

**CHANGING CULTURE THROUGH
POSITIVE LEADERSHIP: HOW
TO TRANSFORM
ORGANISATION
EFFECTIVENESS**

WENDY HICK - CRANMER PRIMARY SCHOOL

CHANGING CULTURE THROUGH POSITIVE LEADERSHIP

Vision and Values

Appreciative Inquiry – The Power of conversation

Creating a strengths-based culture: Coaching and building on strengths



MANORFIELD PRIMARY SCHOOL FROM SPECIAL MEASURES TO OUTSTANDING

The approach – empowering staff through:

Appreciative Inquiry – The Power of conversation

Vision and values

Coaching and building on strengths



APPRECIATIVE INQUIRY – THE POWER OF CONVERSATION

**“.... the co-operative co-evolutionary search for the best in people, their organisations, and the world around them..... it involves the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate and heighten positive potential”
[Cooperider, Whitney,Stavros, and Fry, 2008]**

WORLD CAFÉ APPROACH- MANORFIELD DEVELOPMENT DAY

Setting the context

Creating a hospitable space

Exploration of questions that mattered

Encouragement of everyone's contribution



MANORFIELD DEVELOPMENT DAY

Aims:

Encourage conversations about the aspects of your role that are important to you

To provide an opportunity to experience a different approach to change

Identify key actions that will enable transformational improvement in relationships and outcomes for pupils, staff, governors and parents

To recognize the key strengths and resources we have available to us and understand how they might be used to benefit the whole school

OUTCOMES

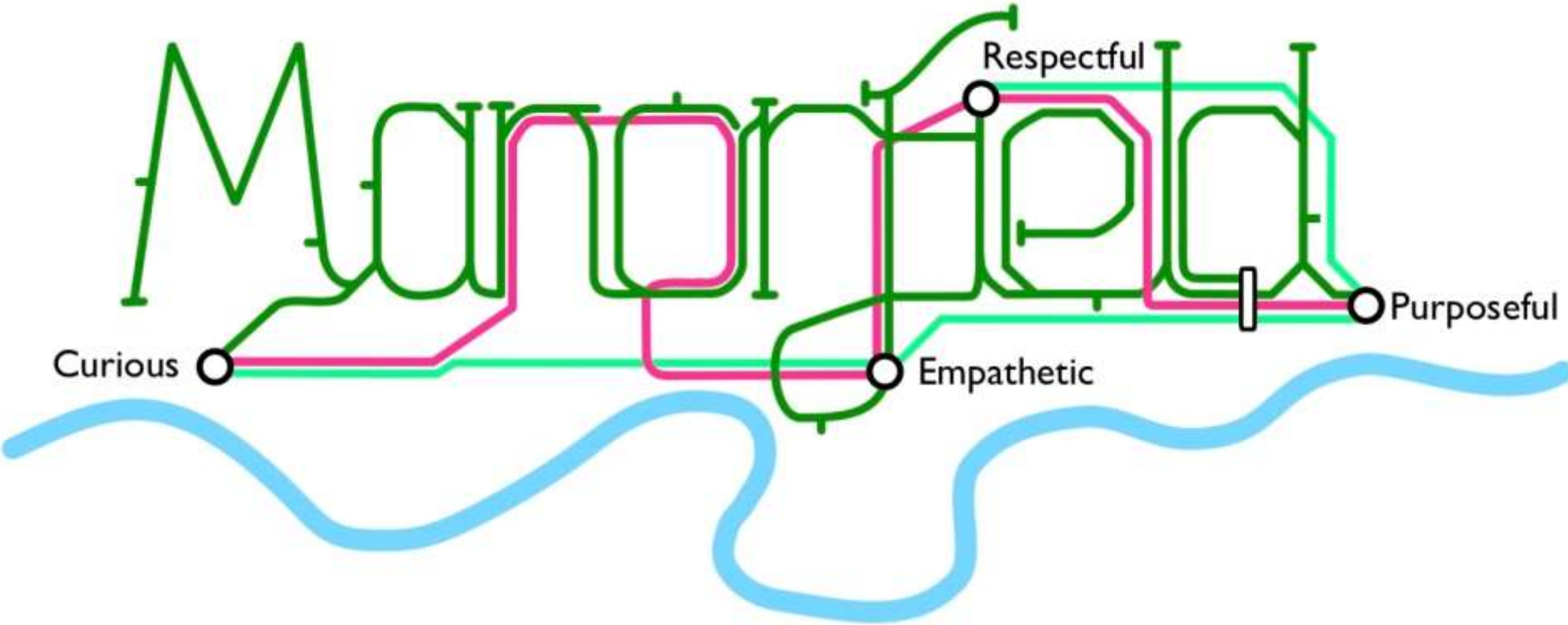
This encouraged the sharing of knowledge and an in-depth exploration of key challenges and opportunities

People engaged in meaningful conversation with one another [some for the first time]

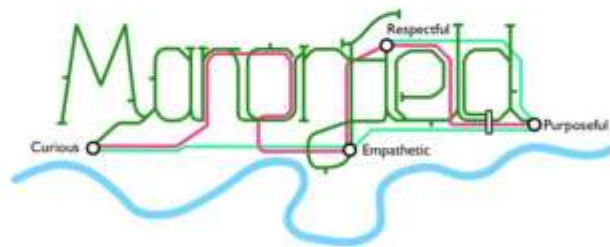
Encouraged trust

Demonstrated that we would be building a mutual ownership of outcomes [in this together]

VISION AND VALUES



Our vision is to ensure that all pupils acquire the skills, attributes and aspirations to enable them to be successful on their learning journey.





“The greatest gift we can offer each other is the framework in which to think for ourselves.”

More time to think – Nancy Kline - 2010

BUILDING A COACHING CULTURE

A one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.

[Van Nieuwerburgh – 2012]



APPROACHES TO COACHING

Whole school Insets and training

Senior leadership team

Middle leadership team

Coaching programme

Coaching for new staff and NQT's

Coaching accreditation



OUTCOMES

There is a strong culture of continuous improvement in the school and people are fully committed to developing their skills and practice to support school improvement.

“ I am constantly looking to improve and coaching has helped me to do that.”

Investors in people – March 2014

MIDDLE LEADER QUOTES

Being a Middle Leader at Manorfield is both challenging and exciting! Challenging because of the sheer size of the school and exciting because I have many opportunities to use my own initiative to drive my subject forward.

Siraj – Well-being leader

Middle leadership at Manorfield is for me one word: Empowering. The distributive style of leadership employed by the head and leadership team allows me as a middle leader to make decisions that directly influence the direction of learning within my subject area.

Iain – PE leader

MIDDLE LEADER QUOTES

I think the aspect that I enjoy most about being a middle leader in this school is that I have a lot of autonomy to drive improvement in my subject. My head is passionate about distributed leadership which means I am trusted to do my role to the best of my ability; my ideas are valued and my initiatives supported. As a result, I feel I have a huge amount of ownership and accountability when it comes to my subject which definitely keeps me motivated within my role.

Kate – literacy leader

EFFECTIVE TEAM LEADERS

- **Set the vision and values for their subject**
 - **Innovate and lead change**
 - **Reflective and analytical**
 - **Lead professional development**
 - **Analyse data and track pupil progress**
 - **Ability to engage and motivate others**
 - **Sense of empowerment**
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