

Education Decentralisation Revisited

School Based Management and Institutional Leadership

Vincent McDonnell
Education Solutions (UK)

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Historical Background

- Change was needed to drive up standards
- There was a need to make the best practice more widespread
- Change would help tackle serious failure
- The overall framework as it then existed did not provide opportunities schools needed to modernise, drive up standards of teaching and learning or the incentives for them to do so

Historical Background

School Standards and Framework Act 1988
introduced :

- national curriculum delivered through 4 Key Stages
- testing at the end of each stage to measure progress on a pupil by pupil basis
- results to be put in the public domain for comparison by communities
- local financial management to put schools in control of their own improvement

Raising standards of achievement

Ambitious standards

Rewards,
assistance and
consequences

Good data and
clear targets

Continuous
Improvement

Devolved
responsibility

Accountability

Access to best practice and
professional development

Realising improved outcomes through local management

- Schools now control resources to pay for:
 - staff (typically 80 - 85% of budget)
 - running and maintaining school building
 - all material and equipment costs
- Schools have freedom and flexibility to:
 - employ teachers of their own selection
 - are able to purchase services and equipment in the market
 - keep any balances at the end of the year on the budget

Issues for consideration

- Schools now more accountable for own outcomes:
 - annual plans agreed with improvement outcomes
 - successful schools grow : some schools fail
 - schools require and expect a higher quality of pupil information and data sets
- Schools have found it hard to balance their budget :
 - having sufficient financing to meet staffing costs
 - finances are mostly driven by the number of pupils who attend - fewer pupils means less finance
 - deficit balances at the end of the year on the budget are carried forward

Issues for consideration

Some thoughts from 'The complexity of Change'

Michael Fullan : Change Forces

- Change is a journey, not a blueprint
- You can't mandate what matters
- Problems are our friends
- Neither centralisation nor decentralisation on their own will work
- Connection with the wider environment is critical for success
- Every person is a change agent

Qualities of good leadership

Great Leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective we speak of strategy, vision or powerful ideas. But the reality is much more primal : great leadership works through the emotions.

The New Leaders - Daniel Goleman

No creature flies with one wing leadership relies on the heart and the head - where feeling and thought meet

Qualities of good leadership

Emotional Intelligence - Goleman

Personal Competencies

- self awareness: knowing our own strengths and weaknesses
- self management: adaptability, personal drive, self control, achievement and optimism

Social Competencies

- social awareness: understanding the needs of others, politics and relationships of the organisation
- relationship management: guiding and motivating others, developing others, catalyst for change, teamwork

Qualities of good leadership

- Be cheerful and optimistic. Those who follow need to feel the leader has seen the other side of the mountain
- Always be welcoming and enthusiastic
- ? Be a good listener others matter - they are the ones who deliver
- ? Be prepared to offer a considered view on most things - staff will look to you for a lead
- ? Be prepared to celebrate others and blame yourself
- ? Be able to absorb and manage change
- Be clear in your philosophy and lead by personal example
- Always say thank you.....

Vincent McDonnell

Education Solutions (UK)

vincent.mcdonnell@educationsolutionsuk.com

tel: (44) 0208 973 2251 mobile: 0781 0892711