



CAMBRIDGE

# Developing growth through leadership

Shirley Yuan Su

April 13

## 什么是巴尼 (BANI) 时代?

- 脆弱 (brittle)
- 焦虑 (anxious)
- 非线性 (non-linear)
- 不可理解 (incomprehensible)



# What's expected from the world?

- updated concept and understanding of curriculum
- digital education transformation
- support for Social Emotional Learning
- teachers become knowledge producers

18 |

## Playing with your own scenarios

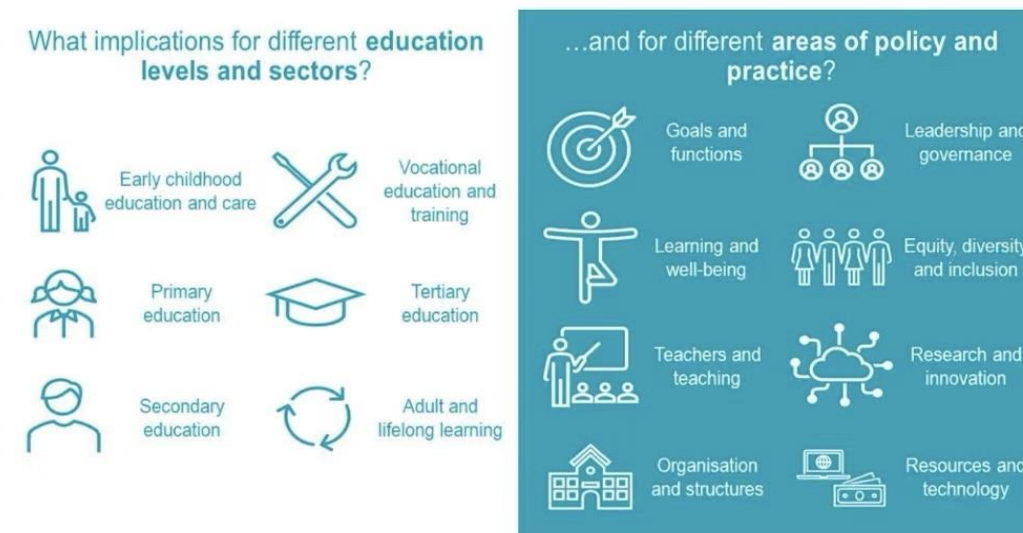
We invite readers to explore the scenarios, stakeholder narratives and reflection questions in an engaged manner, and as a basis for discussions on the future of education in your system. Involving a range of education stakeholders in these discussions helps to bring together different perspectives and explore creative ideas about the future, what needs to be done to prepare for it and how to shape it.

To perform your own scenario building exercise based on the trends and archetypes in this report, you can select an archetype and decide on a time frame (e.g., 10 or 20 years) and then use data on current trends, signals, and drivers to imagine how they might evolve under the archetype. Ensure your scenario is plausible, logically consistent, and addresses multiple trends or issues. We encourage you to be deliberate, challenge assumptions, and avoid bias. Give your scenario a compelling title that reflects its key themes.

To explore the implications of your scenario, you may want to identify stakeholders affected by your developments, factoring in characteristics such as gender, age, minority status, and roles in education (e.g., students, parents, teachers, policymakers). Think critically about how different groups might experience or respond to the scenario.

Going further, consider implications for specific aspects of education, such as different levels and sectors of education, different aspects of policy and practice (e.g., goals, resources, teaching), or different levels of decision-making or ownership of schools (e.g., local/national, public/private). You may then repeat the exercise with a different archetype to create another scenario, enabling comparisons and deeper reflections, for example on the types of policies or strategies that might be effective and resilient across multiple scenarios.

Figure 1.4. Exploring implications for different levels and areas of education



Readers are also invited to go further and experiment with other futures thinking tools. Two examples are presented below. These additional tools can be used to explore specific themes, trends or scenarios in more depth. The section ends with further resources to support more in-depth strategic foresight efforts.



# What’s expected from the world?

The re-thinking of curriculum:

*Curriculum is what’s missing in standards and textbooks.*

*Playing with your own scenarios*

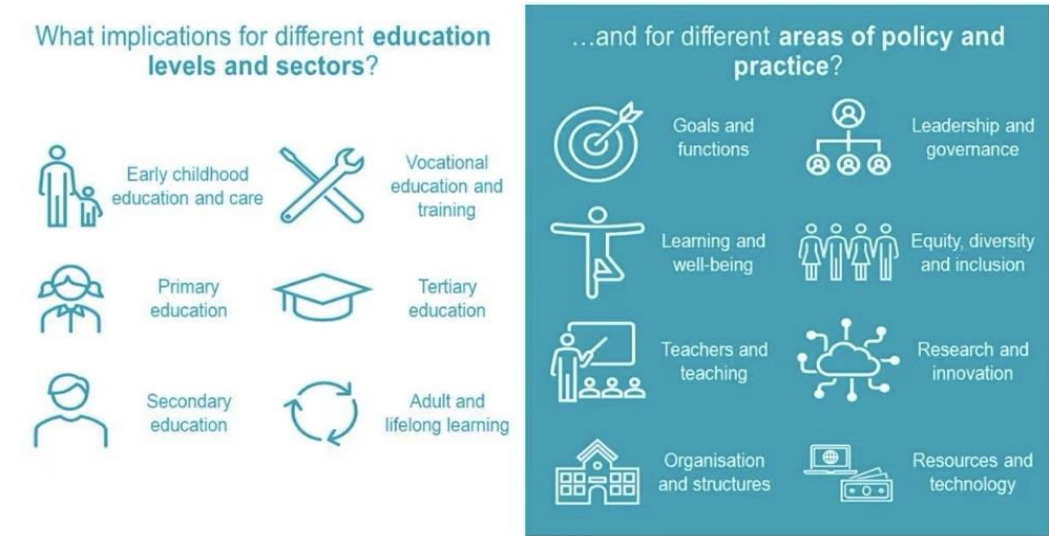
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# The role of leadership in a learning organisation

*-coaching leadership*

*-transformative leadership*

## 9 Leadership Styles That Define <sup>Top</sup> Performers

### 1 Servant Leadership

**What It Is:** A leader-first approach focused on serving the needs of the team and organization.

**When To Use It:** Ideal for collaborative environments that value long-term development and ethical practices.



### 2 Pacesetter Leadership

**What It Is:** Leaders set high standards and lead by example, expecting the same from their team.

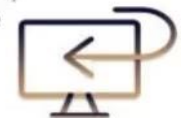
**When To Use It:** Effective for skilled teams in need of fast results, but not where innovation or growth is needed.



### 3 Delegative Leadership

**What It Is:** Minimal oversight with most tasks and decisions delegated to the team.

**When To Use It:** Suitable for experienced and self-motivated teams, but risky when close management is necessary.



### 4 Coaching Leadership

**What It Is:** Focuses on personal growth and continuous feedback to develop skills.

**When To Use It:** Best in dynamic settings requiring adaptability, less so for immediate results.



### 5 Strategic Leadership

**What It Is:** Combines strategy creation with motivating the team towards long-term goals.

**When To Use It:** Essential for organizations needing clear direction and willing to embrace change.



### 6 Bureaucratic Leadership

**What It Is:** Adheres to strict policies and rules under a clear hierarchy of authority.

**When To Use It:** Effective in regulated fields requiring precision; not for creative sectors.



### 7 Participative Leadership

**What It Is:** A democratic approach where leaders value and seek input from team members.

**When To Use It:** Effective in fostering a collaborative and inclusive environment, but may slow decision-making.



### 8 Transformational Leadership

**What It Is:** Motivates employees through innovation and a vision for change.

**When To Use It:** Great for companies seeking transformation, less effective in stable, traditional environments.



### 9 Authoritative Leadership

**What It Is:** Centralized control where the leader sets clear goals and directives.

**When To Use It:** Useful in crises or when implementing new visions, not with autonomous, expert teams.



Adapted from Will McTighe



# developing school leadership

leadership

Vision

curriculum,  
facilities

empower teachers

Trust, PDs

Students  
leadership

Voice Choice  
Ownership

A mindset of  
tenacity

Opportunities for  
failures



# Developing leadership through vision



- curriculum ambitions disciplinary to interdisciplinary
- learning hubs
- AI incorporated learning



# Developing leadership through vision





# Developing leadership through vision





# Developing leadership through vision

ATDESIGNOFFICE

## 首层空间序列

SPATIAL SEQUENCE

鸟瞰



 展示墙  
 流线



# Developing leadership through vision





# Developing leadership through vision





# Developing leadership through vision



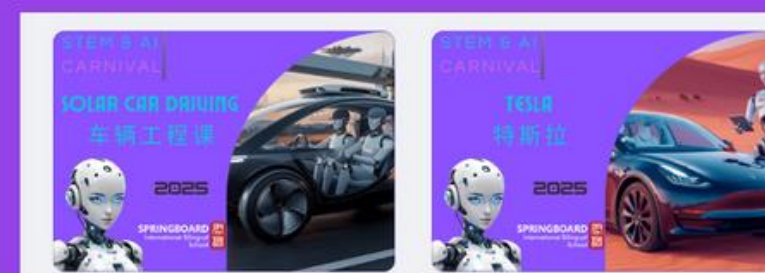
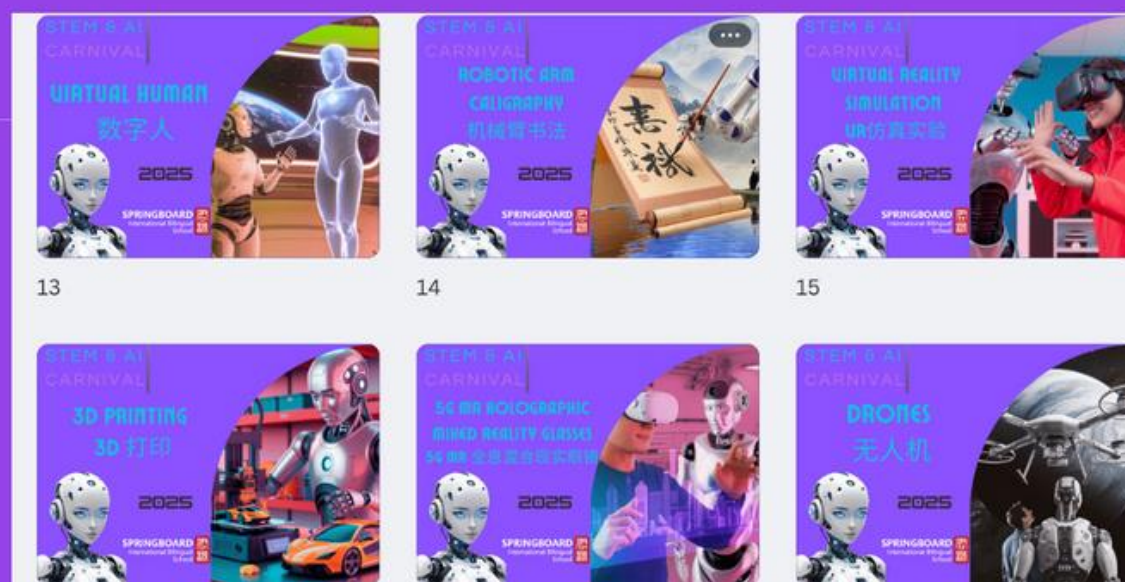
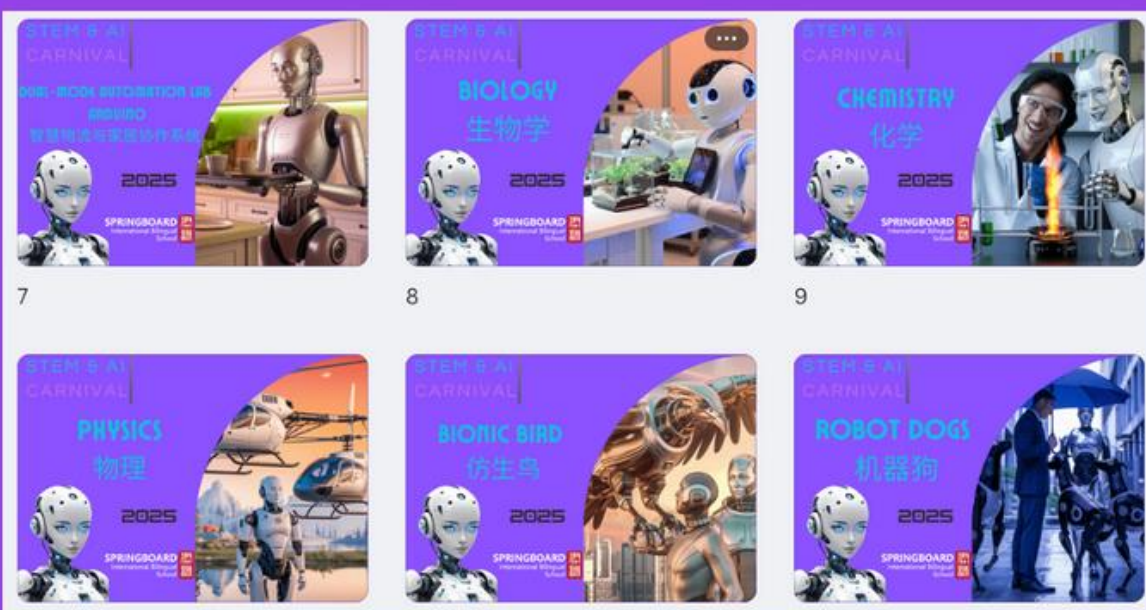
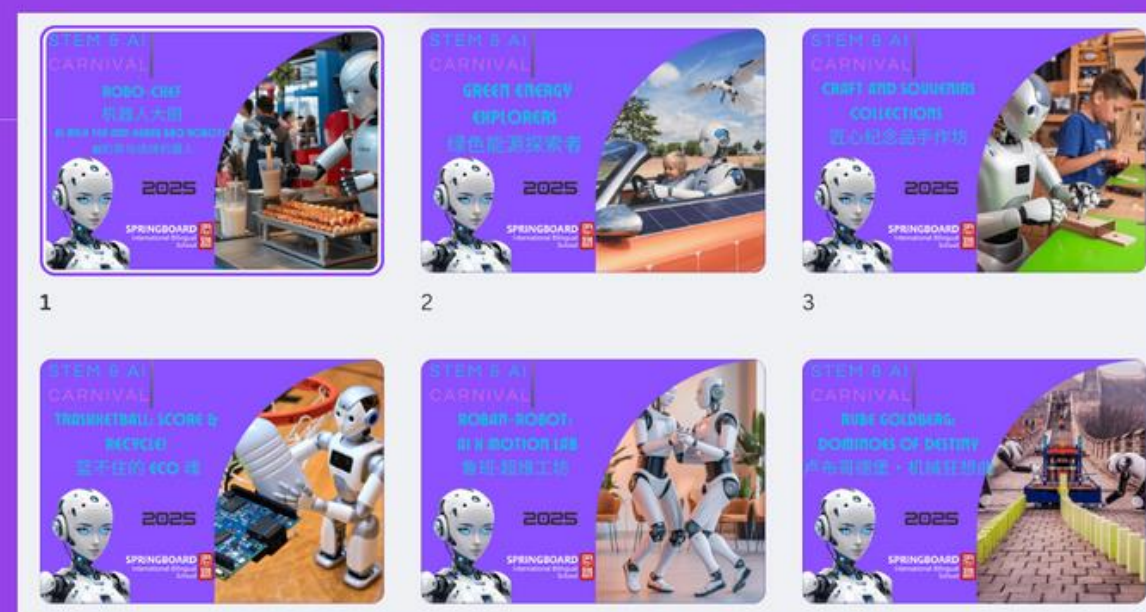


# Developing leadership through vision





# Developing leadership through vision



# Developing leadership through vision

君诚科技班课程设置的课表样表

小学 4-5 年级（学术课程占比 80%，科技课程占比 20%）

科目	课时	课程标准	备注
英语	10	IB PYP 和美国州立课程标准 CCSS	外教授课
中国语文	8	中国国家课程标准	中教授课
中文数学	8	中国国家课程标准	中教授课
体育	2	IB PYP 和国家课程标准融合	中教双语授课
美术	2	IB PYP 和国家课程标准融合	中教双语授课
科技特色课程	8	VEX 机器人、人型机器人、自动化系统、无人机等特色模块	中科院相关硕博导师团队授课
其他（集会、合唱、图书馆）	2	校本课程	校内中外教授课

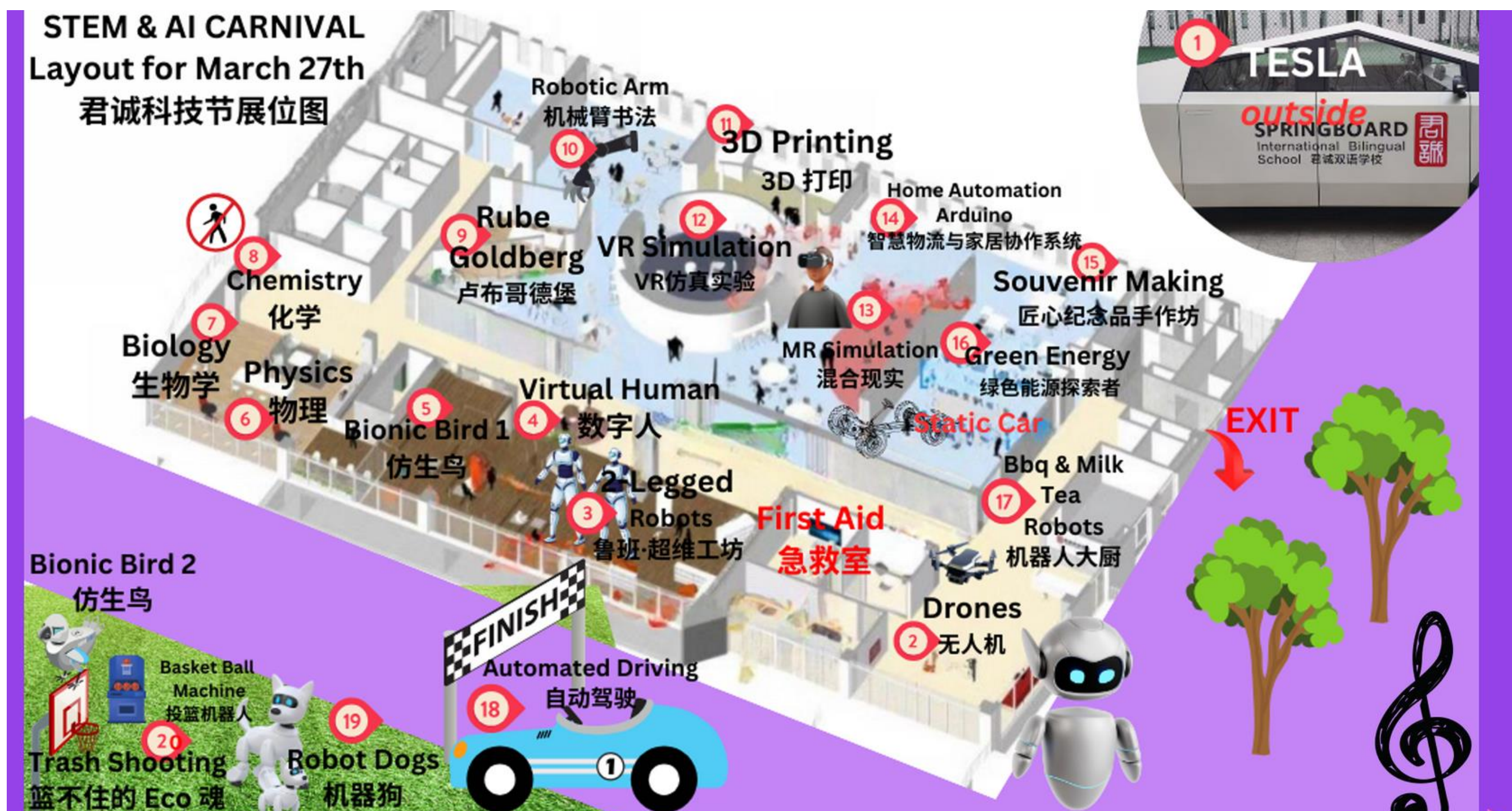
课表样表（每日 08:30 上课，15:30 下课，15:40-16:20 为课后课时间）

课节	周一	周二	周三	周四	周五
1	英文	英文	英文	英文	英文
2	英文	英文	英文	英文	英文
3	数学	语文	数学	语文	数学
4	语文	数学	数学	数学	数学
5	语文	科技特色课程	语文	数学	科技特色课程
6	美术		语文	语文	
7	美术		体育	中文阅读	
8	其他		其他	体育	
	课后课	课后课	课后课	课后课	课后课

*If in theory, it can be done, then in reality, it definitely can be done.*



# Developing leadership through vision







# Developing leadership through empowering teachers



# Developing leadership through empowering teachers



走到不确定性的最前哨。

随机不确定 random uncertainty  
认知不确定 cognitive uncertainty



# Developing leadership through empowering teachers



×

Congratulations!



## Generative AI for Educators Certificate

Completed by Chao Fan on May 17, 2024

This certificate verifies that the learner listed has successfully completed the two-hour Generative AI for Educators course.

Score: 83    Completion ID: 294361390

Congratulations!



## Generative AI for Educators Certificate

Completed by William Jiaqing Wei on May 20, 2024

This certificate verifies that the learner listed has successfully completed the two-hour Generative AI for Educators course.



## Generative AI for Educators Certificate

由 Tong Peng 于 2024年5月17日 完成

This certificate verifies that the learner listed has successfully completed the two-hour Generative AI for Educators course.

分数: 92    完成ID: 294401722



添加到 LinkedIn 个人资料



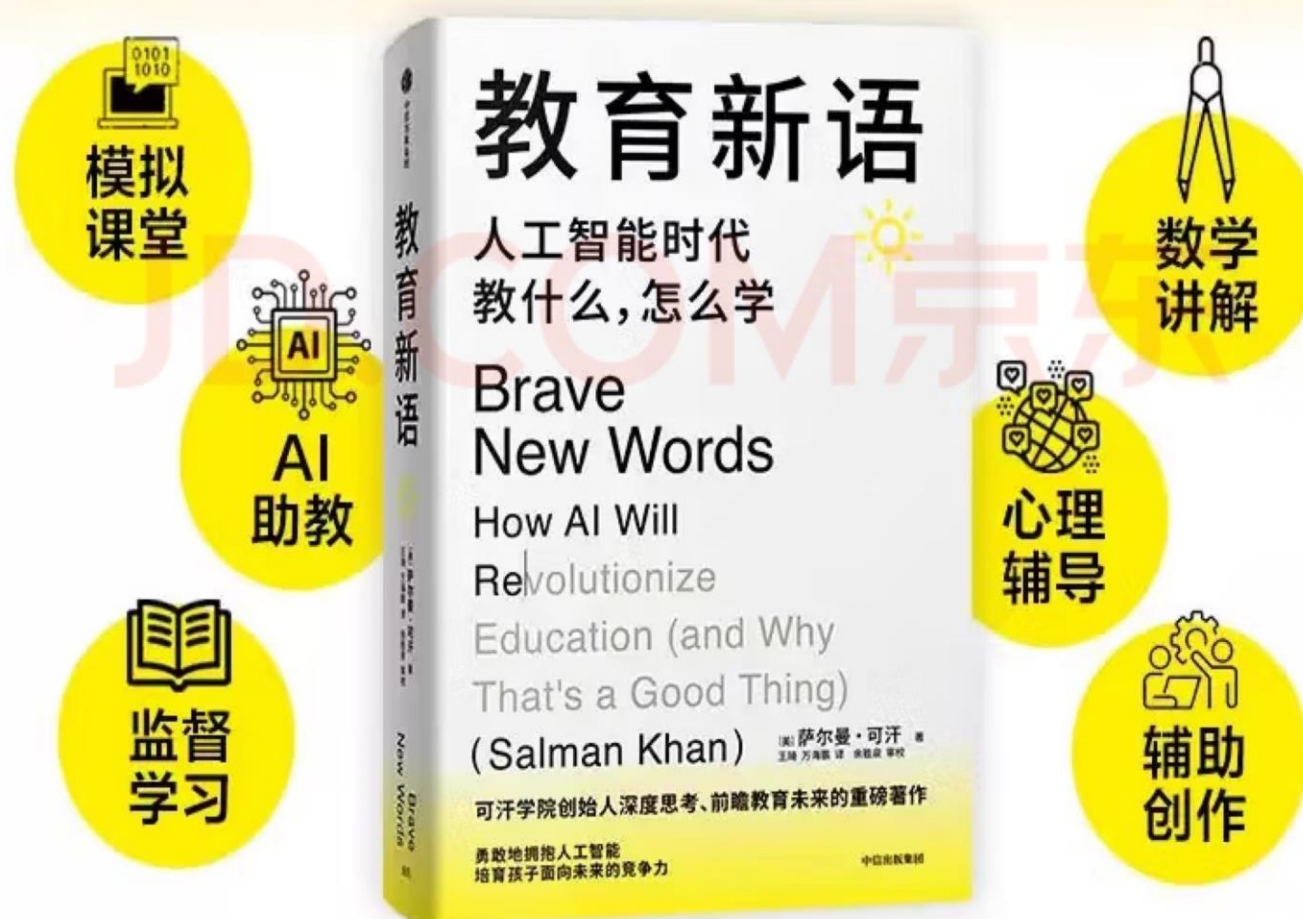


# Developing leadership through empowering teachers

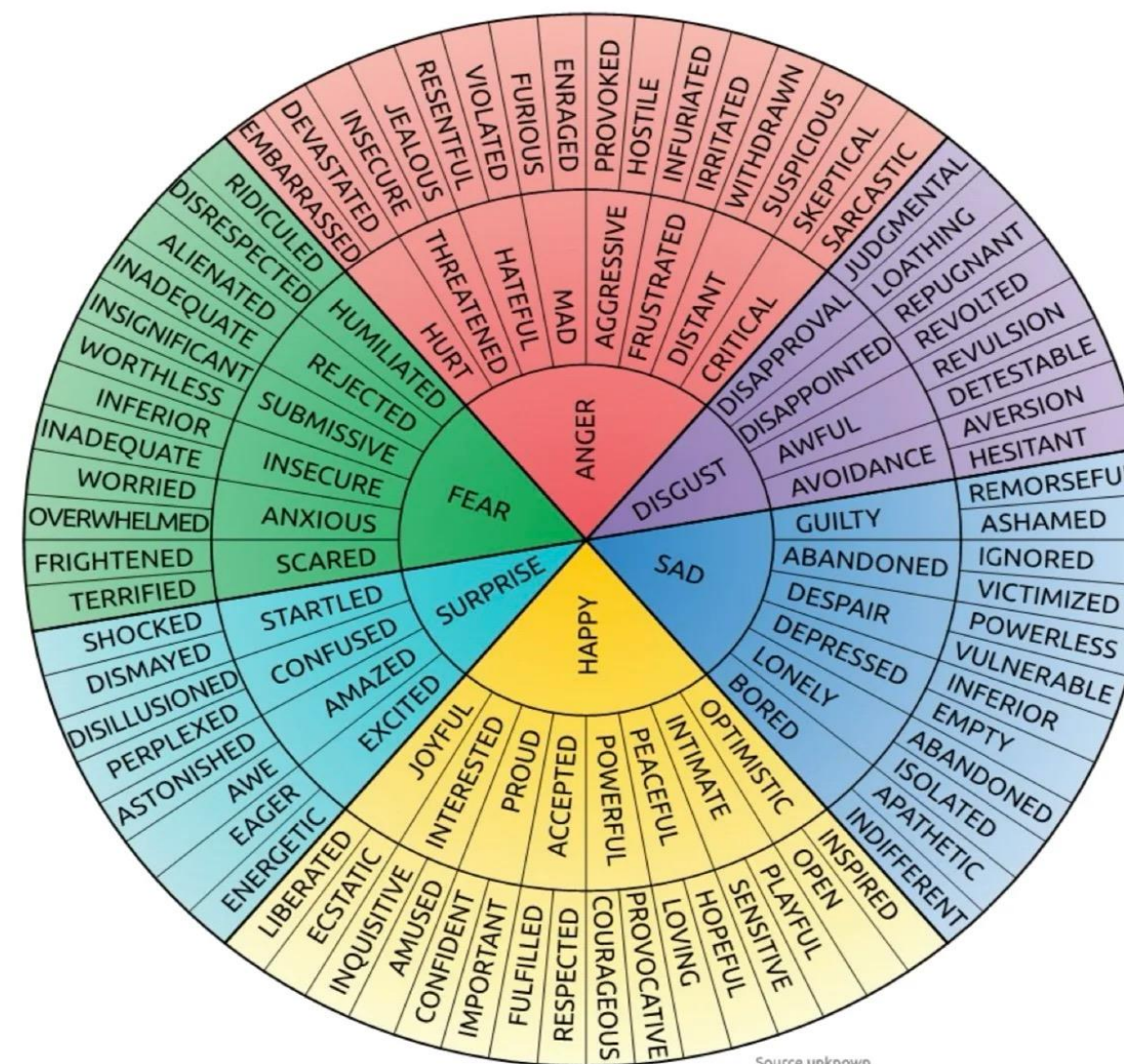
- Reading community
- Reading and accepting emotion

## 通晓人工智能技术工具

为孩子提供学习支持：

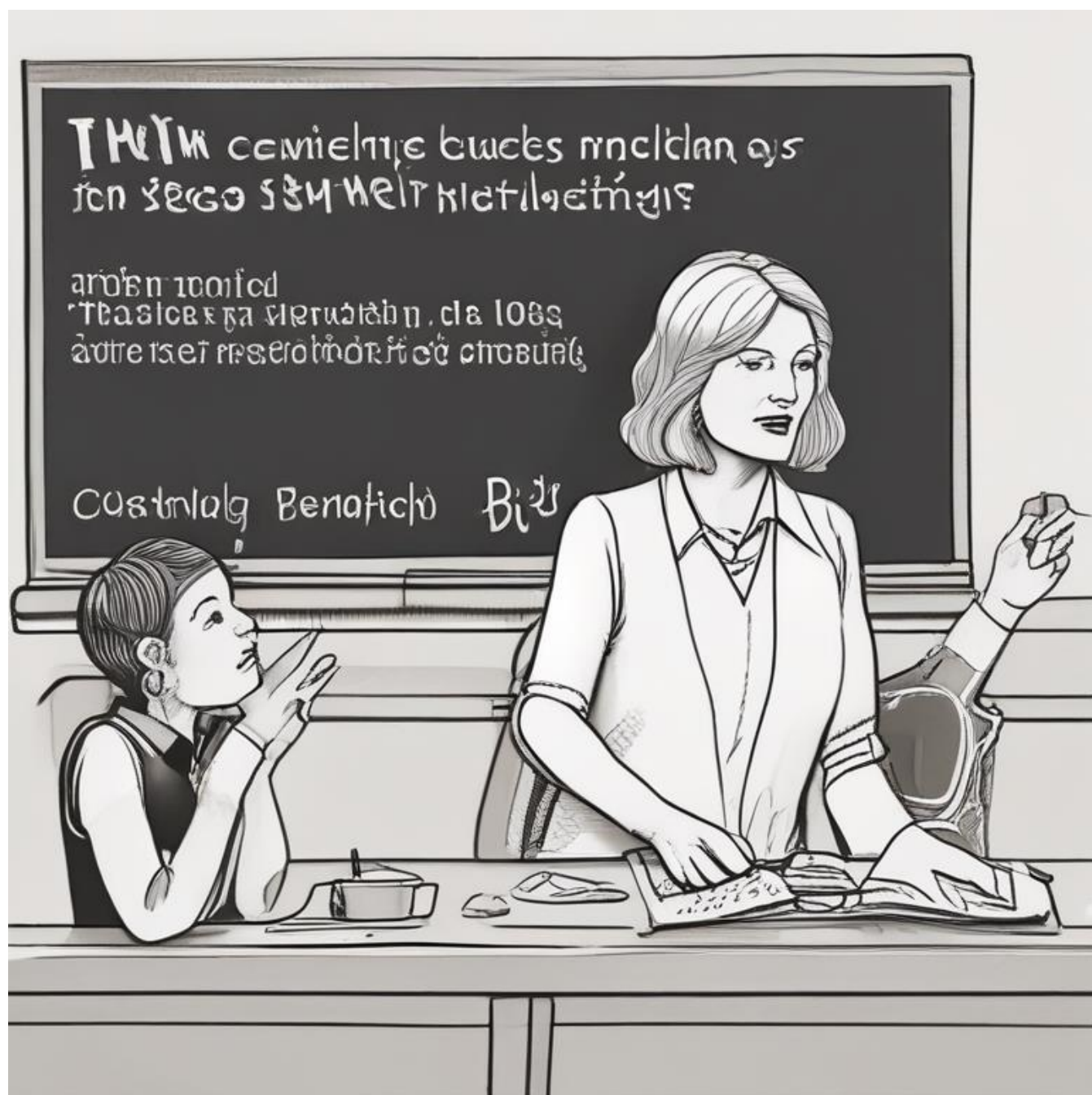


# Wheel of Emotions





# Developing leadership through empowering teachers



走到不确定性的最前哨。

随机不确定 random uncertainty  
认知不确定 cognitive uncertainty







# Developing leadership through students leadership



- Agency:  
Voice, choice, agency  
-involve them in  
the decision making  
process
- give timely recognition  
and celebration



# Developing leadership through student leadership

**TEDx SIBS**  
x = independently organized TED event

社会问题  
Social  
awards



“女性，她不应该被限制在狭小的定义中，她们也可以是非常伟大的，做出了许多不管是历史上可见的或者是不可见的贡献。”  
——Luna Grade 9

扫码观看演讲



君诚国际双语学校

**TEDx SIBS**  
x = independently organized TED event

Herace



“If we stay true to logic and stick to evidence, we can get real of common sense and make innovations that can change the world completely.”  
——John Grade 9

扫码观看演讲



君诚国际双语学校

**TEDx SIBS**  
x = independently organized TED event



“正如这个影域中的囚徒们，他们无法看到真实的世界。”  
——Andy Grade 11

扫码观看演讲



君诚国际双语学校

**TEDx SIBS**  
x = independently organized TED event



“我们向内探求，认识自己固然是很重要的，但当我们与这个世界面对面站立的时候，外界的一切就像是我们的一面镜子，通过凝视这面镜子和透析它的本质，其实我们看到的是一个更清晰明亮的自己。”  
——Rachel Grade 11

扫码观看演讲



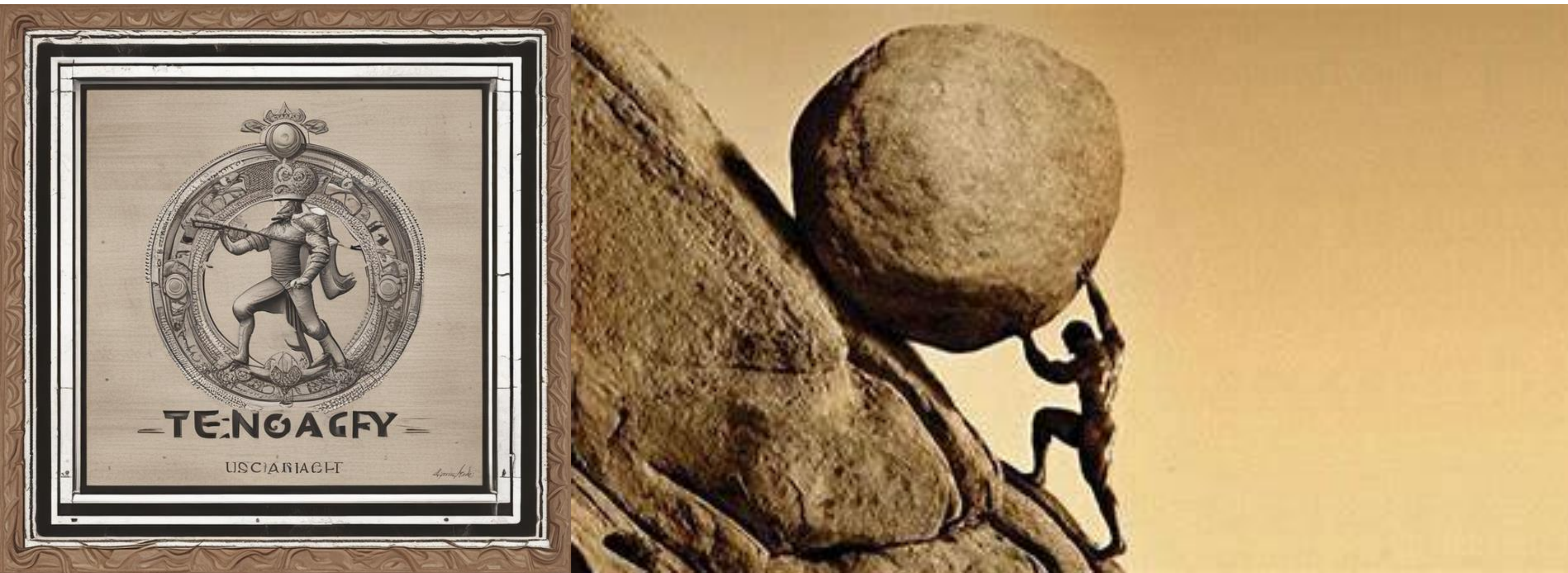
君诚国际双语学校





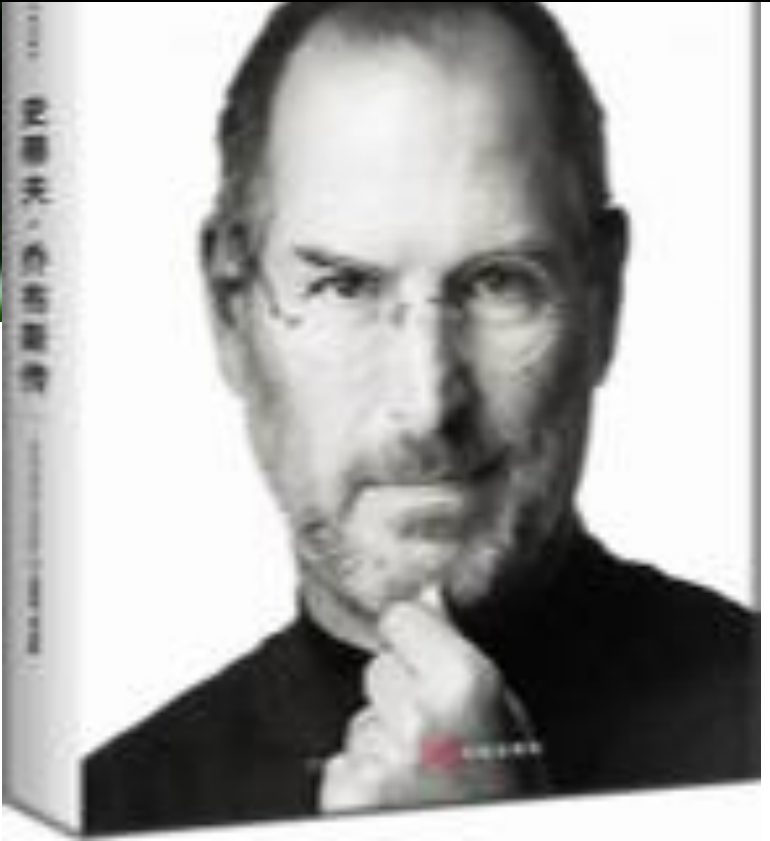
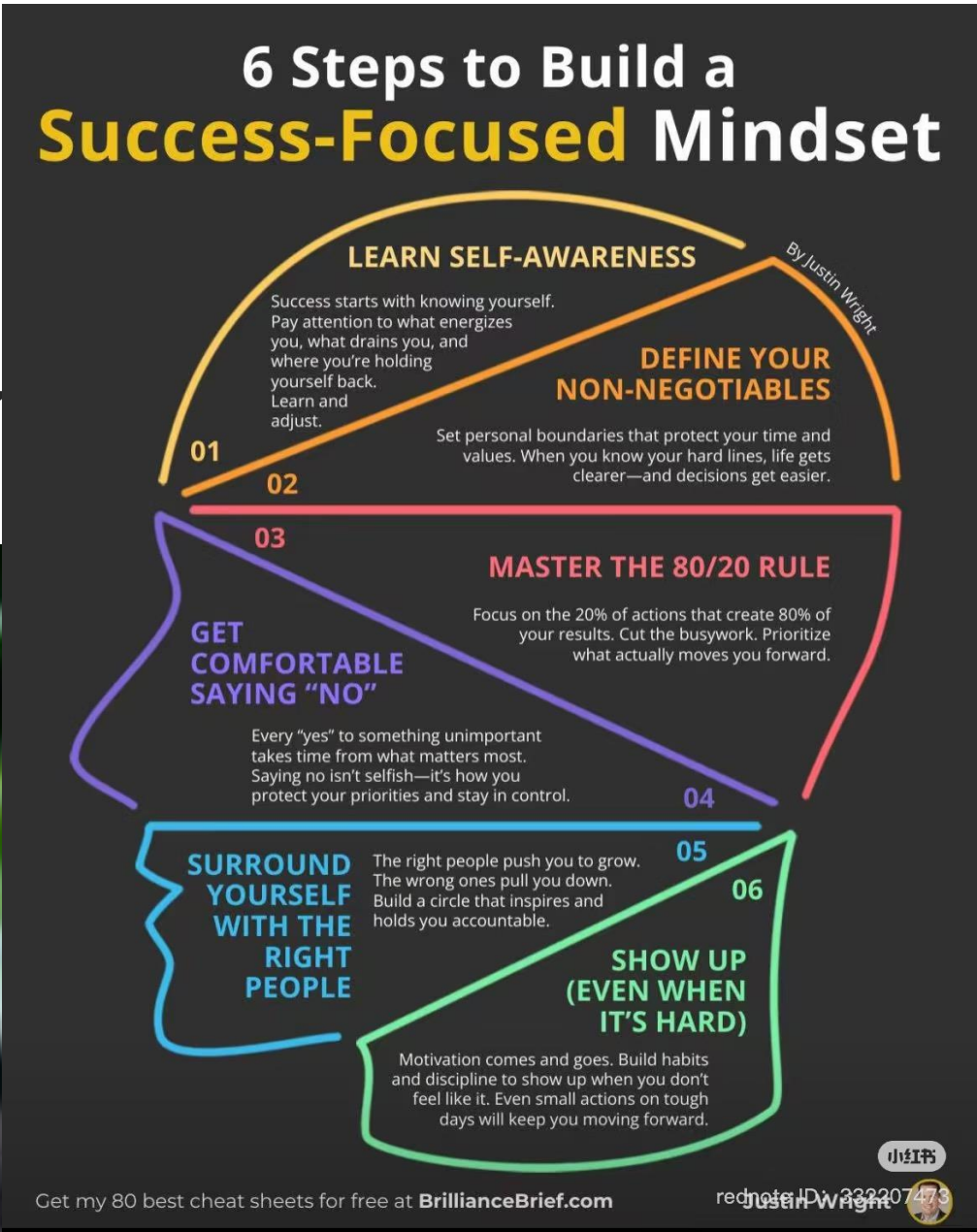


# Developing leadership through tenacity






# Developing leadership through tenacity







**Ready  
for the  
world**



“Run towards the problem and engage”







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Any questions?





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Thank you!



# Get in touch!

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