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My 2006 book *Re-imagining Educational Leadership* (Caldwell, 2006) attracted headlines around Australia with its call for the design of schools that reflected curriculum and pedagogy that were suited to learning in the 21st century. At the heart of the book was evidence that a 'new enterprise logic of schools' was emerging. This was contrasted with 'old enterprise logic' in which schools were still run as 'a curious mix of the factory, the asylum and the prison'. In our recent book *Why not the Best Schools* (Caldwell & Harris, 2008) we documented the progress that has been made in Australia and other countries as schools position themselves for sustainable success. Catholic primary schools lead the way in many settings. There have been profound but exciting changes in governance and leadership. In this paper I describe what is unfolding, provide guidelines and illustrations, highlight important developments, and warn of pitfalls along the way.

The term 'transformation' is used in several places and this is defined as significant, systematic and sustained change that secures success for all students in all settings'.

The new enterprise logic of schools

From 2004 to 2006 we studied developments in a number of countries where higher expectations were set for schools to raise the levels of achievement of their students. Schools were expected to take on higher levels of authority, responsibility and accountability; in other words, to varying degrees they were becoming 'self-managing schools'. The following are the key elements in the new image of the school as they emerged from this review of practice and an exploration of expectations, as described in *Re-imagining Educational Leadership* (Caldwell, 2006). Adopting the terminology of Zuboff and Maxmin (2004) these constitute the 'new enterprise logic' of the school.

1. The student is the most important unit of organisation – not the classroom, not the school, and not the school system – and there are consequent changes in approaches to learning and teaching and the support of learning and teaching.
2. Schools cannot achieve expectations for transformation by acting alone or operating in a line of support from the centre of a school system to the level of the school, classroom or student. Horizontal approaches are more important than vertical approaches although the latter will continue to have an important role to play. The success of a school depends on its capacity to join networks or federations to share knowledge, address problems and pool resources.
3. Leadership is distributed across schools in networks and federations as well as within schools, across programs of learning and teaching and the support of learning and teaching.
4. Networks and federations involve a range of individuals, agencies, institutions and organisations across public and private sectors in educational and non-educational settings. Leaders and managers in these sectors and settings share a responsibility to identify and then effectively and efficiently deploy the kinds of support that are needed in schools. Synergies do not just happen of their own accord. Personnel and other resources are allocated to energise and sustain them.
5. New approaches to resource allocation are required under these conditions. A simple formula allocation to schools based on the size and nature of the school, with sub-allocations based on equity considerations, is not sufficient. New allocations take account of developments in the personalising of learning and the networking of expertise and support.

Identifying 'new enterprise logic' was the first step in our further research to determine what outstandingly successful schools were doing to ensure that there was success for all students in all settings. The outcomes are described below.

How schools position themselves for sustainable success

There are many accounts of factors that explain how schools have been transformed. The best known in recent times is likely to be the report of McKinsey & Company entitled *How the World's Best Performing systems come out on Top* (Barber and Mourshed, 2007).

A more recent report arose from a conference of policymakers held in Ontario, Canada in December 2008 and a summary of related research that sought to explain why countries like Finland do consistently well on international studies of student achievement (Whelan, 2009). It drew on findings in the study of McKinsey & Company. 'When it comes to ensuring that children leave school with the values, skills and knowledge they need to succeed, seven themes lie at the core of building a successful school system. They are:

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- Having *fewer but better teachers*;
- Getting the *right people* to become teachers;
- Ensuring that every school has *effective leadership*;
- Setting high *standards* and measuring whether they are achieved;
- Creating *structures* which empower people, hold them accountable, and encourage collaboration;
- Investing in building teachers' *professional knowledge and skills*; and
- Continuously *challenging inequity* in educational performance'. (Whelan, 2009, pp. 13-14; Italics in the original text)

A finer grained analysis with a focus on schools is reported in *Why not the Best Schools?* (Caldwell & Harris, 2008) which drew on the findings of the 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), which also reflected 'new enterprise logic'.

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.

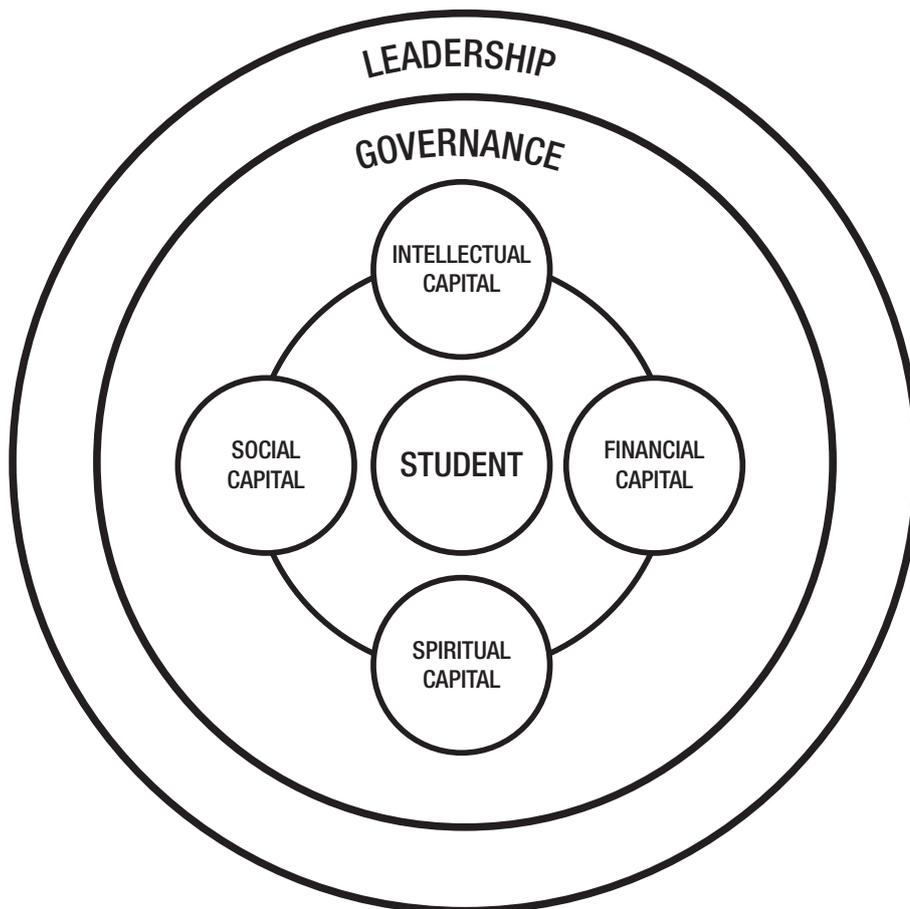


Figure 1: A model to frame the transformation of schools (Caldwell & Spinks, 2008; Caldwell & Harris, 2008).

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.

Capital formation

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'.

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, with particular reference to leaders and leadership.

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 programs 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 programs 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.

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). A copy of the instrument is included as Attachment 1. For each indicator, respondents are invited to provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) 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 balked 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.

Breakthrough

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

Standards for school leadership

There is increasing interest in setting standards for school leadership (see Ingvarson, Anderson, Gronn & 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. The standards to be examined in a national consultation lay in five areas as set out in Figure 2 (DCSF & NCSL, 2008).

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 principles 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').

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, 2008)

Capital formation in the futures focused school

'Formation', according to the Merriam-Webster online dictionary, refers 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.

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).

Schools may conduct an audit of their capacity to be futures-focused. Ten indicators have been developed as contained in the audit instrument contained in Attachment 2. Creating capacity of the kind described here is part and parcel of creating intellectual capital in school leaders.

Promising practices and policy pitfalls

Federations of schools

A key element of 'new enterprise logic', illustrated in several places among the indicators developed in the International Project to Frame the Transformation of Schools, is a willingness and capacity to join networks or federation. Federations are now an important feature of the educational landscape in England. The Department for Children, Schools and Families describes federations in England in the following terms.

When two or more school governing bodies agree to federate they combine to form a single governing body and to discharge their governance responsibilities jointly. It is also possible for governing bodies to agree to collaborate to form a joint committee with delegated powers to make decisions on their behalf.

'Federation can support partnership working in a broad variety of contexts. It can provide the structure to support partnerships where one school supports another for the purpose of school improvement and raising standards. Rural and small schools can benefit from the firm foundation that shared governance offers them as they develop joint leadership and shared service models. (DfCSF, 2009)

There are few formal federations in Australia. Some are emerging as a result of school amalgamation. The Nazareth Catholic Community in South Australia is an outstanding contemporary example of a federation in Australia although it has not adopted that designation. There is a school component and a community component with a high level of integration of the two.

The school component is Nazareth Catholic College. It brought together four previous schools (Siena College, Our Lady of the Manger, Cardinia School and Mater Christi School). While the new R-12 college has its own identity, the traditions, cultures and charisms of the foundation schools have been preserved in one way or another. The secondary school (8-12) is located on the site of a former campus of the University of South Australia and, while it has refurbished many of the former facilities to suit the school, there are several new buildings that make it suitable for learning at this level in the 21st century. The reception and primary site (R-7) on one of the former school sites has also had new buildings constructed in the last year. Nazareth Catholic College has two co-principals, with one based on each site.

The community component includes community services, operations services, pastoral services, early childhood services and three Catholic parishes. Except for the last of these, each has its own team leader (manager or coordinator) who, along with the co-principals of the college, report to the director of the Nazareth Catholic Community who is a former school principal. A feature of the Nazareth Catholic Community is the 32 aligned services or partnerships which include church, community, tertiary, sports, business and industry entities. An Islamic school is one such partner.

The federation has been achieved in less than five years. An outcome has been the strengthening and alignment of each of the four forms of capital described above. Further information can be obtained from its comprehensive website at www.nazareth.org.au.

Workforce reform

The creation of federations in England is occurring at the same time that significant workforce reform is underway. The driving force has been the need for teachers to be relieved of work that is getting in the way of their primary professional responsibility and receive support from other professionals as well as para-professionals. There are similar needs in Australia where the profession has also become more demanding than ever in a climate of increasing societal expectations and extraordinary complexity in schools. Each of the federations described in the first part of the paper has involved significant workforce reform.

Workforce reform is illustrated here in the case of one school studied by the author in the context of another project. Foxhills Performing Arts & Technology College, branded as ftc, is a comprehensive secondary school in the city of Scunthorpe in North Lincolnshire, England. It has about 800 students of whom 25 percent are on individual learning plans. It is organised into 8 sub-schools. The school offers specialisations in performing arts and technology and hence is one of more than 3,000 specialist secondary schools in England (more than 95 percent of secondary schools offer the national curriculum with one or two specialisations). Each specialist school has at least one partner in a business or industry related to its specialisation.

Scunthorpe has a population of about 70,000 and is the largest steel processing centre in the UK. Its history dates back to 1086. There has been a severe contraction in the steel industry from about 27,000 employees at its height to the current 4,500. There are six secondary schools in Scunthorpe of which one is an academy (publicly funded no-fee autonomous school receiving significant private financial support). The ftc is in a challenging setting as far as socio-economic status and entry levels of academic achievement are concerned. However, it is the top-ranked secondary school in North Lincolnshire in terms of the value it adds to student learning (GCSE results adjusted to intake levels of achievement). Moreover, it has a policy of no student exclusion. It is therefore a noteworthy school on the national scene.

The distinctive feature of ftc in the context of this paper is the makeup of staff as a result of workforce reform. The approximately 800 students are supported by 102.5 staff of whom just 38 are teachers. The teachers include the principal, the deputy principal, 6 assistant principals, 12 lead teachers, 6 learning coaches, and 12 teachers without designated responsibility. The non-teaching para-professional staff include 21 teaching assistants, 10 technicians, 4 support officers, 4 pastoral care personnel and 3 other specialists. Administrative staff number 11. There are 8 part-time lunch supervisors and 3 'cover' supervisors.

All schools in England are 'self-managing' so the configuration of intellectual capital described above has been made possible by the capacity of the school to set its own budget within the framework of workforce reform legislation. It is important to note that the staffing pattern has the full support of the teacher union. Financial capital is built through the external support of industry partners and others, with new facilities supported by England's far-reaching Building Schools for the Future program. Social capital is strong with co-location of other community services including the local authority's Practical Family Support Service. A feature of its spiritual capital is its strong commitment to access and equity as illustrated in its 'no exclusion' policy.

From workforce to talent force

There are two important processes in building the intellectual capital of the school. One is identifying, selecting and rewarding the best people to do the work. The other is ensuring that all who are so employed are at – and remain at – the forefront of knowledge and skill.

Schools and school systems have usually followed a traditional workforce approach to securing staff. If transformation is to be achieved, then all who work in or for the school need to be at the forefront of knowledge and this is why the concept of 'talent force' should be adopted for schools, as it is now being applied in a growing number of enterprises in the public and private sectors. The difference between the two approaches is illustrated in Table 1, adapting to education a comparison proposed by Rueff and Stringer (2006). The approaches are compared on seven dimensions.

Table 1 Comparing workforce and talent force approaches to building intellectual capital (adapted from Rueff and Stringer, 2006)

Dimensions	Workforce approach	Talent force approach
1. Availability	Supply is assured ('arrogance')	Talent is scarce ('humility')
2. Procurement	Routine and manual	Hi-tech
3. Control	Employer in control	Shared control
4. Source	Local sourcing Stable	Global sourcing Dynamic shifts
5. Performance	'Soft' measures	'Hard' measures
6. Location	Work within borders Work by locals	Dispersed work Immigrating talent
7. Strategy	Short-sighted	Strategic, compelling

The first and second are concerned with assumptions about availability and processes for procurement of staff. For availability (dimension 1) the workforce approach assumes that people to fill a vacancy or to be hired to initiate a particular programme or work on a project are out there waiting to be made aware of the employment opportunity. There is a touch of arrogance about this assumption, whereas a talent force approach calls for a degree of humility; the very best people are needed and it is going to take a considerable amount of work at some cost to locate and interest them in an appointment. For procurement (dimension 2) the workforce approach follows a traditional routine, that is, an advertisement is designed, applications are invited, a preliminary short list is prepared, references are sought, a final short list is determined, interviews are conducted, and an appointment is made. In contrast, a talent force approach employs new technologies to attract staff. For example, rather than wait for a vacancy to occur, the school is always searching for the best people, and will make an offer to the very best should they express an interest. Websites and search agencies might be employed. Potential employees will register with search agencies. A line in the budget of the enterprise may be committed to cover the costs of appointment and up to one year of employment, even though there

may not be an immediate need for their services.

A different approach to the control of staff (dimension 3) is evident if a talent force approach is used. Traditionally, the employer was in control and the employee was expected to fall in line. In a talent force approach, the initiative lies with the employee who has sought-after knowledge and skills to the extent that there will be little difficulty in the employee taking up an alternative appointment, because the search for such capacity by other enterprises is always on, and the employee is always searching for the best opportunities.

The foregoing suggests that sources of staff will be different (dimension 4). In the traditional approach, there was considerable local sourcing. In highly centralised systems, a central personnel arm of an education department advertises for staff and often makes arrangements with local higher education institutions to employ graduates who are then placed in schools. Under a more decentralised arrangement, it may be the school that advertises and works directly with these institutions. In most instances, it is local sourcing and relatively stable sources of staff are assured. With a talent force approach, the search is national or international (global sourcing), and there may be dynamic shifts in arrangements with particular institutions that have an interest in securing the best placements for their graduates.

The approaches differ in respect to performance management (dimension 5). In the traditional workforce approach, the process is usually tightly constrained, especially where a key stakeholder such as a union is resistant. Where performance management is permitted for individuals, the measures are relatively 'soft', and there may be little differentiation in judgements about performances. Incentives and rewards are not encouraged and where they exist they are usually shared. On the other hand, in a talent force approach, performance indicators are the subject of negotiation and agreement, and these may be included in contracts of employment. Measurable targets may be part of the arrangement ('hard' measures).

There is an important difference as far as location of employment is concerned (dimension 6). Traditionally, all were expected to work at the school site, which invariably limited employment to those who lived or were prepared to live locally. If the aim of a talent force approach is to secure the services of the best people, then it may be necessary for appointees to work from another location. This is made possible by advances in technology, especially those which allow free and unlimited time through on-line audio- and video-conferencing. In the case of classroom teaching for example, it is possible for two classrooms taught by world-class teachers to be located in different hemispheres (in the same time zone).

The two approaches reflect a different strategy (dimension 7). The traditional workforce approach is relatively short-sighted, filling positions from local sources, with 'soft' measures of performance that do not address in an objective fashion the strategic priorities of the school, to the extent that these exist. On the other hand, the talent force approach involves a more-or-less continuous search for the best people to address the strategic priorities of the school, something that may call for global sourcing, with a focus on performance that connects tightly with priorities connected to transformation ('hard' measures). It is a much more strategic and compelling approach to building the intellectual capital of the school.

Talent in the 21st century

As stated at the outset, intellectual capital refers to the level of knowledge and skill of those who work in or for the school. So far in this final section we have referred to the importance of schools working in networks or federations to share intellectual capital, with an illustration from Nazareth Catholic College. We described how intellectual capital does not reside exclusively with teachers. We cited the example of ftc in England where policies on workforce reform ensured that the school could draw on a range of professional and para-professional support to ensure that all students would be supported under its 'no exclusion policy'. A shift in thinking from workforce to talent force sharpens the focus. At the heart of these developments lies the challenge 'What knowledge and skills are required to ensure every student in every setting is equipped for success in the 21st century?'

The Cisco report on *Equipping Every Learner for the 21st Century* (Cisco, 2008) is necessary reading for those who accept the challenge. It proposes:

A new paradigm of 21st century learning; one that will require the holistic transformation of education systems. It will be guided by a comprehensive roadmap of curricular and assessment reform, new teacher recruitment and training strategies, leadership development, and the integration of collaborative technologies. It will be facilitated by exceptional teachers and supported by technologies that allow individuals to create, adapt, and share content. Students will complete project-based, cross-disciplinary tasks that encourage innovation and cross-cultural collaboration, and apply their knowledge and creativity to solve real-world problems. (Cisco, 2008, iii)

The many themes that are canvassed in the report include the observation that in many if not most settings, 'the classroom is the only place where learners disconnect', and that Web 2.0 is 'changing the game' for the learner. It challenges us with the view that we need to move from Education 1.0 through Education 2.0 to Education 3.0:

To borrow from the technology parlance, Education 1.0 represents education as it was during most of the 20th century, characterised by access and equity challenges, variable practices and standards, and limited performance management. In the Education 2.0 phase, system reforms have been designed to professionalise processes, set standards and upgrade capabilities. Education 3.0 is the emerging paradigm of 21st century learning. It builds on the system reform of Education 2.0 and the opportunities afforded by Web 2.0 to equip learners with new skills by introducing new pedagogy. (Cisco, 2008, p. 8)

Each student should have the capacity for problem solving and decision making; creative and critical thinking; collaboration, communication and negotiation; intellectual curiosity and the ability to select, structure and evaluate information. The vision is of 'a global destination with local journeys'. In our work in the Futures Focused School project with Teaching Australia, we highlighted the achievements of Bethany Catholic Primary School in Werribee, Victoria in building these capacities and moving with confidence to Education 3.0 (see www.bethany.melb.catholic.edu.au for more information and examples of these capacities in action).

Cisco has joined with Intel and Microsoft to established Partners in Education Transformation, a three-year project led by Professor Barry McGaw, chair of the National Curriculum Board. The purpose is to develop approaches to assessment to measure the capacities listed above. The project is based at the University of Melbourne with five working groups based in other countries (details available at www.latwf.org/docs/Transformative_Assessment-A_Call_to_Action_and_Action.pdf).

Futures-focused schools will ensure that they are in tune with these developments and are building their capacities to move from Education 1.0 through Education 2.0 to Education 3.0. More broadly, however, much of the current effort is of necessity in Education 2.0 and our preoccupation with national curriculum, national standards and frameworks for accountability. The issue is how quickly we can move through this stage to ensure our focus is on Education 3.0. It will be most unfortunate if we get stuck on Education 2.0 for the next decade. There are some hazards if we get stuck, and one particular development presents a pitfall in making the transition.

Public reporting of school performance

A significant pitfall concerns the public reporting of school performance in national tests, student attendance and financial support. The Council of Australian Governments (COAG) has approved a program of online reporting that will provide this information for every school, with the performance of each school compared to that of 'like schools', that is, schools with similar student intakes as far as family characteristics and socio-economic background are concerned.

It is understandable that national tests have been introduced in Australia given lack of transparency in performance among the states and territories. A report of the Australian Council for Educational Research (ACER) for the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) (Masters et al. 2008) concluded that 'like school' comparisons were the best of a range of approaches but its recommendations were heavily qualified as far as potential misuse is concerned.

Ministers have given an assurance that there will be no 'league tables' of school performance. However, within days of results for Tasmanian schools being released, the Hobart-based daily newspaper *The Mercury* constructed and published its own 'league tables'. New South Wales has passed a law banning such publication but there is every indication that this law will be repealed to ensure that the state receives federal funds. A glance at the proposed template for the 'like schools' comparisons or the newspaper's publication of Tasmania's 'league tables' leads one to wonder about their value to parents even if they were valid. The former is jargon ridden; the latter does not even pretend to address the 'like schools' criterion.

While we have moved some distance from Deputy Prime Minister Gillard's call to follow the approach in New York under the leadership of Chancellor Joel Klein (Gillard brought Klein to Australia to spruik its merits) it is hard to sustain a case for what will be rolled out across the nation. It is noteworthy that Finland, the top performing nation in the Program for International Student Assessment (PISA), has no national system of tests and no public reporting of local tests that enable school-by-school comparison. Finland has a broad national curriculum but it has resisted approaches to testing of a kind that is now entrenched in Britain and the United States. There is of course a comprehensive program of testing within schools in Finland. In some instances schools use tests that are developed by the National Board of Education. There are substantial amounts of data on the progress and achievement of students and teachers have high levels of expertise in interpreting them.

There is ample evidence that teachers in England are spending far too much time preparing students for its national testing program thus harming efforts to get a proper balance in the curriculum. The approach in England and elsewhere ignores the evidence that the differences within schools (between classrooms) are greater than the differences between schools. Furthermore, the present priority is to personalise learning and the most important data of all are related to how students are achieving in relation to their personal learning plans and against standards.

Sir Ken Robinson, the eminent international expert on innovation and creativity, has described the 'strip mining' of the curriculum under these conditions:

Education is being strangled persistently by the culture of standardised testing. The irony is that these tests are not raising standards except in some very particular areas, and at the expense of most of what really matters in education' (Robinson, 2009, p. 249).

Education doesn't need to be reformed – it needs to be transformed. The key to this transformation is not to standardise education but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions' (Robinson, 2009, p. 238).

Our leaders are doing themselves and this nation no favours by demonising those who reject the public release of information that compares schools. There are, to be sure, some who are not comfortable with accountability or fear

exposure of poor performance, but the reality is that there are few advocates in the profession. Consider the views of Gordon Stanley, former head of the Board of Studies in NSW and now director of the Oxford University Centre for Educational Assessment:

We [Australia] could well end up with a similar situation to the UK, where you get a whole industry created around improving performance on the tests rather than necessarily improving students' learning skills'. 'This has led to a lot of teaching to the test and schools focusing on kids who are close to achieving the targets on the view that they are going to be the easiest to improve'. 'There is a feeling that teachers' professional skills in assessment haven't been developed as much as you'd like because they've been so focused on the external tests'. (Stanley, 2009)

Brian Croke, head of the Catholic Education Commission in NSW has concluded that league tables 'of some sort are inevitable once data for all schools is publicly available in a common format'. In reference to England he observed that 'they are now scaling down their national testing regime'. (Croke, 2009)

There is evidence that these fears may be playing out in Victoria, with the Secretary of the Department of Education and Early Childhood Development (DEECD) sending a memo to schools in April in advance of the NAPLAN (National Assessment Program for Literacy and Numeracy) being interpreted by teachers as exerting pressure to spend time practising with their students so that Victoria would 'look good' (see report by Tomazin 2009).

Why wait to suffer the experience of England with the consequent distortion of priorities in pedagogy and strip mining in the curriculum of the arts, creativity and innovation. One approach is to advocate a 'sunset' on the practice and follow the lead of Finland, as we propose in *Why not the Best Schools* (Caldwell & Harris, 2008). In the longer term, it may be desirable and possible to reduce if not cease a national testing program in Australia. Teachers are already gaining skill interpreting a range of data and, if a uniformly high quality of teaching is achieved, there may be no need for such a program.

Conclusion

The change from 'old enterprise logic' to 'new enterprise logic' is irreversible and opens up the most exciting possibilities for schools. Many Catholic primary schools are leading the way. They are especially well equipped to address the four forms of capital – intellectual, social, spiritual and financial – and to adopt or adapt approaches to leadership and governance to suit. The challenge is to avoid retaining longer than we should elements of the old logic and to avoid the pitfalls that will slow the realisation of a vision of 'a global destination with local journeys'.

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Attachment 1 - Conducting An Audit Of Your School

Intellectual Capital

Indicator - For each indicator, provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) the priority you attach to further development.	Importance 1 2 3 4 5 Low High	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
<ol style="list-style-type: none"> The staff allocated to or selected by the school are at the forefront of knowledge and skill in required disciplines and pedagogies The school identifies and implements outstanding practice observed in or reported by other schools The school has built a substantial, systematic and sustained capacity for acquiring and sharing professional knowledge Outstanding professional practice is recognised and rewarded The school supports a comprehensive and coherent plan for the professional development of all staff that reflects its needs and priorities When necessary, the school outsources to augment the professional talents of its staff 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 The school ensures that adequate funds are set aside in the budget to support the acquisition and dissemination of professional knowledge The school provides opportunities for staff to innovate in their professional practice The school supports a 'no-blame' culture which accepts that innovations often fail 		/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities
Total		/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities

Social Capital

Indicator - For each indicator, provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) the priority you attach to further development.	Importance 1 2 3 4 5 Low High	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
<ol style="list-style-type: none"> There is a high level of alignment between the expectations of parents and other key stakeholders and the mission, vision, goals, policies, plans and programs of the school There is extensive and active engagement of parents and others in the community in the educational program of the school Parents and others in the community serve on the governing body of the school or contribute in other ways to the decision-making process Parents and others in the community are advocates of the school and are prepared to take up its cause in challenging circumstances 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 The school accepts that support from the community has a reciprocal obligation for the school to contribute to the building of community The school draws from and contributes to networks to share knowledge, address problems and pool resources Partnerships have been developed and sustained to the extent that each partner gains from the arrangement Resources, both financial and human, have been allocated by the school to building partnerships that provide mutual support The school is co-located with or located near other services in the community and these services are utilised in support of the school 		/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities
Total		/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities

Financial Capital

Indicator - For each indicator, provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) the priority you attach to further development.	Importance 1 2 3 4 5 Low High	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
<ol style="list-style-type: none"> 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 	/50	/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities
Total	/50	/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities

Spiritual Capital

Indicator - For each indicator, provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) the priority you attach to further development.	Importance 1 2 3 4 5 Low High	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
<ol style="list-style-type: none"> 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 	/50	/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities
Total	/50	/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities

Governance

Indicator - For each indicator, provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) the priority you attach to further development.	Importance 1 2 3 4 5 Low High	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
<ol style="list-style-type: none"> 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 	/50	/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities
Total			

Attachment 2 - An Audit In The Futures Focused School

Indicator - For each indicator, provide ratings of (1) importance in the context of your school, (2) how well your school is performing, and (3) the priority you attach to further development.	Importance 1 2 3 4 5 Low High	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
<ol style="list-style-type: none"> 1. The school has clearly defined values and beliefs about life and learning that are used to balance past, present and future in the formulation of its plans 2. There is a capacity and willingness for staff and other stakeholders to keep abreast of trends and issues, threats and opportunities in the wider environment, nationally and internationally 3. There is a capacity and willingness for staff to respond to threats and opportunities, anticipating their impact on education generally and on the school in particular 4. There are structures and processes which enable the school to gather evidence and other intelligence, set priorities and formulate strategies which take account of likely and / or preferred futures 5. School leaders ensure that the attention of the school's community is focused on matters of strategic importance, sharing their knowledge about these matters with the school's community, and encouraging other leaders to do the same in their areas of interest 6. The school has an ongoing structured review process that facilitates the monitoring of the implementation of strategies as well as emerging strategic issues in the wider environment 7. The school strategically positions itself for enduring success by skillfully balancing strategies that have succeeded over time with new strategies that take account of changing circumstances 8. Ongoing informal conversations about future possibilities are encouraged as much as the more formal processes of strategic planning 9. The school invests in innovation so that it becomes an 'incubator' of new ideas and new practices 10. There is recognition that convergence of ideas is not always possible or even desirable, but every effort is made to develop a shared understanding of what is important to create and sustain success 	/50	/50	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Top 3 Priorities
Total			