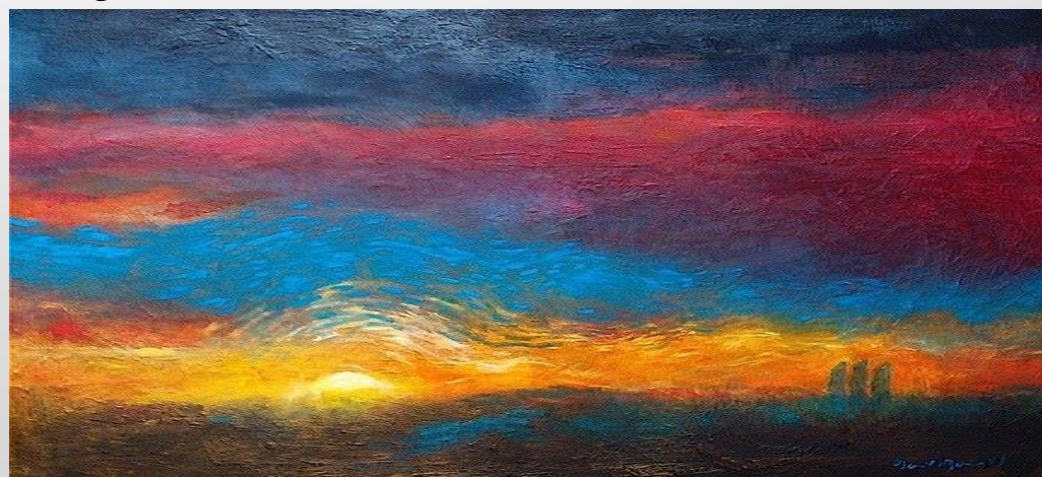


North West Dioceses Catholic Leadership Programme 2017

Challenges facing Catholic schools in the 21st Century



Kevin Quigley
Tuesday 21st March 2017

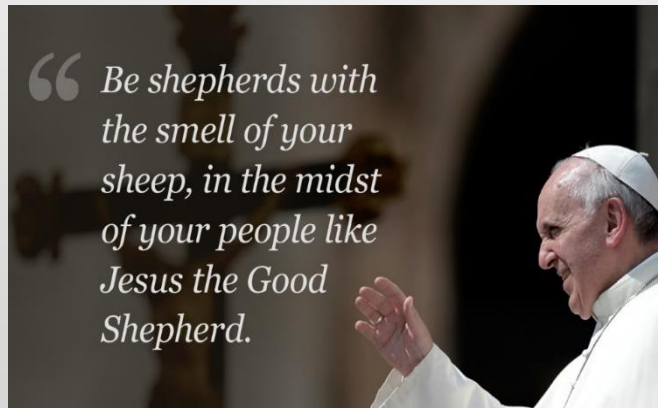




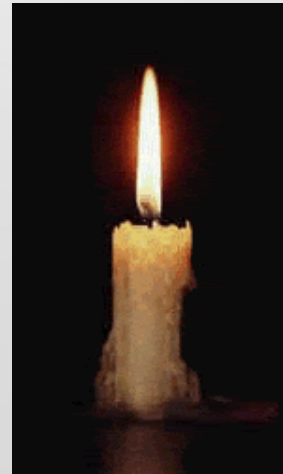
Opening Prayer



**Spirit of the living God, bless the work of our hands, our minds and our hearts.
May the work we offer be a reflection of all that is good within us.
In planning, creating, doing and serving, grant us the courage to listen patiently
for the stirring of your presence.
Grace us with moments of joy in the midst of our daily routine.
Enliven our spirits with humour.
Fill us with reverence for one another and gratitude for our diversity.
Nourish our spirits with the knowledge that our work is holy.
May unity, beauty and truth be the fruit of our labour.**



Amen



School Visits



Practical experience through school visits of:

- ...different leadership styles
- ...schools with a contrasting intake – e.g. size, intake, demographic
- ...schools/leaders with a particular expertise



The Catholic Leadership Programme 2017

Tuesday 21st March: Evening Session (1) 4.00pm-6.00pm – Wrightington Hotel

March-April: First and second one-to-one mentoring sessions

SUMMER TERM:

Tuesday 16th May: Evening Session (2) 4.00pm-6.00pm – Thornleigh Salesian College, Bolton

Friday 23rd & Saturday 24th June: First Residential Conference – Chancellor's Hotel, Mcr

Tuesday 4th July: Evening Session (3) 4.00pm-6.00pm – Venue to be confirmed

May-July: Third and fourth one-to-one mentoring sessions

AUTUMN TERM:

Tuesday 26th September: Second One-Day Conference 8.45am-3.30pm – Liverpool Hope

Tuesday 17th October: Evening Session (4) 4.00pm-6.00pm – Venue to be confirmed

Friday 10th and Saturday 11th November: Second Residential Conference – Chancellors Hotel

W/C 20th November: Concluding Group Presentations

September-December: Fifth one-to-one mentoring session

Tuesday 5th December 2016: Celebration Mass and Certificate Presentation Evening

Term 1 – focus on **SELF**:



- Participants' own faith experience/spirituality
- Your knowledge and understanding of your faith
- Your own values

“Good leadership is truthful and trustworthy. Leaders can act more confidently if they have a strong sense of their own inner truths and are resolute in upholding positions that may be unpopular but congruent with the leader’s values.”



CLP Mentoring



Individual work with a Coach/Mentor who will:

- **gain an overview of the specific needs of their mentee**
- **guide their mentee's progress throughout the course**
- **facilitate experiential placements which are targeted to the needs of the mentee**
- **point their mentee towards other CPD for the future**



Activity One – 21st Century Issues

What are the current challenges related to the context of your school and/or the realities of your own day-to-day working life in a Catholic school?

Discuss in your table group and record issues raised on the paper provided



The Prevailing Culture?

- ❖ **Accountability**
- ❖ **Targets and Data**
- ❖ **Ofsted Agenda**
- ❖ **Outside Interference**
- ❖ **Budget Issues**
- ❖ **Insecurity**
- ❖ **Lack of Creativity and Flexibility**
- ❖ **Micro-Management**
- ❖ **More emphasis upon bureaucracy than teaching & learning**



A Culture of Stress, Anxiety and Fear???

Schools as Victims?.....

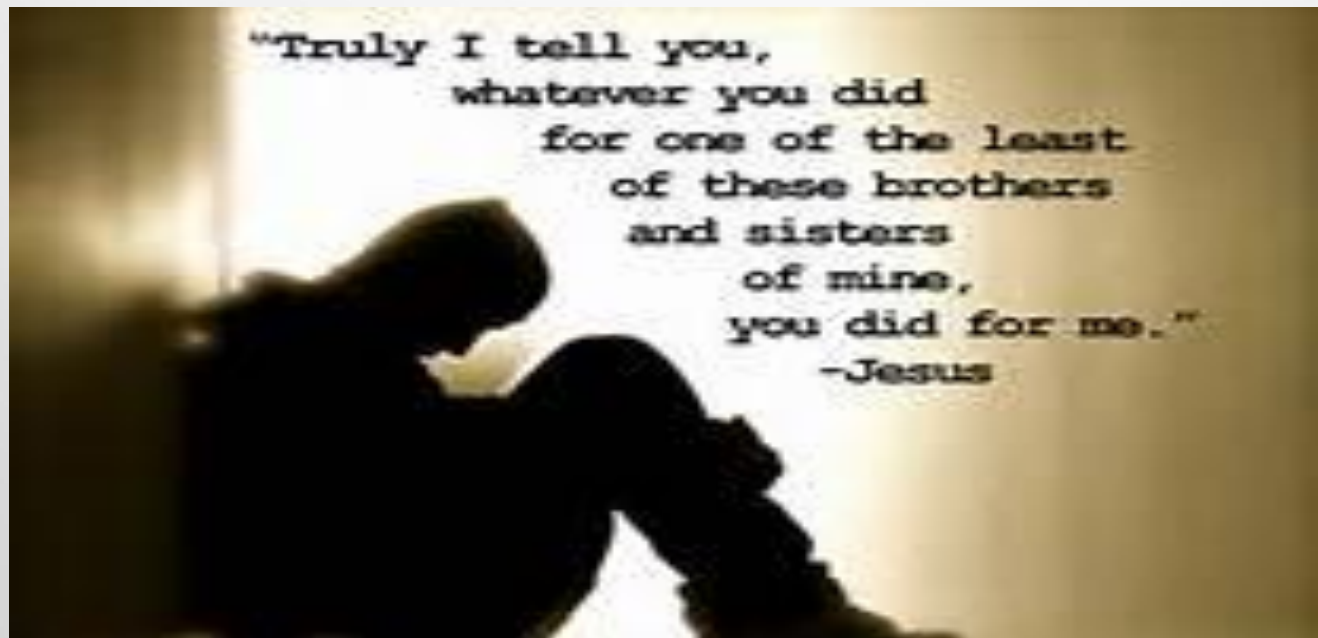
An oppressive educational regime and ideology ill suited to prepare children and young people for the future

Some Significant Issues

- 1. Demeaning of the teaching profession 'a workforce'.**
- 2. A culture of name, shame and blame.**
- 3. A top-down intrusive accountability mechanism and a model of change externally driven as opposed to the benefits of internally driven change at school and local levels.**
- 4. Innovation fatigue and a lack of a comprehensive research basis for current innovations**
- 5. Loss of young teachers - 3 to 5 years exodus.**
- 6. Recruitment into the profession? Teacher shortages? Recruitment and retention at leadership level.**
- 7. Burnout and mental health issues.**
- 8. A myopia about what learners need to flourish in the 21st Century employment opportunities and life experiences.**
- 9. A lack of a coherence in curriculum thinking and planning as befits current and future contexts.**
- 10. Children's well-being, happiness and mental health?**

The Children's Society report.....

in Summer 2016 studied criteria for 'life satisfaction' among young people in 15 diverse countries and ranked England 14th, ahead only of South Korea.



“Being a young person today is harder than it’s ever been”

Natasha Devon

“Time and time again over recent years young people – and the people who teach them – have spoken out about how a **rigorous culture of testing and academic pressure is detrimental to their mental health.**

At one end of the scale we’ve got four-year-olds being tested, at the other end of the scale we’ve got teenagers leaving school and facing the prospect of leaving university with record amounts of debt. Anxiety is the fastest growing illness in under 21s. These things are not a coincidence”.

“While drinking, smoking, drug-taking and teenage pregnancy are down among young people, **rates of depression and anxiety have increased by 70% in a generation, admissions to hospital as a result of self-harm have doubled in four years and calls to the counselling service Childline about exam stress have tripled.”**

This is all aside from pressures caused by bullying, (esp cyberbullying), family break-up, austerity, commercialism and media messages (encouraging ‘air-brushed lives’ and contributing to eating disorders)”



ACTIVITY 2:

What if you had complete autonomy in and control over what goes on in your school.....

WHAT WOULD THIS LOOK LIKE?

“Many of today’s schools have not caught up as they continue to operate as they did in the earlier decades of the 20th Century....How can learning within and outside schools be reconfigured in environments that foster the deeper knowledge and skills so crucial in our new century?....To succeed in this is not only important for a successful economy, but also for effective cultural and social participation and for citizens to live fulfilling lives.”



INNOVATING TO LEARN, LEARNING TO INNOVATE' OECD 2008

10 Ideas for 21st Century Education

- 1. Open up lessons**
- 2. Think outside the classroom box**
- 3. Get personal**
- 4. Tap into the students' digital expertise**
- 5. Get real with projects**
- 6. Expect (and help) students to be teachers**
- 7. Help (and expect) teachers to be students**
- 8. Measure what matters**
- 9. Work with families, not just children**
- 10. Power to the student**

The Future?



“With automation, digitalisation and huge changes to work, equipping our people with key skills for the future is vital. No longer can this just be about those who go to university. A true agenda for social mobility must relentlessly focus on ensuring that everyone gains a knowledge-rich and stretching education.

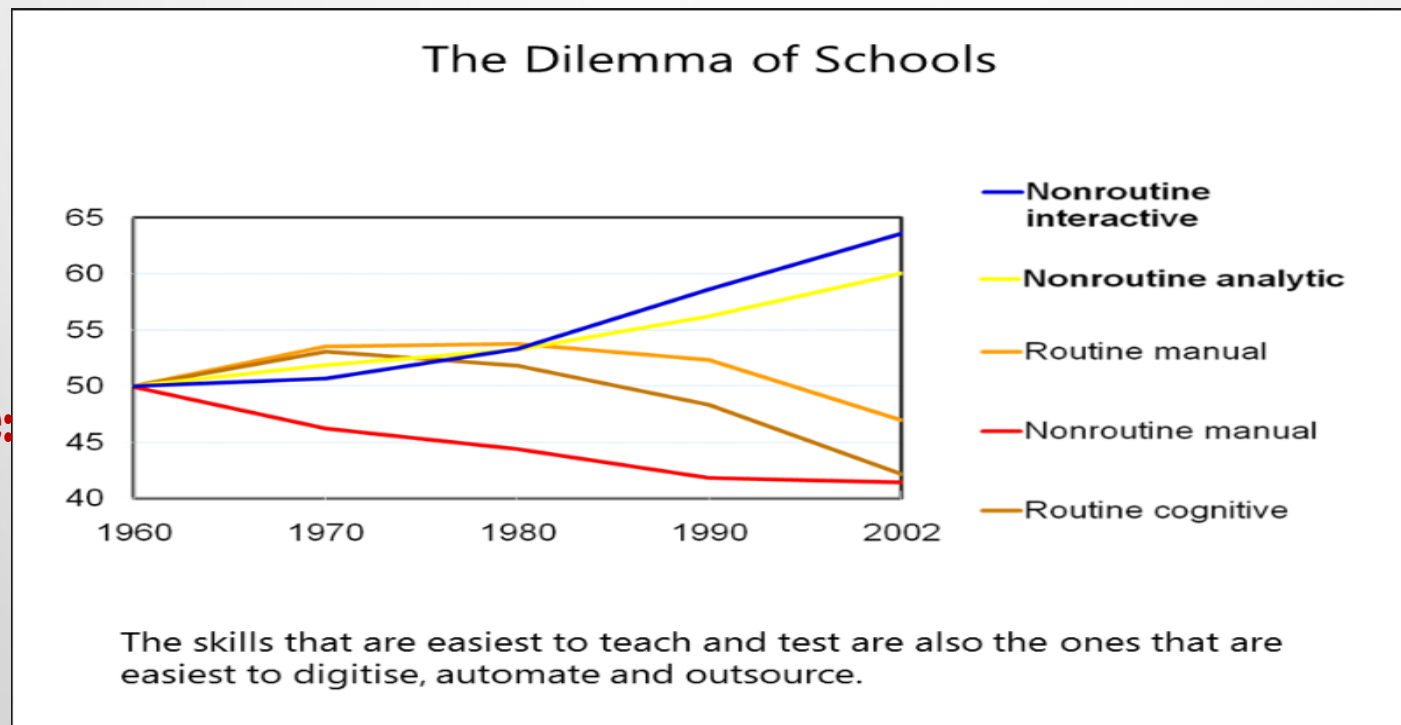
If we look ahead to the needs of the economy in, say, 2022, forecasts show that there will be 9 million low-skilled people chasing just 4 million jobs, yet a shortfall of 3 million workers for the higher-skilled jobs. That’s before the effects of Brexit. While high-tech companies such as Google say we aren’t producing enough of the right engineering graduates for their growth, Britain has the third highest proportion of graduates in non-graduate jobs in Europe (with only Greece and Estonia behind)”.

Nicky Morgan, Lucy Powell and Nick Clegg : The Observer: Sunday 19 March 2017

“No education system can remain static. The world is changing rapidly. Technology is transforming our lives. The skills needed in the future will be very different from those needed today. Education offers each individual and nation the best chance of navigating an unknown future – coping with uncertainty, adapting to evolving conditions and learning how to learn.”

Lee Hsein Loong, Prime Minister of Singapore 2012 (Oceans of Innovation, IPPR 2012)

**Levy and Murnane:
The New Division
of Labour 2005**



How the demand for skills is changing

21st Century schooling?

‘... we are convinced the world increasingly will be divided between **high-
imagination developing countries**, which encourage and enable the imagination and extras of their people, **and low-imagination-enabling countries**, which suppress or simply fail to develop their people’s creative capacities and abilities to spark new ideas, start up new industries and nurture their own “extra”.’

Mark Rosenburg quoted in Friedman and Mandlebaum: ‘That Used To Be Us’, 2011

Importance of:

- deeper conceptual understanding
- connected and coherent knowledge
- authentic knowledge in context
- creativity and problem solving
- learning in collaboration and to collaborate
- ethics and values
- personal agency



WELCOME TO THE CULT OF STANDARDIZED TESTING: NO CHILD WILL BE LEFT BEHIND.

Move from what students should be learning towards what they should become? (Priestley and Biesta 2014)

The Future of our Schools

The Pace of Change

- In our fast-changing world, expectations and the exact nature of what constitutes excellent schools and schooling are contested and incoherent
- We need to be sure that what we are measuring, and therefore valuing, actually *matters* long term
- Pervasive political tension between immediate impact and long-term sustainable growth – very unhelpful
- Change *inside* a school is more effective than an externally driven solution (Schools remain understandably sceptical about external solutions)



The Future of our Schools

Teachers

- Are we considered a workforce or a profession?
- Need to develop teachers' and leaders' capacity, confidence and competence
- What *was* a good teacher is not necessarily what *will be* a good teacher in the future so a revitalised strategy for teacher education is needed
- Necessity therefore to establish an *enabling* environment

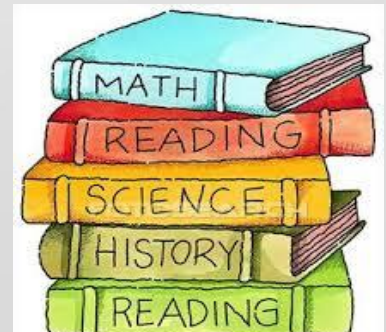


The Future of our Schools

Children



- Children need to be masters of, not in competition with, technology – if children are only able to aspire to jobs which can be done by technology, they will always lose out
- Are we working to improve what may actually become increasingly irrelevant?
- Education needs to move beyond acquiring knowledge (what children *are learning*) towards what they *should become*
- Need a new set of competences and a new vision



The Future of our Schools

Accountability



- Need a revitalised educational community which:
 - ...is not impaired by the past or by context
 - *...sets itself* high standards
 - ...has accountability mechanisms which are *constructive* and encourage *aspiration, reflection and optimism*
 - *...ensures strategic exploration* rather than *faithful implementation*
- Without this, we run the risk of *the metrics becoming the purpose* – we lose sight of children and the measurement of improvement becomes the sole aim of policy
- To ensure success, *schools need to own educational development*

Particular Issues/Challenges Facing Catholic Schools

8 Challenges Facing Catholic Schools

1. Need for **formation** in faith programmes to enhance staff's sense of **vocation** and their capacity to offer **witness**.
2. Understand and promote subsidiarity.
3. Accessibility of the meaning and **mission of Catholic education** in contemporary society.
4. Understand **Catholic identity** with an up to date theology and ecclesiology.
5. Unpacking the concept of the **Catholic vision** across the curriculum.
6. The role of the school as a service to **charity and justice**.
7. Living with a spirit of **community and communion**.
8. Co-operation between **laity and religious**.

Ref. J. Miller 2007, 'International Handbook of Catholic Education', Rd G. Grace, J.O'Keefe

In addition:



9. Understanding and promoting a Catholic **world view**
eg Laudato Si
10. **Inter-religious** issues
11. Catholic schools' role in the transformation of society eg based on **Catholic social teaching** (Caritas Ambassadors)
12. Lack of **challenge to negative perceptions** of the value of Catholic education to society
13. Recruitment and formation of **governors**, the guardians of the vision to ensure '**mission integrity**' of our schools in the face of unprecedented demands.

21st Century Catholic Education - An Enabling Vision



“Where there is no vision the people perish”

Our Vision

Scripturally based:

- **Luke 9:11**
- **John 10:10**
- **1 Corinthians 4:1**
- **Ephesians 3:19**



Tradition of Catholic Education

Since Vatican II eg:

- **Gaudium et Spes**
- **Declaration on Religious Liberty**
- **The Catholic School (1977)**
- **The Catholic School on the Threshold of the Third Millenium**

...etc...



Pope Francis

“If our schools are not a space where another humanity is being created, where another wisdom is taking root, where another society is being created, where hope and transcendence has a place, then we are losing out on making a unique contribution to this historical moment”

