

**Bath & North East  
Somerset Council**

**Investing in Equality**



### Investing in Equality

A bespoke leadership development programme for Black and minority ethnic (BME) Educators, namely teachers, Support Assistants, Learning Mentors, in schools in Bristol and the South West who aspire to further senior leadership roles



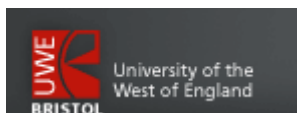
Investing in Equality (IIE) is a bespoke leadership development programme for Black and minority ethnic (BME) teaching staff who aspire to senior leadership roles and is part of Bristol Children's Workforce Development Strategy.

It is underpinned and informed by the principles and practice of Investing in Diversity (IiD), the accredited leadership development programme for Black and global majority middle and senior teachers in London schools who aspire to Headship. It was developed by Rosemary Campbell-Stephens for the London Centre for Leadership in Learning at the Institute of Education University of London. Rosemary has also been the IiD programme manager from its inception.

Consistent with the aims of the IiD programme, Investing in Equality seeks to:

- Identify potential black and minority ethnic senior school leaders in Bristol and the South West – teachers who aspire to new leadership positions including deputy headship or headship
- Provide culturally sensitive leadership coaching of the highest calibre drawing on best practice inside and outside of education

**The closing date for applications is 21<sup>st</sup> October 2010.  
Spaces are limited**



- Develop culturally literate leadership that addresses the key skills needed for current and future urban school leaders
- Develop the capacity of school leaders to lead learning differently
- Increase the number of thriving high calibre Black and minority ethnic leaders in schools in Bristol and the South West

Investing in Equality works in partnership with Equal Access to Promotion (EAP), a programme that all programme participants will have taken part in. Strand three of EAP, the leadership study, is completed by programme participants during and with the support of the Investing in Equality programme.

This leadership development programme will be managed by Paulette Wisdom.

Paulette Wisdom is a former Headteacher within the Special Educational Needs sector with over 25 years of experience in education including being an Assistant Area Manager, an Associate Adviser with Birmingham School Effectiveness Division and a Consultant Adviser to the Department for Children, Schools and Families. Paulette was a member of the team who developed 'Learning For All' Race Equality Standards for Schools published by the former Commission for Racial Equality in 2002 and is the author of bespoke action research into Black and Minority Ethnic pupil achievement. She is also engaged in the development of strategy and practice to close the equality gap across the public sector.

Programme module facilitators have all had substantial leadership experience, usually within the education sector, but also beyond.

Rosemary Campbell-Stephens acts as a Consultant Adviser to the programme.

## **Rationale**

### The changing face of school leadership

"Successful urban leadership requires a distributed leadership with context specific solutions which are non-prescriptive and locally responsive"

Harris 2003; Keys et al., 2003

The importance of the context in which leadership is practised is increasingly recognised. The professional experience of leaders is inevitably part influenced by their life experiences and the nature of the community served by the school. The demographics of the city of Bristol are changing rapidly, presenting particular challenges for inner city schools and established communities.

There have also been significant changes in leadership roles as Headteachers have become increasingly engaged in cross-boundary leadership activity, engaging

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strategically at local and national levels with an even greater range of stakeholders, services and agencies.

### Structural and institutional barriers

There is a wealth of literature that identifies several barriers to BME teacher progression to leadership positions. Those barriers include marginalisation, indirect racism, exclusion from informal networks, 'invisible' criteria for selection.

The manifestation of this can be seen across the UK where:

- BME teachers tend to find themselves in schools in challenging circumstances in the very real sense (including schools in the OFSTED category 'In challenging circumstances')
- BME teachers are under-represented within senior leadership roles across all phases
- BME teachers are over-represented within disciplinary and capability procedures

### Succession Planning

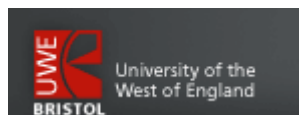
There has been much national concern about the demographic time bomb that is school headship. Recent research by National College for School Leadership (NCSL) suggests that at least 50% of England's current serving Headteachers could retire by 2012 resulting in a leadership crisis. In Bristol, out of 160 plus Headteachers in the city, 5 are from BME backgrounds, approximately 3.7%.

The local succession planning strategy is in progress and liE and EAP form part of that strategy.

**Investing in Equality seeks to pay due regard to these aspects and grow a cadre of confident, competent BME Headteachers and senior leaders who are able to lead differently, lead the raising of achievement for all and lead... *with excellence in mind.***

The one year part-time programme is organised over one academic year through 10 taught modules each one of three hours duration once per month. The modules focus not only upon the technical skills and competencies required of effective leaders but upon the cultural paradigms, cultural literacy and values that underpin leadership and the raising of standards and achievement for all, but especially for those traditionally failed by the education system.

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### Useful reading

Riley K. (2007) 'Surviving and Thriving As an Urban Leader Reflective and analytical tools for leaders of our cities'. London Centre for Leadership in Learning. Institute of Education University of London

Ritchie,R. and Deakin Crick, R (2006) 'Distributing Leadership for Personalizing Learning' Network Continuum

Harris, A. (2003) 'Effective Leadership in Schools Facing Challenging Contexts.' School Leadership and Management,22 (1), 15-26

Keys, W., Sharp, C., Greene, K. and Grayson, H. (2003). 'Successful leadership of schools in urban and challenging contexts.' Nottingham: National College for School Leadership

Bush,T., Glover.D., Sood, K., Cardno,C., Moloi,K., Potgeiter.G., and Tangle.K. ( 2005) ' Black and Minority Ethnic Leaders' Final Report to the National College for School Leadership

Prof Walker, A., Prof Dimmock.C., Dr Stevenson.H., Bignold.B., Dr Shah.Saeeda., Middlewood. D (2005) 'Effective Leadership in Multi-Ethnic Schools' National College of School Leadership

Bristol Children and Young People's Services Equalities Impact Audit 2007

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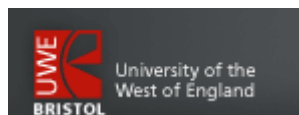
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**'An empowered organisation is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success.'**

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**National College**  
for Leadership of Schools  
and Children's Services



Stephen R. Covey, Principle-centered Leadership

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