1 Being and Becoming a Highly Effective Team Leader

Only those who have fully found themselves in this world can realise their natures. Only those who realise their natures can lead other natures to self-realization. Only those who lead other natures to self-realisation can realize the nature of things.
(Tzu-Ssu, a grandson of Confucius)

INTRODUCTION

Tzu-Ssu's wise words about self-knowledge and self-realization may seem a little divorced from the reality of school life when you are trying to deal with next year's timetable; deficit budgets; yet more changes to the syllabus; boys' underperformance; and the underperformance of a colleague. Yet, at the heart of this chapter, and indeed the book, is the need for each of us as team leaders to understand the intimate relationship between knowing, understanding and developing ourselves and knowing, understanding and developing our team members. This chapter provides guidance to aspiring and existing team leaders by responding to the following questions:

➢ What is the key to effective team leadership?

➢ How do I become a highly effective team leader?

➢ What about the constraints, demands and choices associated with my team leadership role?

➢ What are the characteristics of highly effective leaders?

➢ How can I gauge my personal effectiveness as a team leader?

➢ How can I gauge my competence as a team leader?

➢ What is meant by leadership style? How important is this in leading a team?

➢ How can I help to improve the quality of what we do and achieve as a team?

WHAT IS THE KEY TO EFFECTIVE TEAM LEADERSHIP?

Effective team leadership relies upon mastering a wide assortment of skills; skills ranging from implementing policies and organizing procedures to motivating staff to achieve high standards. The aim of team leadership is to assist members of the team to achieve their personal best. To achieve this, team leaders have to:

● set high, but realistic, performance objectives, not only for themselves, but also for team colleagues;

● find ways to improve existing practices and policies; and

● meet and, better still, exceed current standards of learning, teaching, and pupil achievement.

It is this latter point that provides the focus and rationale for the team leader's role. However, before team leaders and their teams can achieve their goals, it is important that they are clear about expectations relating to how things might be done and the standards of performance that need to be reached, for example, through the school's improvement plan. Communicating these expectations to others is an important next step. In this way, team leaders can also demonstrate their commitment to the key task of improving quality. Maintaining and improving existing standards is, of course, an ongoing process that requires team leaders to impress upon their team the importance of analysing the problem areas they encounter and of working together to find solutions. Involving staff in this way helps not only to generate fresh ideas but also to create a climate of participation and increased motivation.

Point for reflection

How do you currently involve your team in looking for ways to improve standards, practices, processes and performance? Which methods have you found to be most successful?

HOW DO I BECOME A HIGHLY EFFECTIVE TEAM LEADER?

Highly effective leadership, particularly in the role of team leader, is of crucial importance to the success of any school. How you perform now, and how you might perform in the future, often depends on career experiences and on opportunities for reflecting on these experiences. How you are perceived as a team leader will affect the attitude and performance of those both 'above' and 'below' you. Because team leaders do not work in isolation, they have to display a complex mix of different styles, qualities and attitudes to be effective. These important skills and qualities are likely to derive from your perceptions of the effectiveness of team leaders that you have worked with and the values that underpin your approach.

Point for reflection

Think of a team leader you know who, in your view, is ineffective in the role. Suggest reasons why she or he fails to provide adequate leadership. Now, think of a team leader who you consider is effective. Why do you consider him or her to be successful?

To be highly effective as team leaders we need to know something about ourselves. In doing so, we expand the range of behaviours upon which we can

Table 1.1   **A model of management competence (based on Boydell, 1985)**

Level	Characteristics
Level one – Manager as technician	• focuses on performing standard routines and procedures • places great store on responding to things correctly
Level two – Manager as professional	• develops a personal style of doing things • accumulates personal knowledge • builds systems of knowledge rather than collections of unrelated facts • synthesizes ideas • chooses effectively from alternative courses of action • does not rely on standard, correct, pre-determined solutions • monitors own decisions • develops increasing levels of self-awareness • learns consciously from experience • makes personal sense out of what is happening • generates creative ideas • looks at old problems in a new way
Level three – Manager as artist	• fully understands what it means to be a manager/leader • understands and displays personal standards and values • fully understands how the work fits with all other aspects of personal and professional life

draw in different situations. Several models exist that help us to understand our own development. For example, Boydell (1985) proposes a model of management competence that has three levels (Table 1.1).

The usefulness of Boydell's model in helping you analyse the development you are now undertaking as a leader, is that it provides a perception of where you might be heading so that ultimately you have a fuller insight of what it means to you personally to be a highly effective team leader. This self-development is the product of making sense of your own experiences and dealing with challenges as they impinge upon your professional and personal life. In effect, self-development is about change *of* self, *by* self (Figure 1.1) – itself a form of learning. Pedler, Burgoyne and Boydell (1986) refer to this as 'managing ME':

> Managing ME is the first step for the self-developer – unless I take charge of myself, how can I take charge of situations; unless I create order in myself how can I contribute to creating order with others? Managing ME first is the key of self-empowerment and the empowerment of others.

Leaders and managers who are comfortable operating at a technician level, focusing on routine administrative tasks, often lack the confidence to deal with outcomes that are unpredictable or vague. A major dimension of effective leadership is having enough confidence in yourself and in your ability to respond appropriately in given circumstances. Ultimately, of course, this entails knowing yourself, your strengths and weaknesses and learning from the everyday experiences presented to you in the role. For Boydell (1985), self-development involves personal change:

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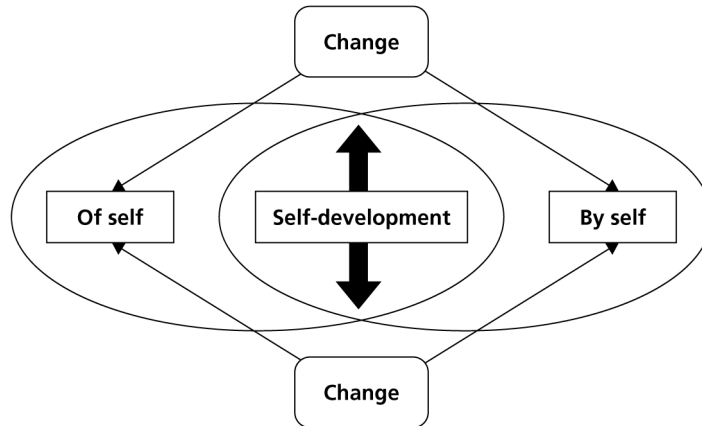
Figure 1.1 **Self-development is about change of self by self**

> it is not just about improving, refining and adding to what you have already, but about moving out of comfort zones, expanding your personal limits and aiming for peak performance. It involves changes in thinking, feeling and willing . . .

Point for reflection

Having considered Boydell's three-level model of competence, where would you locate your existing competence level as a leader and manager? Which areas lend themselves to further improvement? What development opportunities might be most helpful for you to seek to bring about these improvements?

WHAT ABOUT THE CONSTRAINTS, DEMANDS AND CHOICES ASSOCIATED WITH MY TEAM LEADERSHIP ROLE?

Anyone with leadership and management responsibilities in schools is faced with choices, demands and constraints in relation to their role. Performing a role as important as team leader is dependent on a set of separate, but interacting, influences:

- personal characteristics, e.g. personality, skills, motivation;

- self-presentation, e.g. visibility, profile, role modelling;

- self-organization, e.g. time management, stress management, selecting priorities;

- self-development, e.g. reflection, career aspirations, development opportunities; and

- situational characteristics, e.g. school context, team maturity, length of experience.

Point for reflection

This is an opportunity for you to analyse your own performance as a team leader in the light of the constraints, demands and choices associated with your leadership role.

- Identify *constraints* on you in your team leadership role (they may derive from resource considerations; national, local or school policy; people's attitudes; time; etc.).
- Identify *demands* on you as a team leader (they may derive from national, local or school policies; the extent and nature of your responsibilities; the types of relationship you have with colleagues; etc.).
- Now list some *choices* you make in:
  - *how* you do your work
  - *what* work you do
  - *how* you work with others

It will come as no surprise to anyone that managing a diversity of roles brings significant pressures and challenges. In performing their roles, team leaders may experience some or all of the role strains examined in Table 1.2.

Point for reflection

Taking into account the nature and extent of your role, identify examples of the different kinds of 'role strain' that you may have experienced or are currently experiencing. In what ways are the four concepts identified in Table 1.2 useful for understanding others' behaviours, as well your own.

Table 1.2 **Team leaders' experiences of their role**

Role	Experience
Role ambiguity	In this situation, team leaders believe that there is insufficient information available describing their role. The result is a lack of clarity about the precise nature of the role, e.g. the parameters of the role are ill-defined leading to duplication of effort or important functions not being carried out.
Role conflict	Here, the team leader may be uncomfortable with particular role requirements, e.g. a pastoral team leader whose views on school uniform are quite relaxed having to enforce the school's rule that students should be in uniform on school trips.
Role overload	Team leaders, in these circumstances, feel unable to fulfil the range of expected roles because of sheer work overload. Team leaders are often required to take on additional tasks brought on by, say, increased legislation but find that few if any tasks are removed to make way for them.
Role underload	This occurs when team leaders' expectations of the role exceed those of the organization, e.g. assistant team leaders being given routine administrative tasks.

WHAT ARE THE CHARACTERISTICS OF HIGHLY EFFECTIVE TEAM LEADERS?

A trawl through the literature suggests that there are certain attitudes, key behaviours, leadership styles and management approaches that appear to characterize the more effective team leaders. Among them are the following:

- Strategic leaders are able to picture a range of possibilities several stages ahead of the current phase of organizational development. It was said of Napoleon that like a good chess player he could envisage several steps ahead and consider various permutations.

- Strategic leadership is pragmatic rather than 'head in the clouds'. The strategies developed will lead to tactics which will need to engage with and succeed in the real school world. These strategies must therefore be based on a realistic appraisal of the environment in which the school finds itself, the resources at its disposal and the opportunities that exist.

- Strategic leaders have a great sense of timing – they have the patience to wait until the time is right to make a major intervention, yet have the boldness to strike decisively when the moment is right. They and their schools are alert and ready to seize an opportunity.

- Leaders whose current work is future-focused are more likely to be working strategically. They invest their time in developing people and their capability for the future of the school, as well as managing the current needs of the school.

- A strategic leader is willing to work with others in alliances and agreements to make a more significant intervention than either party would be able to make alone. If necessary, the strategic leader is willing to subordinate the school's need for recognition to making progress against a broader agenda for change.

Point for reflection

Review the above characteristics of highly effective strategic leaders. To what extent do you display these characteristics? Who in your team is able to contribute to strategic considerations and discussions in a meaningful way?

HOW CAN I GAUGE MY PERSONAL EFFECTIVENESS AS A TEAM LEADER?

To be effective, your team leadership behaviour needs to be consciously directed and controlled. This implies a need to understand yourself and your actions. In her book, *The Successful Self* (1989), the psychotherapist, Dorothy Rowe describes the successful or effective person as having:

- *Awareness* – not only an insight into themselves but also into others;

- *Understanding* – holding theories about the causes of events and people's behaviour, but also being aware of how these theories are formed.

She goes on to suggest six characteristics of a successful self, which complement these core elements of awareness and understanding:

- feeling valuable, self-accepting and self-confident;

- not engaged in a constant battle to preserve their personal reputation;

- flexible and creative in developing themselves in ways that are congruent with their sense of who they are and their purpose in life;

- using their view of the world as a basis for making their own decisions and being creative;

- having developed the skills to understand and work with other views of the world; and

- having created a life story for themselves that gives a sense of progress – past events are interpreted in a positive light and are seen as leading to a positive future.

On the same theme, Covey, in *The Seven Habits of Highly Effective People* (1989), proposed that the concept of personal effectiveness is, in fact, based on 'character' which he describes as:

> creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities and continually learn and integrate other principles in an upward spiral of growth.

He believes that our character is a composite of our habits because 'they are consistent, often unconscious patterns; they constantly, daily, express our character and produce our effectiveness . . . or ineffectiveness'. His seven habits of highly effective people which form the basis of character are shown in Table 1.3.

Table 1.3 **The seven habits of highly effective people**

Habit	Characteristics
Independence	1. Be proactive 2. Do things with an end in mind 3. Manage your personal priorities
Interdependence	4. Operate on a win-win basis 5. Empathize – first understand, then be understood 6. Work to create synergy
Renewal	7. Preserve and enhance your productive capacity – physical, socio/emotional, mental and spiritual

Point for reflection

In his book, *The Seven Habits of Highly Effective People*, Stephen Covey maintains that habits have tremendous 'gravity pull', which we may need to break out of if we are to enhance our effectiveness. Breaking these 'deeply embedded habitual tendencies such as procrastination, impatience, criticalness or selfishness that violate basic principles of human effectiveness involves more than a little will-power'. Think for a moment about your, and your team's, 'habitual tendencies'. How might the more desirable tendencies be strengthened and the non-desirable ones eradicated or their effect minimized?

HOW CAN I GAUGE MY COMPETENCE AS A TEAM LEADER?

At this point in your reading, you may find it useful to spend a little time in gauging your own capabilities in whatever team leadership role you currently occupy. For example, you may be head of a primary school, a subject coordinator for maths and technology, pastoral head of the upper section of a high school, a Special Education Needs Coordinator (SENCO), or assistant headteacher within the schools' leadership group. However, it may be that you are aspiring to one of those positions, in which case the exercise is just as valuable because it provides you with a professional development agenda. Whatever your particular role and perspective, come to a personal view about your existing competences by working through Table 1.4. You do not score this exercise but the nearer your level of competence is to the descriptors set out in column D, the more advanced is your development in relation to that competency. There are at least three ways in which you can complete this exercise to gain valuable insights into your present level of effectiveness:

1. Consider each of the competences in turn and, from the four descriptors, select the one that most accurately describes the current situation. This is a useful exercise and may offer you a view of how well advanced your skills are in particular areas. As important is the perspective this exercise offers you on what you might need to attend to in order to develop new or more advanced skills. This can be useful when discussing your development objectives and opportunities with your own team leader in the performance management review.

2. Complete the exercise as described above, but share your perceptions with one or more colleagues who know what your role entails and the way you perform it. Use this as an opportunity to gain constructive feedback, using actual examples, of the way you currently do things and how you might improve on the way in which you do things in the future. This could be a useful part of your performance management review.

3. Again, complete the exercise as described in (1) above and try to identify some concrete evidence to support your views, e.g. things that people have said, actions that have resulted in improvements. In short, when you have

Table 1.4 **Gauging your competences as a team leader**

Competences	A	B	Descriptors C	D
How competent am I at developing and motivating my team?	• My team members know what is expected of them individually and collectively.	• My team members understand each other's roles and work together to reach their goals.	• My team members are enthusiastic about team goals, their part of the whole, and engage in activities that ensure team and individuals succeed.	• My team members develop and 'own' the team's priorities and goals.
How competent am I at facilitating team discussion and problem-solving processes?	• I lead discussion without forcing my personal position. • I am an active participant in discussion. • I work through a set agenda in a logical and planned way.	• I elicit contributions from all team members in discussion.	• I enable the team to reach a decision by posing questions and probing. • I support team member contributions.	• I respond to the needs of the team while enabling them to move forward. • I recognize and deal with barriers to progress.
How competent am I at recognizing and managing diverse opinions and working styles?	• I recognize differences but limit or discourage different opinions.	• I encourage individuals to express different views but limit extensive discussion and seek to maintain the norm.	• I seek different opinions and guide the team in maximizing the benefits of the differences.	• I enable others to recognize the value of diversity. • I encourage team members to seek alternative perspectives and use the information to generate new ideas.
How competent am I to understand and work with different learning styles?	• I recognize my own learning style.	• I recognize different learning styles in others and attempt to accommodate.	• I help the team identify different learning styles and respect their preferences.	• I enable the team to assess, understand and maximize different learning styles to achieve improved outcomes.

Table 1.4 Continued

Competences	A	B	Descriptors C	D
How competent am I at establishing and maintaining rapport with individual team members?	• I recognize different communication and personality styles.	• I understand the different approaches required for different members of the team. • I am flexible and adaptable in responding to the needs of the team.	• I use and adapt communication approaches for each member of the team. • I confidently deal with individuals and issues as they arise. • I think well on my feet.	• I adjust style and approach in different situations to accommodate communication needs of individuals. • I am viewed as credible, self-confident and genuinely interested in enabling the success of the team.
How competent am I at resolving conflict?	• I sometimes leave disagreement unaddressed. • I hope that conflict will resolve itself or diminish over time.	• I address and resolve disagreement but not always to the satisfaction of each party.	• I confront conflict in a non-judgemental way and build on understanding of different frames of reference, to push towards agreement.	• I am capable of using conflict to produce new, creative win-win solutions and opportunities.
How competent am I at displaying listening skills?	• I listen to what people say and use their ideas if they match my views.	• I take notes, feed back items and issues to the team. I make and communicate decisions to ensure common understanding.	• I accurately integrate and build on comments and ideas. • I value high levels of contribution from the team.	• I make the team feel at ease and give complete attention during discussion. • My body language and verbal cues show that I am internalizing what is being said.
How competent am I at facilitating shared responsibility and providing	• I lead discussions, meetings and decision-making.	• I enable the team to share agenda and priority setting.	• I enable consensus-style decision-making to occur.	• I encourage dynamic interaction which drives direction and priorities.

Question			
team leadership?	• I do not encourage team members to act or position themselves to contribute on an equal basis.	• I encourage the team to brainstorm and assist in decision-making. • I provide information to develop the team's level of knowledge.	• I identify context and parameters around which the team can resolve issues.	• I recognize and use individual expertise. • I encourage the team to challenge ideas and generate others.
How competent am I at solving problems?	• I react to situations. • I like 'fire-fighting' with short-term solutions.	• I support others in identifying problems and potential solutions.	• I identify and teach others to recognize the warning signs of problems in the making.	• I lead a systematic analysis of problems and generate creative solutions. • I have contingency plans in place to assist in solving problems.
How competent am I to deal with complex and multiple ideas?	• I focus primarily on one idea or concept at a time. • I am uncomfortable with interruptions, changes to task, or requests to handle additional tasks at the same time.	• I can handle several tasks, projects and responsibilities at once. Unexpected changes may result in digression.	• I am able to think in diverse ways and incorporate changes that are required.	• I can 'multi-task' and see cause and effect relationships. • I am aware of the ramifications of change to one part of the system and plan for it.
How competent am I at maintaining personal energy and dynamism?	• I am focused and energetic for brief periods of time during discussions.	• I remain focused and demonstrate energy for the entire discussion.	• I am able to focus and expend considerable concentration over protracted periods of time as required.	• I consistently convey high energy and focused attention in all interactions.
How competent am I at stimulating and supporting creativity and innovation in others?	• I am aware of creativity and innovation in the team's practice.	• I encourage new thinking, reward success and good attempts. • I encourage individuals to take initiative.	• I lead by example. • I encourage creativity and innovation within the team. • I help team members evaluate and strengthen their own ideas.	• I create an environment where creativity and innovation are seen as a source of strategic advantage and are rewarded.

selected a descriptor that best summarizes your personal perception, simply ask: 'How do I know?' 'Where is the evidence that shows that?' This can result in a very comprehensive self review in preparation for your performance management review.

WHAT IS MEANT BY LEADERSHIP STYLE? HOW IMPORTANT IS THIS IN LEADING A TEAM?

Your leadership style is the pattern of behaviour that you adopt with your team, to plan, organize, motivate and control its activities and performance. It is the extent and manner in which you listen, set goals and performance standards, develop and implement action plans, guide and direct others, provide feedback, etc. Research over many years, (e.g. Tannenbaum and Schmidt, 1959; Blake and Mouton, 1964; White and Lippitt, 1983; Leithwood, Jantzi and Steinbach, 1999; Gunter, 2001) has shown that leadership styles are important because of their impact on how individuals within a team feel, and the extent to which they are motivated to perform at higher levels and therefore have a greater impact on standards. Highly effective team leaders use a range of leadership styles to suit the requirements of the various situations they encounter. By doing so they create a context and a climate in which staff will want to succeed at the core purpose – securing higher standards of pupil achievement.

It is not the intention here to describe all existing leadership models and styles. This section simply identifies six leadership styles that you can consider and so form a view of their relevance, or otherwise, to your professional context. Table 1.5 sets out these styles and describes the circumstances in which they are most and least effective.

Point for reflection
Having considered the six styles of leadership outlined in Table 1.5, what views have you come to about their relative strengths and deficiencies? Which style do you favour and why? Is there a mismatch between the style you favour, the one you employ most regularly, and the one that your team respond to best?

HOW CAN I HELP TO IMPROVE THE QUALITY OF WHAT WE DO AND ACHIEVE AS A TEAM?

In their efforts to improve the quality of what they and their team do, one of the first tasks for team leaders is to define key standards: standards that are so crucial that they stand apart from others because of their potential to impact directly on learning, teaching and pupil achievement. These key standards, and methods for achieving them, are described in Table 1.6.

The Teachers' Standards Framework (DfES, 2001a) is helpful for supporting team leaders at all levels within schools – subject leaders, SENCOs, Advanced Skills Teachers and headteachers – because it sets out the expectations for

Table 1.5 **Six styles of leadership**

Leadership style	What does the leader do?	When is it most effective?	When is it least effective?
Coercive	• provides directives • does not listen or encourage much staff input • expects staff compliance • controls tightly using close monitoring • relies on negative, corrective feedback • motivates by pointing out negative consequences of poor performance	• when applied to relatively clear-cut tasks • in crisis situations, when the leader has more information than staff • when the failure of staff to comply leads to serious consequences • with underperformers who have not been able to respond to support e.g. coaching	• when applied to complex tasks • over an extended period of time – staff are not being developed • with skilled and self-motivated staff capable of directing and monitoring their own work
Authoritative	• takes responsibility for developing and relaying a clear direction • invites perspective of others to plan the way forward • explains the vision at every opportunity • sets standards and monitors performance • enhances motivation using balanced positive and negative feedback	• when a new vision or direction is needed • when tasks are routine and staff performance adequate • when the leader is perceived to be the expert or authority • with staff who rely on their leader for guidance	• when the leader lacks professional credibility • when the staff have greater expertise than the leader • when trying to promote self-managing teams or participatory decision-making
Affiliative	• focuses on promoting friendly interactions among staff • places more emphasis on meeting staff • places more emphasis on meeting staff's emotional needs than on defining goals, tasks and standards	• when used in conjunction with others styles • when giving personal support • in getting diverse groups of people to work together harmoniously	• when staff performance is inadequate and corrective feedback on performance is necessary for improvement • in crises or complex situations needing clear direction and control

Table 1.5 Continued

Leadership style	What does the leader do?	When is it most effective?	When is it least effective?
Affiliative	• pays attention to and cares for the whole person and stresses things that keep people happy • identifies opportunities for positive feedback and avoid performance-related confrontations • rewards personal characteristics sometimes as much as job performance		• with members of staff who are task-oriented or less concerned about forming friendships with their team leader
Democratic	• trusts that staff have the skills to develop the right direction for themselves and the school • invites staff to take decisions affecting their work • reaches decisions through consensus • uses regular meetings to listen to staff concerns • rewards adequate performance and rarely gives negative feedback	• when staff are competent and as well informed and knowledgeable as the team leader • when staff need coordination • when the team leader is unclear about the best approach or direction and has staff with clearer ideas • after using the authoritative style to champion the vision, this style will provide the support and guidance needed	• in crises, when there is no time to hold meetings • when staff lack competence, crucial information or need close supervision
Pacesetting	• leads by example or by modelling desired outcomes and behaviour • displays high standards and expects others to know the rationale behind what is being modelled		

	• delegates tasks only to those who have his or her confidence that they will be carried out to high standards • removes responsibility for tasks if high performance is not imminent • shows little sympathy for poor performance • rescues situations or gives detailed task instructions if staff experience difficulties	• when staff need little direction due to their high motivation and competence • when quick results are required • for developing staff who resemble the team leader	• when the team leader cannot do all the work personally • when staff need direction, development and coordination
Coaching	• helps staff to identify their strengths and weaknesses in the light of their goals and aspirations • encourages staff to establish development goals • seeks agreement with staff on their respective roles in the development process • provides ongoing advice and feedback	• when staff acknowledge a discrepancy between their current and desired levels of performance • with staff who are motivated to take initiative, innovative and are enthusiastic about developing professionally	• when the leader lacks credibility • when staff require much direction and feedback • in crisis situations

Table 1.6 Improving standards of quality

Key standards	Approaches to securing these key standards
Leadership – leading the team towards high performance by seeking continuous improvement in all that they do.	Ensure that team members are focused on continuous improvement of all aspects of their performance. Recognize and acknowledge individuals within the team for the success of their efforts
Strategy – developing the team vision, values and strategic direction	Establish all objectives with the aim of reaching the highest quality standards. Communicate and reinforce aims clearly to all, and review and update them regularly
Staff – ensuring that team members are motivated, well managed and empowered to develop and improve	Develop all team members in the skills and competences they need to meet their improvement objectives. Communicate in ways that are appropriate for individuals as well as the whole team using a range of media
Resources – using financial and other resources efficiently to achieve key objectives	Ensure finances are managed efficiently and everyone knows what is happening and why. Invest in the most appropriate technology to support team members in managing their time and priorities
Processes – ensuring that all policies and processes are consistently highly effective	Agree performance measures and provide feedback to maintain the momentum for improvement. Encourage team colleagues to formulate innovative ideas for improving practices and processes

effective performance in different roles. It maps the standards that currently exist, and the expectations they contain. It shows how the expectations of teachers can grow and change at different stages of a career as they assume different roles within schools. It helps them to recognize their existing expertise and achievements as well as any development needs they may have. The framework summarizes the key elements in each of the standards under ten dimensions of teaching and leadership within a school:

- knowledge and understanding;
- planning and setting expectations;
- teaching and managing pupil learning;
- assessment and evaluation;
- pupil achievement;
- relations with parents and the wider community;
- maaging own performance and development;
- managing and developing staff and other adults;
- managing resources;
- strategic leadership.

Point for reflection

Table 1.7, which is adapted from *The Teachers' Standards Framework*, sets out the standards that (i) subject leaders, and (ii) headteachers would be expected to achieve within the strategic leadership dimension. Select one of these roles and comment on the value of the standards framework in helping you gauge your existing personal effectiveness and professional competence, as well as your development needs.

Table 1.7   **Standards framework for subject leaders and headteachers (adapted from DfES, 2001a)**

Role	Strategic leadership
Subject leaders	• Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it. • Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning. • Ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans. • Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
Headteachers	• Create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment to the vision and direction of the school. • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED and others, to enable them to play their part effectively. • Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents vision, purpose and the leadership of the school. • Ensure that all those involved in the school are committed to its aims and are accountable in meeting long-, medium- and short-term objectives to secure school improvement, and targets which secure the educational success of the school. • Ensure that the management, finance, organization and administration of the school support its vision and aims. • Provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievements, and for achieving efficiency and value for money.

SUMMARY SELF-REVIEW

Spend a little time considering and then responding to the following review questions:

1. How readily do I ignore small mistakes made by team members and focus on more important matters?

2. How well do I accept criticism from others?

3. How relaxed am I when dealing with others at work?

4. How secure and confident am I in my role?

5. How readily do I give credit to the team for high standards of achievement?

6. How fair and just am I in my dealings with others?

7. In what ways do I convey feelings of security to the team?

8. In what ways do I convey a sense of friendliness and concern for the problems of others?

9. In what ways do I show respect for the people I work with?

10. How well do I communicate and motivate my team?

11. How would I gauge the quality of my participation in helping the team achieve its goals?

12. What evidence do I have that the team respects me?

13. How readily do I accept the opinions of others, even when they differ from my own?

14. How effective am I in keeping the team together at times of crisis?

15. Faced with a choice between speed and perfection, which one am I likely to choose?

16. How effective am I at distinguishing between things that are urgent and things that are important?

17. How effective am I at promoting the creativity and innovation skills of my team?

18. On what basis do I believe that I perform tasks well?

19. In what ways do I communicate the standards that I expect?

20. What evidence do I have that my leadership style is appropriate?

Action planning

Having spent some time reviewing your approach to being and becoming an effective team leader, identify some actions that you might take to strengthen your current approach.