



# What kind of people are we?

**The work of the Ethical Leadership Commission**

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A test, under JCQ regs

What are the *7 Principles for Public Life*?

# Things this session is not about

- Leadership standards
- Leadership styles
- Accountability
- Outcomes

# What are schools for?

Schools are where society chooses to look after its young during the prolonged childhood and adolescence of the human being.

The focus of this relationship is education.

The relationship between the purpose of schooling and the economic needs of the nation remains uneasy.



# Whose Child?

Teachers share a responsibility with parents for keeping children and young people safe and helping them to develop so that they may become independent as they reach maturity.

*In Loco Parentis*

# Kipling

Everything we do, we do twice.

We do the job as adult public servants

We are constant role models to children





# 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. 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, ideologically, 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.

Autonomy isn't apathy



# What are Headteachers\* 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

So, what does the taxpayer require of us?

# What kind of people are we?

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

# Tasks assume motivations

- 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 ethics?

4 ways of looking at ethics

- Rights
- Duties
- Virtues
- Cases



‘O wad some Power the giftie gie us.  
To see oursels as ithers see us.’

- *‘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.’*

# 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.

# 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)



# 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 Ethical Leadership Commission

*Amongst others*

Leora Cruddas **FASNA**

Professor Becky Francis **IoE**

The Rev Nigel Genders **C of E**

Anne Lyons **NAHT**

Dr Peter Kent **ICP**

Emma Knights **NGA**

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Dame Alison Peacock **CCT**

Dr William Richardson **HMC**

Amanda Spielman **Ofsted**

James Toop **ASL**

Malcolm Trobe **ASCL**

Roger Steare *The Corporate  
Philosopher*



# No code?

- Our **Ethical Framework for Educational Leadership**
- A proposal for **embedding the framework in professional development programmes**
- A proposal for the establishment of a **committee for ethical educational leadership**

# The Framework for Ethical Educational Leadership

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.

*Protect the children*

## 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.

*Be true to yourself*

### **3. Objectivity**

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

*See things clearly*

### **4. Accountability**

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

*Answer the questions*

## 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.

*Explain yourself*

## 6. Honesty

Leaders should be truthful.

*Tell the truth*

## 7. Leadership

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.

### *Shoulder the burden*

*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.



# Seven Virtues

## 1. Trust

*Leaders should be trustworthy and reliable.*

They hold trust on behalf of children and should be beyond reproach. They are honest about their motivations.

# Seven Virtues

## 2. Wisdom

*Leaders use experience, knowledge, insight, understanding and good sense to make sound judgements.*

They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools and colleges wisely.

# Seven Virtues

## 3. Kindness

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

Where unavoidable conflict occurs, difficult messages should be given humanely.

# Seven Virtues

## 4. Justice

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

Leaders should work fairly for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives.

# Seven Virtues

## 5. Service

*Leaders should be conscientious and dutiful.*

They should demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Their actions should protect high-quality education.

# Seven Virtues

## 6. Courage

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

They protect their safety and their right to a broad, effective and creative education. They should hold one another to account courageously

# Seven Virtues

## 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.

# Exemplify?

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



# How to do it?

## **'Charter Mark' Pilot for Leaders and governors**

- Using the language of values and virtues
- Building values and virtues into leadership working practices
- Management styles
- Building a model community
- Taking an ethical stance
  
- *'We are committed to.....'*

# What do you think?

- Email me [codeofethics@ascl.org.uk](mailto:codeofethics@ascl.org.uk)
- Invite one of us to talk in your locality?





A LA MÉMOIRE DES PETITS ENFANTS  
DE CETTE ÉCOLE MATERNELLE  
DÉPORTÉS DE 1942 A 1944 PARCE QU'ILS ÉTAIENT NÉS JUIFS,  
VICTIMES INNOCENTES DE LA BARBARIE NAZIE  
AVEC LA COMPLICITÉ ACTIVE  
DU GOUVERNEMENT DE VICHY.

ILS FURENT EXTERMINÉS DANS LES CAMPS DE LA MORT.

Maternelle Cendriers

Le 28 Avril 2001