

*Equipping school leaders to deliver the Church of England Vision for Education*

# Leadership, Pedagogy and Theology

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Exploring 20 School Leadership Issues

⊕ THE CHURCH OF ENGLAND  
**FOUNDATION FOR  
EDUCATIONAL  
LEADERSHIP**

## Foreword

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### James Townsend

Director

One of the key challenges for any leader in education is resisting the pressure to reduce our work to a binary choice – either to promote academic rigour or the broader flourishing and well-being of young people and our teams. The Church of England’s Vision for Education holds at its heart Jesus’s promise of ‘life in all its fullness’ (John 10:10), and seeks to achieve human flourishing for all – embracing academic rigour and excellence, while setting them in a wider framework.

The Church of England Foundation for Educational Leadership has been established to support leaders from across the education sector – in Church schools, community schools and independent schools – as they explore the challenges of making this happen in practice.

We hope that this resource, and the others in this series, will support you and your colleagues as you seek to bring your vision for education alive.



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# Introduction

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The Vision for Education helpfully enables and resources leaders to think about the business of schools in rich educational ways touching on key leadership and pedagogical decision making. Equally, it equips and resources leaders to reflect theologically, a key underpinning element of the work as a whole.

This activity is focused on the dynamic interaction between leadership, pedagogy and theology and aims to give colleagues the opportunity to engage deeply with these 3 key areas of thinking in a coaching context, regardless of where they perceive themselves in relation to their personal confidence or experience in these areas.

Thinking about leadership should never be restricted to those with leader in their job title any more than pedagogical reflection should be confined to class teachers. Equally, we can be encouraged and emboldened to think about the deeply Christian inspiration for education and the nature of God which is embodied in the documents we have been engaged with. Regardless of our own beliefs, we can see this process as a form of theological thinking, reflection and judgement about the nature of God, and the deeply Christian inspiration for education articulated in the document.

This coaching approach concentrates on building people's confidence and credibility, so that they can look at the impact of these three dimensions of school life and leadership together, not in isolation. We begin with an honest reflection

on our own confidence in each of these areas, and our ability to articulate our own school's approach to each of them. As colleagues will see, our way into these discussions is through the more straightforward initial issues, building up to those which tend to be less familiar, or more complex, challenging or contentious. In the diagram on the next page, we describe this progression as being from Introductory to Emerging to Questioning and Debating to Challenging, although these shouldn't be seen as rigid and fixed stages or phases in the process. Our experience has been that taking such an approach recognises the varied strengths and backgrounds of participants and actively stimulates a myriad of further conversations, debate and discourse. Again, this approach is not intended to be exhaustive, but instead to be a healthy starting point that will enable colleagues to think on this level.

This resource and the others in this series have been put together by our Head of Networks, Andy Wolfe, and we are grateful to the many schools, diocesan teams and others who have fed into them. We hope they will support you and your colleagues as you seek to bring your vision for education alive.

# Suggested format of activity

This activity can work well both in a group of leaders, or as the stimulus for a 1-2-1 conversation or a coaching session. Either way, begin with looking at the continuum scales for Leadership, Pedagogy and Theology and self-assess where you would place yourself in terms of your confidence and experience in each of those 3 areas. This will help formulate a 'starting point' for your coaching questions.

Next turn to the school leadership issue that you would like to discuss, and identify a starting question. For many participants, this is likely to be one of the prompts for issues where you feel more confident, potentially in the left hand column to begin with.

Work your way along the continuum – perhaps starting with the element of the trio where you feel most confident, before moving to a more challenging area. This process is intended to help colleagues deeply engage with the Vision for Education, and more specifically to help de-mystify the notion of thinking theologically about education. Since each of these three areas of reflection intersect and overlap, these discussions can open up a wide range of rich conversations.

## Suggested total time allowance

20-30 minutes per issue in the first instance – more may well be needed if you are 'coaching multiple people' at the same time.

## Extra resources needed

- Copies of Vision for Education
- Highlighter pens
- Post-its

# Leadership, Pedagogy & Theology





# School Leaders

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## Exemplar Approach 1:

# Removing Disadvantage

	Introductory >	Emerging >	Questioning/ Debating >	Challenging
<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How have you organised your leadership approach to removing disadvantage?</li> </ul>	<ul style="list-style-type: none"> <li>How could you evaluate the impact of your PP money to support students in their learning?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent do you communicate your vision for removing disadvantage by the way you act?</li> </ul>	<ul style="list-style-type: none"> <li>What is your core moral purpose in education, and is your leadership team aligned in this? How?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How do your teachers accelerate progress?</li> </ul>	<ul style="list-style-type: none"> <li>How does your approach to Removing Disadvantage affect your marking and feedback policy?</li> </ul>	<ul style="list-style-type: none"> <li>How do you coach teachers to consider the value of each of their students?</li> </ul>	<ul style="list-style-type: none"> <li>How do you allocate teaching resources to positively discriminate?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>If God is love, how does your school practically value every individual?</li> </ul>	<ul style="list-style-type: none"> <li>Is social mobility a fundamentally Christian starting point for education?</li> </ul>	<ul style="list-style-type: none"> <li>Does your school admissions policy help to remove disadvantage?</li> </ul>	<ul style="list-style-type: none"> <li>How is your school's mission congruous to the call to serve all groups and nations?</li> </ul>

## Exemplar Approach 2:

# Character Education

	Introductory >	Emerging >	Questioning/ Debating >	Challenging
<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What kind of curriculum time do you give to character formation – is it explicit or implicit?</li> </ul>	<ul style="list-style-type: none"> <li>How do you invest in your staff character as a leader?</li> </ul>	<ul style="list-style-type: none"> <li>What impact does a staff member's character have on their performance as a teacher/ leader?</li> </ul>	<ul style="list-style-type: none"> <li>How do you test and evaluate character at interview?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>Which matters more to you when you're marking – character or achievement?</li> </ul>	<ul style="list-style-type: none"> <li>How do your lessons allow students to appreciate their differences?</li> </ul>	<ul style="list-style-type: none"> <li>In an individually based assessment system, how do you promote and improve group work?</li> </ul>	<ul style="list-style-type: none"> <li>Could a student effectively fail every course, but see their character formed positively through failure?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>Does God value the development of our character over our achievements and failures?</li> </ul>	<ul style="list-style-type: none"> <li>Does character form primarily through difficult or painful experiences?</li> </ul>	<ul style="list-style-type: none"> <li>What is the role of suffering in character formation?</li> </ul>	<ul style="list-style-type: none"> <li>How does character relate to human flourishing and Aristotle's concepts of 'eudaimonia'?</li> </ul>

## Exemplar Approach 3:

# Staff/Students' Well-being

Introductory > Emerging > Questioning/ Debating > Challenging

<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How do you practically demonstrate that you value your colleagues?</li> </ul>	<ul style="list-style-type: none"> <li>What pressures do you feel under as staff and how could these be better shared?</li> </ul>	<ul style="list-style-type: none"> <li>How are you replenishing your reservoir of hope and what are you doing to model this to others?</li> </ul>	<ul style="list-style-type: none"> <li>What leadership decisions are you making that actively reduce staff well-being?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How do you improve pupils' well-being in every lesson?</li> </ul>	<ul style="list-style-type: none"> <li>How does your approach to well-being affect your marking and feedback policy?</li> </ul>	<ul style="list-style-type: none"> <li>What strategies can you develop to help pupils fail well and move forward stronger?</li> </ul>	<ul style="list-style-type: none"> <li>How could you include well-being in your lesson observation practice?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How does your school actively enable all pupils to flourish in their God-given gifts?</li> </ul>	<ul style="list-style-type: none"> <li>What difference would it make to see every child and staff member through the eyes of God?</li> </ul>	<ul style="list-style-type: none"> <li>How do you foster the spiritual well-being of your community? (not just teach them in Acts of Worship)</li> </ul>	<ul style="list-style-type: none"> <li>How does your Christian foundation help you hold it together when it all goes wrong?</li> </ul>

## Exemplar Approach 4:

# Gender gaps in achievement

Introductory > Emerging > Questioning/ Debating > Challenging

<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What personal successes can you name/celebrate in each of your boys?</li> </ul>	<ul style="list-style-type: none"> <li>Who is pastorally picking up those boys who by age 13 realise they aren't the best at anything?</li> </ul>	<ul style="list-style-type: none"> <li>Do your teachers have strengths with boys/girls teaching and does your timetabling reflect this?</li> </ul>	<ul style="list-style-type: none"> <li>Do your middle-band boys need a completely different (and shorter, chunked) curriculum model?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What impact does your seating plan policy have on progress of boys?</li> </ul>	<ul style="list-style-type: none"> <li>Why do you teach in mixed-gender classes and could same-sex classes make a difference in any subject?</li> </ul>	<ul style="list-style-type: none"> <li>How does your assessment feedback enhance boys' love of competition and fear of failure?</li> </ul>	<ul style="list-style-type: none"> <li>How do your teachers insist on excellence, not just 'good enough'?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What kind of reflective space do we provide through our tutor programme and what impact on boys?</li> </ul>	<ul style="list-style-type: none"> <li>Does boys' identity/faith develop more quickly through actions than words?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent does your worship reflect a more 'feminine' way of thinking about God?</li> </ul>	<ul style="list-style-type: none"> <li>What impact could biblical male role models of failure have on your boys' conception of God?</li> </ul>

## School Leaders Exemplar Approach 5:

# Ofsted and External Measures

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>How do you currently self-evaluate and how widely is this shared and owned by staff?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of pressure is your school leadership team in relation to external judgment?</li> </ul>	<ul style="list-style-type: none"> <li>If you're already Good or Outstanding, how are you pushing on to become even better?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent does Ofsted tacitly drive everything you do as a leader, and how comfortable are you with that?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>What is your approach to lesson observations and how does it reflect a developmental approach?</li> </ul>	<ul style="list-style-type: none"> <li>What are the basic expectations for Marking and Feedback and how realistic are these for your staff work life balance?</li> </ul>	<ul style="list-style-type: none"> <li>How do you build capacity into your teaching load allocations for teachers to engage with evidence-based research?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent do you train and direct your teachers to coach others to improve?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>Given that Jesus in the Sermon on the Mount exhorts his followers not to worry, how should you prepare your school for an Ofsted inspection?</li> </ul>	<ul style="list-style-type: none"> <li>As a leader, does Christian forgiveness play any role in how you should manage teachers' performance in relation to Ofsted inspection?</li> </ul>	<ul style="list-style-type: none"> <li>Jesus exhorted us not to build up treasures on earth but treasures in heaven. Should this have any impact on how you as a leader respond to the outcomes of an Ofsted inspection?</li> </ul>	<ul style="list-style-type: none"> <li>Can you imagine circumstances in which pursuing a Christian vision for your school would lead you to take decisions that might harm your Ofsted performance? How would you as a leader handle that?</li> </ul>

# School Leaders Exemplar Approach 6:

## Admissions

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What impact does your local context have on your approach to admissions?</li> </ul>	<ul style="list-style-type: none"> <li>• What are your views on selection at 11, and what impact does this have on you?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent do you allow your admissions policy to create social cohesion?</li> </ul>	<ul style="list-style-type: none"> <li>• How do your networks and partnerships affect your approach to admissions, expansion, competition etc?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What kind of induction programme do you provide in the early years of your provision to support transition?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you support students adjusting to a new phase of education?</li> </ul>	<ul style="list-style-type: none"> <li>• What practical steps do you take to integrate students according to their character?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you celebrate in the classroom excellence in those early days of each year, and what impact could this have on students' progress?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• If a church is a community of people who share the same faith, does that mean that a church school needs to be made up of people who share the same faith?</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of behaviour in relation to admissions should such a school wish to encourage on the part of parents?</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of essential contribution do children from families that don't go to church have to make to the life of a church school?</li> </ul>	<ul style="list-style-type: none"> <li>• What could a school shaped by a Christian vision do to ensure that its admissions policy doesn't encourage parents to play games or behave dishonestly?</li> </ul>



# School Leaders Exemplar Approach 7:

## Budgeting and Resources

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>How far in advance do you budget and could this be extended?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent do school leaders delegate responsibility for spending across the staff?</li> </ul>	<ul style="list-style-type: none"> <li>How are you handling the current budget challenges and potential staffing issues/ redundancies?</li> </ul>	<ul style="list-style-type: none"> <li>What keeps you awake at night as a leader in relation to finances – how could this burden be better shared with others?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>How aware of budgeting issues are your teachers across the school?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent do you find the money to resource 'enrichment' activities?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent does your current budget reduce creativity in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>How could partnerships help through economies of scale through a MAT etc.?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>With limited resources how do governors budget wisely thereby exercising good stewardship?</li> </ul>	<ul style="list-style-type: none"> <li>How do we make sure that staff and students are valued as more than 'units of human capital'?</li> </ul>	<ul style="list-style-type: none"> <li>How do we encourage behaviours that care for environment and make the most of what we have?</li> </ul>	<ul style="list-style-type: none"> <li>When the temptation is to avoid admitting children with complex needs because they are expensive, what steps should we take to be true to our calling to enable all to flourish?</li> </ul>

## School Leaders Exemplar Approach 8:

# Partnerships and Networking

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What kind of partnerships have made the biggest difference over the past 5 years?</li> </ul>	<ul style="list-style-type: none"> <li>• How could peer-peer support help you develop leaders at middle and senior level?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you approach partnerships from the point of view of what you can get out of them, or what you can give?</li> </ul>	<ul style="list-style-type: none"> <li>• Which partnerships threaten you as a school locally or regionally? How are dealing with this vulnerability?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What practical steps could you take to share teaching resources across the partnership?</li> </ul>	<ul style="list-style-type: none"> <li>• How might working together with other schools be justified in terms of the expense of getting out of school/ cover etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you go as teachers to get the latest and best teaching approaches – who are your co-teachers from other schools?</li> </ul>	<ul style="list-style-type: none"> <li>• How could you serve your wider partnership through SLE or equivalent work?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• Does your school primarily seek to compete or collaborate?</li> </ul>	<ul style="list-style-type: none"> <li>• What are your criteria for choosing with whom to compete and who to collaborate and does that have a Christian rationale?</li> </ul>	<ul style="list-style-type: none"> <li>• Do these choices simply serve your own school or a notion of the common good?</li> </ul>	<ul style="list-style-type: none"> <li>• Where might a Christian view of collaboration run against other pressures?</li> </ul>

## School Leaders Exemplar Approach 9:

# Staff Recruitment and Retention

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>How much time to put into recruiting staff and connecting with them as candidates?</li> </ul>	<ul style="list-style-type: none"> <li>What practical steps do you take to develop your current staff, encouraging the best to stay and grow and develop?</li> </ul>	<ul style="list-style-type: none"> <li>How do you talent-spot NQTs as future leaders for your school and what do you do to practically resource this?</li> </ul>	<ul style="list-style-type: none"> <li>How could you use your resources more creatively to incentivise your best teachers and leaders to stay?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>Is the typical teaching load of a teacher at your school an attractive proposition?</li> </ul>	<ul style="list-style-type: none"> <li>How are new teachers supported, coached and developed?</li> </ul>	<ul style="list-style-type: none"> <li>What opportunities do you create for great teachers in your school to get into other teachers' classrooms to coach and develop them?</li> </ul>	<ul style="list-style-type: none"> <li>Do you senior staff teach enough lessons to model their expectations to others?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>What are the virtues you value in staff?</li> </ul>	<ul style="list-style-type: none"> <li>How do your school policies reflect and promote these virtues?</li> </ul>	<ul style="list-style-type: none"> <li>How forgiving can you afford to be when these virtues are absent?</li> </ul>	<ul style="list-style-type: none"> <li>What is the Christian way to deal with failure?</li> </ul>

# School Leaders Exemplar Approach 10: Employability and Careers

Introductory > Emerging > Questioning/  
Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What kind of provision do you make for students to engage with employers, even at a young age?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you encourage students to articulate their ambitions and dreams for the future?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent do you see education as a lever of social mobility in terms of employment?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you limit your students' aspirations in any way?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How might you root your approach to T+L within a sense of employability for all subjects?</li> </ul>	<ul style="list-style-type: none"> <li>• How frequently can students understand the link between their classroom learning and later life?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you treat academic and vocational destinations with equal merit/worth?</li> </ul>	<ul style="list-style-type: none"> <li>• Should all students hope to go to university?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How could you encourage students to think about using career to make a positive impact on society?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you talk about the stewardship of gifts and talents as a fundamentally biblical thing?</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of language do you use to talk about vocation or calling for future?</li> </ul>	<ul style="list-style-type: none"> <li>• What opportunities might you give students to develop their employability through acts of service, locally or overseas?</li> </ul>

# School Leaders Exemplar Approach 11: Stretching the Most Able

Introductory > Emerging > Questioning/  
Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What kind of student groups do you regularly analyse?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you regularly give resources to facilitate activities that stretch the most able?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you allow mobility within this cohort, or do you limit it simply to their SATs or CATS test scores?</li> </ul>	<ul style="list-style-type: none"> <li>• What external partnerships could you be drawing on to push the most able on more rapidly?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How do you plan for the progress of the most able in your class?</li> </ul>	<ul style="list-style-type: none"> <li>• If a parent asked you how their academically able student would be stretched and challenged in your school – what practical examples would you give?</li> </ul>	<ul style="list-style-type: none"> <li>• How many of your more able students coast in your lessons?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you support the emotionally vulnerability of the most able in relation to fear of failure?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How does God value every student in your school regardless of their starting point?</li> </ul>	<ul style="list-style-type: none"> <li>• How could you use the Parable of the Talents to talk to your students about faithful stewardship of their gifts?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you grow the attitude of humility in your most able students?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you inadvertently prioritise academic ability as the only way to talk about the most able? Does this narrow a godly view of talent?</li> </ul>

# School Leaders Exemplar Approach 12:

## Curriculum Design

Introductory > Emerging > Questioning/ Debating > Challenging

	Introductory	Emerging	Questioning/ Debating	Challenging
<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What are the core values that you would like to be reflected in your curriculum design?</li> </ul>	<ul style="list-style-type: none"> <li>How do you demonstrate that you value a broad curriculum in exam year groups?</li> </ul>	<ul style="list-style-type: none"> <li>How are you maximising your teaching resources to deliver the most exciting curriculum possible?</li> </ul>	<ul style="list-style-type: none"> <li>Do you have an equal view of core subjects and those outside of the core – if so, how do you actually demonstrate this?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How does your curriculum design reinforce students' growing (or dwindling) self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>How could you look for opportunities for all your students to publicly flourish through a broader curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of subject specialism is really needed to deliver the breadth well?</li> </ul>	<ul style="list-style-type: none"> <li>How could your Year 6 curriculum reflect a broader range of subjects to support secondary transition?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What wisdom, skills and knowledge would you seek for a child?</li> </ul>	<ul style="list-style-type: none"> <li>How does our curriculum promote fullness of life?</li> </ul>	<ul style="list-style-type: none"> <li>How does your understanding of Christianity enrich the whole curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>What is truth, and how is this explored in your curriculum design?</li> </ul>



# School Leaders Exemplar Approach 13:

## Teaching and Learning

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What kind of resources are you allocating or directing to improve Teaching and Learning for all?</li> </ul>	<ul style="list-style-type: none"> <li>• Do teachers want to improve, or are they afraid of failing because of the pressure you put on them?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you demonstrate what you expect/ hope to see in the classroom through your own practice?</li> </ul>	<ul style="list-style-type: none"> <li>• How proactively are you dealing with under-performance in the classroom?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How would your school articulate its approach to pedagogy?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the opportunities to collaboratively plan in Teaching and Learning and do you really take them?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you promote the love and joy of teaching, and how do you spot and celebrate this?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you get your students involved in teaching each other and what kind of impact does this have on learning?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What values underpin your approach to Teaching and Learning and how would anyone know?</li> </ul>	<ul style="list-style-type: none"> <li>• What opportunities are there in Teaching and Learning to help students explore their faith?</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to you for students to be flourishing in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• What would 'life in all its fullness' look like in your classroom?</li> </ul>

# School Leaders Exemplar Approach 14:

## Assessment

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How do you assess your students, and how do changing exam specs affect this?</li> </ul>	<ul style="list-style-type: none"> <li>• What is your scientific understanding of retention and recall?</li> </ul>	<ul style="list-style-type: none"> <li>• How do your assessment practices enable teachers to flourish?</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of language does your school use to measure success of students in the broadest sense?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How do you assess students' progress in each lesson, and how do you justify your approach to testing?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you help students to see failure as a necessarily positive part of their learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Do your parents understand the way your mark/ assess and could this communication be better?</li> </ul>	<ul style="list-style-type: none"> <li>• Is your school reduceable to an exam production line, and to what extent do you measure students as a unit of economic capital to be improved?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What is a wise and generous approach to standards?</li> </ul>	<ul style="list-style-type: none"> <li>• How does our assessment promote fullness of life?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the purpose of judgement?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you apply Jesus' saying that 'you will be judged as you judge'?</li> </ul>

# School Leaders Exemplar Approach 15:

## Examinations

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>How do you prepare your younger students for the challenges of exams in future years?</li> </ul>	<ul style="list-style-type: none"> <li>How did you feel as a leader about your own examinations as a child – how does this affect you?</li> </ul>	<ul style="list-style-type: none"> <li>How do you develop the emotional resilience in students to flourish in every exam?</li> </ul>	<ul style="list-style-type: none"> <li>What proactive steps do you take to release the pressure on students throughout exam years – Year 6, 11,12 and 13?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>How do you simulate the pressures of exams in your lessons?</li> </ul>	<ul style="list-style-type: none"> <li>Do you teach to the test? Are you scared of doing anything else?</li> </ul>	<ul style="list-style-type: none"> <li>If exams are at the centre of a success judgement, how do you regularly simulate them, and provide training in recall and writing under pressure?</li> </ul>	<ul style="list-style-type: none"> <li>How could you normalise the assessment experience such that students are performing above their expected level before they enter the exam?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>What does it mean to fulfil God-given potential in an exam?</li> </ul>	<ul style="list-style-type: none"> <li>How does your sense of Christian community change the nature of the exam period for the most vulnerable?</li> </ul>	<ul style="list-style-type: none"> <li>Exams are just a moment of judgement at a fixed time – how is God’s vision for us much broader?</li> </ul>	<ul style="list-style-type: none"> <li>How would God view a student who failed all their exams? How might affect our own thinking?</li> </ul>

## School Leaders Exemplar Approach 16:

# Development – Improving T+L

Introductory > Emerging > Questioning/ Debating > Challenging

<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>As a leader, what are your dreams and ambitions for your teachers?</li> </ul>	<ul style="list-style-type: none"> <li>How could you use your resources more creatively to facilitate coaching and peer support within your school?</li> </ul>	<ul style="list-style-type: none"> <li>How do you model fantastic teaching in your own practice, and what impact does this have?</li> </ul>	<ul style="list-style-type: none"> <li>How long do you give a teacher to improve before you commence capability processes?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What are the special skills and talents of the teachers and how often do you recognise and praise your peers?</li> </ul>	<ul style="list-style-type: none"> <li>What risks could you be taking in your teaching?</li> </ul>	<ul style="list-style-type: none"> <li>Do you see teaching as an art/craft, or a science – how might this question affect your lesson planning?</li> </ul>	<ul style="list-style-type: none"> <li>Can you teach Outstanding lessons every day?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What does it feel like to flourish as a teacher?</li> </ul>	<ul style="list-style-type: none"> <li>Do you believe every teacher can get better, and what do you see as their ‘God-given potential’?</li> </ul>	<ul style="list-style-type: none"> <li>How does your school communicate God’s vision for your staff through your investment in them?</li> </ul>	<ul style="list-style-type: none"> <li>How could you more proactively value your teachers as God does?</li> </ul>

## School Leaders Exemplar Approach 17:

# Pastoral Care

Introductory > Emerging > Questioning/ Debating > Challenging

<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>You expect a lot of your pastoral leaders – do you give them adequate time and resources to do the job?</li> </ul>	<ul style="list-style-type: none"> <li>How do you pastorally support those in these roles making sure they are flourishing?</li> </ul>	<ul style="list-style-type: none"> <li>Do you need to be a teacher to be an excellent pastoral leader?</li> </ul>	<ul style="list-style-type: none"> <li>How does your school replace the family as the most stable element of your students’ lives?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How do your teachers reflect great pastoral care in their teaching?</li> </ul>	<ul style="list-style-type: none"> <li>How do you make space for working on pastoral issues within your curriculum model?</li> </ul>	<ul style="list-style-type: none"> <li>How joined up is your approach to pastoral care between all your staff?</li> </ul>	<ul style="list-style-type: none"> <li>How does your approach to teaching and learning support students’ character development and academic achievement?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What do you understand by the word ‘Pastoral’ – what could it mean for your school?</li> </ul>	<ul style="list-style-type: none"> <li>How do you prioritise the vulnerable in your pastoral care?</li> </ul>	<ul style="list-style-type: none"> <li>How does your school’s Vision affect the likelihood of exclusion? When might enough be enough?</li> </ul>	<ul style="list-style-type: none"> <li>Is love at the heart of your approach to caring for students? How is this affected by conceptions of family?</li> </ul>

# School Leaders Exemplar Approach 18: Behaviour and Safeguarding

Introductory > Emerging > Questioning/  
Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How does your school's ethos impact your behaviour policies?</li> </ul>	<ul style="list-style-type: none"> <li>• What impact do your leaders have on students' behaviour?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent do sanctions and punishment change behaviour in your view?</li> </ul>	<ul style="list-style-type: none"> <li>• Is your school's door open to the most vulnerable and excluded?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How do you celebrate and encourage amazing behaviour in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the link between great learning and great behaviour?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students in your school love learning?</li> </ul>	<ul style="list-style-type: none"> <li>• How vigilant is every teacher in every lesson from a safeguarding point of view? Could this be improved?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What is your approach to justice? Is it restorative?</li> </ul>	<ul style="list-style-type: none"> <li>• How many times do you forgive?</li> </ul>	<ul style="list-style-type: none"> <li>• Biblically, we all make mistakes and there is no limit to God's grace? Is there a limit in your school?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you take great care of the very most vulnerable and how does your approach to safeguarding reflect your school's ethos?</li> </ul>

# School Leaders Exemplar Approach 19: Marketing and Messaging

Introductory > Emerging > Questioning/  
Debating > Challenging

<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How would you sum up your school's purpose in a sentence?</li> </ul>	<ul style="list-style-type: none"> <li>If you have a motto, to what extent do people understand it consistently?</li> </ul>	<ul style="list-style-type: none"> <li>What would a representative group of parents articulate as your vision for the school? How would they know?</li> </ul>	<ul style="list-style-type: none"> <li>How competitive are you and to what extent is education provision a business to be expanded?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How consistent is your marketing with what actually happens in the classroom?</li> </ul>	<ul style="list-style-type: none"> <li>How do you publicly celebrate great learning?</li> </ul>	<ul style="list-style-type: none"> <li>What do your external stakeholders think of your approach to teaching and learning?</li> </ul>	<ul style="list-style-type: none"> <li>What values underpin your teaching and learning and how consistent is that with your motto/mission statement?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How does all your promotional material present the Christian identity of the school?</li> </ul>	<ul style="list-style-type: none"> <li>How do you use language to communicate that identity in a way that people in the community understand?</li> </ul>	<ul style="list-style-type: none"> <li>If a visitor came to your school today, how truthful would they find your messaging to be?</li> </ul>	<ul style="list-style-type: none"> <li>In a competitive climate, how do you demonstrate your strengths without undermining your neighbours?</li> </ul>

# School Leaders Exemplar Approach 20: Special Educational Needs

Introductory > Emerging > Questioning/  
Debating > Challenging

<b>What leadership questions should you be asking?</b>	<ul style="list-style-type: none"> <li>How do you invest in the training and development of staff in relation to SEN?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent does SEN feel like everyone's area of leadership, or does it accidentally get reduced to just the SENCO?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of reputation does your school have locally for SEN provision? How could this be improved?</li> </ul>	<ul style="list-style-type: none"> <li>How are you responding to the budget challenges in relation to provision for those with the most complex needs?</li> </ul>
<b>What pedagogical questions should you be asking?</b>	<ul style="list-style-type: none"> <li>What does differentiation actually look like in your classrooms?</li> </ul>	<ul style="list-style-type: none"> <li>How do you provide a curriculum that enables every student to flourish?</li> </ul>	<ul style="list-style-type: none"> <li>How integrated are SEN students within your lessons, and how could you use other adults in the room more effectively?</li> </ul>	<ul style="list-style-type: none"> <li>What resources would it take to genuinely accelerate SEN students' progress, and at what cost would that come?</li> </ul>
<b>What theological questions should you be asking?</b>	<ul style="list-style-type: none"> <li>Did God create everyone equally?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean for SEN students to flourish and how can your school improve the conditions for this to come about?</li> </ul>	<ul style="list-style-type: none"> <li>How does your SEN policy reflect the values of Dignity and Respect?</li> </ul>	<ul style="list-style-type: none"> <li>Do you adapt your Acts of Worship in any way for SEN students?</li> </ul>





# Governors

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## Exemplar Approach 1:

# Recruiting and Developing Leaders

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• What frameworks (e.g. HT Standards, Vision for Education) most help you to define what you're looking for?</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent do Governing Body members share a clear understanding of what they are looking for in a leader?</li> </ul>	<ul style="list-style-type: none"> <li>• How does your advertising invite people candidates into your community?</li> </ul>	<ul style="list-style-type: none"> <li>• How honest are you about the challenges you are facing as a Governing Body in recruitment?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How much does a breadth of curriculum matter to you?</li> </ul>	<ul style="list-style-type: none"> <li>• How important do you think pedagogical skill is to being a great leader?</li> </ul>	<ul style="list-style-type: none"> <li>• What mode of Teaching and Learning epitomises your school?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you allocate teaching resources to positively discriminate and remove disadvantage?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How interested are you in leaders' personal journeys of faith and how do you explore this?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you understand calling/ vocation and how is this unpacked at interview?</li> </ul>	<ul style="list-style-type: none"> <li>• How much do you pray about the recruitment process and does discernment play any role?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you see your prospective leaders as the spiritual directors of the school, and if so, how do you test this?</li> </ul>

## Exemplar Approach 2:

# Keeping School Leaders Accountable

Introductory > Emerging > Questioning/ Debating > Challenging

<p><b>What leadership questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How clear are your lines of accountability, and how consistently are they reinforced?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you invest in key relationships such that when a challenging conversation comes, it is easier?</li> </ul>	<ul style="list-style-type: none"> <li>• How does your Governing Body demonstrate a genuine shared responsibility for accountability??</li> </ul>	<ul style="list-style-type: none"> <li>• How narrow are you in your perception of success measures? Do senior leaders respond to your lead on this?</li> </ul>
<p><b>What pedagogical questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How well do you actually know the quality of teaching in school and how often do you experience it?</li> </ul>	<ul style="list-style-type: none"> <li>• What educational/ pedagogical experience is present on your Governing Body and how could you improve this?</li> </ul>	<ul style="list-style-type: none"> <li>• How rigorous are you in ensuring your teachers are improving in their practice?</li> </ul>	<ul style="list-style-type: none"> <li>• How are you ensuring that CPD resources are well-targeted and accounted for?</li> </ul>
<p><b>What theological questions should you be asking?</b></p>	<ul style="list-style-type: none"> <li>• How do you show love in a challenging conversation?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you deal with staff who feel a difficult conversation is 'un-Christian' and un-supportive?</li> </ul>	<ul style="list-style-type: none"> <li>• How does seeing each child 'through God's eyes' empower your rigour and passion/ challenge?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you balance the pursuit of standards with the potential stress/pressure on staff and what this says about God?</li> </ul>

# Overview

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The Church of England Foundation for Educational Leadership exists to develop inspirational leaders who are called, connected and committed to delivering the Church of England's vision for education.

The Foundation works with a wide variety of schools, TSAs, MATs, Dioceses and other educational bodies to enact this vision through 3 workstreams:

Programmes – the Foundation provides world-class leadership development programmes for a variety of leaders across the country including:

- CofEPQH – a dynamic residential programme for current and aspiring Headteachers, delivered in regional hubs across the country
- MAT CEO programme – professional development for Chief Executives of MATs, delivered nationally in partnership with IoE and Deloitte
- Diocesan Leadership Programme – a new programme designed to support and develop leaders within Diocesan education teams

Networks – the Foundation provides opportunities for school leaders to connect with one another through the Peer Support Network, which is active and growing in a number of regions nationally, enabling leaders to work together to support their development through focused development groups and peer coaching projects. In addition, the Foundation runs a range of regional and national conferences, connecting leaders together, alongside its Online Community which enables leaders to share resources and collaborate across the country on shared priorities.

Research – the Foundation is committed to commissioning and supporting research in schools, and has already funded a number of small scale research projects across the country, alongside some research scholarships for school leaders committed to exploring research themes in a school context.

**To find out more about the Foundation, visit [www.cefel.org.uk](http://www.cefel.org.uk) and follow the Foundation at [@CofE\\_EduLead](https://twitter.com/CofE_EduLead) on Twitter.**





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**FOUNDATION FOR  
EDUCATIONAL  
LEADERSHIP**