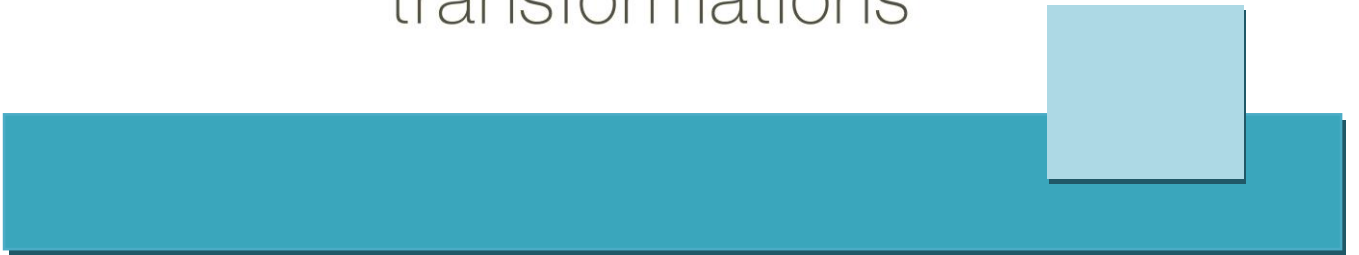


# TRIENNIAL REPORT 2014-2016



educational  
transformations



OUR FIFTH TRIENNIUM

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## **EDUCATIONAL TRANSFORMATIONS: THE FIFTH 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*, published in 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 Associate Director of Evidence for Learning, Honorary Fellow at the Melbourne Graduate School of Education at the University of Melbourne and editor at Cogent Education, Taylor and Francis. She served as Senior Consulting Researcher and Director of Impact Studies at Educational Transformations from 2009 to 2016. She has previously held the roles of Consultant at Learning First, Project Officer and Quality Assurance Coordinator of Principal Certification at Principals Australia Institute (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 is now Associate Director, Evidence for Learning, Social Ventures Australia (SVA).

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. Tanya has recently established an evaluation framework for Teach for Australia's Teach to Lead program, evaluated the Cadmus trial for The University of Melbourne and statistically analysed the data for the International Study of School Autonomy and Learning.

### **FIONA LONGMUIR**

Fiona Longmuir is Senior Consulting Researcher 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 & Longmuir, 2012). She has served as research assistant for the publications *The Self-Transforming School* (Caldwell & Spinks, 2013) and *Our School Our Future* (Caldwell & Loader, 2010).

Other previous projects have included: evaluation of a literacy leadership strategy, 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 works in sessional academic positions in Master of Education programs at both Deakin University and the University of Melbourne. She has been awarded a scholarship for her PhD (Education) which she is completing at the University of Melbourne. Her research is investigating leadership in improving schools and is linked with the International Successful School Principalship Project.

### **PAMELA DETTMAN**

Pam has worked extensively in Australia and the United Kingdom and given addresses in different countries. In the UK she was Director of the MBA International for Senior Leaders at the University of Lincoln and later led the Schools and Colleges Improvement Program (SCIP) at the University of Leicester, specialising in strategy, organisational leadership and evaluation. In Australia she has held two Principalships and other senior leadership positions in the Independent sector. Currently Pam works as a part-time academic, supervising students online for the Universities of London and Warwick, and as a consultant for various Education research and development bodies across Australia.

## **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 lead 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**

### **2016**

**International Study on School Autonomy and Learning (ISSAL)** We continue our work in ISSAL, an international project involving researchers from Australia, Canada, China, England, Finland, Israel and Singapore. We lead the Australian contribution with support for aspects of our work from the Australian Government Department of Education and Training.

Reports from 2014 (review of research) and 2015 (case studies) may be downloaded from this website. The focus in the first part of 2016 was a national survey of principals in public schools on matters related to school autonomy, a report of which will be available in July 2016. *Lead Consultant: Professor Brian Caldwell, Managing Director and Principal Consultant at Educational Transformations.*

The findings were published in *The Autonomy Premium* and *What the Principals Say* (see publications 2016).

**Independent Schools Queensland (ISQ)** Educational Transformations Pty Ltd enters the fourth year of engagement with ISQ. The project that has been commissioned for 2016 requires us to provide a comprehensive report of the evaluation activities of the ISQ Self-Improving Schools (SIS) program from 2013 to 2016 inclusive. The purpose of the evaluation is to: (a) review the purpose and process of the ISQ SIS program and (b) investigate the impact of participation in the SIS program on selected aspects of school improvement. *Lead Consultant: Fiona Longmuir, Senior Consultant Researcher and Director of Research in Innovative Professional Practice at Educational Transformations, supported by Consulting Researchers Dr Pam Dettman and Tim O’Leary.*

**Teach for Australia** Educational Transformations Pty Ltd was commissioned by Teach for Australia (TFA) to develop data collection tools and to validate and refine an evaluation project for TFA’s Teach to Lead program. *Lead Consultant: Dr Tanya Vaughan, Senior Consulting Researcher and Director of Impact Studies at Educational Transformations.*

## 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 was a service of the Global Schools Innovation Network (GSIN), managed by Educational Transformations that commenced in 2012. The editor was 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 21<sup>st</sup> 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 was a service of the Global Schools Innovation Network (GSIN), managed by Educational Transformations that commenced in 2012. The editor was 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)

## **PUBLICATIONS**

Caldwell, B.J. (2016) Professional autonomy, school innovation and student achievement in the 21<sup>st</sup> Century. *Australian Educational Leaders*, Vol 38, No 4, pp. 9-13.

Caldwell, B.J. (2016) Impact of school autonomy on student achievement: cases from Australia. *International Journal of Educational Management*. Vol 30, No 7, pp.1171-1187.

Caldwell, B.J. (2016) *The Autonomy Premium*. Melbourne: ACER Press.

Caldwell, B.J. (2016) *What the Principals Say*. Melbourne: Educational Transformations.

Reynolds, D., Caldwell, B., et al. (2016) Comparative educational research. In Chapman, P., Muijs, D., Reynolds, D., Sammons, P. and Teddle, C. (Eds.) *The Routledge International Handbook of Educational Effectiveness and Improvement*. London and New York: Routledge. Chapter 10.

Caldwell, B.J. (2016) 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](http://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 21<sup>st</sup> Century Education: A Review of Evidence*. Melbourne: Educational Transformations. (Available at [www.educationaltransformations.com.au](http://www.educationaltransformations.com.au))

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

## **PRESENTATIONS**

### **2016**

Caldwell, B.J. Themes from *The Autonomy Premium*. Invited presentation to the New South Wales Primary Principals Association (NSWPPA) Principal Leadership Program, Sydney November 7.

Caldwell, B.J. School Wellbeing and Why it is Fundamental to Quality Schooling. Patron's Opening Address at a conference of Wellbeing in Schools Australia (WISA) Melbourne, October 14.

Caldwell, B.J. Professional Autonomy, School Innovation and Student Achievement in the 21<sup>st</sup> Century. Invited presentation on the theme of Insight and Innovation, Annual Conference of the Australian Council for Educational Leadership (ACEL) Melbourne, September 29.

Caldwell, B.J. The Autonomy Premium. Presentation to a symposium of the Canadian Association for the Study of Educational Administration (CASEA) at the 2016 Congress of the Humanities and Social Science, program of the Canadian Society for the Study of Education (CSSE), University of Calgary, Canada, May 29.

Caldwell, B.J. The Autonomy Premium. Presentation to seminar on the theme of School Autonomy and Curriculum Reform for 21<sup>st</sup> Century Skills: International Perspectives at a seminar for school and system leaders at the Saskatchewan Educational Leadership Unit (SELU), University of Saskatchewan, Canada, May 27.

Caldwell, B.J. Impact of School Autonomy on Student Achievement: Cases from Australia. Invited seminar for graduate students in educational leadership, Graduate School of Education, University of Melbourne, May 7.

### **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

## **PRO BONO**

### **BRIAN CALDWELL**

#### **2016**

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)

#### **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)

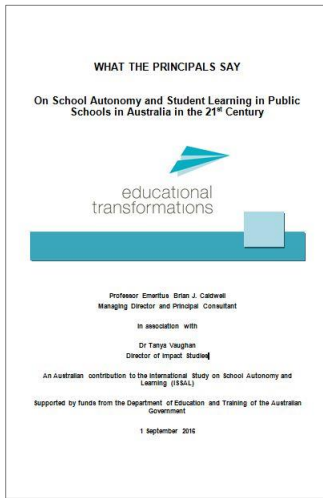
Editorial Board: Educational Management and Leadership (EMAL) and London Journal of Education

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

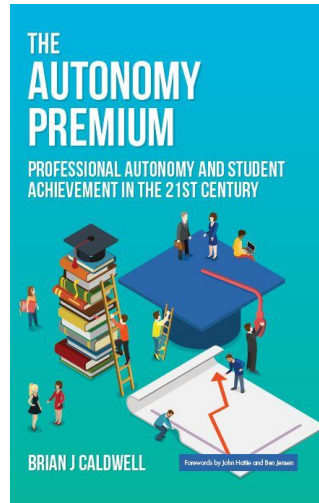
Music Council of Australia Music Education Advisory Group (Member)

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

## DECADE OF BOOKS



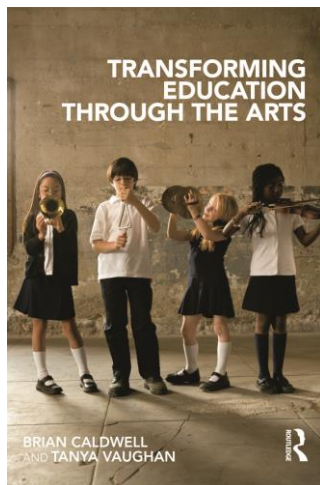
2016



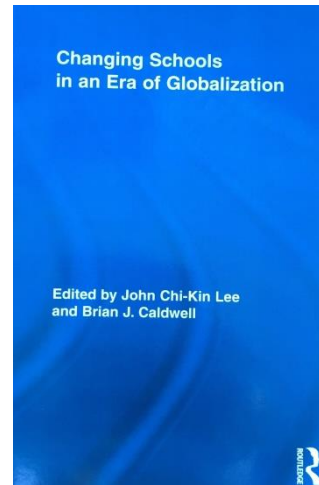
2016



2013



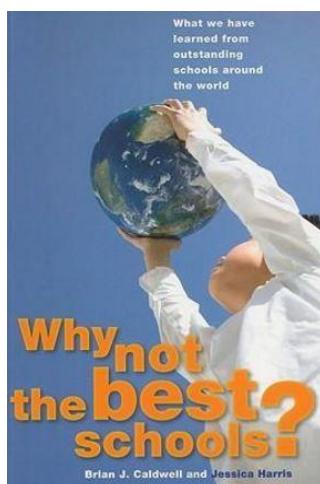
2012



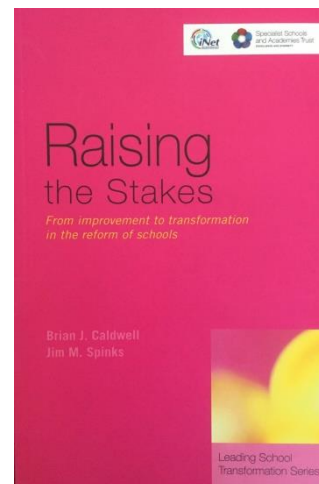
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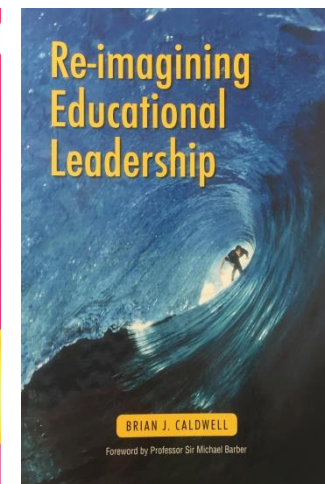
2009



2008



2008



2006



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