

# **Sustaining Learning Momentum**

## **Evidence based collaborative practice**

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# The components of collective teacher efficacy

- **Advanced Teacher Influence** advanced teacher influence is defined by the degree to which teachers are provided opportunities to participate in important school-wide decisions.
- **Goal Consensus** Reaching consensus on goals not only increases collective efficacy, it also has a direct and measurable impact on student achievement
- **Teachers' Knowledge About One Another's Work** Teachers gain confidence in their peers' ability to impact student learning when they have more intimate knowledge about each other's practice.
- **Cohesive Staff** Cohesion is defined as the degree to which teachers agree with each other on fundamental educational issues.
- **Responsiveness of Leadership** Responsive leaders show concern and respect for their staff and protect teachers from issues that detract from their teaching time and focus.
- **Effective Systems of Intervention** Effective systems of intervention help in ensuring that all students are successful.

# Sustaining learning momentum

- A culture of continuous improvement
- A commitment to innovation
- Securing the basics, attendance and behaviour
- Data driven interventions
- Evidence informed practice
- Collaboration – inter and intra school

- The most common cause of failure in leadership comes from treating what we call *adaptive challenges* as if they were *technical problems*.
- *Technical problems* may be very complex and critically important (like replacing a faulty heart valve during cardiac surgery), they have known solutions. They can be resolved through the application of authoritative expertise and through the organization's current values and ways of doing things.
- *Adaptive challenges* can only be addressed through changes in people's values, beliefs, habits, and loyalties. Making progress on them requires going far beyond any authoritative expertise and in particular dealing with the resistance that stems from unwillingness to face the losses that will be involved. This resistance makes adaptive leadership dangerous, and therefore rare.

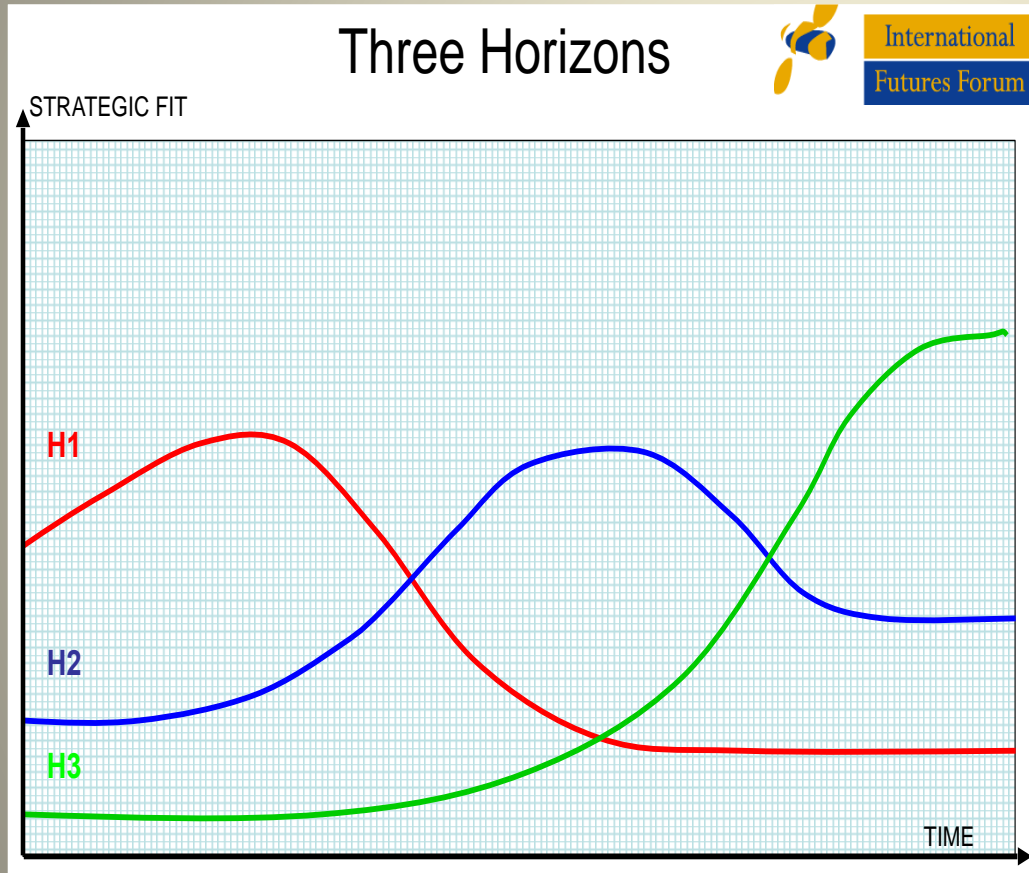
From: Linsky and Lawrence (2011) *Adaptive Challenges for School Leadership* in  
O'Sullivan H and West-Burnham J (2011) *Leading and Managing Schools* London Sage

In each area of our lives we develop a network of trusted relationships and favor those ties over others. Exchanges within this network of trusted social ties facilitate idea flow, creating an inclusive, vigorous culture and are responsible for the collective intelligence of our society.

(Pentland A 2014 *Social Physics: How good ideas spread*: 130)

Whether designing an airplane, assembling a motorcycle, or analysing the human genome, the ability to integrate the talents of dispersed individuals and organizations is become *the* defining competency for managers and firms. Tapscott, D. and Williams, A. (2006). *Wikinomics: How mass collaboration changes everything* London Atlantic Books: 18)

# The Three Horizon Model (Curry and Hodgson 2008)

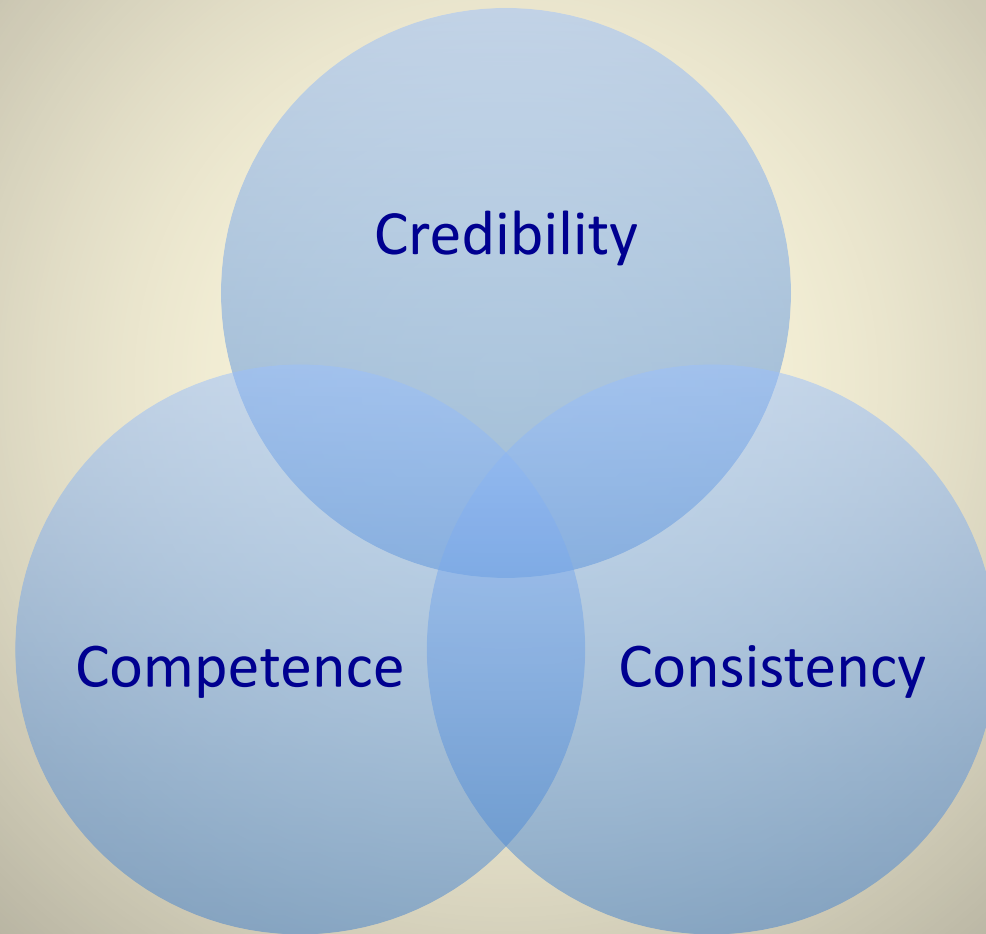


**H1 – Red** - the first horizon  
The current prevailing system which is progressively losing 'fit' with the external environment.

**H2 –Blue** - the second horizon  
An intermediate space in which the first and third horizons collide – this is where future-focused leaders work.

**H3 – Green** – the third horizon  
Ideas about the future of the system which are at best marginal at present but gain power as they represent a more effective response to the changing environment

Trust comes after good experiences.  
(Fullan)



# The moral imperative

The hardest part of sustainable leadership is the part that provokes us to think beyond our own schools and ourselves. It is the part that calls us to serve the public good of all people's children within and beyond our community and not only the private interests of those who subscribe to our own institution. Sustainable leadership means caring for *all* the people our actions and choices affect . . .

Hargreaves, A. and Fink, D. (2006): *Sustainable Leadership*



# The Culture of Cooperation

Many of the schools in our study engaged in on-field friendly rivalry with their peers to push each others' performance higher, but not in win-lose competitions where some schools would prosper at the expense of others. Leaders who perform beyond expectations practise friendly rivalry, promote co-opetition and possess a collaborative edge.

Hargreaves A and Harris A 2011 *Performance Beyond Expectations* NCSL

# The Aspiration

. . . In a self-improving school system, more control and responsibility passes to the local level in a spirit of mutual aid between school leaders and their colleagues, who are morally committed to imaginative and sustainable ways of achieving more ambitious and better outcomes.

Hargreaves, D 2010 *Creating a Self-Improving School System* NCSL

# The Evidence

There is evidence that the process of change is more resilient and improvement more sustainable when schools collaborate and learn from other schools. Schools that sustain improvement are usually well networked and have a good structure of internal support.

(Leithwood et al 2010: 238)

# Collaboration 1

Route 128 is based on independent firms that internalise a wide range of productive activities. Practices of secrecy and corporate loyalty govern relations between firms and their customers, suppliers and competitors, reinforcing a regional culture that encourages stability and self-reliance.

Saxenian ( 1994) *Regional Advantage*

# Collaboration 2

Silicon Valley is a regional network-based industrial system that promotes collective learning and flexible adjustment among specialist producers of a complex of related technologies. The region's dense social networks and open labour markets encourage experimentation and entrepreneurship. Companies compete intensely while at the same time learning from one another about changing markets and technologies through informal communication and collaborative practices . . .

# High Impact collaboration

- Peer review
- Benchmarking and next practice
- Shared CPD and JPD
- Collaborative projects
- School-to-school support
- Leadership internships
- Shared resources e.g. speech therapists

# Leadership for collaboration

- Moral confidence/ Integrity/consistency
- Courage/Entrepreneurship
- Imagination /creativity / innovation
- Networking
- Trust / Empathy / relational literacy
- Diplomacy/ sensitivity
- Optimism / Resilience
- Humility / the ability to learn and relearn