


# Future-focused Instructional Leaders November 2016

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Surgeon General's Warning: This presentation may or may not start a revolution. This information is designed to change your habits, thinking, and direction. If you experience sweaty palms, rapid breathing, or racing heartbeat, take a glass of wine (or water), sit and read 21 Trends for the 21<sup>st</sup> Century by Gary Marx. If, by the end of the book, you are not still excited, call your doctor.



# Learning Targets

- Scan Gary Marx's 21 trends
- Become a wide angle lens that looks at the ramifications of the trends for education and educators
- Reflect on the ramifications on your role, as superintendent or in any position.
- Re-examine your educational philosophy and role of superintendent in light of new learning
- What are your "Yeah, buts?"
- Sing! And maybe Dance!



# What are....

- Ethicists
- Energy Harvester
- Data Analytic Engineer
- Waste data managers
- 3D printing engineers
- Privacy Managers
- Elevated tube transport engineers
- Octogenarian service providers
- Competition Producers
- Augmented reality architects
- Dismantlers





# Gary Marx

[http://www.mnasa.org/cms/lib6/MN07001305/  
Centricity/Domain/40/a Trends Book  
Notes.pdf](http://www.mnasa.org/cms/lib6/MN07001305/Centricity/Domain/40/a%20Trends%20Book%20Notes.pdf)



# 21 Trends



## Demographic Sphere

- Generations
- Diversity
- Aging

## Technology Sphere

- Technology
- Identity and Privacy

## Economic Sphere

- The Economy
- Jobs and Careers





## Energy and Environment Sphere

- Energy
- Environmental and Planetary Security
- Sustainability

## International/Global Sphere

- International/Global

## Education and Learning Sphere

- Personalization
- Ingenuity
- Depth, Breadth, and Purposes of Education



A scenic view of a mountain range with a valley filled with clouds, and a residential neighborhood in the foreground. The mountains are rugged and rocky, with some peaks covered in snow. The sky is a clear, pale blue. The foreground shows several houses with red roofs and some trees with autumn-colored leaves.

## Public and Personal Leadership Sphere

- Polarization
- Authority
- Ethics
- Continuous Improvement

## Well-Being Sphere

- Poverty
- Scarcity vs. Abundance
- Personal Meaning and Work-Life Balance



# Role of Educators

- Education is key player in EACH of the trends.
- Education dividends hold in recession
- Time for leaders to step out of the shadow and tout our expertise and toot our horns.  
(Tout and toot)
- EDUCATION NEEDS TO “FORESEE THE INTRACTABILITY OF WICKED PROBLEMS” THAT THE WORLD IS FACING. P. 41



# FUTURE-FOCUSED INSTRUCTIONAL LEADERSHIP

- FFI LEADERSHIP DEPENDS ON BUILDING ON KNOWLEDGE, USING EXPERIENCE, AND ASKING EGO TO STEP ASIDE.



# So What

- Linear Goals in a Non-Linear World--As we develop our plans, linear goals will not be enough. Looking at tomorrow and seeing it only as a little bit more or a little bit less of today just won't cut it.
- Surrounded by a world filled with discontinuities, we desperately need to stay in touch with societal trends and how they might affect us. P. 15



# For Strategic Plans

- Every plan should include at least a few audacious goals, the kind that took us to the moon and envisioned educational opportunity for all
- What would a strategic plan look like with “chaotic”, not linear, goals?
- Do linear goals fit with the collaborative model necessary to engage all stakeholders, e.g. students?



# Out of the Blue

- Out of the Blue—much of what happens comes out of the blue. Need to take long view and instead of only reacting, we need to become thoughtful game changers, in spite of past practice, rules that were made for the education in the 20<sup>th</sup> century, etc.



# Collaboration

- Leaders must constantly open minds to knowledge, experience, and ideas of diverse groups and turn them loose to consider possibilities and learn from each other.
- Future searches?
- Sustainable leadership is connected leadership



# What to give up? Ask questions....

- E.G. Housing starts should no longer be indicator of healthy economy. Why?
- Are Common Core outdated?
- If the answer to the “stuff” on tests can be found in Google, why do we have to “stuff” it into our heads?
- Managerial skills as sign of leadership?
- What’s magical about ages 6-18 as school age?
- Language of majority/minority?
- Others?



# Model of school

Purpose of elementary, middle, and high are NOT the same.

Elementary—reading, math, tech, and science secure skills—NON-NEGOTIABLE

Middle-Global awareness and issues (through lang. arts and social studies), media literacy, ethics, arts exploration, science issues



## Model continued

High school—Civics—learn conflict resolution, utilizing real world issues; political skills (democracy), projects utilizing skills, ethics, privacy issues, government and diplomacy, intense study of physical and arts.

All done through hands on, real issues. Senior year—overseas travel? Community project?

Community service.



# Ken Robinson

- TED talk
- Ken Robinson: Do schools kill creativity? | TED Talk | TED.com

Chapter two: The Third Teacher .



# Purpose of education?

- Are we “captive of cognitive?”
- Are we learning across disciplines where, in the connective tissue, we are likely to discover new knowledge?
- Create immediate answers or a learned person?
- What do all need to know and be able to do?

P. 338-9



# Education purpose cont.

- What's missing?
- Keep purpose, breadth, and depth on agenda
- What's lifeworthy?
- Build scaffold to future
- Conduct research
- Use technology creatively



# Role of FFI Superintendent

- Bring issues forward
- Teach change process and support through it
- Ensure quality prof. dev for teachers and community
- Demand curricular changes and affective skills
- Create sense of urgency



# Role of Sup't cont.

- Decide what to get rid of, instead of adding on
- Explore new models of elem, middle, high
- Demand conversations of the community about the future and educate them!
- Challenge higher ed. to change
- Delegate managerial tasks, e.g. finance, transportation, etc to skilled staff



# Cont.

- Pay attention to “connective tissue” Asking what are the implications? Ethical issues?
- Support ingenuity and creativity
- Howard Gardner “ It’s hard to think outside the box unless you have a box.” --“Master a discipline” and “go beyond the known.”



# Common “Yeah, but..”

- We can't afford it.
- We tried it before and it didn't work
- It's not our concern.
- Who came up with that idea?
- Others?



# Your Yeah, Buts....

- In your journal, list at least 5 of your common “yeah, buts...”
- How will you address each one?





# You are a dancer

- Sing along time.....





# Thanks for your work

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