

Developing leadership; developing resilience



the **Boswells**
School

A Specialist Performing Arts School and College

EssexWorks.

For a better quality of life

MORE IS BETTER

Developing leadership; developing resilience

ESRC Seminar Series: Teacher Resilience
Seminar 3: Lessons from the field
Tuesday 12 October 2010

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Essex County Council

More is Better

OVERVIEW

- ◆ How are resilience issues experienced at school level? Practitioner perspective.
- ◆ The relationship between self-worth / self-efficacy and resilience.
- ◆ What contributes to fostering resilience – Boswells’ approach to increasing the “density of leadership”.
- ◆ What effect has this had? How do we know it has made a difference? – some cameo testimonies.

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Building on previous seminars

- ◆ resilience as “a dynamic changeable state which is in part influenced....by individuals’ capacities to adapt to circumstance” (Day and Gu, 2010).
- ◆ Potent role that “leadership in the workplace” plays in “building upon professionals’ capacity to be resilient” (Ibid).
- ◆ Resilience through empowering leadership “resists moving towards the negative” (Kyriacou, 2010), and also brings positive gains in self-worth.

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Resilience – self-efficacy / self-worth

- ◆ Relationship between the personality and the demands of the job.
- ◆ How do I feel about myself; how do I feel about the job?
- ◆ Coping does not equal = less work; responsibility.

Leadership empowerment – self-efficacy – resilience capacity.

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The contribution of empowered leadership

- ◆ Essex Local Authority Context:
 - “The function of leaders and managers is to add value to the work of others...build self-esteem and self-confidence...and to provide challenge and reward (Handscomb, 2005);
- ◆ Some key features, exemplified in Boswells:
 - ⇒ leadership as a process not an event;
 - ⇒ teacher academy;
 - ⇒ enquiry and research culture;
 - ⇒ collaboration within and beyond the school.

DEVELOPING LEADERSHIP: DEVELOPING RESILIENCE

Or

How Control + Trust = 1

And

2 + 2 = 5!

Leadership: the imperative for change

In a few hundred years, when the history of our time will be written from a long-term perspective, it is likely that the most important event historians will see is not technology, not the internet, not e-commerce. It is an unprecedented change in the human condition. For the first time- literally- substantial and rapidly growing numbers of people have choices. For the first time, they will have to manage themselves. And society is totally unprepared for it.

Peter Drucker *Leader to Leader: Spring no 8, 2000*

Quite a challenge for schools!

- ◆ Citizens of the future must be, therefore:
 - Resourceful
 - Adaptive
 - Critical
 - Analytical
 - Proactive
 - Responsive
 - Sociable

Leadership: the imperative for change

Further innovation must be balanced by abandonment of policies and practices that may have been well suited to former times but are now essentially obsolete.

Professor Brian Caldwell

Essential questions for the future school: 2006

- ◆ Innovation comes through the abandonment of policies, practices and expectations that will not deliver the needs and aspirations of the school, its staff and learners... And implementing those that will!
- ◆ For us the key change was to change the practice of leadership in the school.

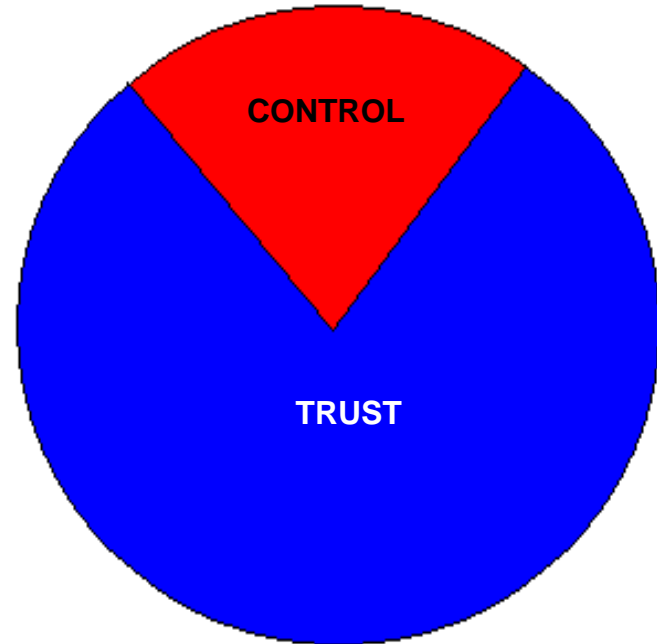
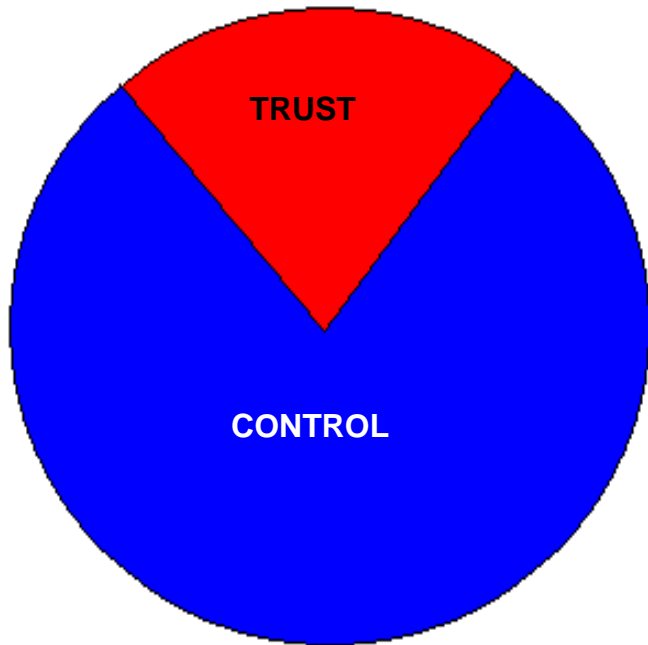
Our Starting Points: 1



Our Starting Points: 2

- ◆ One staff: synergy
- ◆ Every staff member a leader
- ◆ Individual and collective self-regulation in pursuit of excellence
- ◆ Every member of staff committed to excellence in educational provision and opportunities for every Boswells student
- ◆ Every member of staff fully attentive of the small detail of school life
- ◆ Quality assurance and quality control a collaborative activity in which everyone actively engages.

Leadership – the Control –Trust quotient



The Benefits of Leadership Density

