



Leadership Learning Programme: Leading into the Future

Enhancing leadership to achieve excellence for all young Londoners

Launch event, 28 September 2023

This project received support from UCL's HEIF Knowledge Exchange and Innovation Fund.



Launch event, 28 September 2023

- 14.30 **Welcome and opening: What does research on successful school leadership say about how leadership matters?**
- Dr Sofia Eleftheriadou, UCL Centre for Educational Leadership, UCL Institute of Education*
- Professor Qing Gu, Director, UCL Centre for Educational Leadership, UCL Institute of Education*
- 14:55 **Introduction to the *Leading into the Future* programme**
- Dr Katharine Vincent, Director, Reconnect London*
- Dr Sofia Eleftheriadou, UCL Centre for Educational Leadership, UCL Institute of Education*
- 15.10 **Creating pathways to impact: How does leadership make a difference in your school?**
- Dr Andy Hodgkinson, UCL Centre for Educational Leadership, UCL Institute of Education*
- 15.45 **Reflections: Why do we need to rethink how we evaluate leadership impact on student learning and how can this leadership programme help?**
- Dr Katharine Vincent, Director, Reconnect London*
- Professor Qing Gu, Director, UCL Centre for Educational Leadership, UCL Institute of Education*
- 16.00 **Closing: Networking and Refreshments**



Purpose of the Event

- Introduce the *Leading into the Future* Programme.
- Rethink the impact of leadership and how we improve the practice together:
 - *Why and how does school leadership matter?*
 - *How will this programme support the work of senior leaders in London schools?*
 - *Why do we need to re-consider how we evaluate leadership impact?*



How and Why Leadership Matters

What does the research say?



Teachers matter

- ‘Teacher quality’ is the single most important school variable influencing student achievement.
- Especially important for **disadvantaged pupils who gain an extra year’s worth of learning** when taught by effective teachers.

(e.g. Rockoff 2004; Hallinger, 2005; OECD, 2005; Rivkin, Hanushek and Kain 2005; Leithwood et al., 2006; McKinsey, 2007 & 2010; Sutton Trust, 2011; Leithwood, 2019)



Where teachers thrive and stay

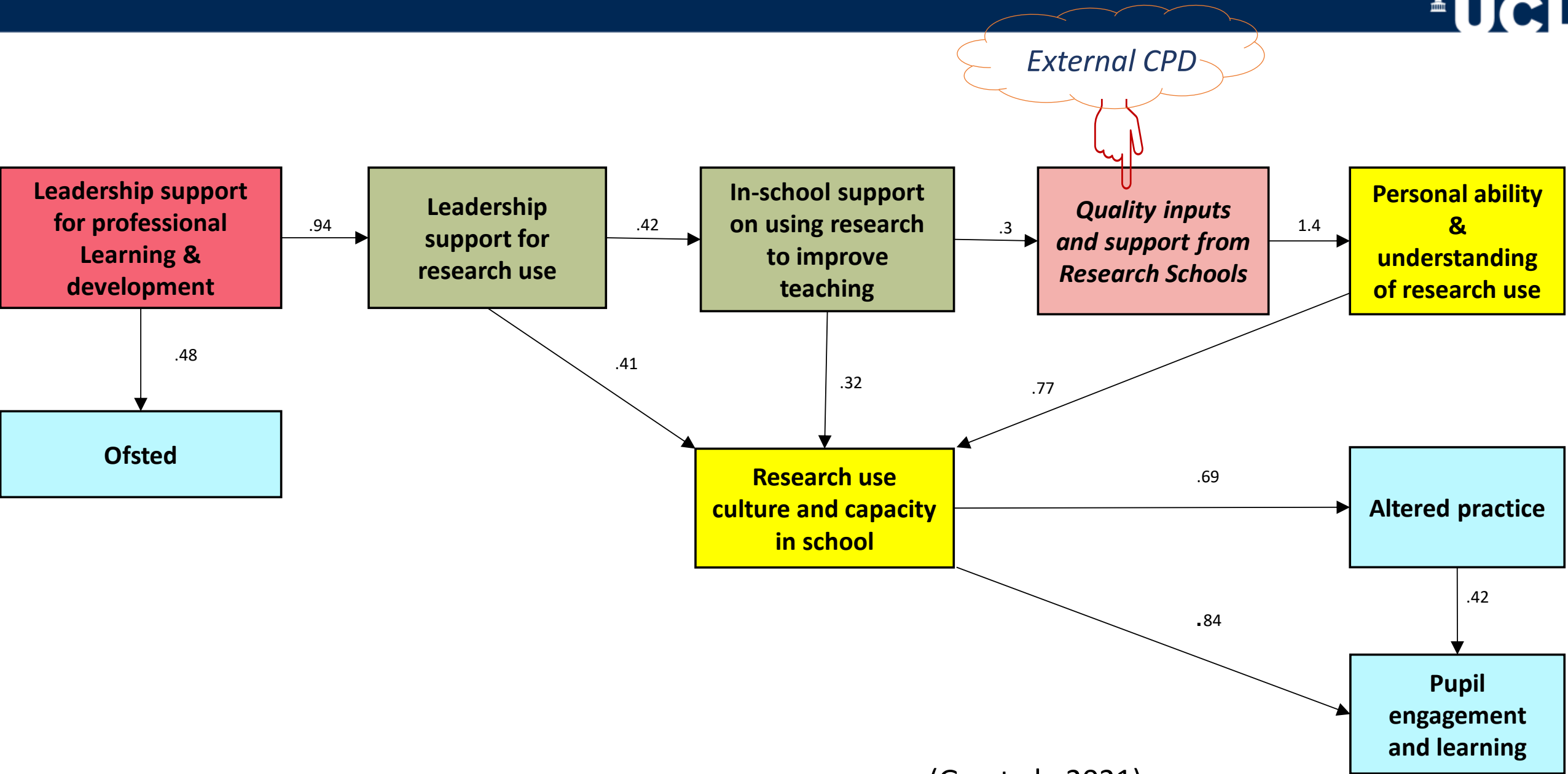


Teacher effectiveness: *schools matter*

- Myth: *teachers typically improve over their first 3-5 years and then plateau.*
- Teachers working in schools with **more supportive professional environments** continued to improve significantly after three years, while teachers in the least supportive schools actually declined in their effectiveness.

(Sutton Trust, 2014)





(Gu et al., 2021)

The 'Matthew Effects'

Where robust evidence is available, evaluations consistently point to the 'Matthew Effects' of some major CPD-oriented programmes in England, i.e., schools knowing how to take advantage of funding opportunities to strengthen and transform their organisational capacity and cultures – irrespective of their contexts – can retain their committed teachers and keep getting better (e.g., Gu et al., 2016, 2019, 2020, 2021).



The Effects of School Leadership on Pupil Learning and Achievement
(Leithwood & Jantzi, 2006)

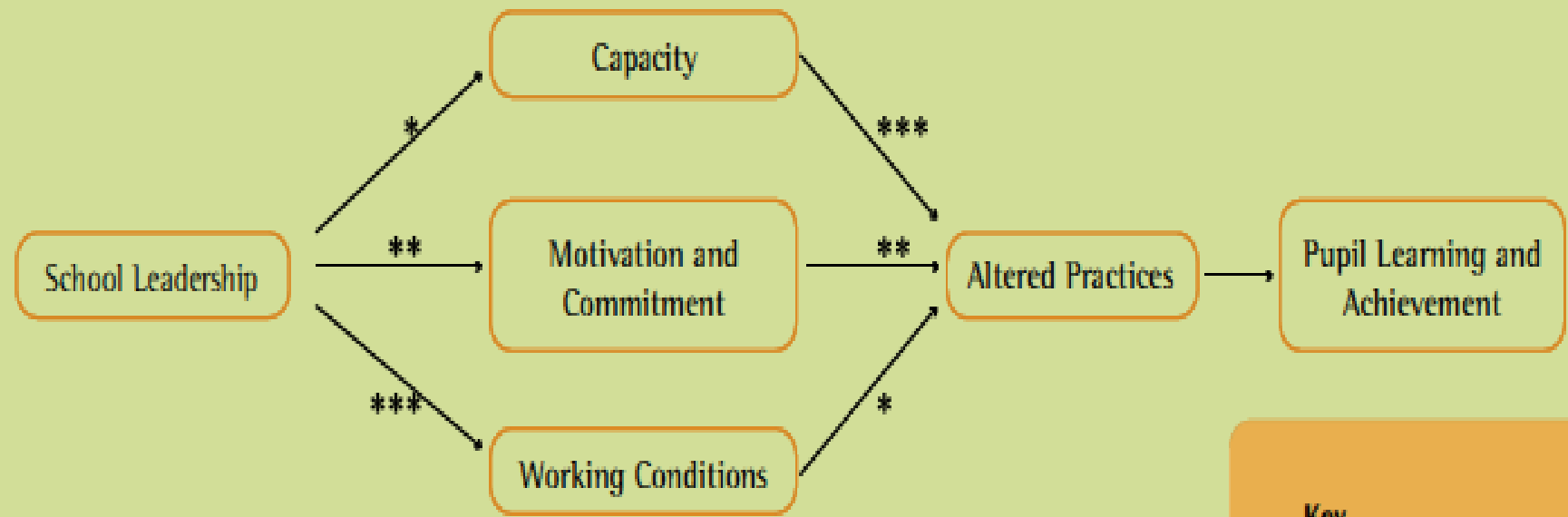
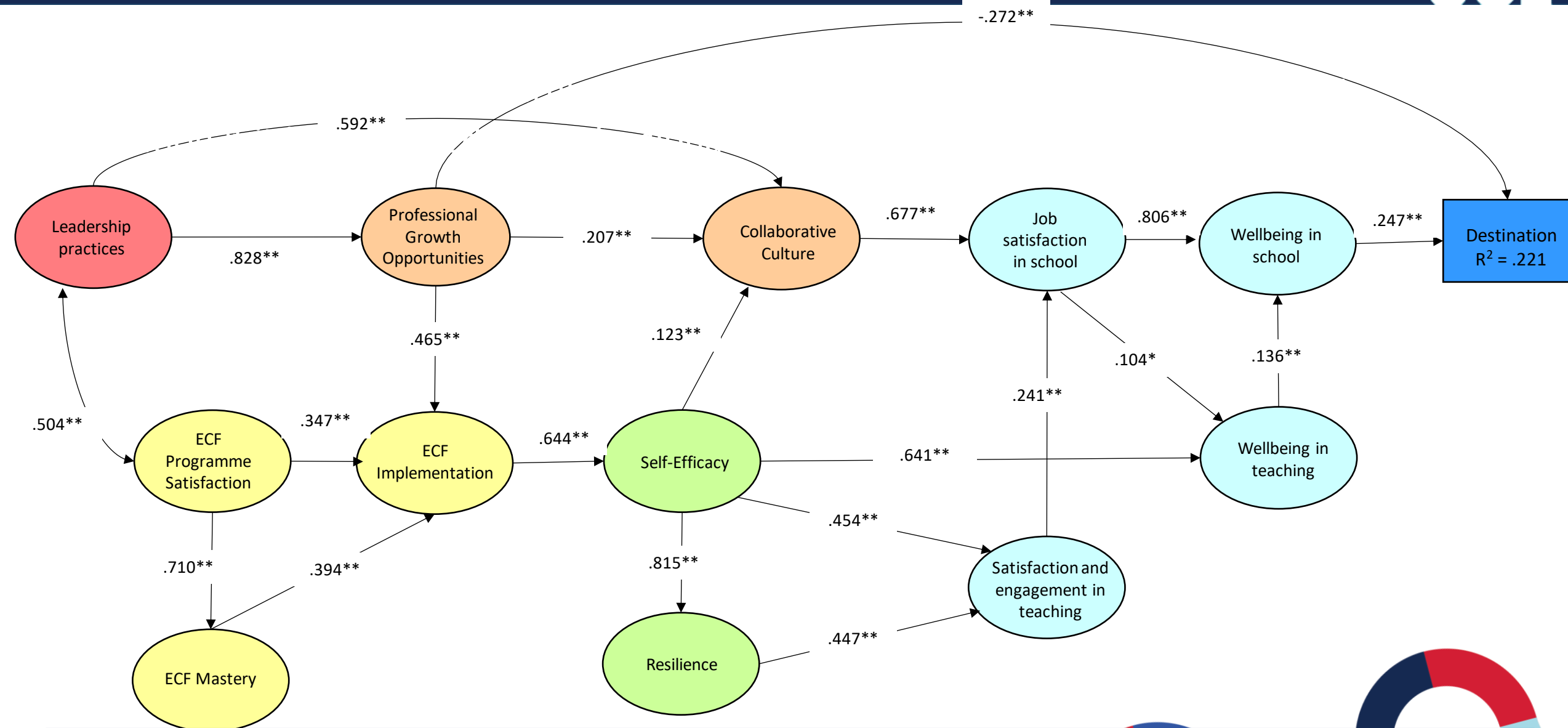


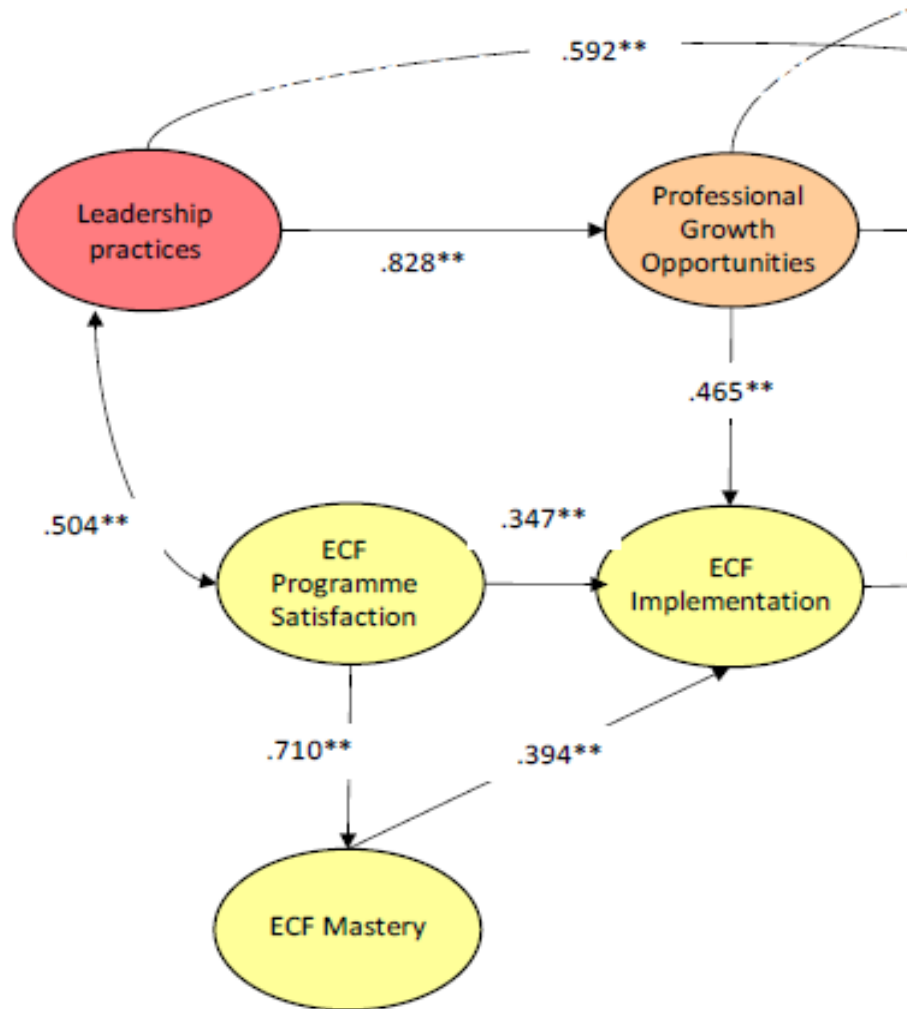
Figure 1: The effects of school leadership on teacher capacity, motivation, commitment and beliefs about working conditions

Key

- * = weak influence
- ** = moderate influence
- *** = strong influence



Research Highlight 6: ECF learning can only make a difference to decisions about retention if it is *supported by*, and *integrated as part of*, the professional learning cultures in school.



Message 1: Professional Growth Opportunities

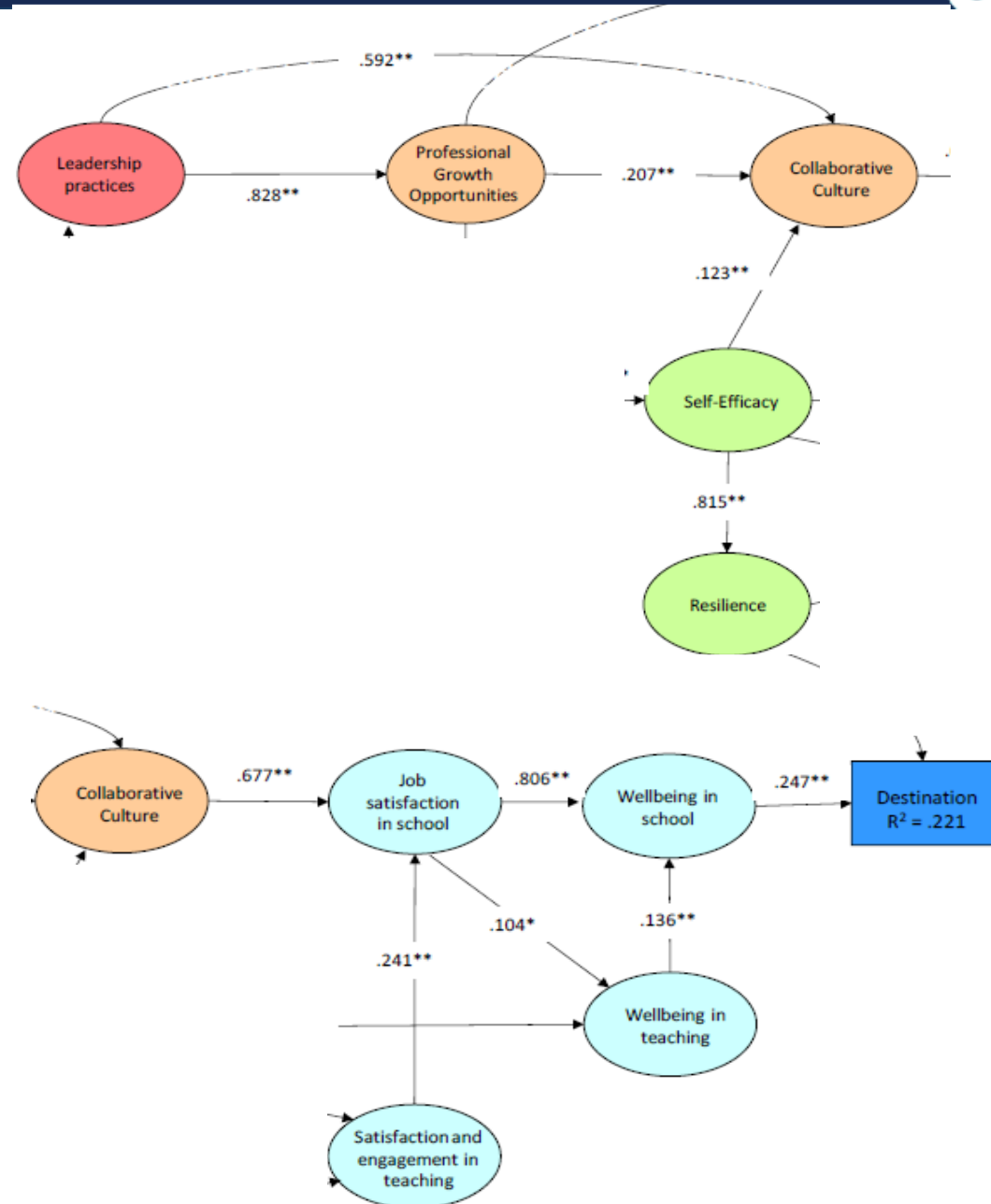
- ECF learning can only make a difference to ECTs' retention decisions if it is *supported by, and integrated as part of*, the professional learning cultures in school.
 - The use of learning from the ECF programme improves ECTs' *self-efficacy, resilience, engagement in teaching*.
 - However, the extent to which ECTs are able to apply their learning in context are dependent upon the quality of *in-school professional development cultures* that are created by school leadership.



Message 2: Collaboration

- Teacher collaboration in schools is an **outcome of school leadership**.
 - Individual ECTs' improved self-efficacy enhances teacher collaboration.

- In-school collaborative culture improves teacher retention through improving their *job satisfaction* and *wellbeing in school*.

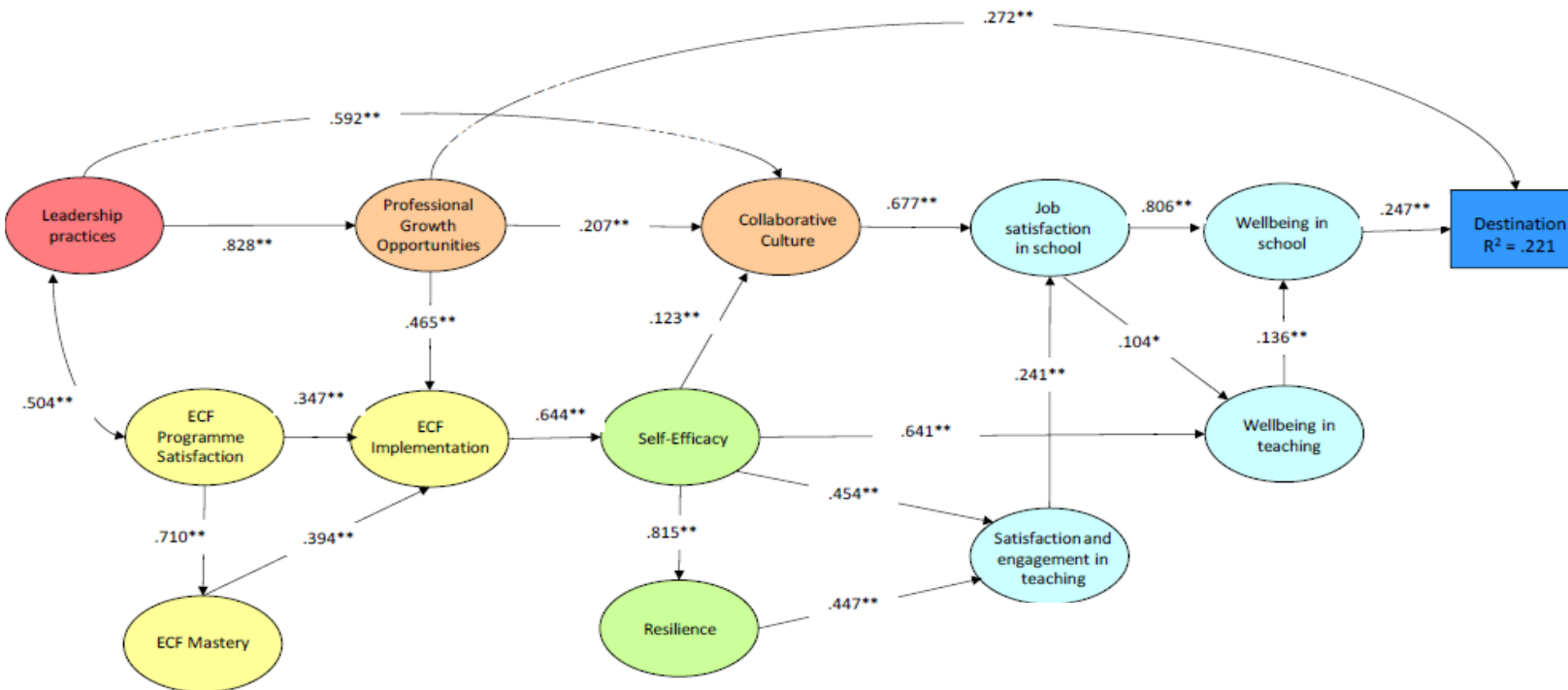


Message 3: Job Satisfaction

- Job satisfaction and teachers' wellbeing in school are **organisational outcomes of leadership and culture**:

- *how satisfied ECTs feel with their job*
- *how well they teach (i.e., teacher efficacy), and*
- *how they perceive the quality of their working lives in school (i.e., teacher wellbeing in school)*

are dependent upon the quality of **in-school professional learning cultures** that are *shaped* by school leadership.

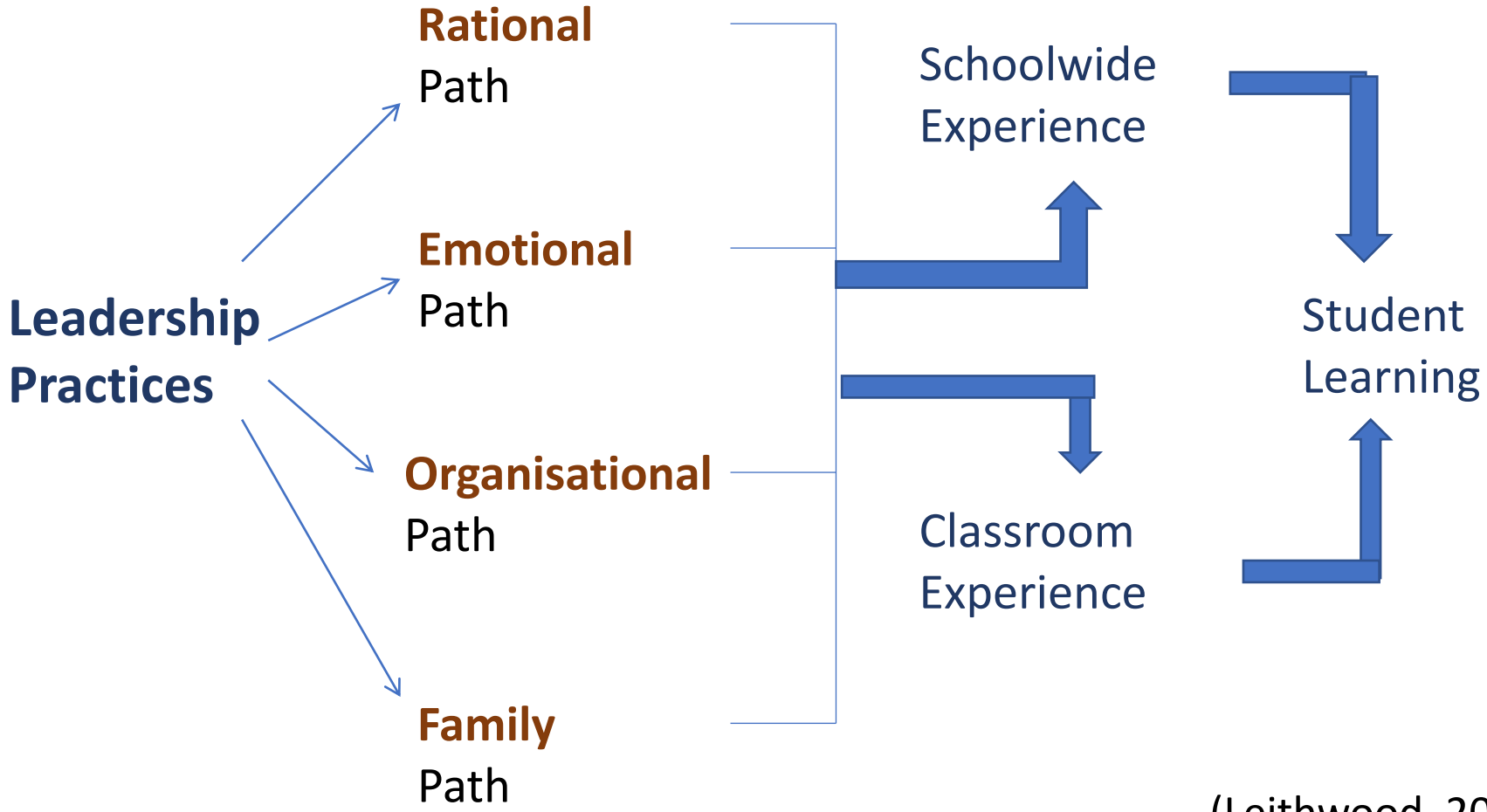


The need for leadership

It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is **whoever lives in the principal's office.**

(Barth, 1976)

Four Sets of School Conditions to Improve



(Leithwood, 2019)





**RECONNECT
LONDON**

Introduction to the *Leading into the Future* Programme



<https://ucl.onlinesurveys.ac.uk/leading-into-the-future-registration>



Purpose

- The *free* programme is jointly developed by **Reconnect London** and the **UCL Centre for Educational Leadership**, with the aim to strengthen the transformative impact of school leadership in London.
- Through a series of workshops, **senior leaders of London schools** will have the opportunity to connect theory with practice, developing an **evidence-informed toolkit** to support and improve leadership practices for better outcomes in their schools.



Who

- Open to all senior leaders in London schools.
- Particularly aimed at headteachers and deputy headteachers to form a professional learning community



What

- Designed to bring together like-minded professionals across the capital and engage them in **collaborative and interactive inquiry-focussed learning environments**.
- By capitalising on their collective leadership knowledge, insights and curiosity, this programme will enable participants to better challenge and understand *how to* improve and strengthen pupil outcomes in their own schools – at a time of increased external challenges.



How

- Use a **place-based, collaborative inquiry** approach to reflect, inspire and improve leadership understanding and practice in context
- Each of the three workshops will be a **reflective, collaborative learning journey** to understand how school leaders develop, how their leadership practice evolves, and how their work impacts on pupil outcomes.
- Work towards the creation of a **research-informed and practice-enriched framework** to understand risks and address how leaders can understand and evaluate their impact.



Activity	Key questions	Timeframe
Workshop 1: Learning from the past	How have we enacted change to improve our schools? How have we made a difference as school leaders? What have we learned from research and our own practice?	5 th December 2023 9.00-12.30
Workshop 2: Reflecting on the present	What are the immediate challenges and opportunities in our local contexts? What are we doing to transform the learning and wellbeing of our pupils? How do we lead with impact in the current landscape?	30 th January 2024 9.00-12.30
Workshop 3: Looking into the future	How do we continue to lead our schools in a way that ensure all children thrive? How can we strengthen the school system to ensure it can deal with future challenges? What options are available, to evaluate our impact as senior school leaders?	19 th March 2024 9.00-12.30
Celebration event	How have we changed as leaders? Celebration and sharing of success.	9 th May 2024 14.00-16.30

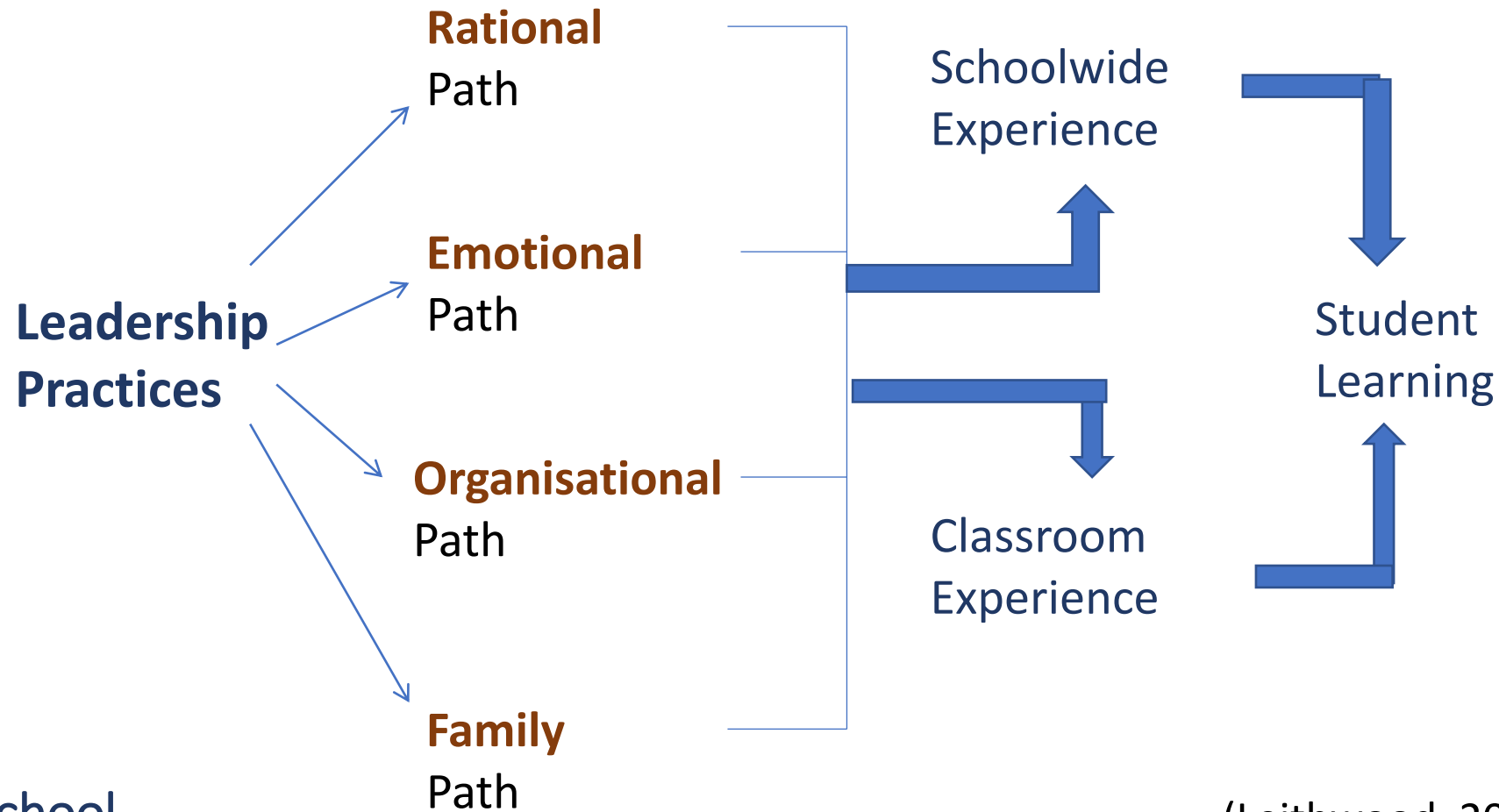


Creating Pathways to Impact

*How does leadership make a difference
in your school?*



Think about your leadership practices. Which practices have made the greatest impact on student learning through each of the four pathways, and how do you know?



(Leithwood, 2019)



Four Sets of School Conditions to Improve

Reflections

Why do we need to rethink how we evaluate leadership impact on student learning and how can this leadership programme help?



Leadership Learning Programme: *Leading into the Future*



To register for this leadership programme, please scan or visit:



<https://ucl.onlinesurveys.ac.uk/leading-into-the-future-registration>

To find more information about this leadership programme, please scan or visit:



<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/leadership-programme-leading-future>

