Pushing Our Horizons: How Do We Tackle the Big, Hairy Challenges of the Next 20 Years?
agenda

• The framing questions:
  • Why change?
  • What is it?
  • What is inevitable in the next 20 years?
  • How to change?

• Three rounds of tackling big questions.

• Deep dive

• Focus on “how”
goals

• Push our current time and thinking horizons

• Wrestle with big questions we need to ask

• What is inevitable in the construct of “school” in 20 years?

• Moving from the “why” and “what” of school change to the “how”.

• Capturing our collective thinking within four framing elements: Mission, Learning Experience, People, and Operations
the why, what, how, and future of education...

...in about 45 minutes :)

@GrantLichtman
the call
“why”, “what”, and “how” at your school...

...the future and “how” at scale
the “why”

its not just about jobs
"Those who evolve are the ones who will survive. The beginning of evolution is recognizing what is changing."
MUTATION: Global shift in relationship between providers and consumers
education market pre-2000

- Public neighborhood schools • Free
- Parochial schools • $X
- Independent day schools • $2X
education market today

- Neighborhood
- Social-Structured
- Charter
- Magnet
- Choice
- Home
- Online
- After school
- Hybrid
- Parochial
- Other faith-based
- Hacked
- Independent day
- Boarding

“Free”

Affordable to < 1%
In 25 years, schools will all fall into one of three categories:

- Insulated by some combination of market, legacy, demand, and finances
- Highly differentiated by program or brand
- Struggling/failing
what we want and need
Time Rate of change

Technology + Human Adaptability

We are here

Eric Teller, in Thomas Friedman, *Thank You for Being Late*
So...why transform our schools?

We must

We want to

We know better

We can
the “what” today
what we teach

how we learn
DEEPER LEARNING

- STUDENT ENGAGEMENT
- INCREASING CURIOSITY
- STUDENT CENTRISIM

“Deeper Learning Cheat Sheet”
www.grantlichtman.com/Resources
“The Box”

- Time
- Physical space
- Subject
- Campus boundaries
- Age of student
- Student:teacher ratio
WE HAVE TO BUILD A NEW OPERATING SYSTEM

www.grantlichtman.com/resources
stop and take a breath, Grant

A few questions or comments?
the future

six big, inevitable changes
welcome to the cognitosphere
Technology is NOT a DRIVER of change

Technology has ALWAYS been an enabler of change

Technology flattens the world

Designers and dreamers expand the world
the "how"
Big levers that don’t require permission from those that create inertia…

- Creating demand
- Learning in the community
- Open educational resources
- Measuring what we value
- Modernizing schools of education
- Leadership training for educators
- “Flow”-based learning
a different approach to our horizons...
steps

• Create a sense of urgency around a big opportunity
• Unwrap and articulate a North Star
• Attract a growing volunteer army
• Accelerate movement by removing barriers
• Design and test
• Visibly celebrate significant early wins
• Institutionalize changes in culture

*Modified from Kotter, HBR 2012*
three big questions
Big Question #1: What is our “extra chunky”?
Big Question #2: What are we watching?
Big Question #3: How will we manage our horizons?

What is it in our organizations and structures that make it challenging to pursue a longer-term vision for our future; what can we do to refocus our sense of time and magnitude of our goals?
trajectory
SCHOOLS: of the FUTURE?

Possible Innovation Trajectories

Most schools today

Most schools 1975

Some schools here

Change

-40 -30 -20 -10 0 +10 +20 +30 +40
Using the Brains in the Room
Essential Reading

- Thank You for Being Late
  - Thomas L. Friedman

- #EdJourney
  - Grant Lichtman

- Social Physics
  - Alex Pentland

- RISE of the DEO
  - Maria Giudice, Christopher Ireland

- The End of Average
  - Todd Rose

- Moving the Rock
  - Grant Lichtman

- Creativity, Inc.
  - Ed Catmull

- Simple Rules
  - Donald Sull, Kathleen M. Eisenhardt

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Big Themes

- Three rounds
- About 30 mins to generate essential questions and ideas
- Use post it notes and allocate to:

<table>
<thead>
<tr>
<th>Mission</th>
<th>People</th>
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<tbody>
<tr>
<td>Learning</td>
<td>Operations</td>
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<tr>
<td>Experience</td>
<td>and Facilities</td>
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- Share out some reflections

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Round One

What is it in our organizations and structures as independent schools that make it challenging to pursue a longer-term vision for our future (comfort with the familiar, the inertia of success, head turnover, board term limits, annual contracts, cyclical nature of the school year, etc.)

What can we do to overcome these challenges?
Round Two

What are the changes and forces external to schools *(what will happen)* that will change us and what are the changes internal to schools that are within our control *(what do we want to have happen)*?
Round Three

What does it mean to shift schools from being “teaching organizations” to schools as “learning organizations”?

Which traditions are important to preserve and which traditions hamper this shift to a long-term growth mindset?

How will your school make this shift?
Deep Dive

Select a theme:
  Mission
  People
  Learning Experience
  Operations and Facilities

Use the ideas generated during Rounds 1-3

What are some bold ideas that stand out that might be worth further ideation as we look out 20+ years?
How to Lead These Discussions at Your School
Tilton School

Search: “Tilton Experience”
steps

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*Modified from Kotter, HBR 2012*
Getting Started

• Community discussion: What is great learning?
• What if?
• Ask the big questions
• Frequency, inclusion, listening

Modified from Kotter, HBR 2012
Stairway of Successful Innovation

Leadership  Vision  Inclusiveness  Timeline  Skills  Resources  Commitment  Communication

Success

Disconnected

On and off

Not serious

Ineffective

Wandering

Silos

Confusion

Failure to Launch

Grant Lichtman, 2014; (expanded from M. Lippett, 1987 and T. Knoster, 1991)