

3Pnetwork

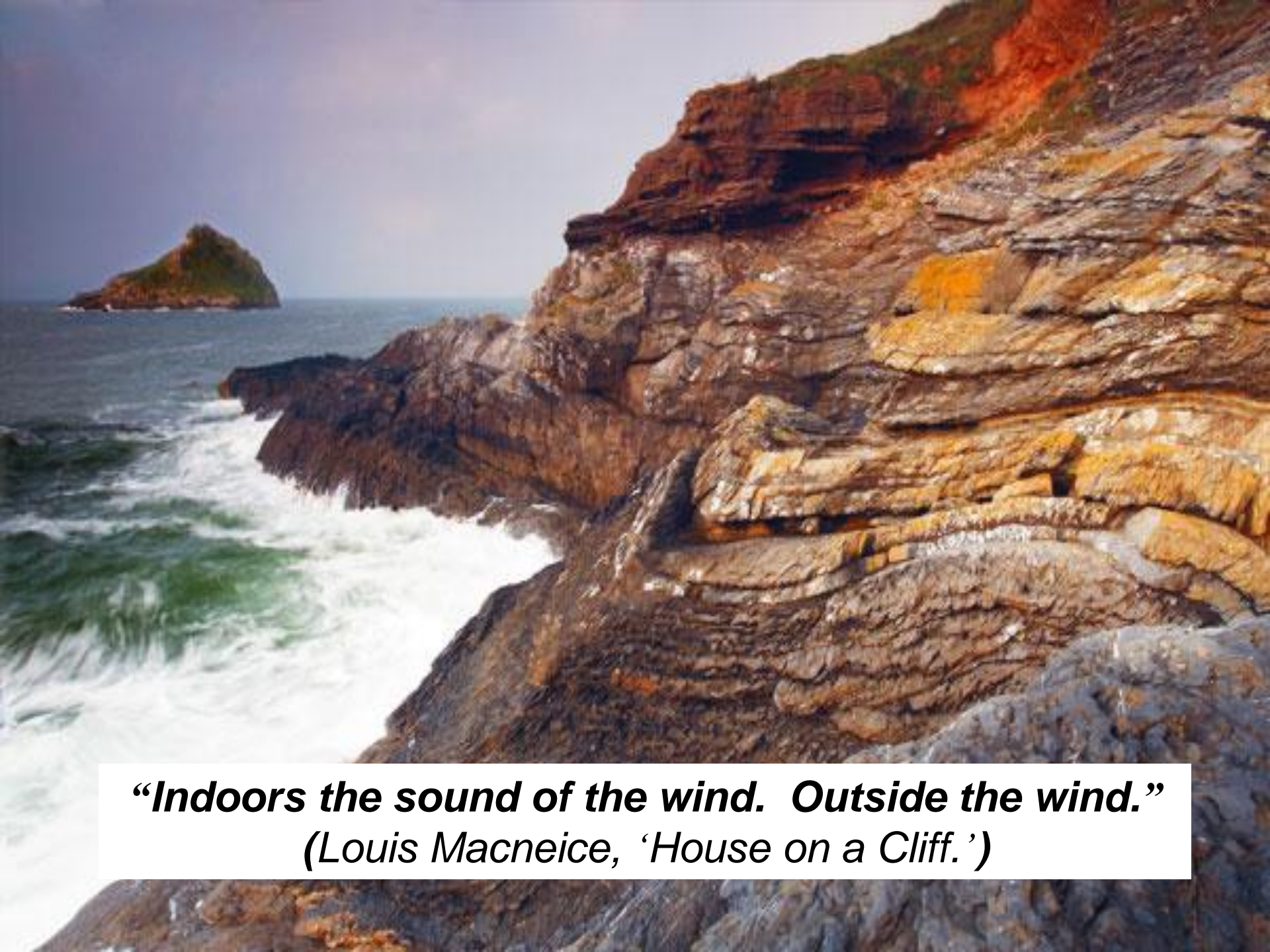
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Academies, Academia and Backdoor Leadership - the University as a Sponsor of “Chains” of Schools

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“Indoors the sound of the wind. Outside the wind.”
(Louis Macneice, ‘House on a Cliff.’)

Leader



**Learning
+
Action**

Theory

Practice

Strategic Leadership in Complex and Turbulent Times

Potter's Wheel

Strategy process a craft and so strategies can “form” without necessarily being “formulated” as a result of strategic intent but more of “patterns or consistencies” recognised by the leader, emerging from a stream of actions. Strategic learning is then based on experimentation rather than (just) formal analysis and decision-making. (Mintzberg, 1987)

Academies and Systems Shift

1. Academies are “all-ability, state-funded schools established and managed by sponsors from private, voluntary and public sector - encouraged to challenge traditional thinking on how schools are run and make a complete break with cultures of low aspiration. Local authorities involved and on governing body - lead sponsor always has majority of seats on governing body.
2. The English Academies programme began in 2000 and is a good example of the complexity and instability and the experimental nature of new Labour’s school standards and governance reforms, having gone through at least three iterations in response to lack of sponsors, rising costs, inefficiencies and opposition (Ball, 2009) <http://www.antiacademies.org.uk/>
3. The White Paper *Your child, your schools, our future* (2009) provided for an acceleration in the programme - 200 by September 2009, 300 by 2010. Providers are being encouraged to run groups of schools (“chains”) or Accredited Schools Groups to tackle failure and spread excellence through the system.
4. Universities can now be lead sponsors of Academies without a one off capital injection and four Universities were cited as likely ASG sponsors, including University of Chester. They are also increasingly involved in Trust Schools.

Academies and University of Chester

1. UoC lead sponsor for Ellesmere Port and South Birkenhead Academies and co-sponsor for Halton Academy - rationale for involvement in local “footprint” and most disadvantaged communities - social justice (“pro-social mores”), community engagement and promoting lifelong learning in challenging settings.
2. UoC was established in 1839 as a Church College and still retains links with the Church of England - CofE aims to secure 100 academies (14 so far).
3. Developing leader of network of 14 Universities involved in sponsoring Academies - many levels of university engagement.
4. Edison Learning - UoC partnership and accreditation of training & CPD.
5. Vice Chancellor - Academy Development Team and Emergent Leadership.

Boundaries

Choice

Change

Boundaries

Boundaries and Leaders

Boundary Understanding

Boundary Behaviours

Boundary Management

Boundary Modelling

Boundary Making

Boundaries and Connections

Boundary language is anchored in a view of separation as safety. We need to look at boundaries as places of meeting, and we need to think of safety as residing in the development of growth-fostering connections.

Boundary is not a 'rule for remaining separate' but an indicator of a place where contact and 'meeting' might occur.

Jordan J V (2000). *The role of mutual empathy in relational/cultural therapy*. Journal of Clinical Psychology, 56, 1005-16.

Choice

MAXIMIZING vs SATISFICING

Can people feel worse off as the options they face increase?

The present studies suggest that some people—maximizers—can.

Study 1 - reported a Maximization Scale, which measures individual differences in desire to maximize. Seven samples revealed negative correlations between maximization and happiness, optimism, self-esteem, and life satisfaction, and positive correlations between maximization and depression, perfectionism, and regret.

Study 2 - found “maximizers” less satisfied than non-maximizers (“satisficers”) with consumer decisions, and more likely to engage in social comparison.

Study 3 - found maximizers more adversely affected by upward social comparison.

Study 4 - found maximizers more sensitive to regret and less satisfied in an ultimatum bargaining game.

The interaction between maximizing and choice is discussed in terms of regret, adaptation, and self-blame.

(Schwartz B, Ward A, Monterosso J, Lyubomirsky S, White K and Lehman D R ‘Maximizing Versus Satisficing: Happiness Is a Matter of Choice’. Journal of Personality and Social Psychology 2002, Vol. 83, No. 5, 1178–1197)

Change

Change Models

- 1. Classical - rational**
- 2. Personal - psychological**
- 3. Contingent - pragmatic**
- 4. Complex - emergent**

“Emergence”

- 1 **More is different** - it is only by observing the big picture the entire system that global behaviour becomes apparent, close up it is confusing.
2. **Ignorance is useful** - build a densely interconnected system with simple elements and let the more sophisticated behaviour trickle up.
3. **Encourage random encounters.** in the unplanned and unexpected lie the key opportunities for learning.
4. **Look for patterns** in behaviour, policy or wider environment pattern detection is a leadership skill.
5. **Pay attention to your neighbours** you won't detect patterns if you are not in touch with what is going on – swarm logic.

Controlled paradigm	Emergent paradigm
<i>Keep people in 'silos'</i>	<i>Build connectivity</i>
<i>Ensure everyone 'salutes the flag'</i>	<i>Encourage diversity</i>
<i>Manage communication initiatives</i>	<i>Have conversations in corridors</i>
<i>Create bureaucratic processes</i>	<i>Acknowledge & deal with anxiety</i>
<i>Make it clear who's in charge</i>	<i>Give everyone leadership opportunities</i>
<i>Announce new brand identity</i>	<i>Consult on identity change</i>
<i>Tell people what to do</i>	<i>Tell people what not to do</i>
<i>Set objectives</i>	<i>Agree energising goals</i>
<i>Blame people for failures</i>	<i>Learn from events</i>
<i>Keep busy</i>	<i>Wait expectantly</i>





