

# High performance middle leadership: developing a new generation of leaders



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# We are Ambition School Leadership

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**We believe that every child in every school should have the same opportunities.**

## Our Ambition

We are working for fair society built on an education system where every child can thrive, no matter what their background.

## Our mission

We are building a network of exceptional school leaders at all levels to transform the lives of the children who need it most.

# Aims

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- Examine what middle leaders need to be able to do?
- Look at what the evidence says about effective ML CPD
- Explore how to design an effective programme
- Consider how to find out if it has worked
  
- **I WON'T** give you all the answers, tell you what to do or be prescriptive
- **I WILL** (hopefully) give you some good starting points, spark ideas, refer you to other sources of information and guidance, enable short bursts of discussion



**What do middle leaders need to be able to do?**

# Why does this matter?

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- Start from the end
- Set clear goals
- Baseline
- Chart a path from your 'as is' to your 'to be'

# What do middle leaders need to be able to do?

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- Holder of accountability for pupil achievement
- Developer/monitor of the quality of teaching and learning
- Leader of curriculum
- Provider of pastoral leadership
- Expert in the analysis and reporting of data
- Role model for a culture of professional learning in their teams
- Leader and collaborator across the school(s)

*Source: Teaching Leaders partner school survey, 2016*

# What characteristics do middle leaders need?

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- Build their **strategy** upon solid research and evidence of what it is that works
- Have emotional mastery of the key **change management** moments as well as knowing what to do
- Strong **self awareness** traits that recognises personal strengths and vulnerabilities
- A belief in ethical and **morally driven decision making**
- Take decisions that **add capacity** to the community rather than taking it away
- **Cope with set backs** and difficulties whilst staying focused and purposeful
- Knowing **'why, what, when and how'**

*Source: Sir David Carter, Teaching Leaders Residential , August 2017*

# From expectations to competencies

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## Expectations:

Accountabilities, responsibilities, tasks

## Qualities:

Behaviours and knowledge

## Competencies:

Codification, consistency and evidence

# Two minute discussion...

How explicit are you on what you want from your middle leaders?

Would others in the leadership team give the same answer?

How do you know?

Every child. Every school. Same opportunities.





**What do we know about effective ML development?**

# What does the evidence tell us?

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Department  
for Education

## Standard for teachers' professional development

Implementation guidance for school  
leaders, teachers, and organisations that  
offer professional development for  
teachers

July 2016

### The standard

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

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# What does the evidence tell us?

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## High Potential Middle Leaders (Secondary) programme: an evaluation

Research report

Sarah Knibbs, Claudia Mollidor & Lucy Lindley –  
Ipsos MORI

Dr. Rebecca Allen & Sam Sims – Education  
Datalab



*'It is unusual to find a leadership training programme that improves pupil attainment, as this one appears to. Our research shows that when a Head of Department took part in the Teaching Leaders course, approximately one in twelve pupils in their department made an extra grade of progress.'*

Rebecca Allen, Director of Education  
Datalab and report co-author



# What does the evidence tell us?

Home » Member Insights » Effective leadership of professional development: a literature review

## Effective leadership of professional development: a literature review

Posted by  
BEN WARD

Categories  
MEMBER INSIGHTS, RESEARCH



Time invested  
Personalisation  
Ownership  
Collaboration  
Coherence  
Alignment with organisational needs  
Status  
Leaders as model learners

### THE AUTHOR



### Ben Ward

Ben Ward has been teaching for 20 years, and in leadership roles for 8. He is currently Assistant Vice Principal for Teaching and Learning in a thriving academy in Manchester. Previously, he led a department of 18 maths teachers for 5 years. He has completed a masters in Education Leadership, focusing on the leadership of professional

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# Two minute discussion...

What research and evidence do you currently use to inform your ML CPD?

How could you improve your practice in this area?





# Designing your intervention

# Three killer questions for programme design

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For all of your ML professional development, ask yourself:

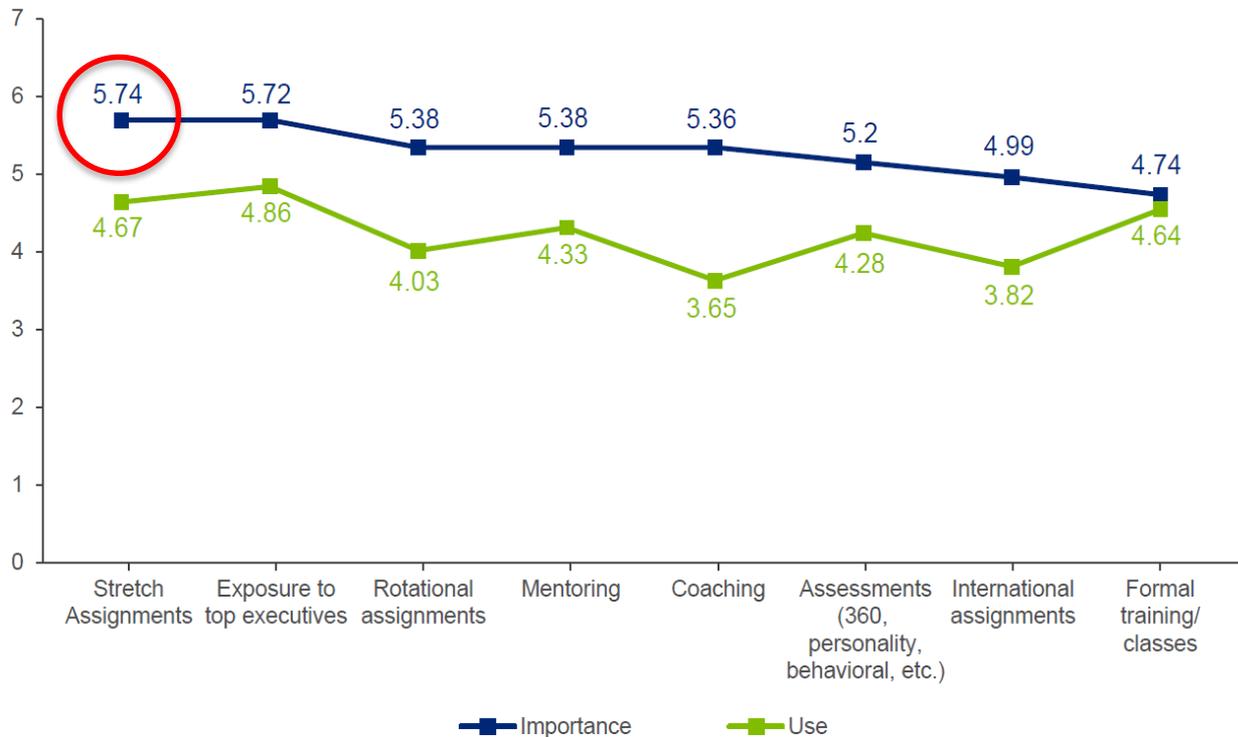
- Why are you doing it?
- What impact do you expect to deliver?
- How will you know if it's worked?

# What are your design principles?

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**70 / 20 / 10**

# 70% - Stretch development



Source: Bersin by Deloitte, 2014.

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# 70% - Stretch development

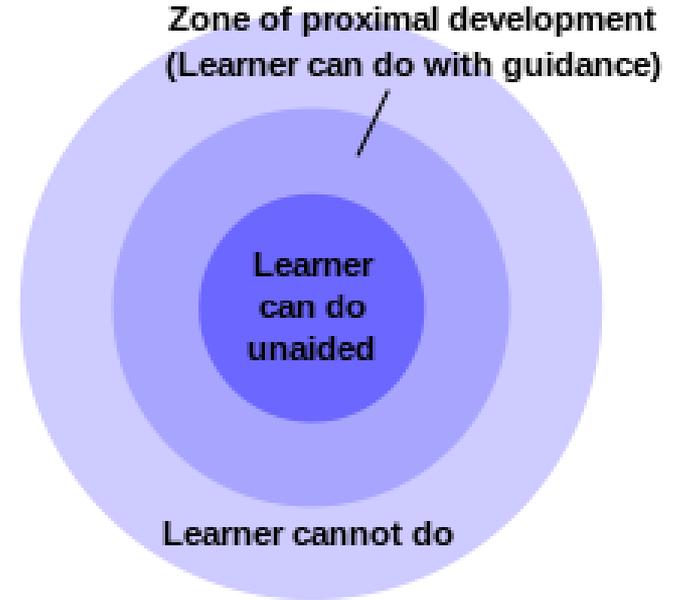
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## What is stretch development?

1. Project given to member of staff
2. Within or alongside current role

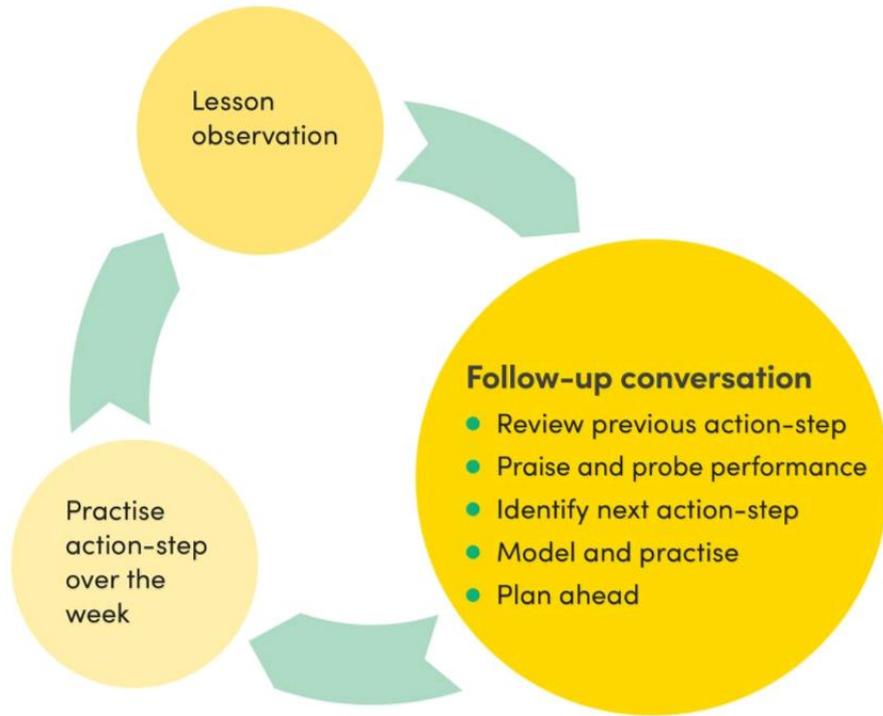
## What makes it work?

1. Give real accountability
2. Make targets clear
3. High support, low threat



# 70% - Incremental Coaching for T&L

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## Incremental coaching report

Google: 'incremental coaching  
Ambition School Leadership'

*Source: Peter Matthews for Ambition  
Paul Bambrick-Santoyo, 'Leverage Leadership'*

# Participant experience – what are your artefacts?

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## Two minute discussion...

What changes would applying 70/20/10 prompt you to make?

What is the learning experience like on your current ML CPD?





**How will you know if it has worked?**

# Kirkpatrick levels

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## Level 1: Reaction

The degree to which participants find the training favourable, engaging and relevant to their jobs

## Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

## Level 3: Behaviour

The degree to which participants apply what they learned during training when they are back on the job

## Level 4: Results

The degree to which targeted outcomes occur as a result of the training

# Kirkpatrick levels

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## Level 1: Reaction

The degree to which participants find the training favourable, engaging and relevant to their jobs



Quality



Stretch



Applicability

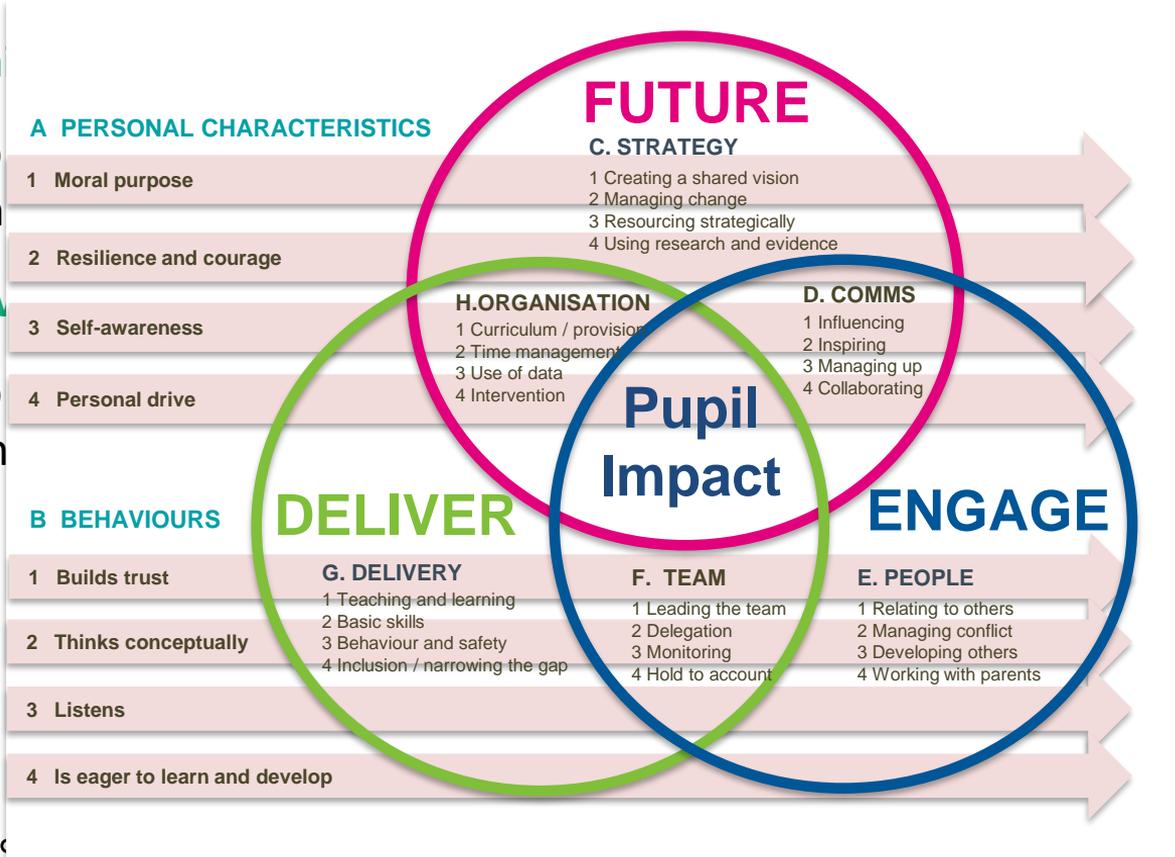
# Kirkpatrick levels

## Level 2: Learn

The degree to which confidence and attitude,

## Level 3: Behaviour

The degree to which they are back on the track when they



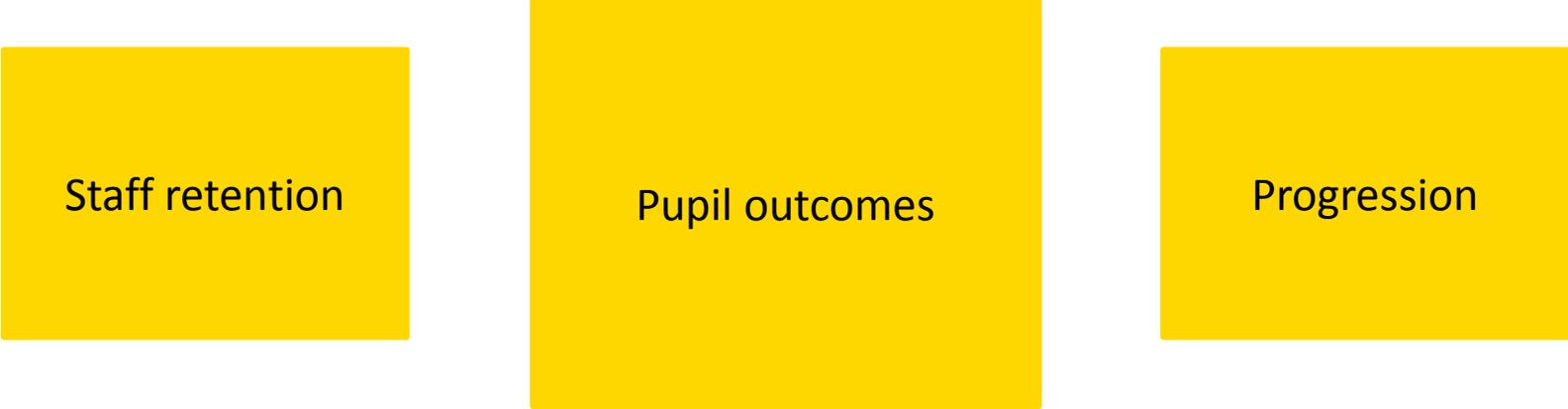
Every child. Every school.

# Kirkpatrick levels

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## Level 4: Results

The degree to which targeted outcomes occur as a result of the training



Staff retention

Pupil outcomes

Progression

# Ambition's leadership development pathway

|                                     | Flagship (DFE funded programmes)   | Ambition Alliance  |
|-------------------------------------|--|--|
| <b>System leadership</b>            | <b>Executive Educators (with NPQEL):</b><br>Our flagship system leadership training, with tailored programmes for aspiring or serving executive headteachers and CEOs of multi-academy trusts. |  |
| <b>Headship</b>                     | <b>Future Leaders:</b><br>Our selective programme for high-potential senior leaders who have the talent and commitment to become headteachers in 2-3 years.                                    | <b>Headship Programme (with NPQH):</b><br>For senior leaders preparing to reach headship in 12-18 months, or headteachers looking for further development. |
| <b>Middle and senior leadership</b> | <b>Teaching Leaders:</b><br>Our selective programme for high potential middle leaders looking to increase their impact, with tailored primary and secondary pathways.                          | <b>The Ambition NPQ Alliance:</b><br>NPQ programmes run in partnership between Ambition, MATs and TSAs   |
| <b>A first leadership role</b>      |  | <b>Aspiring Leadership Programme:</b><br>For groups of teachers preparing for their first leadership roles.  |

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Drop me an email with questions, for a copy of the slides  
and for links to resources

**Thank you!**