

Creating the Future: dreams, scenarios and data

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- Always in motion is the future. (Yoda)
- The *future* is a foreign country – they do things differently there. (Apologies to LP Hartley)
- The best way to predict the future is to create it. (Peter Drucker)
- We did not come to fear the future. We came here to shape it. (Barack Obama)

The changing policy context



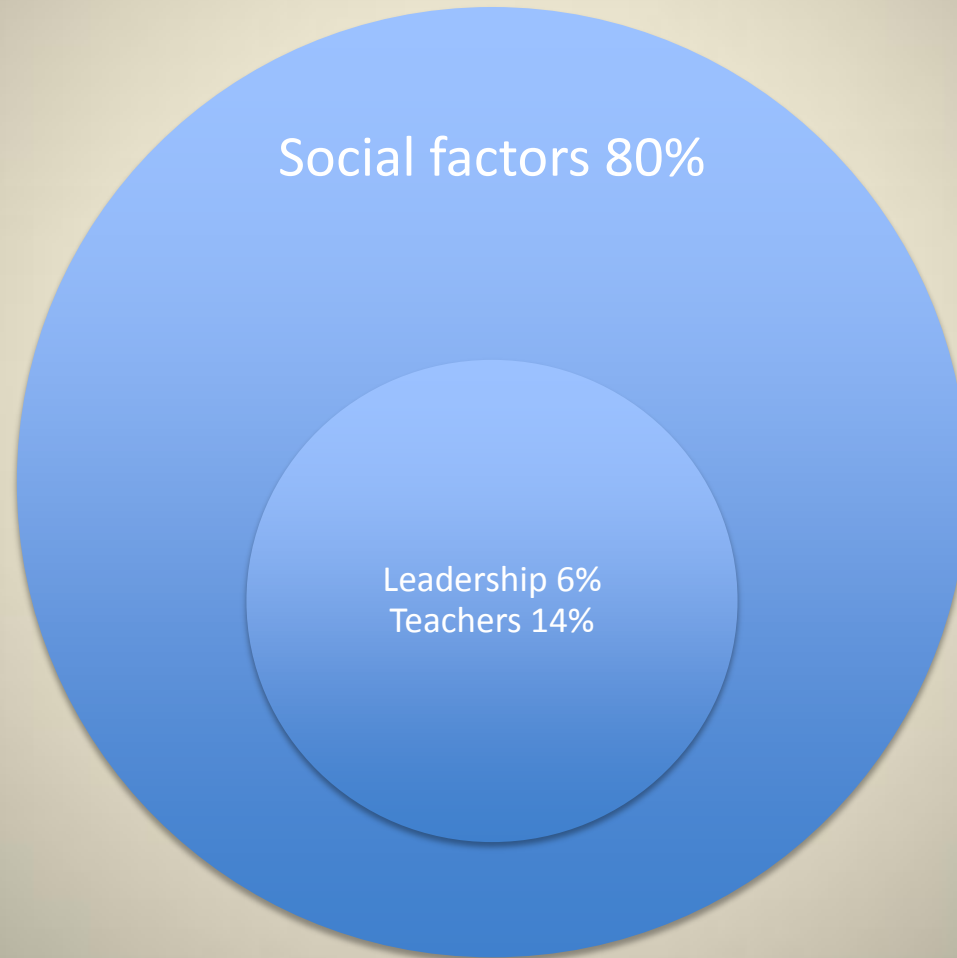
Schools: the emerging agenda

- Closing the gap – high accountability
- More for less
- Rethinking the LA
- Loss of infrastructure – SISS
- Autonomy for schools

Short term implications:

- Focus on teaching and learning
- Effective and efficient
- New relationships, partnerships and alliances
- Rethinking curriculum and pedagogy

The variables influencing educational success and achievement



Excellence and equity



Long-term issues

1. Sustained focus on closing the gap but equity in education increasingly elusive – 80:20 still applies – family, community, poverty and social class outweigh school effects
2. School improvement driven by autonomous schools collaborating (SISS) – systems leadership – partnerships, alliances, federations, trusts and chains
3. Economic constraints will continue until 2020 assuming no major economic crises – education budgets cannot be guaranteed indefinitely.
4. Neoliberal approaches will become the dominant philosophy – market forces will prevail, increasing privatization

5. The public sector will continue to decline – opportunities for alternative sources of provision, commercial involvement and social entrepreneurship

6. Education policy will be largely laissez-faire but with very tight performance based accountability (Focus on high impact – high leverage strategies – more for less)

7. Traditional employment patterns will gradually disappear apart from the public sector – more part time, job share and short term employment

8. Information technology will become increasingly powerful and cheaper.

Key implications of the strategic issues:

Decision makers can use scenarios to think about the uncertain aspects of the future that most worry them – or to discover the aspects about which they should be concerned – and to explore ways in which these might unfold.

As they identify discontinuity as a central issue for organisations, scenarios help businesses and governments to prepare for ‘surprising’ change. An organisation that is open to change is much more likely to survive and thrive than one that is continually chasing events.

www.shell.com/whatarescenarios

OECD (2002) Scenarios for the Future of Education

1. ATTEMPTING TO MAINTAIN THE STATUS QUO:

Scenario 1.a "School Systems Continue"

Scenario 1.b "Teacher exodus - The 'meltdown scenario'"

Scenario 1.c " Restoring historical models"

2. RE-SCHOOLING:

Scenario 2.a "Schools as Core Social Centres"

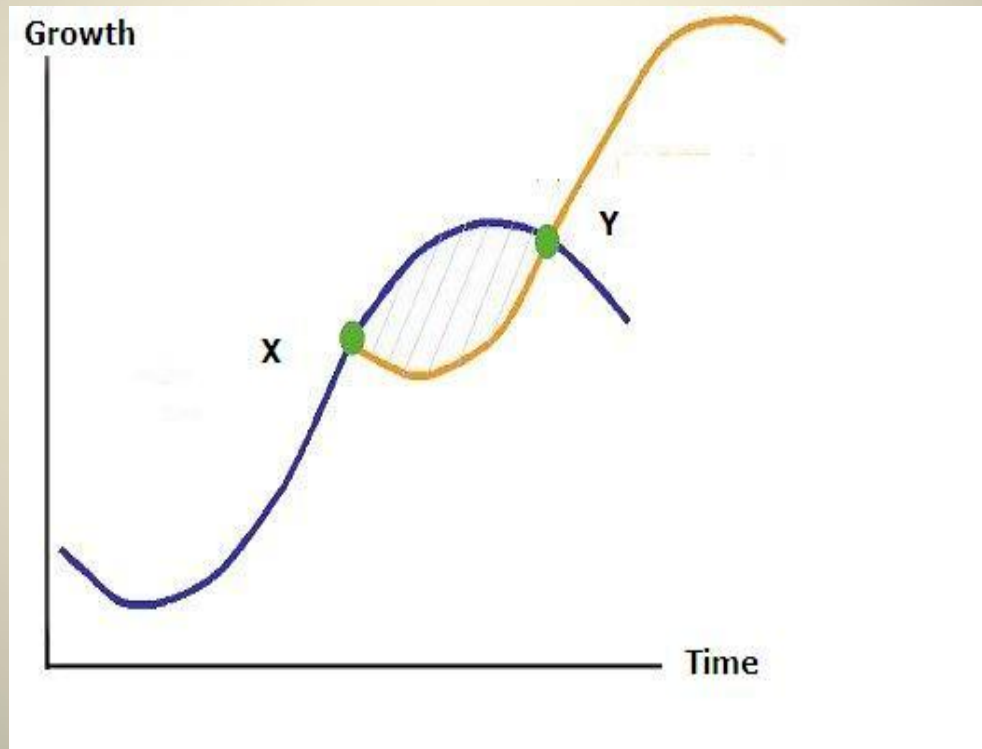
Scenario 2.b "Schools as Focused Learning Organisations"

3. DE-SCHOOLING:

Scenario 3.a "Learning Networks and the Network Society"

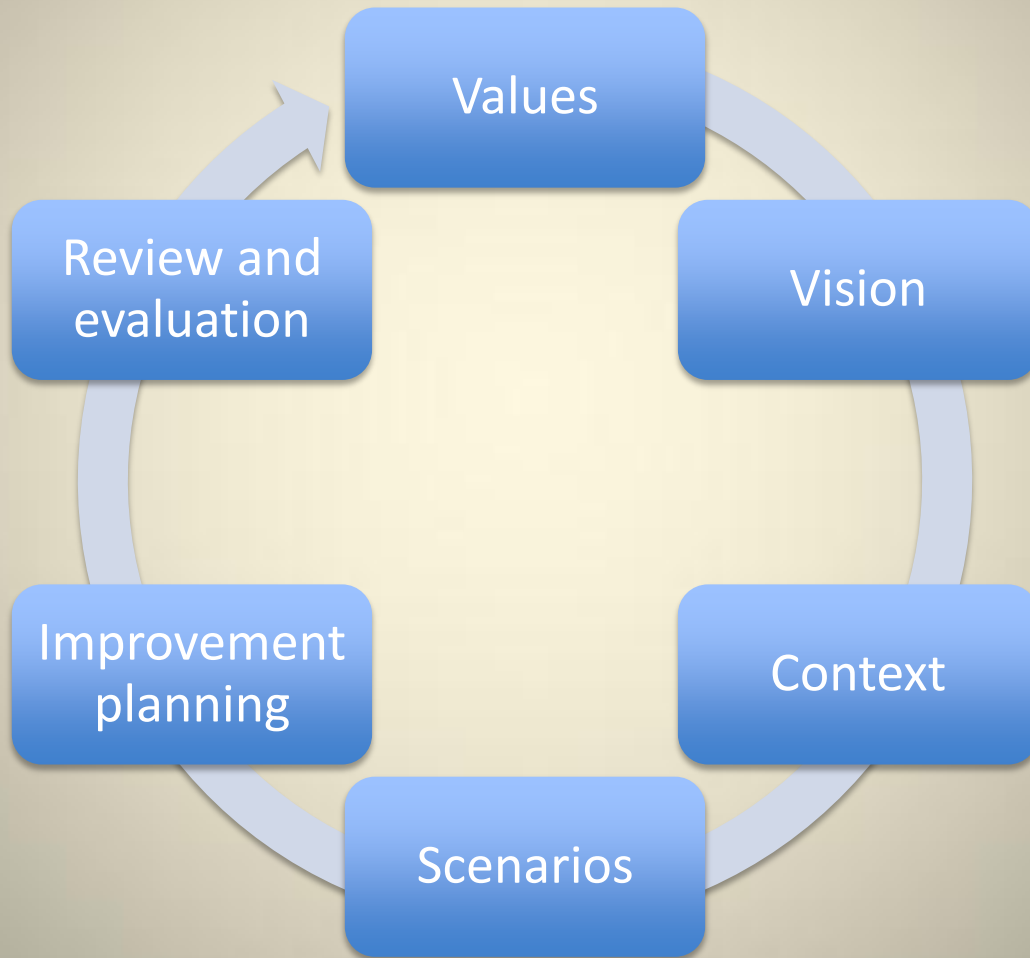
Scenario 3.b "Extending the Market Model"

Planning: the Sigmoid Curve



Leading through stories about the future

Scenarios are stories, narratives that help to work out the possible options for the future by developing a range of models with varying degrees of detail and alternative possibilities. Crucially the stories can be changed and developed – scenarios recognise the dynamic nature of the world in which education functions.



Variables influencing scenarios:

- The architecture of learning
- The nature of the curriculum
- Engagement with family and community
- Engagement with other agencies
- Leadership capacity and succession
- Collaboration
- Social change
- Environmental change