Leading Systems Change

Residential 2: Sustaining Effective Systems Change

May 22nd – 23rd 2018

Westerwood Hotel
Cumbernauld

Welcome
## Agenda – Day 1

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<td>09:30 – 10.00</td>
<td>Registration</td>
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<td>10:00 – 11:00</td>
<td>Welcome and learning groups</td>
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<td>11:00 – 12:00</td>
<td>Session 1 – The policy context for Scottish Education</td>
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<td>12:00 – 12:15</td>
<td>Break</td>
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<td>Session 2: Redefining the “middle”</td>
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<td>14:00 – 16:00</td>
<td>Session 3: Getting it Right for Every Child: schooling for resilient communities</td>
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<td>Session 4:Towards a learning system</td>
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<td>17:45 – 18:30</td>
<td>Learning groups review</td>
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<td>08:45 – 09:15</td>
<td><strong>Review and Reflection</strong></td>
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<td>09:15 – 10:30</td>
<td><strong>Session 5: Adaptive Leadership</strong></td>
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<td><strong>Break</strong></td>
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<td>10:45 – 12:30</td>
<td><strong>Session 6: Service Design</strong></td>
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<td><strong>Lunch</strong></td>
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<td>13:15 – 15:00</td>
<td><strong>Session 7: Towards a model of excellence through equity</strong></td>
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<td>15:00 – 16:00</td>
<td><strong>Learning Groups</strong></td>
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<td>16:00</td>
<td><strong>Close and depart</strong></td>
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Last time........
Towards a learning system: a new approach to raising standards for all in Scottish schools

A think piece from the Association of Directors of Education in Scotland
The Research Study:

In Autumn 2012, The Virtual Staff College, commissioned a partnership of researchers specialising in the science and practice of social care implementation and health management - to carry out research on this emerging leadership response...

Systems leadership, according to this formulation, concerns leadership that extends beyond the confines of single agencies or organisations, stretching the remit and skills of leaders into places where their usual authority, derived from organisational position, may not be recognised.
Systems leadership was described as being as frequently about ‘**willingness to give things away**’ as it was concerned with achievement of one’s own goals or promoting of one’s own agency agenda. In this respect, systems leaders were often not engaging in ‘win/win’ transactions (in the sense of ‘you win, I win’) but in a situation where an individual, whether an organisation or a person, might have to cede ground in order that the wider collective might benefit:

‘**to gain more, you have to give away**’ (and thus, in a sense, ‘we win, even if I lose’).
Your capacity to innovate will depend on who is part of your alliance. Creating new products relies on creative teams. Changing entire systems, however, requires alliances of partners who will be co–innovators working alongside you and distributors who will take the product to market. Successful systems innovators create constellations of other actors aligned around them.

Charles Leadbeater (2013)
AN ELEPHANT IS LIKE A SNAKE

AN ELEPHANT IS LIKE A BRUSH

AN ELEPHANT IS LIKE A ROPE

AN ELEPHANT IS SOFT & MUSHY

AN ELEPHANT IS LIKE A TREE TRUNK
I’m sure glad the hole isn’t in our end...
One of the key failures is to lead us to find what is probable rather than what is possible. The VUCA environment means that we must focus on what is possible (because anything can happen) rather than on what is likely to occur (which is determined by what happened before).

Oxfordleadership.com (2017)
So, what is our common moral purpose?
Wicked, Tame & Critical issues
Social Prototyping

Traditional planning approach
Static participation, ownership and quality
Research  Design  Implementation  Launch

Design  Reframe  Test
(Re) design  Reframe  Test
(Re) design  Reframe  Test

Increasing participation, ownership and quality

Social prototyping approach
Welcome and Learning Groups

Lesley Whelan, SCEL
Anton Florek, Strategic Adviser, Staff College
Session 1 -
The policy context for Scottish education

Anton Florek, Strategic Adviser, The Staff College
Terry Lanagan, ADES
Michael Wood, ADES
Session 2 – Developing an effective Middle-Tier: towards sector-led solutions

Anton Florek
From fragmented centralism to connected localism

“As the school systems we studied have progressed on their improvement journey, they seem to have increasingly come to rely on a ‘mediating layer’ that acts between the centre and the schools.

This mediating layer sustains improvement by providing three things of importance to the system: targeted hands-on support to schools, a buffer between the school and the centre, and a channel to share and integrate improvements across schools.”
There are different types of middle tier organisations

<table>
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<tr>
<th>Locally elected bodies</th>
<th>Local clusters or networks</th>
<th>Mixed economy</th>
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<td>• Local democratic accountability</td>
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<td>• Responsibility within a defined geographical area</td>
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<td>• Broader corporate role – beyond education</td>
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<td>• Often key role in supporting implementation of central reforms</td>
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<td>• Accountable for performance to the centre</td>
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<td>• Powers of intervention</td>
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<td>• Examples: local authorities in Wales and Scotland, school districts in the United States, Ontario</td>
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<td>• Membership drawn from schools</td>
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<td>• Often at the level of school leaders, but can include staff and students</td>
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<td>• <strong>Role in co-ordinating partnerships, encouraging collaboration, and standardising practices</strong></td>
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<td>• Accountable to schools</td>
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<td>• Can be school-, phase-, or subject-focused</td>
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<td>• Examples: China (JiaoYanZu), Boston, New York</td>
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<td>• Quasi-markets at school-level and middle-tier level</td>
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<td>• <strong>Existing local government structure, in place, but role re-shaped</strong></td>
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<td>• Diversity of school provision; independent of districts or local authorities</td>
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<td>• A strong role for charter school, free school and academy school sponsors</td>
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<td>• Example: England, New Orleans, Chicago</td>
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The international perspective: growing interest in understanding education systems as systems, and greater recognition of the role of the middle tier

‘As the school systems we have studied have progressed on their improvement journey, they have increasingly come to rely upon this mediating layer between the centre and the schools for sustaining improvement.’

(McKinsey, 2010)

The middle tier has played a key role in:
- Implementing reform
- Co-ordinating practice
- Facilitating collaboration

Its role was not always part of the original vision – some systems have strengthened their middle tier, others have created new ones

- Strategic direction
- Performance management
- Skills, leadership capacity, human capital

- Targeted support
- Facilitate communication and collaboration
- “Buffer”

- Lead and deliver classroom instruction
- Drive improvement
- Engage community
Recently, there have been new drivers of reform of the middle tier, and new pressures and trends to which the middle tier has had to respond

### Drivers
- Increased political focus on education
- Global recession – the need for greater VfM
- Reduced central prescription and direction
- The increase of international benchmarking, PISA
- Greater transparency of information and empowerment of service-users

### Pressures and trends
- Devolution of funding to schools
- Increased focus on leadership at the school level
- Increased use of public-private partnerships
- Online technology – virtual schools etc.
Characteristics of systems that have moved from good to excellent

**Poor to fair - ‘Achieving the basics of literacy and numeracy’**
- Providing motivation & scaffolding for low skill teachers
- Minimum standards
- Getting students in seats

**Fair to good - ‘Getting the foundations in place’**
- Sharp analysis & accountability
- Financial & organisational foundation
- Better teaching & learning

**Good to great - ‘Shaping the professional’**
- High quality teachers & leaders
- School based decision making

**Great to excellent - ‘Improving through peers and innovation’**
- Building system capacity
- Creating additional support mechanisms for professionals
- System-sponsored experimentation and innovation across schools
So, where is the Scottish system?
What will success for local authorities in their education role look like?

• How can Local Authorities respond to these challenges?

• How will they need to adapt and change?

• What existing good practice can they build on?

• What new ways of working will be needed?

• What does emerging best practice look like?
ADCS and the College set out the key principles underlying LAs future relationship with schools in the publication *By Whose Authority*?

- Being a challenging advocate on behalf of ALL children
- Building capacity in the system for self improvement
- Securing stability and sustainability of innovation and change
- Providing and supporting effective commissioning
- Holding the system to account
- Exerting systems leadership, often without authority
- Building alliances to create coherent place planning
ISOS field work identified three developing key ‘roles’ emerging for local authorities in a more autonomous education system.

- A maker and shaper of effective commissioning
- Convenor of partnerships
- A champion of children, parents and the community
Champion

- retaining regular contact with all schools and providing effective challenge on pupil outcomes using high quality data and strong relationships
- rethinking the role of elected members and using their challenge and support effectively
- developing concordats with academies about the response to under-performance
- using the full powers of intervention swiftly
- co-ordinating the placement of hard to place pupils; ensuring schools ‘play by the rules’
- strengthening governance through use of National Leaders of Governance and high quality governor training
- setting clearer outcomes measures for support, training and outreach for vulnerable children, linked to the achievement and progress of vulnerable children in mainstream education
- helping schools to focus on closing gaps and using the pupil premium effectively.
Emerging local solutions

• setting out a local strategic vision; giving schools a sense of belonging and a sense of place
• creating local school partnerships led by schools for schools
• building sustainability and helping to sharpen the focus and impact of partnerships
• working with primary schools to broker federations, umbrella trusts and multi academy trusts
• approaching place planning in a different way; providing data and facilitation to enable local decision making
• bringing schools into the centre of decision-making about SEN resourcing and assessment.
Commissioner

• setting out clear terms of business for academy sponsors and free school promoters; making themselves an indispensable partner with DfE
• working creatively with free school promoters to ensure high quality places
• working strategically with Teaching Schools to ensure strong local school-to-school support and CPD, and establishing locally based commissioning of Teaching School support
• ramping up commissioning for vulnerable children; developing special schools as outreach hubs and ensuring effective commissioning of support
• work with their neighbours to commission low-incidence high-need SEND, while building capacity among mainstream schools to commission AP for themselves
• playing a brokering role and holding to account school-to-school support mechanisms, using flexible commissioning.
.... and in Scotland?
Questions for discussion

What key challenge do you face in each of the three emerging roles?

What successful or promising strategies are you adopting?
Key messages emerging about leadership from local authorities where promising practice is emerging:

• Seize the agenda, rather than be apologetic and wait for instruction.

• Treat schools as partners and leaders in the education system and develop the governance with and between schools so that good relationships have a life beyond the particular individuals involved at any one time.

• Be clear about the local authority role in establishing and driving partnership working.
Creating a school led system……
Alongside collective moral purpose, Hargreaves identifies high social capital as a further key ingredient of the deep partnership, characteristic of a mature self-improving system. Social capital is best summed up as trust and reciprocity.

Reciprocity thrives as long as people can be persuaded to collaborate with one another to improve professional practice. Trust, however, is a more subtle concept and is established much more slowly.

David Hargreaves (2012)
David Hargreaves used his seminal article, *a self-improving school system – towards maturity*, to set out what he believes to be the cornerstones of a system led by schools for schools. Key to success is what he describes as a **collective moral purpose** or *that which motivates and sustains teachers in their professional commitment*. Group members were clear that, along with a belief in making a positive difference, the interests of all children and young people must be cornerstone of their collective moral purpose.
Collective moral purpose

A further enabling condition draws on the concept of **moral purpose**, or that which motivates and sustains teachers in their professional commitment. It is not primarily for financial reward or for social status that teachers do what they do, but rather because preparing the next generation to be fully realised individuals and to create a better society are at the heart of what education is for.

In the most successful school partnerships known to me this already happens: the principles and practice of system leadership of system leadership get distributed. But there is no common term for this. Initially I coined the obvious phrase **distributed system leadership** for the phenomenon, but the term is, however, unfamiliar and somewhat technical, and I now prefer **collective moral purpose (CMP)**

*David Hargreaves (2012)*
Social capital

Social capital consists of two connected elements, trust and reciprocity. Reciprocity thrives as long as people can be persuaded to collaborate with one another to improve professional practice. Trust, however, is a more subtle concept and is established much more slowly.

*David Hargreaves (2012)*

There are key questions to be asked about trust within and between organisations:

- How do individuals become optimistic enough to risk the co-operation that often leads to trust?
- How do they initiate trust relationships with others?
- How do they maintain trust relationships once they have started?

*Hardin (2002)*
Collaborative capital

Collective intellectual capital

Evaluation & challenge

Collective capital

Collective social capital

Collective moral purpose

Collective capacity for a self-improving school system
Capacity for collaborative capital in Scotland?
Improvement through collaborative professionalism
Achieving Excellence
A Renewed Vision for Education in Ontario
Ontario is committed to the success and well-being of every student and child. Learners in the province’s education system will develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

Ontario will cultivate and continuously develop a high-quality teaching profession and strong leadership at all levels of the system. Our education system will be characterized by high expectations and success for all. It will be responsive, high quality, accessible and integrated from early learning and child care to adult education.

Together, we will build on past achievements and move forward with ambitious goals.
Collaborative professionalism is foundational to Achieving Excellence, Ontario’s renewed vision for education. This renewed vision is the product of extensive consultation with all education stakeholders across the province.

Ontario has a world class education system and is committed to building on the successes of the past decade to further improve outcomes for all learners.
As part of the transformation process, all education professionals will work together to build on Ontario’s solid foundation of achievements through the establishment of trusting relationships that value the voices of all, encourage reflection and support professional growth. As such, collaborative professionalism:

• values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all;
• takes place in and fosters a trusting environment that promotes professional learning;
• involves sharing ideas to achieve a common vision of learning, development and success for all;
• supports and recognizes formal and informal leadership and learning;
• includes opportunities for collaboration at provincial, district and school levels;
• leverages exemplary practices through the communication and sharing of ideas to achieve a common vision.
I think about culture in terms of “collaborative professionalism” — a commitment from professionals at all levels of the education system to work together and share knowledge, skills and experience to improve student achievement and well-being. Collaborative professionalism involves transforming culture by continuously lifting everyone involved in the ecosystem. When you’re both teaching and learning, nurturing and being nurtured, giving and receiving help, the whole system gets better.

(Fullan 2016)
“We want schools ... where students will feel free to dream about their futures, where they are able to connect their passions with possible career options, and where the opportunities and resources needed to support these decisions are provided.”

– Minister’s Student Advisory Council Representatives
BUSINESS PROSPECTUS

HIGH STANDARDS

EXCEPTIONAL SCHOOLS

NO CHILD LEFT BEHIND

JOINT ENDEAVOUR
Camden Learning is a not for profit company formed by the Camden Schools Led Partnership (CSLP).

Camden Learning aims to ensure that every child achieves the best possible educational outcomes in all areas of life through developing growth mind sets, having high aspirations and learning well both independently and with others. We believe that this can be achieved through working together in partnership to secure sustained educational improvement and innovation.
A schools **learning** partnership to...

**Help** every Camden child to have the best start in life and let no child get left behind

**Enable** every Camden child to achieve the best possible educational outcomes in all areas of their lives, to develop growth mindsets, high aspirations and the ability to work independently and with others

**Ensure** that throughout their education learners are provided with inspiration for their adult lives and opportunities to translate high

**Attract and develop and retain** the very best education leaders and practitioners for our schools and services

**Empower** the Camden family of schools to continue to work together collectively to secure sustained educational improvement

**Operate** for the good of the community and in the interests of pupils, teachers, parents, leaders, governors and partners

**Enable** the Council to provide strong civic governance in order to secure the best outcomes
New horizons: where we need to be

A perfect schools system in Newcastle

- High degree of local autonomy for schools
- Work life balance for educators
- Support for leaders in school CPD
- Support for SEN children – needs rather than finance led
- All services working together for our families
- Shared expertise peer to peer and with authority
- Proactive support for vulnerable schools
- Teaching schools to step up and support
- Excellent standard of training and school improvement advice

Common values and collective will to support and work together.
The Newcastle Promise

A city where we all share responsibility for providing the best educational opportunities for all our children and young people.

We will:

• create the sense of belonging in our schools, where children are proud of the present and ambitious for their future
• support and challenge each other so that no school or child is left behind
• drive improvement, seeking excellence through equity
• work creatively, beyond institutional boundaries, to raise standards and maximise the learning opportunities for all
• build a collaborative learning community, sharing our success, innovation and evidence-based practice.
Lincolnshire: a case study of practice
Case for Change

- Reducing resources
- Crowded Middle Tier
- National Policy Change
- Academisation
- MATs
- National Leaders
- RSC
- Teaching Schools
- Sector Led School Improvement
- Fragmentation

Lincolnshire County Council
Working for a better future
What does this mean for young learners in Lincolnshire?

**KS1**
- L2+ attainment has remained relatively stable other than in maths which has decreased while the national average has risen in 2014.

**KS2**
- This is the first year that Lincolnshire has been below the national average in all core subjects.

**KS4**
- The percentage of schools falling below floor standard is 18.9% compares to a national value of 11.2%.
- Lincolnshire is ranked 102nd out of 151 Local Authorities in 2014, a large drop from joint 61st in 2013.
Ambitious, Achievable Aspirations

- Exceed national average outcomes at every key stage within three years
- Reduce school exclusions by 25% in 2 years
- Sustained progress at closing the attainment gap
- 100% of pupils attend a good or outstanding school
School to School Challenge and Support

All schools expected to

• Support sector led self improvement and participate in Peer Review
• Focus on improving standards
• Work collaboratively to share expertise so that all children thrive
• Commit to ensuring no school fails
Lincolnshire Learning Partnership

Board

• Systems Leadership Development with the Staff College
• Shared Moral Purpose
• Clear Narrative
• Defined role distinct from the Local Authority
The first residential workshop provided an opportunity for members of the LLP to begin to build a group identity and generate a shared sense of purpose. A key output will be a draft public value proposition and supporting narrative that will underpin further work.

The second residential built on this work to develop the Lincolnshire model in a practical way focusing on the detailed by design of the future governance, structures and working practices for the LLP.
Ensuring that everyone has a voice:
Everyone has a valid contribution, regardless of background, school or sector
Valuing everyone’s contribution
Make room for different members’ strengths and styles

Leaving the personal and “sector ego” at the door
Avoid tribalism – and be comfortable with that
Recognise inner feelings and feelings about each other:
Share vulnerability

Being open to receiving and giving respectful challenge while remaining loyal to the collective view
Acknowledge conflict....welcome difference
Transparent challenge
Private, internal challenge
Respect confidentiality
Fidelity to decisions
Guard against gossip
Guard against rhetoric
**Public Value Proposition** - the purpose and focus of any public sector initiative, to “transform social conditions in collectively desired directions”

*See Creating Public Value – Strategic management in government; Mark Moore (1995)*

Group agreed that it needed a compelling narrative for the work of the LLP

A small working group to produce a draft narrative for the next workshop. “Big ticket” items that emerged include:

• *No school is more important than the individual child;*

• *Collective responsibility for ensuring that schools receive early help:*
  – *Proactive – so that issues are addressed before they become significant;*
  – *Responsive – a rapid response when a significant issue does arise.*

• *Our children are our future;*

• *Support for research and evidence-based practice*
S2S
- School to school challenge and support
- Peer Review

LLAs
- Monitoring Outcomes and Networks of Excellence
- Lincolnshire Learning Advisors

Board
- Strategic Direction, research and innovation
- Schools and Academies causing concern
All children and schools in Lincolnshire are our collective responsibility

Every child and school is known, valued and supported to achieve

No school is more important than an individual child’s needs

Lincolnshire Learning Partnership Board will:

- Champion learners and leaders to shape their own futures
- Promote successes, innovation and evidenced practice to benefit all
- Empower schools to meet the need of their communities
- Challenge all schools to keep getting better

All schools will:

- Commit and contribute to supporting each other’s improvement
- Share and act upon evidence to improve learning
- Build networks and work together to serve children and their communities
- Welcome challenge from each other to ensure no school fails
The Kyra Research School
Supporting schools to use evidence to improve teaching practice
Lincolnshire County Council
Children’s Services

PUTTING CHILDREN FIRST: Working together with families to enhance children’s present and future lives.
So, what is the work?
Session 3 - Getting it Right for Every Child: schooling for resilient communities
Session 4
Towards a learning system: resourceful leadership
Anton Florek
WILL IT MAKE THE BOAT GO FASTER?™
We need a system which values and develops professional expertise more, and takes greater account of the experience of children and young people themselves. We need to move from a culture preoccupied with compliance to one focused on learning, where professionals have the freedom to use their expertise to assess and provide the help each individual child needs. That is not an easy journey to make. This research makes a significant contribution to the debate about how that might be achieved. (Foreword by Eileen Munro)
In place of the current system, which has been a part of the compliance culture, there should be more attention given to learning and adapting. This will require practitioners, and leaders in particular, to learn to expect the possibility of error, always seeking, and adapting in response to, feedback and making sure that what is learned makes a difference to practice and therefore outcomes for children and young people.

Munro Report (2012)
Contextual Levels of Analysis

- Individual in Role
- Group/team
- Department/service
- Organisation/Authority
- Other organisations/network
- Socio-Political Environment

PRESENT

HISTORY

FUTURE

PRESENT
Organisation in the mind
The Learning Organisation

Learning organisations are organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to see the whole together.

Senge (1990)
• organisations are traditionally inward looking, sustaining their practices and safeguarding their practitioners

• organisational boundaries are risky places for practitioners who are learning from other professions – e.g. can they act on their own organisations and shape them?
Approaches to Learning

• learning as acquisition and application

• learning as participation in social practices

• learning as transformation – of self and of one’s world.
The learning challenges facing Directors of Children’s Services

The study found two broad learning challenges for leaders in public services, which were reflected in the strategies they adopted in this area. These are:

• building capacity to support the organisational priorities, i.e. promoting a common public narrative of the collective mission for children’s services

• designing learning systems, i.e. establishing the processes and protocols that ensure the appropriate flow of information and learning between professionals and organisations.
The Focus: Learning Challenges

Designing learning systems

- what common knowledge exists between providers of children’s services in your area?
- where does this need to be developed further?

Building capacity

- do the systems in your context provide the time and space to share intelligence... a) across organisations? b) between practitioners and policymakers?
The Focus: Learning Challenges

Organisation and system wide learning to improve outcomes for children

Organisational narrative
Building capacity to support the organisational priorities
Common Knowledge

Promote the flow of learning
Designing learning systems
Responsive to tensions and contradictions
Learning challenges for leadership in public services:

Systems design:
• systems design is crucial, learning systems don’t just happen
• learning systems need to attend to sound knowledge flows both vertically and horizontally
• strategic leadership involves shaping and working with what matters for practitioners
• learning needs to happen and be supported all the way through the system.

Building capacity:
• making meaning – creating a narrative which makes sense of the way in which the organisation works to achieve its aims
• making sense – engaging individuals in that shared narrative so that what they do matters.
Designing learning systems, i.e. establishing the processes and protocols that ensure the appropriate flow of information and learning between professionals and organisations:

• the design of learning systems is a crucial part of developing a learning organisation

• at their best, learning systems enable a sound flow of knowledge vertically (between operational to strategic and executive levels) and horizontally (across professional groupings within services)

• a strategic priority for leaders is to work with practitioners to shape what matters to them

• these learning systems need to support all of the system – the whole is only as strong as its weakest part.
Building Trust and Resilience

TRUST

RESILIENCE

Challenge

Support

Confidence
In each of these broad areas, DCSs face a variety of challenges at a range of levels, including those that are system wide, cultural and group/individually based. Some of the more specific issues leaders need to address as part of this process include:

• how do leaders create and sustain systems that enable intelligence to flow across, as well as up and down, the organisation to ensure that strategy and frontline delivery inform each other?

• how do leaders sustain organisational stability while building the capacity to adapt to a rapidly changing policy landscape at both a local and national level?
However these suggestions only have validity if there is a predisposition to learn. Thus we have to include in any definition of leadership effectiveness a willingness to learn and an understanding of how that learning takes place.

*If you want to develop leadership, you should focus on reciprocity, the mutual obligation and value of sharing knowledge among organisational members. The key to developing leadership is to develop knowledge and share it.*

Fullan (2001)
Some further thoughts.....................
Organisations are capable of intelligent, purposeful collective action, actions taken to influence their environments in desired directions. We know that, like all living organisms, our organisations can learn, adapt and grow. We know that they too have life cycles of birth, growth, maturity and eventual decline.
Learning groups: review and reflection........