

CIEC Congreso Presentation

LÍDERES DE ESCUELAS INNOVADORAS. ¿QUÉ PERFIL Y HABILIDADES EXIGE EL FUTURO? POR: THOMAS BURNFORD – ESTADOS UNIDOS

INNOVATIVE SCHOOL LEADERS. WHAT PROFILE AND SKILLS DOES THE FUTURE DEMAND?

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Thursday, January 9, 2020. 8:45 – 9:30 a.m.

1. **The Stockdale Paradox**
 2. **Creativity: Cristo Rey and Dual Language Immersion**
 3. **Authenticity of the Leader**
 4. **The Innovation Portfolio**
 5. **Catholic – Inside and Outside**
- Introduction:
 - From England, President of NCEA, 1904
 - USA: 6,300 Catholic Schools, elementary and secondary
 - 1.8 million students and 150,000 Catholic educators
 - Save taxpayers \$24 billion
 - It's all about leadership: Schools with good leaders do not close!
 - Good Morning! My name is Tom Burnford and while I grew up in England I have spent the past 30 years in the United States working in Catholic Education, with parishes, schools and dioceses. My work is to run the National Catholic Educational Association with our offices in Northern Virginia, but my passion, my love, is to visit some of the 6,300 Catholic schools and help them grow and thrive. And it was my great honor in November to host a meeting of the CIEC Consejo in Washington DC,
 - SLIDE 1
 - and here is a picture of the Consejo at Sacred Heart Catholic school in Washington DC, a school in which the students learn in both English and Spanish. We have 1.8 million students in Catholic schools - primary and secondary – in the United States and for the most part we get no government funding for this work, which in turn means that this ministry of the Church saves taxpayers about \$24 billion a year. But one thing we know to be true is that the success of Catholic schools depends on good leader, leaders who are innovative and have skills useful for the future.
 - SLIDE
 - As I talk about the profile and skills that leaders need I want to touch upon five points:
 - **The Stockdale Paradox**
 - **Creativity: Cristo Rey and Dual Language Immersion**
 - **Authenticity of the Leader**
 - **The Innovation Portfolio**
 - **Catholic – Inside and Outside**
 - **The Stockdale Paradox ;**

- Admiral Jim Stockdale was the highest ranking US military officer in a prisoner of war camp in Vietnam, for 8 years.
 - He was Tortured 20 times
 - This is a picture of admiral Stockdale coming home and being greeted by President Jimmy Carter
 - Jim Collins, the author of the book asked him how he survived and admiral stockdale said.....: How did you survive?
 1. Quote p 85 top
 2. When Jim Collins asked him Who didn't survive? , Stockdale answered, "The Optimists" : Quote P 85 middle
 - Stockdale goes on to say..."You must never confuse faith that you will prevail in the end—which you can never afford to lose—with the discipline to confront the most brutal facts of your current reality, whatever they might be."
 - This is a hard time to be Catholic: not only do many of us face persecution in some form or other for our faith by the secular culture, but we can also face persecution and opposition from different factions within the Church. It can be easy to loose home amidst the realities of clergy sexual abuse, in the times when Church leaders may not have been transparent, and when Catholics have not done right. It can also be disheartening to see the culture around us growing ever more secular and even families of children in our schools living in ways contrary to the faith.
 - It is that these times that the Catholic school leader must keep in mind the reality that this is God's work and we must.. "never confuse faith that you will prevail in the end—which you can never afford to lose—with the discipline to confront the most brutal facts of your current reality, whatever they might be."
 - So my first point is to know that the work we do is God's work, and we have been assured by the gospel that the Spirit of God is with us and therefore we know that we will, in the end prevail, but as we do our work we have to confront the brutal facts and the reality of the situation, whatever situation that is. That is important for leaders today.
- SLIDE
 - **Creativity: Cristo Rey and Dual Language Immersion**
 - So on leader I want to talk about briefly, is a Jesuit priest from Chicago, Fr. John Foley, who founded the first Cristo Rey high school in the US. When Cristo Rey Jesuit High School opened under the leadership of John P. Foley, S.J. in 1996, it introduced a highly innovative integration of academic and professional experience to Catholic secondary education in the United States. Students are in classes four days a week, and then one day a week they go to work, at a company or in an office, and together five students hold down one entry level professional position and by doing this they earn their tuition. The model had immediate appeal, first to Catholic educators across the country and soon after

to prominent philanthropists. Through the talent and commitment of local communities and generous and enthusiastic support from philanthropic investors, the Cristo Rey Network has grown over the last 20 years from a single school in south Chicago to a national network of 35 schools.

- During a period when traditional Catholic schools were closing at an alarming rate, the Cristo Rey Network has grown into the largest network of high schools in the country that exclusively serves low-income students. Students earn a majority of their education cost through the Corporate Work Study Program (CWSP), which provides our schools with a sustainable revenue model that does not rely solely on tuition, traditional fundraising, or government funding. When a Cristo Rey school reaches full enrollment (400-600 students), the financial model reflects 60% of funds earned through CWSP, 30% secured through fundraising, and 10% collected from a modest family contribution (on average \$1,000 per family).
- Fr. Foley created this innovative model out of a need to find a way to make Catholic education affordable to Catholic students, especially Hispanic students, who didn't have the resources to pay tuition. What Cristo Rey and Fr. Foley have done in the United States is to show that innovation is possible, that we can re-think the way we fund Catholic schools and who those schools serve. It is so easy to think that the parish school is the only model, or an order sponsored school with high tuition. And yes, tuition assistance is an essential element of the life of all schools, but Fr. Foley knew he had to think of a funding model that went beyond tuition, tuition assistance, and so came the idea of students working on day a week.
- As leaders, we have to innovate and be willing to try new things including designing schools that are different from traditional schools
- Another example of innovation came about in the development of two-way immersion schools, school, like Sacred Heart in Washington DC that Senor Perez and the CIEC Consejo visited in November, schools that teacher students in two languages – they don't just teach a second language, by actually educate the student in two languages.
- Now this innovative way of educating students has grown so that there is a Two-Way Immersion Network for Catholic Schools (TWIN-CS) is an initiative of the Barbara and Patrick Roche Center for Catholic Education at Boston College's Lynch School of Education. This initiative, grounded in research and leadership by Boston College faculty and other university researchers from around the country, supports schools in the implementation and assessment of dual-language immersion models in Catholic school classrooms around the United States. The TWIN-CS network is composed of principals, teachers, field mentors, parents, board members, and other leaders from Catholic schools across the country. Two-Way Immersion (TWI), recognized nationally as the most effective approach to bilingual education, blends native English speaking students with peers who are native in another language. With twenty percent of the U.S. population speaking a language other than English at home, multiple approaches

to educating students with limited English proficiency exist. *Typically, these students are provided supplemental assistance focused on English language development. TWI differs from such approaches in two key ways. First, it supports bilingualism and biliteracy. English learners become fluent in both English and their native language. Second, it supports bilingualism and biliteracy for native English speakers, as well. Specifically, English language learners are not separated from their native English classmates, but instead, all students serve as language models for one another, and thus become bilingual together. As such, TWI not only prepares all student participants to be bilingual and biliterate citizens in an increasingly diverse world, it deeply respects the non-English language students' identity and family culture. The Two-Way Immersion Network for Catholic Schools (TWIN-CS) will provide an opportunity for selected Catholic schools to adopt a TWI approach to bilingual service delivery.*

- **SLIDE: Authenticity of the Leader**

- Confidence and Humility – a Saved Sinner
- Collaborates with those who are smarter
- Puts people first
- Reveals what they feel
- Gets things done.
- Question: Who is the most genuine, authentic leaders you know? Share with neighbor.
- I have talked about the attitude of the effective leader that honestly faces difficult realities head on while at the same time absolutely believing they will prevail, and I've given a couple of examples of an innovative leaders can make a difference. Now I want to highlight a few more traits of the successful leader in Catholic education.
 - Real confidence comes from humility; and humility is nothing more than knowing who we really are before God – saved sinners. All of us. In my office when things go wrong, we often get to a point where we identify the mistakes that were made, we own them, and then we say, “Well, There are only two people without sin, and one of them is Jesus, and the other is his mother. So, we are going to have problems in our work!”
 - But the innovative leader has to also work with, and seek out people who are smarter than they are. If you are a leader and you only hire people who know part of what you know, then you are not serving the mission of your school or diocese of order; you have to surround yourself with people smarter than you, holier than you, and work together for the sake of the mission. This gets back to the first point – real humility is the foundation of confidence, and that confidence puts the mission, not me or you, first.
 - A leader for the future must put people first – the Holy Father teaches us how to do this in the way he spends time with people, the way he interacts with crowds, how he stops and listens. In a school this is hard because the principal has so many people to be responsible for, with teachers, parents, and students, and it is hard to find time to listen to everyone...but the point is to lead with the understanding that as the Church teaches us every person is created in the image and likeness of God, and therefore every person has incredible dignity and value to God, and therefore to us.
 - This next one is difficult for me – to reveal what I feel. I grew up in England, in an English family that was formal. My Dad was a judge, a prisoner of war, and a gentleman farmer. My Mothers family has a long and proud history in England, and one thing we did not do as a family was talk about feelings, or share feelings....in fact growing up I

didn't even know what feelings were! England is pretty cold, and some say that English people themselves aren't cold; they are **icy** cold! So, as a teenager coming to the United States I loved how expressive the people were, how they expressed what they felt, and over time I learned to value what I feel and try to express it in a healthy way. This is an important part of leadership, and a skill that Catholic educators need to develop, especially if they did not learn it when growing up.

- Technology, e-mail, texts, ipads, internet, iphones, have changed the way people relate today, not only the young but also us here. Technology has changed how much time children and adults spend playing together, how much time we spend in conversation, how we share a meal together, and certainly how we learn. Catholic schools have changed to, and are using technology in wonderful ways to enhance learning. But at the same time we must be careful not to lose the ability to have personal relationships with others and to teach our children how to have those personal relationships. And God created us with feelings, not just to protect from bad things happening, but also so we could feel and experience love, passion, joy, pleasure, and beauty.
- A successful leader in the future of Catholic education needs to be able to express what they feel, and help others do so.
- DISCUSS: Who is the most genuine, authentic leader you know, and why? Take a minute with the person sitting next to you to just mention a couple of traits of a leader you know personally. We'll take just a few minutes to do this.
- SLIDE
- **The Innovation Portfolio**
 - Dedicate resources to innovation
 - Pilot lots of things
 - Be willing to fail
 - Stop quickly
 - Balance reactive and proactive
- As leaders, we are responsible for adapting to the current times. The world around us is changing, and education is changing rapidly. We have new types of schools – I've mentioned a few like Cristo Rey and Dual Language Immersion, but the question for us, is what will the Catholic school of the future look like? Will most schools be parish based? How will classrooms change? How will building design change? I visited a school last year in Boise Idaho that had wide hallways with seats and couches in them, and the inside walls between the hallway and the classroom were actually garage doors that went up and down, so when the teacher wanted the students to work in groups, she raised the wall and expanded the learning space into the hallway for a portion of the class. Imagine what the future holds. And beyond this, we have to look at the rapid growth of virtual education where students encounter their teachers through video and remote access.
- We have to change; the Church has always done this, adapting to the current culture while at the same time maintaining the truth of the faith and the traditions we hold dear. But often the Church has been slow to change, very slow - which has advantages and disadvantages. But was an innovative leader I want to suggest that we develop, individually and together, an **innovation portfolio**. An innovation portfolio is a series of ideas that we think could help the ministry of Catholic education, and we are willing to try, knowing that some won't work, and some will. It is somewhat like a financial investment portfolio, a series of stocks and bonds that balance risk and stability, that is a mix of small and small, risky and safer. As a leader we need to try new things and be willing to take risks. So I want to talk a little about the innovation portfolio we are

working on at NCEA, in my office. We are just starting out in this, and it was a big change from the way we used to do things which was focused more on our history over the past 110 years and the fact that we were known for doing certain things – publishing books, holding the worlds largest Catholic teacher convention, giving out awards, etc. But we realized that the rate of change is so fast that we have to try new things to serve Catholic schools. As an association supporting Catholic schools, we felt it important to change the way we operated and so we are in the process of the following actions:

- We dedicated specific resources, money and people, to innovation, specially to researching ideas that work in Catholic schools and seeing if they can be replicated nationally or in other schools. But more than this we are researching what is happening in other school, secular schools, to see what we can learn and what might help. We are talking more with business leaders about how to market schools and so on. The point is that for years we were so busy doing the work we had always been doing that we didn't dedicate time and resources to innovation.
- And now we are piloting various programs; we are trying, for example, specialized professional learning communities of 8-10 Catholic educators who want to learn together in a very specialized way – for example, we have a group of presidents of NEW – less than 10 years old – high schools who want to use Zoom video conferencing to talk monthly and learn together and from each other; we are doing similar groups for special educators, principals of very small schools, etc. Another thing we are piloting is a structural and financial model for a small school, one with 150 students or less. In the United States we are experiencing declining enrollment and so we have a lot of schools with around 150 students, but these schools can easily say, “You know, we are really a school for 250 students but we are just have a few bad years...” withing accepting the reality – as Admiral Stockdale did – that enrollment is down and you have to adapt and adjust how you run the school and staffing because if you think you are a 250 student school and you only have 150 you will be in serious trouble. So, we are desigining a model for a small school.
- But if you have an innovation portfolio, you also have to be willing to stop doing things; if you try something and it doesn't work, stop it and stop it quickly. Again, the analogy to a financial investment portfolio is good – if you have a bad stock, a lot depends on how quickly you get rid of it, and if you are not willing to make hard decision to stop things that don't work, you will loose out. In Catholic Education this is hard because every program, every project has someone who loves it and things its great, and so th1 decision fo the future leader to end things can mean hurting people's feelings.
- And finally, I hope we can be leaders who choose to be proactive with innovation, and not just reactive. As leaders, we are called to assess the current environment of our school, diocese, system, and then to plan ahead and boldly lead. This means innovating, it means facing brutal realities with hope, and it means being willing to fail, which is really the only way we can succeed.
- SLIDE
- **Catholic – Inside and Outside**
- CATHOLIC ON THE INSIDE: PUTTING VALUES BACK AT THE CENTER OF EDUCATION REFORM. A REPORT of the Manhattan Institute December 2019By **Kathleen Porter-Magee** Superintendent, Partnership Schools
- In the United States we have two types of government funded school - regular state run schools that are called Public schools, and then in the past 20 year a new type of government funded school called Charter Schools; charter schools came out of the school reform movement of the

1960s and 70's and in part looked to replicate or "copy" what Catholic schools were doing, specifically in urban environments with low income students. In my country, Catholic schools have for generations provided a quality education to low income families in cities, and have done so in ways that public school could not. From this came the idea of Charter schools, which by the way are NOT Catholic schools because since they are state funded they cannot teach faith at all – they are secular schools, but what they did was to copy the uniform, discipline, and academics of Catholic Schools. They did this to try to imitate the success that Catholic schools had with low income families and disadvantaged students. And in many ways it worked and these 6000 or so Charter schools now have reasonable performance, but not as good as Catholic schools. It should be noted however, that these Charter schools were a significant competition to Catholic schools in cities because they were free, and the point was that they looked to many parents like Catholic schools – with uniforms, often plaid, strict classroom management and rigorous academics.

- The article I am referring to here about this distinguishes the difference between Charter schools, and even some private schools, that have been called "Catholic on the Outside" – because they copy externals; however, the point that Kathleen Porter-Magee makes in her article is that this is not enough; in reality the secret sauce of Catholic schools is not the uniforms, not the strict classroom management but rather what she calls being "Catholic on the inside"...
- It is the culture of a Catholic schools, on the inside, that makes the difference. This includes a fundamental believe in objective truth, clear values that go beyond what today's culture purports, habits and values that manifest the happiness that comes from choosing to do good, and a pursuit of knowledge for its own sake, and an emphasis on freedom, freedom of the students to choose right or wrong, and knowing that all people are truly free to choose how they act and therefore the schools environment must not be overly controlled. And finally the belief and action that every student is made in the image and likeness of God, and is created to know, love and serve God in this life and the next. These things my friends we know.
- I encourage you to read this article and think about what it means for a school to be Catholic on the outside, and then also Catholic on the inside. As we walk through schools and visit classrooms, which I imagine happens thousands of times a year just with those in this room today, I know you know and feel when and where Catholic schools have a discrepancy between being Catholic on the outside and on the inside; and we all know that wonderful feeling of visiting a school where there is a complete integration between what you see and what you feel, a truly Catholic learning environment and an ecclesial community built on love.
- And so my final point is extrapolate this idea of Catholic on the outside and on the inside to our leaders, and indeed to ourselves. The innovative Catholic school leader of the future has to be truly integrated on the outside and the inside. And this has to do with love, with knowing we are loved by God deeply and actively living our personal relationship with him in the Church; for as yesterday's first reading said, "There is no fear in love, but perfect love drives out fear." And it is out of this love that we can truly be Innovative Catholic school leaders for the future.
- Thank you very much.