

The role of sustainable leadership as a framework for institutional development within further education

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Aims of the presentation

- Understand the context,
- Consider our understanding of sustainable leadership,
- Look at a framework of sustainable leadership for FE,
- Review the sectors response to the framework,
- Taking this forward

Understand the context

Senior Leadership in further education colleges is aging:

- **Fearson (2005)** in 2002 42.7% of college leaders were 50+;
- **Clancy (2005)** suggested by the end of 2010 60% of current principals [of 2005] would have retired;
- **Colinson and Colinson (2005)** highlighted that retirement of education leaders was a challenge facing post-16;
- **CEL (2005)** stated that this was as a result of the baby boom generation approaching retirement.

What is sustainable leadership?

- It is still in it's infancy, the earliest writers are Hargreaves and Fink (2005).
- Looks at individual development as a mechanism to build organisational capacity.
- Focuses on long term strategies.
- Looks to develop talent from within the organisation

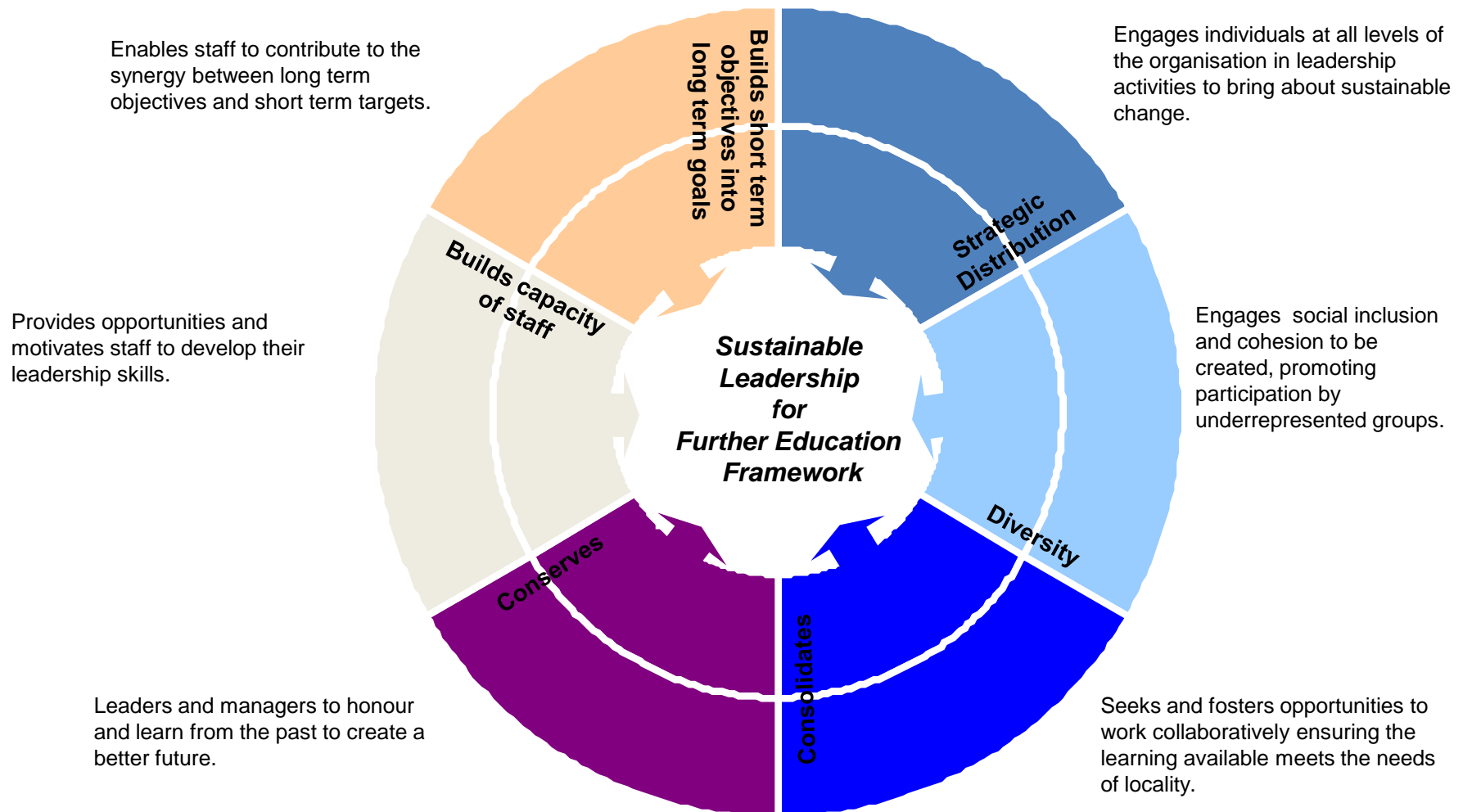
What is sustainable leadership?

- *The education sector is failing to attract quality leaders, mainly due to job stress, inadequate school funding, increasingly diverse student populations, increases in centralised performance management requirements.*
 - **Hargreaves and Fink (2006)**
- *Sustainable leadership is made up of the key factors that underpin the longer-term development of the school. It builds a leadership culture based on moral purpose which provides success which is accessible to all.*
 - **Davies (2009)**

A framework for Further Education

- Adapted from the work of Hargreaves and Fink, Davies, Fullan, and Hill.
- Looks at elements from these models which are appropriate for the further education sector.
- Provides a hub and spoke framework for institutions to build off of.
- All elements must be implemented, it's not a pick and choose model.

A framework for Further Education



The sectors response

- All those who responded stated that they agreed or fully agreed with the framework and its elements.
- 28.6% were not currently implementing at least one of the individual elements of the framework.
- One respondent stated that not all staff should be engaged in some form of leadership activity.
- Respondents stated that there were key experiences which future leaders should have experienced during their journey to senior leadership posts.
- It was too late to develop these once in post.

Taking this forward

- Wider consultation with sector representative bodies.
- Colleges to develop activities off of each of the components of the framework.
- Needs to fit into a large strategy for the development of organisational and leadership capacity within the sector.

Summary

- Reports highlight a crisis resulting from an aging senior leadership teams.
- Shortage of suitably skilled individuals to recruit from.
- Models available for the compulsory sector to develop future leaders, but nothing for the post-compulsory sector.
- Sustainable leadership is a way forward, but it must be implemented in its entirety.
- Can not be used isolation, there is no one tool which will solve the shortage of suitable leaders.

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Questions