

Creating Tomorrow: Building Capacity for Sustainable Change

Dame Pat Collarbone, Independent Consultant, UK

Abstract

In November 2001, the then Secretary of State for Education in England launched the biggest revolution in the education service in England for well over a hundred years in a speech containing the words "*with the help of everyone in the education service, and many beyond it, we must make continual and rapid progress, starting now*". At the time I had little idea of the extent of the changes which were to follow. In the intervening seven years expectations on schools and their staff have altered beyond recognition. There is no end in sight on this journey as the government pursues its vision for a more equitable society and a world-class education system with children and young people at the centre. Crucial to this journey is leadership but not the hero leadership strongly favoured in the past. This paper examines how England is developing the capacity to engender such change on the scale being achieved and ensure the development is sustainable, the lessons that have been learned along the journey and, crucially, the leadership required across the whole of children's services.

The global challenge

The intention of this paper is to explain the experience with workforce modernisation in schools through the process of remodelling and to explore the implications for leadership that are resulting as England searches for a sustainable world-class education system. It is set against the global challenge set out in the education for all framework agreed in Dakar in 2000.

Despite the effort made by some of the planet's poorest countries to improve access to education, inequalities are still entrenched around the globe. At the same time, international aid for education is in danger of decreasing due to the current financial crisis. (EFA Global Monitoring Report Team, 2008)

In April 2000, at the World Education Forum in Dakar, 164 governments, together with representatives of regional groups and a range of other organisations adopted a Framework for Action, including six strategic goals, aimed at achieving the goals agreed at Jomtien ten years earlier when those in attendance adopted the World Declaration on Education for All.

The EFA agenda is a powerful but challenging one, as the six strategic goals suggest.

1. expanding and improving comprehensive early childhood care and education
2. ensuring that by 2015 all children have access to and complete, free and compulsory primary education of good quality
3. ensuring that the learning needs of all young people and adults are met
4. achieving a 50 per cent improvement in levels of adult literacy by 2015
5. achieving gender equality in education by 2015

6. improving all aspects of the quality of education and ensuring excellence for all (edited version of the Dakar EFA goals)

The 2008 EFA monitoring report concluded:

The evidence since Dakar is clear – determined national governments have made much progress in all regions, and increased aid aligned to national efforts has demonstrably worked to support this progress. We must maintain this momentum – and accelerate it if all the goals are to be met. Time is short. Only if all stakeholders now embrace and maintain a relentless focus on EFA as a whole, rallying around the key elements of inclusion, literacy, quality, capacity development and finance, will the right to education at every age be fulfilled. (EFA Global Monitoring Report Team, 2007)

Most societies seek economic security, social cohesion and greater equity. However while many of the world's people remain entrapped in ignorance and poverty this remains simply a dream for the many millions affected. But it doesn't just affect those regions; a chaos theory butterfly effect is in operation with the result that all of us are affected by the resultant hurricane.

The current financial crisis in the developed world pales into insignificance when compared to the challenges faced by those regions where the Dakar goals remain a long way off. This is particularly the case in those countries which lack a stable government or where survival is the only daily routine owing to famine and/or war.

Of course, the developed world faces its own challenges and a fair and inclusive education for all is high on the agenda for many of them including many of the countries of Europe as well as the United States. The current era presents its own challenges. For example the Strategy Unit has identified the strategic challenges facing the United Kingdom and organised those challenges under nine broad headings:

- globalisation
 - economic prosperity
 - life chances, talent and social mobility
 - the ageing and increasing diversity of the population
 - family life and communities
 - crime and public safety
 - public services
 - climate change
 - the modernisation and renewal of the constitution and democratic institutions.
- (2008)

Each of these strategic challenges presents its own implications for education. Each are, to some extent, mirrored in other developed and developing countries. For most of the population in the underdeveloped world and for many, particularly the more rural regions, in the developing world the strategic challenges they face are more pressing.

However, it's not all bleak. We live in an age where we have the technological wherewithal and the creativity, innovation and will to do something about it. The solutions are in our hands.

The remainder of this paper considers what is happening in schools in England and the implications for leadership. However, before moving on it is worth reminding ourselves that the Dakar strategic goals are applicable across the globe and not limited to those countries whose education systems are not as advanced as those in more developed countries. Each of the strategic goals needs constant revisiting and thinking about as the story the follows should uncover. Considerable work has taken place in the education sector in England since 2000. The changes required are unrelenting and the pace this is occurring at is not slowing down.

The story in England

At the start of the 20th Century the United Kingdom was the wealthiest (based on GDP per person), most powerful country in the world. Its industrial wealth was formidable and its power and influence stretched across all continents. One hundred years later it remains a wealthy country but its economic base has shifted from manufacturing, now mostly based in Asia, to the service industries including financial services and tourism. Its knowledge economy is heavily dependent on ensuring it has a world class education system.

At the start of the 21st Century the economy was strong. The literacy and numeracy policies in primary schools appeared to be working since standards were rising. This was also the start of the period when education spending was beginning to rise in real terms. In many ways the education world in England¹ should have been full of enthusiasm and hope for the future. Unfortunately, the opposite was probably more correct. Teachers in schools were stressed out through overwork, central control of the curriculum and assessment by the Department for Education and Skills (DfES) and an unrelenting accountability system. Despite the financial self-management of the school system, school leaders were buried under mountains of paperwork and local education authorities (equivalent to school districts) were unclear about their role.

The Government was well aware of the stresses in the system and had already commissioned PricewaterhouseCoopers to investigate teacher workload. The conclusions of the report were to lead to a social partnership of unions, employers and government and the start of biggest workforce modernisation programme the country had ever undertaken in schools. In 2001 the Department published the White Paper *Schools Achieving Success* which promised greater flexibility in the schools' sector and greater partnership with the teaching force. It outlined ways in which the Government could build on the educational achievements of the last four years, with particular emphasis on improving performance at secondary level and on more partnership working.

¹ Education in the United Kingdom is devolved to the regional governments of Northern Ireland, Scotland and Wales, with Wales most closely aligned with England.

But it was the tragic death of an eight year old girl through abuse and neglect and the failure of any of the children's services to protect her which was to be the catalyst for the biggest shake-up of children's services in general and the role of schools in particular in the first decade of the 21st Century. In 2003 the Government published its response to the inquiry into the little girl's death in a Green Paper, *Every Child Matters*.

The Every Child Matters agenda promises every child and young person support to achieve each of five outcomes.

- **Being healthy:** enjoying good physical and mental health and living a healthy lifestyle
- **Staying safe:** being protected from harm and neglect
- **Enjoying and achieving:** getting the most out of life and developing the skills for adulthood
- **Making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour
- **Economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.

Recently this agenda has been challenged, but this time despite multi-agency working. The horrific death through abuse of a toddler on the child protection register has once again sent shock-waves through the country.

There remains a real focus on the Standards agenda. And as standards rise so targets get extended and become more challenging. The Department's message is "no school standards without Every Child Matters and no ECM without school standards". This is the sound-bite driving current school reform.

This brief introduction sets out some key points that have marked the beginnings of a journey of unprecedented school reform and workforce modernisation throughout this decade in England. Change is relentless and speeding up. In less than ten years the requirements have shifted from dependency on government to interdependency across schools and other services including government. In June 2007 the Prime Minister replaced the Department for Education and Skills with two new departments – the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS) – post 18 education and lifelong learning. This change is a symbol of the agenda.

Change on this scale requires a new way of working. The children's workforce modernisation being undertaken in England is unprecedented. This paper mainly considers how it is affecting schooling.

Workforce modernisation

'Workforce modernisation is designed to ensure that the appropriate staff are deployed in appropriate roles with the necessary training, skills and commitment to provide an effective personalised learning experience for children, young people and

the other adults with whom they work. The aim is to allow staff to perform as well as they can to engender improved standards, greater flexibility and diversity and to release the talents of the citizens of the 21st Century.’

This is the definition that has been developed by those working at the centre of the workforce modernisation agenda in England since 2002. It has been refined over the last six and half years and this is the current version.

But why such an urgent need for modernisation and at such a pace? As I suggested earlier, at the beginning of the millennium schools in England were in danger of imploding. The Government’s agenda was fast moving as it had come to realise what a valuable resource it had in its schools for helping progress this agenda. By January 2003 it had reached agreement with the trade unions and employers which led to the biggest change in teachers’ conditions of service since 1986. It has also led to a major change in the roles of support staff in schools whose full time equivalent numbers have more than doubled since 1997 with most of the increase since 2003. In the same period the numbers of full time teachers has increased by around 10%. This is against a backdrop of a fall in pupil numbers over the same period. But the increase in support staff is not an increase in the numbers of the derogatory named (by the media) ‘mum’s army’. Many are highly trained people such as School Business Managers, Higher Level Teaching Assistants, Network Managers, Premises Managers and so on. Many schools now include members of their support staff team in their senior leadership teams, carrying similar responsibilities as the school’s deputy headteachers. For some secondary schools this is not revolutionary but it represents a major cultural change in well over 90% of the schools. Teachers are now operating in a different way through leading learning and teaching rather than teaching along with a myriad of other tasks that others are often better trained to do and certainly have more time.

The social partnership (the signatories to the National Agreement) realised in 2003 that such a change would need to be managed and hence the creation of the National Remodelling Team (but I will return to remodelling later in this paper).

As part of the Every Child Matters agenda the Department set up the concept of Full Service Extended Schools (FSES) in 2003. The idea was that there would be at least one FSES in every local authority (there are 150 local authorities in England) which would provide an extensive service for children, young people, parents and families by providing a full range of public services on the school site. This included social, health and employment services, access to the police and child minding with outcomes for pupils, including engagement with learning, family stability and enhanced life chances.

Despite their obvious success (Reference: *Evaluation of the Full Service Extended Schools Initiative: Final Report (2007)*) a key issue for both local authorities and schools was that services were not always accessible to everyone in the local authority. In the smaller authorities, mostly urban or inner city, the demand was too great. In the larger authorities serving mainly rural communities transport was a real issue. In 2005 the DfES published *Extended schools: Access to opportunities and services for all: A prospectus*.

This set out an agenda for all maintained schools and academies (private schools funded by the DCSF) to introduce a full core offer of extended services by 2010.

The full core offer requires:

- childcare (in primary and special schools);
- a varied menu of activities including study support, sport and music clubs;
- parenting support including family learning;
- swift and easy access to targeted and specialist services; and
- community access to facilities including adult and family learning, ICT and sports facilities.

Currently there are around 22,000 schools in England to which this challenge applies and to date, according to the Training and Development Agency for Schools' (TDA) database, two thirds of these schools are providing access to the full core offer.

However, to make the full core offer work and to be able to sustain it requires collaboration with other schools, other agencies and voluntary and community groups. The cultural and language barriers that need to be surmounted are daunting and require empathy, hard work and trust to make such partnerships work, at whatever level.

These aren't the only changes impacting on schools as they prepare themselves to be fit for purpose in the 21st Century.

The growth in the use of information and communications technologies (ICT) in schools is totally changing the approach used by teachers, their assistants and their pupils both within the school and beyond. The development of Web 2.0 and mobile technologies poses its own challenges for many schools particularly for many of the adults involved. It is now generally accepted that ICT can improve the quality of teaching, learning and management in schools and so help raise standards. But it requires a modernised workforce to fully exploit this potential.

The increase in staffing, improvements in adult:pupil ratios, the use of ICT and an increasing understanding of the value of assessment for learning (formative assessment) are leading to greater flexibility in the curriculum and the development of personalised learning. Personalised learning is defined by the Teaching and Learning in 2020 Review Group as:

... taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning. (2006)

Schools are developing ever more sophisticated intranets as well as extranets which provide communication between the school and the home allowing parents/carers and their children 24/7/365 access and more open communication through e-mail. This

changes the way in which schools are operating. But this carries its own risks which need managing placing new and different pressures on school leaders.

At the same time the government has embarked on the largest capital programme in fifty years. By around 2020 the aim is that every secondary school and half the primary schools in the country will have been rebuilt or refurbished. Traditional patterns of school building are being re-examined to meet the needs of personalised learning approaches, extended services and community access. In recent years the concept of the 'all through school' has started to grow in popularity and although the numbers currently are small this is likely to be an area of growth in the years to come.

In December 2007 the DCSF published *the Children's Plan*, the next phase of the Every Child Matters agenda.

The Children's Plan builds on the successes of Every Child Matters and the *Five Year Strategy for Children and Learners* (2004). This plan is underpinned by five key principles.

- government does not bring up children – parents do – so government needs to do more to back parents and families;
- all children have the potential to succeed and should go as far as their talents can take them;
- children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries; and
- it is always better to prevent failure than tackle a crisis later.

The Children's Plan depends on the children's workforce and the concept of a team around the child for success. The children's workforce means everyone who works with children and young people and their families, or who is responsible for improving their outcomes. The era of multi-agency team working is reflected in this case study.

[A county] in England has set up five multi-agency teams across the county. Each team is currently located in a school or locality base and serves all the schools and agencies in the area. In each area, there is a core team of co-located practitioners including a multi-agency team manager, an Information Sharing and Assessment co-ordinator, social workers, a Barnardo's (a children's and young people's charity) family support worker, Youth Inclusion Support Panel member, senior primary mental health worker, education welfare officer, Children's Information Assistant and a substance misuse practitioner, who are supported by a virtual team including educational psychologists, school nurses, health visitors, other head teachers, children's centre services, teenage pregnancy workers, police, Connexions (advice and guidance for young people) and Further Education Colleges. (DCSF, 2008)

The idea of multi-agency working as the way of the future is reinforced with the publication of *Building Brighter Futures: next steps for the children's workforce* (2008). This publication sets out the agenda for an extensive development of the children's workforce over the next few years.

These and other demands on school leaders and the school workforce help explain the urgency for continuing workforce modernisation. The very survival of the system depends on the industrial age schooling system being replaced by the learning communities inherent in the needs demanded of a knowledge era. In turn, this demands a well-trained, forward thinking and creative workforce ready to accept the challenges they face and turn them into opportunities focused on developing the knowledge, skills and attributes of children and young people of today to prepare them for life in the 21st Century.

I will now consider the strategic importance of the change management process that is being used by many schools and local authorities to help school leaders lead and manage and then reflect on the leadership models necessary to make such a major cultural change a reality.

Remodelling

Remodelling is a structured approach to managing change that encourages and enables positive sustainable change. It embeds a proactive culture where staff have the skills, experience, confidence and commitment to apply an effective approach to change to all significant challenges at all times.

The remodelling change process is an adaptation of a change process used in the private sector throughout the 1990s and adapted for use in the public sector in the early part of this decade. Its intellectual background has a long history of development and adaptation for practical delivery derived from a range of sources dating back to the 1980s. It is a flexible system designed to be adapted to suit context.

Since 2002 it has been used successfully to implement the National Agreement, to design a process to address a perceived crisis in financial management in approximately a third of English schools, to implement the extended schools agenda, to develop multi-agency working and to develop a school improvement planning framework. In 2007/08 it was used in a pilot project in eight further education (FE) colleges. Many schools in England continue to use it as their standard method for leading and managing change.

From 2002 to 2006 I was the Executive Director of the team that developed remodelling and visited many schools and local authorities to observe how the process was working. Where schools were fully engaged with the process the changes that were occurring were transformational. The creative expertise of the human mind is wonderful to observe when it is provided with the means and the trust to experiment, to make mistakes and not be blamed and to seek solutions which in the longer term are sustainable. I had a similar experience when I led the team that worked in the FE sector in 2007/08. FE colleges are

much more complex and more bureaucratic organisations than schools. The attitude of their senior leadership teams ranged from a level of enthusiasm to scepticism when we started. Despite the pain and the challenges of the process the results reaffirmed my commitment to leading and managing change as the key to dealing with the challenges we face.

As Machiavelli once observed:

‘It should be borne in mind that there is nothing more difficult to arrange, more doubtful of success, and more dangerous to carry through than initiating changes ... the innovator makes enemies of all those who prospered under the old order and only lukewarm support is forthcoming from those who would prosper under the new.’

While each programme is different depending on the change agenda involved and the context, the basic principles remain the same. There are six of these:

- **Effective leadership** - A key to successful remodelling is open, inclusive leadership that provides clear direction and focus, drawing on the contributions of all staff and stakeholders. This facilitative, shared leadership approach can constitute a departure from a more traditional 'top-down' model of management. This may initially feel unsettling for those in leadership positions, as it can take some time to work out what their new role 'looks like' and to get used to working in a different and more open way. This will be dealt with in more detail in the next section of this paper.
- **Inclusive culture** - Successful remodelling embeds a positive and ambitious inclusive culture in schools and other organisations that enables everyone to play their part in driving a change agenda forward. It is a culture where all staff and stakeholders feel positive and inspired about being part of an organisation with a strong, clear forward-looking and innovative vision, where they are able to fully contribute towards creating opportunities and overcoming key challenges.
- **Constructive collaboration** - Remodelling promotes and is underpinned by the development of constructive communication and working practices between schools, their stakeholders and partner organisations. A high level of collaboration is necessary for a number of reasons including sharing ideas and workload, utilising available resources effectively and efficiently and providing services for stakeholders that meet their needs.
- **Proactive change team** - change teams need to include a range of people from all areas and levels of an organisation or organisations. The importance and impact of moving to this more collaborative and inclusive approach to change and style of leadership – and so, ultimately, to a more inclusive organisational culture is a key element of remodelling. Change teams need to include representatives from all staff affected by the change under consideration and, where possible, other

stakeholders as well. Change teams are responsible, over a period of six to nine months, with coming up with solutions worth consideration.

- **Proven change process** - Change happens whether we encourage and welcome it or not. To direct it and ensure it is positive progress, it is vital to have a vision, a strategy and a proven, structured and adaptable process for managing change in place, supported by appropriate skills and tools. The remodelling process provides these but remains flexible enough to allow adaptation. The process is made up of six phases Mobilise, Discover, Deepen, Develop, Deliver and the Sustain. The basic intention of the process is to ensure that there is no leaping from the identification of a problem to a solution without examining potential solutions in more depth before arriving at potential ways forward.
- **Rational, political and emotional considerations** - For a change programme to succeed, the rational, political and emotional aspects that influence change need to be identified, managed and incorporated throughout. Like most other organisations, schools have traditionally been most adept at managing the rational aspects of change. These are the structural and organisational elements, rather than the ways human beings feel, think, say, do and ultimately cope with change. To achieve deep-seated and sustainable change and embed a culture that fosters continual progress, schools must also work with and manage these emotional and political aspects of change.

The process itself does take participants through a deliberate change curve but warns them from the beginning that this will happen. A simplistic version of how the process works is in the diagram below.

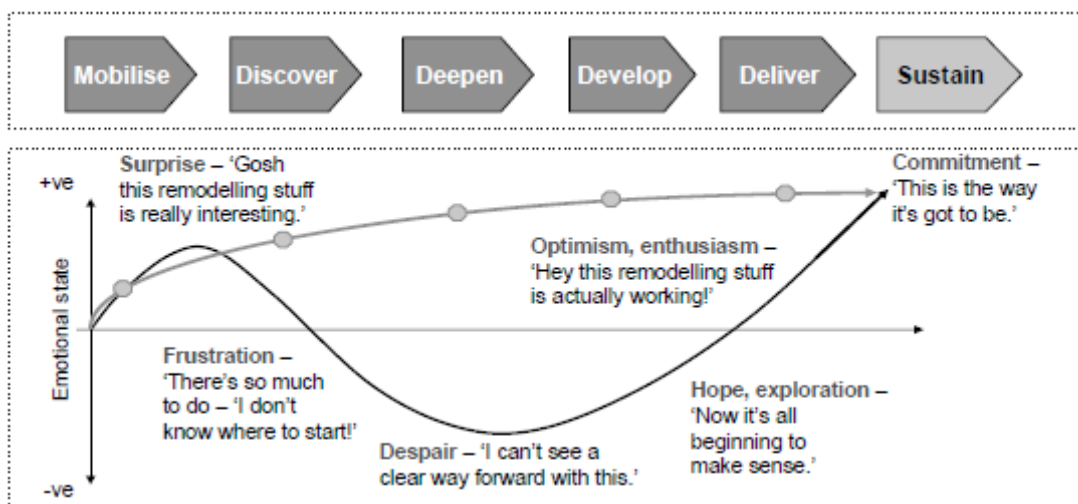


Figure 1: Remodelling and the emotional curve

The implications for leading schools and other public organisations through such change agendas equate to many of the challenges faced by the private sector. The financial

rewards are not the same. Motivation needs to be addressed. The next section considers leadership in this climate of change.

Leadership for managing change

Remodelling requires leaders to recognise and encourage the creativity that exists within all staff and stakeholders. As I have suggested already remodelling is an inclusive process that requires input from all stakeholders affected by the change. The hardest lesson learned by school leaders in England who have successfully implemented remodelling is the difficulty of 'letting go' of some of their decision-making powers, particularly when they are held accountable for that decision-making by the governing body of the school and the local authority.

This is a counter-cultural position where the tendency in times of turbulence is to revert to strong, charismatic leadership where a focus on measurable outcomes is the key and where those delivering the service are required to meet those targets or become dispensable. (Collarbone, in print)

However, this concept of shared leadership is not exclusive to remodelling. It is a necessary element of any change agenda. In fact as early as the 6th Century BC the Chinese philosopher and accredited founder of Taoism Lao-tzu suggested that *"leaders are most effective when people barely know they exist. When their work is done, their aim fulfilled, people will feel they did it themselves"*.

The concept of shared leadership builds on the work of Robert Greenleaf who developed the concept of servant leadership in the 1970s. Greenleaf argued that:

The servant-leader is servant first ... Becoming a servant-leader begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first... The difference manifests itself in the care taken by the servant first to make sure that other people's highest priority needs are being served. The best test, and the most difficult to administer, is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (1977, 2002)

Greenleaf's concept encouraged the development of the following behaviours in leaders - listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community.

There are at least three current strategic areas that leaders, especially of public service organisations need to focus on. These are:

- **Personalisation:** strengthening the link between the client and service delivery by strengthening the link between the service and the requirements of the client. Simply put, creating a partnership base between the service and the client.

- **Modernisation:** having the right people, with the necessary knowledge and skills, in the right place at the right time to enhance the service delivery to the identified needs of the client.
- **Partnership working:** recognising that the organisation cannot work alone to meet the needs of its customers. Traditionally, for example, both universal and targeted public services have both competed and jealously guarded their work areas. Through multi-agency working, the aim is to shift the focus of services onto the needs of the user and away from the needs of individual organisations.

Each of these challenges changes the nature of how traditionally school leaders have been required to work. They present new challenges to schools and undermine the traditional role of the hero leader. The paradox remains that the systems of accountability still places most of the responsibility within the office of the headteacher. It is this paradox that creates a real difficulty for headteachers and their leadership teams to develop the level of trust and acceptance of accountability required to make the agenda work.

I believe the requirements of successful leadership need to be underpinned by four key attributes, all of which can be learned and acquired (in fact the main challenge is often around leaders changing their mindset):

- The willingness to take risks and develop a no-blame culture. This is of primary importance. It requires the belief that others can take on leadership roles, and deliver and be accountable for results.
- The willingness to share leadership. There is a tendency for leaders to revert to command and control, particularly if they feel threatened or insecure. When this happens without a very good reason, it limits future opportunities for delegation and shared leadership, destroys trust and fails to develop future leaders.
- The ability to inspire others and to listen. To develop creativity and innovation it is essential to inspire others to want to work with you and to develop their own leadership skills. This requires the ability to listen with empathy and so really hear how others feel and understand what they are passionate about.
- The skill to coach others to build a sustainable leadership culture. Succession planning is a key leadership role. Too often, organisations with strong leaders make great progress, but fall backwards as soon as the strong leaders move on. It is therefore vital that a structure is put in place to sustain and develop progress. This may well depend on building a coaching culture in which line managers are required to provide a more proactive and supportive environment where those they lead begin to feel a more integral and valued part of the environment and better supported. (Collarbone, in print).

Which brings us back to the concept of shared leadership. When I was the Director of the London Leadership Centre we ran a sabbatical programme for school leaders as research fellows sponsored by business partners. One fellow researched the willingness of a number of primary headteachers to endorse shared leadership. The outcomes of her research suggested there is a continuum that can be demonstrated by a bridge. On one side is total decision-making by the senior leadership team while on the other side is an

extended democratic process. In the middle is a balance between the two. Headteachers continually move from one side of the bridge to the other, often stopping in the middle. This bridge concept captured my imagination, and though it appeared simple at first I have learned that it is considerably more complex.

The next section moves beyond current practice and considers the next steps.

Beyond current practice

The challenges we face in England as far as education is concerned remains daunting.

So where will more innovative change come from? There are a number of respected commentators and innovators who argue that continuous educational transformation (ie sustainable, systemic reform) cannot, in principle, be led from the centre. They suggest that central forces are too slow, too risk averse, too crude for particular contexts and too much of a threat to practitioner ownership. Well it's certainly happening and it's happening with the support of organisations such as the NCSL, TDA, the Specialist Schools and Academies Trust and the Innovation Unit.

Perhaps the challenge is to consider how innovation works. Remodelling began as a heavily resourced and well-supported programme designed to innovate on a small scale. There was no doubt that it was revolutionary in the changes that resulted, led by the schools. By 2003 it was seen as the answer, and as a result was upgraded to a national scale. In many cases this has continued to work but its success depends on the belief of those that are providing the support.

We already know that when the challenge is simple bureaucratic principles will operate and result in accepted best practice which is scalable. Once the system becomes more complicated we tend to rely on research and analysis dominated by experts. What emerges is a consensus based approach and good practice operating in context. The next stage is complexity which can't be centrally managed. Probing for solutions start and the result is emergent practice. Emergent practice is limited to providing a clue but is context based and isn't scalable. Finally there is a chaotic system which requires innovation and novel practice. Novel practice is not only limited by context but is also context specific. In a chaotic system leaders need to understand the issues that need to be solved but they also need to understand the leadership style they need to adopt.

While the first two of these can rely on the current systems that operate both the 3rd and 4th system depend on a much more radical approach.

Conclusion

Throughout this paper I have drawn on my own learning and experience to present a view of the English education agenda, the implementation of focusing on change and the requirements for the leadership of change required.

I believe that dramatic educational change is required in many countries if they are to deal with the challenges presented by the 21st Century. These aren't the countries on UNESCO's 'at risk' register but they are the countries currently embroiled in financial crisis.

There is no doubt that remodelling works. It is painful but it does deliver because it depends on ownership by stakeholders. At the end of the day it is the stakeholders in the system that best understands how to make it work within their context. With outside support and challenge from disinterested mentors and coaches change can be achieved.

Our evidence suggests modernisation requires a planned change management tool, enthusiastic adopters and early successes designed to convince the skeptics. It requires a leadership prepared to listen to and deal with the objections of the resisters, even prepared to give them key responsibilities and accountability for delivery. And it means personal change and a belief that the human resources available are capable of manifesting the change required. The answers are not available away from the organisation, the answers exist from within.

Our experience suggests it can be done.

References

- Collarbone, P., (in print). *Creating Tomorrow: Planning, developing and sustaining change in education and other public services*. London: Network Continuum
- Cummings, C., Dyson, A., Muijs, D., Papps, I., Pearson, D., Raffo, C., Tiplady, L., and Todd, L., with Crowther, D., 2007. *Evaluation of the Full Service Extended Schools Initiative: Final Report*. Nottingham: DfES Publications
<http://www.dcsf.gov.uk/research/data/uploadfiles/RR852.pdf>
- DCSF, 2007. *The Children's Plan: Building Brighter Futures*. Norwich: The Stationery Office <http://www.dcsf.gov.uk/publications/childrensplan/>
- DCSF, 2008. *Building Brighter Futures: next steps for the children's workforce*. Nottingham: DCSF Publications
<http://www.dcsf.gov.uk/publications/childrensplan/downloads/7482-DCSF-WorkforceMatters.pdf>
- DfES, 2001. *Schools achieving success*. Norwich: The Stationery Office
- DfES, 2004. *Five Year Strategy for Children and Learners*. Norwich: The Stationery Office <http://publications.teachernet.gov.uk/eOrderingDownload/Cm-6272.pdf>
- DfES, 2005. *Extended schools: Access to opportunities and services for all: A prospectus*. Nottingham: DfES Publications
<http://publications.teachernet.gov.uk/eOrderingDownload/1408-2005PDF-EN-01.pdf>
- DfES / Ofsted, 2005. *A New Relationship with Schools: Next Steps*. Nottingham: DfES Publications <http://publications.teachernet.gov.uk/eOrderingDownload/1288-2005PDF-EN-01.pdf>
- EFA Global Monitoring Report Team, 2007. *Education for All by 2015: Will we make it?*. Paris: UNESCO Publications
<http://unesdoc.unesco.org/images/0015/001547/154743e.pdf>
- EFA Global Monitoring Report Team, 2008. *Overcoming inequality: why governance matters*. Paris: UNESCO Publications (embargoed until 25.11.08)
- Gilbert, C. (Chair), 2006. *2020 Vision: Report of the Teaching and Learning in 2020 Review Group*. Nottingham: DfES publications
<http://publications.teachernet.gov.uk/eOrderingDownload/6856-DfES-Teaching%20and%20Learning.pdf>
- Greenleaf, R., (2002 2nd Edition). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- H.M. Treasury, 2003. *Every Child Matters*. Norwich: The Stationery Office
- PricewaterhouseCoopers, 2001. *Teacher Workload Study: Final Report*.
http://www.teachernet.gov.uk/_doc/932/ACF19E2.doc
- The social; partnership, 2003. *Raising standards and tackling workload: a national agreement*. http://www.tda.gov.uk/upload/resources/pdf/n/na_standards_workload.pdf

The Strategy Unit, 2008. *Realising Britain's Potential: Future Strategic Challenges for Britain*. London: the Cabinet Office

http://www.cabinetoffice.gov.uk/~media/assets/www.cabinetoffice.gov.uk/strategy/strategic_challenges%20pdf.ashx

Biography

Professor Dame Pat Collarbone is an Education Advisor to a number of public bodies in England including the National College for School Leadership (NCSL), the Training and Development Agency for Schools (TDA) and the Department for Children, Schools and Families (DCSF). She is an acknowledged expert on school leadership and remodelling. She was formerly a Director of NCSL and the Executive Director of the National Remodelling Team and the TDA. For 28 years she taught in inner London and was a very successful headteacher of a secondary school in Hackney. In 1996 she founded the London Leadership Centre at the Institute of Education, University of London. She now runs Education Change Associates Ltd and is a Director of Creating Tomorrow Ltd. In 2008 she has published two books, one co-authored with Professor John West-Burnham on systems leadership and one on remodelling. She is a visiting professor at Canterbury Christ Church University. She was made a Dame in 1997 for services to education.