

# Why include ELC in any 'strategic alliance'?



## Working with, through and for schools - the Eastern Leadership Centre (ELC)

### Working with schools

Since being established in 2003 we have been committed to the development and improvement of schools and children's centres across the region and beyond. Through the delivery of a wide range of national programmes (with organisations such as the National College and TDA) we have trained, supported and assessed over 10,000 practising or aspiring head teachers, school middle leaders, teachers, administrators and children's centre leaders. In 2009-10 alone, we worked with over:

- **500 trainee head teachers** via NPQH and from across Central England
- **300 middle leaders** from schools in Eastern England via LFTM
- **100 children's centre leaders** through NPQICL and ELC's 'early leaders'
- **1,000 teachers, educators and administrators** from Eastern and South East England via ELC's own courses
- **30,000 governors nationally** supported online via ELC's governor e-learning website, GEL
- **650 teaching assistants** from the Eastern region assessed for HLTA
- **350 mostly secondary teachers** from across the East and South East through the Cambridge Consortium

The Eastern Leadership Centre (ELC) was founded in 2003 by an educational partnership of schools, local authorities, diocesan educators and Cambridge University, creating an innovative, not-for-profit, charitable organisation whose sole purpose is to support education, particularly those people working in and for schools and children's centres.

### Working through schools

We are committed to working in partnership with schools and for schools. For example in the last three years we have managed a range of school-led initiatives including:

- **'Better Together – Models of Collaboration for Small Rural Schools'**  
ELC was commissioned by the DfE to deliver this national research into collaborations between small rural primary schools, achieved through enquiry and extensive fieldwork with schools in Cornwall, Northumberland and Norfolk. Findings were written up in shorter forms more accessible to governors and school leadership teams as well as through an in-depth research report. The research identified barriers and opportunities for collaboration as well as a range of successful approaches to forming collaborations.
- **'Developing Pastoral Leadership'**  
This TDA-sponsored innovation project involved an ELC-led collaboration with expert practitioners from two leading secondary schools, to produce an innovative programme of professional development for 'pastoral leaders' in secondary schools. The programme has recently been delivered for schools in other Eastern LAs and is part of ELC's current offering to schools.
- **'From Good to Outstanding Special Schools'**  
NASSH (Norfolk Association of Special School Heads) commissioned ELC to design a programme of professional development for key strategic, business

and curriculum leaders across the eleven special schools of the association. The programme is underway and in the process of being evaluated and extended.

ELC has recently led or taken part in numerous other collaborations with schools e.g. innovation in arts learning with NESTA, disseminating school-led research into CPD with Villiers Park and networking schools from across the Eastern region over the last 12 months to improve CPD leadership.

For that last aspect, between 2008 and 2010 ELC led a major regional project on CPD Leadership, sponsored by the TDA. Its main aim was, through collaboration, to encourage CPD leaders to work with other schools to promote effective and creative professional development. The emphasis was upon sharing good practice, resources and expertise. The TDA promoted this to all schools through workshops which linked Performance Management, Teaching Standards and professional development.

A main outcome was increased opportunities for the 'CPD Lead Practitioner' role to move away from the head teacher function, and give other teaching and support staff the opportunity to show their CPD leadership potential. Many project case studies showed that collaboration across schools saved costs through the sharing of resources, agendas and venues. This helped lay the foundations for current policies by advancing locally-led, relevant CPD based on school development plans and the development of local expertise and professional relationships. Several of these case studies can be accessed via our elco website.

**In 2009 the ELC also became lead partner in the Cambridge Consortium, a school-led model for providing school-to-school support and improvement:**



## The Cambridge Consortium

The Cambridge Consortium is a ground-breaking collaboration of the ELC and seven outstanding comprehensive secondary schools from Cambridgeshire, Essex, Hertfordshire and Outer London. Since 2004 the consortium has been designing and delivering school-to-school based training and support to improve training and teaching in its own schools. This then developed into an open programme, purchased by other schools. The Consortium's key principle is 'by teachers, for teachers', which we put into practice by enabling CPD participants to access up-to-the-minute guidance from expert teachers, firmly rooted in classrooms.

The Cambridge Consortium has built extensive collaborative capacity over the last seven years. All member schools now aspire to lead or support Teaching Schools, and are deeply involved in ITT and CPD. Four are led by National Leaders in Education, two are lead schools in cross-phase Federations and four are or will shortly become Academies. The ELC contributes extensive expertise in managing and marketing professional development and other services for schools. The result is a unique combination of highly skilled and practising education professionals, drawn from cutting edge schools, federations and the third sector. This is spearheaded by leaders with national reputations for excellence and innovation. Together, we enable schools to support and challenge each other through teacher-led CPD, through personalised leadership and change management support and through specialist teaching and learning consultancy.