Leading in two worlds
What is the connection between these?

The Pony Express

Wittgenstein’s Propeller

The Cutty Sark
“Let us not imagine that we are going to create the outstanding school of tomorrow by continuing to try to incrementally improve the school of today....

... we need to re-conceptualise completely.”

John West-Burnham
But! ....

Headteachers issue urgent appeal to ministers over looming schools cash crisis

7:25 13 July 2015  |  Martin George

Heads have warned increased pension and national insurance costs will have a dramatic effect on next year’s budgets.

Headteachers have today warned of a looming financial crisis due to hit schools next term, which could lead to teacher redundancies, larger class sizes and some pupils being denied places.

Nicky Morgan vs The Bell Curve.
Dear Nicky... I’ve just read this: In there it says this: Schools eligible for intervention will be those which fall below a new ‘coasting’ level for 3 yea... headguruteacher.com
Calvin and Hobbes by Bill Watterson

November 04, 2015

You know, school wouldn't be so bad if you didn't have to go every day.

...and if you didn't have to learn anything...and if you took away all the teachers and all the other kids...if it was completely different, school would be great.

A lot of things are like that.

Nobody asks me how things ought to be. I've got tons of ideas!
Learning to live and lead in multiple worlds

**H1 – Red**
The current prevailing system which is losing ‘fit’ with the external environment.

**H3 – Green**
Ideas about the future of the system which are at best marginal at present but gain power as they represent a more effective response to the changed environment.

**H2 – Blue**
An intermediate space in which the first and third horizons collide – and where future-focused leaders work.
Highest levels of achievement

Highest levels of well-being and involvement

Highly effective preparation for the future

Highly effective family and community engagement

THE SCHOOLS OF TOMORROW FRAMEWORK
Characteristics of a School of Tomorrow

• A strong ethos and set of values consistently lived
• A learning culture:
  • Shared language of learning
  • Everyone is a learner
  • Research to find out what works best
  • Willingness to fail
• Building engagement and agency
• Collaborative approaches
• Embedding changes
The Schools of Tomorrow Fellowship

• Designed by school leaders and being developed and tested this year in eight Trailblazer schools in all phases

• Schools report:
  • a renewed focus on reshaping school vision
  • enabling deeper thought about their activities and the role of stakeholders
  • building and developing enthusiasm and change acceptance within leadership teams

• A two year rolling commitment to partnership peer review with stakeholder engagement
Three inter-locking processes

- **Head-to-head**
  - An agreed values, context and priorities statement
  - The identification of a preferred set of relevant data indicators
  - Lead reviewer of partner school

- **Stakeholder evaluation leadership team - staff, parent, governor, pupil**
  - To engage others and formally evaluate progress in future years

- **Pupil-led research**
  - How well does my school prepare me to understand and help shape the future?
Defining characteristics of Fellowship

- Professionally-led and defined
- Context-related
- School partnerships
- Critical evaluation and challenge
- Stakeholder and student involvement
- Built around four quadrant framework
- Future-focused
- Creative and innovative
Change is a mindset that informs leadership

“Genuine system leaders have ....... profound commitment to the health of the whole that radiates to nurture similar commitment in others. Their ability to see reality through the eyes of people very different from themselves encourages others to be more open as well. They build relationships based on deep listening, and networks of trust and collaboration start to flourish. They are so convinced that something can be done that they do not wait for a fully developed plan, thereby freeing others to step ahead and learn by doing.”