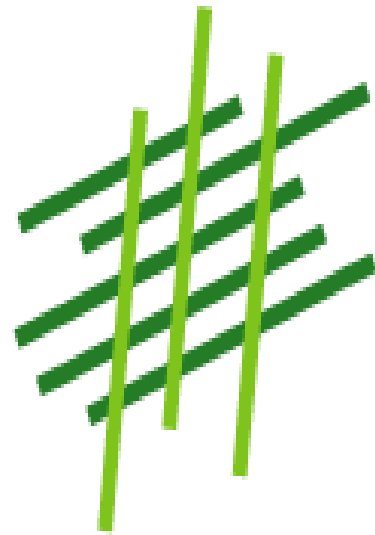




Navigating the educational moral maze



FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

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The Ethical Leadership Commissioners

- Martyn Beer, Deputy Head, Bootham School, York, and ASCL Council member
- Leora Cruddas, Chief Executive, Confederation of School Trusts (CST)
- Professor Becky Francis, Director of University College of London Institute of Education
- The Rev Nigel Genders, Chief Education Officer of the Church of England
- Dr Peter Kent, International Confederation of Principals
- Emma Knights, Chief Executive, National Governance Association (NGA)
- Anne Lyons, President of the National Association of Head Teachers (NAHT)
- Julie McCulloch, Director of Policy, Association of School and College Leaders (ASCL)
- Dr Jane Martin CBE, Committee on Standards in Public Life
- Valentine Mulholland, Head of Policy, NAHT
- Stephen Munday, Teaching Schools Council
- Dame Alison Peacock, Chief Executive, Chartered College of Teaching
- Dr William Richardson, General Secretary, Headmasters' and Headmistresses' Conference (HMC)
- Carolyn Roberts (chair), former ASCL Honorary Secretary and Headteacher, Thomas Tallis School, Greenwich
- Amanda Spielman, HM Chief Inspector, Ofsted
- Roger Steare, Corporate Philosopher in Residence at the Cass Business School
- James Toop, Chief Executive, Ambition School Leadership
- Malcolm Trobe CBE, independent education specialist, NPQEL Programme Director for ASCL



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2 dilemmas

Things this session is not about

Leadership standards

Leadership styles

Accountability

Outcomes

What are schools for?

What does the taxpayer expect of us?

What does *in loco parentis* mean?

What does society need us to do?

Let's write history

In order effectively to measure and evaluate public investment and protect economic competitiveness, simplified measures were developed to judge schools' outputs.

In the later years of the 20th and the early years of the 21st century this combined with high-stakes inspection to offer perverse incentives whereby Headteachers could claim excellence by focusing entirely on examination results.

This fuelled competitiveness between schools which then undermined some unspoken assumptions of common purpose.

School leadership training was simultaneously developing in a context where bold attributes were highly prized at Secretary of State and Chief Inspector level.

Finally, the pre-existing state framework was systematically dismantled and schooling left open to evolutionary, if not market, forces.

Little wonder therefore that some school leadership became compromised.

Who are school leaders?

We are professional and voluntary

- Why did we start?
- Why do we keep going?
- What has brought each of us to this point?
- How do you see yourself in the world?

What are school leaders* for?

- complex professional duties
- significant decision-makers for society and individuals
- work with vulnerable people.
- hold public assets
- provide integrity in intellectual and pedagogic life

What does the taxpayer require of us?

Leaders make decisions

We work with ambiguity and impossible choices.

We weigh the needs of one child against hundreds; we make hard decisions with insufficient funding; we deal with traumatised children and desperate parents. We manage hard-pressed, devoted and occasionally truculent colleagues.

We are gatekeepers for educational standards and happy communities that build up confident neighbourhoods.

What kind of people are we?

- child-centred blobby liberal?
- zero-tolerance superhead?
- light television entertainer?
- manic entrepreneur?
- DCS *de nos jours*?

The cult of the macho “strong leader”, which dominates education, has been damaging in so many ways. I always seem to be reading fatuous accounts of the apparently super-human workloads of our academy trust principals and university presidents. They rise at 5am to lead their institutions forward with an hour of emails, followed by breakfast meetings, and fall late into bed having worked tirelessly all day for their underlings. It is narcissist guff and to most of us is unimpressive, but given how much educational leaders pay themselves, it is perhaps not surprising that they try to justify their worth in this way.’

Guardian 20.3.18.Danny Dorling, Halford Mackinder professor of geography, Oxford University

Kipling

*No printed word nor spoken plea
can teach young hearts how we should be
Not all the books on all the shelves,
but what the leaders are themselves.*

Everything we do, we do twice.

1. We do the job as adult public servants
2. While we do it, we are constant role models to children

Where is the wisdom in the system?

Decision-making and external pressures

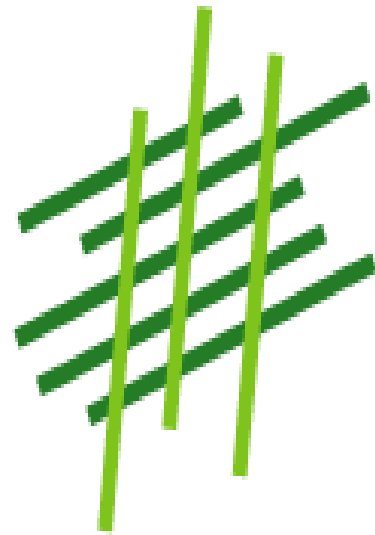
With professionals in a system that values autonomy highly.

Thousands of individuals making decisions and setting examples day after day, child after child.

The system relies on leaders, alone, together.

The dark night of the decision-maker

Imagine the most difficult decisions your professional leader makes, those that wake him at two in the morning and again at three and four. Choices that only he can make. Decisions that could derail a child's education, unravel her home or finish a career. Judgements where the 30 seconds of quiet before picking up the phone or opening the door offer only noisy silence and competing claims. Decisions when he has to do what's right without KPIs or quality standards.



FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

Ethics, the language of how to live

Professional standards?

National standards?

We offer no code: we have enough boxes to tick.

What are the values and virtues of the good life?

Four ways of looking at ethics

Rights

Duties

Virtues

Cases

1. Rights: The United Nations Declaration of the Rights of the Child 1959

Articles 28 and 29 specifically deal with education and schools as rights of children:

‘In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.’

Duties: Kant and Rawls

Immanuel Kant 1724 - 1804

Children do not choose to be born. Making children's lives bearable is a consequence of the adult act of procreation
(Metaphysics of Morals ~28)

Kant develops the golden rule (Matthew 7:12) as his **categorical imperative**.

(Groundwork of the Metaphysics of Morals 4:421)

John Rawls (1921 – 2002)

Equality is difficult to achieve.

The **veil of ignorance** should be used when we set up social arrangements.

3. Virtues: Aristotle

Courage (managing fear and confidence)

Temperance (dealing with bodily pleasure and pain)

Generosity (giving and receiving money)

Magnificence (giving and retaining money on a large scale)

Greatness of soul (honour on a large scale)

Even temper (managing anger)

Friendliness (social relations)

Truthfulness (honesty about oneself)

Wit (conversational skill)

Justice (distributing things fairly)

Friendship (dealing with individuals)

4. Cases

English Case Law requires detailed discussion, investigation and publication of the effects or implications of cases

in court

in parliament (Select Committees)

in national life (Inquiries, Royal Commissions)

in our daily jobs (investigations)

The Framework for Ethical Leadership in Education

The draft framework is based on the *Seven Principles for Public Life*.

1. Selflessness

Leaders should act solely in the interest of children and young people.

2. Integrity

Leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Leaders must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Leaders should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Leaders should be truthful.

7. Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

This needs expanding in the context of our dual duty of

- *public service to the young*
- *modelling the behaviour of a good society*

Seven Virtues

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. In our role as leaders we should demonstrate the *Standards for Public Life* and demonstrate leadership through the following virtues.

When acting as role models for the young, how we behave is as important as what we do.

1. Trust

Leaders are trustworthy and reliable.

We hold trust on behalf of children and should be beyond reproach.

We are honest about our motivations.

2. Wisdom

Leaders use experience, knowledge and insight

We demonstrate moderation and self-awareness.

We act calmly and rationally.

We serve our schools and colleges with propriety and good sense.

3. Kindness

Leaders demonstrate respect, generosity of spirit, understanding and good temper.

Where unavoidable conflict occurs, difficult messages are given humanely.

4. Justice

Leaders should be fair and work for the good of all children.

We should work fairly for the good of children from all backgrounds.

We should seek to enable all young people to lead useful, happy and fulfilling lives.

5. Service

Leaders should be conscientious and dutiful.

We should demonstrate humility and self-control, supporting the structures and rules which safeguard quality.

Our actions should protect high-quality education.

6. Courage

Leaders should work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education.

We hold one another to account courageously.

7. Optimism

Leaders should be positive and encouraging.

Despite difficulties and pressures we are developing excellent education provision to change the world for the better.

The language of ethical leadership

Selflessness

Integrity

Objectivity

Accountability

Openness

Honesty

Leadership

Trust

Wisdom

Kindness

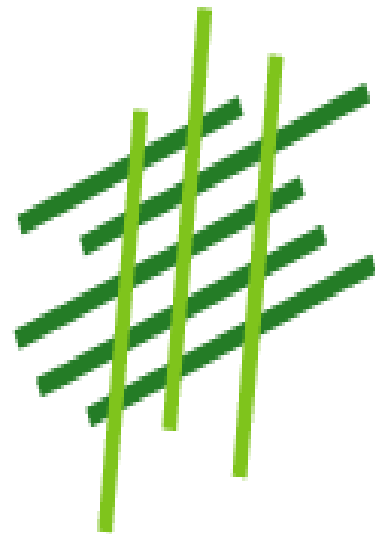
Justice

Service

Courage

Optimism

1. **Trust:** off-rolling; home ed misuse
2. **Wisdom:** proper SOW vs exam tricks; take time to think
3. **Kindness:** following procedures; Friday-Monday;
4. **Justice:** admissions; behaviour methods
5. **Service:** remuneration committees; LG size
6. **Courage:** curriculum for children, not school; gaming
7. **Optimism:** no functionalism; no 'fail'



FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

The future

1. The *Framework* and the *Pathfinder* programme
2. Leadership development
3. The *Ethics Forum*

Pathfinder Programme

We have a *Pathfinder Programme* for schools, trusts and boards to recognise values and virtues needed in decision-making. We hope participants will identify themselves publicly as colleagues who try to work in accordance with the Framework.

Nearly 200 schools have already signed up.

ethicalschoools@nga.org.uk

Sustaining the profession

We will work with government and providers to *embed the Framework in leadership and teacher training.*

We hope that young colleagues joining the profession will recognise their own vision and motivation in the work of leaders, stay the course and aspire to join us.

Hello@charteredcollege.org

The Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

The Headteacher Standards for Excellence

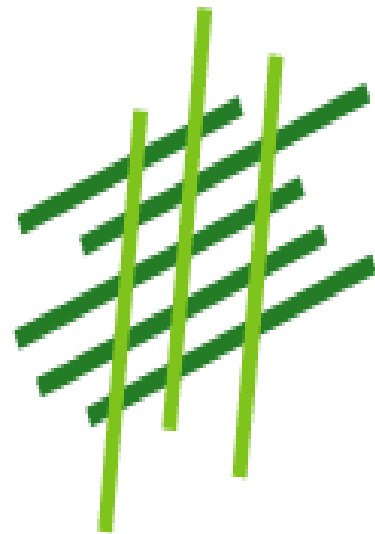
Leadership behaviour	Description
Commitment	The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity
Collaboration	The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes
Personal Drive	The best leaders are self-motivated and take a creative, problem-solving approach to new challenge
Resilience	The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances
Awareness	The best leaders will know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues
Integrity	The best leaders act with honesty, transparency and always in the interests of the school and its pupils
Respect	The best leaders their respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders

The Ethics Committee

The Ethics Forum

We have a space to discuss ethical issues in an *Ethics Forum*, open to anyone.

We will consider issues that concern us most or hover on the horizon, and offer Framework guidance to encourage colleagues.



FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

Using the values and virtues

Rank order

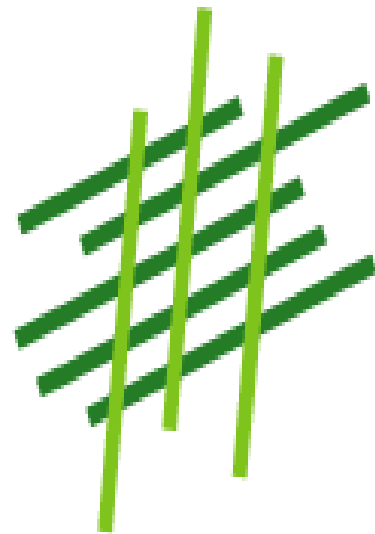
Discussion

Example for each one?

What are the hardest decisions you make?

Share them

Which values or virtues help?



FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

19 Problems

Discuss

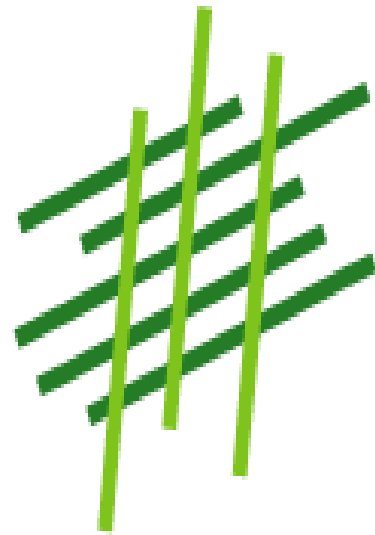
The Ethics Forum

Thursday July 4th 2019

Birmingham University

1000 – 1600

Pathfinders am
Forum pm



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How to take part

Pathfinders

ethicalschoools@nga.org.uk

Forum

hello@chartered.college

General

codeofethics@ascl.co.uk

We are none of us perfect

Professionalism requires us to make judgements in situations of unavoidable ambiguity. The ELC's Framework aims to offer support in those difficult times.

Why does it matter? Schools are where society looks after its young until they take on the mantle of adult citizenship. We need to be confident that we are building the kind of society we all want to live in.

We hope that the language of ethics will help us do that.



