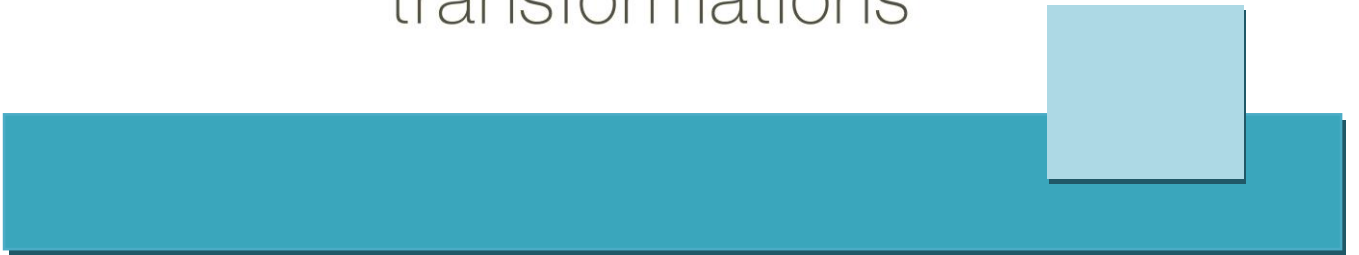


TRIENNIAL REPORT 2013-2015



educational
transformations



OUR FOURTH TRIENNIUM

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EDUCATIONAL TRANSFORMATIONS: THE FOURTH TRIENNIUM

We are pleased to report on projects, publications, presentations and pro bono work undertaken by the Educational Transformations team in our fourth triennium: 2013-2015.

EDUCATIONAL TRANSFORMATIONS

Educational Transformations Pty Ltd is a registered company under the Corporations Act 2001 and is registered in Victoria, Australia. The Australian Securities and Investment Commission issued its Certificate of Registration on 10 June 2004. ACN is 109 477 992. ABN is 37 109477992. The company has current Public Liability Insurance cover of \$20,000,000 as well as Civil Liability Professional Indemnity Insurance.

Educational Transformations Pty Ltd was established by Professor Brian Caldwell in June 2004 following his retirement as Dean of Education at the University of Melbourne where he is Emeritus Professor. The company undertakes a range of projects commissioned by state and commonwealth authorities and by non-profit entities. Occasional papers, monographs and books are published. Keynote presentations and workshops are conducted for professional associations in Australia and other countries. Projects are conducted annually for a limited number of schools and some work is carried out on a pro bono basis.

KEY WORDS

Our work in this triennium may be captured in 47 themes (key words): alternative schooling, arts in schools, Bell Shakespeare in schools, change in education, early career teachers, educational finance, educational leadership, educational policy, federal role in school education, experimentalist approaches in education, futures in education, initial teacher education, innovation in schools, international comparative studies, local empowerment of schools, mentoring, music education, needs-based funding, not-for-profit support of schools, pastoral care in schools, principal performance and development, philanthropy in schools, professional learning, principal certification, principals who teach, scenarios in education, school accountability, school autonomy, school curriculum, school devolution, school governance, school innovation, school leadership, school management, school partnerships, school performance, school review, school self-review, self-improving schools, self-managing schools, self-transforming schools, student achievement, student engagement, Teach for Australia, trust in schools, youth grants.

OUR TEAM

PROFESSOR BRIAN CALDWELL

Professor Emeritus Brian J. Caldwell is Managing Director and Principal Consultant at Educational Transformations Pty Ltd in Melbourne and Honorary Professorial Fellow at the University of Melbourne. He is Deputy Chair, Australian Curriculum, Assessment and Reporting Authority (ACARA). He holds the degrees of Bachelor of Science (1962) and Bachelor of Education (1968) from the University of Melbourne, and Master of Education (1975) and Doctor of Philosophy (1977) from the University of Alberta. He was awarded the degree of Doctor of Education *honoris causa* by the Hong Kong Institute of Education in 2012.

From 1998 to 2004 he served as Dean of Education at the University of Melbourne. His previous appointments include Head of Education Policy and Management (1995-1998) at the University of Melbourne; Head of Teacher Education (1988-1989) and Dean of Education (1989-1990) at the University of Tasmania; and Research Assistant Professor (1979-1981) at the University of Alberta, Canada. His major interests lie in assessment, curriculum, finance, governance, innovation and the management of transformational change in schools and school systems.

International work over the last 25 years includes more than 600 presentations, projects and other professional assignments in or for 42 countries or jurisdictions on six continents, with several assignments for the Asia Development Bank, Asia Pacific Economic Cooperation (APEC), OECD, UNESCO, UNICEF and World Bank. He has served as Wei Lun Visiting Professor at the Chinese University of Hong Kong, Visiting Professor at the National College for School Leadership in England, Special Professor at the University of Nottingham, Provost's Distinguished Visiting Scholar at the University of Southern California, Invitational Research Fellow for the Japan Society for the Promotion of Science, and Honorary Professor at the University of Hull.

In addition to approximately 160 published papers, chapters and monographs, Brian Caldwell is author or co-author of books that helped guide educational reform in several countries, most notably those on the self-managing school, each with Jim Spinks: *The Self-Managing School* (1988), *Leading the Self-Managing School* (1992), *Beyond the Self-Managing School* (1998), and *Raising the Stakes: From Improvement to Transformation in the Reform of Schools* (2008). Their fifth book was *The Self-Transforming School* (2013).

His tenth book on school autonomy since 1986 is *The Autonomy Premium*, to be published in mid-2016 by ACER Press.

Other recent books include *Why Not the Best Schools* (with Jessica Harris) (2008), *Our School Our Future* (with David Loader) (2010), *Transforming Schools in an Era of Globalisation* (with John Chi-Kin Lee) (2011, 2014) and *Transforming Education through the Arts* (with Tanya Vaughan) (2012).

Brian Caldwell was Chair of the Advisory Board of the Asia Education Foundation from 1998 to 2004. He was a director of the Australian Council for Educational Research (ACER) from 2003 to 2011, serving as Deputy Chair from 2009 to 2011. He is a Fellow and Life Member of the Australian Council for Educational Leaders (ACEL) and a Fellow and Life Member of the Australian College of Educators (ACE). He was President of ACEL from 1990 to 1993 and was awarded its Gold Medal in 1994. He is Patron of ACEL (Victoria). In July 2005 he received the College Medal of ACE. In 2004 he was awarded the Sir James Darling Medal of ACE (Victoria) and the Hedley Beare Educator of the Year Award of ACEL (Victoria).

DR. TANYA VAUGHAN

Dr Tanya Vaughan is a Project Officer at Principals Australia Institute (PAI) and Honorary Fellow at the Melbourne Graduate School of Education at the University of Melbourne. She served as Senior Consulting Researcher and Director of Impact Studies at Educational Transformations from 2009 to 2012. She has previously held the roles of Consultant at Learning First, Quality Assurance Coordinator of Principal Certification at PAI, Data Analyst at the Australian Curriculum, Assessment and Reporting Authority (ACARA) and Senior Project Officer in the School Leadership Team at the Australian Institute for Teaching and School Leadership (AITSL).

She holds a Bachelor of Science (Monash), Bachelor of Education (Queensland University of Technology), Professional Certificate in Instructional Leadership (Melbourne Graduate School of Education) and Doctor of Philosophy (Griffith University). Since completing her doctorate in 2004 she has presented at national and international conferences and published in her specialist field of bioinformatics and genomics, and served as biology coordinator at the senior secondary level at St Margaret's Anglican Girls School in Brisbane.

Her major responsibility with Educational Transformations was as lead consultant in investigating the impact of programs in the arts on outcomes for students in highly disadvantaged settings. A summary of the research entitled *Bridging the Gap in School Achievement through the Arts* (Vaughan, Harris & Caldwell, 2011) was launched at Parliament House Canberra in March 2011 by Peter Garrett, Minister for School Education, Early Childhood and Youth. She is co-author of *Transforming Education through The Arts* (Caldwell & Vaughan, 2012). She is also co-author of two chapters in *Changing Schools in*

an Era of Globalization (Caldwell & Vaughan, 2011) and one chapter in Literacy and the arts (Vaughan & Caldwell, 2014). Since completing this work she has had invited presentations at national and international conferences and presented this evidence to the Parliamentary Inquiry into the extent, benefits and potential of music education in Victorian Schools (Parliament of Victoria, 2013).

She was lead consultant in a research project to investigate the effectiveness of The Song Room's Creative Arts Indigenous Parents Engagement (CAIPE) in building parental and youth engagement with schools and schooling. She has evaluated Bell Shakespeare's Learning programs which showed a positive impact on students' outcomes and teacher capacity.

DR JESSICA HARRIS

Dr Jessica Harris is Senior Consulting Researcher at Educational Transformations based in Newcastle. She is Senior Lecturer in the School of Education at the University of Newcastle. Her research interests include understanding processes of school change, conversation analysis, ethnomethodology and collaborative inquiry. She commenced work with Educational Transformations on a full-time basis in 2006 and was appointed at the same time as Research Fellow in the Faculty of Education at the University of Melbourne. She took up a post-doctoral fellowship at the University of Queensland in 2009 and has continued her work with Educational Transformations on a project-by-project basis. She was lead or associate consultant for major projects undertaken by Educational Transformations including History of State Aid to Non-Government Schools in Australia, International Project to Frame the Transformation of Schools, Principal Autonomy Research Project, Study of the Regional Effectiveness Model in the Hume Region, Bridging the Gap in Achievement through the Arts, and Our School Our Future. She is co-author with Brian Caldwell of *Why not the Best Schools?* (Caldwell and Harris, 2008).

FIONA LONGMUIR

Fiona Longmuir is Senior Consulting Researcher and Director of Research in Innovative Professional Practice at Educational Transformations. She joined the team in 2009 following over 12 years' experience in school leadership and teaching. Recent significant projects have included a nationwide investigation of early career teachers working in disadvantaged schools and a review of school improvement processes in Queensland. She has also led comprehensive research on alternative educational settings for disengaged young people in Victoria. This area of research interest follows the successful 2012 project reported in *A Different Journey: Youth in Learn Local Organisations* (Ellum and Longmuir, 2012). She has served as research assistant for the publications *The Self-Transforming School* (Caldwell and Spinks, 2013) and *Our School Our Future* (Caldwell and Loader, 2010). Other previous projects have included: evaluation of the impact of philanthropic education programs; investigation of international innovative school and system-wide practices; review of the role of trust in school leadership; reviews of professional learning needs of high-performing principals and teaching principals; investigation of the role of locally driven innovation in schools; and research into social rate of return on investment in education. Fiona also held the position of the Program Leader of *InspirED Professional Learning Network*, a non-profit, schools-based provider of professional learning support to primary teachers in South East Melbourne. She has been awarded a scholarship for PhD (Education) which she is completing at the University of Melbourne. This research will form part of the International Successful School Principalship Project.

PROFESSOR RON TOOMEY

Professor Ron Toomey is Consulting Researcher (Professional Learning) at Educational Transformations. His career commenced as a secondary school English and Social Science teacher in Victoria. He subsequently worked in the Curriculum Branch of the Queensland Department of Education and then managed aspects of the Victorian HSC program for the

Victorian Institute of Secondary Education. He has worked in teacher education programs in four Australian Universities. The last of these positions was as Professor of Education and Foundation Head of the School of Education at Victoria University. Over a considerable period of time he has been commissioned to undertake various research projects for the Australian Government, the DEECD in Victoria, AusAID, VECI, Curriculum Corporation, the OECD and many others. Ron also currently holds two honorary positions. At Australian Catholic University, he is an Adjunct Professor within the Faculty of Education where he has over time contributed to the work of the University's Centre for Lifelong Learning. At the University of Newcastle, he is a Conjoint Professor within the Faculty of Education and Arts where he has contributed to a range of Faculty research and publication efforts. [Biographical as at 2013]

DR JENNIFER GIDLEY

Dr Jennifer Gidley is Consulting Researcher (Higher Education) at Educational Transformations. Currently President of the World Futures Studies Federation, and visiting academic in Europe, Jennifer has held academic positions within three Australian universities: Southern Cross University (1995-2001); Swinburne University (2003-2006); and the Global Cities Research Institute, RMIT University (2008-2012); and now holds visiting academic positions in Europe. As an academic futures researcher, Jennifer builds on her career as a Registered Psychologist and innovative educator. Jennifer's 2008 PhD dissertation on the evolution of consciousness was awarded the Chancellor's Medal for Academic Excellence from Southern Cross University in 2010. Her professional experience, spanning over three decades, includes working as a school and community psychologist, a founding school principal and a consultant in all educational levels and sectors. Jennifer's innovative professional and academic achievements include creating community education courses for women returning to study; researching and writing an imaginative and creative school curriculum for accreditation of an independent school in rural Australia; and pioneering the online component of the Master of Science in Strategic Foresight, Swinburne University. Jennifer's forthcoming books include: *Postformal Education: A Philosophy for Complex Futures* (Springer, 2016) and *The Future: A Very Short Introduction* (Oxford University Press, 2016).

MARJAN MOSSAMMAPARAST

Marjan Mossammaparast is Consulting Researcher (Student Engagement) at Educational Transformations. She holds a Bachelor of Arts/Teaching (Honours) and a Master of Education (Educational Management) from the University of Melbourne. Marjan has served as research assistant on projects investigating provision of education programs for disengaged young people. Marjan is also a secondary English teacher and School Lead for the New Pedagogies for Deep Learning, a global initiative supported by DET. She is editing lecturer (sessional) with the Faculty of Education and Arts at the Australian Catholic University and council member of VATE.

EVELYN DOUGLAS

Evelyn Douglas is Consulting Researcher (Partnerships) at Educational Transformations. She has been a secondary teacher of German and English for over thirty years in both the government and independent sectors in Victoria and Tasmania. During this time she has held a number of key leadership positions. She holds a Bachelor of Arts (Honours) from the University of Melbourne, a Diploma of Education, and a Graduate Diploma in Reading / Language. She recently completed her Master of Education (University of Melbourne) where her research focused on the establishment of a new, community-led bilingual school in Melbourne – The Deutsche Schule Melbourne (DSM). Evelyn also conducted six case studies as part of *Why not the best schools? The Australia Report* (Douglas and Harris, 2008). She recently completed an independent evaluation of the impact of philanthropy in schools. [Biographical as at 2013]

ANNABEL CLOWES

Annabel Clowes is Executive Assistant to Professor Brian Caldwell, Project Manager and Manager of Communications (Publications and Website) at Educational Transformations. She initially joined the team in May 2012 and returned in mid-2013. She maintains visual identity standards for professional reports and literature along with managing the company's online profile. Annabel has a Diploma of Hospitality Management.

SUPPORT SERVICES

Our media consultant is Ross Woodward at Media Key in Frankston, Victoria. Tracey Redman-Slater, also located at 181 Bay Street Brighton, is our accountant.

ASSOCIATE

DAVID LOADER OAM

Associate Professor David Loader OAM worked with Brian Caldwell in a project for the Australian Institute for Teaching and School Leadership (AITSL) on innovative approaches to professional learning and performance and development. In 2009, Brian and David delivered for Teaching Australia a national series of workshops in all States and Territories in Australia on the theme The Futures Focused School which led to the publication of *Our School, Our Future* in 2010.

David has been a Principal Fellow in the Melbourne Graduate School of Education, Melbourne University since 2002. He was an innovative school principal for 32 years, leading the way in the advance of teacher professional development and performance measurement, innovation in learning developments and the introduction of one-on-one computing. He was Principal of Wesley College, Melbourne, 1997-2002; Methodist Ladies' College, Melbourne, 1979 – 1996; and Kinross Wolaroi College, Orange (initially PLC, then Kinross and Kinross Wolaroi) 1971-8. David works with principals and senior staff executives in reflection and analysis, in strategic goal setting and evaluation, supporting and evaluating innovation and mentoring. He also works with school boards in the selection of principals and in school evaluation.

In addition to co-authorship of *Our School, Our Future*, David wrote *The Inner Principal*, published in 1997 by Falmer Press (Routledge), which gave a psychoanalytical perspective on school leadership, and *Jousting for the New Generation: Challenges to Contemporary Schooling* (ACER Press, 2007).

David was formerly a Board member of Swinburne University. He chairs the Research Committee for the de Bono Institute and is on The Senatus of The Cairnmillar Institute.

In 1999, the Australian College of Educators awarded him the Sir James Darling Medal and in 2008, he received the Gold Medal from the Australian Council for Educational Leaders. In 2000, he was awarded the Centenary Medal 'for outstanding services to education' and in 2010 was awarded the Medal of the Order of Australia (OAM) for distinguished services to education, as a principal, mentor and author. David is a Fellow of the Australian College of Educators, Australian Council of Educational Leaders and the Australian Institute of Management. He is a Life Member of the Association of Heads of Independent Schools of Australia.

PROJECTS

2015

Association of Independent Schools, New South Wales Member, Academic Reference Group, Association of Independent Schools Leadership Flagship Program (Ongoing) (Brian Caldwell)

Australian Curriculum, Assessment and Reporting Authority (ACARA) Brian Caldwell continued his work associated with his role as Deputy Chair of ACARA (see 2014). (Brian Caldwell)

ACT Government Education and Training Directorate The focus of the project was the development of a school performance framework for ACT public schools that called for the identification of best practice components of school improvement, accountability measures, roles and responsibilities for schools and the Directorate within empowered local decision-making arrangements, with reference to the National School Improvement Tool and the Australian Professional Standard for Principals. Timely monitoring of performance indicators was also scoped. The framework interconnected across relevant areas of the Directorate and the current Strategic Plan. A narrative captured key policy focus areas to inform meetings with principals to test implementation approaches. Two reports were delivered: (1) Designing the Framework and (2) Delivering the Framework. The framework contributed to the formulation of a new policy and associated procedures under the title of People, Practice and Performance: School Improvement in Canberra Public Schools – A Framework for Performance and Accountability released by the Minister for Education in the ACT in March 2016. (Brian Caldwell)

Catholic Education Melbourne Fiona Longmuir conducted an evaluation of the 2009 - 2014 Literacy Leadership Project (LLP), a strategy of the Catholic Education Melbourne (formerly Catholic Education Office Melbourne). Interviews were conducted with stakeholders and participants and a report of the evaluation presented finding from these along with an analysis of course feedback and evaluation data collected by CEM throughout the LLP. (Fiona Longmuir)

Independent Schools Queensland (ISQ) Evaluation of the Independent Schools Queensland Self-Improving Schools Program This project was commissioned by ISQ. This work involved the development of a comprehensive evaluation protocol which was implemented in schools that had been participating in the Self-Improving Schools Program for three years. A report of the 2013-2015 project evaluation activities, which also included analysis of three years of data from an annual survey of all participating schools, was prepared. This is the fourth year of the support provided by Educational Transformations (See also 2013 and 2014) (Fiona Longmuir, Tanya Vaughan and Brian Caldwell)

Independent Schools Queensland (ISQ) Brian Caldwell commenced service as a member of the Leadership Expert Advisory Group providing advice on programs for leadership development offered by ISQ> (Brian Caldwell)

International Study on School Autonomy and Learning (ISSAL) This was a continuation of a project that commenced in 2014 with a meeting of researchers from six countries in Jerusalem in May (see 2014). Brian Caldwell is leading the Australian contribution to the project with financial support from the Department of Education and Training, Government of Australia. Work in 2015 included case studies of five schools (two primary – Broadmeadows and Specimen Hill in Victoria, two secondary -- Canberra High [ACT] and Glen Waverley Secondary College [VIC] and one combined primary-secondary – Millmerran State P-10 School in Queensland; presentation at the School Autonomy Forum, Parliament House, Canberra; and participation in a planning meeting of international research teams at the University of Tampere, Finland. Findings will be included in a book entitled *The Autonomy Premium* to be published in 2016 by ACER Press. (Brian Caldwell)

NOVA A fortnightly online service to subscribing schools and professional associations reporting on innovations in and for schools around the world. This is a service of the Global Schools Innovation Network (GSIN), managed by Educational Transformations that commenced in 2012. The editor is Dr Steve Holden, Communications Manager at the Australian Council for Educational Research (ACER). The NOVA service concluded at the end of June 2015. (Brian Caldwell, Steve Holden, and David Loader with support from Annabel Clowes)

2014

Brian Caldwell was appointed Deputy Chair of the Australian Curriculum, Assessment and Reporting Authority (ACARA) in July 2014. ACARA was established under federal legislation in 2008 but is co-owned and co-funded by the federal government ((50 percent) and states and territories (shares based on size of the jurisdiction totalling 50 percent). Ten of the 13 members of the Board are representatives of states and territories as well as representatives of the Catholic and independent sectors. ACARA takes its direction from and reports to the Education Council (EC) of the Council of Australian Governments (COAG). EC is comprised on ministers for education from the federal government and the governments of the states and territories. In addition to his membership of the Board, Brian serves on the Audit and Risk Committee, Curriculum Reference Group, and the Measurement Framework Working Group. He represented ACARA at an international conference of the Centre for Curriculum Redesign held in Geneva in October.

Association of Independent Schools, New South Wales Member, Academic Reference Group, Association of Independent Schools Leadership Flagship Program (Ongoing) (Brian Caldwell)

Australia-Indonesia Education Partnership Educational Transformations worked under contract to GRM International Pty Ltd to prepare a review of national (Indonesia) and international evidence on the links between professional competencies of principals and improvement in the quality of education in public and private schools. The report was addressed in presentations to officials in Jakarta in July (April –July). (Brian Caldwell and Fiona Longmuir)

Australian Council for Educational Research (ACER) Member of the ACER team evaluating the implementation and impact of the Empowering Local Schools initiative of the Department of Education, Employment and Workplace Relations (DEEWR), implemented through National Partnership Agreements with jurisdictions around the country (2012-2014). Preparation of report entitled A Conceptual Framework for the Empowerment of Local Schools (See also 2013 Annual Report of Educational Transformations) (Brian Caldwell)

Department of Education and Early Childhood Development (DEECD) (Now Department of Education and Training) (Victoria) See 2013 Annual Report of Educational Transformations on the preparation of a report entitled Assessing Goodness of Fit to Victoria of Approaches to School Governance in National and International Jurisdictions. Work in late 2013 and January 2014 included assistance in drafting a ministerial paper on Professional Practice and Performance for Improved Learning: School Governance. (Brian Caldwell)

Independent Schools Queensland (ISQ) Evaluation of the Independent Schools Queensland Self-Improving Schools Pilot Program This project was commissioned by ISQ. A report of the 2013–2014 project evaluation activities, including a survey of all participating schools, was prepared. This is the third year of the support provided by Educational Transformations (See also 2012 and 2013 Annual Reports of Educational Transformations) (Fiona Longmuir, Tanya Vaughan and Brian Caldwell)

School Autonomy and Student Achievement in 21st Century Education Researchers from six countries met in May 2014 to plan an international research project to investigate the strength of links between higher levels of school autonomy and student achievement. Countries/jurisdictions represented were Australia, Canada – Alberta, China – Hong Kong, England, Finland and Israel. Singapore and Saskatchewan have been added to the project. The focus is on government schools. The project reflects international interest in raising levels of student achievement in a context in which public schools in participating countries are operating with a higher level of autonomy than has traditionally been the case. Case studies will be conducted in each country of schools that have used their increased authority and responsibility to make decisions that have led to higher levels of student achievement. Case studies in Australia will be conducted in four schools in three jurisdictions. Brian

Caldwell is leading the Australian contribution to the project with financial support from the Department of Education and Training, Government of Australia. Work in 2014 included the preparation of a paper on the evidence base on the links between school autonomy and student achievement prepared by Brian Caldwell. Case studies were planned for 2015. (Brian Caldwell)

NOVA A fortnightly online service to subscribing schools and professional associations reporting on innovations in and for schools around the world. This is a service of the Global Schools Innovation Network (GSIN), managed by Educational Transformations that commenced in 2012. The editor is Dr Steve Holden, Communications Manager at the Australian Council for Educational Research (ACER). (Brian Caldwell, Steve Holden, and David Loader with support from Annabel Clowes)

2013

Australian Council for Educational Research (ACER) Member of the ACER team evaluating the implementation and impact of the Empowering Local Schools initiative of the Department of Education, Employment and Workplace Relations (DEEWR), implemented through National Partnership Agreements with jurisdictions around the country (2012-2014). Reports were prepared of related visits to state authorities and organisations representing Catholic and independent schools in Queensland, Victoria and Western Australia. (Brian Caldwell)

Australian Institute for Teaching and School Leadership (AITSL) Teaching Principals Literature Review and Environmental Scan. The purpose of the project was to conduct (1) a review and analysis of available literature on the needs of teaching principals specific to improving professional practice and (2) an environmental scan of material developed to support teaching principals in their roles. (Brian Caldwell and Fiona Longmuir)

Australian Institute of Teaching and School Leadership (AITSL) Literature Review: Leading Improvement, Innovation and Change – A Culture of Trust Enhances Performance. The purpose of this review of literature was to address and inform the hypothesis that ‘a culture of trust enhances performance in schools’. An annotated bibliography was prepared to complement the report. (Jessica Harris, Brian Caldwell, Fiona Longmuir)

Australian Institute for Teaching and School Leadership (AITSL) Innovative Approaches to Professional Learning and Performance and Development. The purpose was to provide high level advice to AITSL throughout the project and provide support to 16 schools involved in the implementation and action research of innovative approaches to professional learning and elements of performance and development. These government, Catholic and independent schools were located in New South Wales, South Australia, Queensland, South Australia, Victoria and Western Australia. Site visits to these 16 schools were conducted on two occasions and reports were prepared. (Brian Caldwell and David Loader)

Bell Shakespeare Evaluation of Bell Shakespeare’s Learning Programs. The primary purpose of the evaluation was to assess the impact of Bell Shakespeare’s learning programs on participating students and teachers. A secondary purpose was to evaluate the critical elements of each program. A third purpose was to propose key performance indicators for each program. (Tanya Vaughan)

Department of Education and Early Childhood Development (DEECD) (Victoria) Assessing Goodness of Fit to Victoria of Approaches to School Governance in National and International Jurisdictions. The purpose of this report was to describe policy and practice in school governance in national and international settings and assess their goodness of fit for Victoria. The report was commissioned as a contribution to the Review of Governance in Victorian Government Schools, responding in particular to the fifth of seven terms of reference: ‘Investigate the experience of other jurisdictions both nationally and internationally in respect of the governance of schools, including those that have undertaken significant reform in recent years’. This project is extended to 2014. (Brian Caldwell)

Independent Schools Queensland (ISQ) Evaluation of the Independent Schools Queensland Self-Improving Schools Pilot Program. This project was commissioned by ISQ. Case studies of the SIS program implementation in ten schools were conducted as were surveys of all participating schools. (Fiona Longmuir, Tanya Vaughan and Brian Caldwell)

La Trobe University An Assessment of Capacity of the Faculty of Education to be Future Ready. This report was commissioned by the Vice-Chancellor and Executive Dean of the Faculty of Education at La Trobe University to provide an independent assessment of the capacity of the Faculty to be 'future ready' in the meaning of that term, as contained in the Strategic Plan of the University for 2013-2017. (Brian Caldwell and Jennifer Gidley)

Lord Mayor's Charitable Foundation (Melbourne) Evaluation of the Kids Thrive In schools Philanthropy Program. The purpose was to evaluate the KTISP program as it was implemented in three schools in Terms 3 and 4 in 2013. The program was conducted as a pilot for a Junior Youth in Philanthropy program. Currently, the Foundation's Youth in Philanthropy Program involves Years 10 and 11 students only. (Fiona Longmuir and Evelyn Douglas)

NOVA A fortnightly online service to subscribing schools and professional associations reporting on innovations in and for schools around the world. This is a service of the Global Schools Innovation Network, managed by Educational Transformations. The editor is Dr Steve Holden, Communications Manager at the Australian Council for Educational Research (ACER). (Brian Caldwell, Annabel Clowes, Steve Holden, Anna Kitney and David Loader)

Outer Eastern Local Learning and Employment Network (OELLEN). Review of Alternative Education Programs for School Aged Students in Learn Local Organisations in the Outer Eastern LLEN. OELLEN is a local not-for-profit, community-based and formally incorporated association which aims to improve education, training and employment outcomes for young people (10-19 year olds) in the cities of Maroondah, Knox and the Shire of Yarra Ranges. Activities in the project included a scan of alternative educational programs being provided for school aged students and a case study of the processes and outcomes of one provider in the network with a particular focus on provision for disengaged students under the age of 15. (Fiona Longmuir and Marjan Mossammaparast)

Principals Australia Institute (PAI) Review of National and International Practice in Voluntary Certification for Principals. The purpose of the project was to undertake and report on a global scan of schemes for the voluntary certification of school leaders that have been established by professional associations and institutions. The focus was on the certification of principals or those aspiring to the principalship. (Brian Caldwell and Ron Toomey)

Social Ventures Australia (SVA) Growing Great Teachers. The purpose of the Growing Great Teachers project is to consider how schools, communities and education systems attract and support Early Career Teachers (ECTs), that is, those teachers in schools who have less than three years' teaching experience. The focus of interest for this project was on these teachers in disadvantaged schools across Australia. Activities for this project included a comprehensive review of literature and case studies of schools and programs effectively supporting ECTs in disadvantaged schools. (Fiona Longmuir)

Social Ventures Australia (SVA) Strategic School Partnerships: Core Competencies and Capabilities of School Leaders – Mapping National and International Best Practice. The Bright Spots Schools Fund (BSSF) is the core of SVA's strategic intent in education. The project made a contribution to BSSF by responding to the following questions: (1) what are the core competencies and capabilities of school leaders who develop strategic school partnerships? (2) What are the identified best practices that enable school leaders to develop these competencies? (3) What is the documented evidence about the impact of these partnerships on student learning and participation in school? (Brian Caldwell)

WynBay Local Learning and Employment Network: WynBay Local Learning and Employment Network Youth Partnerships Alternative Education Options Project. The project contributed to

a report developed by the WynBay LLEN reviewing Alternative Education Options. This work included review of relevant literature, a scan of current provision in the Wyndham and Hobson's Bay areas, and reviews of 14 local and international best practice models. (Fiona Longmuir)

PUBLICATIONS

Caldwell, B.J. (In press) The need for stakeholder alignment on the future of teacher education in Australia. In Lee, J.C-K and Day, C. (Eds) *Quality and Change in Teacher Education: Western and Chinese Perspectives*. Chapter 7, pp. 111-126. Dordrecht: Springer [published in early 2016]

Caldwell, B.J. (2015) School management. In Wright, J.D. (Ed.) *International Encyclopedia of the Social & Behavioral Sciences*. Second Edition. Vol 21, pp. 101-106. Oxford: Elsevier

Caldwell, B.J. (2015). *School Autonomy and Student Achievement: Case Studies in Australia*. Melbourne: Educational Transformations. (Available at www.educationaltransformations.com.au)

Caldwell, B. (2015). The effect of school autonomy on student achievement. *Professional Educator*. 14(2): 11-13.

Caldwell, B. (2015). Feeling overwhelmed? It is time for serious innovation. *Australian Educational Leader*. 37(1):11-14.

Caldwell, B.J. (2014). *Impact of School Autonomy on Student Achievement in 21st Century Education: A Review of Evidence*. Melbourne: Educational Transformations. (Available at www.educationaltransformations.com.au)

Caldwell, B.J. (2014) Will we resist the temptation? *Victorian Journal of Music Education*, No 1, pp. 23-26

Caldwell, B.J. and Spinks, J.M. (2013). *The Self-Transforming School*, London and New York: Routledge.

Caldwell, B. (2013). Let's get on with Gonski, *The Australian*, 3 April.

Caldwell, B. (2013). Let's bring on a real education revolution, *The Age*, 16 August.

Caldwell, B. (2013). Dear PM, Please don't appoint an education minister, *Sydney Morning Herald*, 16 August.

Caldwell, B. (2013). Please vacate the area of school education (A letter to the incoming Prime Minister – written prior to federal election), *Professional Educator*, Vol 12, No 4, November pp. 22-23.

Caldwell, B. (2013). An uplifting narrative on school autonomy, *Australian Educational Leader*, Vol 35, No 4, p. 7 (November).

Caldwell, B.J. and Spinks, J.M.(2013). *Leading the Self-Transforming School*, Seminar Series Paper 223, Melbourne: Centre for Strategic Education.

Caldwell, B.J. and Spinks, J.M. (2013). Leading the Self-Transforming School, *Leadership in Focus*, No. 32, Summer, pp. 50-53.

Caldwell, B. (with Dan Carr) (2013). Fast-tracking teachers will lead to educational disaster? Not quite . . . , *The Conversation*, 14 November.

PRESENTATIONS

2015

Caldwell, B. Professor Hedley Beare. Invited introductory remarks at the Inaugural Hedley Beare Memorial Lecture hosted by ACEL, Sydney, February 13.

Caldwell, B. Evidence on efficacy of federations. Presentation for the Broadmeadows Schools Network, Melbourne, May 5.

Caldwell, B. Scenarios for the Future of Curriculum in Australian Schools. Invited presentation at the Inaugural K-12 Curriculum Conference, Melbourne, May 7.

Caldwell, B. Scope for Leadership. Invited presentation/seminar on leadership in the Foundations of Educational Leadership subject in the Master of Education (Educational Management) course, Melbourne Graduate School of Education, University of Melbourne, May 23.

Caldwell, B. Effective Leadership is a Necessary Requirement for Autonomy to have an Impact on Student Achievement: Evidence from Australia. Invited presentation at a public seminar, University of Tampere, Tampere, Finland, May 12.

Caldwell, B. School Autonomy and Student Achievement. Invited presentation at the School Autonomy Forum, Parliament House, Canberra, August 19.

Caldwell, B. The State of Wellbeing in Australian Schools. Invited introductory presentation at a conference of Wellbeing in Schools Australia (WISA), Melbourne, August 25.

Caldwell, B. An Evidence Base on the Effect of School Autonomy on Student Achievement: Australian Studies. Symposium presentation based on country experiences in the International Study on School Autonomy and Learning (ISSAL), Conference of the World Educational Research Association (WERA), Budapest, September 8 [this paper was presented by Dr Lawrie Drysdale, Melbourne Graduate School of Education, University of Melbourne]

Caldwell, B. The State of Wellbeing in Australian Schools. Invited introductory presentation at a conference of Wellbeing in Schools Australia (WISA), Adelaide, November 9.

2014

Caldwell, B. Realigning the Governance of Schools in Australia: Energising an Experimentalist Approach. Invited presentation for the Crawford School of Public Policy, Australian National University (ANU) workshop on the theme of Twenty-first Century Public Management: The Experimentalist Alternative, Canberra, February 11

Caldwell, B. Leadership Authority for School Innovation. Invited keynote address at the Sydney Principal Credential Conference, Brighton-le-Sands, NSW, April 1

Caldwell, B. Leading the Self-Transforming State School. Invited keynote address at the Inaugural Professional Learning conference for Principals on the theme ConnectED – Staying Connected, Terrigal, NSW, April 4

Caldwell, B. How Schools can take the Lead in Transforming Learning. Keynote presentation in a one-day workshop led by Brian Caldwell and Jim Spinks for school leaders in the Northern Territory, Darwin, April 8

Caldwell, B. Re-imagining Special Education: A Pre-requisite for the Transformation of Schools. Invited keynote address at the First Asia-Pacific Congress on Creating Inclusive Schools on the theme Reflect—Shift – Transform co-hosted by the Australian Special Education Principals Association (ASEPA) and the Australian Council for Educational Leaders (ACEL), Sydney, May 2

Caldwell, B. Likely and Preferred Futures for Schools: Assessing Melbourne Grammar's Capacity for Transformation and Innovation. Invited presentation in a seminar-workshop for the Curriculum Board, Melbourne Grammar School, Melbourne, May 9

Caldwell, B. Leadership for Innovation in Schools. Invited presentation in a master class for postgraduate students in educational leadership, Graduate School of Education, University of Melbourne, May 10

Caldwell, B. *Realigning the Governance of Schools in Australia*. Invited presentation in a master class for postgraduate students in educational leadership, Graduate School of Education, University of Melbourne, May 10

Caldwell, B. *Creating a Culture of Caring in the Self-Transforming School*. Invited keynote address at the AHISA Senior Staff & Pastoral Care Conference of the Association of Heads on Independent Schools of Australia (AHISA), Gold Coast QLD, August 25

Caldwell, B. *The Work of ACARA and Scenarios for Curriculum and Assessment*. Invited presentation to a meeting of executives of primary schools in Australia, Canberra, September 2

Caldwell, B. *Report of the Review of the Australian Curriculum*. Invited panellist in a Q & A forum hosted by the Australian Council for Educational Leaders (ACEL) (Victoria), Melbourne, October 30

Caldwell, B. *Beyond the Known Knowns*. Address to graduating Grade 6 students at Belmont Primary School, Belmont (Geelong) December 16

2013

Caldwell, B. *Common Cause in Arts Education*. Invited keynote presentation to Arts Up Front: ACT Arts Education Conference, Canberra, ACT, 23 February 2013.

Caldwell, B. *Leading the Self-Transforming School*. This paper was presented to the Annual Roundtable of the Asia Pacific Centre for Leadership and Change, Hong Kong Institute of Education, held at East China Normal University, Shanghai, China, 10-12 March 2013.

Caldwell, B. *Will Gonski Make a Difference? Beyond Gonski – Reviewing the Evidence on Quality Education*. Responding to the report alongside Jennifer Buckingham (Research Fellow, Centre for Independent Studies) and Tim Dodd (Education Editor, Australian Financial Review) at the Australian Catholic University, North Sydney, 18 March 2013.

Caldwell, B. *Engagement*. Presented at the launch of *A Different Journey – Youth in Learn Locals*: Report of a project with the Bayside Glen Eira Kingston Local Learning and Employment Network (BGK LLEN), 20 March 2013.

Caldwell, B. *Leading the Self-Transforming School. The Transformation of Learning*. Seminar presentations based on themes in *The Self-Transforming School* at the Graduate School of Education, University of Melbourne, 11 May 2013.

Caldwell, B. *The Self-Transforming School*. Workshop presentation at the Oxford Education Conference, Sydney, 24 May 2013.

Caldwell, B. *Leading the Self-Transforming Christian School*. Presented as an invited keynote address to open the National Policy Forum of Christian Schools Australia, Canberra, 27 May 2013.

Caldwell, B. *Leading the Self-Transforming School*. Invited contribution to a seminar on the theme 'Bright Spots in School Leadership' at a conference of Teach for Australia, Melbourne, 5 July 2013.

Caldwell, B. *The Self-Transforming School*. Invited Keynote Address to open the 2013 Conference of the Monash Waverley Network, Department of Education and Early Childhood Development (DEECD), Torquay, Victoria, 24 July 2013.

Caldwell, B. *The Self-Transforming School*. Presented for the Public Policy Institute's inaugural Parliamentary Policy Seminar at the Australian Catholic University, Sydney, 15 August 2013.

Caldwell, B. *Schools of the Future: a Pedagogical Perspective*. Invited presentation to the Association of Independent Schools (AIS) NSW Executive Team, 22 August 2013.

Caldwell, B. and Spinks, J. *The Self-Transforming School*. Presented at the 2013 book launch seminars in Melbourne (19 August), Sydney (23 August) and Canberra (26 August).

Caldwell, B. *The Self-Transforming School*. Invited presentation for the Public Policy Institute, Australian Catholic University hosted by Merici College, Braddon ACT, 26 August 2013.

Caldwell, B. *Leading the Self-Transforming School*. Presented as the Ann D. Clark Lecture for the Catholic Education Office Parramatta, 29 August 2013.

Caldwell, B. Contribution to a panel presentation at the 2013 Social Ventures Australia Dialogue, Sydney, 3 September 2013.

Caldwell, B. A review of national and international practice in voluntary certification for principals. A review of progress at a conference of stakeholders hosted by the commissioning organisation (Principals Australia Institute), Melbourne 11 September 2013.

Caldwell, B. *Major Forces for Change in Education*. Presented at the Australian Council for Educational Leaders (ACEL) Fellows Dinner, 11 September 2013.

Caldwell, B. *Issues in School Education*. Presentation to Rotary Clubs of Donald and Warracknabeal, Donald, 16 September, 2013.

Caldwell, B. *The Benefits of the Arts in the Curriculum*. Invited presentation at the Conference of Dance Education in Australia's Schools, Arts Centre, Melbourne, 26 September 2013.

Caldwell, B. *Leadership and Governance in the Self-Transforming School*. Presented at the Annual Conference of the Australian Council for Educational Leaders (ACEL), Canberra, 4 October 2013.

Caldwell, B. *The Self-Transforming School*. Presented at the Western Australia Primary Principals' Association (WAPPA) Victorian Study Tour – *'How is the State of Victoria Capturing the Leadership Premium?'*, Southbank, Victoria, 6 October 2013.

Caldwell, B. Response to panel presentation at the launch of the Mitchell Institute for Health and Education Policy (Victoria University), Melbourne, 27 November 2013.

Caldwell, B. *Will We Resist the Temptation?* Delivered as a response to a presentation by Jan Kronberg MLC, Chair of the Education and Training Committee, Parliament of Victoria that published a report of the *Inquiry into the Extent, Benefits and Potential of Music Education in Victorian Schools*. Her presentation and this response were part of a forum conducted by the School Music Advocacy Group conducted at the University of Melbourne, 5 December 2013.

Longmuir, F. Contribution to a presentation of the Growing Great Teachers project at the Social Ventures Australia Dialogue, 3 September 2013.

Longmuir, F. *Evaluation of the Self-Improving Schools Pilot Program*. Presented at the Independent Schools Queensland Self-Improving Schools Pilot Program Sharing Day, Brisbane, 18 November.

PRO BONO

BRIAN CALDWELL

2015

Australian Council for Educational Leaders (ACEL) (Victoria) Patron

Australian Special Education Principals Association (ASEPA), Patron

Wellbeing in Schools Australia (WISA), Patron

Chair, Advisory Board, Powerful Learning and Teaching project, Mitchell Institute, Victoria University of Technology

Chair, Selection Panel, Outstanding Principals Awards, Department of Education and Training, Victoria

Editorial Board: Educational Management and Leadership (EMAL) and London Journal of Education

Trustee, Global Schools Innovation Network (GSIN) which publishes NOVA (see Projects)

2014

Australian Council for Educational Leaders (ACEL) (Victoria) Patron

Australian Council for Educational Leaders (ACEL) Contributor to policy papers and media releases

Broadmeadows Schools Network Reform Project (BSN) (Government Schools) Consultant on Governance

Department of Education and Training (Victoria) (formerly DEECD) Music Education Expert Reference Group (Member)

Editorial Board: Educational Management and Leadership (EMAL) and London Journal of Education

International Advisory Committee, Asia Pacific Centre for Leadership and Change, Hong Kong Institute of Education (Member)

Music Council of Australia Music Education Advisory Group (Member)

Trustee, Global Schools Innovation Network (GSIN) which publishes NOVA (see Projects)

2013

Association of Independent Schools, New South Wales. Member, Academic Reference Group, Association of Independent Schools Leadership Flagship Program

Australian Council for Educational Leaders (ACEL) (Victoria) Patron.

Editorial Board: Educational Management and Leadership (EMAL) and London Journal of Education.

Education Reference Group, Grattan Institute.

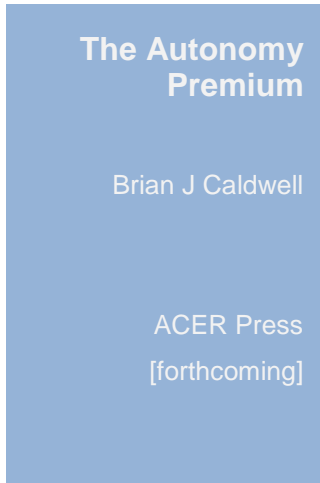
International Advisory Committee, Asia Pacific Centre for Leadership and Change, Hong Kong Institute of Education.

Leading Learning through Education and Philanthropy (LLEAP) Chair of Advisory Group. Project of Australian Council for Educational Research (ACER) through its Tender Bridge project in partnership with the Ian Potter Foundation, the Origin Foundation and the Scanlon Foundation.

Lord Mayor's Charitable Foundation (Melbourne). Member of the Youth Grants Committee.

Teach for Australia (TFA). Mentor to Associate Daniel Carr.

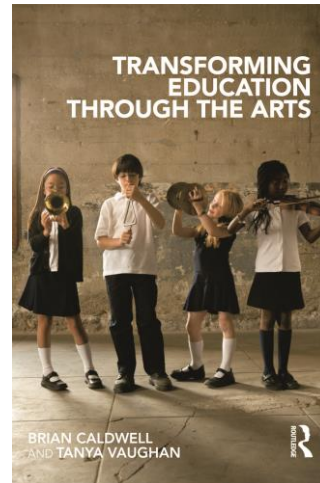
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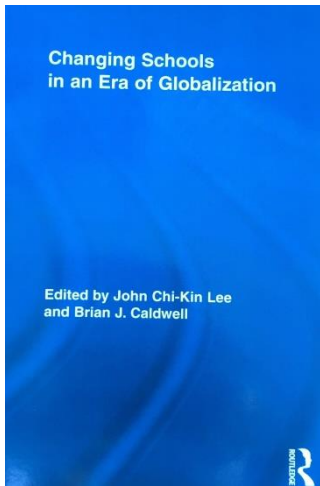
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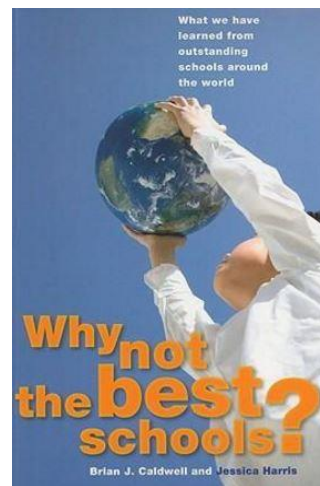
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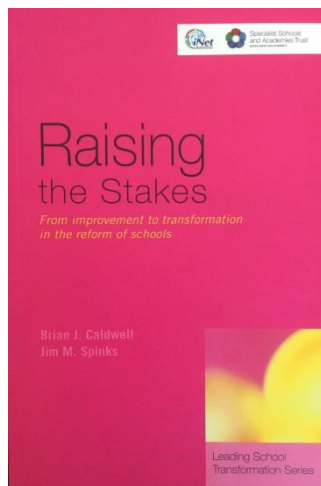
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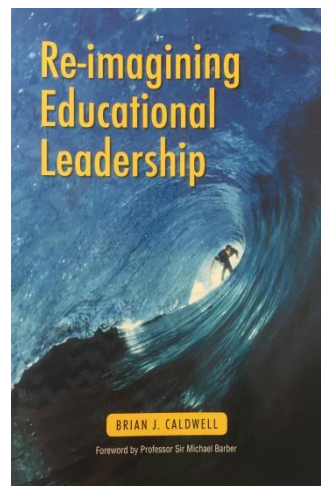
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