Leading a Boarding Community: Purpose, Practice and Provision

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Key Questions

▪ What is Boarding?

▪ What is Leadership in a Boarding Context?

▪ How can the learning experiences of students be enhanced by high quality Leadership?

▪ How do you intentionally create a culture

▪ Some practical examples
What is Boarding?

‘The practice of students living on the school’s premises during the academic term while they complete full time education.’

But clearly it is far more:

- A unique holistic educational experience
- Transformative learning journey
- A mechanism to develop independence
- The formation of lifelong friendships
- Important life and leadership skills to facilitate success
Boarding at Harrow School

• 12 Large Houses & 1 Overflow House
• 840 boys aged 13-18
• 70 boys on average
• 3 Resident Staff – HM, AHM & Matron
• 6 Non-Resident Tutors, 1 House Tutor, 1 House Visitor
• Each House has a unique character
• Facilities - Vary but generally consistent
• Locations - East to West along High Street
• Fierce loyalty from the boys and from old boys
• A diverse range of boys in terms of their talents, interests and backgrounds.
• Priority and attention given to pastoral care – a major strength of the School.
Drurys

- ‘The Oldest & Best’ - 1790s
- Tradition
- New Extension
- 67 Boys
- 13 Nationalities
- Lord Byron, Lord Butler, James Bond, Charles Alcock, Nick Compton, Palmerston & Peel
- Central location on the High Street
- All Round Success
Druries
The Purpose of Harrow School

‘Harrow prepares boys with diverse backgrounds and abilities for a life of learning, leadership and personal fulfilment’

To achieve our purpose we place an emphasis on five key areas:

- **Scholarship** - Encouraging intellectual curiosity
- **Opportunity** - Ensuring boys perform to their potential
- **Character** - Developing mature boys of good influence
- **People** - Recruit boys & staff who will facilitate excellence and thrive
- **Operations** - Provide environments and infrastructure that set us apart
The Values of Harrow School

Courage

Honour

Humility

Fellowship
Within Each House We Seek To:

- Create an atmosphere of positive and mutual encouragement that promotes boys’ intellectual, spiritual, cultural, moral and social growth, and in which striving for and achieving excellence are respected and admired.

- Foster an open and trusting ethos within which every boy feels able to approach any other member of the School community, whether boy or adult, confident that he will be treated and respected as an individual.

- Ensure there is a culture in which all boys strongly reject bullying of all kinds and understand and accept that Harrow is a diverse and inclusive community in which there must be equality of opportunity for all.
Values in Boarding

- A Harrovian demonstrating **Honour** will:
  - Conduct himself respectfully and responsibly, understanding that he is an ambassador
  - Respect timings for House commitments, routines, staff and their judgements.
  - Encourage other students in their endeavors and set the highest personal standards
  - Communicate positively and proactively with other students and staff
  - Conduct themselves with integrity
Values in Boarding

A Harrovian demonstrating **Courage** will:

- Give his all, even when faced with considerable challenge or adversity
- Embrace new experiences and challenges, using them as a chance to develop resilience and creativity
- Listen openly and carefully to constructive criticism, using it as a springboard to improve and grow
- Take the opportunity to represent his house and the school in competition
Values in Boarding

- A Harroovian demonstrating **Humility** will:
  - There is no ‘I’ in team – a team first approach
  - Accept disappointments graciously and use them as an opportunity to develop the value of perseverance
  - Act magnanimously in success, demonstrating respect for the efforts of others
  - Understand the impact of the House’s participation in and provision in the wider school community
  - Take part willingly, understanding the importance of serving others
Values in Boarding

A Harrovian demonstrating Fellowship will:

• Work to build an inclusive and supportive atmosphere in and outside the House
• Demonstrate a dedication and commitment to the House and its common goals
• Encourage, support and inspire all students to do their best - building strong relationships
• Cultivate a sense of belonging and camaraderie within the House
What is Leadership?

- ‘The ability and capacity to guide, inspire, and influence individuals or groups toward the achievement of a common goal or vision.’

- A Reward or Responsibility?

- Complex & Multifaceted

- Leadership in Action & Service

- Core Values - Empowering Climate
  - Honour, Courage, Humility and Fellowship

- Leadership Code - Binding - Sustained Success
Where Does Leadership Come From?

- Innate or Learnt?
- What Forms Can It Take?
- What does Good Leadership look like?
How Could We Do It?
Leadership Qualities

"I used to lead by example but it was too much work."
Leadership Qualities

- Good example
- Vision
- Clear goals
- Integrity
- Support
- Encouragement
- Expect the best
- Communication
- Recognition
- Stimulating work
- Focus on team needs
- Inspiration
A Ten Point Plan

1. Model Emotional Intelligence (EQ)
   • Identify your emotions
   • Demonstrate appropriate behaviour
   • Develop your knowledge of self
   • Be reflective

2. Do Not Obsess
   • You cannot do it alone!
   • Surround yourself with great people

3. Praise Appropriately
   • Allow healthy self-esteem to develop self-confidence
   • ‘Everyone gets a trophy’ - confusion and false confidence
   • Development of a fixed mindset

4. Experience of Risk and Failure
   • Learning pit
   • Appropriate risk taking
   • Tolerating failure
   • Support - Character development
A Ten Point Plan

5. Say No
   • Do not overindulge
   • Encourages development of work ethic
   • Patience and persistence

6. Let Students Solve Their Own Problems
   • Risk
   • Develops self-sufficiency and resilience
   • Critical thinking ability
   • Accountability

7. Walk Your Talk
   • Demonstrate aspirational behaviour
   • Authenticity Key
   • Be transparent and forthcoming

8. Show You Are Human
   • Display vulnerability
   • Loss of guilt
   • Fear of failure
   • Empathy
   • Own mistakes
A Ten Point Plan

9. Encouragement
   • Before an Activity
   • During an Activity
   • After an Activity
   • Outside an Activity

10. Talking About Leadership
    • Discussion
    • Simple questions
    • Individual students
    • Groups of students

We can mold our students into leaders, but only if we spend time working at it in the right way consistently.
Leadership & Basic Principles

- **My Philosophy – Authenticity and Integrity**
  - *Work your Hardest*
  - *Make the Most of your Talents and Opportunities*
  - *Look After Each Other*

- **High Expectations, Kindness & Discipline**
- **Routine** - Callovers, Bedtimes & Weekends
- **Key Community Events** - Songs & Competitions
- **Constructing a Collective History** - Identity & Legacy
- **Building Trust & Engagement** - Communication Key
Leadership & The House Community

- **Relationships Influence Leadership Development:**
  - Between staff
  - Between staff & students
  - Between students & families
  - Between students, staff, families and communities

- **As a Result:**
  - Role Models
  - Reinforcement of behaviours
  - Can be included in reporting
  - Can be discussed at parents’ meetings, concerts, on touchlines and other informal events
Leadership & The House Community

- **Parents have a big part to play:**
  - Encourage parents to allow their boys to lead
  - Ask parents to encourage and challenge boys to lead at home
  - Let boys lead what they want to – They have a voice and a choice

- **And so do staff:**
  - Providing opportunities for boys to lead
  - Talking about leadership with boys
  - Promoting leadership through action and service
  - Reinforcing positive behaviours
Internal Talking - Both Boys & Staff

- **DLD (Drurie Leadership Development) Clinics**
  - Formal & Themed - allowing boys to relate one to another
  - Morning/Evening sessions, but multiple leaders
  - Internally organised
  - Attended by staff and students

- **Informal** - Ad hoc and often activities/competitions focused

- **Structures for Conversations**
  - Informal - at meals, after prep, on the way to lessons
  - Formal - through committees, staff and senior students
  - Among groups of students both vertically and horizontally across year groups
In Summary….

- Leadership: the cornerstone of the conversation
- Structures and Culture: A life of leadership
- Autonomy with Responsibility within a framework is key
- External Factors: need to engage, include and manage
- Internal Factors: Students learning from their experiences, each other, their staff and coaches
- Effective leaders reflect often and continue to learn and grow throughout their careers.
‘Druries is not merely a collection of rooms and corridors; it is a vibrant community that has nurtured my growth and development, from boy to young man.

I am immensely proud of what we have achieved, each and every one of you and I would like to express my deepest appreciation to each of you for your role in making this House a truly special place.

Remember, the greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.

Thank you for allowing me the privilege of being your leader. It has been an unforgettable experience, and I will always cherish the memories we have created together.’
and finally…

- Thank you for listening

- Contact details: btm@harrowschool.org.uk

- Any Questions?
Pastoral Care at Harrow School

Some additional thoughts on Pastoral Care in the context of Boarding at Harrow School
Pastoral Care at Harrow School

- **Must** comprehensively and effectively underpin a boy’s entire experience of Harrow.

- At its most straightforward, it equates to term-time parenting: guiding, directing, consoling and nurturing, as well as intervening more significantly in times of need.

- Focused on the long-term development of students in their **Academic, Pastoral, Cocurricular and Social Education**.

- The drive to learn new skills and enhance existing skills, is central to maximising a boy’s potential and in preparing them to flourish beyond Harrow.
Pastoral Care at Harrow School

- The focus is in the boarding House but many other people, programmes and platforms play their part too.
- The Pastoral Support Committee (PSC)
- A Medical Centre staffed 24/7 by qualified nurses, with a GP’s surgery every weekday and the services of a Visiting Psychiatrist.
- A resident School Psychologist and School Counsellors.
- The Chaplaincy - two Anglican and one Roman Catholic Chaplains.
- An independent Listening Ear.
- A Designated Safeguarding Lead and six Deputy Designated Safeguarding Leads.
- House and School Monitors whose formal training for leadership responsibilities includes specific components on safeguarding and pastoral care.
Pastoral Care at Harrow School

- Safeguard and promote his welfare in a safe environment
- Develop his character
- Inculcate in him a desire for truth, honesty and respect for all others
- Respect his right to privacy and that of others
- Develop in him a sense of responsibility for himself, others and the environment
- Develop his sense of service, his leadership qualities, and his ability to work as part of a team
- Ensure he has equality of opportunity
- Acknowledge the importance of his links with his family as an indispensable part of his support and development
- Encourage him to lead a healthy lifestyle and to value its importance for his future at university and beyond
- Equip him for life in the 21st century