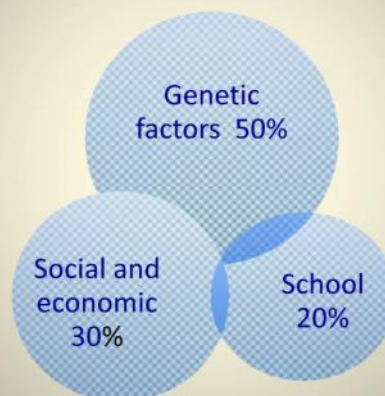


“Leading future-focused education and learning for all: issues, insights and implications.”

John West-Burnham
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The developing evidence base:



Neoliberal politics

- Marketization
- Deregulation
- Shrinking the public sector
- Reducing public expenditure
- Managerialism
- Performativity

How do we talk about the future?

- Denial
- Utopian conversations - Building scenarios
- Developing strategic horizons – moving from the operational
- Becoming evidence based
- “The best way to predict the future is to create it.” (Peter Drucker)

Responses to the future:

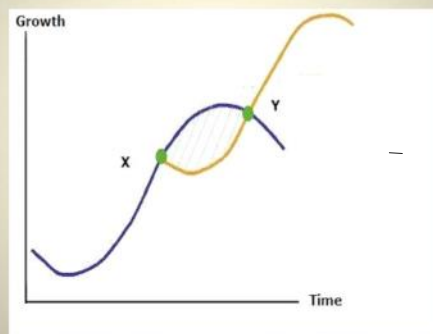
The purpose of a Caterpillar is to become a butterfly, not a better caterpillar. Putting wings on a caterpillar does not create a butterfly but rather a dysfunctional caterpillar.

Transformation requires metamorphosis.



Responses to the future

The Sigmoid Curve: second curve thinking



Second curve thinking:

- Abolish public exams at 16
- Focus on literacy in the family
- Stop teaching handwriting
- Personalize through IT: The Khan Academy
- Replace subject teaching with themes and problem solving
- Put learning in the community: Sugata Mitra

From find and fix to predict and prevent

- Focus on prevention through specification
- Public health in cities in the 19th century
- Switch from putting things right to stopping things going wrong.
- Atul Gawande- rethinking surgical procedures
- Chesley Sullenberger – Flight 1549

Marginal Gains

- Sir Dave Brailsford Performance Director of British Cycling
- He set about breaking down the objective of winning races into its component parts.
- Brailsford believed that if it was possible to make a 1% improvement in a whole host of areas, the cumulative gains would end up being hugely significant.

The most effective ways of supporting disadvantaged pupils' achievement

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and evidence based
- Clear responsive leadership

www.nfer.ac.uk/publications/PUPPO1

Readiness and capability



From Technical Problem to Adaptive Challenge

The most common cause of failure in leadership comes from treating what we call *adaptive challenges* as if they were *technical problems*.

While *technical problems* may be very complex and critically important they have known solutions. They can be resolved through the application of authoritative expertise and through the organization's current values and ways of doing things.

Adaptive challenges can only be addressed through changes in people's values, beliefs, habits, and loyalties. Making progress on them requires going far beyond any authoritative expertise and in particular dealing with the resistance that stems from unwillingness to face the losses that will be involved.

Linsky M and Lawrence J 2011

Collaboration 1

Route 128 is based on independent firms that internalise a wide range of productive activities. Practices of secrecy and corporate loyalty govern relations between firms and their customers, suppliers and competitors, reinforcing a regional culture that encourages stability and self-reliance.

Saxenian (1994) *Regional Advantage*

Collaboration 2

Silicon Valley is a regional network-based industrial system that promotes collective learning and flexible adjustment among specialist producers of a complex of related technologies. The region's dense social networks and open labour markets encourage experimentation and entrepreneurship. Companies compete intensely while at the same time learning from one another about changing markets and technologies through informal communication and collaborative practices . . .

Issues and implications for school leaders:

- Securing consent, consensus and alignment around community values.
- Engaging with the 50,30 and 20 per cent
- Strategic thinking – building future scenarios
- Focusing leadership and governance on teaching and learning
- Building leadership capacity
- Improve through collaboration
- Developing schools as communities rooted in trust.