WHY NOT THE BEST SCHOOLS: WHAT WE HAVE LEARNED ABOUT LEADERSHIP FOR TRANSFORMATION

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The purpose of this paper is to describe and illustrate a new framework for leadership in education that moves to the foreground some key elements of the process which have hitherto been excluded or considered of minor importance.

The framework is based on research in six countries (Australia, China, England, Finland, United States and Wales) in the International Project to Frame the Transformation of Schools. Transformation is defined as significant, systematic and sustained change that secures success for all students in all settings. The findings of the project as a whole are reported by Caldwell & Harris (2008) with separate reports containing the findings for each country (Douglas & Harris, 2008 for Australia; Egan, 2008 for Wales; Goodfellow & Walton, 2008 for England; Saarivirta, 2008 for Finland; Zhao et al 2008a for China; and Zhao et al 2008b for the United States). This paper describes the breakthrough in understanding leadership that was made in the project.

The centre piece of the project was a study of secondary schools that had been transformed or were progressing well in their pursuit of transformation. It was found that each school was adept at creating and strengthening four kinds of capital – intellectual, social, spiritual and financial – and aligning and sustaining them to achieve its mission. Creating, strengthening, aligning and sustaining the four forms of capital do not occur by themselves, outstanding governance is required. Central to the purpose of this paper, outstanding governance calls for outstanding leadership.

The starting point is a description of the International Project to Frame the Transformation of Schools with particular attention being given to indicators of the four forms of capital and to noteworthy illustrative practices in different countries. The concept of 'capital formation' is explained. A detailed illustration is provided of an exemplary school in Victoria, Australia. The framework for leadership as capital formation is compared to other frameworks and its relevance to current efforts to set standards for school leadership is explained. Principles of sustainability in capital formation are illustrated in reference to Australia's Futures Focused School Project. The paper concludes on an optimistic note by contending that all schools can be transformed, with leadership as capital formation being central to the effort.

International Project to Frame the Transformation of Schools

The purpose of the International Project to Frame the Transformation of Schools was to explore how schools that had been transformed or had sustained high performance had built strength in each of four kinds of capital and aligned them through effective governance to secure success for their students. The project was framed by the model in Figure 1, developed earlier from 2004 to 2006 (Caldwell & Spinks, 2008). Particular attention was given to secondary schools in systems where there was a relatively high level of school autonomy.

Intellectual capital refers to the level of knowledge and skill of those who work in or for the school. Social capital refers to the strength of formal and informal partnerships and networks involving the school and all individuals, agencies, organisations and institutions that have the potential to support and be supported by the school. Spiritual capital refers to the strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning (for some schools, spiritual capital has a foundation in religion; in other schools, spiritual capital may refer to ethics and values shared by members of the school and its community). Financial capital refers to the money available to support the school. Governance is the process through which the school builds its intellectual, social, financial and spiritual capital and aligns them to achieve its goals.

The model in Figure 1 was the starting point for the project that was conducted in 2007. There were two stages. The first called for a review of literature on the four kinds of capital and how they are aligned through effective governance. An outcome of this review was the identification of 10 indicators for each form of capital and for governance. The second called for case studies in five secondary schools in each of six countries: Australia, China, England, Finland, United States and Wales (the Australian component also included a primary school and a network of primary and secondary schools). The project was carried out by Melbourne-based Educational Transformations with different components conducted by international partners with funding from the Australian Government and the Welsh Assembly Government.
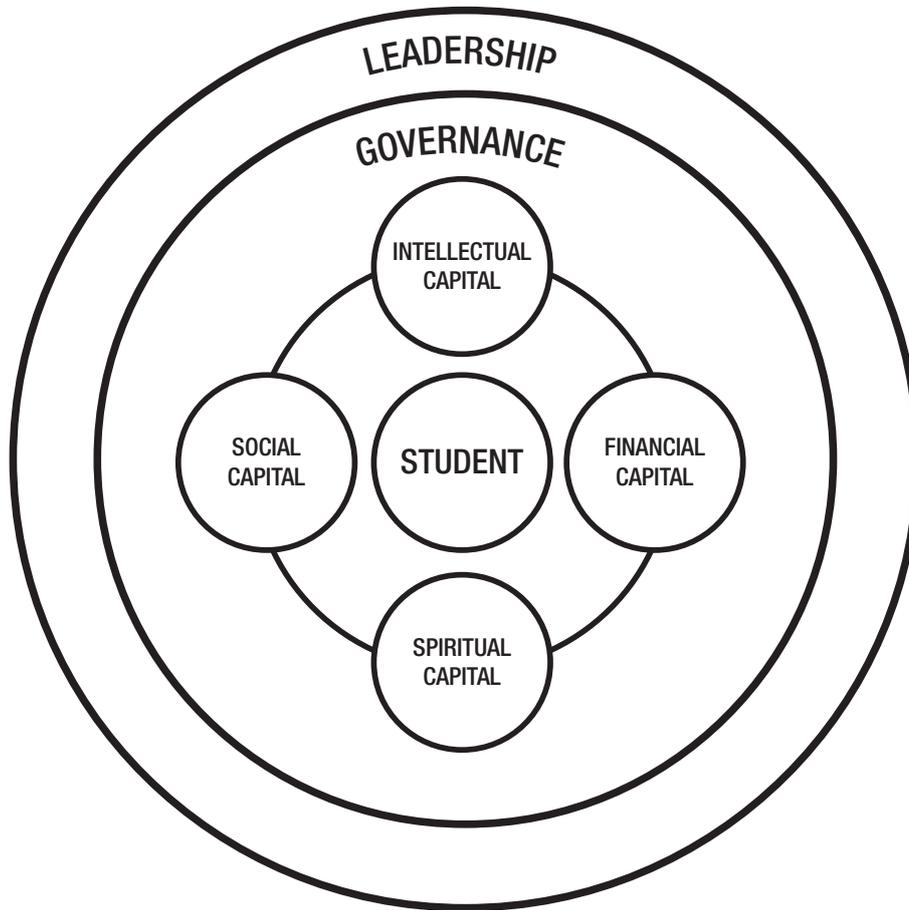

Figure 1: A model to frame the transformation of schools (Caldwell & Spinks, 2008; Caldwell & Harris, 2008).

Capital formation

The concept of 'capital formation' is proposed as a helpful way of describing the work of the leader in achieving transformation. It is a concise way of describing the framework for leadership that emerged in the international project. According to the Merriam-Webster online dictionary, capital refers to 'accumulated goods devoted to the production of other goods' or 'a store of useful assets or advantages'. Intellectual capital, for example, may be viewed as 'accumulated goods' ('the level of knowledge and skill of those who work in or for the school') devoted to the 'production of other goods' (state-of-the-art curriculum and pedagogy leading to 'success for all students in all settings'). High levels of capital in each of the four domains constitute 'a store of useful assets or advantages'.

The focus of this paper is the role of the leader in creating, strengthening, aligning and sustaining the four forms of capital. 'Formation' is a single word that captures the essence of the role, with the Merriam-Webster online dictionary referring to 'an arrangement of a body or group of persons or things in some prescribed manner or for a particular purpose'. The Merriam-Webster online thesaurus refers to 'the way in which something is sized, arranged or organised'. The purpose is the transformation of schools.

The framework does not replace existing frameworks that have stood the test of time or are currently showing promise for the leadership of schools in the 21st century. Rather, it complements and in some instances extends them, as shall be demonstrated in another section of the paper.

Indicators

Indicators were devised for each kind of capital and of governance. They served as a guide to researchers in each of the six countries in the selection of schools and to help build a common understanding of what was meant by each concept (intellectual capital, social capital, spiritual capital, financial capital and governance).

The 50 indicators – 10 for each kind of capital and for governance – are listed below. Thirty were demonstrated in each of the 30 schools in the study; all were demonstrated in at least one school. General findings are briefly summarised after each list along with noteworthy approaches in particular countries.

Intellectual Capital

1. The staff allocated to or selected by the school are at the forefront of knowledge and skill in required disciplines and pedagogies

2. The school identifies and implements outstanding practice observed in or reported by other schools

3. The school has built a substantial, systematic and sustained capacity for acquiring and sharing professional knowledge

4. Outstanding professional practice is recognised and rewarded

5. The school supports a comprehensive and coherent plan for the professional development of all staff that reflects its needs and priorities

6. When necessary, the school outsources to augment the professional talents of its staff

7. The school participates in networks with other schools and individuals, organisations, institutions and agencies, in education and other fields, to share knowledge, solve problems or pool resources

8. The school ensures that adequate funds are set aside in the budget to support the acquisition and dissemination of professional knowledge

9. The school provides opportunities for staff to innovate in their professional practice

10. The school supports a 'no-blame' culture which accepts that innovations often fail

The study revealed a range of practices to build intellectual capital. The education system in Finland has been highly successful in its aim of providing equitable access to high quality education for all students in all settings. Not only does Finland perform at a high level in international tests such as the Programme for International Student Assessment (PISA), it also has one of the smallest gaps between the achievements of high and low performing students. Schools are focused on the recruitment and retention of high quality teachers. All have a capacity to select their own staff. Principals are able to interview staff and recommend their selected candidate to the local education board, which is responsible for the employment of teachers. Schools in Australia and England are able to recruit, select and manage their own staff.

The level of qualifications for teachers and school leaders varied between the countries. In Australia, England and the United States, teachers are required to complete at least an undergraduate education qualification. Teachers in Finland are required to hold a master's level degree. School leaders from each country are expected to have some practical knowledge and training in educational administration.

Schools from each country described mentoring programmes for newly qualified teachers. The Australian schools indicated that their long-serving staff are highly valued for their knowledge and experience. In many of the English schools, the mentoring of new teachers was one part of the staff professional development programme. These schools reported that less experienced teachers are able to develop personalised development programmes with their mentors.

It is immediately apparent from a review of the indicators listed above and the illustrative noteworthy practices that outstanding leadership that is deeply distributed at the school and system level is required. A pre-eminent capacity to create and sustain intellectual capital is a requirement for educational leadership in the 21st century. Symbolically, that is why intellectual capital is positioned at the top of the model in Figure 1.

Social Capital

1. There is a high level of alignment between the expectations of parents and other key stakeholders and the mission, vision, goals, policies, plans and programmes of the school

2. There is extensive and active engagement of parents and others in the community in the educational programme of the school

3. Parents and others in the community serve on the governing body of the school or contribute in other ways to the decision-making process

4. Parents and others in the community are advocates of the school and are prepared to take up its cause in challenging circumstances

5. The school draws cash or in-kind support from individuals, organisations, agencies and institutions in the public and private sectors, in education and other fields, including business and industry, philanthropists and social entrepreneurs

6. The school accepts that support from the community has a reciprocal obligation for the school to contribute to the building of community

7. The school draws from and contributes to networks to share knowledge, address problems and pool resources

8. Partnerships have been developed and sustained to the extent that each partner gains from the arrangement

9. Resources, both financial and human, have been allocated by the school to building partnerships that provide mutual support

10. The school is co-located with or located near other services in the community and these services are utilised in support of the school

Schools in each country indicated the importance of involvement in networks, which may include relationships with other schools or education providers, including members of the local community, businesses and other organisations.

The support and involvement of parents in school life is highly valued. Parents participate in a number of ways including school activities, parent-teacher meetings, in the school decision-making processes, volunteering and through the school's provision of information sessions for parents.

Schools have fostered strong links with other schools. These may include schools in different countries, which may be linked through international 'sister school' programmes, as well as local networks. Links with other schools may include sharing teachers and resources. The sharing of teaching staff is common, especially in Finland, particularly in specialist subjects such as music and foreign language teaching.

Networking is included in the list of indicators for both intellectual capital (Indicator 7) and social capital (Indicator 7). While networks are often relatively informal in nature, with fluid membership and shifting purposes, leadership is required to create and sustain them. For the most part this leadership may be informal but it will be more formal when participation is included in roles and responsibilities and when money is committed in a budget.

Financial Capital

1. Funds are raised from several sources including allocations by formula from the public purse, fees, contributions from the community, and other money raised from the public and private sectors

2. Annual planning occurs in the context of a multi-year development plan for the school

3. The financial plan has a multi-year outlook as well as an annual budget

4. Allocation of funds reflects priorities among educational needs that take account of data on student achievement, evidence-based practice, and targets to be achieved

5. There is appropriate involvement of stakeholders in the planning process

6. Appropriate accounting procedures are established to monitor and control expenditure

7. Money can be transferred from one category of the budget to another as needs change or emerge

8. Actual expenditure matches intended expenditure allowing for flexibility to meet emerging needs

9. Educational targets are consistently achieved through the planned allocation of funds

10. The funds from all sources are sufficient and sustainable to meet educational needs

Although schools regard financial capital as important, they did not believe that it was necessarily the most important resource for the improvement of student outcomes. While each received government funding, all were actively involved in seeking additional support. Additional money was raised through school fees in some instances and a range of local fundraising activities. Schools in Australia, England, the United States and Wales reported that their leaders devote time to preparing applications for additional government grants. Schools in England are exemplars of entrepreneurial leadership and report high levels of success in seeking external funding including cash or in-kind support from corporate bodies. These were among the more than 90 percent of secondary schools that offer at least one specialisation. There is a requirement in England that specialist schools secure cash or in-kind support from a business or other organisation in the public or private sector whose work is related to specialisations offered by the school.

All schools have some freedom in the allocation of school finances across budget categories. The schools regard this ability to move funds to be important in order to meet the educational needs of their students. There is freedom to manage the budget but within a framework of accountability to the sources of funds.

At first sight this form of capital is more closely connected to management than to leadership. Educational leadership is important to the extent that exemplary schools are adept at connecting financial capital to the other forms of capital. For example, Indicator 4 in the above list is explicitly related to the allocation of money to priorities among educational needs. The achievement of educational targets (Indicator 9) is dependent to a large extent on teachers and others having knowledge and skill (intellectual capital). There is a leadership component to the involvement of stakeholders (Indicator 5) (social capital).

Spiritual Capital

1. There is a high level of alignment between the values, beliefs and attitudes about life and learning held by the school and members of its community

2. The values and beliefs of the school, including where relevant those that derive from a religious foundation, are embedded in its mission, vision, goals, policies, plans and curriculum

3. The values and beliefs of the community are taken into account by the school in the formulation of its mission, vision, goals, policies, plans and curriculum.

4. The school explicitly articulates its values and beliefs in publications and presentations

5. Publications and presentations in the wider community reflect an understanding of the values and beliefs of the school

6. There are high levels of trust between the school and members of its community

7. Parents and other stakeholders are active in promoting the values and beliefs of the school.

8. The values and beliefs of the school are evident in the actions of students and staff.

9. Staff and students who are exemplars of the values and beliefs of the school are recognised and rewarded

10. The values and beliefs of the school have sustained it or are likely to sustain it in times of crisis

All schools in the study had clearly defined values, which are frequently promoted through the school and local community. Each aimed to align its values and beliefs about life and learning with the values held by the local as well as wider community. These may be cultural values, such as the emphasis on education and equity in Finland. Alignment may be more difficult to achieve in communities with high levels of cultural diversity. Schools in Australia, England and the United States that serve diverse communities have been generally successful in managing this alignment through high levels of consultation with the community and the promotion and understanding of different cultural traditions.

Schools reported a continuing movement towards holistic educational approaches and a focus on student welfare. Schools in Finland have created strong networks with other social service agencies, including hospitals, psychologists and police, to assist students with social and emotional difficulties.

Leadership in the creation of spiritual capital in both religious and secular senses is evident in the more detailed illustration in the next section of the paper. Values and beliefs underpin the achievement of success in the transformation of schools. This is why, in a symbolic sense, spiritual capital was positioned as the foundation in the model for transformation in Figure 1.

Governance

1. Authorities, responsibilities and accountabilities of the governing body and professional staff are clearly specified

2. Mechanisms are in place to ensure that obligations in respect to legal liability and risk management are addressed

3. There is a clearly stated connection between the policies of the school and intended outcomes for students

4. Policies have been prepared after consultation with key stakeholders within the school and the wider community

5. Policies have been formally approved by the governing body

6. Policies are consistent in their application across the school so that students with the same needs are supported in the same manner

7. Data are used in making decisions in the formulation of policies and making judgements about their effectiveness

8. Data are gathered across the range of intended outcomes

9. Information about policies and their implementation is readily available to all stakeholders

10. There is a strong sense of commitment to policies and their implementation on the part of all stakeholders

Certain features of governance were evident in all schools in the study. They had developed structures to suit the needs of their local community. These structures were considered to be a significant factor in their success. All have some form of distributed leadership. Although schools have developed different governance structures, all members of the governing body were aware of their particular roles and responsibilities.

Schools are led by inspiring leaders who articulate a strong vision. Principals were described as leaders of teaching and learning within their school and were deeply involved in school improvement. Schools formulated innovative and entrepreneurial plans and were active in gathering data to monitor, evaluate and improve their practice. Leaders have a high degree of freedom in day-to-day management.

Conducting an audit

One outcome of the International Project to Frame the Transformation of Schools was the development of an instrument to guide a school audit (the instrument is contained in Caldwell & Harris, 2008 and distributed as an accompaniment to this paper). For each indicator, respondents are invited to provide ratings of (1) how well your school is performing, and (2) the priority you attach to further development.

The instrument may be used in a range of situations. Its main use is to frame an audit of a school's capacity to achieve change on the scale of transformation or to sustain high levels of performance. It may be completed in the school setting by a leadership team or a group of staff working in the same area.

The instrument travels well across international borders. To date it has been used in workshops in Australia, England, Malaysia, Mauritius, Netherlands, Philippines, Singapore and Wales. Participants have not baulked at the inclusion of any indicator and have been able to work through the entire set in the context of their own schools or school systems.

Leadership and capital formation: the case of Bialik College

Located in an inner suburb of Melbourne, Bialik College is a K-12 single campus independent Jewish school (see Douglas & Harris, 2008 for a detailed account of how the four forms of capital were developed at this school). It has been transformed from a small school that struggled to find its identity, and which at one time was about to be taken over by another school, to a leading school that consistently gains outstanding results in the Victorian Certificate of Education (VCE). Enrolment has increased from about 350 to about 1050 over the last 20 years. The school is located

in attractive spacious grounds with state-of-the-art buildings and high levels of security. There is no selective intake at any level.

A major investment in intellectual capital was associated with the adoption of the Reggio Emilia approach in the early years. A small team of teachers and the school architect to visited Reggio Emilia in Italy to gather information before adoption. The principal visited the city two years later and groups of teachers continue to make the journey each year. Adopting the approach was a significant decision as it required additional staff to provide two teachers in each classroom, and new facilities. Thus, the school went from investigating what was seen then as a novel and untried approach to early childhood learning in Australia to a fully-fledged approach in a purpose-built facility.

Another major investment in building intellectual capital was the school's involvement in the five-year Cultures of Thinking project in collaboration with the Harvard Graduate School of Education and its Project Zero programme. All teachers are involved but in varying degrees, with many choosing to participate intensively by joining focus groups and participating in regular meetings. Teachers could nominate to be in a focus group involving a cross-section of staff from different disciplines and ages. At least two such groups have been established each year since 2005 with original groups still meeting. The focus groups follow a protocol consisting of professional development in thinking routines, teacher-led action-research projects involving their classes for six months, and teacher visits to each other's classrooms. The high cost of the programme, which includes visits by a team from Harvard two or three times a year, has been supported by generous benefactors. There have been significant benefits of developing the school's intellectual capital in this manner. Moreover, some of the barriers to learning between early learning, primary and secondary appear to have been broken down.

These and other initiatives were responses to insightful staff identifying and recognising the needs of students and a Council that trusted its principal and allowed her to lead the school with relative autonomy. Genia Janover led the school for more than 20 years, retiring in mid-2008. She described her role as that of a culture-builder and a risk-taker. She knew every student and every family.

To assist with harnessing and mobilising the social capital of the school, it has an important resource in the form of a development manager. Her roles are numerous, ranging from fundraising; publicity, media and special events coordination; and liaison with parents and former students. Her formal networks include a large number of Jewish and non-Jewish organisations and schools. She is regarded as a 'face of Bialik' in the wider community; a vital part of her work is 'friend-raising'.

As far as financial capital is concerned, the growth in student numbers, together with donations and other fund-raising, has ensured financial stability. A restructure of federal government funding has meant the school receives less money than in the past from this source. The main source of income, however, is through the fees charged to parents. Many families (about one in five) are either fully or partially subsidised. In addition, a number of bursaries and scholarships are offered. The school attracts benefactors from the parent and grandparent community which may come in the form of donations towards a new building or a new educational initiative.

With a flat leadership hierarchy and a consequent reduction in costs, the school was able to improve the teacher-student ratio to the current 1:8, regarded as a key factor in securing good student outcomes. There is a line in the school budget of about eight percent that is kept solely for educational innovation. The link between the school's academic success and its financial capital is thus very strong.

Spiritual capital is strong. Both Jewish and universal human values are fully integrated into the school programme and complement each other. The curriculum, both formal and informal, reflects the democratic and multicultural ethos of the wider community. As Bialik has grown from a small school with a largely academic focus to a much larger school, so too has there been a marked increase in the emphasis on the spiritual side, in particular, its Jewish identity.

Governance is provided by a Council of 18 that meets monthly. Several members are long-serving with a Life Governor and two designated Governors. Care has been taken to ensure that Council is 'take-over proof', with four senior council members elected in rotation every four years. Most members of Council are parents of current or former students. Teachers from the school are not included on Council. The Bialik College Council operates as a Board, and its functions are to provide general direction for school policy, control of school finances, public appeals and public relations. No major decision is made without Council approval. An executive of six, including the president, vice-president, secretary, treasurer, finance manager and principal, meets fortnightly, taking care of the day-to-day affairs of the school on behalf of Council.

Bialik College has been transformed from a struggling school to one that has sustained its success by building strength in each form of capital and aligning them through good governance. A feature was continuity in leadership by a long-serving principal in whom the governing body had invested considerable trust with the passage of time. It is a remarkable example of leadership as capital formation.

Breakthrough

The findings in the International Project to Frame the Transformation of Schools yielded a breakthrough in understanding governance which, in turn, provided the breakthrough in understanding leadership.

A review of recent literature reveals an increasing number of reports and recommendations on governance. Most suffer from a significant shortcoming in their preoccupation with structures, roles, responsibilities and accountabilities. Questions addressed include 'How should parents be involved in the decision-making processes of the school?' or 'Should a school have a governing body that includes representatives of different stakeholders, and what should be

the role of the principal in such an arrangement?' 'Should the governing body set policy and approve the budget for the school?' 'Which of the various arrangements are likely to have a direct or indirect effect on improving the learning outcomes of students?' 'How should meetings of the governing body be organised?' 'How are legal obligations to be met when the governing body has the powers of a board of directors?' Securing answers to such questions is necessary if governing arrangements are to work. While these may be necessary tasks they are far from sufficient. The breakthrough in governance is to adopt the broader view of governance as the process through which the school builds its intellectual, social, financial and spiritual capital and aligns them to achieve its goals.

Different models of governance are emerging. In England, for example, there are federations of two or more schools as well as academies. In Canada and the United States there are charter schools. These involve new structures, roles, responsibilities, accountabilities and funding arrangements. While comprising a small minority of all schools, they constitute a break from more than a century of standard approaches to the governance of education in the public sector. While there is no one best way as far as governance is concerned, as was found in the International Project to Frame the Transformation of Schools, they have one thing in common. Each is attempting to get the best configuration of arrangements to build intellectual, social, spiritual and financial capital and align them to achieve the goals of the school, which in most instances is to secure success for all students in all settings. Transformation may occur when success calls for significant, systematic and sustained change.

The findings in the International Project to Frame the Transformation of Schools suggest a breakthrough in leadership in similar fashion to what was described above in regard to governance. Good governance no matter how it is configured does not occur by itself. Good leadership is required. Conceptualising leadership as capital formation complements and extends other conceptualisations and frameworks. Two illustrations are offered, based on the work of Sergiovanni (1984) and Bolman & Deal (2003).

Frameworks

Sergiovanni (1984) provided a view of leadership that has proved helpful over the years. His pioneering publication was in some respects a response in the field of education to what Peters and Waterman (1982) had provided for the corporate sector in *In Search of Excellence* which attracted extraordinary attention in management circles at the time. Sergiovanni suggested that five leadership forces should be addressed, ordered in a form of hierarchy as technical, human, education, symbolic and cultural. Where technical and human leadership were evident but little more, a school may well avoid being ineffective. To be effective, educational leadership was required. However, to be an excellent school, both symbolic and cultural leadership had to be strong. This was a breakthrough at the time, for the leader in education had barely heard of let alone understood and developed practice in symbolic and cultural leadership. It was then and remains now, a helpful way to analyse the work of a leader and, to some extent, provides a framework for leadership development. Each form of capital is evident in its application.

Another helpful way of framing leadership was proposed by Bolman and Deal and, in its own way, this provided a further breakthrough. They proposed four frames or lenses: structural, human, symbolic and political. They demonstrated how the same phenomenon could be understood in different ways, depending on what frame was employed, and proposed that leaders develop a capacity to frame and reframe a problem, drawing on the repertoire. The breakthrough here was the concept of reframing but also the inclusion of the political frame. This was novel for many leaders who were well aware of the internal and external politics in their school, but this was seen as dysfunctional or something to be avoided. Some scholars, notably Cheng (2005), combined the Sergiovanni and Bolman and Deal frameworks to good effect.

The model for transformation illustrated in Figure 1 with its four forms of capital, each created, strengthened, aligned and sustained through good governance, is another frame or lens. Adoption does not constitute a rejection of others. Rather it complements, extends and in some respects enriches the others. Moreover, the dimensions in the Sergiovanni and Bolman and Deal frames may be required to address each of the strategies implied in the indicators identified in the International Project to Frame the Transformation of Schools. For example, each has a technical requirement; most have a political dimension; and many, especially those concerned with spiritual capital, are concerned with symbolic or cultural leadership. It is better to frame or reframe in this way rather than try to fit new insights and understandings into a single frame.

Standards

There is increasing interest in setting standards for school leadership (see Ingvarson, Anderson, Gronn and Jackson, 2006 for a critical review of developments in different countries). In most instances, standards are expressed in the form of particular roles that the leader is expected to play and detailed specification of the knowledge, understandings and skills that are required if these roles are to be performed well. The importance of the intellectual capital that is formed in school leaders is immediately apparent. A review of the roles in the various sets of standards indicates that most can be included in a framework that sees leadership as capital formation.

National Standards for School Leadership are under consideration in England in an initiative of the Department for Children, Schools and Families and the National College for School Leadership. These standards are intended to apply to leaders at all levels and to 'withstand the test of time' Consistent with the findings of the International Project to Frame the Transformation of Schools, they take account of different contexts in which schools work, the diverse nature of schools, the range of school leadership structures, and the variety of leadership roles within the school workforce (DCSF & NCSL, 2008a). The standards to be examined in a national consultation lay in five areas as set out in Figure 2 (DCSF & NCSL, 2008b).

Leading strategically – Creating and delivering a shared, corporate strategic vision, which motivates and inspires pupils, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all pupils.

Leading teaching and learning – With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables pupils to become effective, enthusiastic and independent, life-long learners.

Leading the organisation – School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so that the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Leading people – As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Leading in the community – With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Figure 2: Illustrations of capital formation in standards for school leadership (DCSF & NCSL, 2008b)

The statements in Figure 2 have a counterpart among the indicators of the four forms of capital, with most being specifications of the particular knowledge and skill that are required to secure success for all students in all settings (Indicator 1 for intellectual capital). There is a high level of congruence between the five domains in Figure 2 and one or more forms of capital and governance. For example, there are strong themes of spiritual capital for leading strategically ('the vision should be underpinned by shared values, moral purpose and principals of sustainability'); financial capital and governance in leading the organisation ('improve organisational structures and functions so that the school remains fit for purpose', 'ensuring resources are effectively and efficiently deployed'); and social capital in leading in the community ('working with the community and other services', 'placing families at the centre of services', 'be aware that school improvement, community development and community cohesion are interdependent').

Capital formation in the futures focused school

A critical aspect of capital formation in any setting is sustaining the level of capital that is required for success. This was explicitly included in the description of a capacity to create, strengthen, align and sustain the four forms of capital through outstanding governance and outstanding leadership. It is explicitly included in the description of transformation: significant, systematic and sustained change that secures success for all students in all settings. It is implied in the description of leading strategically in Figure 2.

These attributes are central to the Futures Focused School Project undertaken in Australia by Educational Transformations in partnership with Teaching Australia (Australian Institute for Quality Teaching and School Leadership), the centrepiece of which is a series of workshops in every state and territory to build capacity for futures thinking and strategic planning in Australia's schools.

A description of a futures focused school was adopted in the project (drawing in part on insights in Beare, 2001; Caldwell & Harris, 2008; Davies, 2006; Loader, 2007 and Mintzberg, 1995). It included the following:

A futures- focused school 'sees ahead', but it also 'sees behind', honouring and extending its accomplishments in the past. It 'sees above' in the sense of understanding the policy context. It 'sees below', demonstrating a deep understanding of the needs, interests, motivations and aspirations of students and staff. It 'sees beside' by networking professional knowledge to take account of best practice in other schools in similar settings. It 'sees beyond' by seeking out best practice in other nations and in fields other than education. It is consistent and persistent; it 'sees it through'. The metaphor of 'sensing' is also helpful given that 'seeing' refers to what is already

in place or is projected. A futures focused school is alert to signals in its internal and external environment that may influence what may occur in the future and that may subsequently be 'seen'. These signals may be strong or weak and a high level of sensitivity is required to distinguish among them (Caldwell & Loader, 2009).

Creating capacity of the kind described here is part and parcel of creating intellectual capital in school leaders

Conclusion

A review of developments in recent years reveals that particular strategies have taken their turn in moving to centre stage and then retreating as others are spotlighted. One might be a curriculum for the 21st century which enables every student to find a pathway to success at the same time that the needs of society are addressed. Another might be pedagogy, taking up the extraordinary advances in scholarship about how the brain functions and young people learn. It might be a matter of money, because quality and equity cannot be addressed without appropriate allocation of funds to schools and within schools. It might be to attract, reward and sustain the best teachers and other professionals. It might be to replace the run-down and obsolete stock of school buildings that are no longer fit for learning and teaching if there is to be success for all. It might be to build the support of the community for public education. It is all of these strategies and more, and the key to success is to bring them together and make them effective. Leadership is required at all levels – for a system of schools as well as within schools. New concepts of leadership are emerging – system leadership, but not in its traditional form, and distributed leadership, but not constrained to a simple sharing of tasks to make lighter the work of the principal. Outstanding governance is also required, but there must be a breakthrough in how we understand the concept. It is time to draw together what has been learnt from schools that have been transformed. The outcomes of the International Project to Frame the Transformation of Schools, as reflected in the 50 indicators of the four forms of capital and of governance show how this can be done. Outstanding leadership drives the enterprise and this is why a framework for leadership as capital formation is helpful and timely.

Enough is now known about what makes a successful school that no nation or system of education should settle for less than the best. This conclusion can be drawn when the findings of the International Project to Frame the Transformation of Schools are combined with those in contemporary research and the recent landmark report by McKinsey & Company on *How the World's Best-Performing School Systems come out on Top* (Barber & Mourshed, 2007). A key finding was that 'The quality of an education system cannot exceed the quality of its teachers' (Barber & Mourshead, 2007, p. 16). This finding extends to school leaders and highlights the pre-eminence of intellectual capital in those who work in or for the school who must in turn create, strengthen, align and sustain the capacities for transformation, conceived in this paper as the four forms of capital that underpin the effort to secure success for all students in all settings.

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