



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow



Serving through System leadership

Helen Quinn

Catholic Senior Executive Leader

1.15pm – 2.30pm



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow



Our Vision

"A Beacon of Excellence for Catholic Education"

Our vision illuminates our commitment to be a 'shining light' in the Birmingham Diocese of schools.

As a group of faith communities we strive for all who take steps in their journey of learning and faith with us, to reach their God-given potential. We celebrate the unique contribution of all who work, learn or govern in our partnership of schools.

Furthermore, we treasure the individuality of each of the eight schools and its contribution to wider MAC family.

We seek to foster curiosity and innovation for the greater common good; we know that 'rising tides raises all ships' so we all benefit from that uniqueness shared.

Our guiding principle is that all children are made in the image of God. All 3,500 pupils should have an equality of experience through the values lived out, the vibrant curriculum on offer and our Romero Child Charter.

Working together, we strive always to ensure effective practice is across the MAC. Our actions, where possible, are evidence-based, leading to economies of scale in terms of time, resources and pace/ quality of school improvement.

We are committed to 'Putting Staff First' in the wider offer for employees.



Our Mission

"We are a Christ-centred Community dedicated to faith formation, academic excellence and individual growth for all of our young people, all rooted in the Gospel message of Jesus Christ"

Our Vision

"A Beacon of Excellence for Catholic Education"



Our Values

Respect Integrity Service Excellence



Positional statement

May 2022



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- **EIF Framework brought in September 2019**
- **Curriculum; 2014 National Curriculum 2019 EIF Introduced**
- **March 2020 to date – the impact of pandemic**
- **Legacy of gaps in learning; mental health**
- **Transitional period from pandemic to normality**
- **Synod**
- **Impact on Catholic community; parish life and engagement**
- **White Paper; SEND green paper**
- **Trust led system 2030**
- **Changing landscape**





Where do you draw expertise?

- **Schools in local area; Catholic; Maintained**
- **Catholic partnership (BCP/ Diocese/ ATCRE)**
- **Collaboratives/ networks (some LA driven?)/ MAC/ MATs**
- **Teaching school hub/ Alliances**
- **Maths / Behaviour hub**
- **Consultants**
- **ResearchEd**
- **Social media**
- **Conferences Heads Up Sonia Gill; ASCL NAHT nation local providers**
- **Gateway alliance; DRB ignite**
- **Universities – (for us) Warwick / Newman/ Birmingham**

For every child
Whoever she is.
Wherever he lives.
Every child deserves a childhood.
A future.
A fair chance.
That's why UNICEF is there.
For each and every child.
Working day in and day out.
In 190 countries and territories.
Reaching the hardest to reach.
The furthest from help.
The most left behind.
The most excluded.
It's why we stay to the end.
And never give up.

What is a system leader?

- Leaders who work **within** and **beyond** their individual organisations; **sharing** and **harnessing** the best resources that the system can offer to bring about **improvement** in their own and other organisations; and **influencing** thinking, policy and practice so as to have a **positive** impact on the **lives** and life chances of ***all children and young people***”

Source:

“The importance of teaching and the role of system leadership.”
A commentary on the Illuminas research for the National College

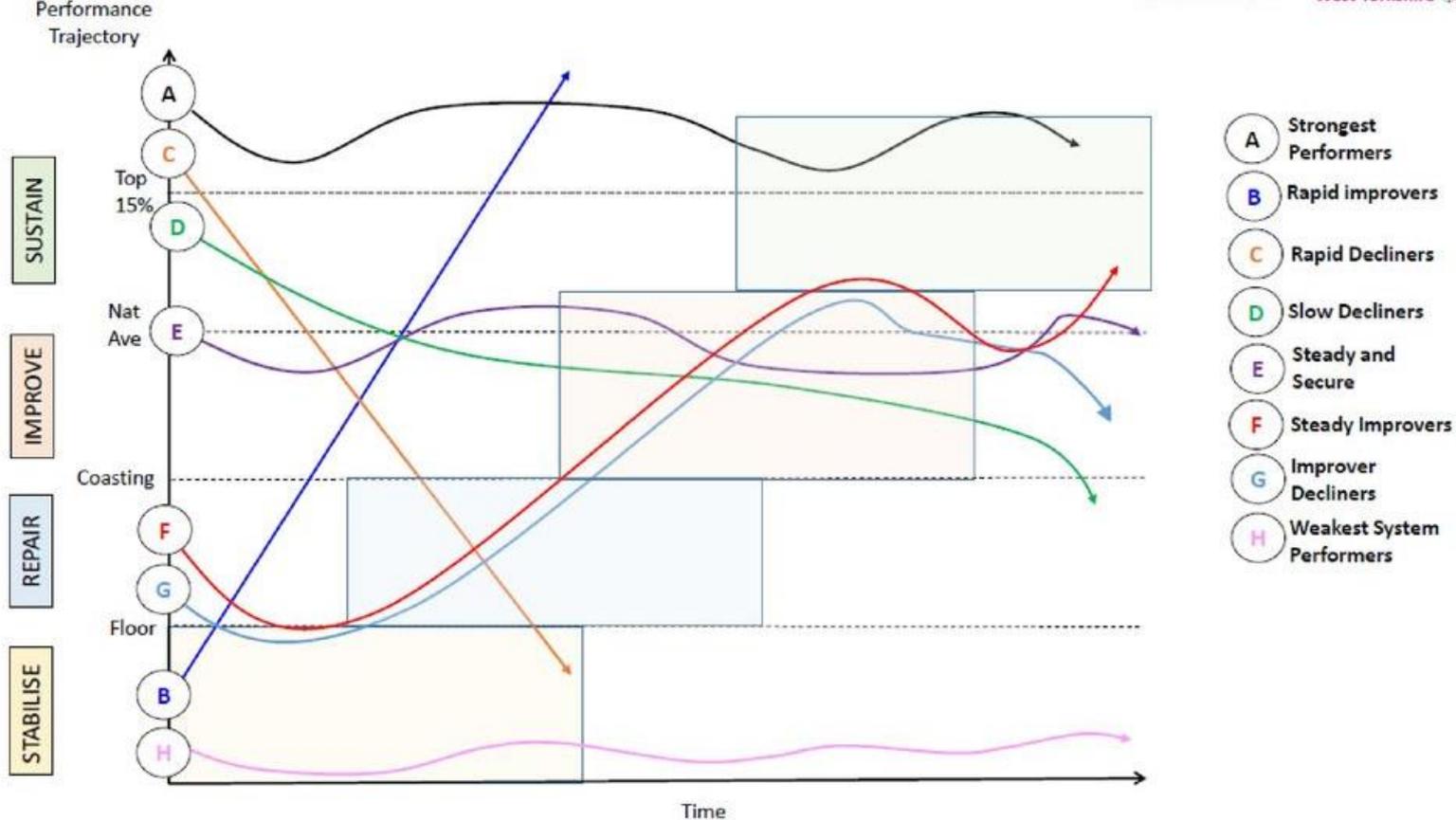
Robert Hill

2009

There are a range of different terms used to describe inter-school collaborative activity in practice and in the literature. Terms such as ‘partnership’, ‘network’, ‘cluster’, ‘family’, ‘federation’, ‘engagement’ and ‘collaboration’ are used interchangeably to describe different ways of schools working with one another.



- Every school must give and receive support. Schools do not remain static for long. They are usually improving or declining and for that reason even the best schools in our education system will have pockets of practice that needs to improve. At the other end of the journey, a school that is in crisis will have some great practice, but maybe not enough of it. As a school moves through the improvement cycle, recognising the need to offer and accept support will become an important dimension of leadership thinking.
- He wants it to challenge the idea that schools are either “the very best” or “very weak”. He believes instead that there are eight categories, ranging from the “strongest performers” whose performance remains excellent over time, and “rapid improvers” whose performance suddenly shoots up, to “steady improvers” whose performance gets better over a longer time, and the “steady and secure” which are quite good and don’t dip.
- On the other side of the divide, he has identified “rapid decliners” whose performance drops drastically, “steady decliners” where performance tapers down over time, “improver decliners” which make initial gains but see a drop, and the “weakest performers” which rarely hit floor standards and see consistently poor results.



September 2017 : NCS Sir David Carter's overview of schools in England – performance over time and intervention.

What contribution should we expect our 'Capacity Givers' to make?

Connecting the school to wider system thinking

- Diagnosis of Improvement Need
- Bring evidence based thinking to strategic development
- Challenge the emerging strategic plan
- Offer Advice and Guidance to Leaders and Governors on managing change
- Mentor and Coach School Leadership teams
- Challenge thinking and practice and review implementation
- Open up access to new networks

Bringing the wider system into the school

- Take over the leadership of a school in severe crisis
- Add capacity at team level and review team performance
- Source classroom and middle leader support
- Build sustainability for long term success
- Identify talent and potential for succession planning
- Deliver bespoke training
- Identify better schools for leaders to visit and learn from





Catholic Social Teaching reflects on social issues of the day in the light of scripture. It is a collection of writings by popes, bishops and Church Fathers (saints and teachers of the Early Church). It helps people to live out their vocation for the common good.

Common Good

Whatever is needed for each and every person, and creation, to flourish.

Option for the Poor

To choose to consider the needs of the poorest and most vulnerable people first.

Solidarity

Not just doing things for other people but acting with them to build a more just world together.

Human Dignity

Every human being has in-built dignity because she or he has been created in the image and likeness of God.

Put in this box a quotation from scripture or from Catholic Social Teaching (CST)

<i>What do I think this means?</i>	<i>Which CST principles does it link with?</i>
<i>What questions could I ask about this quote?</i>	<i>What is my reaction to this quote? Why?</i>
<i>What might Jesus say about this quote?</i>	<i>How might other people react to this quote? Why?</i>

Subsidiarity

As far as possible, decisions should not be taken at the highest levels, but by the people who are most affected.

Stewardship of Creation

We are called to care for creation as stewards, not just as consumers.

Rights and Responsibilities

When one person has a right, others have a responsibility to uphold that right.

Participation

People have a right and a duty to take part in shaping a more just and human society.

**Second Vatican Council
Jays and Hopes
(Gaudium et Spes), #4**

**Pope Francis,
The Light of Faith,
(Lumen Fidei), #51**

Catholic Social Teaching

Ahead of next academic year....

- Reflect on key strengths of this year
- Look outwardly
- What networks are available to you?
- Putting Staff First – simple strategy
 - “The success of our school going forward, depends upon our ability to ensure we have a good teacher in every classroom, delivering an excellent curriculum supported by highly efficient behaviour systems.”
- When was the last time you went out as a leader (current post or previous) to scout best practice?
- Quality professional development and formation as teachers in Catholic schools
- How do you horizon scan and gatekeep?



An excellent teacher for every child

Schools White Paper
Chapter 1



Context & our ambitions

- Teaching quality is the most important in-school factor in improving outcomes, especially for disadvantaged pupils
- Excellent teachers are made, not born. We will ensure access to world-class training and professional development at every stage of their career
- We will ensure high-quality early years provision, building strong foundations for the rest of their time in school
- We have more to do to make teaching an attractive, high-status profession, and recruit and retain the best teachers, in key subjects and areas



Key policies

1. 500k evidence-based¹ teacher training and development opportunities across ITT, NPOs, ECF by 2024, incl. three new NPOs (Leading Literacy, EY Leadership, SENCO²)
2. £180m investment in the EY workforce
3. Establishing the Institute of Teaching as England's flagship teacher training provider
4. Reforming ITT by re-accrediting all ITT providers vs a new quality threshold
5. Recruiting the best teachers
 - Raise teacher starting salaries to £30k
 - New Physics ITT course for engineers
6. Retaining the best teachers
 - Levelling up premiums
 - Continuing to champion flex-working

Reflect



The art of
TEACHING
is the **ART**
OF ASSISTING
discovery



Who dares to
TEACH
MUST NEVER
LEARN
cease to

The Kinnear
Catholic Academy
Guided Moderation
08/03/22



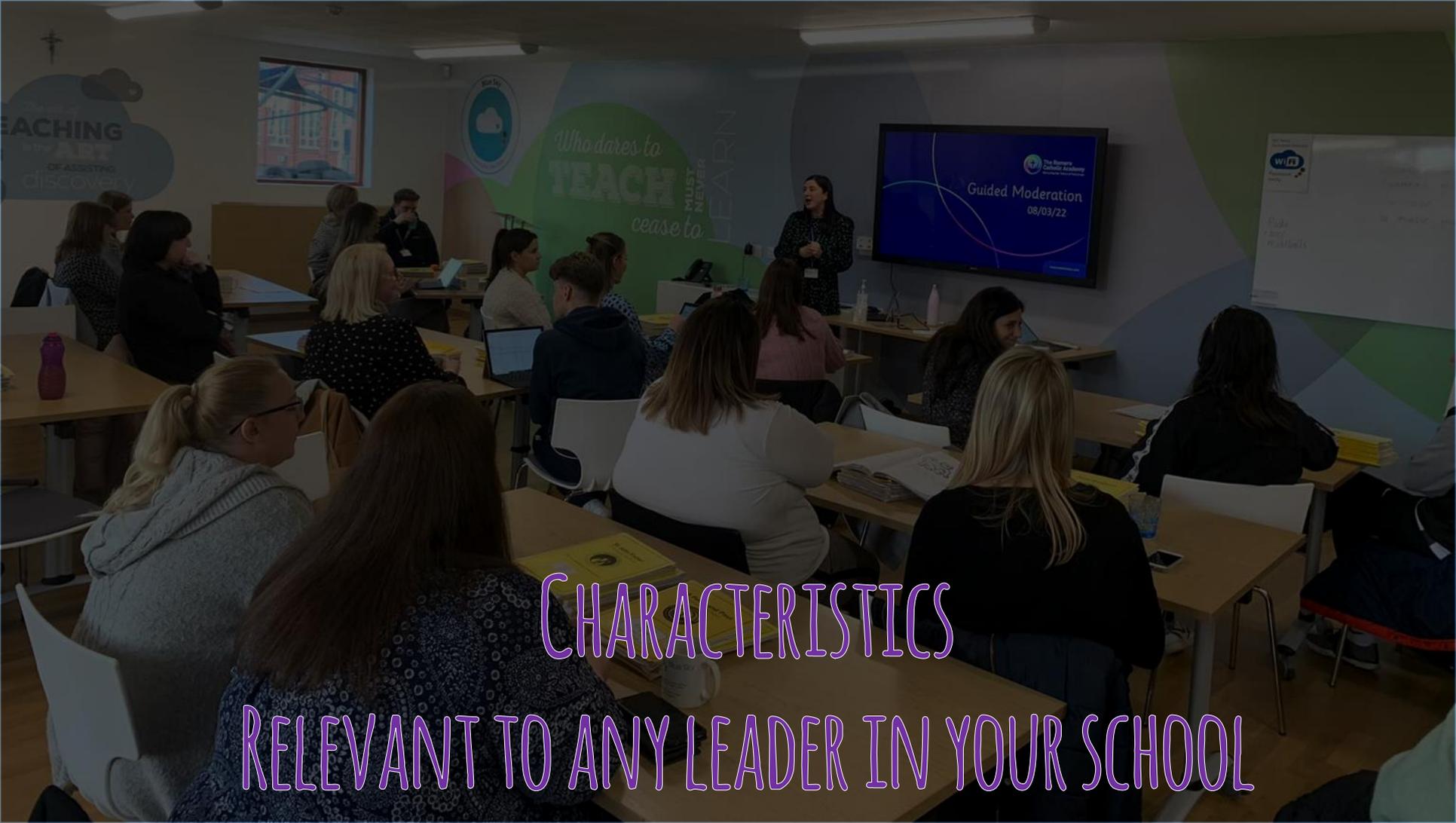
Pasta
+ bag
of mini balls

WAYS OF WORKING

DISPOSITIONS

SKILLS





CHARACTERISTICS RELEVANT TO ANY LEADER IN YOUR SCHOOL

HAVE AN OPEN MINDSET



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- Making a change in a school, albeit culture, process, policy is by nature risky and developmental.
- To succeed, systems change leaders therefore must embrace learning, ambiguity, uncertainty, and experimentation.
- Systems change leaders demonstrate the audacity to disrupt the status quo for the sake of making programs and services more effective and true to their purpose, and are flexible enough to amend initial strategies when unexpected paths and opportunities emerge.



Take a moment

- 1) Think systematically
- 2) Have an open mindset



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- **Reflect on when you or leader/ staff member in your school has gone beyond the norm/ extra mile and as a result, has unlocked a positive change for your school community?**
- **How to you create a culture of open mindset?**
- **What are the barriers to creating culture of open mindset?**
- **Reflect on a time when you have (or you have observed someone) upset the 'status quo'.**
 - **What were the benefits?**
 - **What were the challenges?**

**if you always do
what you've
always done,
you'll always get
what you've
always got!**

-Henry Ford

3. PRESS FOR UNWAVERING ATTENTION TO DIVERSITY, EQUITY, AND INCLUSION

- Catholic Social Teaching underpins our mission; common good; vulnerable; no one left behind.
 - We are as strong as the weakest link in our school/ network/ MAC
 - Collective efficacy as a community
- Effective systems leaders apply a universal, diversity, equity, and inclusion lens to their work, and must be adept at creating constructive discomfort and tension around inequity. They must also communicate authentic passion for and commitment to social justice, in order to galvanize action, continuously drawing attention to the inequities embedded in the systems they seek to change.
- Unwavering ambition for all to achieve.



4. BUILD RELATIONSHIPS AND TRUST



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- Relationships and trust are the foundation for growth and change.
- Systems leaders who are in it for the long haul have patience for developing trust, and invest the time it takes to see progress toward shared goals.
- Empathy is critical for building relationships and trust—actively sensing others’ emotions, understanding their perspectives, and taking an active interest in their concerns.
- Through Christ’s servant leadership, Jesus as a role model for us as leaders we can see that, from a Biblical perspective, a servant leader is a person, who through their relationship with others is:
 - Christ-centered in all aspects of life (a voluntary servant of Christ)
 - Committed to serve the needs of others before their own,
 - Courageous to lead with power and love as an expression of serving,
 - Consistently developing others into servant leaders, and
 - Continually inviting feedback from those that they want to serve in order to grow towards the ultimate servant leader, Jesus Christ.

3) Press for unwavering attention to diversity, equity, and inclusion

4) Relationships and trust



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- **Can you reflect on a situation of someone going beyond the comfort zone to address inequity?**
- **Can you reflect on a situation when you (or you have witnessed someone) galvanized action into social justice?**
- **Can you reflect on a situation when have you (or you have witnessed someone) developing servant leaders?**
- **Can you reflect on a situation when have you (or you have witnessed someone) use the power that is entrusted to them to serve others?**

5. PRACTICE EFFECTIVE COMMUNICATION



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- Systems leaders listen deeply to points of view that may be different from their own, and are able to craft narratives that resonate for a broad range of stakeholders in order to inspire collaboration and change.
- Effective system leaders are skilled at identifying and illustrating where common interests lie and can facilitate conversations that move schools forward at the smallest or largest scale.
- Communication key to working with those who can be barriers to moving schools forward.

6. EFFECTIVE SYSTEM LEADERS FOCUS ON GOALS



**The Romero
Catholic Academy**

Nurturing the Talent of Tomorrow

- How will pupils benefit from collaboration between schools?
 - It must improve life chances!
- At the outset of a project, and in collaboration with partners and stakeholders, successful systems leaders should set up a process where the stakeholders or their representatives agree on what success looks like, and on milestones that are achievable and make most difference/ impact.
- Organising collaborative activities around clearly articulated desired results that reflect shared values is one way to ensure various moving parts of a collective coalesce toward common aspirations.

- **Where do you want your school to be a year from now?**
- **Where do you want your school to be in five years from now?**
- **What does success look like?**
- **How will you communicate your goals?**

7. CO-CREATE SUPPORT STRUCTURES



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

- Whether in school moving an EYFS or a department forward, the success of any system leadership is to develop sustained capacity for improvement.
- No one size fits all and each school has its individual ethos, community and identity.
- We seek sustainable models so that there is ownership to foster independence.
- Systems change requires partners to reflect and often work together in new ways.
- Co-creating joint processes can enable deeper idea exchange among representatives of all organisations and communities touched by the change process—including those directly affected by the initiative.
- An effective infrastructure should evolve to implement a sustainable model.



- How do you make success in your school sustainable?

- Going forward – where do you need to invest to develop sustained capacity for improvement?
 - Job family?
Department?
 - Behaviour
 - Key stage or phase?
 - Quality of teaching?
 - Attitudes to learning?

Where can you source external or identify internal system leadership to help you move forward?

8. EMPOWER THE COLLECTIVE

- Inspirational leadership has value, but on its own it lacks capacity to solve enduring systemic issues.
- Effective systems leaders recognise that there are actors at multiple levels that need to lead change in their respective contexts.
- When leadership and power are distributed, single leaders' roles diminish and buy-in from multiple stakeholders is expanded. Sharing power and abandoning "I" thinking for "we" thinking is a necessary stance for effective systems leadership.
- The Catholic social teaching principle of solidarity is key;

“By coming together in hope as individuals, families, communities, organisations and nations, we can achieve transformative change for the common good.

“Together, we can expose the fault lines that drive poverty - vulnerability, inequality, injustice, exclusion -and that harm the environment, opening them to change. When we unite and make a stand for what we believe in, we can achieve remarkable things.”

CAFOD

8. Empower the collective

- What examples can you give where there has been collective strength to achieve transformative change for the common good?
- [OPAL – Sacred Heart Facebook](#)



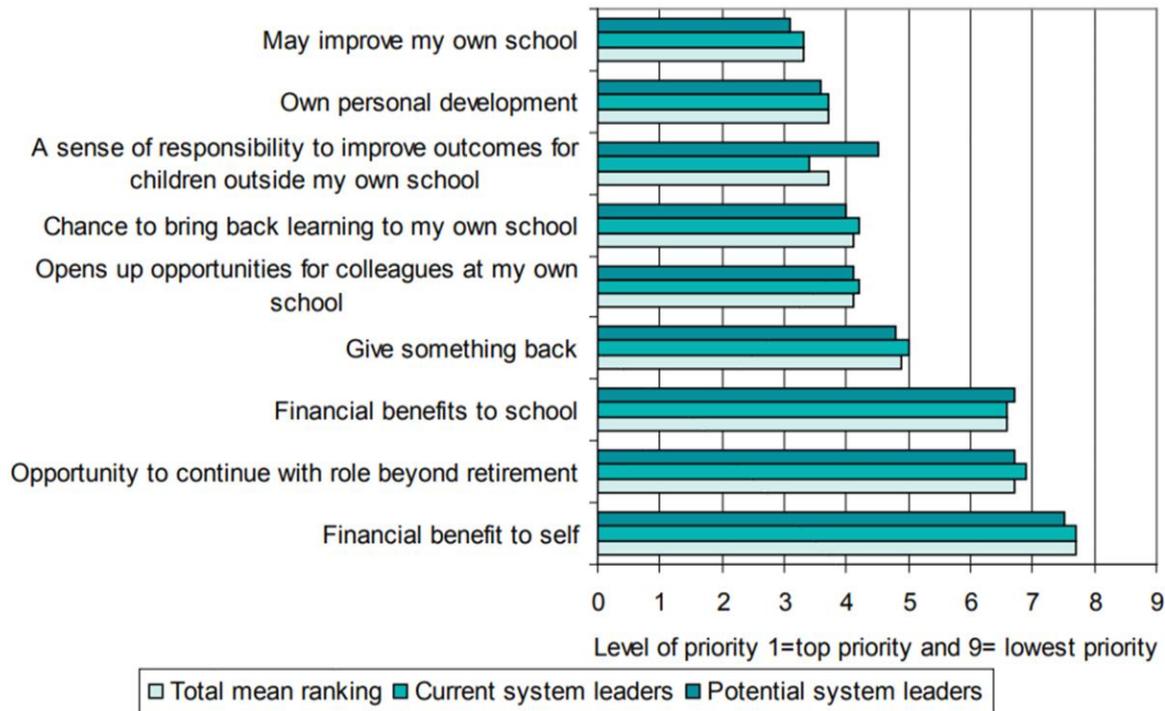
9. CREATE OPPORTUNITIES FOR INDIVIDUALS TO SEE THE BENEFITS OF THEIR PARTICIPATION

- Effective systems leaders help individuals understand and articulate the benefits of participation, enabling them to discover innovative strategies that stretch their resources further to accomplish more.
- Capacity giver/ receiver; every school has strengths and areas for improvement
- Importance of:
 - Praise
 - Celebration
 - Ripple effect
 - Balancing workload and wellbeing
 - Personal and professional development gained through system leadership
 - The Why

Question – From a survey – what were the key motivating factors for individuals to participate in system leadership?

The Why?

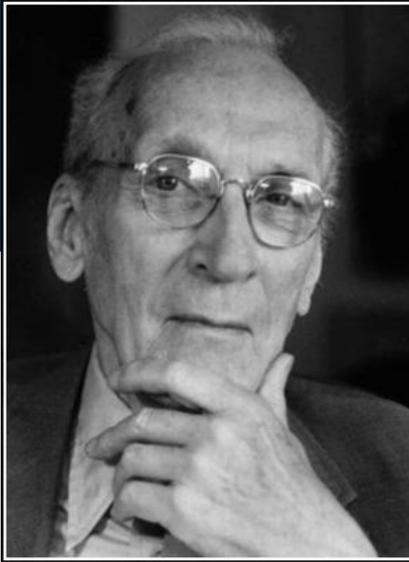
Figure 3: Motivation of current system leaders and potential system leaders to become involved in system leadership



Source: Illuminas online survey 2010 (404 respondents - 216 current system leaders and 188 potential system leaders)

Note: Respondents were asked to rank the motivations listed in priority order to indicate what motivated them to pursue a system leadership role, with 1 = top priority and 9 = lowest priority.

Conclusion



The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first.

— *Robert K. Greenleaf* —

AZ QUOTES

- Take time as the academic year draws closer:
 - Reflect on your achievements
 - Look to your goals
 - What will be your catalyst for change?
 - Who will be your system leaders?
 - What can you source internally/externally?
 - How will you serve your community of faith building on successes?



Thank
you





Are
there
any
questions?

We are a multi-academy company comprised of the following individual schools/academies



**Corpus Christi
Catholic Primary School**

Walking in Christ's footsteps, opening hearts and minds



**Good Shepherd
Catholic Primary School**

One Fold, One Family, Walking with Christ



**Sacred Heart
Catholic Primary School**

Pray, Reflect, Learn and Grow to Mirror the Love of Jesus



**Ss Peter & Paul
Catholic Primary School**

Learning and loving on our journey with Jesus



**St Gregory's
Catholic Primary School**

Learning and Growing in the Service of God



**St John Fisher
Catholic Primary School**

Through Christ, we live, love and learn in our caring community



**St Patrick's
Catholic Primary School**

With Jesus we love, grow and succeed



**Cardinal Wiseman
Catholic School**

Omnia pro Christo



**Blue Sky
Teaching School Alliance**

Part of The Romero Catholic Academy



**The Romero
Catholic Academy**

Nurturing the Talent of Tomorrow

The Romero Catholic Academy

c/o Cardinal Wiseman Catholic School, Potters Green Road, Coventry, CV2 2AJ

t: 02476 451 888 • e: admin@romeromac.com • w: www.romeromac.com