

DEVELOPING COMMUNITY LEADERS REPORT: 04/05

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We would also like to thank the programme participants who took part in the pilot programme 2004/5

Executive Summary

Introduction

The Community Leadership Strategy was launched by the National College for School Leadership (NCSL) in 2003. The strategy seeks to put ‘community at the heart of school improvement’ by developing a framework of leadership development, knowledge, good practice and opportunities that will enable schools, communities and agencies to work more effectively.

The Developing Community Leadership Programme

A key part of the Community Leadership Strategy in 2004/5 was the Community Leaders’ Development Programme, which has been developed in partnership with the Community Action Network (CAN). The pilot ‘Developing Community Leadership Programme’ (DCLP) has been designed in partnership with CAN, the Bromley-by-Bow Centre, Ashridge Management College and the NCSL at a cost of £130K. The programme is led and managed by CAN, directed by the NCSL and supported by the DFES London Challenge. Twenty participants were recruited to the programme.

The programme comprised four modules; the first three were designed around the theme of ‘Community Leadership and Social Entrepreneurship and took place at the Bromley-by-Bow Centre, London and the Ashridge Management College near Berkhamsted, Hertfordshire. The fourth module was held at the NCSL Conference Centre in Nottingham and was designed around the theme of ‘Community Leadership: Going further through partnerships.’

The programme design was based upon an action learning process that relates learning to specific objectives and tasks relevant to the individual’s community leadership situation. This involved a series of four learner centred modules - as indicated in the table below – combined within an overall work programme based on the shared objectives of the individual programme participants and their community partners including partnership with a school. Participants were expected to make significant progress on their community leadership agenda throughout the programme and beyond. Each participant defined their own community leadership project with their partner school.

Module 1	Bromley-by-Bow Centre	14-15 September 2004	Non-residential London
Module 2	Ashridge Management College	29 September – 1 October 2004	Residential, Hertfordshire
Module 3	Bromley-by-Bow Centre	18 November 2004	Non-residential London
Module 4	NCSL Conference Centre	13-14 January 2005	Residential, Nottingham

David Beech, Alison Trimble and Dr. Albert Zandvoort designed and facilitated the programme and led the core sessions in each module. Experienced visiting speakers and social entrepreneurs from CAN, Bromley-by-Bow Centre and NCSL contributed to each of the modules. Participant workbooks accompanied each of the modules.

The final module of the programme was held at the NCSL Conference Centre in Nottingham on January 13 and 14, and was a two-day residential attended by 18 of the original group of 20 participants; 8 partner schools, including three headteachers, two assistant headteachers, teachers, learning mentors and parents involved in school and representatives from local community and Council services.

The focus of the final conference was to share learning and progress on projects within a community of practice and to explore - and where appropriate agree - next steps in taking projects and initiatives forward.

Profile of the participants

Participants to the programme were recruited from the London boroughs of , Hackney, Haringey, Islington, Southwark and Lambeth , which are categorised by the London Challenge as ‘Keys to Success’ boroughs.

Twenty participants took part in the programme. The group comprised 12 females and 8 males, and was diverse in terms of ethnicity, age and employment settings. Over half of the group are employed by voluntary and community organisations; two work for national children’s charities, three are employed directly by schools and the remainder are self-employed social entrepreneurs – some relatively recent and in one case running an established community arts organisation working with a range of schools.

Profile of the partner schools

The range of partner schools involved in the programme included academies, community secondary schools, primary schools, Early Years Centres and in one case, a partnership of primary and special schools subject to amalgamation.

Capturing the Learning from the pilot programme

A consultant was appointed to attend key elements of the modular programme, to engage participants in discussions about their learning through the programme and to report back to the NCSL on their experiences and those of their partner schools.

Main findings:

The process of recruitment and selection, together with the location of the first Module in a client-centred community social enterprise project, meant that the first experiences of the programme more than met **the hopes and expectations** of the group. The proximity of the recruitment processes to the start of the programme and the careful design of those processes meant that a multi-ethnic diverse learning community was established in advance of the first module.

The four modules combined to provide a powerful menu of learning experiences to support participants through the programme with their partnership initiatives. The different locations helped to locate the conceptual themes underpinning the programme. Participants were able to observe community leadership and social enterprise in action at the Bromley-by-Bow Centre. Ashridge provided a stimulating environment for developing the mindset and skills of community leadership and social entrepreneurship, including vision-building and acquiring effective communication and negotiation techniques, and the NCSL as a centre for education leadership development.

Participants have drawn strength and inspiration from their experiences of the programme and the requirements to initiative and progress a project in partnership with a local school. Where this has been achieved both parties have broadened their horizons and the provision on offer has been enhanced. (See Case Studies in the main report).

Not all the participants found it easy to establish a partnership project within the timescale of the programme, despite their best efforts and in some cases, initial resistance or lack of understanding from schools. Those participants with a strong community organisational base have found it easier to reconcile the project within their existing work commitments; similarly those on the staffing establishment of extended schools. Some participants working for national charity organisations have found the challenge of establishing a *separate* local project for the purposes of the programme difficult. Some school leaders report that the programme is but one of a range of pressing priorities they face at this time and have delegated the liaison to a member of their leadership team, however this has not always worked to the advantage of the programme. **Not surprisingly, the partnership has worked best in those designated extended schools committed, in principle at least, to community leadership.**

Recommendations for action:

The College has already made the following commitments to:

- Continue the conversation, challenge, enquiry and critical friendships established through the course of designing, delivering and participating in the pilot programme and involve school leaders more actively.
- Place the 'Capturing the Learning' report plus follow-up questionnaires with dialogues on Talk2Learn.
- Involve school leaders and community leaders in contributing to the next two programmes planned for September 05 and January 06.
- Review the timescale of the programme and the expectations of the partnership project.
- Identify and provide opportunities for 'Cohort 1' to be involved in facilitating the other two cohorts.
- Seek accreditation for the programme.

Capturing the Learning Report

Introduction

The Community Leadership Strategy was launched by the National College for School Leadership (NCSL) in 2003. It focuses on developing community leadership:

- Within schools
- Between schools
- Between schools and communities
- In multi-agency settings.

The strategy seeks to put 'community at the heart of school improvement' by developing a framework of leadership development, knowledge, good practice and opportunities that will enable schools, communities and agencies to work more effectively.

The Developing Community Leadership Programme Pilot Project

A key part of the Community Leadership Strategy in 2004/5 was the Community Leaders' Development Programme, which has been developed in partnership with the Community Action Network (CAN). The pilot 'Developing Community Leadership Programme' (DCLP) has been designed in partnership with CAN, the Bromley-by-Bow Centre, Ashridge Management College and the NCSL. The programme is led and managed by CAN, directed by the NCSL and supported by the DFES London Challenge. A fuller description of The Developing Community Leadership Programme project specification is appended.

Capturing the Learning – the terms of reference

As part of its commitment to capture the learning from this innovative pilot programme, a consultant was appointed to attend key elements of the modular programme, to engage participants in discussions about their learning through the programme and to report back to the NCSL on their experiences and those of their partner schools. The consultant interviewed the course team members about the programme and attended a steering group meeting to discuss the brief. It was agreed that the consultant would have access to participants outside the sessions at breaks and over lunch; would observe the participants during sessions and record the group's learning outcomes as and when appropriate, as agreed with the course team. A set of completed programme application forms was also made available together with the contact details of the participants.

The consultant was asked to document:

- The hopes and expectations of participants of the programme
- Their experiences as they proceed through the programme
- The experience of the partner schools and school leaders as they engage with the participants

The consultant was further assisted in the task of capturing the learning during the final two-day residential fourth module, by a team of chroniclers drawn from the NCSL and CAN. The fourth module was attended by participants, school and community leaders from the partner schools and senior members of CAN, the London Challenge and the NCSL. The team used a retrieval template designed by David Beech, CAN Associate and one of the lead facilitators of the programme.

The NCSL and its partners were keen to use the learning captured from participants to consider:

- How the programme might be developed across London and further.
- The role current participants might play in the future development of the programme.
- The overall value of the programme, the learning from participants, the College and its partners; and how this learning is built into future leadership development programmes for school and community leaders.

The programme

The pilot programme was developed by CAN and its partners in close consultation with the NCSL. This included the recruitment and selection processes, which were designed as a developmental part of the programme and part of the learning experience of participants. Recruitment was targeted at those London Local Education Authorities (LEAs) -, Hackney, Haringey, Islington, Southwark, Lambeth, which are categorised by the London Challenge as 'Keys to Successⁱⁱ' boroughs.

The programme application form asked participants to provide details of:

- Previous development experience
- Motivation for coming on the programme and hopes for how the learning might be used in the nominated school
- Personal view of social entrepreneurship
- Evidence of commitment to innovation and enterprise
- The nature of community partnerships
- Passion for leadership

The final section asked the partner school's headteacher to outline what they hoped the community leader would get out of the programme and to confirm the school's commitment to supporting the programme.

Application forms were submitted by 5th August 2004. Interviews were held later that month. Offers to join the programme in September 2004 were made to twenty-one participants. One applicant was unable to accept due to employer requirements for a significant change in role priorities shortly after interview.

Programme outline

The programme was designed to support participants in progressing community and school related partnerships in ways that were relevant to their particular situation.

More specifically the programme design was based upon an action learning process that relates learning to specific objectives and tasks relevant to the individual's community leadership situation . This involved a series of four learner centred modules combined within an overall work programme based on the shared objectives of the individual programme participants and their community partners including partnership with school. (for a full breakdown of the programme see Appendix A). Participants were expected to make significant progress on their community leadership agenda throughout the programme and beyond. Each participant defined their own community leadership project with their partner school.

The programme provided a four month development process designed to support, complement and progress existing or envisaged partnership initiatives with schools.

The programme was not a development course as traditionally understood. Each participant's particular work situation and their aims and aspirations for partnering with a school provided the basis for the development opportunity offered by the programme. Programme design and content were informed by a process consultation methodology that brought participants work situations and agendas into each of the four modules of the programme. In each module participants learned how to use innovative facilitation and consulting techniques with a view to using these to progress their community leadership agenda, including partnering with a school (see Appendix Four for details of skills development and the Action Learning philosophy of the programme: Learning by Doing, Learning through Dialogue, Whole Systems thinking and Critical Reflection to support more Informed Choice and better Action Impact outcomes in originating, realising and renewing aims, values and aspirations.)

Using participants own work situations and challenges as the raw material for learning and using this material to drive the development of participants' community leadership capabilities and their ability to work in partnership with schools was a significant factor in the overall value of the programme.

The programme included four formal modules; the first three were designed around the theme of 'Community Leadership and Social Entrepreneurship and took place at the Bromley-by-Bow Centre, London and the Ashridge Management College near Berkhamsted, Hertfordshire. The fourth module was held at the NCSL Conference Centre in Nottingham and was designed around the theme of 'Community Leadership: Going further through partnerships.' Participant workbooks accompanied each of the modules.

The programme was designed to incorporate different modes of delivery as indicated in the table below:

Module 1	Bromley-by-Bow Centre	14-15 September 2004	Non-residential London
Module 2	Ashridge Management College	29 September – 1 October 2004	Residential, Hertfordshire
Module 3	Bromley-by-Bow Centre	18 November 2004	Non-residential London
Module 4	NCSL Conference Centre	13-14 January 2005	Residential, Nottingham

David Beech, Allison Trimble and Dr. Albert Zandvoort facilitated the programme and led the core sessions in each module. Experienced visiting speakers and social entrepreneurs from CAN, Bromley-by-Bow Centre and NCSL contributed to each of the modules. Between Module support was also provided in a variety of formats, including membership of the Community Action Network (CAN) and access both to CAN's extensive on-line support services and to the NCSL Talk2Learn.

The first module included an opportunity to visit the Bromley-by-Bow Centre to establish the learning community of programme participants and for participants to see social entrepreneurship in action. More particularly objectives included:

- Forming a learning community and developing individual action plans
- Experiencing an example of the collaborative learning community at Bromley-by-Bow
- Seeing in practice an innovative model of learning and community partnership and explore the transferability into participants communities

The second module at Ashridge provided participants with three days intensive leadership development at this internationally renowned Management College set in a rural location. Specific objectives included:

- Input on key change issues for community leaders working with schools
- Experience and reflect on innovative tools for leadership + practical application to participants own opportunities and challenges
- Develop a personal agenda for change and creative leadership
- Develop a vision and a practical action plan to implement new ideas

The third module also included a review of learning and progress to-date, presentations from the social enterprises which the Bromley-by-Bow Centre supports, a practical exercise to explore transferability to participants own situations and a workshop on setting a strategic partnership agenda for communities, schools and families. The fourth module was held at the NCSL's flagship Conference Centre on the Jubilee Campus of the University of Nottingham. Representatives from the participants' partner schools and guests from their local communities were invited to participate in the afternoon and second day of the fourth module. Senior officers from CAN, NCSL and the London Challenge also attended.

The purpose of the two day conference was to share and review learning and progress within wider communities of practice and to identify - and where appropriate agree next steps – on taking initiatives forward.

In addition as a voluntary part of the programme, participants were invited to attend a two-day residential workshop ‘Better Together: Developing school and community leadership’ organised by the NCSL for educational leaders and delivered in partnership with the NCSL’s regional affiliated centres. The workshop was part of the NCSL’s Community Leadership Strategy and delivered at four venues across the country during the first two weeks of November 2004. Over half the participants on the DCLP programme attended the London workshop.

Profile of the participants

Twenty participants took part in the programme. The group comprised 12 females and 8 males, and was diverse in terms of ethnicity, age and employment settings. Over half of the group are employed by voluntary and community organisations; two work for national children’s charities, three are employed directly by schools and the remainder are self-employed social entrepreneurs – some relatively recent and in one case running an established community arts organisation working with a range of schools.

Profile of the partner schools

The range of partner schools involved in the programme is also varied and includes academies, community secondary schools, primary schools, Early Years Centres and in one case, a partnership of primary and special schools subject to amalgamation.

Capturing the Learning - Part 1: The hopes and expectations of participants of the programme

The programme application forms

The programme application forms provided a rich resource to draw upon for evidence of the hopes and expectations of the programme. These together with early conversations with participants in the first informal 30 minutes of the programme allowed the consultant to construct a brief pen portrait of the hopes and expectations of each of the 20 participants. A full set of pen portraits are appended to this report.

A number of common themes emerge from the early aspirations of participants and their expectations of the programme (for a full summary of the participants’ expectations see Appendix B) :

- A desire to develop skills and strategies to engage with schools who are generally perceived to be ‘closed’ communities which are difficult for community leaders to access.
- The concept of ‘Partners in Leadership’ while not a term used by the participants but clearly evident in their concept of themselves as

- community leaders, confident of the value of their contribution and eager to gain more confidence to discharge that role in creatively brokering partnerships between schools and their local communities
- An interest from the outset in building and consolidating sustainable social enterprises in partnership with schools and learning more about these concepts in action.
- Strong personal and professional commitment to social entrepreneurship and its potential to provide new solutions and services to young people and their families, which are empowering.
- Appetite for further study and an interest in pioneering new leadership development approaches as the programme evolves.

Feedback on participants' learning from the recruitment and selection process

Participants felt very motivated and affirmed by the recruitment and selection procedures, which had been used and felt that the process had acted as a form of induction to the programme. The recruitment and selection procedures were designed by CAN in close consultation with the NCSL. Agreeing a process that modelled the values and philosophies of collective intelligence, action-centred learning and empowerment was acknowledged on all sides to be time-consuming and resource-intensive, however the attention to detail was an important signal. This was evident in the ease with which participants worked together in the first morning of the programme and the degree of contact and trust that had already been established between participants themselves and between the facilitators and participants.

Feedback on the learning from Module 1

Module 1 took place at the Bromley-by Bow Centre. A key element of the course for participants was the opportunity very early on the morning of Day 1 to explore the Centre and see social enterprise in action, in a working centre. The relationship of the programme as part of that social enterprise was a powerful learning opportunity for participants, which was evident in their feedback both in the group work sessions within the programme and in discussions with the consultant during Day 1 and Day 2. Participants made the following statements:

- They valued the opportunity to see social entrepreneurship in action.
- Appreciated the timeline of 20 years of community engagement by the Bromley by Bow Centre 'pioneers' and that sustainable community development takes time.
- Change was visible and symbolic in the literal reconfiguration of the central organisation (the Church) – its architecture a metaphor of reaching out
- The Centre embodied small-scale organic growth.
- Impressed with the Centre's attitude to building sustainability as a community capacity development approach rather than a funding-led one.

Participants were challenged by the opportunity in Module 1 to reflect on the values they observed at work in the Bromley-by-Bow Centre and to consider what personal values they espoused in their work with schools and communities. Participants also valued the opportunity to assemble in the café (at the main centre) with the welcome of refreshments and croissants provided a calm purposeful start to the programme, which was maintained throughout the two days. Nearly all participants took part in the evening meal at the End of Day 1, and felt it was worthwhile.

Summary:

The process of recruitment and selection, together with the location of the first Module close to a client-centred community social enterprise project, meant that the first experiences of the programme more than met the hopes and expectations of the group. The proximity of the recruitment processes to the start of the programme and the careful design of those processes meant that a relatively multi-ethnic group of individuals with the potential to form a productive learning community was established in advance of the first module.

Module 1 provided a powerful learning environment for participants, which helped to locate the conceptual themes underpinning the programme in a real-time setting. The mantra of the Bromley-by-Bow Centre that ‘the best way to build trust with local people is to trust them’ was provocative in the best sense of the word.

The two days were energising and set the tone for the rest of the programme.

A few participants expressed concerns about the timing of the programme which were encapsulated in the view of one participant that it had been ‘two long but productive days.’

Issues for further consideration:

- Accreditation of future programmes was raised as an option on Day 1 by the NCSL and CAN which was likely to require the completion of a portfolio as evidence of participation and learning; this was of interest to a number of the participants, many of whom already have post-graduate qualifications.
- No formal evaluation was requested of participants at the end of the first Module – this was carried out at the end of Module 2 - to supplement this record of their learning, although many used their workbooks to make notes, which they might use as a basis for such a request.

Capturing the Learning - Part 2: Their experiences as they proceed through the programme

The second Module took place a fortnight later at Ashridge Management Centre and was a three-day residential experience which sought to develop participants' leadership skills, techniques and strategies. In order to increase their repertoire of tools to build and implement a vision to inform their project work with schools. Again visiting speakers from CAN attended to provide case studies of schools as community enterprise hubs. The final day focussed on building a mental model of change and encompassing that into a personal vision and practical action steps for developing and progressing a partnership project as a significant part of participants leadership agenda.

Feedback from the learning on Module 2

The consultant was invited to attend the programme at Ashridge but was able to attend the first day only and was unable to attend the 'Better Together' workshops, which took place in early November. However the consultant was able to gain a sense of the group's learning journey on Module 3, which subsequently took place on 18 November at the Bromley-by-Bow Centre. Suzanne's description of her learning from the programme draws deeply from her experience of the sessions at Ashridge which was the highlight of the programme for her.

The course has given me the confidence to build a vision and hold onto that vision and not be always focussed, as I might have been in the past, on the pitfalls. My project involves offering a counselling service to parents and it takes me into the realm of mental health. In the past I would have been put off by the Child Protection issues of counselling adults on a school site, but instead I have worked hard to face and solve key issues. Supervised trainee counsellors are part of the team and I am working with health teams that have not been in partnership with the school before. Initially I was quite discouraged by the 'ideal' model demonstrated at Bromley-by-Bow and I did not feel it would be appropriate in my more volatile, mobile community. I found some of the contributions too 'anti-school', but I held my scepticism at bay and stayed with the possibilities for learning and found Ashridge particularly beneficial. It validated the sense of potential and opportunity in my own setting. I enjoyed the practicalities and the strategic framework, the techniques like World Café - tools that I could use to involve communities in a concrete way¹.

The sessions in Module 3 sought to reconnect the group, to then catch up on the group's progress in developing relationships with partner schools and look more deeply at the challenges and practicalities participants were facing. Only 13 participants attended this Module. Those unable to attend, some due to illness or injury, sent advance apologies. A majority of this group had attended the 'Better Together' residential workshops attended by school and community leaders. In session 1 participants worked in groups of three to look at how they had used the learning from the course so far.

¹ Suzanne was interviewed in early January in advance of the final module and asked to reflect on the programme. Her words are reprinted with her permission

The feedback drawn from one of the triads is illustrative of the challenges participants have faced.

Person A: The headteacher is keen but has delegated liaison with the programme to a member of his senior team who is not as responsive. This has left Person A with a dilemma – should A go back to the headteacher? – which brings him into the internal micro-politics of the school; this is not an arena in which he feels confident. ‘You have to start to negotiate the maze of the internal politics of the school’ and this has proved difficult. The tone and focus of the questionnaire to parents is too negative. He feels he is trying to engage with those ‘hard to reach’ parents but the school staff are not ‘walking the talk’. He feels his key learning point is how critical the ‘sponsorship’ of the headteacher is to an outsider. Despite all the backing of working for a national organisation, he has found it very difficult and cannot imagine how community and voluntary organisations get beyond the first hurdle. His conclusion is that the onus should be more on the school reaching out

Person B: suggested a ‘Planning for Success’ day for African Caribbean boys at school some six months earlier; then the response from the school suggested they felt threatened by the approach of an outsider-advocate. The turning point was when the leadership team approached her, with their concerns about underperforming groups generally in school and this provided an opportunity to focus again on the original idea. Her learning has been how risk-averse schools are and how much they prefer to work with people they know and how unreciprocal they are culturally. The course has helped her to understand the significance of relationships and relationship-building. Schools want to work with people who help them with small high leverage solutions and from those small wins, they gain confidence.

Person C: Progress has been slow. At a recent meeting with the Headteacher, it was clear that she was distracted by the problems besetting the school. The school has a Turkish evening scheduled later in the week and this might provide an opportunity to engage. The project is outside his current role which involves a Police mentoring project in the school so it’s difficult to find the time and space to do an additional project – feels like a juggling act. He would like to find a way to reconcile the day job priorities with the project objectives.

In the plenary session that followed the whole group shared the results of their triad discussions. Other key learning points from individual participants were:

- Confidence drawn from the course. In one case a participant had given the school details of the Shotton Hall case study as a tool to realise its vision of adults learning alongside pupils.
- Inspired to set up a supplementary mother-tongue, multi-faith group.
- Importance of helping headteachers to achieve their vision of community leadership.
- Reconfiguring the lunch and break time spaces in the school – now show videos of course work texts, business ideas as well as popular films.

- Developing an IT project with adults from a sheltered housing estate adjacent to his project.
- Firmer about his vision of the work with a school, which would have him 'running from pillar to post' if he wasn't vigilant.
- Huge value of small wins and the importance of noticing these and not being downhearted about the lack of progress.
- Change timescales and expectations of how long it takes to get action.
- One participant described an entrepreneurial initiative with a disaffected pupil who bought glasses for £1 and painted names on them and they were re-sold to pupils and teachers. The boy made £230 profit so a protocol was agreed with the boy's parents about how the profit would be shared – 50% back to school; 25% to be spend on education/curriculum related product and the balance to the boy.

Summary

The feedback might give the impression that one or two participants were feeling downcast by the lack of progress in some instances but the mood of the group was still very buoyant. Despite some setbacks in establishing relationships with partner schools and progressing projects or initiatives, participants felt the programme had given them the tools to 'play the long game.'

Issues for further consideration:

- Why have some relationships been easier to establish with partner schools than others? There is no clear picture but on the basis of the group who participated in Module 3, those participants with a strong community base (Shelley, Beatriz, Dorrie, Alicia) have found it easier to reconcile the project within their existing briefs. Others with a similar base but employed (Terry, Suzanne, Radhika) in roles clearly linked to extended school developments have also fared well.
- The Bromley-by-Bow model involves a relationship with one local secondary school but it has taken considerable effort to develop contacts with teachers in the primary schools across the road from the Centre. Does the programme also need a Module based in a successful community based school?

Focus on headteachers is all very well in principle but in practice, many delegate the responsibility for 'community' engagement to other members of the senior team and this can draw community leaders into the 'internal maze' of the micro-politics of schools and undermine the opportunity to develop productive partnerships. Has the NCSL and CAN done enough to mediate the programme with headteachers?

- Some participants are trying to make relationships with schools that are volatile and where the programme is but one of a myriad of priorities vying for the heateacher's attention. The green shoots of community engagement may benefit from additional support beyond the four months between the

start of Module 1 and the end of Module 4. It is a tribute to the resilience of participants that they have not lost heart in their efforts to establish a partnership and add value. Some participants felt that more opportunities to develop influencing and negotiating skills using role play should be built into the programme.

Capturing the Learning: Part 3 - the experience of the partner schools and school leaders as they engage with the participants

The final module of the programme was held at the NCSL Conference Centre in Nottingham on January 13 and 14, and was a two-day residential. The morning of Day 1 was for participants only but from lunch time onwards, invited guests (headteachers from partner schools, community and representatives of CAN, NCSL and the London Challenge) joined the programme to share the learning and options for its further development.

The programme had been explicitly designed to generate a number of opportunities to surface the learning from the programme participants and partner schools. Participants had been asked in advance to construct a narrative of progress with their project and general experiences of the programme. Eighteen of the original group of 20 participants attended the final session. Eight partner schools were represented, including three headteachers, two assistant headteachers, teachers, learning mentors and parents involved in school. Representatives from local community and Council services also attended. Three schools were contacted by telephone to elicit their views about the project.

A team of chroniclers attended all the sessions and captured the learning using templates (see appendix) designed to make the process as straightforward as possible. However the team focussed primarily on four sessions: The Partnership Café and Panel Event on Day 1 and the Open Space dialogues and the Action Outcomes on Day 2. The lunchtime briefing of the chronicling team set the task in context. As David Beech, on behalf of NCSL and CAN, stressed that ‘in addition to the primary focus on developing leadership capabilities in ways that contribute to improved outcomes it is important to identify and document what we can learn from the programme that is relevant to future leadership development programmes for school and community leaders.’

On Day 1 chroniclers were tasked to collect:

Stories: The individual stories told by a programme participant.

Themes: The key themes that emerge from the dialogue in each round.

Key messages: Key messages from the involvement of the participant with a school.

Learning: What the participant has learned from their involvement with the school/what else they have learned during the programme.

Going forward: How the participant sees things going forward/what their preferences are for taking things forward in their community, school(s) and families situation

Chroniclers were asked to be alert to: what worked, what did not work, what the participant might do differently; opportunities the participant identified and pursued; challenges and difficulties the participant encountered and how they responded; the feelings and concerns of participants and to capture any other comments that may be relevant.

On Day 2 chroniclers were asked to attend an Open Space workshop and to note:

Issue/Opportunity: Capture the issue/opportunity as stated in the actual session and any initial comments from the group that helps clarify the scope and focus of the issue/opportunity. Dialogue about this is likely to flow into key themes.

Key themes: Capture the key themes that are stated, that emerge or that may be unstated or implicit in what is said.

Key points: Capture the key points made relevant to a key theme and any relevant notes for each point, for example support, elaboration, agreement, disagreement and the reasons for this.

Comments: Any other relevant observations that it is useful to record including any action agenda conference participants might want to carry forward.

Once again Module 4 included keynote contributions. For example a local consultant headteacher gave the pre-dinner address and was a member with other senior colleagues from CAN, NCSL and the London Challenge on the Panel at the end of Day 1. A senior colleague from Health who is the Project Director of Response for London also joined the Panel.

Feedback from a sample of the sessions at the Partnership Café

The format of the session allowed each of the participants to tell their story of the programme, the partnership projects they had been able (or not in some cases) to develop in schools and then take questions on their accounts – Round 1. One or two stories were heard. The first participant then hosted another Round 2 of participant stories and dialogues and then a new group convened in Round 3 and continued narratives or dialogues as appropriate. Below are six examples of the process and a summary of the learning points from the dialogues that ensued:

Patrick – heads the Dalston Youth Project

Profile at the start of the programme

Very involved locally in pioneering mentoring programmes as part of early intervention strategies for primary and secondary pupils at risk of exclusion. Facilitates similar programmes for teenagers. Keen to develop a family intervention scheme developed in the US in partnership with social services targeted at families living on housing estates on the verge of criminality. Working with local primary and secondary school. Has a vision of a ‘developing a brokerage role between communities and the school by attracting mentors from all the communities present in the school.’ Sees schools as closed

communities which are difficult for the local community and community activists to penetrate.

Learning by the end of the programme

Patrick's story is essentially about the challenges he encountered. Despite being a 'known quantity in the school as a deliverer of mentoring projects, even so it has been difficult.' He has finally committed 0.5 day a week to school. He has established relationships and found the right people but it has taken a lot of time and it is only now that they are in a position to look at actual projects.

Key learning points/themes

- Better preparation of schools if they are to participate in this programme. Despite all the rhetoric, the school was uninformed about the project and it has been left to the participant to research and negotiate possible engagement.
- Time to build a shared vision of what partnership should be about – particularly pressing for those schools involved in extended day policies.
- Tension between the teaching and learning requirements of a curriculum focus by headteachers and the skills set to engage with the community openly and effectively. Implications for the whole school workforce and the culture of keeping the community at bay has to change.
- Need to agree new, different and meaningful success indicators for this work.
- More exploration about how to build trust on both sides
- Early programmes should engage with receptive schools – community partnership cannot be forced on people who do not want it.
- Feel adult education might be the key to empowering parents.
- Community leaders have to have high levels of persistence and dynamism.
- Schools needs are different to what they think they want – community perspectives have much to offer in shaping this understanding of need.

Beatriz – is Projects Coordinator of a local Agenda 21 group

Profile at the start of the programme

Has been working in partnership with a local primary school for over 5 years and more recently on a 'Visioning Project' with a number of community groups including school pupils 'to explore their interaction with their immediate environment, to dream about the future and to decide what could actually be done to achieve those dreams.' She hopes the learning acquired on the programme will give her the tools to contribute to the development of a vibrant partnership between the school and the local communities as part of its Community Extended school mission.

Learning by the end of the programme

Beatriz's project with Hargrave Primary School was already established but has been extended by their engagement with the programme and indeed during the final module itself (see the Group 3 feedback in the Action Planning Outcomes). Beatriz is very comfortable with the concept of herself as a 'community leader' and has started a number of projects since coming on the programme. These include a Time Bank project, running basic IT skills courses, a Buddy Bench for pupils with a time exchanged for special trips. She is in the process of developing a business plan for a resource centre/café for the school and feels she has the full backing of the headteacher to think creatively and innovatively.

Key Learning Points/themes

- Despite an enthusiastic headteacher, the school systems work against partnership and more needs to be done with school staff on the detail
 - of effective communication and relationship-building with the community.
- Promote dialogue and provide more opportunities for parents to be in the school enjoying positive experiences. Use art, music, drama, video to engage as many as possible to make it participatory and to give people a voice.
- Work with parents to identify what they need, then deliver - not what the school wants to impose.
- Do teachers need recompense for the voluntary work they do as community development? Workloads are so high.
- Need to identify the community activists in as well as outside schools.

Key Learning Points/themes from other contributors to Beatriz's dialogue

- Ambiguity is inherent in these relationships and should be accepted and not dwelt upon.
- More empathy to understand the parameters both groups are operating within.
- Partnerships do not need to be defined which sometimes creates obstacles, just agree minimal rules of engagement.
- Teach pupils entrepreneurial skills.
- Learn to live with the fragility of relationships and neighbourhoods.
- Need to redefine the agenda not the old agenda hidden behind a new mask.

Maggie – is a freelance consultant

Profile at the start of the programme

Hopes the programme will 'expose her to innovative techniques for a social enterprise project which she plans to develop around the concept of business development for students and post-qualification accountants. Has also been

involved in starting an organisation, which provides support and affordable childcare facilities to local communities during holiday periods in partnership with a local school.

Learning by the end of the programme

Maggie's vision was to set up a Social Enterprise in Islington Green School, which is an Extended Day School, however the response from the Deputy Headteacher was very different. Maggie restructured her proposition to meet the school's needs. The project is now to set up a café to support the school's business specialism. Stage 1: Maggie will work on the design and business planning process with a group of pupils who she will train in all the processes linked to setting up this new enterprise. Stage 2: She will also teach them the financial skills to run the café and Stage 3 will be the opening of the café.

Key learning points/themes

- Flexibility to meet school's needs
- Feels the model of extended schools exists in Nigeria – research transferability to an English setting.
- New ways of thinking required to allow the partnership agenda to really thrive in schools.
- Importance of working with governors as well as school staff.

Suzanne – is a Learning Centre Manager and Extended Day School Coordinator

Profile at the start of the programme

Already works in partnership with a cross-section of statutory, voluntary and community organisations as well as a diverse number of funding agencies. Feels the programme will enable her to 'bring specific issues and challenges that are relevant to my area of work and environment' and looks forward to studying and working alongside a variety of colleagues from different authorities to share knowledge and strategies.

Learning by the end of the programme

The programme has caused Suzanne to review afresh the meaning of community partnership. She has really valued the practical tools she has learned on the course – world café, scenario-planning – which she feels will strengthen her ability to engage the community in school. Her project is to run a counselling service for parents and this has caused her to consider and overcome the barriers of security, adults on site, mental health, child protection. She feels the school is still an under-utilised resource, which is not yet fulfilling its potential. – still a degree of suspicion about the community and young people's engagement. Nevertheless she feels fortunate to have the

support of the headteacher and this is evident in her role as part of the extended school arrangements. Headteacher assigned one of his assistant headteachers to support the programme.

Key learning points/themes

- More sympathy towards the responsibilities and accountabilities headteachers have for the school community.
- More shared staffing and resources to model community partnerships.
- Teachers' professional snobbery about community leaders needs to be challenged. Members of the teaching staff were critical of community engagement but have been won over. Don't just focus on the headteacher – key alliances need to be built with activists among the teaching and non-teaching staff.
- Is the focus on community leadership on children and young people, or the adults?
- Tensions between community work and school cultures.

Key learning points/themes – other contributions

- More information about the remodelling agenda for parents – national conference?
- Strategies for encouraging and sharing good practice nationally.

Tim – runs a community development trust

Profile at the start of the programme

Believes that 'entrepreneurship is the spirit of adventure which encourages one to set out on an enterprise whether a project or business and to do whatever it takes to succeed' and 'social entrepreneurship is that same spirit applied to aims that are not purely for private profit.' Passionate about the power of community self-build scheme and hopes the programme will extend his networks and access to interesting partnerships.

Learning by the end of the programme

Tim parted company with the project that was sponsoring him from the first residential and so no project has emerged. He identifies his key learning points as:

- Need to be clear about outcomes in the selection of a school, rather than just choosing your local school.

- ‘Getting Past No’ (Module 2) was a key learning point and he would have appreciated more opportunities to learn the skills through role-play to generate the expertise to take schools on.
- As important for the community as school to take responsibility for partnerships and relationship-building
- Timing is critical, particularly as schools now have community leadership as part of their objectives – in National Standards for Headteachers.
- Liked the idea of a Charter of Expectations – protocols signed by the school and the community project leaders.

Key Learning Points/Themes – other contributions

One of the headteachers (Archbishop Michael Ramsey Secondary School) in the group agreed on the point about timing. The school hosted two Christmas events which involved the predominantly middle class community the school is located in and the predominantly black teenage from local estates who are the community who attend the school. The school would not have been able to mix these groups five or six years ago; *the lifelong learning agenda in education has helped to nurture these relationships over time*. In her view it takes 10 times longer than one’s initial plan!

The headteacher also shared another effective community project. The school runs a ‘Wellman’s Clinic’ which grew out of informal conversations with a group of men who came into the school to do ICT classes. The school was inspired to act because of the adverse health indicators in the Southwark male population, and their commitment to making a difference in the lives of their communities. *Health is a key lever for community engagement for adults and pupils; also a source of sustainable funding*.

A colleague who works for the Family Support Service in Waltham Forest echoed the importance of the changing education agenda evident in ‘Every Child Matters’ (ECM), which he hopes will lead to meaningful change. This theme was taken up by the Education Development workers of the Learning Trust who says *that partnerships and sharing learning is more possible because of the co-location of mentors and officers of the authority in the Learning Trust headquarters*.

Dionne - is an Inclusion Officer and entrepreneur

Profile at the start of the programme

Has chosen to be part of the programme as ‘personal and career development that will enhance my ability to contribute to the lives of others.’ Feels she is a natural entrepreneur and innovator with many unexplored ideas, which she is confident can be harnessed in partnership with a local school to make a difference to the local people the school serves. She is in the process of applying for a Community Champion award to run a project for unemployed young people in South London. Runs her own web-based business.

Learning by the end of the programme

Dionne has been working with Peckham Academy on a project called 'Involved Academy Mums' (IAM) which is the culmination of a process of relationship-building, trust and negotiation between the school and Dionne. Both sides had ideas about the project. Initially the school wanted a group 'where single mums could come together to improve the behaviour of their sons' which the school wanted to call Peckham Mums Talk (PMT). Dionne came up with a more positive title and acronym as well as a broader more open group as an alternative strategy. Dionne wanted to build a support group as well as a point of access to the school's facilities. She characterises the project as 'inspiring, mobilising and sustaining' a group of mums. She attended a Parents Day at the school as part of her initial research. Dionne designed a logo for consulting the target group with the strapline: 'Our Future Depends on Our Young, Our Young Depend on Us' and 31 mums attended the first Parents Meeting. Dionne used Appreciative Enquiry (Module 1) as tool to work with the group to generate a list of topics for the project. The project meets monthly after that first consultative meeting. Parents were excited. They felt that they were being heard for the first time and the focus of their engagement was about their children's learning not their behaviour. Dionne calls this an 'empowerment dialogue'. The first meeting of the group is scheduled for 24 January. Dionne is very pleased with the outcome. She already worked with the school so had the patience and ability to anticipate some of the problems which might arise. She feels the project is sustainable with plans for a member of staff to take on Dionne's role with Dionne acting as the person's coach. The 'IAM' branding is not school-specific and could be marketed to other Academies. **[Note to MF: could be a 'commercial in confidence' issue here as this is clearly a viable proposition – Dionne has given her permission for us to use this testimony but we might need to contact her again to see if she and the school have considered trademarking the idea to guarantee it not being copied – bigger issue about intellectual copyright which might need to be raised]** Dionne has reflected on whether the project signals a shift in the school's thinking or is merely a tick in the box marked 'extended school developments' but it is too early to say. Control remains an issue – parental involvement on whose terms?

Key learning points/themes

- Different perspectives of community involvement. The school projected a control model and Dionne offered a development model.
- The importance of fitting in with the school's agenda and working with their starting point. The timing was good so she was able to move their thinking.
- Recognition that the school needs support to discharge its community responsibilities and that this is one of the roles of a 'community champion'
- Clear boundaries established at the outset both with the school and the mums' group – Dionne's role to facilitate, not to run the group.

- Runs her own business and approached the project with a social entrepreneurial eye so she wrote a proposal as a starting point and as a baseline against which to judge its success.
- The process of partnership has many staging posts. This is not yet partnership in terms of ‘doing things together with commitment’ to quote Andrew Mawson, President of CAN. Dionne is clear that this is one-sided engagement at this stage but is one way of making a group of parents sufficiently strong enough to attract the attention of the school and gain credibility on behalf of the wider community of parents – Trojan horse metaphor of partnership.

Feedback of key messages and themes from the Partnership Café activity in Module 4

Many of the group discussions covered similar themes and are repeated in chroniclers’ notes as the participants assembled and reassembled to enjoy dialogue and learning conversations throughout the session. The main messages and key themes were as follows:

- Time is a key constraint and opportunity. Plan for the time it takes – often ten times longer than anticipated
- The Every Child Matters Agenda is broadening schools’ approaches to communities. Health is a key lever for community engagement among pupils and their families.
- Taking risks through innovation and creativity is energising and motivating
- De-personalise when things do not work out.
- Importance of networking and accessing the practice emerging from the programme – possibility of a buddy system to support those whose projects have yet to happen by those already beginning to establish a partnership.
- More exploration of the ‘masks’ people hide behind when confronted by the need to change – ‘getting past no.’

Responses to the challenge of what needs to happen to move the partnership agenda forward

A broad consensus emerged about what was needed to move the partnership agenda. To a certain extent some of the views below have been rehearsed since the initial module. In other ways the experiences of co-designing and progressing projects with partner schools and the engagement of a wider audience in the final module has provided an opportunity for participants to share their solutions for how the partnership agenda could be energised.

- More opportunities for staff and the community to mingle, pass and exchange both informally and formally.
- ‘This is my school’ has been the mindset of headteachers for far too long in far too many circumstances and this builds a wall of suspicion between the

school and community. The scale of the challenge this poses to headteacher cultural norms has to be acknowledged.

- Parent perspectives are lost in the dialogue and need to be encouraged/sponsored by governors and staff to seek their views on matters such as school culture, health and structures.
- More connection to the curriculum and teacher-training to prepare practitioners who can engage with social entrepreneurship.
- National marketing campaign needed to promote community leadership and engagement with examples of good practice of those schools who have opened their doors and work in partnership.
- Community leadership development consultants – using similar model to consultant headteachers to develop consultant community leaders.

Open Space Workshops

On Day 2 chroniclers were asked to attend an Open Space workshop, where the whole community of participants and their guests were invited to explore further those compelling issues, which had emerged through the programme and in the sessions on Day 1 of Module 4. Participants convened the following workshops in response to the question:

“How do we radically transform the nature of partnerships between communities and schools?”

1. Exploring the definitions of Partnership:
2. Developing Action Learning Sets
3. How can students and young people take a lead in this agenda?
4. Reaching out to marginalised local communities – the ‘so-called hard to reach’
5. How do we set up social opportunities to bring people together – school staff and parents?*
6. How do we ensure inclusive partnerships?*
7. Parents and Grandparents as support to teachers in delivering lessons in school.
8. Income Generation strategies
9. Schools within Schools – developing a soccer school and radio station project
10. Inclusive curriculum – integrating business practices.
11. Imagination as a tool for creating the future.
12. The community building and running a school.

A record was taken of the key points discussed in each of the workshops, which were attended on an optional basis in line with Open Space technology guidelines. A summary of these is appended. The sessions varied from small groups of two to larger groups of nearly 20; many of them continued conversations begun on Day 1. In some cases the dialogues were then built on in the final action planning session. The experience of one of the guest participants in one of the Open Space workshops was illustrative. He was very impressed by the range of techniques used in Day 1:

'I feel very positive in my learning from yesterday when techniques used to build rapport and break down barriers appeared to work which is rarely the case on the courses I normally attend in school.'

Action Planning Outcomes

For this session, groups were asked to consider the following questions:

- How do we turn these ideas into realities?
- What steps do we need to take?
- How will we make them successful?

Participants were then asked to construct a summary of their dialogues on a flipchart to be shared in the plenary.

The summary points from the three groups were:

Group 1:

- Identify common ground
- Skills-based training
- Communication networks
- Leadership development
- Formalise a current partnership
- Identify and grow community champions
- Review identified needs
- Always go for quality
- Keep your word
- Capture success

Group 2:

- Visits to look at successful practice
- Using artists to bring images of community into school
- Organise social events
- Create a community page on school website
- Grow community champions
- Brokers for primary schools to help generate resources
- Share responsibility and understanding
- Use curriculum activities to promote community alliances and links

Group 3:

The final group took a slightly different approach as they comprised two DCLP participants (who partner a secondary school and one of its primary feeder schools); the headteacher of the primary school and two of the parents who also work in the school. They decided that their task would be to look at ways the two schools and their community partners might increase the number of parents

helping in the classroom in lessons. They built on the dialogues in the Open Space workshops. They decided they would:

- Conduct a skills audit of parents
- Compile a database
- Assign a Lead Parent role
- Have a community meal as part of the process
- Link with the Workers Education Association to organise training
- Use the space in the primary school from its reduction to a one-form entry to have an online centre and a Children's Centre.
- Add the project into school improvement and budget planning.

The group saw that it would be successful if it was solutions-focussed, small with clear objectives and that a crèche would be available when required. They would do their homework and take it slowly. They planned to host a social event for their school and DCLP participants on Thursday 14th April as part of their commitment to continued networking and dialogue.

Conclusion

Participants have drawn strength and inspiration from their involvement in this programme. Its main achievements have been in:

- Supporting participants in developing proactive partnerships with schools that have generated better outcomes for young people, families and their communities, as evidenced throughout this report
- Broadening their horizons of what is possible in their own working environments as well as on the course itself and the confidence to make more use of their leadership and social entrepreneurship skills
- Providing high quality personal and leadership development
- In providing participants with the confidence and skills to use a range of powerful process consultation techniques, such as Appreciative Inquiry, World Café and Scenario Planning

Developing partnerships with schools was a tough challenge and more needs to be done to enable schools to work in partnership with their communities, including parents and carers.

We need to establish arrangements that bring schools and communities together to explore their opportunities and challenges and identify specific areas where they can work together in partnership to generate better outcomes for young people, families and communities including scope for the contributions that can be made by social enterprise.

Headteachers are focused on the needs of the children in their schools within the regulatory framework set by national and local government and by School Governors. There is much to do to develop the boundaries of their mindsets to embrace the opportunities and benefits of enacting partnerships with local communities. Standard 6, Strengthening Community, (National Standards for Headteachers), provides essential legitimation for addressing the vital significance of this area for enhancing national prosperity and wellbeing and forms an important context for the further development of this programme.

The developing concept of 'Partners in Leadership' was not embedded in the identities of the participants at the start of the programme but its implications have clearly left their imprint five months later. Terry's reflections on the programme are illustrative:

'So much learning... my eyes were already open but the course has encouraged me to open my arms to my whole community. A Somali teacher works at our school and I am talking to him about how we can attract more children from Somali backgrounds into the Learning Centre. I drew inspiration from Dorrie's (another participant) experience of involving the Mauritian community in London in her project. I have developed much better outreach strategies and feel I have

developed the skills to engage in my wider community. I am seeing the spaces in the school differently. I have been enlightened by the course. It has given me the patience to build a sustainable project based on my vision. Learning on the course has filled me with so much joy and knowledge.’²

The final module closed with an input from the NCSL on how the programme might develop further. Participants were invited as part of the closing ceremony to shout out key words to signify what the programme had meant to them. Here are the words used:

Money well spent
Participation
Innovation
Great Food
Inspiring
Best course
Links
Networks
Enthusiasm
Changing the world
Not alone
Learning curve
Confidence
Inspiration

ⁱ See the London Challenge section of the DfES website (www.dfes.gov.uk) for further information on the ‘Keys to Success’ programme.

ⁱⁱ See the London Challenge section of the DfES website (www.dfes.gov.uk) for further information on the ‘Keys to Success’ programme.

ⁱⁱⁱ Terry was interviewed in school in early January in advance of the final module and asked to reflect on the programme. His words are reprinted with his permission

Appendix A

Community Leadership and Social Entrepreneurship Skills Development

Overview of Modules 1-4

Module 1, Bromley-by-Bow Centre: 14th and 15th September 2004

Aims:

Begin to form a learning community and individual action plans
Experience an example of the collaborative learning community which is at the heart of community leadership, social entrepreneurship and social enterprise
See in practice an innovative model of learning and community partnership and explore the transferability into participants communities

Participants experienced the following:

- **Community Leadership and Social Entrepreneurship**

The practice of community leadership and social entrepreneurship at the Bromley-by-Bow Centre: Reviewing the implications for participants own experience and practice

- **Andrew Mawson**

Briefing on social entrepreneurship.

- **Appreciative Inquiry: Practical Skill**

How to appreciate what works well and imagine what might work even better.

- **Policy Context**

The policy context for proactive partnerships between communities and their schools.

- **Myers Briggs Type Indicator (MBTI: E/I; S/N; T/F; J/P)**

Where do you get your energy from (extravert/external; introvert/internal); how do you process information (sensing/practical details; intuitive/broad patterns); what is the basis for your decisions (thinking/logical, detached; feeling/values, involved); how do you approach situations (judging/structure, closure; perceiving/flexibility, openness)?

Module 2, Ashridge: 29th September – 1st October 2004

Aims:

Input on key change issues for community leaders working with schools – the schools and learning policy context, social enterprise opportunities, the role of the private sector, creativity and innovation, the regeneration agenda, partnership building

Experience and reflect on innovative tools for leadership eg consulting skills; facilitation and intervention techniques, action learning communities

Develop a personal agenda for change and creative leadership

Develop a vision and a practical action plan to implement new ideas

Participants experienced the following;

- **World Café: Practical Skill**

A process for putting conversations to work for dialogue and engagement.

- **Advocacy and Inquiry: Practical Skill**

Critical conversations for facilitating change.

- **Personal Best: Practical Skill**

Identifying the main dimensions of leadership through sharing 'Personal Best' stories.

- **Creative Leadership: Leadership Briefing**

The four main functions of leadership: meaning and purpose (culture); support and recognition (people); achieving results (delivery); innovation and change (innovation).

- **Inventing the Future: Vision Briefing**

How to craft and enact a leadership vision.

- **Shotton Hall: John Smalley**

A practical example of a proactive partnership between the East Durham community and the schools at Shotton Hall.

- **Whole Systems Mapping: Practical Skill**

How to use systemic thinking to improve insight and action.

- **Head Teachers**

How head teachers see school leadership and community leadership.

- **Getting Past No: Practical Negotiating Skills**

Using the Thomas Kilman Inventory (compete; collaborate; compromise; accommodate; withdraw) + a Case Study from a developing nation in Africa to practice the key skills of negotiating in a complex political environment

(strategic options: action centred; empirical-rational; normative-re-educative; power coercive).

▪ **Living Stories of Change: Practical Skill**

Using the Change House to understand and address the emotional dynamics of change.

▪ **Metaphors for Action and Change: Briefing on Leadership and Power**

Exploring new ways of seeing and acting through enhanced appreciation of the complex adaptive relationships between human identity (material beings/complex machines; conscious beings/jungle beasts; cultural beings/creative artists) and forms of governance (unitary/sovereign rule; pluralist/political arena; systemic/fateful drama).

▪ **Vision Presentations**

Participants present their vision and action agenda for improved outcomes in their situation.

Module 3, Bromley-by-Bow Centre: 18th November 2004

Aims:

Opportunity for consultation with programme staff

Opportunity for group support and action learning development

Opportunity for small group and panel work with key members of the Bromley by Bow and CAN communities

Creative activities to support lateral thinking and innovation

Themed policy input on emerging issues from module 1 and 2

Planning for module 4 community event

Participants experienced the following:

▪ **Social Enterprise: Practical Skill**

Briefing and practical exercise on establishing and running a social enterprise

▪ **Social Enterprise and Schools**

Options for developing social enterprise as part of the relationships between communities and their schools.

▪ **Communities, Families and Schools**

Participants strategic agenda for the role of leadership in education; the role of families in education; the nature of a 21st century curriculum; relationships between schools, public sector agencies, families and communities; the role of teachers in education; the relationship between social and economic entrepreneurship and the school.

Module 4, NCSL, Nottingham: 13th and 14th January 2005

Aims:

Review individual, group and wider community learning journeys to date
Develop the future scenarios, determine the next steps and build in creative techniques to make them happen

Develop action plans for sharing learning with wider schools communities

Participants experienced the following:

- **Scenario Planning: Practical Skill**

How to create and explore memories of the future.

- **Partnership Café**

World Café process for conversations between participants and their guests about what has been learned and accomplished during the programme and the opportunities and challenges going forward.

- **Panel Event**

Questions about improving outcomes for young people, families and communities to a panel of experienced practitioners.

- **Alan Flintham**

Briefing: Dealers in Hope - Social Capital, Effective Partnerships, Transformative Leadership.

- **Open Space**

A series of workshops led or facilitated by participants on issues and opportunities on the theme: How do we radically transform the nature of partnerships between communities and their schools in order to see more of the things you care about?

- **Action Outcomes**

Agreeing next steps in working together.

The programme was underpinned by an Action Learning Philosophy

- **Learning by doing**
- **Learning through dialogue** (includes frame reflection)
- **Whole Systems thinking**
- **Critical reflection** (including promoting enhanced self, other and situation awareness)
- **Informed choice** (enhance capacity to make more informed choices)
- **Action impact** (enhance capacity to generate better outcomes)

- Appreciate that we invent the lives we enact, i.e., social entrepreneurs 'build the road as we walk it'
- Bring the reality of tough, intractable problems into the workshops and develop the skills and confidence to find new ways of seeing and acting through dialogue and partnerships, i.e., frame reflection and action dialogue.

Appendix B

Summary of Participants Hopes and Expectations

See consultant's draft report for NCSL dated 14 Feb 05. The comments below provide a one line summary of hopes and expectations for each participant (based on the consultants report).

- Build a vision and strategy for more community engagement with the school.
- Developing a brokerage role between communities and the school by attracting mentors for pupils at risk of exclusion from all the communities present in the school.
- Develop existing work with schools on dance, music and story telling as a social entrepreneur.
- Forge closer links in pursuing community development and school partnership initiatives.
- Giving future generations skills which they can use to improve on the present.
- Learn new strategies to ensure that partnerships are developed and bring benefit to children, parents and other service providers.
- Programme will make an important contribution to the development of partnership working between school and community with practical application to own work setting.
- Build on existing skills and acquire new ones for working as a change catalyst for the community in a collaborative way.
- Develop ability to successfully broker partnerships between schools and their local communities.
- Access and acquire high quality skills and training which would have been difficult for a voluntary organization to justify and fund.
- Provide the tools to contribute to the development of a vibrant partnership between the school and the local communities
- Gain a greater insight into how to develop and use different strategies to involve community members in the future development of the school.
- Be better equipped as a community leader to support more effective interaction between the local school and the local community.
- Work with a partner school in realizing its full potential as a community resource.
- Share knowledge and strategies about issues and challenges of partnership working across statutory, voluntary and community organizations.
- Gain new skills in leadership and facilitation.
- Investigate new ways of integrating schools into the community development process.
- Be exposed to innovative techniques for social enterprise.
- Extend networks and access to interesting partnerships.
- For personal and career development that will enhance the ability to contribute to the lives of others.