

ACCS
WESTPORT 12/03/2010



*SCHOOLS OF THE PAST
SCHOOLS OF THE
FUTURE*

DONAL MURRAY



- What is it we want to retain or acknowledge from the past ?
- What do we want to retain or remove from the present
- How do we prepare for the future

OECD



- Nature of Childhood –extended adolescence
- Knowledge economy
- Inequality and Exclusion
- Changing Family and Community Life

2001

UK – WHITE PAPER



‘Your Child, Your Schools, Our Future’

- .. Pupil guarantee.. **Excellent Teaching and Extra Help...**
- Health and Well Being.. Schools in Partnership.. for better value! .. **Funding for Leadership Support..**
- Accountability and Intervention..new School Report Card.....
- .. **New Masters in Teaching & Learning..**

2009

New Zealand 'Secondary Futures'



- Students First... One size fits all ??
- Inspiring Teachers.. mentor..
- Social effects.... family, citizenship..
- Community connectedness...
- The Place of technology.. ???

2008

THE IRISH CONTEXT



- ‘Smart Schools –Smart Economy’ 2009 DES
- ‘Learning to Teach’ 2009 Teaching Council
- ‘Leading and Supporting Change in our Schools’ 2008-9 NCCA
- ‘Learning Anew’ 2007 NUIM /TL 21
- ‘An Emergent Approach to Teacher Development’ 2005 SLSS/Gary Granville

Future Trends In Ireland



- Decline in narrow subject based teaching i.e. More integration... non cognitive... (NCCA)
- Structural redesign in how we deliver the service.. (Junior Certificate ?) Minister 2009
- Individualisation and informality.. (TY, electives)
- Teacher as consultant and facilitator...(Conway et al 2009)
- Connectivity with commerce and technology(Smart Schools etc)
- Inclusivity as a norm ?..... NCSE
- Increase in school population.. (nat.pop8m.2030)
- Expansion in continuing education...(reskilling)
- WSE now MLL..... Parents and Student voice stronger



What changes do teachers see



- More accountability
- Fewer textbooks
- Market driven schools
- Demands for more professionalism
- ICT....whiteboard mania
- Burnout
- Conflict
- New methodologies
- Changes in assessment
- New formats for homework
- Decline in apps. for P/DP
- Role of teacher more ambiguous
- Diminished resources

4 BROAD THEMES



- Leadership
- Pedagogy
- Community
- Change Management

The School of the Future



School of the future will be different

- It will be only one source of learning
- But it will be strategic in overseeing and integrating young peoples learning
- It will be a central force and resource for the community
- Digital possibilities will revolutionise learning potential
- Core values and relationships will persist

Teaching & Learning



- Multi-locational learning
- Democratic power model
- Varied delivery
- Multi faceted assessment

Some Questions on Teaching and Learning



- How to cope with student disengagement?
- How do young people best learn?
- How will our classrooms be managed?
- How will pedagogy evolve?
- How to achieve clarity of purpose?
- How do we enable student voice ?

These are not only systemic questions but also are for each individual school

Change



Pace of change will be quick

Coherence making is key

Transparency is vital

Investment in moral purpose

Quality of relationships core

Charismatic leadership unlikely to enhance
sustainability



‘Leaders for change get involved as learners in in real reform situations. They craft their theories of change , consistently testing them against new situations. They become less vulnerable to and less dependent on external answers. They stop looking for solutions in the wrong places.’

Fullan 1998

Restructuring



Refers to changes in formal structures.....

systems

timetables

roles

Reculturing



- Norms
- Values
- Skills
- Incentives
- Relationships
- Behaviour

Artistry and Logic



- Schools will have to respond in both technical and emotional- symbolic ways to events, demands, expectations, hopes and fears.
- Technical responses will be analytical and rational
- Emotional and symbolic responses will be needed to harness and empower others to achieve coherence

Essentials to Change Agency



- Broad strategy
- Specific tactical plan
- Entusiasm, committment, perseverance
- Focused prioritising with personnel
- Inform and appraise
- Believe!



CHANGE CHAMPIONS



- Helicopter thinker
- High energy
- Pragmatism
- Visionary leadership

Teachers and Change



- Teachers as key agents of change
- Acknowledge the centrality of teachers to change
- Teacher change is personal and professional
- Teacher conflict and fragmentation as an issue

NCCA 2009

What Teachers say!



‘Feelings of ambivalence and conflict associated with increased bureaucracy.. The quality of school leadership.. Cultures of loneliness.... lack of understanding and ownership of the process of change’.

(Day Flores Vianna 2007)

TEACHER LEADERSHIP POTENTIAL

- Subject leader
- Mentor
- Peer coach
- Team - teaching leader
- Community liaison

- SDP team member
- Instructional leader
- Student activities leader
- Parent Liaison
- Technology leader





‘As students of teacher leadership , we believe that teachers have a profound effect on the quality of schools, influencing the schools themselves and defining innovative leadership in the 21st century. However this leadership can only come from teachers who ‘tell the truth’ and who accept the vulnerability that results from doing so’

Ackerman/Mack
2006

Teacher Leaders in Action



- ❖ Revealing classroom practice
- ❖ Sharing expertise
- ❖ Asking questions of colleagues
- ❖ Mentoring
- ❖ Modelling good practice

Challenges for Teacher Leaders



- Notions of leadership are hierarchical
- Lack of role clarity
- Conservatism and isolation..... (Lortie)
- Colleagues !
- Vulnerability

Keeping Good Teachers Teaching



- Provide adequate funding
- Develop site based management
- Engage with parents
- Avoid the industrial model of schooling
- Rely on teacher expertise
- Give teachers influence
- Increase their responsibility

Johnson SM

1990

Leader of Learning



- Promotes quality teaching
- Supervises, models, evaluates
- Allocates wisely
- Creates positive expectations
- Highly visible
- Promotes CPD
- Involves students
- Enhances collaboration
- Seeks support

Characteristics of Leaders for Future Change



- Courage
- Impartiality
- Empathy
- Judgement
- Humility



- Grounded in realism, not wishful thinking
- Commitment to a cause and belief in ideas, possibilities and aspiration
- Action as a concomitant of hope
- Strategic management of action



We will have national imperatives and system demanded changes into the future. However it is still the task of the school community to ensure that it maintains its own meaning. The challenge will be for all engaged in school leadership to contribute to achieving coherence of action which sustains and satisfies all the participants.



‘A leader’s job is to stir emotion and set audacious grandiose goals that shake the status quo. Too much management and you stagnate.. Too much leadership and you get nowhere. Embrace the challenge of striking the balance.. Do it well and the results will surpass your wildest dreams ‘.....

Chief Inspector DES 2009