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National College
for Leadership of Schools
and Children's Services

Early years

Children's Centre Leaders – Leading the System

March 2009

Resource

Children's Centre Leaders – Leading the System

25 March 2009

The purpose of this event was to:

- promote an exchange of ideas around system leadership among children's centre leaders
- create new knowledge about this subject that can be used to inform the development of NCSL's system leadership programme for children's centre leaders and the Children's Centre Leadership Network (CCLN)

Audience: 150 experienced children's centre leaders and early years professionals.

Jane Creasy, education consultant and event facilitator opened the conference by commenting on the level of wisdom and experience in the room. All delegates were invited to participate because of what they have done and achieved within their children's centre.

Jane reiterated the aims of the event which was to create and capture some new thinking that would benefit the rest of the education system

Context setting

Sue Egersdorff, operational director, extended and integrated leadership, NCSL

Sue joined NCSL February 2009. Her background is in early years. She has been an early years teacher and, as assistant director for Cheshire County Council, was responsible for Every Child Matters, early intervention, children's centres and early years provision.

Sue outlined what she considered to be the purpose of the day:

- To promote the exchange of ideas around system leadership, to share knowledge and offer emotional support. System leadership is about reciprocity.
- To explore new knowledge together in a way that is effective.
- To provide time for reflection and 'deep thinking'. Sue encouraged participants to take 10 minutes during the day to consider what the knowledge they were sharing meant for them, their children and their families.
- To work in partnership – NCSL, Together for Children and children's centres. Sue said: 'We can achieve more together than we can as separate organisation'.

Sue's key points were:

- Early years are critical to improving the lot of children fundamentally and radically. And there is a strong drive among early years professionals to do what's right for children. It was vital, therefore that participants in the day were frank and honest. 'We need to know what it's like out there if we are to work together to improve things.'
- Don't reinvent the wheel. There is already a lot of knowledge and information out there to draw on but not all of it will be appropriate.
- The context is different for every centre. Children's centre leaders need to have a vision for their centres and know how to get there. This means understanding what's going well and what's going badly.
- System leadership is something we do every day as a matter of course. It involves strengthening leadership for learning, peer to peer support and developing partnerships and networks. And it is a responsibility all leaders have – to share their gifts.

Key note speech

Geoffrey Canada, president and CEO of the Harlem Children's Zone, New York

'The work you are engaged in here in the UK to change the underlying opportunities for young people and to level the playing field so that everyone has an equal chance, is one of the most exciting things happening across the world today.'

The Harlem Children's Zone (HCZ) provides a range of services to help impoverished children and families in Harlem. These include pre-school and after school programmes, training for new parents and a charter school – the HCZ Promise Academy.

HCZ's aim is to narrow the gap in educational achievement between Harlem children and elsewhere in the US. It was set up 10 years ago to take children in its area through from early years education to college and university. It is already showing some successes – students enrolled in the Promise Academy elementary school have closed the racial test score gap that existed in maths and English language by the third grade.

Geoffrey outlined the background to HCZ and why he set it up. He also set out what he regarded as the key elements in making HCZ work.

Setting up the Harlem Children's Zone

Harlem has been an African American community since the 1920s but social and economic conditions began to deteriorate after World War II. For the past 50 years it has been a largely dysfunctional community. A look at New York City figures for school drop outs, substance abuse, child abuse and so on finds Harlem always in the top three.

The national figures around what happens to black children who fail at school are also startling. More than seven in ten black males who fail high school are jobless in their 20s and six in ten have spent time in prison by the time they are in their 30s.

'We have an investment strategy for our children that is the most toxic I have ever seen. We know there are certain cities where children are failing in record numbers and the strategy has been: "Let's just build enough jails to lock them up when they get to 16, 17 or 18." It's a horrible investment strategy that right now is unaffordable.'

About 12 years ago Geoffrey looked at the data around the work he had been doing with children and education. He had been in the same job for 25 years but nothing seemed to have changed. 'It felt like we were doing lots and plenty was going on, and it felt good. But we looked at the data and things were getting worse. So we decided to do something different and created the HCZ.'

HCZ is on track to become a cradle to college service that takes account of a whole family's needs and not just the children's schooling. Geoffrey highlighted the key elements of HCZ's success.

The environment matters

It's easy to see that some communities aren't good places for kids and it would be wrong to assume that the kids don't know or that it doesn't have an impact on them. Geoffrey and his colleagues wanted the place to look as though the community cared for its children so they started cleaning the place up.

'We started with one block, then moved onto two then three and so on. The change was dramatic. It doesn't mean that children suddenly do better, it just means that we have removed one of the obstacles they face when they grow up here.'

Get kids early

HCZ operates a pre-school programme for four-year-olds that runs from 8am to 5.45pm. Initially parents who didn't work could pick their children up at 3pm. This meant the children of working parents were getting four or five more hours of schooling each week and many more hours over the year.

'We looked at the data and found that the children of working parents, who were slightly more affluent, were entering the programme on a higher level and by the end of the year that gap had increased. We were taking the difference and making it bigger.'

As a result, HCZ changed the rules. Every child now stays all day and every child is on grade level for kindergarten.

Working with parents is another key way of getting to children early. HCZ runs a Baby College to develop parenting skills for parents of babies and toddlers. 'We know so much more about how the brain develops in children now, but parents in this community have had no access to that information.'

Keep up the momentum beyond early years

There is no point investing in an early years programme that works and then moving children on to another that doesn't work. HCZ's answer was to set up its own charter schools. This provides integrated leadership right through the education pipeline and ensures that children and young people remain on grade level.

Understand the broader family needs

Health and poverty are education issues so it is important to integrate leadership across health and social services as well as across the education system. HCZ offers a range of health programmes and its asthma clinic, for example, has resulted in a 69% reduction in school absenteeism due to asthma and a 77% reduction in ER visits.

HCZ also provides free tax assistance for families in the zone. Many qualify for tax credits but find the forms they have to fill in to get them too complex. By providing this service HCZ has seen \$6.2m refunded to Harlem residents. 'This is money coming back into the community. It means people in Harlem are better off.'

Know that it's a long-term project

Most of the social and economic problems that poor communities face cannot be fixed in a day. To fix them at all means challenging the system and that takes hard work over many years to get the infrastructure in place.

HCZ has been going for 10 years and is just starting to get results. But the children who started with its programmes from birth are now only in the fourth grade. It will be another 10 years before they are in college. 'This sort of project takes 20 years. Our major issue is to make sure we don't back off.'

Take data seriously

'If there is one message I want people to hear, it's that we have to take data seriously. It often feels like we are making a difference but look hard at the numbers and you can find it's not working.'

It was an analysis of the data that made Geoffrey realise he had to do something different. And data has continued to be a major force in HCZ's service armoury. But it has to be used properly. For example, when it comes to analysing children's achievement, it is no good testing children in January and giving them their test results in June. HCZ tests children in September and gives them back their results in October. It tests again in January and has the results back in February. 'We are using the data to really drive what we do and this is critical.'

Be prepared to think laterally

If something isn't working, you have to be prepared to find another way through. It's about thinking laterally and challenging the system. But it's a long haul: 'If you solve another piece of the puzzle you can ensure that you are another step along the path.'

For leaders it is also about encouraging others to think laterally too. It's about encouraging people who are at their wits end and feel they have tried everything but none of it works. It's helping them to make that extra effort to find a way through.

Question and answer session

After Geoffrey Canada's keynote presentation, participants were invited to put forward questions for him. Several of these were answered in the Q&A that followed.

Managing the range of projects and programmes that HCZ offers

Q: How did you co-ordinate it all?

A: Geoffrey maintained that this was the stuff of management and team leadership. It's about keeping people motivated and moving, getting them to do what they say they will do. It requires lots of hard work. 'You go over the plan and then you go over it again.'

Involving parents

Q: What was the impact of this work on the parents' self esteem?

Q: How do you get over barriers [where] parents have had bad educational experiences?

A: There is barrier for parents who have had a bad educational experience themselves.

It's important to figure out how to form a relationship with parents who didn't get on at school. This could be about giving them the chance to come in to school or the centre and do things that aren't directly related to how their children are doing – such as dance classes or aerobics. If you get parents to come in and have some fun you can use the opportunity to slip in some information about the kids and their education.

They need to see us as people with whom they can have conversations. I try to make sure that we share with our parents the fact that we know parenting is the most difficult job there is.'

Involving fathers

Q: What was the impact of [sic] fathers in the community?

A: 'African American men are commonly told they have no role in their children's education. They are not called in until the situation is so bad that mum thinks she can't handle it. What a terrible position to put men in – they are only needed when you need a heavy.'

HCZ decided to set up a fathers' group. They talk about relationships, financial pressures, worries about their kids growing up. At some point they talk about the child but the group is really there to give them space to talk about themselves.

'We focus on them first as men and then as men who are fathers. We need to change the culture to one where men are expected to play a role in nurturing children.'

Barriers to success

Q: We feel constrained - how did you break out?

A: 'In reality these constraints are self imposed. For most of my career I didn't look for the big solution. I looked for what I could do within these constraints. I kept putting the blame onto someone else: the state, the mayor, and so on but it had to start with me. I had to work out what it would really take to solve this?

'With HCZ we drew up a plan and it seemed the most unrealistic plan ever, costing \$18m-\$560m. I didn't know where we were going to get the money, but I know this was the answer and if we did less than this, we wouldn't solve it.'

Government funding wasn't the answer for HCZ because there are too many constraints around it. So HCZ would be funded to help one child but not that child's sister or brother because they were five years older or younger. It made no sense.

He looked further afield for funding and talked about his work as research and development. It's important to talk about broad strategies that link programmes and services together. 'We went down lots of blind alleyways and spent tens of millions of dollars figuring out how this would work.'

An important innovation was introducing the idea of what Geoffrey calls 'glue money'. This is funding that can be accessed immediately to cover a family emergency with a view to keeping kids in school. For example if a family is burned out their home they will end up leaving school and disappearing when a few hundred dollars could have brought them some clothes and bedding to see them through and keep them together. It's certainly cheaper than the \$60,000 a year it costs to keep a family in a homeless shelter.

Workshops

Delegates attended one of four workshops each of which presented a different system leadership case study.

Workshop 1: Unlocking the potential in your community

Julie Vaggers, Head of Rowland Hill Nursery School and Children's Centre, Haringey

Julie's workshop gave participants the opportunity to discuss what system leadership is. It also touched on why children's centre leaders are in a good position to unlock potential in their communities and it looked at Rowland Hill's Community Garden project as an example of system leadership in practice.

Julie presented her view that system leadership is just something that people working within early years do as a matter of course. 'We have a history and tradition in early years that is often overlooked. We see our work with children as more than that. It's about family cohesion and wellbeing too.'

It was suggested that system leadership is simply a new way of describing something that has always been embedded within good practice among early years professionals. What has changed over the years is not the principle of system leadership but the policy context: children's centre leaders are now expected to work with multiple agencies.

System leadership is not about children's centre leaders doing everything. Rather they need to take an overview of the different systems they are working with – inside, outside and around the centre. Julie said: 'Our job is to see where we can generate energy and get people together because together we have far greater force.'

Setting up the Community Garden, which is due to open this summer [2009], was an example of this. The project's aim was to improve the environment for children and the wider community and brought together a range of groups and agencies including a sheltered housing project, local councillors, a local garden centre as well as the nursery.

Each group had its own way of operating and reasons for taking part. But they came together for mutual benefit and, as a result should be able to achieve multiple outcomes including healthy living, sharing expertise across the generations and increasing creativity in the curriculum.

Julie concluded: 'Our role at Rowland Hill Nursery was to act as catalyst for the change but not to drive it.'

Workshop 2: Where is system leadership working

Carolyn Chivers – Head of Hythe Bay Church of England Primary School and Children’s Centre

Hythe Bay Children’s Centre is co-located with Hythe Bay Church of England Primary School and grew out of an amalgamation of an infant school and early excellence centre with a local junior school in 2006.

Carolyn’s presentation described the process she and her senior leadership team had gone through to develop leadership across the school, the children’s centre and the extended school. The aim was for everyone working within the primary school and children’s centre to see it as one organisation.

One of Carolyn’s first actions when taking over as head of the new organisation was to set up a broad senior leadership team that included, for example a leader for learning and a family and communities manager. These were people who, in addition to running their own discreet teams, worked across teams. Carolyn felt this would enhance cohesion within the new organisation.

The leadership team worked with the whole organisation to put together eight key leadership messages that people coming to work in Hythe Bay Church of England Primary School and Children’s Centre have to sign up to. These include, for example:

- valuing parents
- ensuring that children are listened to
- taking responsibility for looking at the data around children and their progress

Carolyn and her SLT have used these key messages to ensure that everyone takes leadership responsibility. For example, if a year six teacher can see that the mother of one of the children in the class is struggling, that teacher knows how to approach the mother and how to access help and advice for her.

‘Everyone has a responsibility to do their best for the children. They may not have the knowledge to do that but they can and will find someone who does,’ Carolyn said.

To do this effectively Hythe Bay Church of England Primary School and Children’s Centre has had to set up ways of enabling class teachers or early years teachers to leave their classrooms to support a parent or family as needed.

Carolyn concluded: ‘We will always be a school; therefore standards are very important to us. But we are passionate in our belief that the only way to improve standards is to make the other things we do very successful.’

Workshop 3: Speaking the language of health

Helen Brackenbury, Children's Centre Manager at the Blacon Children's Centre, Chester

Blacon Children's Centre offers a range of services for families and children including speech and language therapy, family support, physiotherapy and midwifery. Helen's workshop focused on how the children's centre successfully integrated health services into its everyday work with children and families.

The children's centre, which now has a staff of 50 people, grew out of a local Sure Start programme that had employed its own health visitor and midwife. It was fairly natural that when it became a children's centre these services should continue to be part of the new organisation's offering.

On a practical basis, integration has been achieved using service level agreements and partnering arrangements. For example, midwifery and health visiting are partnership deals, but the family support service is a commissioned service, as is speech and language therapy.

There have been barriers to co-locating so many different services. These have included resistance to change, historic working practices and pattern and different working cultures. 'Some professionals brought into the centre have felt genuinely threatened by the change,' Helen said.

To help overcome these barriers Helen appointed an advisory group using field practitioners such as midwives and health visitors. 'We engaged other health professionals on these groups as we felt we needed them,' Helen said.

She also set up an overarching network board, consisting of the senior managers from the agencies and organisations who had a stake in the children's centre including the PCT, acute trust and the local authority.

Another way of integrating the different services was to develop initiatives that involve cross working, for example the Baby Café – offering breast feeding support for new mums – is run by health visitors and midwives together.

Talking together is important too and once a month Helen holds a 'big' meeting that involves all the different professionals in the centre. This year the centre is also having a whole team learning day. 'We are now a large multi agency team working collaboratively,' Helen said.

Workshop 4: Narrowing the gap

Sue Myers, Head of Centre at the Redvales Children's Centre in Bury

Sue's presentation was split into two sections. The first section looked at a DCSF project aimed at narrowing the gap between children from different backgrounds and its implications for children's centre leaders.

In the second half of her presentation, Sue outlined a project in her own centre – Let's Play – that has been aimed at narrowing the gap for pre-school children for whom English is not their first language.

In its 2007 report into the inspection of children's services, Ofsted found that the biggest challenge facing policy makers and providers was 'narrowing the gap in opportunities and outcomes between most children and young people and those that are most vulnerable or underachieving'.

Following the publication of this report, DCSF began funding a two year research review aimed at finding ways of narrowing this gap. Sue highlighted the fact that there is considerable evidence to show that interventions in early years can make a big difference especially if they focus on the whole family. Projects that have the best outcomes tend to be those that involve highly qualified staff and a high level of parental involvement.

However, the benefits gained in early years settings will be lost if they are not consolidated in schools. 'We need to find ways of making sure the successes of an early start continue.'

A further issue for early years providers when it comes to narrowing the gap, is getting to the most disadvantaged families. Research shows that it is the moderately disadvantaged who benefit from what's on offer while the most disadvantaged tend to stay outside the system.

Sue moved on to talk about the Let's Play project at Redvales Children's Centre, which is targeted at families whose first language is Urdu. Most of the children in these families arrived at school with little or no understanding of English which put them at a huge disadvantage in terms of their readiness to learn.

The project built on a playgroup that was already running for mothers and grandmothers who only spoke Urdu. While bilingual early years workers ran the playgroup, the parents and grandparents attended ESOL classes in another room at the centre. However, the project was not engaging the most vulnerable and disadvantaged families.

Sue and her colleagues tackled this by partnering with local primary schools. Head teachers in the schools were easily able to identify ten families at their schools with pre-school children who could benefit from early intervention. And because the schools already had a relationship with the families it was teachers who initially approached them.

The project involved an advisory teacher and six early years workers, three of whom are bilingual. They gradually introduced families to the centre through a series of one to one sessions in the home and then in the centre's Children's Room. This is a drop in play space that is open all day for parents to come and play with their children.

Early evaluation of the project is positive with both parents and teachers reporting general improvements with, for example, children ability to make friends. But it is still early days and Sue is looking to develop more robust methods to measure outcomes from the project.

Nonetheless, there are clear advantages to the project. It is:

- relatively low cost
- not dependent on political or organisational agreements
- involves leadership and influence across the system
- enables managers to be creative and work collaboratively.

Sue's next plan is to extend Let's Play to homeless families and to involve not only schools but midwives and health visitors too.

Further reading: *Narrowing the Gap: the inspection of children's services*. Ofsted, 2007.

Task Workshop

Using the knowledge gained from attending the case study workshops, the group was invited to work at their tables to generate ideas around what system leadership is. They were asked the question:

On the basis of what you have learnt from the morning sessions think about what needs to happen in terms of:

- structures, leadership and governance
- necessary skills and dispositions
- learning for Primary sector
- breakthrough thinking.

Jane Creasy and Geoffrey Canada provided feedback on the ideas that came from the floor commenting on several points in particular.

Structures, leadership and governance

- Good representation is vital, for example any advisory board should cut across all services and everyone should feel empowered.
- We should ensure that we get the right people around the table to start with so that they buy-in from the beginning.
- Leadership is a process of facilitation – it requires a distributed model.

Geoffrey Canada agreed that local consultation was essential. The HCY spent several months working in the neighbourhood and talking to everyone. When people in Harlem realised their opinions were as valued as the head to the local church it allowed for a different level of buy-in. They felt it was their plan. 'We couldn't be focused on just talking to a few community reps who really talk for themselves.'

- Hierarchies in other organisation can be difficult to work with. Sometimes people will listen to the expert, rather than the person that the [incident] is happening to.

Several conference delegates felt there was a definite hierarchy of professions which often prevents the real experts in a given situation being heard. It is up to whoever chairs such a meeting to ensure this does not happen.

Geoffrey Canada agreed – it happens all over the world, when certain professions walk into a room everyone else shuts down. The key is valuing what all individuals have to say. It can mean that a person chairing a meeting or a group must actively seek everyone's opinion. This is the way to capture people's ideas and creativity. When a person in a position of power or authority models that behaviour other people copy it and it becomes the norm.

Necessary skills and dispositions

Participants came up with a range of qualities they thought children's centre leaders need:

- Remorselessness and relentlessness – intentionality.
- A belief in what you are doing based on understanding, values and principles, and outcomes.
- Curiosity – wanting to understand, learn and find out.
- Capacity to see the big picture both across the picture and into the future.
- Having strategic goals that can inspire people.
- A focus on what's manageable. Being able to recognise when things are stuck.
- Patience.
- Liking children.
- Being can do.
- Tenacity.
- Resilience.

Geoffrey Canada commented on the idea of resilience. Early years professionals have to believe that they are producing our country's future leaders. If they don't do their jobs well then the country won't be successful. 'After 25 years in the job I see children I worked with years ago bring their own children to my programmes. Every time I run into one of these young people it reminds me why what we do is so important.'

Jane Creasy took this further: 'We don't just have an impact on individual young people; we have a generational impact too.'

Learning for the primary sector

- See the family as a whole, and understand that education isn't everything.
- Get schools involved in visiting centres to know how they can plan based on children's pre-school experiences.

Children's centres are good at involving parents and getting children excited about learning to be independent. But delegates commented that this excitement often gets shut off at primary school.

- We must do away with the barrier between the roles of care and education. This requires joint training between early years and primary workers.
- We need to find the win/win for primary leaders that makes their involvement [in children's centres] worthwhile.

One participant had been working with a groups of primary heads on extended schools provision. It was important that this didn't just appear to be a massive increase in heads' workload and that the children's centre was able to support them.

Breakthrough thinking

- Get sharper on data collection and have an open process for this.
- Increase the number of 'community leaders' who can drive change forward.
- Involve dads and if they don't take part, find out why.
- Rename things - for example, call it 'stay and play' rather than a 'drop in centre'.
- Encourage young people to document the story of the organisation as it grows - for example KS2 children could film the children's centre and their school.
- We need to have different conversation that focus on transforming service delivery rather than problem-solving existing service delivery.

Geoffrey Canada told the audience that he spent the first half of his career knowing every single grant available and their restrictions. But in the end all this meant was that he could produce much sharper bids for funding but not necessarily better programmes for children.

It's important that children's centre leaders start with what they really believe in and what they really want to do. 'Don't be limited in what you do by the architecture of your funding. That just shuts down different kinds of thinking.'

However, this approach doesn't suddenly make it easy to find the money. Children's centre leaders cannot go to the government or other funders and expect them to say 'OK, we'll do it your way.' There has to be another conversation that offers a way in - perhaps by starting small.

Presentation of key messages

For the final session of the day, participants split up into table-based groups to develop what they felt were the key messages of the day around the four themes:

- structures, leadership and governance
- necessary skills and dispositions
- learning for primary sector
- breakthrough thinking.

They were encouraged to present their findings as a visual. Jane Creasy and Geoffrey Canada (ed: was it both of them) then called on five tables to use these visuals to present their ideas back to all participants.

Structures, leadership and governance

Table 4 took their hats off to centre leaders and looked at the many different roles they take on, including that of:

- entrepreneur
- negotiator
- diplomat
- coach
- business manager
- advocate and diplomat
- visionary.

Skills and dispositions

Table 5 offered a pictorial representation of the attitudes and skills children's centre leaders need.

Light bulbs represented the vision children's centre leaders need; a clock highlighted their ability to juggle their time and a donkey emphasised the burdens they have to carry such as government initiatives and so forth.

A line of pound signs represented budget squeeze and the importance of making best use of all resources; while a circle around a picture of children outside the centre suggested the importance of being inclusive. But at the centre of it all were the children.

Learning for primary sector

Table 9 took the motif of a tree to present the idea of schools and children's centres growing together. Participants preferred this to the idea of a vertical structure to education which suggests that children's centre managers were at the bottom of the pile.

Relationships with parents and families should be at the heart of primary education as much as early years. But while most primary schools would say they have good relationships with parents, delegates felt they meant something very different from the relationships that children's centres have with parents.

Breakthrough thinking

Two groups presented their ideas around breakthrough thinking.

Table 11 developed a snakes and ladder game – complete with dice – based on the theme of moving children successfully from pre-school to primary school. The game included four ladders – or positives that the group wanted primary schools to introduce; and four snakes or negatives that take teachers and early years workers back down the board.

The ladders were:

- Knowing what is in a child's bag – the baggage they bring into school with them from home and elsewhere.
- Recognising parents as the first educators.
- Understanding that parents and children are the experts.
- Sharing resources – people, time and equipment – between schools and children's centres.

The snakes were:

- Getting buried under bureaucracy.
- Being too focused on targets and so not looking in the right direction at children and families.
- Letting the barriers dictate what happens.
- Lack of vision for joined up working and thinking.

Table 16 developed another set of ideas around breakthrough thinking using a box motif. These included:

- Do it differently to engage all stakeholders so that everyone is working to the same goal and outcomes.
- Reframe the issues: if we always do what we have always done, we will always get what we have always had.
- Feel the fear and do it anyway.
- Find innovative, adaptive, creative and inspirational ways to engage communities and influence better outcomes.
- Build trusting relationship with all partners and ensure their contributions and ideas are valued.
- There is infinitely more space outside the box than inside.

Summing up

Geoffrey Canada finished the day with two thoughts that he asked participants to think about and remember.

- Early years professionals are in the business of saving lives. With all the day-to-day pressures of developing children's centres, negotiating with funders and putting programmes together it can be easy to get distracted from the main business.
- Our primary task is to save the children we have now but we have to fix this situation for the future too. If we don't we will be forever fire fighting. We have to deal with the problems now but we have to change things too.

Sue Egersdorff closed the seminar by thanking all participants in the day – speakers, workshop leaders and delegates. She also acknowledged their hard work in making the day a success.

She also summed up the key messages of the day for children's centre leaders

1. To challenge relentlessly even to the point of being hugely irritating to those people who say what you want to achieve cannot be done.
2. To do what we know is right for the children in front of us now
3. To be voraciously hungry for children's achievement and to nurture them with unconditional love.
4. Never give up.

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