

# Inspiring Leadership

## High-performance teams

June 2018



A group of young children in school uniforms, with a young boy in the foreground looking upwards. The children are wearing dark blue or purple uniforms with white collars. The background is slightly blurred, showing other children in the same attire.

**We are**

**Ambition School Leadership**



Poorer pupils are disadvantaged at

every stage of their academic career

A photograph of two women in a classroom setting. The woman on the left has short blonde hair and is wearing a black blazer over a purple top with an orange lanyard. The woman on the right has long dark hair and is wearing a black blazer. They are both looking down at papers they are holding. In the background, there is a whiteboard, a black bulletin board with a clock and various papers, and the backs of two students' heads in the foreground.

**Great leaders create the climate**

**and culture for great teaching**

# What we do

**Leadership  
development**

**Partnerships**

**Network**

# **Our impact**

**More progress in reading**

**More passes in English and maths**

**More teachers stay in the profession**

# Claire Lowe, Executive Principal and CEO, Inspire Learning Partnership

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Claire has been the Executive Principal of Inspire Learning Partnership (formerly The Inspire Learning Federation) since October 2014; prior to that she was the Executive Headteacher of Blackfield Primary and Fawley Infant Federation. She moved to the Federation in September 2008 after holding the Headteacher role at a small village primary school in the New Forest and a Deputy headship at a large primary school in Hampshire.

She has encouraged and developed a culture of deep reflection across the Trust and all staff are encouraged to be leaders of learning in their classrooms. She has a passion for growing leaders and has had success in several schools in developing teachers from NQTs to senior leadership through a mix of coaching, structured development plans and school to school support.



Every child. Every school. Same opportunities.



# Agenda

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- What does our experience and research tell us about what makes a high-performance team?
- Who is your team and where are they on their journey to high-performance?
- How can you move that team forward towards high-performance?
- How can you ensure you are getting full value from all members of your team?



# Discussion

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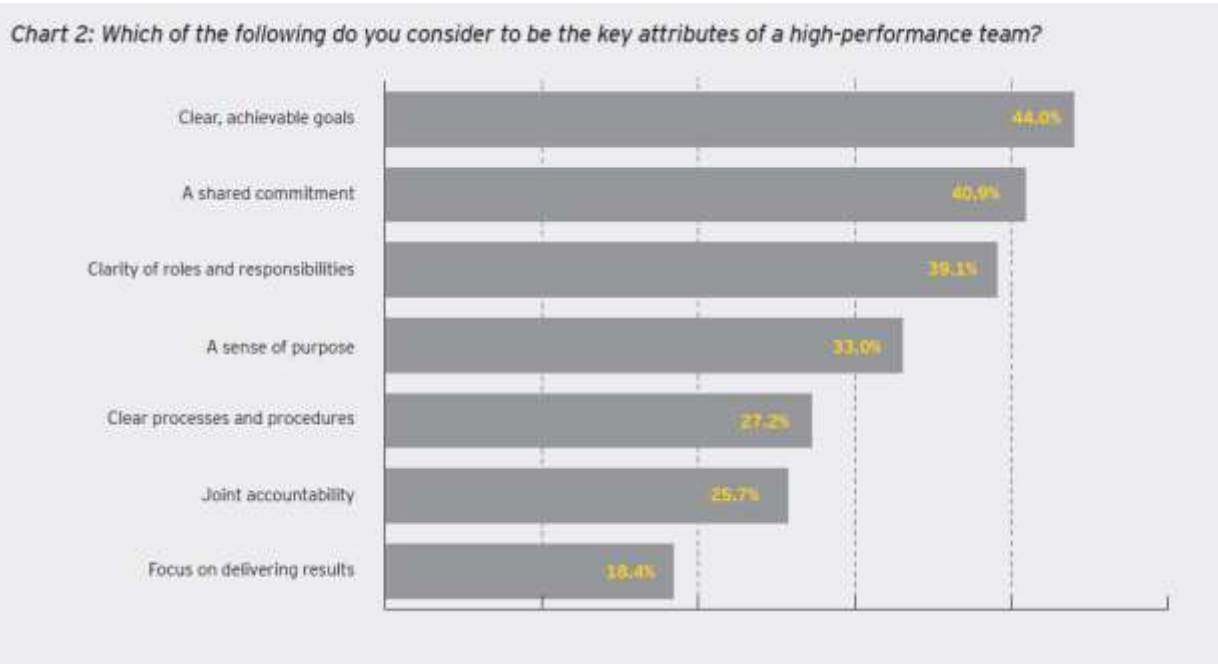
- Think of a high-performance team. What makes them high-performing?



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# Characteristics of high-performance teams

Which of the following do you consider to be the key attributes of a high-performance team?

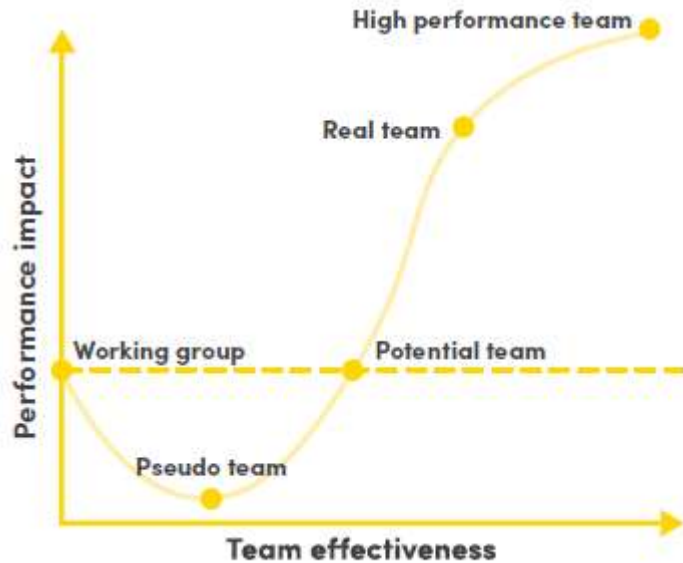


*“It’s important for companies to define what they mean by high performance teams and then to embed that in a more consistent way, transferring best practice from one team to another so that it evolves into a high performance culture.”*

— Mike Cullen,  
Global Talent Leader, EY

# Models of team performance

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Katzenbach and Smith (1993)



Tuckmann (1965)

# Discussion

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- Who is your team?
- Where are they?
- Why are they at that stage of the journey?

*Use the Katzenbach/Smith & Tuckmann models*

# Becoming a high-performing team

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Is your team the number one team?

How much peer accountability is there?

Do you leave meetings with active commitments?

Can your team challenge openly and honestly?

Do you go first and show vulnerability?

Lencioni, *The Five Dysfunctions of a Team* (2012)

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# Discussion

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- Where is your team?
- How could you move one step up the Lencioni model?

# Getting full value from your team

*"Pioneers, drivers, integrators and guardians" Johnson Vickberg and Christfort (HBR March-April 2018)*

## PIONEER

Outgoing  
Focused on the big picture  
Spontaneous  
Drawn to risk  
Adaptable  
Imaginative

## INTEGRATOR

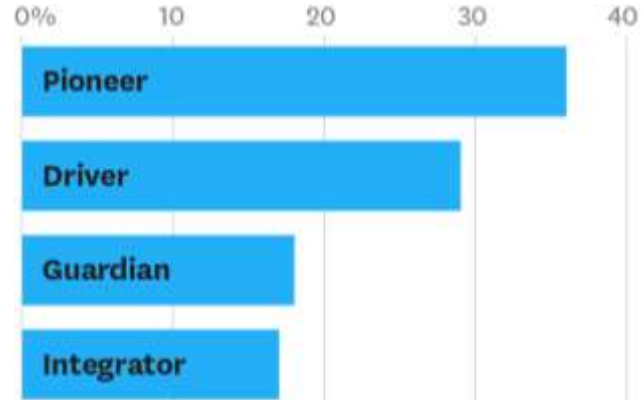
Diplomatic  
Empathic  
Traditional  
Relationship-oriented  
Intrinsically motivated  
Nonconfrontational

## DRIVER

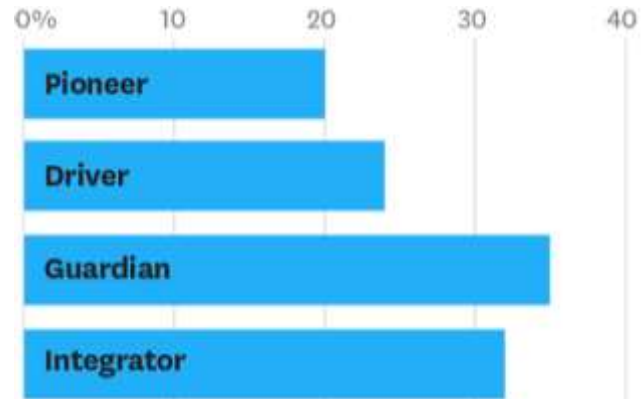
Quantitative  
Logical  
Focused  
Competitive  
Experimental  
Deeply curious

## GUARDIAN

Methodical  
Reserved  
Detail-oriented  
Practical  
Structured  
Loyal



**Leader profile**



**Most-stressed**

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# Maximising performance

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- Pull the opposites closer
- Elevate the “tokens” on your team
- Pay close attention to your sensitive introverts

*“Pioneers, drivers, integrators and guardians” Johnson Vickberg and Christfort (HBR March-April 2018)*

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<b>PIONEER</b> <b>Energized by:</b> Brainstorming Spontaneity and trying new things Enthusiasm <b>Alienated by:</b> Rules and structure The word “no” A focus on process	<b>INTEGRATOR</b> <b>Energized by:</b> Collaboration Communication Trust and respect <b>Alienated by:</b> Politics Conflict Inflexibility
<b>DRIVER</b> <b>Energized by:</b> Solving problems Directness Winning <b>Alienated by:</b> Indecision Inefficiency Lack of focus	<b>GUARDIAN</b> <b>Energized by:</b> Organization Predictability and consistency A detailed plan <b>Alienated by:</b> Disorder Time pressure Ambiguity and uncertainty



# Discussion

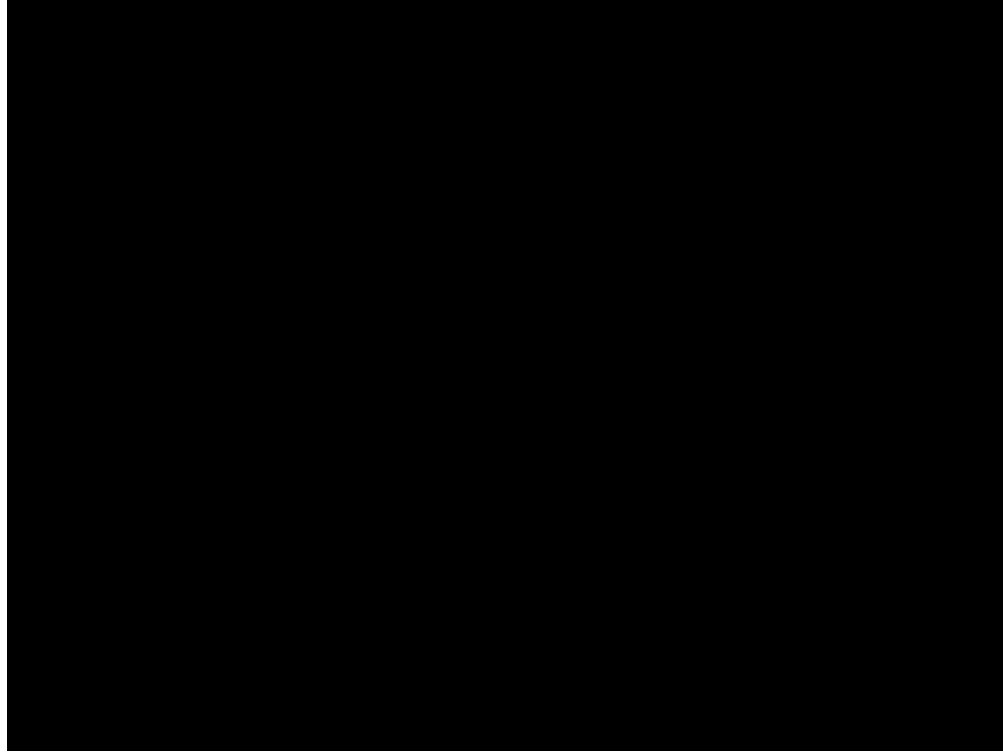
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## Getting full value from your team

- How diverse is your team?
- Is there a dominant style?
- Who are your sensitive introverts?
- How do you run effective meetings to get the best out of your team?

# First followers

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# Our programmes

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## Executive Educators: Leading Several Schools

This six-month intensive programme provides you with the core technical skills and knowledge to excel in the role of an executive leader. Created and delivered by education experts, it allows you to explore leadership behaviours, develop a strategy for leading improvement across schools and build capacity to deliver this strategy. We work primarily with schools in challenging contexts. Find out more about Executive Educators: Leading Several Schools on our website.

## Teaching Leaders

We are accepting nominations for our flagship middle leadership programme Teaching Leaders. This programme provides participants with the tools they need to improve pupil outcomes, close the achievement gap and increase their impact as a leader.

89% of our Teaching Leaders participants continue to work in the school that supported them three years after starting the programme, enabling you to manage succession planning and strategic growth. Contact us to discuss your leaders' suitability.



# Contact us

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