

Seminar on 22<sup>th</sup> February 2012 in Mukogawa Women's University

**Note to accompany the slides on 'meeting the challenge of 21<sup>st</sup> century education  
– what are the implications for school leadership'**

Sir Dexter HUTT\*

The impact of globalisation as evidenced by the progress of cities like Dongguan in China and Bangalore in India indicates that the pace of change across the world is probably now faster than it has ever been

In the world of secondary education technology is challenging our current practice of teaching and learning, not least because students are often more skilled in the use of modern technology than their teachers.

This situation raises questions about the future role of the teacher: it raises questions about the teacher's role – currently that of 'the sage on the stage' – progressing to being 'a guide on the side' and 'the catalyst in the centre'. This has implications for teacher training.

Our rapidly changing world may also have implications for our curriculum: should our core curriculum progress to include digital literacy, global awareness and the encouragement of creativity?

Daniel H Pink in his book 'A Whole New Mind' argues that whereas the 20<sup>th</sup> century can be regarded as the information age, the 21<sup>st</sup> century is the conceptual age. Our curriculum which has been based on left brain stimulation now needs to be rebalanced to also encourage right brain development which promotes creativity

If schools (and other organisations) are to adapt to 21<sup>st</sup> century needs they will need to change the default settings of their current organisations since one cannot expect 20<sup>th</sup> century default settings to meet 21<sup>st</sup> century needs

The default settings in any organisation determine how that organisation is set up to run. For example if the furniture in a classroom is set up in rows with the teacher's desk at the front then the outcome is very likely to be that the teacher will teach from the front. They may occasionally do otherwise but the power of the default setting of the furniture will usually prevail

So the challenge for schools seeking to offer a 21<sup>st</sup> century education is to identify their current

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\* A board member of Young People Learning Agency

20<sup>th</sup> century default settings and then tease out what their 21<sup>st</sup> century default settings can do. They cannot expect 20<sup>th</sup> century default settings to deliver 21<sup>st</sup> century education

This will be an ongoing challenge: as the 21<sup>st</sup> century develops new default settings will need to be found if the organisation is to adapt to the rapidly changing environment

The remaining slide relate more specifically to the current English education system. The argument is that the current pool of talent in the public sector is unlikely to provide the number of imaginative and talented leaders necessary to lead individual schools. There is a greater probability of finding the number of necessary leaders to lead successful systemic change if schools are grouped and led by Executive Leaders.

## Meeting the challenge of 21<sup>st</sup> century education – what are the implications for school leadership?

Sir Dexter Hutt  
Mukogawa Women's University  
Seminar – part 1  
22<sup>nd</sup> February 2012

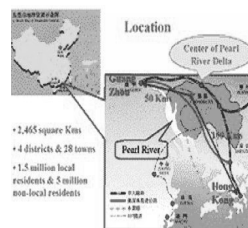
IN THE 21<sup>ST</sup> CENTURY COUNTRIES MAY NEED TO  
DEVELOP EDUCATION SYSTEMS AND STRUCTURES  
THAT, AT THE LEVEL OF THE SCHOOL,  
DEVELOP TRANSFORMATIONAL LEADERSHIP  
RATHER THAN JUST MAINTENANCE LEADERSHIP

SO WHAT'S SO DIFFERENT ABOUT  
THE 21<sup>ST</sup> CENTURY?

## THE IMPACT OF GLOBALISATION?

**ninestiles**  
ninestiles plus... creating a learning culture


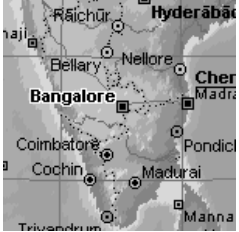
## Dongguan



### Dongguan

- Population increase from 1 million to 7 million
- 15,000 International Companies
- 25,000 companies total -- 10,000 of them are computer related manufacturers, representing 40% of all international computer part market
- Ranked 7th in overall municipal competitiveness in China
- Ranked 3rd in goods exported, behind Shanghai and Shenzhen


# Bangalore

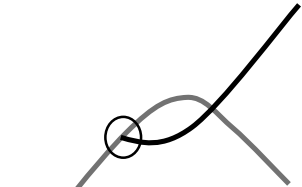

## Bangalore

- Silicon Valley of India
- 7.2 million people, 5<sup>th</sup> largest city in India (+ 1 billion people)
- 86% literacy
- 1154 IT SW companies in 2003, up from 29 in 1993
- 116 new SW technology part units established in 2002-3
- Highest number of engineering colleges in the world
- Over 103 Research and Development institutions

**SO WHAT MINDSET MIGHT BE HELPFUL TO MEET THE LEADERSHIP CHALLENGE OF OUR RAPIDLY CHANGING WORLD?**



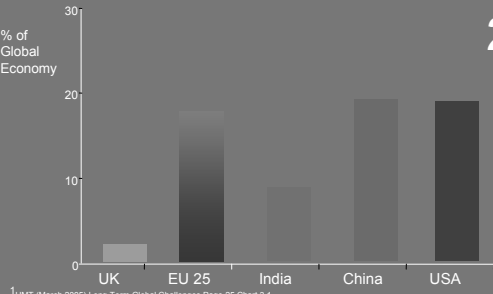
## SIGMOID CURVE

## Challenges

The Global Playing Field is Changing Fast


- The biggest restructuring of the World Economy since the rise of the USA e.g. over the next 10 years China and India will double in economic size – the UK will be only 25% bigger




**2008**

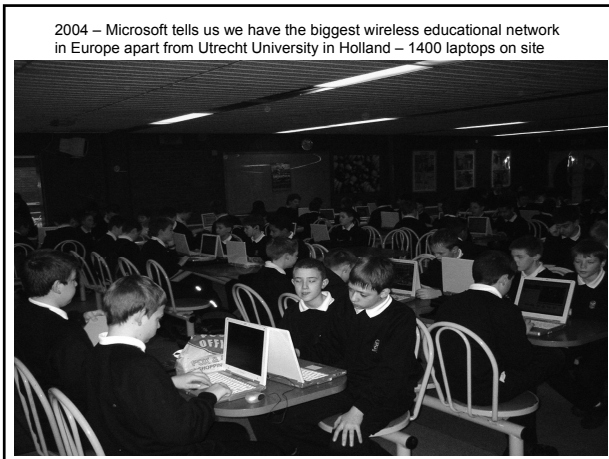
Region/Country	% of Global Economy
UK	~3%
EU 25	~18%
India	~9%
China	~19%
USA	~19%

<sup>1</sup>HMT (March 2005) Long Term Global Challenges Page 25 Chart 3.1



**AND WHAT ARE SOME OF THE ISSUES THAT WE AS SCHOOL LEADERS MIGHT NEED TO RESOLVE?**





**Personalisation and Technology Challenges**

The danger that technology is used simply to speed some processes in traditional teaching organisation and practice rather than transform it?

Technology can support the teacher's role moving from knowledge bearer to learning facilitator to catalyst for learning?

Technology should be used to do NEW things - not to do old things faster

The technological expertise of some students exceeds some teachers?

The technological adaptability of some students exceeds some teachers?

The pace of technology change is accelerating?

*ninestiles plus... creating a learning culture*

**Personalisation and Teaching and Learning Challenges**

The teacher moving from 'Sage on the stage' to 'Guide on the side' To 'Catalyst in the centre'?

How do we avoid the danger of replacing one kind of Standardisation with another?

How far can the strategic and creative use of ICT support Personalisation?

How far can be personalise if we continue to think teacher/class?

Is the development of independent learning skills an essential platform to support Personalisation

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**Personalisation and Teaching and Learning Challenges**

Do 21<sup>st</sup> century schools need to review the balance between learning knowledge and developing skills?

Should 'global awareness' be included in our 21<sup>st</sup> century core curriculum?

Should 'digital literacy' be included in our 21<sup>st</sup> century core curriculum?

Do we continue to rely on academic success as the main differentiator between students – or do we develop a more balanced scorecard that values and encourages creativity?

How important is the self confidence/self esteem of every student facing 21<sup>st</sup> century change?

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**And how important is creativity becoming in the 21<sup>st</sup> century?**

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**Daniel H Pink – A Whole New Mind**

- The 20<sup>th</sup> century information age – left brain
- The 21<sup>st</sup> century conceptual age – right brain
- Abundance, Asia, Automation
- Aptitudes needed to be a success in the 21<sup>st</sup> century are Design, Story, Symphony, Empathy, Play and Meaning
- MBA / MFA, programmers, doctors, designers/chemical engineers

What does all this mean for 21<sup>st</sup> century education? And for our schools? – does the curriculum need to change to develop right brain thinking?


*ninestiles plus... creating a learning culture*

**Understanding the concept and the power of DEFAULT SETTINGS**



**DEFAULT SETTINGS**


- All organisations – whether they recognise them or not – have default settings.
- These default settings determine ‘how the organisation is set up’ – and they either hinder or facilitate the ease with which the organisation can achieve its aims
- There is often a mismatch between default settings and declared aims of the organisation
- The exception to the rule can often illuminate where the default setting lies



**The challenge for us as we plan our 21<sup>st</sup> century schools ?**


**Can our current 20<sup>th</sup> century default settings support our move to 21<sup>st</sup> century education?**

**Or will we need to tease out what our 21<sup>st</sup> century default settings might be?**




**Teasing out some 20<sup>th</sup> to 21<sup>st</sup> century default settings**

<b>20<sup>th</sup> century default</b>	<b>21<sup>st</sup> century default?</b>
<ul style="list-style-type: none"> <li>• Teachers designing their own ICT resources</li> <li>• Teachers making their own contacts with industry/community</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers supported by a team of web designers</li> <li>• A full time member of staff dedicated to facilitating curriculum links with industry/community</li> </ul>

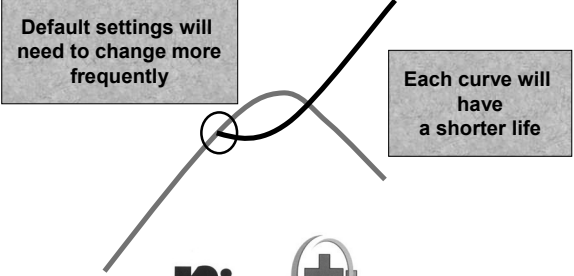



**Teasing out some 20<sup>th</sup> to 21<sup>st</sup> century default settings**

<b>20<sup>th</sup> century default</b>	<b>21<sup>st</sup> century default?</b>
<ul style="list-style-type: none"> <li>• The occasional artist/writer in residence</li> <li>• Students having sporadic opportunities to research, work in teams and present to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• A range of external creative people regularly supporting the curriculum</li> <li>• The curriculum designed to provide regular opportunities to present to an audience</li> </ul>



**The increasing pace of change will mean**

### What might it mean for us as current school leaders?

- To tease out and ensure your school has the default settings that would facilitate achieving your current aims would be progress – but short term. (A bit like giving a man a fish rather than teaching him to fish!)



### What might it mean for us as ongoing or future school leaders?

- The real challenge for us is to create an organisational culture that understands that there will **always** be a need for change, an organisation that is highly adaptable, and an organisation that is therefore able to find its sigmoid curves and change its set of default settings as the 21<sup>st</sup> century unfolds.....



So symphony – the big picture is ..... to recognise that above all our schools will need leadership to ensure....

An organisational culture that is receptive to continual change



SO FROM A LEADERSHIP POINT OF VIEW....

Are we prepared for this 21<sup>st</sup> century challenge to our secondary school system?

Are we set up for system success - or merely pockets of success?

Is it reasonable to expect our Headteachers to meet the new challenges working with the current system?

Or do we – at national level need to take a step back and rethink?

**Might our 'system' need to change its own default settings?**

THE PLOT THICKENS.....

#### GORDON BROWN'S MANSION HOUSE SPEECH 2008

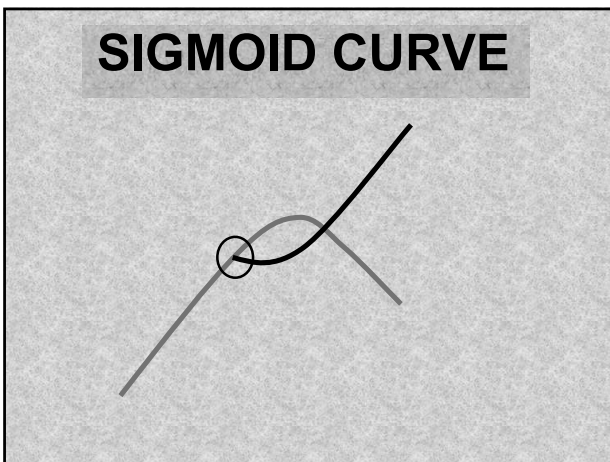
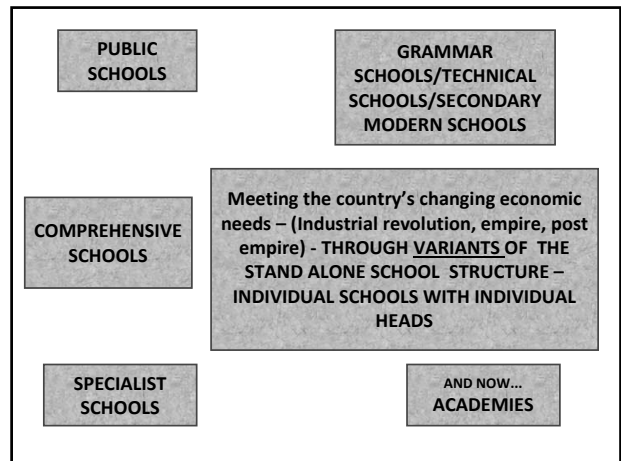
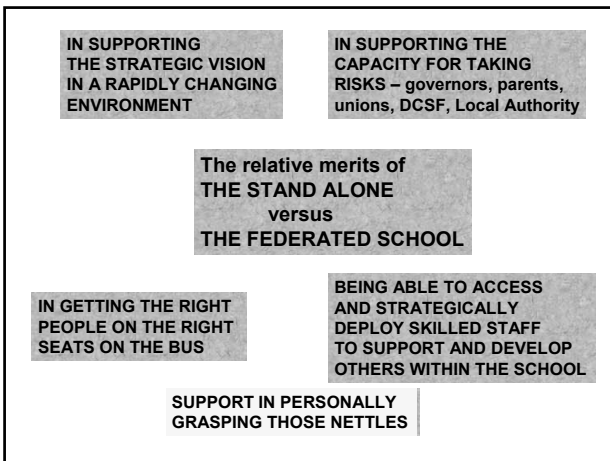
'Today there are in Britain 5 million unskilled people. By 2020 we will need only just over half a million.....'

'The global competition to create highly skilled, value added economies is fierce and can only get fiercer.'

'And so I believe it is time for all of us ..... to usher in a national debate on how we, Britain, can move to becoming world class in education.'

### Key factors affecting a Head's ability to lead a school through rapid change

- The capacity for thinking strategically and having a vision which keeps pace with the rapidly changing national and international environment
- The Head's personal capacity for grasping nettles - his or her capacity for taking risks and/or making unpopular but necessary decisions
- Sorting out staffing - getting the right people on the right seats on the bus
- Having identified solutions to problems: being able to access and deploy quality support and guidance that prioritises your need and accepts shared accountability for implementing the solution



**DEFAULT SETTINGS**

All education systems– whether they recognise them or not – have structured default settings.

These structured default settings determine ‘how the education system is set up’ – and they either hinder or facilitate the ease with which the government can achieve its aims

There is often a mismatch between structured default settings and declared aims of the government

The exception to the rule can often illuminate where the default setting lies

**A reminder for us as school leaders...**

- Research says that the single most important factor in school improvement is the quality of leadership....
- The question that must logically follow is : are all 3000+ secondary Heads equally capable? – all at a similar level of leadership skills, school improvement understanding and risk taking capability?
- Our current stand alone structure – one head/one school assumes that they are .

**THE CURRENT SYSTEM**

**The Stand Alone School is our Default Setting**

- **SOME ARE SUCCESSFUL** – the exception that illuminates the default?
- More Federations are appearing but each one takes a lot of (political) energy to create – too many obstacles to overcome
- And Federations are currently a deficit model – seen as the answer to failing schools as opposed to being the catalyst for 21<sup>st</sup> century schools
- The consequence is that Heads forced into federations often fear that they are perceived as part of the problem..
- The result will be pockets of Federations – not systemic change?



**So what default structure might give us systemic change to recognise the 21<sup>st</sup> century challenge?**

**Federations are our new Default Setting**

- Led by Executive Leaders / Chief Executives
- Headship within a Federation now the 'norm' – so removes the risk of being stigmatised
- A new career structure – with all Heads having the opportunity to progress to Executive Leadership
- Federations inspected and judged as a unit – as good as the weakest link in the 'family'
- Increasing the strategic capacity, the risk taking capacity, and the pool of resources that can be deployed internally

Giving Heads a playing field which provides a real opportunity to exercise effective leadership?

**And who has the ability to facilitate system change – who has the authority to change our structural default setting?**

- Only the government has its hands on the levers of national change
- LMS in 1989 was the most fundamental structural change to support school improvement?
- In 1987 there were LMS pilots, in 1989 all secondary schools became LMS
- By government legislation!
- We have had 'pilot federations' for nine years now – but viewed as down to a few special individuals rather than due to the structure

It smacks of low expectations of our leadership pool?

**THE FUTURE?**

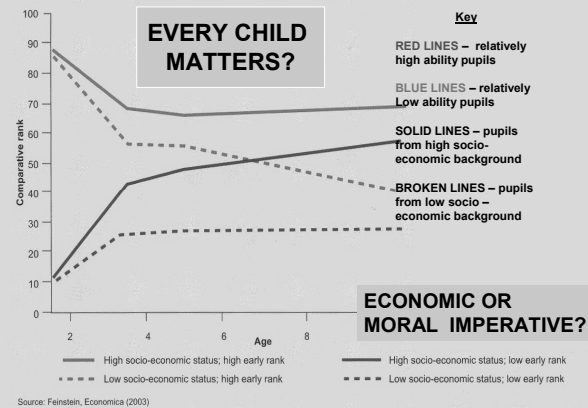
Six or seven hundred Federations with Executive leaders?

Maximising the pool of leadership talent – and on the job training for succession Executive Leaders?

With a real chance of meeting the challenge of Every Child Matters within a 21<sup>st</sup> century context?

Executive leaders not Heads but close enough not to become administrative bureaucrats

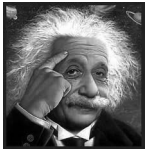
The influence of social class on early development



## SECURING SCHOOL IMPROVEMENT

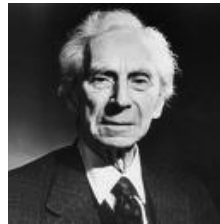
Sir Dexter Hutt  
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'Everything should be made as simple as possible, but not simpler'

Albert Einstein



'Maintain your position with doubt'

BERTRAND RUSSELL  
Philosopher and winner  
of the Nobel prize

Interpreted to mean A MENTAL BALANCE THAT ALLOWS YOU TO HAVE ENOUGH CONVICTION TO IMPLEMENT CHANGE DECISIVELY, WHILE AT THE SAME TIME RETAINING THE CAPACITY TO TAKE IN NEW INFORMATION AND AMEND YOUR POLICIES AND PRACTICE AS NECESSARY.

IN 1988, NINESTILES SCHOOL HAD THE 2<sup>nd</sup> WORST RESULTS OUT OF BIRMINGHAM'S 83 SECONDARY SCHOOLS

IN 2010 IT WAS ONE OF ONLY TWO SECONDARY SCHOOLS IN THE WEST MIDLANDS REGION TO HAVE HAD THREE CONSECUTIVE 'OUTSTANDING' OFSTED INSPECTIONS

TIMES EDUCATIONAL 2001

## The best inspection ever

THE staff of a Birmingham school are celebrating inspectors' decision to award them the highest teaching grades on record for a comprehensive.

Ninestiles school — where every teacher has a laptop and pupils set their own learning goals — was told by the Office for Standards in Education that 85 per cent of its lessons were "good" or better, compared to an average for English secondaries last year of 57 per cent.

Ninestiles is a technology college that selects 10 per cent of its 1,400 pupils. Dexter Hutt, head-teacher, said the inspection results were a tribute to an innovative

By Warwick Mansell

approach to teaching and management in a school where 30 per cent of pupils get free meals.

The school has a young staff — a third of those in the classroom have joined the profession in the past four years — and eight advanced skills teachers.

All are rigorously monitored, using a system of classroom observation that won particular praise from OFSTED. Each teacher is observed by colleagues three or four times a year.

Pupils effectively decide which sets they will be in for each subject. In their first term, they spend

a week working with teachers to set themselves learning goals, which are then reviewed termly.

The school's report was not completely unblemished: inspectors argued that some of the pupils' homework could be more varied and challenging.

However, new OFSTED supremo Mike Tomlinson still described the teaching grades as a "tremendous achievement".

Mr Hutt said: "Teaching is obviously a central part of the life of any school, so to achieve these marks is very pleasing. We have had lots of letters of support from people in Birmingham. We're delighted."



2004 - Specialist Schools Trust publishes a booklet on school improvement at Ninestiles and sends a copy to every secondary school in the country.

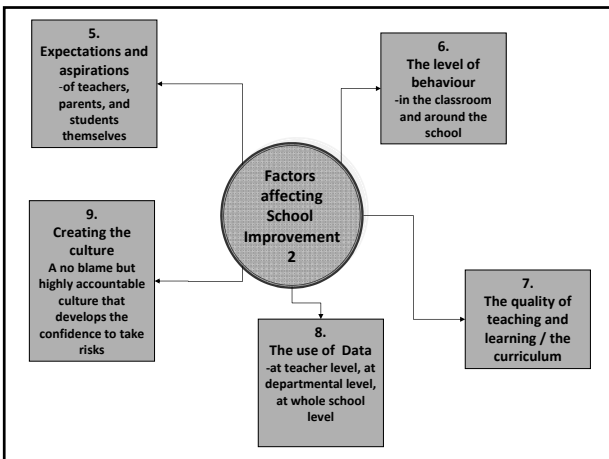
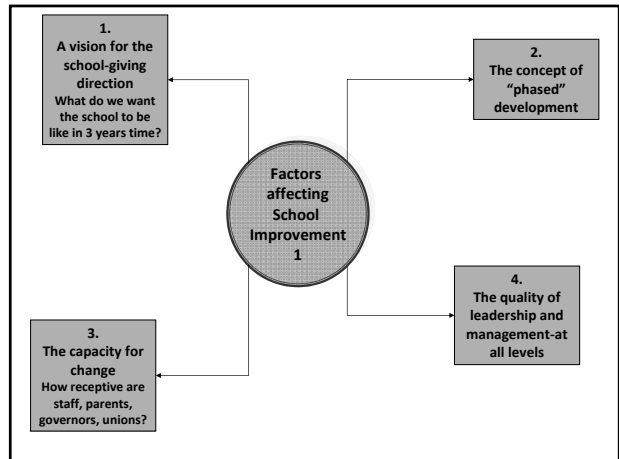
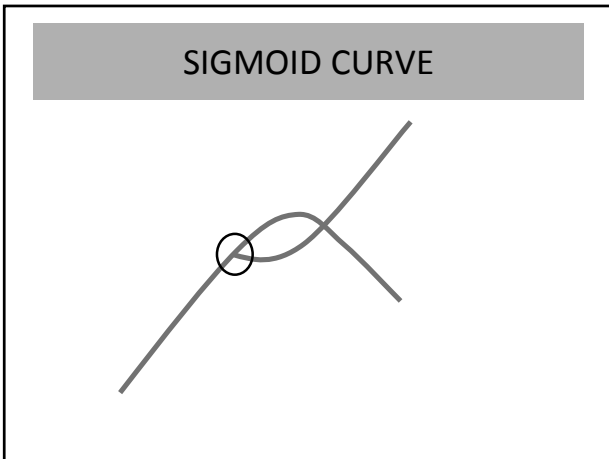
  
 Specialist Schools Trust  
HELPING LEADERS AND TEACHERS

## Top-performing school starts by managing behaviour

Managing pupils' behaviour was the first step to improvement for an inner-city school which has received the highest accolades for its teaching and now leads a federation of schools



March 2004

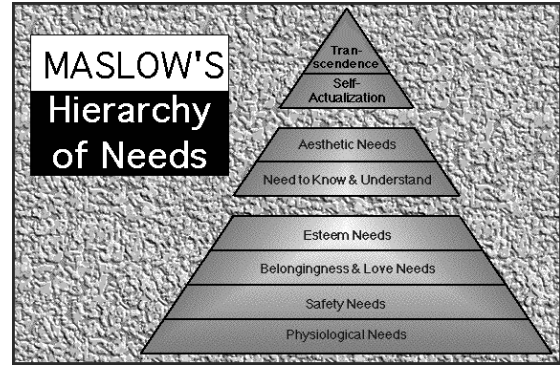


**These factors are not independent of each other: they interlock with each other, they support and reinforce each other.**

**Their combined effect is much greater than the sum of their individual parts and it is this that determines the resulting school culture and the rate of improvement**

**Effective school leadership and management is about the interrelationship of these factors, within the context of the specific developmental phase that a particular school is in.**

**FOCUSING ON IMPROVING THE QUALITY OF  
TEACHING AND LEARNING**



**PLEASE LOOK AT YOUR SET OF THREE HANDOUTS.  
THIS IS OUR LESSON PLANNING FORMAT.  
IT IS USED BY EVERY TEACHER, FOR EVERY LESSON**