We learn ...

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss
80% of what we experience
95% of what we teach others
The five core tasks of leadership are to:

1. meet and minimise crisis
2. secure and enhance the environment
3. create energy and build capacity
4. seek and chart improvement
5. extend the vision of what’s possible
Leading ... Paul McIntyre
(4 headships over 20 years)

• **Give power away** – empower others
• **Learn about leadership** – create a leadership culture
• **Make the right appointments** – right people on the bus
• **Emphasise loyalty** – build supportive teams
• **Encourage research** – solutions not problems
• **Courage > Integrity > Moral purpose**
You absolutely cannot make a series of good decisions without first confronting the brutal facts.

—Jim Collins
ENERGY

creators – neutrals – consumers
What is a fibula?

A little lie
Middle Leadership has always been important
'From businesses to battlefields, the thin layer of people able to see from top to bottom of the organisation provides a vital link: the group best able to connect strategic and tactical decisions.' DfE 2014
‘From businesses to battlefields, the thin layer of people able to see from top to bottom of the organisation provides a vital link: the group best able to connect strategic and tactical decisions.’ DfE 2014
Significance of Middle Leadership

“The role of middle leaders is crucial to the steady and sustained improvement of schools. Headteachers and senior leaders provide the vision but middle leaders affect the long-term changes, which will raise standards and improve the quality of education.”

Ofsted
‘Middle leaders have more day-to-day impact on standards than headteachers. Middle leaders are, simply, closer to the action. Teachers’ and pupils’ experience of leadership comes most frequently from their middle leaders. And the essential work of curriculum planning, monitoring and developing teaching belongs with middle leaders.’ Russell Hobby, General Secretary of NAHT
Significance of Middle Leadership

‘If the way to reduce in-school variation is to drive up the quality of teaching in each classroom, we’re left very reliant on our middle leaders.’

Tom Shinner 2014

‘Developing outstanding middle leaders with skills to address within-school variation is critical to closing the achievement gap’

James Toop is CEO of Teaching Leaders
Significance of Middle Leadership

‘If the way to *reduce in-school variation* is to *drive up the quality of teaching* in each classroom, we’re left very reliant on our middle leaders.’

Tom Shinner 2014

‘Developing outstanding middle leaders with skills to address within-school variation is critical to *closing the achievement gap*’

James Toop is CEO of Teaching Leaders
Middle Leadership is more important than ever!
Expectations of Middle Leadership

• Model best practice and challenge colleagues to explore and innovate
• Set a well-articulated, ambitious vision
• Monitor, self-evaluate and action plan
• Use evidence and data about pupils’ performance consistently as the basis for planning and self-assessment
• Provide regular and focused training
• Use resources effectively to support excellent T&L

Ofsted 2014
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Ofsted 2014
<table>
<thead>
<tr>
<th>Strategic Leadership</th>
<th>Educational Excellence</th>
<th>Operational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Delivering continuous improvement</td>
<td>Information seeking</td>
</tr>
<tr>
<td>Personal drive</td>
<td>Modelling excellence in leadership of teaching and learning</td>
<td>Analytical thinking</td>
</tr>
<tr>
<td>Integrity</td>
<td>Learning focus</td>
<td>Relating to others</td>
</tr>
<tr>
<td>Resilience and emotional maturity</td>
<td>Serving others</td>
<td>Holding others to account</td>
</tr>
<tr>
<td>Conceptual thinking</td>
<td>Broad organisational understanding</td>
<td>Developing others</td>
</tr>
<tr>
<td>Impact and influence</td>
<td>Partnership working</td>
<td></td>
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<tr>
<td></td>
<td>Inspiring others</td>
<td></td>
</tr>
<tr>
<td>Future focus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations of Middle Leadership

• Be fully accountable for pupil progress
• Immerse themselves in analysis and reporting of data, particularly for underperforming groups
• Monitor and develop quality of teaching, regularly reporting on performance of teachers
• Identify development needs and CPD requirements in their departments
• Model excellent teaching and relationships, ensuring good behaviour in their departments and across the school.

Ofsted 2015
Expectations of Middle Leadership

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• **Identify development needs** and CPD requirements in their departments
• **Model excellent teaching and relationships**, ensuring good behaviour in their departments and across the school.

Ofsted 2015
Changing of middle leadership

From ...

- A ‘buffer or broker’
- An implementer of school policy and the curriculum
- Operational manager
- Department advocate
- The ‘Cupboard tidier’

To ...

- **Accountable** for student achievement and progress
- **Monitor** and developer of teaching quality
- **Leader** of pedagogy and curriculum development
- **Expert** in the analysis and reporting of data
- **Role model** for a culture of professional learning
- **Change agent**
There are 300 students in Year 10. Mary and Mark want to find out Year 10’s favourite colour.
Mary asks 30 people.
Mark asks 150 people.
Mark says ‘My conclusions are more likely to be reliable than Mary’s’.
Why does Mark think he is right?
1. Why are there rings on Saturn?
Middle Leadership training is expensive and out of context
6 Elements of Professional Learning Communities

1. A focus on learning
2. A collaborative culture re learning for all
3. Collective inquiry into best practice and current reality
4. Action orientation: learning by doing
5. A commitment to continuous learning
6. Results orientation

Dufour, et al, 2006
Within school variation is much greater than variation between schools
Being outstanding is about getting things as right as possible for as many learners as often as possible.
T-CUP ... “Thinking Correctly Under Pressure”

Excel at what we **do** not just at what we plan to do
### Change

- **Vision** + **Skills** + **Incentives** + **Resources** + **Action Plan** = **Change**

### Confusion

- **Skills** + **Incentives** + **Resources** + **Action Plan** = **Confusion**

### Anxiety

- **Vision** + **Incentives** + **Resources** + **Action Plan** = **Anxiety**

### Resistance

- **Vision** + **Skills** + **Incentives** + **Action Plan** = **Resistance**

### Frustration

- **Vision** + **Skills** + **Incentives** + **Resources** = **Frustration**

### Treadmill

- **Vision** + **Skills** + **Incentives** + **Resources** = **Treadmill**
‘Identification of the problem is not the solution, it is the path to the solution. Finding and executing the necessary actions is the solution.’
Find what works expand it - if it doesn't work ditch it - transparency rules so forensically interrogate errors (black box thinking)

‘Failure is rich in learning opportunities for a simple reason: in many of its guises, it represents a violation of expectation. It is showing us that the world is in some sense different from the way we imagined it to be.’

Matthew Syed – Black Box Thinking
TRAILS ARE HERE

LOW PERFORMERS

AVERAGE

HI PERFORMERS

WISDOM IS HERE
‘An ounce of action is worth a ton of theory’

Fredrich Engles

‘There is nothing more theoretical than good practice in action’

Michale Fullan
Middle Leadership is less well researched and discussed
Adaptive Leadership
Appreciative Leadership
Artful Leadership
Assigned Leadership
Authentic Leadership
Authoritarian Leadership
Charismatic Leadership
Collective Leadership
Connective Leadership
Courageous Leadership
Democratic Leadership
Dissonant Leadership
Eco-Leadership
Effective Leadership
Efficient Leadership
Emergent Leadership
Ethical Leadership
Executive Leadership
Exemplary Leadership
Expert Leadership
Fierce Leadership
Generative Leadership
Global Leadership
Heroic Leadership
Hierarchical Leadership
Holistic Leadership
Implicit Leadership
Ineffective Leadership
Inner Leadership
Inspirational Leadership
Intellectual Leadership
Laissez-faire Leadership
Liminal Leadership
Liquid Leadership
Messianic Leadership
Moral Leadership
Motion Leadership
Nondirective Leadership
Open Leadership
Operational Leadership
Outer Leadership
Participative Leadership
Passionate Leadership
Passive Leadership
Path-goal Leadership
Positive Leadership
Practical Leadership
Primal Leadership
Principle-Centred Leadership
Quiet Leadership
Resonant Leadership
Responsible Leadership
Roving Leadership
Self Leadership
Servant Leadership
Shared Leadership
Signifying Leadership
Spatial Leadership
Strategic Leadership
Sustainable Leadership
Team Leadership
Top-Down Leadership
Toxic Leadership
Transactional Leadership
Transfiguring Leadership
Transformational Leadership
Tribal Leadership
Undefended Leadership
Virtual Leadership
Visionary Leadership
Middle leaders: What are the top 5 things you spend your time doing?

- Setting vision & direction
- Leading teaching & learning
- Assessment / APP
- Staff development / CPD
- Managing data
- Leading across the school
- Pupil Premium interventions
- Planning / resource mgmt
- Lesson observation & feedback
- Performance management
- Engaging parents
- Self-evaluation
- Leading literacy
- Using research / evidence
- Leading outside of school

*286 middle leader respondents

0% 10% 20% 30% 40% 50% 60% 70% 80%

What do MLs spend their time doing? Why?
“In education systems that undergo wave after wave of reform, frequently the emphasis is on the implementation and consolidation of externally designed changes. The main result is frustration and a resistance to change rather than a desire to improve schools.”

The best way to predict the future is to create it.

- Abraham Lincoln
Great leaders don't tell you what to do....they show you how its done

‘Modelling isn’t one way to influence people, it’s the only way’ Albert Einstein
“Go ahead, nothing to worry about”
Outline of the course ...

1. Leadership vision and values
2. Your leadership approach
3. Building and sustaining a high-performing team
4. Leading teaching and learning
5. Self evaluation for improvement
6. Using data for impact
7. Positive behaviour for learning
8. Leading and managing innovation and change
7 schools... over 550 staff... approx. 4000 learners...
I think the advice we should give to Heads and Governors about becoming an academy or joining a MAT should be…….
Activity

Draw a tree of what are important characteristics of a ‘good education’

Can be measured

Hard to measure
Session 3: Developing your leadership approach

‘At the heart of successful leadership must be a passion for learning.’ Brighouse
Activity 6

With a partner write an agreed definition of leadership?
LEADERSHIP

- Empower People
- Inspire People
- Lead Change
- Shared Vision
"Are you absolutely sure ‘hide and watch’ is not a leadership style?"
Directive
Do what I tell you to do

Visionary
Here's where we're going

Affiliative
Leadership through relationship

Participative
Let's decide together

Pacesetting
Run fast, keep up

Coaching
Long term development of others
## Exploring leadership styles

<table>
<thead>
<tr>
<th>Style</th>
<th>Description</th>
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<th>Effect size</th>
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<tbody>
<tr>
<td>Visionary</td>
<td>Communicating the goal; expectations on delivery</td>
<td>Pretty much anytime; set pieces and 1:1 dialogue</td>
<td>+54</td>
</tr>
<tr>
<td>Affiliative</td>
<td>Building and sustaining relationships</td>
<td>Again, always useful but especially if morale poor</td>
<td>+46</td>
</tr>
<tr>
<td>Directive</td>
<td>Telling people what to do, often in detail</td>
<td>Low capability or competence; no time</td>
<td>-26</td>
</tr>
<tr>
<td>Democratic</td>
<td>Sharing decision-making; delegating power</td>
<td>Confidence in the team; more time available</td>
<td>+43</td>
</tr>
<tr>
<td>Pacesetting</td>
<td>Copy me and keep up with me</td>
<td>When need fast change; show what’s possible</td>
<td>-25</td>
</tr>
<tr>
<td>Coaching</td>
<td>Asking questions; focus on developing others</td>
<td>When you have time to build capacity in others</td>
<td>+42</td>
</tr>
</tbody>
</table>
LEVEL 5 LEADERSHIP

HUMILITY + WILL
Blend of personal humility and intense professional will
Critical non-essentials

- Thank you
- Smile
- Being visible
- Noticing all levels of staff – getting it right
- Tea & Coffee
- Taking an interest
- Showing you care

Showing you care
WHAT IS PROPAGANDA?

It’s when you have a really careful look at something
Middle Leadership Development
Session 4: **Building and sustaining a high-performing team**
Building and sustaining a high-performing team

<table>
<thead>
<tr>
<th>Belbin Role Strengths</th>
<th>Allowable Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plant</strong>: Creative, imaginative, unorthodox. Solves difficult problems</td>
<td>Ignores incidentals. Too pre-occupied to communicate effectively.</td>
</tr>
<tr>
<td><strong>Resource Investigator</strong>: Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.</td>
<td>Over-optimistic. Loses interest once initial enthusiasm has passed</td>
</tr>
<tr>
<td><strong>Coordinator</strong>: Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.</td>
<td>Can be seen as manipulative. Offloads personal work</td>
</tr>
<tr>
<td><strong>Shaper</strong>: Dynamic, challenging, thrives on pressure. The drive and courage to overcome obstacles.</td>
<td>Prone to provocation. Offends people’s feelings</td>
</tr>
<tr>
<td><strong>Monitor Evaluator</strong>: Sober, strategic and discerning. Sees all options. Judges accurately.</td>
<td>Lacks drive and ability to inspire others</td>
</tr>
<tr>
<td><strong>Teamworker</strong>: Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction and conflict.</td>
<td>Indecisive in crunch situations</td>
</tr>
<tr>
<td><strong>Implementer</strong>: Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.</td>
<td>Somewhat inflexible. Slow to respond to new possibilities.</td>
</tr>
<tr>
<td><strong>Completer Finisher</strong>: Painstaking conscientious, anxious. Searches out errors and omissions. Delivers on time.</td>
<td>Inclined to worry unduly. Reluctant to delegate</td>
</tr>
<tr>
<td><strong>Specialist</strong>: Single-minded, self starting, dedicated. Provides knowledge and skills in rare supply</td>
<td>Contributes on only a narrow front. Dwells on technicalities</td>
</tr>
</tbody>
</table>
Complete the 5 dysfunctions of a team audit for your team ...

- Focus on delivering measurable **Results**
  - collective and individual accountability
  - feedback

- To take **Accountability** requires prior **Commitment**
  - 100% buy-in

- **Commitment** follows healthy **Conflict**
  - Hear all → Disagree → Decision → Buy-in → One voice

- Healthy **Conflict** implies **Candid Debate**
  - Trust to speak opinion without fear of retribution

- Building **Trust** requires **Vulnerability**
  - Courage to risk
Accountability excuses

- I didn't know how to do it?
- I didn't know I had to do it?
- I didn’t have the time to do it?
- I am working so hard, I can’t do more!
- I have had lots going on in my life!
- You would be better at this than me!
- I am waiting for X to complete their part!

- When was the last time you heard any of these?
- What did you do about it?
Accountability V responsibility:

‘Responsibility can be, and often is, shared. Accountability, on the other hand, *CANNOT* be shared. We often hear the term "shared responsibility", but there is no such thing as "shared accountability". Some would call that term an oxymoron. One could define accountability as the "ultimate responsibility". Perhaps it would help to think of one of the quotes that former President Harry S. Truman was famous for, and that is, "The Buck Stops Here". That is probably the clearest and most well-known statements of accountability ever made, and it leaves no doubt in one's mind as to where the ultimate responsibility lies.’
Middle Leadership Development
Session 5: Leading teaching and learning

Every teacher needs to improve, not because they are not good enough, but because they can be EVEN BETTER.

Dylan Wiliam
THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING
‘The quality of an education system cannot exceed the quality of its teachers.’
(Barber & Mourshed, 2007)

‘Our data shows it doesn't matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. Your effect as a teacher is a lot bigger for a student who doesn't have a privileged background than for a student who has lots of educational resources.’
Andreas Schleicher – OECD
The very best teachers are those who constantly strive to develop their skills.

Tim Brighouse
Disrupting the loop of unequal outcomes and opportunity

‘Judge an organisation by how it supports its most vulnerable children.’
Which groups are a particular focus for Ofsted?

There are 4!
Sharper focus on ...

1. Disadvantaged pupils (PP)
2. The most able
3. Disabled pupils and those with special educational needs (SEND)
4. Pupils who have fallen behind and need to catch up
‘Middle leaders often show great resistance to the idea of monitoring the quality of their colleagues’ work, especially by observing them in the classroom. Observation is seen as a challenge to professional norms of equality and privacy, and sometimes as an abrogation of trust. Subject leaders who managed to introduce effective classroom observation procedures did so as a routine and collaborative learning activity for the entire department rather than as a management activity for the subject leader.’

NCTL
Leadership questions

• What are your 3 core values that underpin your leadership?
• What is the difference between leadership and management?
• Are you a good leader? How do you know?
• What is the toughest leadership challenge you have faced and how did you overcome it?
• How do you balance the demands of operational and strategic leadership?
• How would you describe your leadership style?
• How would your team describe you in 3 words?
Activities

• If you were to write an advert for your own job what adjectives would you use?
• What are the key functions of MLs? What do you as a ML spend your time doing? Do the two lists match?
• Team role questionnaire
• Leadership style questionnaire
• SWOT analysis of role / faculty
• Consider the qualities of an outstanding middle leader
Emotionally Intelligent Leadership for learning enables ...

- Shared goals – we know where we are going
- Responsibility for success – we must succeed together
- Collegiality – we working on this together
- Continuous improvement – we can always get better
- Lifelong learning – learning is for everyone
- Risk taking – we learn by trying something new
- Support – there’s always someone there to help
- Mutual respect – everyone has something to offer
- Openness – we can discuss our differences
- Celebration and humour – we feel good about ourselves
Empathy
Listening
Courage
Patience

Commitment
Care / attention
Insight
Boldness

Wisdom
Experience
Understanding
Clarity

Modelling
Encouraging
Supporting
Teaching

Embrace the struggle
To enable people to...
Clarify own vocation
Know the moment
Develop and lay down skills
GOALS OF THE UNDEFEATED LEADER
‘Leadership becomes a matter of energetically finding ways to encourage and cultivate the gifts of others.’

Simon Walker

Aim for 100% of teachers to be better by the end of the year
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Reconnect with a moral confidence centred on students come first … urgently attend to future life chances as a priority over all else

Children grow to fill the space we create for them, and if it’s big, they grow tall. The best present we can give our children is the chance to do something great. It’s a gift that will last a lifetime and transform their lives. Jonathan Sacks, 2008

“Leaders hold something very fragile in their hands – the hopes and dreams and ideas and contributions of their people. These must be held gently with respect, not crushed in the fist of power.” Emilie Griffin (The Reflective Executive)
‘People change what they do less because they are given analysis that shifts their thinking, than because they are shown a truth that influences their feelings.’

John Kotter
Open minds, build confidence and breed success through the development of aspiration and self-belief.

‘Poor leaders push us towards the goal. Great leaders guide us through the journey.’

Simon Sinek
Getting the best from everyone by ...

Example

Expectation

Encouragement

Empowerment

Enthusiasm
WHAT
“In schools where teachers are reporting much higher levels of support, much more professional development and greater levels of trust, they find that teachers not only improve more rapidly in the first couple of years, they continue to improve. On average, in those schools, teachers are helping pupils more each year than they did the previous year.”

David Weston, Chair of the DfE Expert CPD Panel and Chief Executive of the Teacher Development Trust
We must get into this place

...
Nobody ever asks how’s Wally!
Level 5 Leadership - The Window and the Mirror

- Looks in the mirror when problems occur - **takes responsibility instead of fixing blame**
- Constantly looks out the window when things go well to **give credit to others**

Jim Collins
Phases of Skill and Change – Individual

Even with positive change, there is resistance
Acceptance

Action

Inaction

Avoidance
Excuses
not enough ... Time /
Support / Resources / Skill
I’m on it ...

Acceptance

Confront reality
Traction
Strategy
Transparency
Support
Partnership

Who me?
Confusion

Denial

Anger
Upset
Provoke sympathy
Blame

I'm on it ...
Authentically distribute leadership and develop sustainable leadership – empower and trust leaders to lead and connect peers with purpose. Build capacity by ensuring the best people are working on the key problems. Succession plan.

‘A central part of being a great leader is cultivating leadership in others.’ Wallace Foundation

‘School leadership has greatest influence when it is widely distributed.’ NCSL
<table>
<thead>
<tr>
<th>JOB YOU LOVE</th>
<th>VS</th>
<th>JOB YOU HATE</th>
</tr>
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<tbody>
<tr>
<td>AUTONOMY</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>feel in control</td>
<td>feel controlled</td>
</tr>
<tr>
<td>MASTERY</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>feel like using full potential and growing</td>
<td>feel like not using full potential; growth stagnated</td>
</tr>
<tr>
<td>PURPOSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>feel like work matters and makes an impact</td>
<td>feel like work doesn’t matter and doesn’t make an impact</td>
</tr>
</tbody>
</table>

Daniel Pink, Drive

Succession Planning
Discretionary effort

The extra mile

passion

Abbeywood Community School
‘School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions’

Andy Buck

NCSL
Leadership: all you need to know by David Pendleton and Adrian Furnham (2012)

Invest in staff and nurture the community – *culture eats strategy for breakfast* so tap into people’s dignity and respect – get an emotional connection
Maintain high expectations and hold people firmly to account and ... be insistent, consistent and persistent

Have powerful conversations to ensure roles, expectations and line management are crystal clear and those staff who are underperforming are decisively tackled through clear accountability conversations and documented follow-up.

A good meeting isn't a good meting if it doesn't impact positively on students’ outcomes

Getting the right people in the right places doing the right things at the right time!
Great professional development leads to great teaching which leads to improved student outcomes.
Tipping Point - definition

• The point at which a series of small changes or incidents becomes significant enough to cause a larger, more important change.

• The tipping point is the critical point in an evolving situation that leads to a new and irreversible development.

• A tipping point may simply occur because a critical mass has been reached.
Tipping Point

"it looked smaller from the bottom!!
just gotta keep pushin"

"whoo hoo!"

it gets easier from here, and
if you hit another hill you've
got some momentum behind you

a lot of hard work & slow momentum
Credibility + consistency + competence = confidence = trust

(Derived from a conversation with Howard Mence)
The Five Dysfunctions of Teams

- Inattention to Results
- Avoidance of Accountability
- Lack of Commitment
- Fear of Conflict
- Absence of Trust

Focus on outcomes, confront difficult issues, force clarity + closure, encourage debate, be human.
<table>
<thead>
<tr>
<th>Sith Lord</th>
<th>Jedi Master</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power subverters &amp; mood hoovers</td>
<td>Leading change agents &amp;</td>
</tr>
<tr>
<td>Realignment / Removal</td>
<td>Multipliers</td>
</tr>
<tr>
<td></td>
<td>Shine the light on them /</td>
</tr>
<tr>
<td></td>
<td>Power to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Padawan</th>
<th>Jedi Knights</th>
</tr>
</thead>
<tbody>
<tr>
<td>High potential, driven and</td>
<td>Energy creators &amp; positive</td>
</tr>
<tr>
<td>capable</td>
<td>influencers</td>
</tr>
<tr>
<td>Coaching / Mentoring /</td>
<td>Coaching / Mentoring /</td>
</tr>
<tr>
<td>Modelling</td>
<td>Modelling</td>
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</tbody>
</table>

**POSITIVE IMPACT EXPERIENCE**
Dave Howe
Headteacher
Abbeywood Community School

david.howe@abbeywoodschool.com