

**Looking Deeper**

**Beyond Certainty**

**Welcome to Day 2**



# What does it mean to prepare students for a world where AI is prominent?

Utopian and Dystopian possibilities – what are the issues, dilemmas and challenges?

**The neoliberalising of education and policy:  
Standardising discourse V the futures-focussed discourse**

**‘Bringing educators back to centre stage’**



**Emeritus Professor Alan Reid**

Very conscious of full inboxes and the massive number of transactions you undertake on a daily basis

....of the amount that is asked of you – the work you do on behalf of government

Principals are our first line of consultation and collaboration

**Mickey Kumatpi  
Marrutya O’Brien**



**Hon John Gardiner**



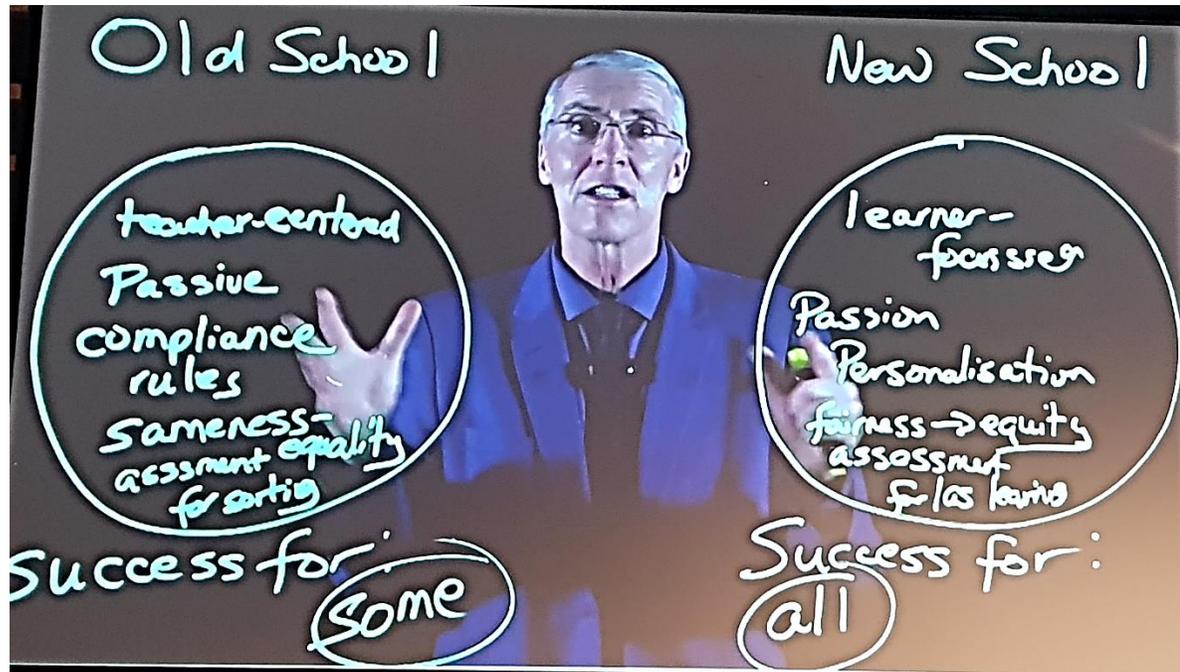
# Learning, teaching and Leading in the Innovation Age

Real time data collection:

How many switched on kids?

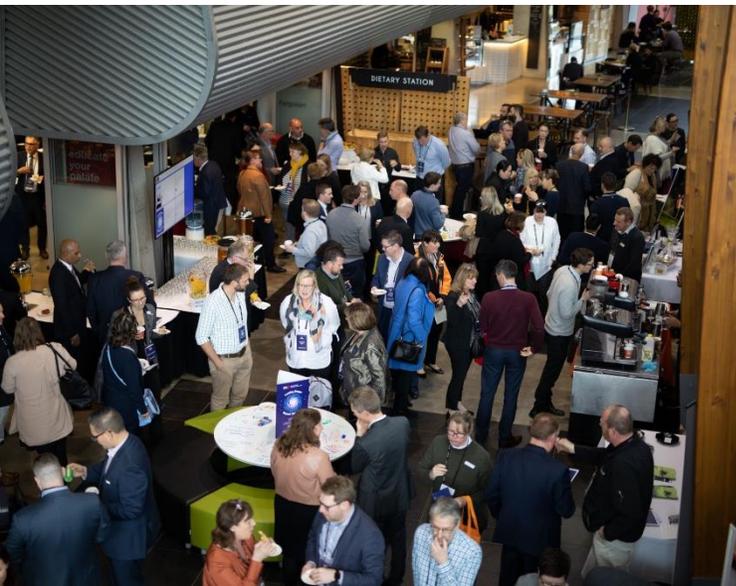
How many staff are switched on to switching on kids?

## OLD SCHOOLS V NEW SCHOOLS



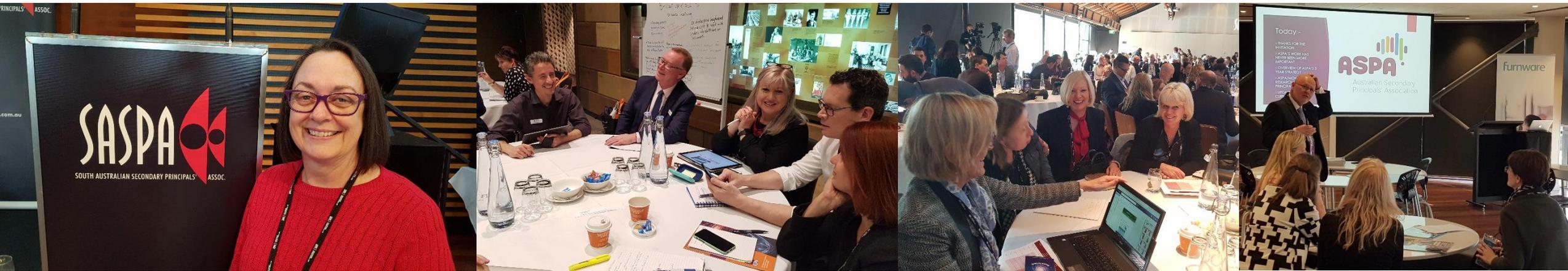
## Some key themes developed:

- Parents are signing the kids up for schooling of the past
- Getting ready for a new reality
- An interconnected world
- A vision for learning and equity
- The curve of forgetting





# The Workshops

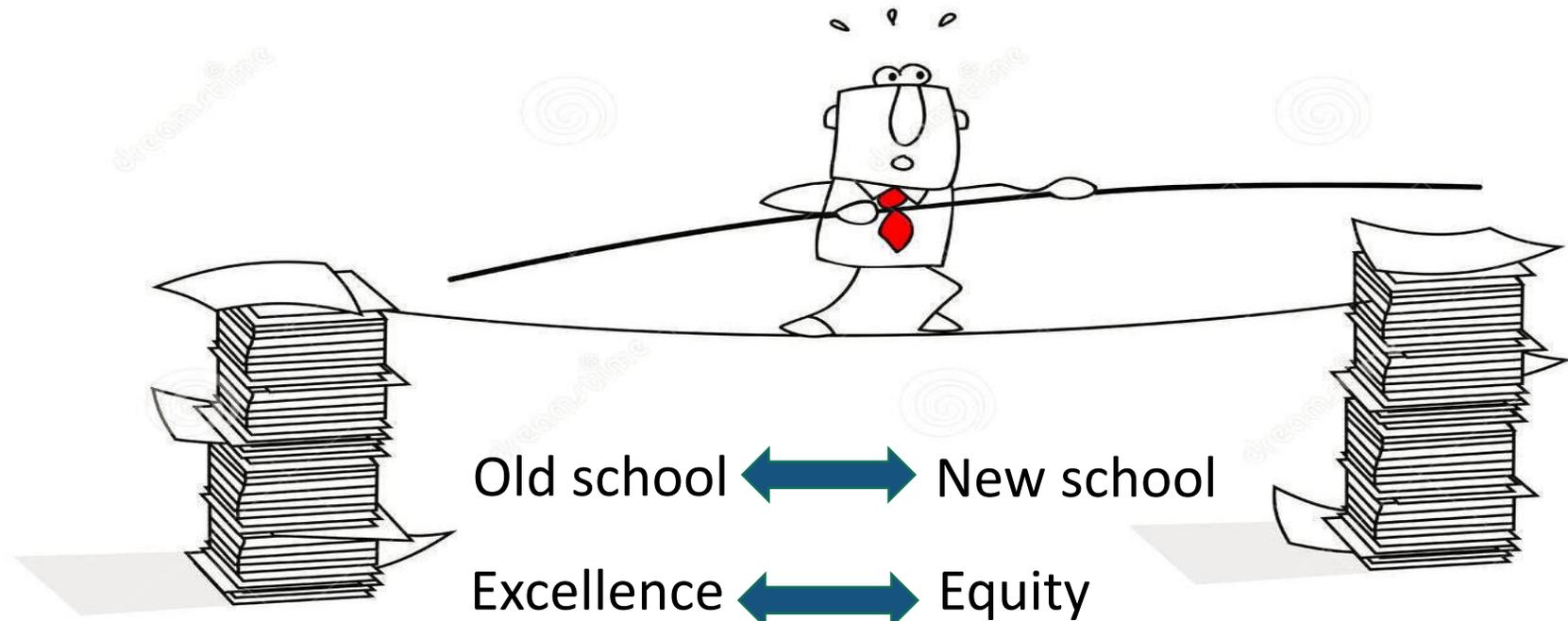


## Professor Donna Pedergast

- Being intentional about the learning needs (and the learning places) of young adolescent learners
- Realising the importance of practitioner inquiry
- Autonomy – how ‘the independent part of our job’ might translate into someone to blame
- The value of ‘dwelling in the space of struggle’
- Accepting that, without changing our pedagogy, we will never fully realise the potential of ICTs in the classroom







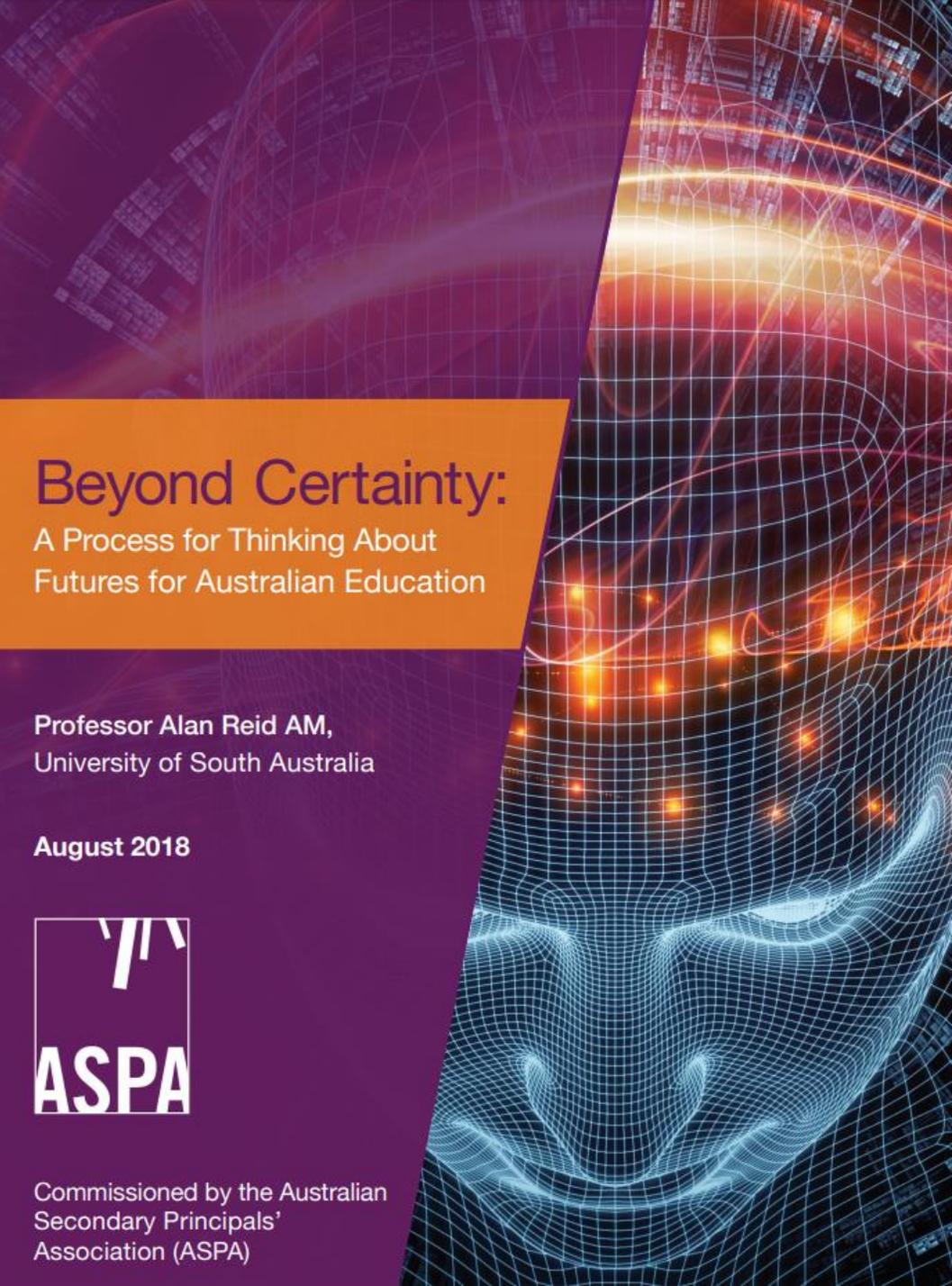
High stakes testing ↔ School-based pedagogical practice

The residualisation of low SES schools brought on by the marketisation / choice agenda

The inequity of funding / resourcing across the school sectors

Autonomy ↔ Systems membership

The standardised discourse ↔ The futures-focussed discourse



## Beyond Certainty:

A Process for Thinking About  
Futures for Australian Education

Professor Alan Reid AM,  
University of South Australia

August 2018



Commissioned by the Australian  
Secondary Principals'  
Association (ASPA)

... if the case study does anything it shows that, like it or not, education is a highly political activity

... educators have tended not to become engaged in the political process

... rather than wait and then react, educators must become involved in shaping public opinion and policy directions.

(Reid, 2018, pp 85-86)

**‘The skills of scepticism and discernment’**

# What is the evidence-based political project for school leaders?



What is the evidence-based political project for school leaders? (*cont*)

Instructional Leadership



Transformational Leadership



Authentic Leadership



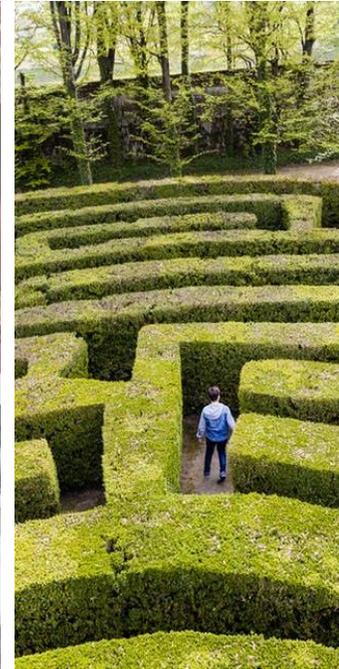
Distributed Leadership



Relational Leadership



Situational Leadership



Servant Leadership



**What about political leadership?**

Looking Deeper

Beyond Certainty



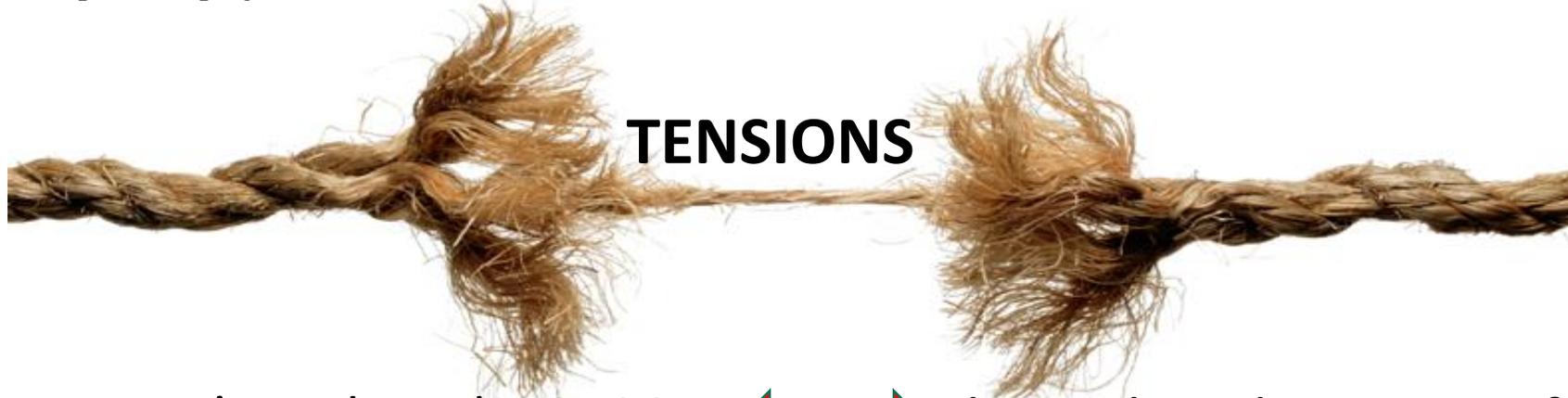
SAPPA

South Australian  
Primary Principals Association Inc



University of  
South Australia

**‘Paradox in the lives and work of school principals’** is a research project being undertaken by the University of South Australia in partnership with the South Australian Secondary Principals Association (SASPA) and the South Australian Primary Principals Association (SAPPA).



The system's goals and priorities ↔ The goals and priorities of my school

The external accountabilities applied to me and my work ↔ My need to act autonomously as a school leader

Centralised measures of school success ↔ The positive achievements of my school

Being the leader of teaching and learning ↔ Attending to the daily demands of the job

The tension brought on by the management of underperforming staff

A need to sometimes oppose or resist centralised policy demands ↔ The personal risks involved in such opposition or resistance

The tensions arising from school complexity and work load, and related issues of mental health and wellbeing



*Manoeuvre*

*Tweak*

*Push the guff aside*

*Negotiate*

*Filter*

*Push-back*

*Ignore*

*Find room to move*

*(Re)frame*

*Contextualise*

*Adapt*

*Massage*

*Dance a little*

*Manipulate*

**Realising the  
difference  
between policy  
intentions and  
policy enactment**

‘central input and local  
inflections’

(Clarke et al., 2015)

The term *policy* encompasses a range of developed documents that address the problems to which they are intended to provide a settlement, transfer

What is the problem?

Given broad meanings that encapsulate not only the centrally-developed documents that provide advice and instructions that flow into schools, but also the complex processes that underpin their school-based

How does the policy 'move' into schools?

How does the policy respond to the problem?

What can schools do to enact the policy locally?





**How do you express  
your leadership and  
agency in the policy  
enactment 'gap'?**



**Making room to manoeuvre**



## **Risk taking**

Testing the possibility of being other or otherwise

## Local struggles

Understanding that context matters and how top-down mandates can be decoupled from local circumstances and the particular struggles of a school



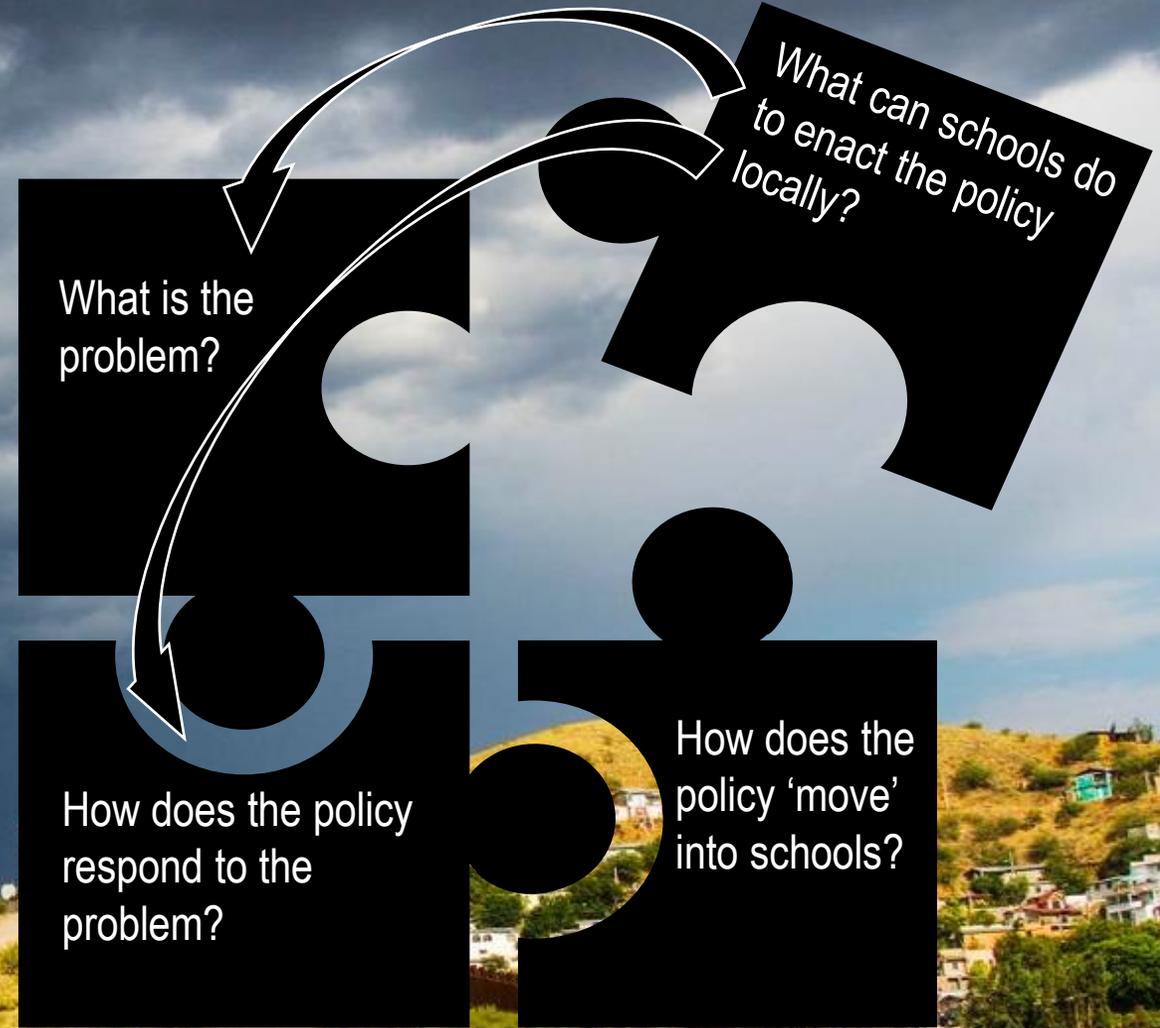
# Border crossing

Border crossing engages intellectual work ... as part of a discourse of *invention* and *construction* rather than a discourse of *recognition* whose aim is reduced to revealing and transmitting universal truths (Giroux, 1994)

**'Bringing educators back to centre stage'**

Skills of respectful discussion

Agonistic democracy (Chantelle Mouffe)



“All education is a struggle over what kind of future you want for young people” (Henry Giroux)

[www.youtube.com/watch?v=LCMXKt5vRQk&t=5s](https://www.youtube.com/watch?v=LCMXKt5vRQk&t=5s)

