

ICP Council – political advocacy

Leading the Way: ASCL's Blueprint for a Self-improving system

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Political context in the United Kingdom

- Conservative government elected May 2015
- Little meaningful opposition from Labour, or any other party
- Big questions about Europe - currently a Bill to make provision for the holding of a referendum in the United Kingdom on whether we should remain a member of the European Union.
- Education is devolved and remains highly centralised in Wales, Northern Ireland and Scotland, where local government still oversees most schools



Schooling in England – a highly diverse system

- 7 percent of the population of children and young people attend **independent schools**
- The state sector is very diverse –
 - **Community schools**, controlled by the local council and not influenced by business or religious groups;
 - **Foundation schools**, with more freedom to change the way they do things than community schools – often religious in character;
 - **Academies**, run by a trust, legally independent from the local council - they can follow a different curriculum;
 - **Grammar schools**, run by the council, a foundation body or a trust - they select all or most of their pupils based on academic ability and there is often an exam to get in.
- **Faith schools** can be different kinds of schools, e.g. voluntary aided schools, academies etc, but are associated with a religion.



Strategic challenges in education in England

- The fiscal environment and funding constraints
- Teacher supply
- Managing curriculum, assessment and qualification reform
- High stakes accountability
- Pipeline of school leaders

Quality and equality for all children and young people...



Our blueprint sets out **a vision for our education system in England-**

...a system in which **all children and young people achieve.**

This will involve acts of **imagination, courage** and **collective action.**

At its heart is capacity building - **leadership capacity, pedagogical capacity** and the capacity for **creativity** and **action.**





"You can mandate adequacy;
you can't mandate greatness.
It has to be unleashed."

Joel Klein



Relationship with government

Phase of development	Awful to adequate	Adequate to good	Good to great
Focus of system	Tacking underperformance	Spreading best practice	World-class/ continuous learning and innovation
Role of government	Prescribing	Regulating/ building capacity	Enabling/ incentivising
Role of profession	Implementing Accepting evidence Adopting minimum standards	Accommodating Evidence-based Adopting best practice	Leading Evidence-driven Achieving high reliability and innovation
Nature of the relationship	Top-down / antagonistic	Negotiated/ pragmatic	Principled/ strategic partnership

Adapted from Sir Michael Barber



Advice from Alastair Campbell

- You have to *understand the political vision of the person you are trying to influence*
- Our profession is too associated with criticism of government – we mistake media noise and coverage for influence and impact.
- We will influence government by the power of our argument.



Develop a strategy that get's you in the door. Build up your strategy and refine your argument over time.



Vision with action

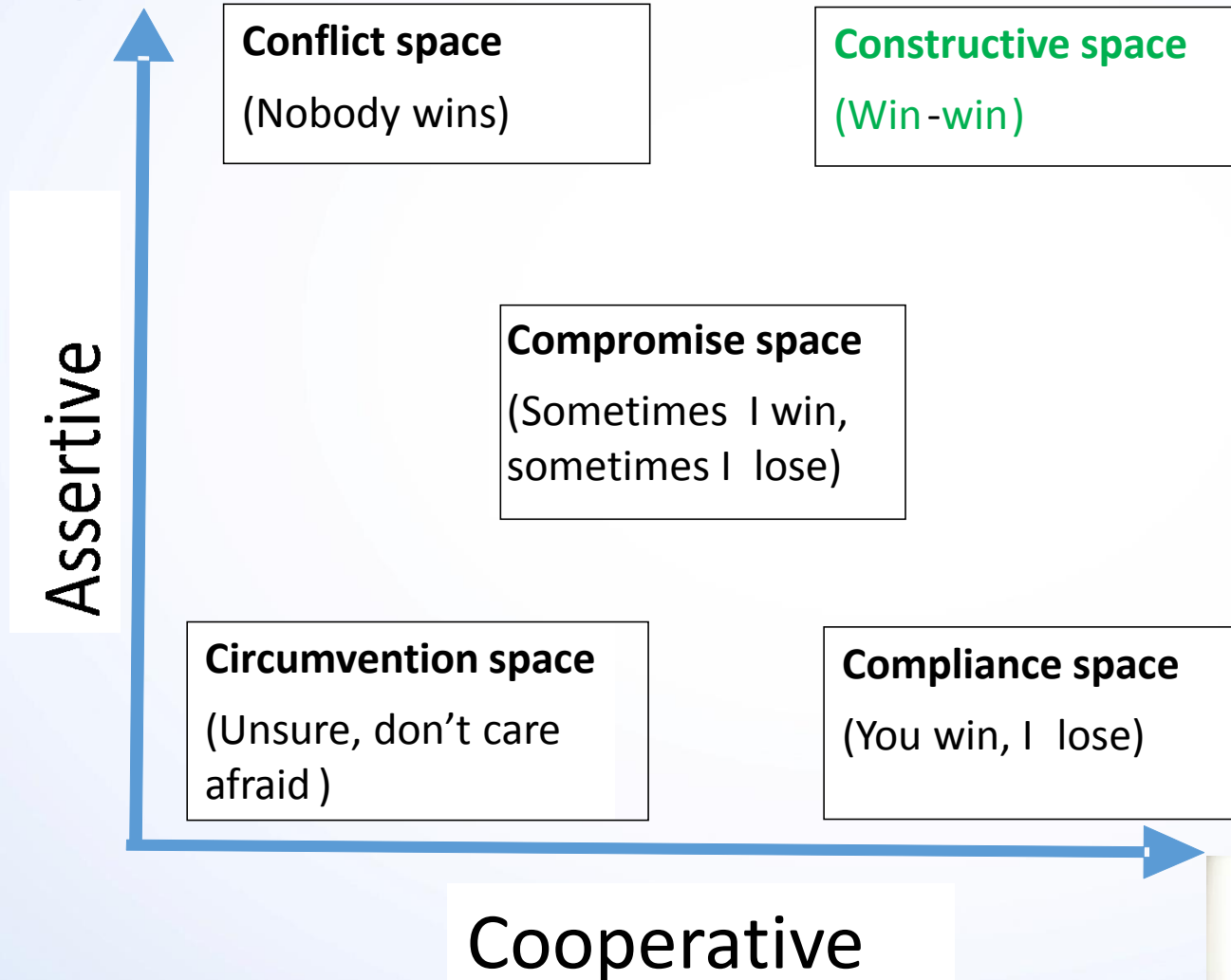


“Action without vision is only passing time.
Vision without action is merely day dreaming.
But vision with action can change the world.”

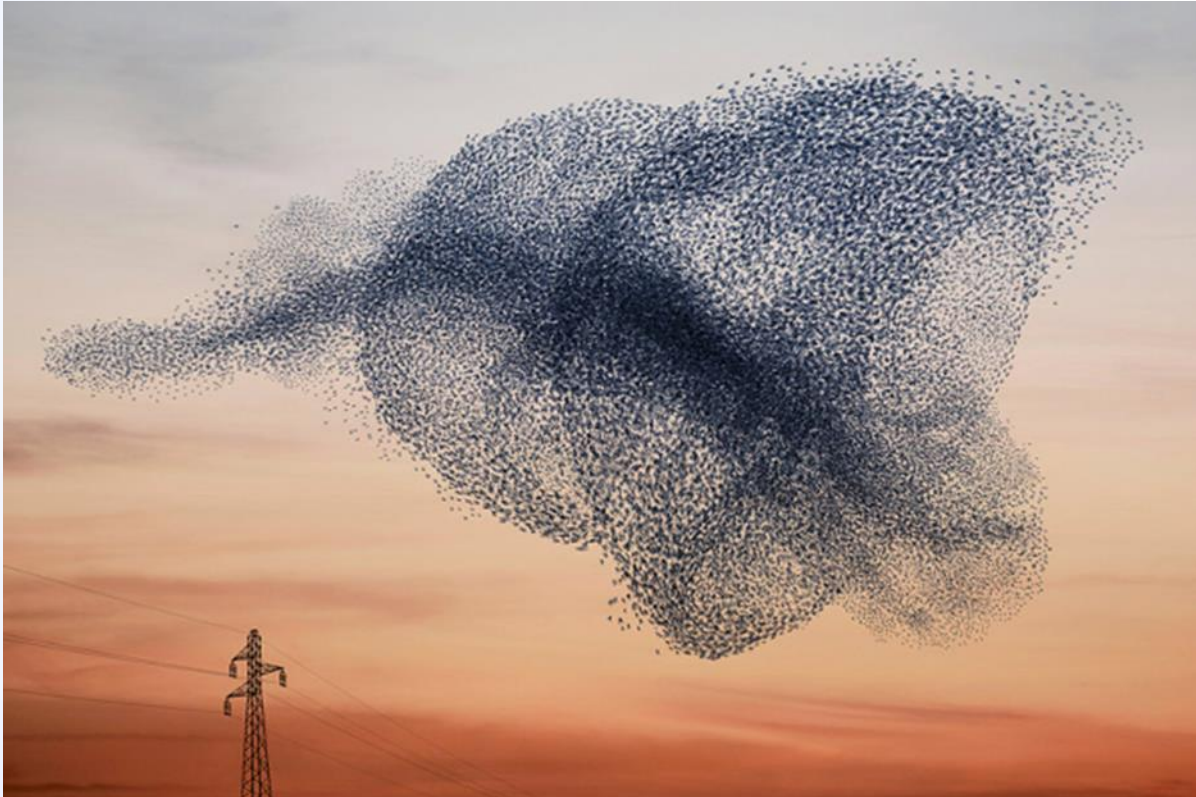
Nelson Mandela



Creating the conditions for political advocacy



System improvement





Questions?

Download the blueprint from the policy section of our website: www.ascl.org.uk

