at the Institute of Education, University of London. He is also a Professorial Fellow at the Faculty of Education, University of Melbourne. Between 2002 and 2005 he served three Secretaries of State as the Chief Adviser on School Standards at the Department for Education and Skills. Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and Outward Bound Instructor. David is also an International Mountain Guide who still climbs regularly in the Alps and Himalayas. Before becoming a civil servant he outlined his views on teaching quality, school improvement and large scale reform in Hopkins D. (2001) **School Improvement for Real**, London: Routledge / Falmer. His new book **Every School a Great School** has just been published by The Open University Press.

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