



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

Transformation and innovation System leaders in the global age

Edited by
David Hopkins HSBC iNet Chair of International Leadership

iNet Principal Supporter

An account of the International
workshop for school principals
(Beijing, October 2006)

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The world's local bank

Transformation and innovation

System leaders in the global age

Editor

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Peter Chambers

THIS PUBLICATION

Audience

Policymakers, leaders and practitioners in education around the world

Aims

To capture the content, spirit and ambitions of a group of 100 outstanding school leaders from 14 countries who met in Beijing in October 2006 at the at the International workshop for school principals, and:

- To summarise current education reform efforts in various parts of the world
- To analyse the experiences of school leaders and their views on the reforms they have undertaken
- To identify successful and effective policies, strategies, and practices

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My colleagues Brian Caldwell and Yong Zhao deserve much of the credit for the success of the workshop. Not only did they work with me on designing and then facilitating the workshop, but as will be seen prepared significant contributions to this book. Yong contributed a powerful keynote presentation during the workshop as well as the overview of global trends in school education to this volume.

Professors Chen Yukun, Barry McGaw and Shen Jiliang gave challenging and thoughtful keynote presentations during the workshop. Brian Caldwell and Jessica Harris prepared the national case studies; and Brian with Sylvia Paddock chronicled and collated the workshop discussions. Jing Lei conducted and prepared the interviews case studies.

Colleagues in iNet and the Specialist Schools and Academies Trust (SSAT) were supportive throughout the process of preparing for the workshop and were key figures during it. This was particularly the case with Elizabeth Reid, SSAT's chief executive, who also opened and closed the workshop. Sue Williamson, the SSAT director responsible for iNet; Tony Bloxham, then head of iNet; and Lyn Simmons, the SSAT's conference manager; were pivotal in ensuring the smooth running of the workshop. My colleague Elpida Ahtaridou gave great support during the editing process.

All these colleagues deserve acknowledgement and thanks for making this unique event such an outstanding success. But most of all it was the participants in the workshop itself who need acknowledging; for it is their vision and commitment that shines through the pages that follow and in whose safe keeping the future of global education lies.

David Hopkins

HSBC iNet Chair of International Leadership

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Introduction David Hopkins

Recently many nations, both developing and developed, have engaged in massive reform efforts to better their education systems and practices. Generally speaking, all these efforts are intended to ensure that schooling is more effective and efficient in preparing and educating all citizens for the rapidly emerging global economy. But due to historic, cultural, and economic differences, different countries have adopted different, sometimes even contradictory, approaches in their reform efforts. This has resulted in different policies, strategies, and practices, as well as different challenges. Interestingly however many of the policies, strategies, and practices in one country rapidly become the focus of reform by other countries. This is what some commentators have referred to as the 'policy epidemic'. So what we are witnessing is a profound paradox. On the one hand some countries are at one level pursuing quite different policies – for example, while standardisation and centralisation of curriculum have been the core features of reform in the USA, China has been moving toward decentralisation. On the other hand a global policy agenda is emerging, narrowing its focus on a small number of key drivers such as the personalisation of learning, increasing the quality of teaching, using the pressure for accountability more formatively, and placing increased emphasis on the role of the school (and networks of schools) in making the journey towards transformation (Hopkins 2007).

Consequently, the differences and similarities in countries' policies, strategies, and practices to improve education provide natural opportunities for substantive and sustained dialogues among education policymakers, school leaders and practitioners. These dialogues, when properly framed, can prove to be rich sources of innovative ideas, mutual understanding and respect, leading to a healthy international network of educational innovators and innovations. Even a relatively superficial analysis of these global trends leads to the realisation that there is a meta-driver at work here – the ubiquity of globalisation. The pervasive commitment to globalisation transcends the

apparent policy paradox and provides a common language and purpose for educational reform. In short, this is the moral purpose: ensuring that every student irrespective of their background has the opportunity, and is actively encouraged, to reach their potential and to understand the world in which they live and are helping to create.

Inevitably globalisation is a plastic term open to misinterpretation, and sadly can create false expectations. Simply put, globalisation reflects the consequence of technology in bringing the people of the world closer together. This idea has been well caught by Thomas Friedman (2006) in the title of his book *The World is Flat*, or more felicitously in Marshall McLuhan's phrase 'the global village' (1964).

So far so good, but the great fallacy is to believe that technology by itself will deliver the good society. Technology may be creating the enabling conditions, but as it is value neutral it cannot ensure political stability, economic convergence or social cohesion. It is for us to grasp the opportunities created by technology and the fortuitous confluence of forces and to create for and by ourselves a more unified, equable and global world. And this of course is why the role of education is so vital. Unless the coming generations learn about the value of interdependence and acquire the skills to sustain the global economy and the knowledge society, the opportunity created by technology will be squandered and the cancer of nationalism will once again reassert itself.

Local education leaders (school principals and district superintendents, for example) are pivotal to a reform movement determined to realise the potential of globalisation. Leadership is the missing piece of the global policy jigsaw. It is leadership that moulds the policy drivers such as personalisation, professionalism, formative assessment and collaboration. The many reform efforts aimed at transforming schools – new governance frameworks, more accountability, and more decentralisation – require leadership to shoulder the greatest responsibilities and to bear the most direct consequences. These leaders are also key to the eventual fate of any reform efforts. The best global school leaders are embracing these challenges with enthusiasm and integrity; and in so doing they are taking on a responsibility for the system as a whole.

These 'system leaders' are willing to shoulder-system wide roles; they are almost as concerned about the improvement of other schools as they are about their own. They also realise in a deep way that the classroom, school and system levels all impact on each other. Crucially they understand that in order to change the larger system one has to engage with it in a meaningful way. For all these reasons, transformed education must start with transformed school leaders and school leadership. By developing the concept of leadership for globalisation we begin the journey towards globalised leadership.

To enable a global dialogue among education leaders and to initiate an international network of innovative leadership, iNet, with the support of the Hong Kong Foundation and in collaboration with China's National Academy for Education Administration, invited about 100 outstanding principals (known colloquially as the G100) from 14 different countries to participate in a workshop on education reform in Beijing in October, 2006.

During the three day workshop, the principals engaged in serious conversations about their experiences and views of education reforms in their own schools and education systems. The event was not a normal conference, where participants listen and learn from keynote speakers, and where workshops provide a limited opportunity for participants to contribute ideas and make recommendations. The main purpose of the workshop, involving outstanding principals from around the world, was for participants to be the chief source of information and proposals for policy and practice in the future. The keynote sessions were therefore much shorter than normal, serving simply to introduce a theme, outline major developments, and stimulate discussion in working groups.

At the end of the workshop the principals prepared a communiqué that expressed their vision for the global future of schooling. They claimed that their mandate was based on three factors:

- The schools that they are privileged to lead are regarded by others as outstanding

- Collectively they represent the voice of many school systems around the world
- They believe that there should be a global sense of moral purpose in education

This book has been prepared to highlight the experiences and views of these principals and to extend the benefits of this unique gathering to a broader audience. Based on the presentations at the conference, the workshop discussions and interviews with school leaders from all over the world, as well as country reports and individual profiles, it aims to:

- Summarise the current education reform efforts in various parts of the world (Asia, Africa, Australia/New Zealand, Europe, North and South America)
- Analyse the experiences of school leaders and their views on the reforms they have undertaken
- Identify successful and effective policies, strategies, and practices

This book captures the spirit of their discussions and as such provides a remarkable testimony to the commitment and passion of our contemporary educational leaders, as well as an agenda for transformation. The book is no mere collection of conference papers: on the basis of careful analysis of contemporary educational practice and a synthesis of the voices of the very best of our global educational leaders, it presents a compelling vision for all our educational futures.

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1 Issues in global school transformation

1.1 A paradox of change: education reforms in the East and West Yong Zhao

Among the devices that we use to impose order upon a complicated world, classification ... must rank as the most general and most pervasive of all. And no strategy of classification cuts deeper – while providing such an even balance of benefits and difficulties – than our propensity for division by two, or dichotomy. Stephen Jay Gould

Hence in respect of its substance and the definition which states its essence virtue is a mean, with regard to what is best and right an extreme. Aristotle, *Nicomachean Ethics* (trans. W. D. Ross)

Junzi, Zhongyong, Xiaoren, Fan Zhongyong. (The superior man embodies the course of the Mean; the mean man acts contrary to the course of the Mean.) Confucius, *The Doctrine of the Mean*.

The year 2002 witnessed a dramatic change of fate for testing or academic assessment in China and the US, both of which are aiming to reform their education to prepare capable citizens for the 21st century. On January 8th, 2002, the 107th Congress of the United States of America enacted Public Law 107–110. Widely known as The No Child Left Behind (NCLB) Act of 2001, this law dramatically increased the importance of testing in education. The law requires that each state administer state-wide assessment programmes in core academic areas to all students. Test results are made public and used to determine actions for schools and teachers. Recognition or monetary rewards are given to schools and teachers whose students perform well, while schools whose students perform poorly will be publicly

identified and required to take corrective actions. Considering the historical status of academic testing in the US, this indeed is an unprecedented victory for testing, which did not fare well at all in its country of origin – China.

About 11 months later, on December 27, 2002, the Chinese Ministry of Education issued a policy authorised by the Chinese State Council to reform assessment and evaluation in elementary and secondary schools. With the title of Ministry of Education’s Notice Regarding Furthering the Reform of Evaluation and Assessment Systems in Elementary and Secondary Schools, this document calls for alternative ways of assessment to simple testing of academic knowledge. It specifically forbids ranking school districts, schools, or individual students based on testing results or making them public (Chinese Ministry of Education, 2002).

The contrasting fate of testing in China and US at that point exemplifies a trend in educational reform efforts around the world: while some countries seem to abandon their practices and policies, other countries are taking them up. This trend is most obvious when examining the recent reform efforts undertaken by East Asian countries and countries that share a Western tradition, such as the United States, England, and Australia.

Reforms in Eastern Asian countries

China

Following the policy issued in 2002, in 2003 the Chinese Ministry of Education released its plan for high school curriculum reform, which was scheduled to start in 2004. The primary goal of this reform is consistent with the previous curriculum reform for primary and middle school: foster creativity and the spirit to innovate and develop practical and life skills. The specific strategies include more flexibility and autonomy for students and schools in deciding what to learn, more courses outside traditional disciplines, and a more authentic assessment and evaluation scheme. The reform pushes for more elective and fewer required courses for students, more local/school based content, integrated studies, and new subjects such as art, environmental studies, and technology. A strong community service and experiences component is also included (Chinese Ministry of Education, 2003).

South Korea

In 2001, South Korea, one of the constant top performers in international comparative studies such as Trends in International Mathematics and Science Study (TIMSS), released a new national curriculum. It aims to cultivate creative, autonomous, and self-driven human resources who will lead the era's developments in information, knowledge and globalisation through a number of strategies:

- Promote fundamental and basic education that fosters sound human beings and nurtures creativity
- Help students build self-leading capacity so that they will meet the challenges of today's globalisation and information development
- Implement learner-oriented education that suits the students' capability, aptitude and career development needs
- Ensure expanded autonomy for the local community and schools in curriculum planning and operation (Ministry of Education and Human Resources Development, 2001)

Singapore

Since 1997 Singapore, another frequent high flyer in international comparative studies, has engaged in major curriculum reform. The initiative entitled Thinking Schools, Learning Nation aims to develop all students into active learners with critical thinking skills, and to develop a creative and critical thinking culture within schools. Its key strategies include:

- The explicit teaching of critical and creative thinking skills
- The reduction of subject content
- The revision of assessment modes
- A greater emphasis on processes rather than outcomes when appraising schools

In 2005, the Ministry of Education released another major policy document, *Nurturing Every Child: Flexibility and Diversity in Singapore Schools*. This called for a more varied curriculum, a focus on learning rather than teaching, and more autonomy for schools and teachers (Ministry of Education, 2005).

Japan

Since 2001, Japan has been working to implement its Education Plan for the 21st Century, which has three major objectives. The first is 'enhancing emotional education,' that is, cultivating students as emotionally well-rounded human beings. The second is 'realising a school system that helps children develop their individuality and gives them diverse choices' by moving towards a diverse, flexible educational system that encourages individuality and cultivates creativity. The third is 'promoting a system in which the school's autonomy is respected' through decentralising educational administration, enhancing local autonomy, and enabling independent self-management at the school level (Iwao, 2000).

Reforms in some Western countries

USA

The most significant reform effort in the USA is certainly the No Child Left Behind Act of 2001. The law is now up for reauthorisation in the US congress. While there are debates and different opinions about the law, its basic strategies for improving US education are unchallenged and have the potential to expand to higher grades and more areas. According to the proposal for reauthorisation of the US Department of Education (US Department of Education, 2007), accountability, centralised testing, standardisation, and expanding the law to include high schools are the priority areas the Bush administration want from the new law. There are also proposals to develop national standards, which is unprecedented in the US, a nation that has constitutionally delegated the authority of education to individual states rather than the federal government (Olson, 2007).

England

Over the past two decades, major reform efforts have taken place in England as well. The major thrusts of these reforms are best summarised by Michael Barber, the chief architect of the education reform efforts of the Tony Blair government, during a recent interview:

'So we've had 18 years of reform with a series of consistent threads: devolution of resources, strong accountability, setting standards, national tests and introduction of school inspection.' (Mead, 2006)

Australia

The recent controversies surrounding a national curriculum proposal by the Australian central government is a telling case of its attempt at centralisation of what should be taught in schools. In 2006, the Australia Federal Education Minister Julie Bishop called for a national curriculum for Australian schools (Topsfield & Rood, 2006). In 2007, the Labor party introduced its proposal for national standards for all students in all Australian schools (Maiden & Ferrari, 2007). While the proposal for national standards and curriculum have met with resistance, criticism, and scepticism from some states and the teaching professional organisations, their intention is clear and they have by and large attracted support, at least in spirit, from a wide spectrum of people.

It is not difficult to see the trend that a seemingly innovative approach one nation takes may have already been tried by other nations, which may actually be ready to trade it in for something else. As the above examples illustrate, while Japan (The Ministry of Education, 2001) and Hong Kong (Hong Kong Education Commission, 2000) are working to relax central government control of school curricula so as to give local schools the autonomy for developing more individualised, school-based learning opportunities for students, the United States (US Congress, 2002) and Australia are looking for ways to promote more centralised curriculum standards to ensure all students master a set of common knowledge and set of skills. In a similar fashion, while Singapore has worked to take out content from its curriculum so as to provide more space for students to engage in other learning activities besides the core curriculum, the US is working to put more content into the curriculum and find ways to have students spend more time on academic learning.

The paradox and the dichotomies

Underlying these seemingly paradoxical reform efforts are a number of dichotomies: individual excellence vs collective responsibilities in educational goals, accountability vs autonomy in governance, knowledge vs skill/ability in learning, teacher-centred vs student-centred in instruction, depth vs breadth in curriculum, and form vs function in content. Ideally, every system wants to have both, and to their fullest potential. However, in reality we haven't yet

been able to achieve both ends of these dichotomies. Some educational systems do well at one end, while others do well at the other. For example, countries such as Japan and Singapore have often been recognised as examples of academic excellence because their students seem to have superior mastery of content knowledge in mathematics and science, whereas US education has been viewed as a model by many Asian countries for fostering creativity and problem solving skills. Japan, Singapore, and other countries that excel in imparting knowledge have been deeply concerned about their students' lack of creativity and problem solving skills, while the US has been worried that its students lack basic knowledge.

The differences in educational achievement along these dichotomies seem to align with the traditional cultural and philosophical differences seen between the East and the West. Although tremendous diversity exists within each tradition and plenty of commonalities exist between the two, the dichotomy of the East (rooted in Confucian philosophy) and West (with roots in the thinking of Greek philosophers such as Aristotle). These two traditions have had significant impact on education. Due to their different views of knowledge, the world, and the person, they have resulted in quite different educational practices that epitomise the dichotomies of education, despite the fact that the modern education systems in the East are very much a Western export.

Generally speaking, educational systems in the East, where the collective comes before the individual, have traditionally taken a centralised approach with the central government playing the role of developing, designing, and executing policies and standards on finance, curriculum, textbooks, assessment, and teachers. In the West, where a more decentralised approach has been taken, local communities have more autonomy to decide how schools are funded, what students should learn and how they are assessed, and who can become teachers. Likewise, Eastern educational practices, influenced by the belief that knowledge comes before action and that education is to pass on what great minds have already discovered, have historically emphasised knowledge acquisition. In the West, where individuals are considered capable and responsible agents, educational practices have emphasised the ability to think and act as individuals. Thus distinct differences have been observed between eastern and western schooling in terms of

how the curricula are structured and how students are taught to behave in schools.

Different practices lead to different outcomes. The Eastern approach seemed to have resulted in more school accountability, better student learning of disciplinary content, and more focus on academic aspects. The Western approach seemed to have produced more autonomous school management, creativity and critical thinking skills among students, and more focus on student non-academic skills. Faced with these results, those working in neither system are completely satisfied, because they want to achieve more – ideally both autonomy and accountability, knowledge and creativity, academic and social skills. They all want to bring all students up to individually challenging levels of academic performance, while fostering students' ability to creatively apply knowledge to new learning situations.

Because of their strong desire to do well with both ends of the dichotomy, those managing education systems make efforts to move towards the other extreme. Thus at present we see many nations re-examining and reforming their educational systems as a result of the realisation that they are not doing well with one or the other end of the dichotomy, especially when compared with other nations that have been traditionally focusing on the opposite end. Quite often other nations' achievements are cited as not only evidence to show our own failures but also warning signs that we may be losing the economic and political advantage in future competitions. Consequently, the corrective actions begin with the employment of strategies and practices that appear to be effective in achieving what has been missing. Often these strategies and practices have already been used by other nations, especially those that have been doing well with the opposite end of the dichotomy. Hence we see the different fates met by the various educational practices and strategies: testing being promoted in some nations and demoted in others; local curriculum autonomy being advocated in some nations while central standardised curriculum is being pushed in others; systematic mastery of content knowledge being emphasised in some nations while creativity and real-life problem solving skills are being emphasised in others.

A common goal

It is not difficult to find that although different educational systems seem to undertake different approaches to reform their practices, they all appear to do so for the same goal: to prepare capable citizens for the 21st century. For example, all members of the Asian Pacific Economic Cooperation (APEC), an international organisation of 21 member economies around the Pacific Ocean, have come to the agreement that to fully participate in the 21st century world, students must develop a common set of skills:

Mastery of core knowledge in content areas, such as maths/science and foreign language, gaining:

- Conceptual comprehension of the content knowledge
- Procedural competency to use concepts
- Problem solving ability to apply knowledge in a real-world, global context, both individually and as members of teams

Personal responsibility and excitement about learning, including:

- Lifelong learning skills to continually value and enjoy learning
- An ethic that encourages participation as a team member and global citizen
- Skills to communicate clearly with others, both orally and in writing

Ability to use 21st century tools (ICT) for mastery and motivation, including:

- Instruction in computer literacy
- Access to appropriate technology to maximize learning and communication

These common set of skills encompass both content knowledge and the ability to use the knowledge. The common goal also reflects a commitment to excellence for all students, regardless of their background. All reform efforts, despite their differences in the approaches taken, generally aspire to ensure that all children receive the same quality education so that they can develop a common set of skills and knowledge.

A few cautionary notes

The paradoxical phenomenon in education reforms in the East and West demonstrates that indeed nations can learn from each other. What is considered innovative in one country or set of countries may often be longstanding practice in other countries. It thus behoves these nations to seriously study and understand the consequences, both positive and negative, of these practices from nations that have long been using and are ready to abandon or reform them. However, as nations move forward with their efforts to make up the missing end of the various educational dichotomies by replacing their traditional practices with new ones or trading their own practices with foreign ones, it is important to keep in mind a number of obvious problems associated with reforms, particularly reforms supported by international comparisons.

First, we tend to throw the baby out with the bathwater. In the attempt to learn from others, we can forget that what we have achieved is still worthwhile. For example, while the lack of a national curriculum or national standards in the US and Australia may have resulted in uneven educational outcomes in different states or localities, as has been claimed by advocates of standards, the flexibility and local control created by the lack of standardisation may have provided more room for diversity, local innovations, and creativity. Similarly, the strict national standards and curricula in China and Korea may be blamed for the lack of individualisation and creativity; they could also be the reasons for excellent academic achievement with limited education resources. Therefore, it would serve us well to seriously consider what we are throwing out while adopting new policies.

Second, we tend to just focus on only the good part of others' achievements while overlooking the negative. There is no good without evil. No policies or practices are free of problems. Hence when drafting new policies and implementing new practices, especially those that have been in practice in other countries, it is necessary for us to examine their positive and negative consequences. For example, high-stakes testing has been a practice in China and other East Asian countries for a long time and indeed it seems to have the power to hold schools, teachers, students, and even parents

accountable. It also seems to have the power to seriously enforce national standards and curriculum and ensure that all classrooms in a nation can teach the same content at the same pace. However, it also has been blamed in these countries as one of the primary killers of creativity and innovation in students and schools.

Third, we tend to ignore the conditions that enable the outcomes of certain practices in other nations and thus focus on only borrowing the mechanics of the practice but ignore the cultural, social, and systemic contexts that make the practice effective. For instance, there has been much admiration of teaching practices in China and Japan, especially how young teachers are inducted into the teaching profession and how teachers work together to co-plan lessons (Britton, Paine, Pimm, & Raizen, 2003) (Stigler & Hiebert, 1999). However, these practices work partly because of the way teachers are organised in China and Japan, the cultural tradition of seniority among teachers, and the standardised curriculum. In contrast, teacher unions, teacher-school relationships, and the individualistic nature of teaching in the US and some other Western countries present tremendous institutional and cultural obstacles to truly borrowing these practices and making them effective in the West.

Fourth, we need to avoid homogenising our practices. From a global perspective, it appears that the attempts to emulate practices of other nations are likely to drive out the uniqueness of educational practices in different countries. 'If current trends continue, we should expect to see continued standardisation of core teaching practices within academic subjects around the world,' as Baker and his colleague observed, 'The globalisation of curricula and its implementation in classrooms will exert a soft but steady pull on nations toward a world norm, to the point where little variation in curricula exists across nations' (Baker & LeTendre, 2005). This trend is worrying because as the world continues to globalise, it will be important to maintain and encourage diversity, variation, and uniqueness in policy and practices. It is out of diversity and variation that vitality and energy of innovation grows. Moreover, in a global and ever changing world, we are unable to predict what talents, skills, and abilities will truly be valuable and needed to maintain diversity in curriculum, policy, and practices.

Thus it would serve a nation well when embarking on major educational reforms to consider its own culture, history and economy, and its relative position in the world. It is important that each nation maintains its strengths and uniqueness before emulating practices and policies that seem to have been effective in other nations. And it is imperative that we, as educators, education leaders, and policymakers develop a comprehensive understanding of the global nature of the education enterprise so as to develop innovations that meet the needs for preparing citizens of the global world.

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1.2 Use of data in innovation and transformation in schools and school systems Barry McGaw

In recent years, the use of data has attracted significant attention across the world. Demands for accountability and transparency are strong in many areas of public life in many countries, so the demand for data is almost irresistible. However, from the point of view of the profession the demand for data should also be there to ensure informed professional practice – without data, how can the profession establish whether or not its practice is effective?

This chapter discusses the use of data as a driver for school and system innovation and transformation and in particular, it:

- Explores the use of data on assessing educational quality through cross-national comparisons and system level monitoring
- Identifies a range of school-level analyses that become possible when all school data are available

Assessing educational quality

The evidence on the quality of the outcomes of education systems is drawn from the OECD's Programme for International Student Assessment (PISA). PISA provides direct, internationally comparable evidence of the quality of national education systems with its assessments of the achievements of 15 year olds. The population assessed is 15 year olds in schools of any type but it excludes those who are not in school.

In PISA 2000, students were assessed in reading literacy, mathematics and science, with reading literacy as the main domain and mathematics and science as minor domains. In PISA 2003, mathematics was the main domain and reading and science minor domains together with an additional domain, problem solving. In PISA 2006, the three original domains are being assessed, with science as the main domain.

PISA does not assess whether students have learned the specific content of their curricula but rather their capacity to use the knowledge and skills they

have acquired. Both open-ended and multiple-choice questions are used. In the PISA 2003 mathematics assessments, for example, there were 85 items, 17 of them simple multiple choice, 11 complex multiple choice and 57 that required students to construct their response. Sample items are provided on the PISA website, www.pisa.oecd.org/.

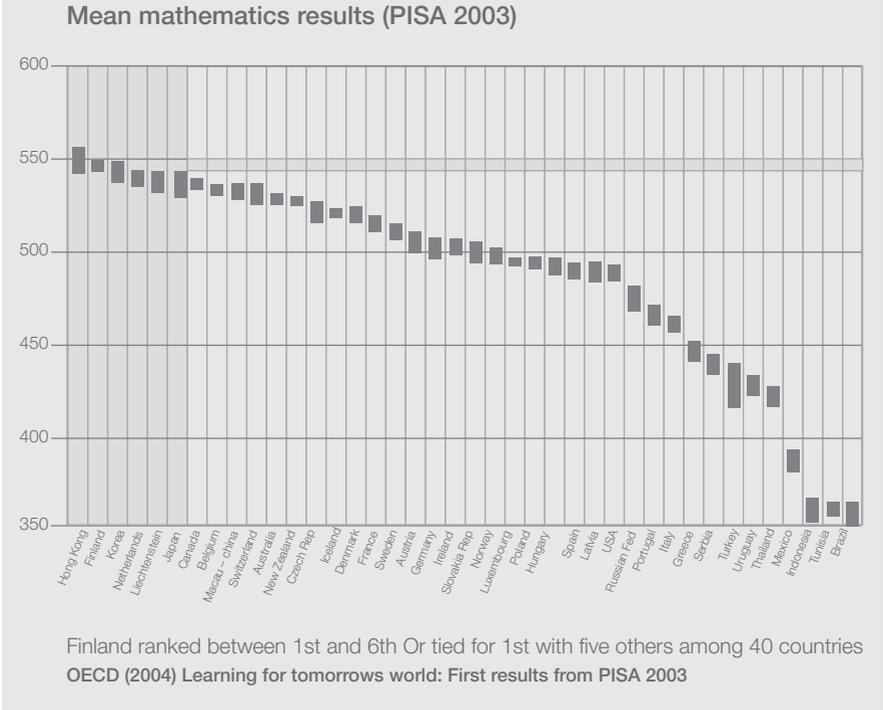
All potential assessment materials are first reviewed in all participating countries for prima facie evidence of cultural bias, with doubtful items being removed. All material that survives is then used in an internationally controlled trial in all participating countries a year before the actual PISA assessment. The performances of students on the trial material provide empirical evidence on whether tasks work consistently in all countries. Tasks that do not are removed from the pool of tasks from which those to be used in the final tests are selected.

Fifteen-year-olds have not learned all they will need to know as adults, but they should have a solid foundation of knowledge in areas such as reading, mathematics and science, which are assessed in PISA. To continue learning and to apply their learning to the real world, they also need to understand fundamental processes and principles and to use these flexibly in different situations. Recognising this, PISA assesses the students' ability to complete tasks relating to real life, depending on a broad understanding of key concepts, rather than limiting the assessment to the possession of subject-specific knowledge.

Figure 1 on page 22 shows the mean performances of OECD countries in mathematics in PISA 2003. The line in the middle of the box for each country gives the mean performance of 15 year olds in the country. The results reveal marked variations in performance levels among the 27 OECD countries – ranging from Hong Kong-China to Brazil.

The size of a box reflects the precision with which a country's mean is estimated, the least precise in PISA 2003 being that for Turkey. Where the boxes overlap on the vertical dimension, there is no significant difference between the means for the countries.

Figure 1 – Mean mathematical results PISA 2003 in OECD 2004a



The simplest way to interpret this figure is from the perspective of a particular country of interest. Finland, for example, ranked in 2nd place but its mean is not significantly different from those of Hong Kong-China ranking above it or Korea, Netherlands, Liechtenstein and Japan below it. Therefore, it is appropriate to say that Finland ranked between 1st and 6th or that Finland tied in 1st place with five other countries.

Assessing the equity of educational achievements

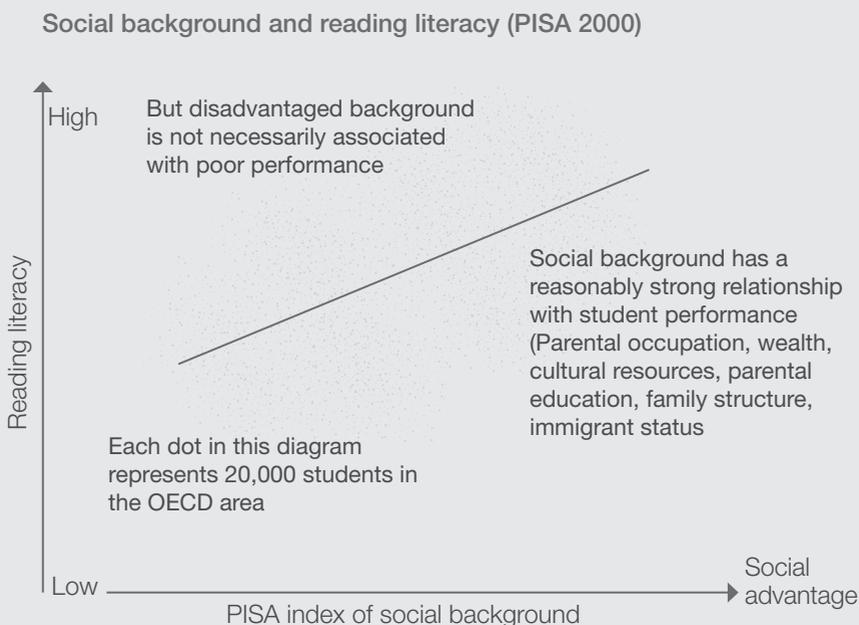
However, performance data are not enough on their own. An essential factor that also needs to be taken into consideration when assessing educational quality is that of equity of educational achievements. An important indicator of the equity of educational achievements in a country is the strength of the relationship between students’ achievements and their social background.

The 15 year olds involved in PISA complete a questionnaire that collects information important for the interpretation and analysis of the results. Students are asked about characteristics, such as gender, economic and social background, and activities at home and school.

The information on economic and social background – parents’ education and occupation, cultural artefacts in the home – permit the construction of an index of social background that ranges from socially disadvantaged to socially advantaged. This scale is comparable across countries.

The relationship between social background and reading literacy in PISA 2000 is shown in figure 2, in which the results of the 265,000 15 year olds in the sample on both variables are plotted.

Figure 2 – Social background and reading literacy PISA 2000 in OECD 2001.



Source: OECD (2001) Knowledge and skills for life: Appendix B1, Table 8.1. p308

The correlation is relatively high (around 0.45) indicating quite a strong relationship between the two variables. The slope of the regression line that summarises the relationship is quite steep, indicating that increased social advantage, in general, pays off with considerable increase in educational performance. It can, nevertheless, be seen that there are many exceptions – socially advantaged individuals who do not perform well (towards the bottom-right of the graph) and students from disadvantaged backgrounds who perform well (towards the top-left of the graph).

This result has been long established in research in many individual countries and it can lead to a counsel of despair. If the relationship between social background and educational achievement is so strong, education can seem to be impotent, unable to make a difference. There is other research evidence that provides assurance that schools can make a difference to the life chances of their students but the PISA also provides additional insights because it is possible to compare regression lines of the type above for individual countries.

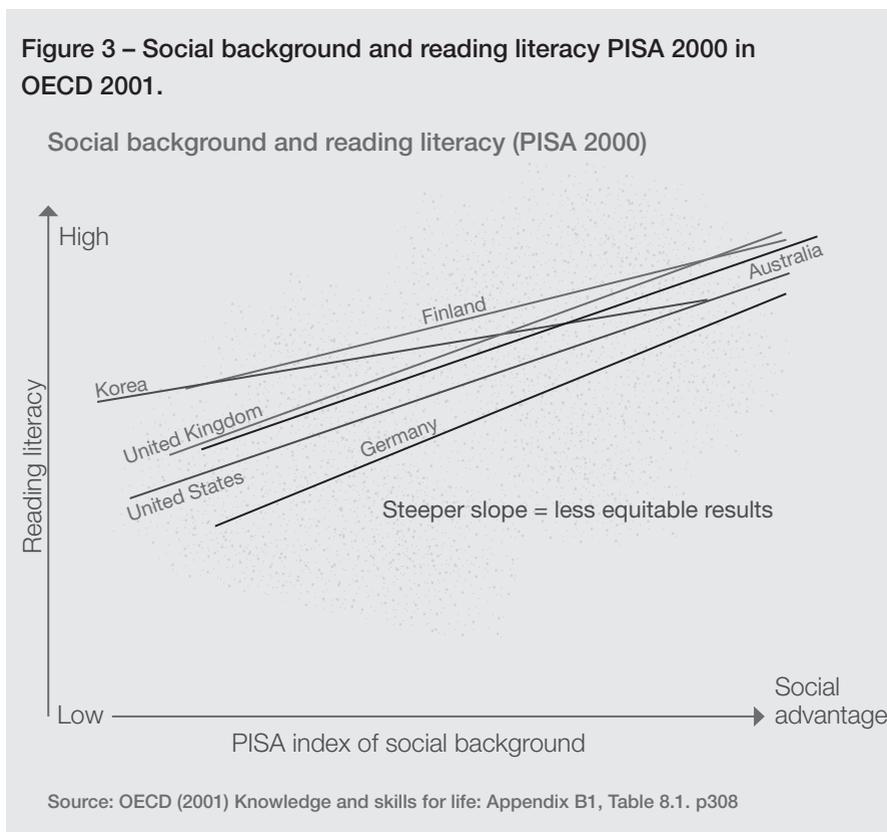
An examination of the relationship between social background and educational achievement country-by-country reveals marked differences among countries. Figure 3 shows the results for six countries.

The lines for Finland and Korea are significantly less steep than the one for the OECD as a whole which was shown in figure 2. Increased social advantage in these countries is associated with less increase in educational achievement than in the OECD as a whole. The results in these countries are more equitable than those of the OECD overall. Students differ in achievement but not in a way that is so substantially related to their social background.

The lines for the United Kingdom, Australia, the United States and Germany are all significantly steeper than the one for the OECD as a whole. In all of these countries, social background is more substantially related to educational achievement than in the OECD as a whole. Their results are inequitable in the sense that differences among students in their literacy levels reflect to a marked extent differences in their social background.

The differences between these five lines at the left-hand end are substantial. Socially disadvantaged students do very much worse in some of these countries (most notably Germany but also the US and the UK) than in the other two. The gap in educational achievement between socially disadvantaged students in Germany and similarly socially disadvantaged students in Finland and Korea represents around three years of schooling.

Figure 3 – Social background and reading literacy PISA 2000 in OECD 2001.

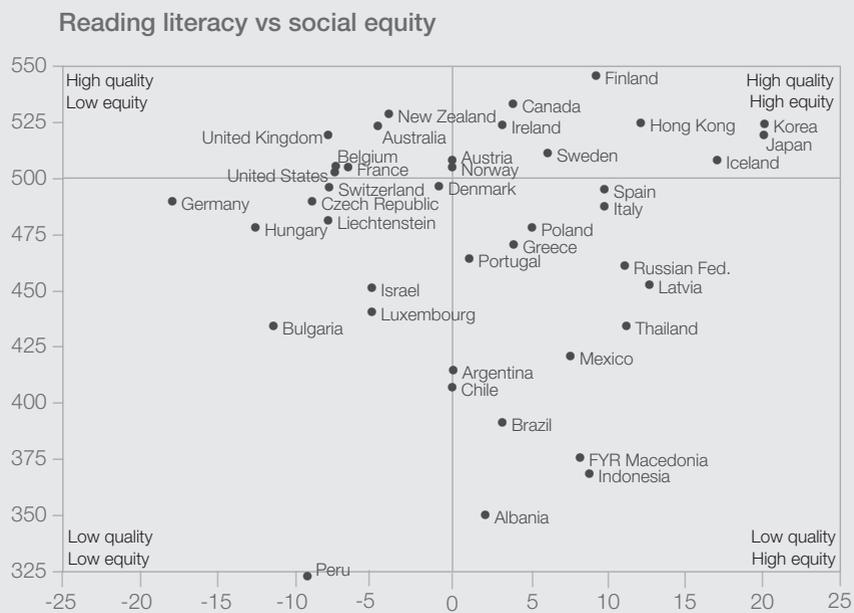


More detailed analysis of the German data shows the pattern to be strongly related to the organisation of schooling. From age 11–12, students are separated into vocational and academic schools of various types on the basis of the educational future judged to be most appropriate for them. Students from socially disadvantaged backgrounds generally end up in low-status vocational schools and achieve poor educational results. Students

from socially advantaged backgrounds are directed to high-status academic schools where they achieve high-quality results. The schooling system largely reproduces the existing social arrangements, conferring privilege where it already exists and denying it where it does not.

If lines for more countries were to be added to figure 3, the pattern would become difficult to discern. The figure below provides a clearer picture in which the locations and slopes of the lines for all countries assessed in PISA 2000 are shown.

Figure 4 – Reading literacy Vs social equity in OECD, UNESCO 2003



Source: OECD, UNESCO (2003) Literacy skills for the world tomorrow: Table 6.1a, pp.334-335

Mean performances of countries in reading literacy are represented on the vertical axis. The slope of the regression line for social equity on reading literacy is represented on the horizontal axis as the difference between the slope for the OECD as a whole and a country's own slope. This places to the left countries where the slope is steeper than in the OECD as a whole

(that is, countries in which social background is most substantially related to educational achievement) and to the right countries where the slope is less steep than that for the OECD as a whole (that is, countries in which social background is least related to educational achievement).

Countries high on the page are high-quality and those to the far right are high-equity. The graph is divided into four quadrants on the basis of the OECD averages on the two measures. The presence of countries in the 'high-quality, high-equity' quadrant (top right) shows that there is no necessary trade off between quality and equity. They show that it is possible to achieve both together, as Korea, Japan, Hong Kong-China, Finland and Canada have done.

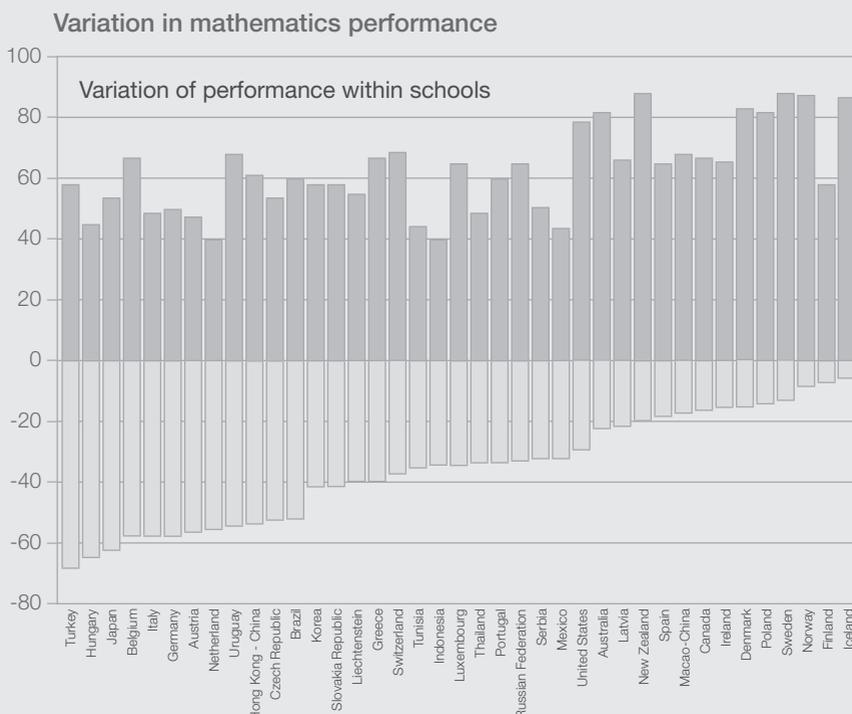
The 15 non-OECD countries involved in PISA 2000 all fall relatively low on the graph because of their low means in reading literacy. Many of them appear to be high-equity but this is somewhat misleading. The population that PISA assesses is '15 year olds in school' and, in many of these non-OECD countries, many 15 year olds are no longer in school. Results may be equitable among those who remain but the inequity in the system occurs in the early departures of many before age 15.

A further way in which to examine the equity of educational outcomes is to investigate the sources of variation in student performances. Figure 5 on page 28 divides the variation for each country into a component due to differences among students within schools, shown above the zero line, and a component due to differences between schools shown below that line.

In Iceland, Finland and Norway there is very little variation in scores between schools. For parents in these countries, choice of school is not very important because there is so little difference among schools. Among the countries in which there is a large component of variation between schools, there are some in which this occurs by design. In Hungary, Belgium and Germany, for example, students are sorted into schools of different types according to their school performance as early as age 11–12. The intention is to group similar students within schools differentiated by the extent of academic or vocational emphasis in their curriculum. This is intended to minimise variation within

schools in order then to provide the curricula considered most appropriate for the differentiated student groups. It has the consequence of maximising the variation between schools. In some other countries, the grouping of students is less deliberate but, nevertheless, results show substantial between school variation. In Japan, for example, 53% of the overall variation is between schools. In Korea, 42% is between schools. In Australia, 20% is between schools.

Figure 5 – Variation in mathematics performance in OECD 2004a



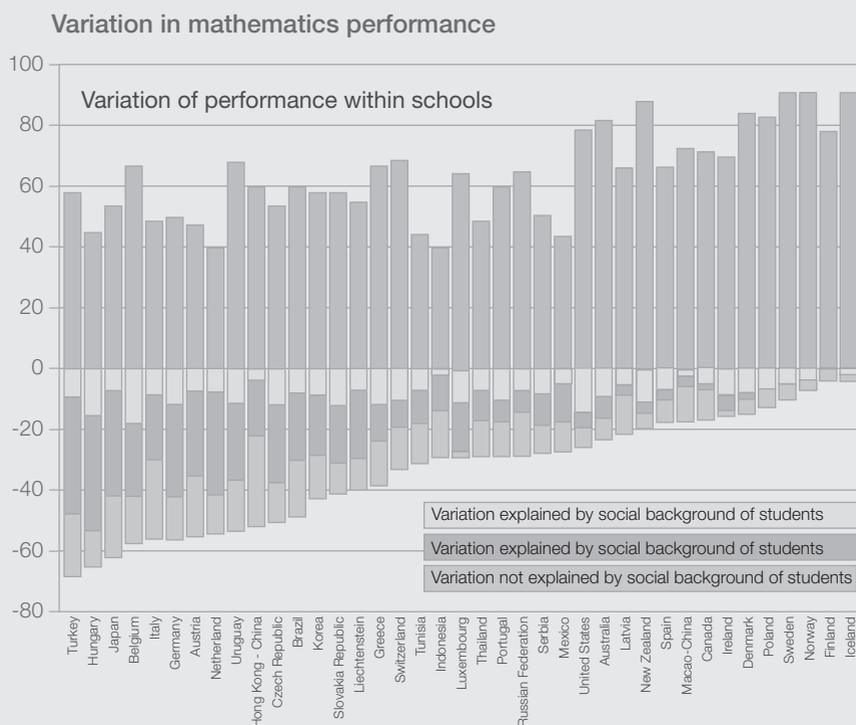
Source: OECD (2004) Learning for tomorrow's world: Table 4.1a, p.383

For Poland, in PISA 2000, 63% of the variation in reading was between schools whereas in PISA 2003 in mathematics only 13% was between schools. This remarkable difference was due to a reform in which early streaming of students into schools of different types was abandoned in favour of comprehensive schools for students up to the age at which PISA measures their performance. (Not only was the between school variation reduced.

Poland was the only country to improve its average performance significantly on all measures used in both PISA 2000 and PISA 2003. It did so largely by raising the achievement levels of its poorer performing students.)

A further way to examine equity is to determine the extent to which the variation between schools can be explained in terms of differences in the social backgrounds of students. This is done in the figure below, with the between school variation subdivided into: (a) variation that can be accounted for in terms of the social backgrounds of the individual students in the schools; (b) variation that can be accounted for in terms of the average social background of the students in the schools; and (c) variation that cannot be accounted for in terms of social background.

Figure 6 – Variation in mathematics performance in OECD 2004a



Source: OECD (2004) Learning for tomorrow's world: Table 4.1a, p.383

The first indicates the impact of students' own social backgrounds on their educational outcomes, the second the impact of the company they keep in school. In Australia, 70% of the variation between schools can be accounted for in terms of differences between schools in the social background of their students – of which 40% accounts for the individual social background and 30% the average social background of students in the schools.

Where differences in social background account for a large percentage of the between school variation, this suggests that the country's educational arrangements are inequitable. Where much of the account derives from the social background of other students in the school, it suggests that the social background of others in the school has an influence in addition to individuals' own social background.

Additional analyses of the PISA 2000 data for Austria, however, offer a more nuanced conclusion. These analyses suggest that 'students with lower skills benefit more from being exposed to clever peers, whereas those with higher skills do not seem to be affected much. Social heterogeneity, moreover, has no big adverse effect on academic outcomes. These results imply considerable social gains of reducing stratification in educational settings' (Schneeweis & Winter-Ebmer 2005, p.2). That is, the company of socially advantaged students confers little additional benefit for the socially advantaged but the company of socially disadvantaged students confers a substantial additional penalty on those who are themselves socially disadvantaged.

Learning from international comparisons

Data on the performance of schools systems and schools can provide evidence of strengths and weaknesses and, by showing where others do better, what more might be achieved. The comparisons cannot, in themselves, provide strong evidence on how to remedy the weaknesses. They can, however, suggest areas for attention. Considerable effort is being invested in discerning those lessons. In this section, Germany and Denmark provide two early examples of national efforts that included an international comparative component.

On the basis of the PISA 2000 results for all countries Germany identified those with which it wished to compare itself more fully. It selected Finland, Canada and Sweden as higher performance, higher equity countries, and the UK and France as higher performance countries of particular interest. The Netherlands was also included, although its PISA 2000 data set did not satisfy the sampling requirements for inclusion in OECD's international report on PISA 2000. Germany funded a multilateral study of these countries, commissioning a German academic, Eckhard Klieme, to engage collaborating researchers in the other countries and to direct the study. The research team identified features of the education systems in the seven countries that might account for some of the differences in their PISA results and elaborated those features quantitatively and qualitatively as a basis for further comparative analyses of the national PISA data sets. Their report has been published in Germany and also in English and French by the OECD (2004b).

The report focused on the need for innovations that addressed the social and cultural disparities that seemed to be strongly related to the relatively low quality and low equity in Germany's results in PISA 2000. It commended an integrated system instead of the longstanding, highly differentiated one with students separated from age 11–12 into schools of different types (academic and vocational). It proposed a shift in responsibility away from the state (Länder) authorities to schools, but with a clear framework of expected learning and system monitoring of school performance, perhaps with the publication of results at school level.

Denmark's position as a high-expenditure per student, average-performance education system, provoked considerable national debate about how to increase the quality and thus the efficiency of the system, particularly in view of Finland being an average-expenditure per student, high-performance system. Denmark requested the OECD to undertake a comparative policy review, using Finland, England and Canada (Alberta) as benchmarks. OECD appointed a review team led by Peter Mortimore of the UK. The team concluded that there was no strong culture of evaluation in the Danish education system, and there was a complacency that had avoided dealing with evidence of relatively poor performance in earlier international studies such as the Third International Maths and Science Study (TIMSS).

The team offered 35 recommendations, including that expected learning standards be clarified and school improvement teams be established, that school leadership be strengthened through training and mentoring and that teacher education be more strongly linked to the evidence base for effective professional practice (OECD 2004c).

The review team reported in June 2004 to a meeting of the OECD Education Committee in which a team from Denmark, led by the Minister for Education, also participated. The team's recommendations have been broadly accepted by the Danish government.

The above have been just two of many examples included in the PISA website, which provides details of international publications by the OECD that explore the PISA data in considerably more detail. It also provides links to national PISA websites, which include details of national publications.

System level monitoring

Many national systems monitor output themselves. Some, such as the UK, define performance benchmarks against which students' performance is to be judged and then set system-level targets in terms of the minimum proportion of the student cohort that is expected to perform at particular benchmark levels. Others have focused more on successive uses of assessments linked to a common scale in order to map changes over time for the population as a whole or for various subpopulations of interest.

System monitoring requires only the assessment of an appropriately structured sample of students to represent the whole population and any subpopulations of interest. The public well understands that it isn't necessary to survey the whole population to know what the population thinks or can do.

The US National Assessment of Educational Progress (NAEP) has been engaged in this kind of national assessment for 40 years. When only a sample is tested, the available resources can be used to support more innovative and extensive assessment than is possible when an entire cohort of students is tested. The Assessment of Performance Unit in the UK conducted some very

innovative assessments in the 1970s using only samples. Some Australian states tested samples in speaking and listening and not just reading and writing which are the more usual and more limited focus when full cohorts are tested. Working with a sample rather than a whole cohort also permits more extensive and intensive assessment that will yield a richer picture of the achievements of students. The result is assessments that are more valid (and more reliable) than those obtained with full cohorts.

Figure 7 – Purposes and scope of system-level monitoring

To evaluate system-level achievement

Requires only a sample of students

- Just as PISA does for international comparisons
- Don't need to test everyone to know everyone is doing

Permits innovative and more valid assessment

- Speaking and listening as well as reading and writing
- Practical as well as written work

Permits relatively extensive assessment

- Larger volumes of work per student since fewer students
- Sustained as well as short term work

To report on schools or students in a system framework

To report on all, all must be assessed

- All students could be tested in the same way
- Schools could test all with system instruments used with sample

Western Australia uses both cohort and sample testing

One could well ask then why full cohort assessment is ever undertaken if the alternative is more valid and reliable monitoring of the cohort by testing only a sample. The reason is that the accountability demands now operate at the level of schools and not just the system. If all schools or all students are to be reported on, then all need to be tested. That requirement is even stronger when, as the *US No Child Left Behind Act* requires, schools have to set

improvement targets and meet them for all subgroups of students (by gender and ethnicity).

At one point, Western Australia introduced full cohort testing by having it done at the school level, using tests that enabled schools to express the results for all students in relation to state-level performances established through the testing of a sample. Western Australia has abandoned that approach and now assesses all students in the same, standardised way. It has persisted, however, with additional sample assessment to permit monitoring of the system on additional dimensions not covered by the cohort testing and in richer ways than are possible with full cohort testing.

The purposes and scope of system level monitoring are summarised in figure 7 on page 33.

School-level analyses

With data on all schools, a range of school-level analyses become possible, even within-school analyses of differences between classes and/or teachers. These include the use of data by:

- Schools in order to: (a) report to parents on individual students; and (b) report to parents on school in system context
- The system in order to: (a) compare schools and reward and punish or develop as appropriate and treat differentially; and (b) stimulate improvement and monitor progress through measuring status and progress through comparisons with like schools and estimations of value added by schools, and by developing an evidence base on progress and evidence base on programmes respectively
- The public in order to: (a) evaluate the system; and (b) evaluate schools

Schools can use their own data to report to parents on the performance levels of their own children. More importantly, they can place those performances in a wider context than the local school to give parents a better sense of how their children are doing in relation to their entire grade or age cohort. Schools can make those comparisons at the school level as well.

Comparisons among schools are possible only if data are available on the performances of other schools and that typically requires the involvement of system-level authorities. In some cases, such comparisons have been rejected. In Ireland, for example, the legislation that introduced full cohort assessment also prohibited the publication of school results. Reluctance to publish school-level information is based on a concern that inappropriate comparisons will be made among schools on the basis of raw performances of their students and that these will be used to reward and punish schools unfairly. Protestations that the data will be used only to identify need for additional resources often do not convince the critics.

The argument for no use to avoid misuse is no longer winning because better ways of reporting have been developed. The most straightforward is to compare schools only with 'like schools', that is those with similar students. The US organisation Just for the Kids compares each school in each subject tested with the highest-performing schools in the state serving equally or more disadvantaged students. The US ratings agency, Standard and Poor's, compares schools and districts, offers to find better performing schools and analyses the relationship between spending and achievement.

A more sophisticated attempt to make fair comparisons is to estimate the value that schools add to what their students begin with. The French ministry of education publishes the examination results for each school and also a result predicted on the basis of the school's student intake, and the difference between it and the actual result as an estimate of the value added by the school. The UK Department for Children, Schools and Families does similarly. The OECD is currently investigating collaboratively with interested member countries the technical features of various approaches to estimating value added. Henry Braun, from Educational Testing Service, has prepared a substantial discussion paper to start this review.

Conclusion

By now, we should be able to recognise the vital role of data for school improvement. Data allow us to assess education quality at a school and system level but also equity of educational achievements, and so ensure that

all children have access to a good education. This chapter has demonstrated the different data analyses through which this can be achieved. It also indicates a strong case for teachers and education leaders to embrace and resource the effective use of data and so transform their schools and systems.

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1.3 The personalisation of learning¹ David Hopkins

Personalised learning is an idea that is capturing the imagination of teachers, parents and young people around the world. It is an idea that has its roots in the best practices of the teaching profession, and it has the potential to make every young person's learning experience stretching, creative, fun and successful.

Personalisation is the guiding motif that allows a system to evolve from one based on delivery of services to one that emphasises mass customisation and co-production. It is about putting citizens at the heart of public services and enabling them to have a say in the design and improvement of the organisations that serve them. In education this can be understood as personalised learning; the drive to tailor schooling to individual need, interest and aptitude. This emphasis provides a bridge from prescribed forms of teaching, learning skills, curriculum and assessment to an approach to classroom practice that is predicated on enabling every student to fulfil their potential.

In his pamphlet *Learning about personalisation: how can we put the learner at the heart of the education system?* Charlie Leadbeater (2004:6) clearly and sensitively links the concept of personalisation with personalised learning as the key driver for the transformation of schooling. In terms of public sector reform Leadbeater argues: 'Public service reform should be user centred. It should be organised to deliver better solutions for the people who use the services. But it must also in the process, deliver better outcomes for society as a whole: effective collective provision to meet the need for education, health, transport, community safety and care for vulnerable people. The challenge is to

¹During the international workshop for school principals keynote presentations were made by Professor Chen Yukun on 'School principals and the cultivation of higher level talents' and by Professor Shen Jiliang on 'Teachers' professional development in changing contexts.' Unfortunately the text of both these presentations is unavailable. However a key theme in both of the presentations was the importance of the personalisation of learning. So David Hopkins has prepared this chapter picking up this aspect of the two keynote presentations and emphasising the Specialist School's and Academies Trust and iNet's work in developing the concept of personalising learning (Hopkins, D, 2007)

build these two sources of value – for the individual users and the wider society – together. The combination creates public value.’

This approach, according to Leadbeater (2004:16), has the following consequences for education: ‘The foundation of a personalised education system would be to encourage children from an early age and across all backgrounds to become more involved in making decisions about what they would like to learn and how. The more aware people are of what makes them learn, the more effective their learning is likely to be.

He continues: ‘Personalised learning does not apply market thinking to education. It is not designed to turn children and parents into consumers of education. The aim is to promote personal development through self realisation, self enhancement and self development. The child/learner should be seen as active, responsible and self motivated: a co-author of the script which determines how education is delivered.’

And: ‘The script of a system characterised by personalised learning ... would start from the premise that the learner should be actively engaged in setting their own targets, devising their own learning plans and goals, choosing from a range of different ways to learn.... By making learning the guiding principle of the system, personalisation challenges some of the current divide and boundaries that exist – for example between formal and informal learning; between academic and vocational learning; and between different ages and types of learners.’

Personalisation, in England for example, represents a logical progression from the standards and accountability reform strategies of the 1990s. These strategies marked an important first phase in a long term large scale reform effort. But in order to sustain system-wide improvement, societies are increasingly demanding strategies characterised by diversity, flexibility and choice.

In line with this, my view is that the genesis of personalisation lies somewhere slightly different from the political emphasis with which it is currently associated. The foundations of personalisation may be partly political, but mainly they reflect an ethical root.

It is moral purpose that drives personalisation. We see it most vividly in the concern of the committed, conscientious teacher to match what is taught, and how it is taught, to the individual learner as a person. That is not just a question of ‘sufficient challenge’, of aligning pedagogy to the point of progression that each learner has reached, even though that is vitally important. It is also part of the teacher’s concern to touch hearts as well as minds, to nourish a hunger for learning and help equip the learner with a proficiency and confidence to pursue understanding for themselves.

The phrase ‘every child is special’ and the creation of an education system which treats them so, is what personalised learning is all about. That means overcoming the false dichotomies and the either/or which have bedevilled schooling for so long, so that for all pupils learning means both/and – both excellence and enjoyment, skills and enrichment, support and challenge, high standards and high equity, present success and long-term participation, deep engagement and broad horizons. It also means breaking the link between socio-economic disadvantage and attainment. That is the goal for personalised learning.

As David Miliband (2004), the Minister of State during the second term of New Labour, said when he was introducing the concept of personalised learning into the English educational system: ‘Giving every single child the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence; it is the fulfilment of it.’

In describing personalised learning in this chapter, I shall:

- Define the concept a little further and review its main components
- Outline the ‘personalising learning’ approach developed by the SSAT
- Briefly discuss the meta-cognitive aspects of personalised learning

What is personalised learning?

Personalised learning is not a new idea. Many schools and teachers have tailored curriculum and teaching methods to meet the needs of children and young people with great success for many years. What is new is the drive to make the best practices universal. It is re-imagining the education system

around the learning needs and talents of young people that is the basis for every school becoming great.

David Miliband, again in his 2004 speech (to the North of England Conference), described personalised learning as: ‘... high expectations of every child, given practical form by high quality teaching based on a sound knowledge and understanding of each child’s needs. It is not individualised learning where pupils sit alone. Nor is it pupils left to their own devices – which too often reinforces low aspirations. It means shaping teaching around the way different youngsters learn; it means taking the care to nurture the unique talents of every pupil.’

There is a clear moral and educational case for pursuing this approach. A system that responds to individual pupils, by creating an education path that takes account of their needs, interests and aspirations, will not only generate excellence, it will also make a strong contribution to equity and social justice.

It is essential that personalised learning is not confused or conflated with individualised learning. The radical shift to what some consider the alternative to universalism – de-schooling options or an individualised or distance learning approach to teaching and learning at school age – would almost certainly set us back in terms of ensuring that every child gets a high quality education. Individualised learning risks the weaker students most, for they are the ones who benefit from a well-structured learning environment. Individualised learning weakens the broader curriculum experience of the child, by reducing the social (and moral) dimension that is an inevitable part of learning together. In personalised learning the input to the whole group is designed in a way that enables individual pupils to receive it differently according to their prior knowledge and experiences and the design of the learning process.

Education suffers as much as any aspect of public life from false dichotomies. The truth is that we need neither a mass system nor an individualised system. We need a model which builds on a host of recent experiences and marches us confidently into an era when schooling is reliable and of high quality, while being much more accessible and more open to customisation so that every

child can get the education that they want and need. A mass service, which makes sense to every individual.

The nature of personalised learning can be portrayed by contrasting the alternatives of mass and individualised systems as seen in the table below. The middle column in the table demonstrating how personalised learning transcends and builds on the other two traditions.

Table 1 – Contrasting personalised learning with mass provision and individualised education

Mass provision	Personalised learning	Individualised education
Teaching and learning takes place predominantly in the classroom.	Teaching and learning constantly takes place in and beyond the classroom.	Teaching and learning takes place predominantly out of the classroom, and primarily at home.
The teacher's role is to manage the class as well as to teach it.	The teacher has all the classroom skills they need but also works within a school teaching-and-learning team which includes teaching assistants, tutors, mentors, counsellors and others to customise, enhance and extend children's work.	The teacher is a tutor, a learning guide, a distance education style mentor.
Assessment for learning means the teacher keeps in view where the bulk of the class has got to, ready to move them to what's next.	Assessment for learning means that every child's progress is monitored, so that customised support, remediation and enhancement can constantly be reappraised and put on offer.	Assessment for learning means modules of works are distance marked, with the tutor sending recommendations of what to do next.
The able child is ignored, or denied.	The able child gets opportunities for a special diet of extra extension and enhancement activities, with every effort made to spot them, and to put them together where that's to their advantage.	The able child can go at the pace they want, provided the materials available are pre-prepared suitably.

Mass provision	Personalised learning	Individualised education
The low attainer is ignored, or denied.	The low attainer gets the extra structure and support they particularly require.	The low attainer is left to their own devices, just as much as the able child.
A national curriculum that everyone follows can be highly specified.	A NC framework remains – recommended areas of study – but can be slimmer and can be articulated at a deeper level (such as a learning journey), leaving much more scope for different children to work at different depths and for different periods of time.	A national curriculum disappears and there's much more pupil choice of what to study, and when/ where.
The dominant pedagogy is that of the whole class teacher.	The pedagogy varies, fit for purpose, using the strengths of the best whole class, group and individual work.	The dominant pedagogy is that of ICT and the distant learning system.
The curriculum experience gives access to social interaction and a strong moral framework that's essential to maintain social order within the bustling school.	The curriculum experience continues to be social and moral - children and parents have to exercise more choice and are supported (and challenged) to take more responsibility for their educational choices.	The curriculum experience is very light on social interaction and there's a risk of a weak moral educational side; the morals of the internet are more dominant.
Parents mainly have responsibility for getting their children to and from school on time, and do their best not to	Parents share more responsibility as they take more part, and help their children exercise more choice.	Parents take responsibility for their children – or not.

One can summarise this approach to personalised learning as follows:

- As an educational aspiration, personalised learning reflects a system-wide commitment to moral purpose, high excellence and high equity and to every school being or becoming great
- As an educational strategy, personalised learning relates to and builds on the learner's experience, knowledge and cognitive development, develops their confidence and competence, and leads towards autonomy, emancipation and self-actualisation

- As an approach to teaching and learning, personalised learning focuses on individual potential, develops the individual's learning skills (particularly ICT), and enhances creativity and social skills
- As a curriculum orientation, personalised learning offers an approach to subject teaching that balances societal aspirations and personal relevance, and unifies the curriculum offer across sectors and age groupings

This leads directly to the following implications that can help guide day-to-day practice:

- **For children and young people**, it means clear learning pathways through the education system and the motivation to become independent, e-literate, fulfilled, lifelong learners
- **For schools**, it means a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations; and because of that, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies
- **For school governors**, it means promoting high standards of educational achievement and well-being for every pupil, ensuring that all aspects of organising and running the school work together to get the best for all pupils
- **For national and local authorities**, it means a responsibility to create the conditions in which teachers and schools have the flexibility and capability to personalise the learning experience of all their pupils, combined with a system of intelligent accountability so that central intervention is in inverse proportion to success
- **And for the system as a whole**, it means the shared goals of high quality and high equity

The rationale of these principles is clear: to raise standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning. The key question is how collectively we build this offer for every pupil and every parent. The SSAT approach to 'personalising learning' gives an example of this approach in action.

Personalising learning in practice – the SSAT approach

In 2004, the SSAT in partnership with Professor David Hargreaves undertook a journey with English schools to explore what was meant by personalising learning and what it looked like in practice. This journey can be defined in three broad stages:

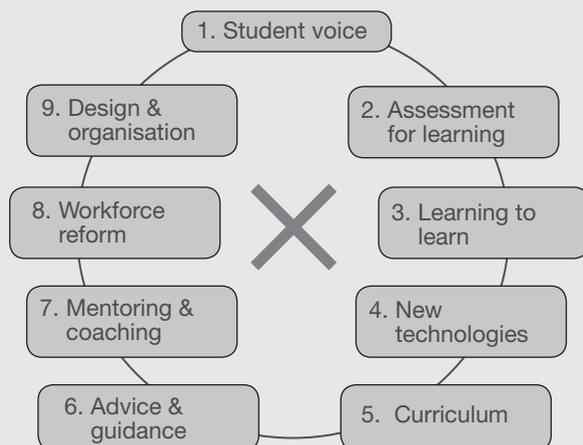
1. **Framing what might constitute personalising learning:** Professor Hargreaves and 250 school leaders met to frame what might constitute personalising learning. This work resulted in the 'nine gateways' model.
2. **Learning more about the nine gateways: a series of conferences:** working in partnership with Secondary Headteachers Association (SHA) (now Association of School and College Leaders – ASCL). Each conference focused on two gateways with the exception of the final one which addressed the particularly challenging area of redesigning and reorganising schools to meet the challenges of personalising learning. All of these conferences were underpinned by the notion that progress in any gateway required sustained and distributed leadership. Each conference was followed up by a pamphlet that picked up on the key themes of the conferences and included case studies of interesting practice in the gateways covered.
3. **Establishing development and research networks:** development and research networks were created in the first five gateways of the personalised learning agenda. A hub school was appointed for each of these five gateways in each of the 11 regions of Trust operations. These hubs are working to establish a network of schools, all working on the creation of next practice within Hargreaves' framework for innovation. This means that their work is based on a disciplined, decentralised and distributed model

The nine gateways to personalised learning were devised with school leaders as a means of building on and extending what many schools were doing to create the pathways for the personalisation of student learning. They are (Hargreaves, 2006):

- Student voice and assessment for learning
- Learning to learn and the new technologies
- Curriculum and advice & guidance
- Mentoring & coaching and workforce development
- School design and organisation

Figure 8 – Sequencing the gateways to PL: the linkages

The nine gateways to personalising learning



There are many possible gateways into the process of personalising learning so one could ask, why these nine? There were several criteria for this selection:

- Each gateway is applicable to every school and classroom: it is an aspect of teaching and learning that is inescapable, though some aspects are given greater emphasis than others in any particular school and classroom
- Each gateway is already part of current professional practice in some form, however modest, but in some schools it is an area for pioneering innovation that is worth disseminating to others
- Each gateway requires strong leadership, in the form of distributed leadership as well as from headteachers, if progress is to be made
- Each gateway is potentially a way of enhancing student motivation and commitment to learning, which is an essential prerequisite to raising achievement
- No school is at the leading edge in every theme

As work progressed it became clear that the interactions and links between the gateways were far more complex than it was previously imagined. This

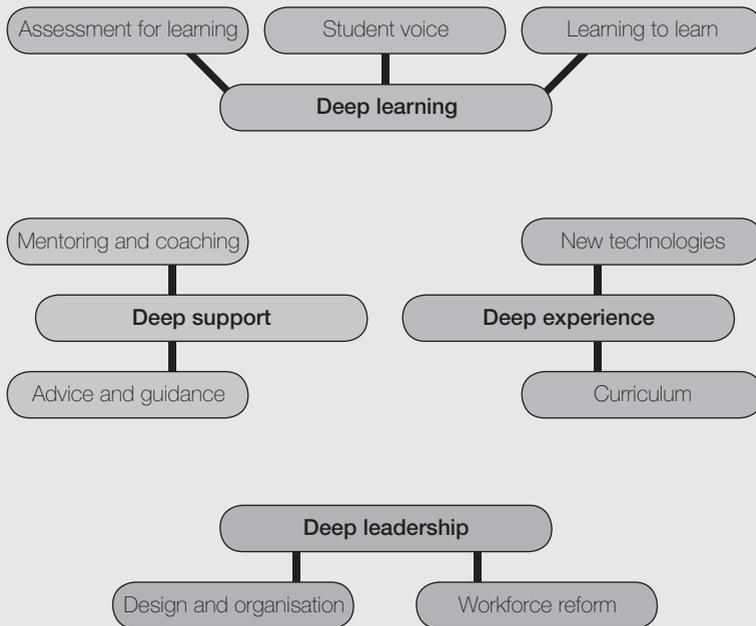
led the Trust to reassess the gateways model and to develop the idea of the 'Four Deeps'.

- **Deep learning:** schools are increasingly seeking to support the development of their students as learners, who are equipped for the 21st century world in which the need to be a lifelong learner is paramount. Deep learning is best developed through the first three gateways of the personalising learning agenda. Through student voice, assessment for learning and learning to learn schools can help students to develop their learning power
- **Deep engagement:** student engagement is the key to better relationships between staff and students and it is a prerequisite for the development of the characteristics of good learners such as independence, responsibility, confidence and maturity. The answer to the question of how do we engage students, seems to lie in the gateways of curriculum and new technologies. The hub schools and their networks can sum up their work in these areas as discovering the best ways to engage students in a curriculum that is meaningful to them and which makes the best possible use of the technology available
- **Deep support:** a new level of support is needed for students, staff and schools if personalising learning is to become a reality. The support required goes beyond that which has traditionally been provided by advice and guidance and mentoring and coaching. Both of the two previous gateways – deep learning and deep engagement – have a role to play, but deep support goes beyond this and requires us to reassess the way we support people in our schools
- **Deep leadership:** a new type of leadership is needed if personalising learning is to be successfully resourced and implemented in a school

Coda – realising personalised learning

It should be clear by now that personalising learning requires the active and continuous involvement of students. Personalising learning means that teachers and students become partners in learning; and teaching practice moves beyond traditional notions of instruction to guide and support children in a journey of exploration through which they can fulfil their potential. This journey however, in order to be successful, necessitates the development

Figure 9 – Clustering the gateways to PL: the ‘deeps’



of students’ metacognitive skills and those that refer to their personal effectiveness and employability.

Meta-cognitive skills enable students to develop the capacity to monitor, evaluate, control and change the way they think and learn. In particular, students should be able to:

- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups
- Think carefully about their successes and failures
- Evaluate conflicting evidence and think critically
- Accept that learning involves uncertainty and difficulty

There is clear evidence that the acquisition of these skills can also significantly increase achievement.

But, if we are serious about personalised learning we also need to help students develop their personal and employability skills. The OECD's (2005) Definition and Selection of Competencies (DeSeCo) Project classified individuals' key competencies for a successful life into three broad categories:

1. Using tools interactively (both physical and socio-cultural ones)
 - a. Use language, symbols and texts interactively
 - b. Use knowledge and information interactively
 - c. Use technology interactively
2. Interacting in heterogeneous groups and specifically to:
 - a. Relate well to others
 - b. Co-operate, work in teams
 - c. Manage and resolve conflicts
3. Acting autonomously
 - a. Act within the big picture
 - b. Form and conduct life plans and personal projects
 - c. Defend and assert rights, interests, limits and needs

However, as mentioned earlier, in order to realise personalise learning and ensure that students gain and are proficient in the above skills we need to move beyond traditional teaching practices to innovative ones that consistently and strategically develop such skills. School leaders have a pivotal role to play in setting such an instructional improvement agenda for teachers to achieve this goal.

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1.4 Realising the potential of system leadership David Hopkins

The literature on leadership has mushroomed in recent years, as have leadership courses and qualifications. Many seem to have different takes on leadership which I for one find a little confusing. What however is clear is that traditional leadership and management approaches are well able to accommodate technical problems. As we shall see later, the future is about solving problems for which there is no immediate solution, and then to build the capacity for sustaining the system into the medium and long term. This requires leadership of a different order.

System leadership accommodates the arguments for sustainable educational transformation. So, the purpose of this chapter is to propose a definition and elaborate the concept of system leadership; and from this, to propose a model for system leadership that incorporates 'a theory of action'.

Defining and conceptualising system leadership

System leaders are those headteachers who are willing to shoulder system leadership roles: who care about and work for the success of other schools as well as their own. In England there appears to be an emerging cadre of these headteachers who stand in contrast to the competitive ethic of headship so prevalent in the nineties. It is these educators who by their own efforts and commitment are beginning to transform the nature of leadership and educational improvement in England. Interestingly there is also evidence of this role emerging in other leading educational systems in Europe, North America and Australia (Hopkins, forthcoming).

This leads me to a simple proposition: if our goal is 'every school a great school' then policy and practice has to focus on system improvement. This means that a school head has to be almost as concerned about the success of other schools about his or her own school. Sustained improvement of schools is not possible unless the whole system is moving forward. Our recent research on system leadership began to map the system leadership landscape (Hopkins and Higham, 2007). It identified a significant amount of system leadership activity in England, far more than previously expected.

However, we are still in the process of charting the system leadership movement as we work inductively from the behaviours of the outstanding leaders we are privileged to collaborate with. From the evidence gained we can sketch some of the key aspects of the role:

- The moral purpose of system leadership
- System leadership roles
- System leadership as adaptive work
- The domains of system leadership

The first thing to say is that system leadership as Michael Fullan (2003; 2005) has argued is imbued with moral purpose. Without that, there would not be the passion to proceed or the encouragement for others to follow. In England for example, where the influences on improvement in teaching and learning are still not well understood, where deprivation is still too good a predictor of educational success and where the goal is for every school to be a great school, the leadership challenge is surely systemic. This perspective gives a broader appreciation of what is meant by the moral purpose of system leadership.

System leaders express their moral purpose through:

- Measuring their success in terms of improving student learning and increasing achievement, and striving to both raise the bar and narrow the gap(s)
- Being fundamentally committed to the improvement of teaching and learning. They engage deeply with the organisation of teaching, learning, curriculum and assessment in order to ensure that learning is personalised for all their students
- Developing their schools as personal and professional learning communities, with relationships built across and beyond each school to provide a range of learning experiences and professional development opportunities
- Striving for equity and inclusion through acting on context and culture. This is not just about eradicating poverty, as important as that is. It is also about giving communities a sense of worth and empowerment
- Applying the knowledge that the classroom, school and system levels all impact on each other. Crucially they understand that in order to change the larger system you have to engage with it in a meaningful way

Although this degree of clarity is not necessarily obvious in the behaviour and practice of every headteacher, these aspirations are increasingly becoming part of the conventional wisdom of the best of our global educational leaders.

Second, it is also pleasing to see a variety of system leader roles emerging within various systems that are consistent with such a moral purpose.

At present, in England, these are (Hopkins and Higham, 2007):

- Developing and leading a successful educational improvement partnership between several schools, often focused on specific outcomes that are beyond the capacity of any one institution. These include 14–19 consortia and partnerships on curriculum design and specialisms, including sharing curricular innovation to respond to key challenges; and behaviour and hard to place students. Some of these partnerships have moved to formalised arrangements such as federations (to develop stronger mechanisms for joint governance and accountability) or education improvement partnerships (to devolve certain defined delivery responsibilities and resources from their local authority).
- Choosing to lead and improve a school in extremely challenging circumstances and change local contexts by building a culture of success and then sustaining once low achieving schools as high valued added institutions.
- Partnering another school facing difficulties and improve it, either as an executive head of a federation or as the leader of a more informal improvement arrangement. Such system leadership is differentiated from category 1 on the basis that leaders here work from a lead school into a low achieving or underperforming school (or schools) that require intervention. 'There is a growing body of well-documented evidence from around the country that, where a school is in serious trouble, the use of an executive headteacher/partner headteacher and a paired arrangement with that head's successful school, can be a particularly effective solution, and is being increasingly widely applied' (NCSL 2005).
- Acting as a community leader to broker and shape partnerships and/or networks of wider relationships across local communities to support children's welfare and potential, often through multi-agency work. Such system leadership is rooted firmly within the context of the national *Every Child Matters* agenda in England and responds to, as Osbourne

(2000, p.1) puts it, 'the acceptance [that] some ... issues are so complex and interconnected that they require the energy of a number of organisations to resolve and hence can only be tackled through organisations working together.... The concept of [a] full-service school where a range of public and private sector services is located at or near the school is one manifestation.'

- Working as a change agent or expert leader within the system, identifying best classroom practice and transferring it to support improvement in others schools. This is the widest category and includes heads working as mentor leaders within networks of schools; heads who are active and effective leaders within more centrally organised system leadership programmes; and heads who with their staff purposely develop exemplary curricula and teaching programmes in a form that is transferable to other schools and settings

These roles could be divided into formal roles that are developed through national programmes; or informal, locally developed and more fluid, ad-hoc and organic. Such flexibility is often an important part of how these system leadership roles have come about.

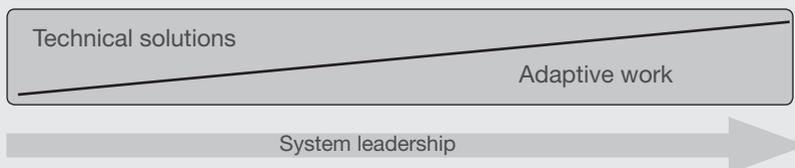
The formal and informal roles hold a very significant potential to effect systemic educational improvement. If a sufficient cadre of system leaders were developed and deployed, there would be:

- A wider resource for school improvement, making the most of our leaders to transfer best practice and reduce the risk of innovation and change focused on attainment and welfare
- An authentic response to failing schools (often those least able to attract suitable leaders)
- A means to resolve the emerging challenge of, on the one hand, falling student rolls and hence increasingly non-viable schools and, on the other hand, pressures to sustain educational provision in all localities
- A sustainable and internal strategy for retaining and developing headteachers as a response to the shortage we are currently facing. (A survey by the General Teaching Council in 2006 warned that 40% of headteacher posts would be filled with difficulty in the coming years)

No doubt these roles will expand and mature over time; but what is significant about them is that they have evolved in response to the adaptive challenge of system change. This is the third of the aspects we need to discuss. It was Ron Heifetz (1994) who focused attention on the concept of an adaptive challenge – a problem for which solutions lie outside current ways of operating. This is in stark contrast to a technical problem for which the know-how already exists. This distinction has resonance for educational reform. Put simply, resolving a technical problem is a management issue; tackling adaptive challenges requires leadership. Often we try to solve technical problems with adaptive processes, or more commonly force technical solutions onto adaptive problems. The figure below captures this distinction. It illustrates how this issue underpins the policy conundrum of making the transition from prescription to professionalism, and emphasises the importance of capacity building.

Figure 10: System leadership as adaptive work

System leadership as adaptive work



Technical problems can be solved through applying existing know-how – adaptive challenges create a gap between a desired state and reality that cannot be closed using existing approaches alone

Almost by definition, adaptive challenges demand learning new ways of thinking and operating. In these instances it is people who are the problem, because an effective response to an adaptive challenge is almost always beyond the current competence of those involved. Inevitably this is threatening, and often the prospect of adaptive work generates resistance.

Mobilising people to meet adaptive challenges is at the heart of leadership practice. In the short term leadership helps people meet an immediate challenge. In the medium to long term leadership generates capacity to

enable people to meet an ongoing stream of adaptive challenges. Ultimately, adaptive work requires us to reflect on the moral purpose by which we seek to thrive, and demands diagnostic enquiry into the realities we face that threaten the realisation of those purposes.

The fourth issue is about the ‘domains of system leadership’: what does the task involve? One of the clearest definitions is the four core functions proposed by Ken Leithwood and his colleagues (2006). These are:

- Setting direction: to enable every learner to reach their potential, and to translate this vision into whole school curriculum, consistency and high expectations
- Managing teaching and learning: to ensure that there is a high degree of consistency and innovation in teaching practices to enable personalised learning for all students
- Developing people: to enable students to become active learners and to create schools as professional learning communities for teachers
- Developing the organisation: to create evidence based schools and effective organisations, and to be involved in networks collaborating to build curriculum diversity, professional support and extended services

This outline stands up well when tested against existing approaches to school leadership that have had a demonstrable impact on student learning. Take for instance, Richard Elmore’s (2004:66) definition of the leadership purpose: ‘improvement, then, is change with direction, sustained over time, that moves entire systems, raising the average level of quality and performance while at the same time decreasing the variation among units, and engaging people in analysis and understanding of why some actions seem to work and others don’t.... Leadership is the guidance and direction of instructional improvement. This is a deliberately de-romanticised, focused and instrumental definition.’

This definition of leadership underpins Elmore’s (2004:68) further contention: ‘the purpose of leadership is the improvement of instructional practice and performance’ and its four dimensions:

- Instructional improvement requires continuous learning
- Learning requires modelling
- The roles and activities of leadership flow from the expertise required for

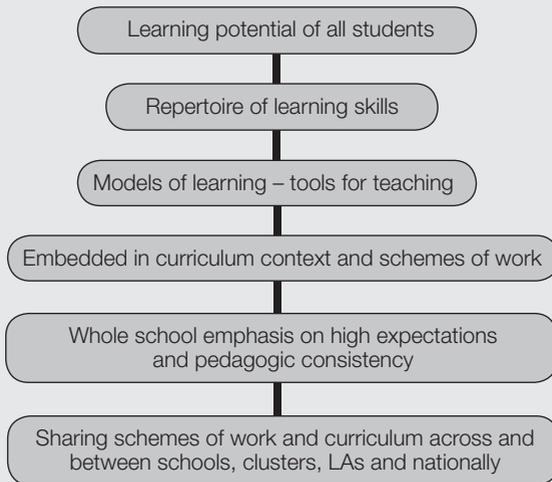
- learning and improvement, not from the formal dictates of the institution
- The exercise of authority requires reciprocity of accountability and capacity

My own work with schools in England represents a similar logic to school improvement. This as Elmore has proposed is the crucial domain of system leadership. Figure 11 contains an illustration of the activities that contribute to a capacity for learning within a school and that are facilitated, established and energised by system leaders. It shows how schools establish a 'learning focus' and how a number of the elements of school improvement come together in practice. It begins from two assumptions.

The first is that **all students** have a **potential for learning** that is not fully exploited (line 1). The second is that the students' learning capability refers to their ability to access that potential through **increasing their range of learning skills** (line 2). This potential is best realised and learning capability enhanced, through the range of **teaching and learning models** that the teacher uses with her/his students (line 3). The deliberate use of a range of teaching and learning strategies that are rich in meta-cognitive content is one of the richest features of personalised learning. But as has already been stressed, the teaching and learning strategies are not free-floating, but **embedded in the schemes of work and curriculum content** that teachers use to structure the learning in their lessons (line 4). This leads to the whole school dimension through the staff development infrastructure the school has established, the **emphasis on high expectations** (line 5). These forms of internal collaboration on personalised learning and professional teaching enable schools to **network** in order to raise standards across local areas, nationally and even globally (line 6).

Finally, while it is true that system leadership is a relatively new concept, it finds a resonance with the outstanding school leaders of the day. It has developed out of the challenges of system reform and the thoughtful, pragmatic and morally purposeful responses being given by our leading principals and heads. Ultimately, the test of system leadership is twofold: Is it having an impact where it matters? And, can our school leaders answer the hard questions? Let us briefly answer each question in turn.

Figure 11 – The logic of school improvement



There is now growing evidence in the English secondary school system that this approach to system leadership is having a positive impact. Three examples make the point:

- Waverley School, under leadership of Sir Dexter Hutt from Ninestiles, improved from 16% 5+A–Cs at GCSE in 2001 to 62% in 2004
- Sir Michael Wilshaw has instilled excellent behaviour, a focus on teaching and learning, and high expectations at Mossbourne Academy, which is also having wider impact in the community
- Valley Park School, under leadership of Sue Glanville, improved from 31% 5+A*–C in 2004 to 43% in 2005. The lead school, Invicta Grammar, also benefited by developing its leadership team and curriculum offer

Although these results are very encouraging, they do not claim to be comprehensive. Our research programme however is beginning to build the evidence base more systematically (see for example Hopkins and Higham, 2007).

As regards to the hard questions, Michael Barber (2005) phrases them like this:

- Who are your key stakeholders in the local community? Do they understand your vision? Are they committed to it? How do you know?
- Have you established a core belief that every pupil (yes, every pupil) can achieve high standards? And then have you reorganised all the other variables (time, curriculum, teaching staff, and other resources) around the achievement of that goal? If not, why not?
- Is each pupil in your school working towards explicit, short and medium term targets in each subject?
- Does each teacher know how his/her impact in terms of results compares to every other teacher? Have you thought about whether governors or parents should have access to this data? And what do you do to make sure that teachers who perform below the top quartile are improving?
- How do you ensure that every young person has a good, trusting relationship with at least one significant adult in your school?
- What do you and your school do to contribute to the improvement of the system as a whole?

These are the types of questions that the best system leaders test themselves against and are now comfortable with. When all our school leaders can do so, then surely we are well on our way to every school being a great school.

Towards a model of system leadership

We have seen glimpses in this chapter of a new educational landscape that is becoming better defined through a more systematic approach to segmentation and the power of system leadership. As the system leadership movement develops we will find a new model of leadership flowing inductively from the actions of our best educational leaders. In *Every School a Great School* (Hopkins, 2007) I made an initial attempt to capture the main elements of this emerging practice in the diagram below. The individual elements in this model collectively represent a theory of action for leadership in the new educational context.

The model exhibits a logic that flows from the inside out: leaders, driven by a moral purpose related to the enhancement of student learning, seek to empower teachers and others to make schools a critical force for improving communities. Sustainable educational development requires educational leaders who are willing to shoulder broader leadership roles; who care about and work for the success of other schools as well as their own.

Figure 12: An emerging model of system leadership



The model begins in the centre with the acknowledgement that such forms of leadership are imbued with moral purpose. I am not a great believer in heroic theories of leadership, but it is clear from the practice of our best system leaders that they share a characteristic set of behaviours and skills. As

illustrated in the next ring of the diagram these are of two types: they engage in personal development, usually informally through benchmarking themselves against their peers and developing their skill base in response to the context they find themselves working in; and they have a strategic capability – they translate their vision or moral purpose into operational principles with tangible outcomes.

As denoted in the third ring of the model, the moral purpose, personal qualities and strategic capacity of the system leader find focus on three domains of the school – managing the teaching and learning process, developing people and developing the organisation. These three aspects of system leadership have as we have seen a strong empirical base: system leaders engage deeply with the organisation of teaching, learning, curriculum and assessment in order to personalise learning for all their students, reduce within school variation and support curriculum choice. In order to do this they develop their schools as personal and professional learning communities, with relationships built across and beyond each school to provide a range of learning experiences and professional development opportunities. They also realise that all this requires a robust and reliable school organisation, and they work towards achieving this.

Although there is a growing number of outstanding leaders that exemplify these qualities and determinations, they are not necessarily system leaders. A system leader not only needs these aspirations and capabilities but in addition, as seen in the outer ring of the model, strives for equity and inclusion through acting on context and culture and through giving their communities a sense of worth and empowerment. They do this by assuming one of the system leadership roles described earlier. Whatever the role, they realise that in order to change the larger system they have to engage with it in a meaningful way.

So the purpose of this chapter has been to chart the emergence of a system leadership movement that can be increasingly clearly defined in terms of concepts, capacities, roles and strategy. What is exciting about the potential of such a movement is that the practices of system leadership will grow out of the future demands of system leaders. Consequently, moving system

leadership to scale is the key driver in ensuring that every student reaches his or her potential, and that every school becomes great. That is what school transformation is all about.

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2 Global context of school leadership: 14 national case studies

2.1 Overview

A number of common themes are evident in the case studies that follow. They are not intended to provide comprehensive descriptions of arrangements for governance and recent developments, not an account of factors that have shaped them. At most, they provide a brief orientation to some major features of the school systems concerned, and they served as a guide to participants and observers at the Beijing workshop.

A theme in most case studies was the movement towards a more decentralised administrative structure for the school system. The systems in these countries each demonstrate some degree of devolution of responsibility for schooling from a central authority, which in most cases is a national government but in others, notably Australia, Canada and the United States, is a state or province. Decentralisation has occurred from nation to state or province, or from nation to municipality, school district or other local authority, or from one or more of these levels directly to schools.

In every case there has been a shift of at least some responsibility to the school level.

Developments in the training and accreditation of school principals have been included in most case studies. These include requirements for accreditation of school leaders by system authorities in China, Hong Kong and the United States. Training programmes for aspiring and current school leaders are offered either through government initiatives or university-linked organisations in Australia, Mauritius, Netherlands, New Zealand and Sweden. Several case studies describe reforms in the organisational structures of schooling and the curriculum, in each instance to provide schools with

greater flexibility. Since 2004 in the United Kingdom, for example, schools are expected to personalise student learning and this is a key driver for the transformation of schooling. A number of countries have developed a new school curriculum to provide greater flexibility in student learning, enabling students to choose their own learning pathways.

Another major theme is the implementation of programmes to increase skills in and access to ICT. In several places, including Bermuda, China, Mauritius, Netherlands, South Africa and Sweden, there has been a range of initiatives to ensure that all staff and students are able to develop their skills in ICT, and particularly the use of online resources. Each of these countries reports that access to and the development of skills in ICT are important for preparing students and staff to work in a modern globalised society.

Running through most accounts is an expectation that leaders at all levels are required to take up a higher degree of accountability than ever before, with transparency in outcomes a major feature. There is clearly more data available than ever before and school leaders are expected to make sense of these and plan accordingly as each nation pursues an agenda for transformation, which is invariably described in terms of securing high levels of achievement for all students. Several countries have titles for their efforts in school reform that convey this intention, such as No Child Left Behind (United States) or Higher Standards, Better Schools for All (United Kingdom).

2.2. Australia

Key features of educational governance

In Australia the constitutional responsibility for education lies with the states and territories. Each of the six Australian states and two territories formulates policy and administers schools through their departments of education. The number of years that students are required to attend school, staffing, the curriculum and the balance of centralisation and decentralisation varies among the states and territories. A number of statutory bodies report to state and federal ministers on specific aspects of schooling. About two-thirds of students attend schools owned by state or territory governments, and about one-third schools owned and operated by church or private bodies, with the

proportion in the latter increasing toward the end of secondary schooling. This results in universities drawing a high proportion of students from non-government schools. Tuition is free in government schools, although many charge voluntary fees. Non-government schools charge fees. All recognised non-government schools also receive public funding on a scale based on the socio-economic status of the communities from which schools draw their students. Governance of schools in all sectors is generally supported by a school council or its equivalent.

While the state and territory departments have constitutional responsibility for schooling, the Australian government exerts a powerful influence on primary and secondary education because it is the only level of government that can raise an income tax, and it allocates funds to the states, territories and non-government school authorities only if they meet certain conditions. Many of the current federal education policies aim to increase ‘national consistency’ – for example, the starting age of students. Other federal education policies impose standardised testing in literacy and numeracy for primary and secondary students. A degree of ‘cooperative federalism’ is achieved through meetings of all ministers in the Ministerial Council on Education, Employment, Training and Youth Affairs.

Developments that are transforming schools or school systems

Students in years 3, 5, 7 and 9 are required by the Australian (federal) Government to sit tests in literacy and numeracy. Expanded tests that cover English, mathematics, science, ICT, and civics and citizenship education will be introduced. Schools are required to inform parents about how their children have performed according to benchmarks identified in these tests. The government is becoming more active in areas of curriculum, for example, in plans to require the teaching of Australian history in all schools.

An initiative concerned with the development of school leaders is the establishment in 2004 of ‘Teaching Australia’ – the Australian Institute for Teaching and School Leadership. Its purpose is to enhance the quality of teaching and school leadership in Australian schools. The institute commissions research and training to help in the development of high-quality teachers and school leaders. The government in the state of Victoria

subsidises participation in a Master of School Leadership degree, with a cohort of early career 'young leaders' also engaged in the iNet project of SSAT. Catholic Education in Victoria has done the same on a smaller scale. There are similar developments in other states and territories.

The quality of school facilities is an issue, with most governments committing more money to refurbishment or replacement. Nineteen government schools in New South Wales (NSW) have been built or are planned under the state government's public-private partnerships (PPP) model. Under this model, the corporate sector builds and maintains school facilities, which are leased back to the state government for a period of 30 years.

Current issues related to the role of principals and school education

According to the OECD report *Education at a Glance* (2005), Australia has highly centralised decision-making processes. This is not, however, the case for all Australian states and territories. Victoria has a high level of school-based management, with 94% of the state's recurrent education budget decentralised to the school level for local decision-making under the oversight of a school board, albeit within a centrally determined framework. A Department of Education and Training study in 2004 indicates that most principals in Victoria prefer this to a more centralised approach.

This Victorian study reported on workload in the state school system and its impact on the health and well-being of principals. The number of hours worked by principals was reported to be about 60 hours per week. Although 90% of principals participating in this study indicated they experienced high levels of job satisfaction, they believed that workload had a negative impact on their emotional and physical well-being. It is, therefore not surprising that early retirement is common and an important issue is the recruitment of school leaders. There are a high number of vacancies, with several regions struggling to secure enough applicants to fill positions. It is likely that these concerns apply across the country. There is generally an unrelenting concern for improving learning outcomes, with a range of initiatives by the Australian government and the eight state and territory governments and unprecedented levels of accountability placing heavy demands on principals and other school leaders. However, it is witness to the will of

governments to transform schools that there has developed in this decade an overarching recognition that the role and responsibilities of principals are critical in improving the educational outcomes of students in their schools. As educational leaders in their communities, it is recognised that principals have a major influence on developing the capacity of their teachers, and the quality of the teaching-learning relationship.

Principals and leaders in schools are now being supported, through both state and federally funded programmes, to develop the necessary skills and attributes to drive staff development and improve student outcomes. Provided other administrative restructuring takes place, principals will be much better placed to be able to support a culture of high performance and continuous improvement in schools.

2.3 Bermuda

Key features of educational governance in the country

Bermuda is the oldest remaining territory of the United Kingdom. The Governor is appointed by the Queen, on the advice of the British Government, to exercise executive authority in Bermuda. The head of the Bermuda Government is the Premier. While often referred to in the singular, Bermuda consists of around 138 islands with around 66,000 residents.

The education system is deemed to be one of the best resourced systems in the world. Schooling in Bermuda is administered by the Ministry of Education and Development, which is responsible for the management and planning of the public school system and for the development of policy for all levels of school education.

In the 1990s the previously British-based education system, with two tiers of schooling, was restructured to reflect a more North American model. This restructuring led to the implementation of a three-tiered system of education, involving primary, middle and secondary schooling, and the creation of five government-owned and managed middle schools that cater for the educational needs of students aged 11–13. Schooling is compulsory in Bermuda for all children age 5–16. It is free for all students in the public

system, which includes 18 primary schools, 5 middle schools, 2 secondary schools, 2 schools for students with special needs and 12 pre-schools. A year of pre-school education is offered at no charge for four year-olds. The public education system caters for around 6,500 students. About 40% of students are enrolled in nine private day schools, which charge tuition fees. The school system also includes 18 'home' schools which are run by parents or other individuals and supervised by the ministry under the Education Amendment Act 2003. Most students who wish to pursue higher education attend university overseas as there is no degree conferring university in Bermuda.

Developments that are transforming schools or school systems

A number of reforms have aimed to improve standards and accountability in the public education system and support the learning and development of the 'whole student'. One of the major changes under way is the development of global standards for students, through a process of reviewing the curriculum and standardised testing programmes. These standards, which are yet to be introduced to the majority of the student population, will specify what students are expected to know and be able to achieve at each level of primary, middle and secondary schooling, with the objective of setting high educational expectations for all students.

Each year, public schools have been required to administer standardised tests in the Bermuda Education Assessment Program (BEAP) and the Bermuda Middle Assessment Program (BMAP). These assess achievement in the Bermuda curriculum. The tests are currently under review by teachers and ministry officers. Students are also required to sit the TerraNova test, which is designed to compare the performance of students in Bermuda to students in North America. From May 2006, the Ministry of Education and Development, with the assistance of CTB/McGraw Hill, is updating the TerraNova test and expanding its original focus on English and mathematics.

The ministry has planned the full implementation of the new tests in 2008. From this time, students at every level between the third year of primary school and the second year of secondary will sit the TerraNova test, which will be used to assess performance in English, mathematics, science and social

studies. The TerraNova and other tests will be aligned with the standards currently under development. Full implementation in 2008 will follow a pilot year in 2007. These developments reflect increasing accountability in the system.

In 2003 a pilot of the Living Values Character Education curriculum was implemented in three public primary schools in Bermuda. Six additional primary schools completed the required training for the Living Values curriculum in 2006. The objective of 'character education' is to equip students with core values and ethics that may help create a sense of safety and respect within the school community. Before the implementation of character education, principals and teachers are required to undertake two days of intensive training to help them develop a vision for their school and integrate 'character' lessons throughout the curriculum.

Current issues related to the role of principals and school education

The Ministry of Education and Development manages most aspects of school education in Bermuda. This centralised administration has benefits and limitations. The size of the public education system, consisting of 39 institutions from pre-school to the secondary level, allows the ministry to control many of the variables that can influence the performance of students and schools. The number of people working in the ministry has led to the description of the system as top-heavy. School principals in the public education system report that they have little control over the budgets for their school, the framework for which has not been reviewed in the last decade.

The ministry manages both the recruitment of staff and the setting of priorities for their professional development. Following the implementation of the Bermuda Educators Council Act in July 2002, all teaching staff must be licensed. This act, which aims to improve standards and strengthen the profile of the teaching profession, also sets the framework for teacher registration.

A public private partnership between the Ministry of Education and Development and the Bank of Bermuda, which is a member of the HSBC group, was implemented in 2001. The Partners in Leadership Program paired five Bank of Bermuda senior managers with the principals of the five

public middle schools. The objective is to enable schools and the business community to collaborate in the improvement of student learning and to increase the confidence and abilities of young people in Bermuda. These partnerships have been active in their support of new initiatives and provision of teaching and learning materials, particularly in ICT.

2.4. Canada

Key features of educational governance in the country

The administration of education in Canada is the exclusive responsibility of the provinces and territories, as stipulated in the constitution. Canada includes 10 provinces and three territories, each of which has developed its own educational structures reflecting local history, culture and needs. As Canada is a bilingual country, each province and territory has established French-speaking and English-speaking schools. Every province and territory has a ministry or department which develops and implements education policy and legislation for schools. Ministries and departments are also responsible for the design of curriculum, the training and certification of teaching staff, and the methods and standards for student assessment.

The local management of education is generally the responsibility of school boards or commissions with elected members. School boards may be delegated some of the responsibilities of the provincial or territorial government, including supervising the operation of school systems, personnel management and implementing the curriculum. The powers of school boards are delegated at the discretion of the provincial or territorial government and, as such, may vary within Canada.

A national body for the provincial and territorial ministers of education, the Council of Ministers of Education, Canada (CMEC), was established in 1967 to promote consultation between the regions and with the federal government. The collaboration between the provincial and territorial governments enables the development and implementation of national education initiatives. CMEC also represents Canadian education at an international level.

Developments that are transforming schools or school systems

Ministers of education in various provinces and territories have implemented reforms to the education system in Canada over the last decade, in response to changes in society, including the increased use of ICT and changes to the nature of employment in a globalised environment. Some reforms, such as the increased cooperation between provincial and territorial governments, have emerged as system-wide trends. These trends also include the restructuring of curriculum for elementary and secondary schooling to provide a standards-based framework with a focus on basic literacy, language and numeracy skills.

Most provinces and territories have implemented greater accountability measures to report to students, parents and taxpayers on the achievements and outcomes of individual schools and school systems. This policy has resulted in the introduction of expanded student assessment programs that are linked to the reformed curriculum. By 1999 the objective of ensuring that all Canadian schools were connected to the internet was achieved. A new objective, that all students should have regular access to high-speed internet connections and greater understanding of ICT, has been set.

One of the major efforts throughout Canada has been the focus on improved educational support for the aboriginal population, which was identified in the 2001 census as including almost one million people. In 2005 ministers in the CMEC met with aboriginal leaders to discuss strategies to decrease the performance gap between aboriginal and non-aboriginal students, increase the retention of aboriginal students in secondary and post-secondary education and promote the training of more aboriginal teachers. The CMEC Action Plan has led to reforms in provinces and territories, such as Ontario where the government has drafted a plan to improve literacy skills in aboriginal students and promote outreach to parents. A First Nations trustee will also be elected to the Ontario Public School Boards Association to offer new strategies for schools to improve education for aboriginal students.

In 2006 the government of British Columbia announced that First Nations communities will be given the opportunity to form school boards and have direct control over the management of schools, under provincial guidelines.

Current issues related to the role of principals and school education

Since the early 1990s governments in Canada have been required to reduce their budgets and develop new strategies to improve efficiency in all areas of public service. In terms of education, one product of the declining budgets has been that efforts are being made to direct a larger proportion of the available resources into the classroom, rather than the administration of education systems.

Throughout the provinces and territories, there has been a marked decline in the number of school boards, districts and commissions through reorganisations and amalgamations. Alongside these amalgamations, school committees have been established to promote parental participation in schools and reduce the costs of school administration. Several provinces have reduced administrative costs through the re-centralisation of areas of school management, such as the evaluation of teaching staff and the implementation of programs.

Since the early 2000s, partly stimulated by OECD's PISA studies, provinces have focused more on strategies for school improvement, and have increased expenditure in areas related to assessment of student learning, assessment for school improvement, capacity building of principals and teachers, and monitoring and intervention relative to school performance. These changes have increased the role and workload of principals, who have greater opportunity to lead improvement. Principals, however, are also required to undertake increased managerial tasks and implement reforms. These developments require greater capacities and skills of school leaders to lead reform both within and across schools. As a result, boards and provinces must place greater emphasis on the development of future school leaders.

The curriculum reforms and accountability practices in Canada have meant that teaching that had previously been the responsibility of school boards has also become both more flexible and more demanding. Teachers are required to ensure that the competencies of all students are developed using a standards-based curriculum that integrates societal messages and values.

2.5. Chile

Key features of educational governance

The Ministry of Education of Chile (MINEDUC) formulates general education policies and specific programmes for the education system. MINEDUC has primary responsibility as a coordinating body to regulate, supervise and evaluate education. Schools are, however, managed by municipal departments of education for municipal schools and private bodies for subsidised and non-subsidised private schools. Municipal and subsidised private schools receive funding in a voucher-style system.

MINEDUC sets teaching policies in consultation with teaching institutions and the teachers' union. Staff hiring is the responsibility of schools in the private and private subsidised sub-sectors and of municipal governments for the municipal sub-sector. For all staff matters, the latter are required to act within the standards defined under the 1991 Teachers' Statute, which established labour laws for education professionals in public schools.

Developments that are transforming schools or school systems

An education reform programme to improve quality and equality started in 1990. While provided by law, the delegation of responsibilities by municipal governments to schools is still the exception rather than the rule. One development is the curriculum, designed in 1996 and implemented across the system from 2002. The MINEDUC curriculum contains minimum objectives and general content that are compulsory for all schools, which are expected to develop their own syllabus. According to a 2004 OECD study, individual schools can decide to adopt the MINEDUC curriculum or to amend it (within limits) to follow their own educational plan. The intent is to improve the standard of learning for all students and support creativity and initiative in the teaching profession. One criticism of this curriculum, besides its ambitious coverage, is that teaching is often lecture-based, with students not being given enough time for exploratory learning.

All students now have the right to 12 years of education and the freedom to undertake vocational or generalised secondary education (the previous policy required students to complete eight years of education). The school day has

been extended to eight hours. The OECD, however, reports that this change may add to teachers' exceptionally high workload, which leaves little room, if any, for teamwork and project work.

The development of greater accountability within the school system is still a work-in-progress. Since the early 1980s MINEDUC has provided local education authorities and parents with information on school performance in the 'measurement system of education quality' national tests, which are undertaken by students in the fourth, eighth and tenth grades. The SIMCE, as it is called, is being revised with a view to possibly introducing value-added measurement.

Teachers are required to have their performance evaluated once every four years according to a MINEDUC-developed appraisal system based on self-evaluation, interviews, written and video evidence of their classroom teaching and reports from principals or other school leaders. The results of these evaluations are taken into account in promotions and when applying for further training or additional funding for new teaching projects.

Current issues related to the role of principals and school education

Until now, most principals had life tenure. Under new legislation coming into effect this year, all will have to submit to a competitive process to be re-hired, and their term will be reduced to five years renewable once in the same school. This is expected to create both a strong turnover in the profession and a substantial demand for complementary professional development, as the role is going to shift away from administrator towards instructional leader.

A recent government report has indicated that a decade ago, Chile was facing difficulties in attracting enough skilled people to the teaching profession. This was primarily attributed to the difficult working conditions and the level of pay. The decline has been reversed, but MINEDUC's focus has been not only on recruiting new teachers, but also on improving the quality of current teachers, who are regarded as key players in education reform.

The 'strengthening the teaching profession' project, launched in 1996, aimed at attracting and retaining effective teachers by improving working conditions

and helping them to adapt to changes in the education system. The teacher policy has included programmes to establish accreditation for all teacher training and to improve initial teacher preparation and continuing professional development (CPD). MINEDUC also now financially rewards exemplary teachers under the Subsidy for Excellent Performance and National Teaching

Excellence Awards. Between 1996 and 2001, around 4,500 of Chile's top teachers were awarded scholarships for further study abroad to develop their capacity to innovate. They are expected to share their new knowledge and skill with other teachers. New practices such as networking led by the Excellent Teachers are being introduced.

The OECD reports that one of the main problems faced by principals of subsidised schools in Chile is the amount and variability of funding. The 'voucher' provided to municipal and subsidised private schools is widely found to be inadequate, especially for schools serving a vulnerable population. It is allocated on a quarterly basis according to student attendance. New legislation is under review that will substantially increase the basic voucher and create a differentiated one, to be targeted at the most at-risk children.

Principals in municipal schools have also reported issues in the recruitment and management of staff, linked to rigidities in the teachers' statute. These are compounded by the competitive nature of the system under which private and private subsidised schools can select their intake, while their municipal counterparts are not allowed to.

Following student protest in May and June of 2006, a 75 member strong Presidential Advisory Commission on Education was formed in early July and tasked with the responsibility of making proposals to improve the quality and equity of education in Chile. The council is working in three commissions focusing respectively on regulation, the challenge of municipal education, and quality, and there is optimism that most of these challenges will be addressed shortly.

2.6. China

Key features of educational governance

Administration of the education system in the People's Republic of China is shared between government departments of education at the central, provincial, municipal and county levels. At the central level, the Ministry of Education has responsibility for all levels of education throughout the country. The departments of education of the provincial councils undertake the planning, management and coordination of education in their jurisdictions. Local people's governments at the county and township levels are responsible for the provision and management of basic school education, with any major policy decisions being taken by the county governments.

The central government, through the Ministry of Education, develops many aspects of education to be implemented at other levels under ministry guidance. The ministry has responsibility for the design of the curriculum for compulsory education and, on some occasions, can determine how funds should be allocated. The state also sets the standards for student learning, particularly in subjects that students are required to complete for graduating from primary and secondary schools, which include Chinese language and mathematics.

The county departments of education direct, monitor and assess the educational activities and schools in their jurisdiction, under the guidance of the state education inspectorate. Local governments in 30 provinces have established departments of inspection, which report directly to the central government. The various departments of inspection are responsible for the monitoring and implementation of education policies. They offer guidance and assess work at county and township levels. These departments also provide a line of communication between the various levels of government that carry out the administration of education.

Developments that are transforming schools or school systems

The education system in China has been in a period of development since the mid-1990s. The education law, reformed in 1995, legislates nine years of compulsory education for all Chinese students. In 1999 the State Council,

which is the title of the Central People's Government Ministry for Education and Central Planning Committee, collaborated in the implementation of educational reforms to plan the direction of compulsory education in China for the 21st century. The action plan ratified by the State Council outlined strategies for education reform, based on the Education Law of the People's Republic of China. It promoted science, technology and education as the bases for the 'invigoration' of China in the new century.

As a result of regional differences throughout China, a number of textbooks have been designed for each subject at a range of levels to meet the cultural styles and economic needs of the various localities. In 1986 the former State Education Commission implemented a policy that enabled the diverse production of school texts. Regional education departments, institutions and individual teachers are encouraged to design their own textbooks and complementary teaching materials (such as wallcharts, computer software and audiovisual aids) for primary and lower secondary subjects, on condition that they comply with the basic nine-year education framework and have been approved by the State Textbooks Examination and Approval Committee or the relevant provincial-level department. One objective of this policy is to promote development and competition among a variety of teaching materials.

In addition to the development of teaching materials, the education law in China provides students with a diverse array of educational experiences. One education policy states that television and radio stations shall design and broadcast educational programmes to assist student improvement in morale, science and culture. Chinese education legislation also provides students with preferential access to public cultural and sporting facilities, such as museums, science and technology centers, art galleries and stadiums.

Since 1999, China has launched a series of reforms aimed at devolution of some powers to provincial and local governments, decentralisation of curriculum and textbooks, increasing local content in the curriculum, and reducing the emphasis on tests and examinations. In 2006, Congress approved the revised Compulsory Education Law, which emphasises equity and equality and specifies government investment. It also made central government more responsible for reducing education inequalities between

the economically advantaged and disadvantaged due to geographical reasons (for example, rural v city, east v west). The new law also abolishes the decades old system of elite schools – explicitly prohibiting setting up key schools, model schools or adopting any other designation that may differentiate schools.

Current issues related to the role of principals and school education

The education law gives schools the right to self-administration under the constitutional framework. Individual schools are, therefore, responsible for the employment of staff and provision of educational activities. The administration of these schools also includes the management of school facilities, capital, students and staff.

In 2000 the Ministry of Education implemented a regulation that stated all primary and middle school principals in China are required to obtain a qualification certificate. Many of the students in these administrator preparation programmes have no prior management training and have been appointed as principals on the basis of their teaching experience. In addition to this preparatory training, principals must undertake compulsory training every five years to improve the quality of education and leadership in schools. Various projects, such as the US-China Principal Shadowing Project, encourage cross-cultural learning and collaboration between school leaders.

Financial resourcing is a big challenge for school principals in China, because government investment is not sufficient. Some of the historically excellent schools allow students from outside their own constituency to enrol with an extra fee. In the case of post compulsory high school, they can charge a fee for students who scored below the cut-off score. Increasing public complaints have resulted in governmental policy to curtail these actions.

2.7. China Hong Kong

Key features of educational governance

Since 1997, following the hand-back from the British Government, Hong Kong has been a Special Administrative Region of the People's Republic of China. Hong Kong has become the home to an increasing number of

people from the mainland. About 90% of students attend schools owned by churches, trusts and foundations, and about 10% government owned schools. Both kinds of schools are funded by government through the Education and Manpower Bureau, which has responsibility for education in Hong Kong. There is a small number of private, including international, schools.

In 1997, a report by the Education Commission recommended school-based management for schools in Hong Kong. From 1999, changes have been made to the education system to devolve responsibilities for personnel, finances and aspects of the design and delivery of curricula from the Education and Manpower Bureau to school level. The School-Based Management framework, legislated in July 2004, gives schools greater flexibility within a centrally-designed framework. Schools must adhere to regulatory requirements, be publicly accountable for their performance, and be subject to audit.

In 2005 the Education Ordinance of Hong Kong was amended to implement the school-based management framework. This ordinance provides for schools to establish an incorporated management committee (IMC) – comprising the principal, teachers, parents, alumni, the school sponsoring bodies and independent community members – to manage the school under the guidance of a school sponsoring body. The school sponsoring body is responsible for setting the vision of the school and the constitution of the IMC. This sponsoring body can make decisions about how the school will receive government funding and issue guidelines for raising funds from non-government sources. The school IMC is responsible for decisions on school administration and planning. Schools receive a block grant from government to fund all education expenses, including staff salaries. One of the objectives of the school-based management framework, through the IMC, is to enable wider participation in school decision-making processes so that parents and other key stakeholders have some input into the administration of schools.

Developments that are transforming schools or school systems

Since October 2000 the government has been progressively implementing reforms to all areas of the education system, from early childhood to

higher education. The reforms include the development of new and more streamlined admissions procedures for students entering primary and secondary school. The objectives of the reform to the admissions system for primary students were to increase the fairness of admission into primary schools close to students' home locations, and reduce the reliance on children's abilities as an entry criterion. The 'primary one admission' mechanism has been in place, in some form, since 2002 and will continue to be used.

Primary schools in Hong Kong have also been encouraged to create a partnership with secondary schools to implement the 'through-train' mode of admission to secondary schooling. Students attending 'through-train' schools are able to proceed to the linked secondary school without going through the central process that allocates students to schools. The guidelines of this policy state that partnered schools must be funded in the same way by the central government, and must share the same philosophies and attitudes to education. Participating secondary schools must have places available for every student graduating from the partner primary school. The objective of this programme is to ensure that students in these partnered schools receive continuity in teaching methods and curriculum throughout their compulsory education. In 2004 16 pairs of schools in Hong Kong had adopted this system.

Another reform in education in Hong Kong was the implementation in 2004 of centrally-administered territory-wide assessments in the third year of primary school to monitor student attainment of basic standards in Chinese, English and mathematics. The objective of these assessments is to provide schools with information so that they can offer adequate improvement programmes and support the needs of all students.

The government has implemented policies to provide all students with access to nine years of free, compulsory education. From the 2002-03 school year, subsidised senior secondary education or training has been made available to students who are willing and able to continue study. According to the Education and Manpower Bureau, current policy objectives for school education are to enhance the effectiveness of teaching in schools

and to further improve the accountability, flexibility and quality of school administration.

Current issues related to the role of principals and school education

School-based management has significantly changed the roles and responsibilities of school principals in Hong Kong. While principals now have greater flexibility in staffing, financial and curriculum decisions, they are also faced with greater accountability and a need to work collaboratively with the IMC. Other challenges include the need to adapt the school curriculum to address the learning needs of the student community and to take on a leadership role in the development of quality teaching and learning within their school. In recognition of the challenges faced by school principals, a task group was established in 1999 to develop a systematic school leadership training and development programme.

From the 2004-05 school year, aspiring principals are required to complete Certification for Principalship training. Newly appointed principals must complete a two-year training programme, which includes an induction programme, needs assessment, leadership development training and an extended programme for either primary or secondary school leadership. In addition, for the first two years of their appointment, participation in school-based professional support programmes and annual presentation of a professional portfolio to the school sponsoring body is essential for new principals. More established principals are required to undertake 150 hours of CPD activities every three years, including three modes of activity: action learning, structured learning, and service to education and the community. Principals, however, are given the flexibility to undertake between 30 to 90 hours of their training in each of these modes.

2.8. Mauritius

Key features of educational governance

Mauritius is a small island in the Indian Ocean at the crossroads of Africa and Asia with a multiracial, multilingual and multicultural population of around 1.2 million people. The official language is English, but French and other languages reflecting the cultural background of Mauritians (eg Mandarin,

Hindi, Urdu, Tamil, Telegu and Marathi) are all taught throughout the school system and are examinable at the end of the primary cycle. The system of education in Mauritius is based on a British model and is free for all students from the primary to university levels. In 2005 the compulsory schooling period was extended from the end of primary school until students reach the age of 16, at which time they are required to sit the Cambridge School Certificate. Students are able to continue upper secondary schooling for an additional two years to achieve the Cambridge Higher School Certificate or the General Certificate of Education – Advanced level.

The central Ministry of Education and Human Resources is responsible for the development of policy and direction in education. One change in arrangements is the regionalisation of responsibilities to five zones, four of which are in Mauritius; the fifth is the autonomous island of Rodrigues. A Department of Education in each zone has been given responsibility for the administration for the schools. The multi-level governance roles are not yet clear, as decisions on major resource use are still the responsibility of the central government.

Developments that are transforming schools or school systems

From September 2000 the education system has undertaken significant reforms with the objectives of increasing equity and access to modern, quality education. These include the abolition of streaming in schools, the promotion of science and technology in education and the revision of the primary curriculum to provide more flexible learning. The ‘Bridging the Gap’ initiative is intended to provide world-class education that promotes the cultural, mental, physical and spiritual development of students, who will live in a globalised society. It includes the objective of helping children through the transition from preschool into formal schooling. The Guiding Principles for Teachers initiative provides a checklist for teachers in the organisation of teaching and learning and adapting these to the changing global environment.

The School Information and Communications Technology Project (SITP) aims to establish IT laboratories in 50 primary schools each year until all students in Mauritius have access to ICT. Implemented in 2003, the Education Action Zones project is concerned with three ‘pillars’ of action: improving teacher

quality, establishing schools as a vital part of the community, and upgrading school infrastructure to create favourable learning conditions in schools with poor learning outcomes.

A focus of reform was the fiercely competitive ranking system that occurred with the Certificate of Primary Education (CPE). A 2004 National Report on Education stated that the ranking system created a bottleneck in admissions to secondary schools. In 2002 the ranking was replaced with an alphabetical grading system so that all children who obtain a passing grade can attend mainstream secondary education. Any student who does not achieve a passing grade after two attempts at CPS enters a pre-vocational secondary stream. A policy for regionalisation of secondary school admissions was also implemented in 2003 to reduce the need for students to travel long distances to attend secondary schools.

The introduction of compulsory secondary education and abolition of CPE ranking has required an expansion of the secondary school system in Mauritius. The number of state secondary schools has increased in the four zones of Mauritius, from 34 in 2000 to 67 in 2004 and in Rodrigues from three to five. There are 109 private secondary schools in Mauritius and Rodrigues. The Ministry of Education has recently pledged to enable young Mauritians to be employable in fulfilling jobs in new sectors of the economy and to be internationally competitive.

Current issues related to the role of principals and school education

The 2001 National Report indicated that, although the Ministry of Education develops policy for education reform, implementation is often carried out by other institutions. School inspectors are responsible for the monitoring of schools to ensure that these policies have been implemented. As a result, teachers are reported to feel isolated from these changes and many offer resistance to the trialing of new methods.

The reform of the primary school curriculum has brought new challenges for primary teachers. From 2003 primary school teachers have been offered in-service training to support the activity-based curriculum, which does not use prescribed textbooks, and to meet the needs of all students in mixed-

ability groupings. Teachers trained in remedial education are encouraged to collaborate with class teachers, under the Education Action Zones project, to develop innovative pedagogical practices. While these training procedures have been put in place the 2004 National Report indicates that there is limited training available for headteachers. The government does not offer any training in educational leadership and management for heads of schools, who are selected by education officers, either before or during their service.

A number of courses are run by the Mauritius Institute of Education for primary headteachers, including the advanced certificate in educational management, a diploma in supervision and inspection and a diploma in special education needs. Headteachers in secondary schools can complete postgraduate certification in education at the University of Mauritius, or Masters of Education courses in association with the University of Brighton, UK.

2.9. Netherlands

Key features of educational governance

The governance of schooling in the Netherlands is distinctive as it involves centralised education policy and decentralised administration for public and private schools in a unified system. The central Ministry of Education, Culture and Science is responsible for developing policies, legislation and regulations for education, under constitutional guidelines. The 23rd Article of the constitution guarantees the provision of public education by the municipal authorities, the freedom to establish schools that are based on specific religious or ideological beliefs, and equality in the financing and legal responsibilities for private schools, in which 75% of students are educated, and public schools. The education authorities of the 12 provincial councils have a supervisory role and are responsible for ensuring the availability of adequate numbers of public school places.

The administration of schooling in the Netherlands generally lies with individual school boards. From 1997, the municipal council has been given the choice to manage public schools or to delegate responsibilities for their administration to a governing committee, public school board or foundation. The school boards for both public and private schools are responsible for the

employment of staff, including headteachers, and the development of school policies and procedures.

Developments that are transforming schools or school systems

The Education Inspectorate, a self-governing agency that is overseen by the minister, is responsible for the inspection of all educational institutions. All schools are required to have annual inspections under the Education Inspection Act, which came into effect in 2002. These are based on school self-evaluations and the school plan, which is devised by the school board every four years to improve the quality of teaching and learning, and are proportional, focusing on those schools where improvement is most required. The results of school inspections are included in 'school report cards', which have been made publicly available by the Education Inspectorate since 2000.

Following an evaluation of secondary education in 1999, the Ministry for Education, Science and Culture implemented new legislation on the number of teaching hours and the curriculum in the first two years of secondary schooling. The new legislation, which includes revised achievement targets for the mandatory curriculum, was put into practice in August 2006. From this time, the initial two-year period of secondary schooling was set a minimum of 1,000 and maximum of 1,134 teaching hours. A similar regulation of teaching hours is planned for primary schools, where students should receive 7,520 periods of teaching in the eight years of their primary education. The objective is to enable schools to provide more flexibility in their timetables, with the option to vary the number of required hours between the different school years.

Developments in upper secondary schooling include a review of the higher levels of secondary education, which is expected to result in a 2007 Act of Parliament reducing the number of compulsory elements for students, with the objective of providing a more flexible curriculum. For academic secondary education, students will be given more independence and responsibility for their own learning within an integrated curriculum framework that promotes the use of ICT. Similar developments have been implemented in vocational secondary education, with the objective of making the education more attractive and reducing the number of drop-outs.

Other noteworthy developments include an earlier start for compulsory education, at age 4, one year earlier. Throughout the schooling system the trend is to promote the inclusion of children with special educational needs in 'regular' schools. This development has been so successful that new criteria will be formulated to reduce the number of children needing education in special needs schools.

Current issues related to the role of principals and school education

A major development in the education system, indicated by increased flexibility in the curriculum and timetabling in schools, is the decentralisation of school management to the school board and headteacher. Two significant changes for the funding of primary schools have been made since 2005 to give school boards more responsibility for the financial management of their schools. In the 2005 school year, the funding for all school advisory services was allocated to the schools, so that school boards could pay for services that they require, with their choice of provider. From 2006, the government extended this movement by introducing block grant funding to all primary and special education schools, which enables school governing bodies to determine how their allocated budget will be spent. The provision of block funding provides more freedom and greater responsibility for self-governing schools.

Whenever new educational priorities are formulated by parliament or the minister, it is up to individual schools to make this happen in their own way, within the legal and financial framework. Although school boards have the power to make many decisions about the control of schools in the Netherlands, the principals are generally entrusted with day-to-day management. There is no mandatory qualification for principalship in the Netherlands. In selecting principals, however, school boards often give preference to experienced teachers who have undertaken further study in school management based on new management theories and practices. Five universities around the Netherlands have collaborated in the founding of the Netherlands School of Educational Management, which offers a two-year masters level qualification in school management for current and aspiring school principals.

The role of teachers is also changing, towards acting as a guide or facilitator of student learning. Teachers are required to manage the integration of subjects, including ICT, in both classroom and individual teaching. Professional development programmes based on new approaches are offered to improve teachers' skills in these new areas.

2.10. New Zealand

Key features of educational governance

The education system in New Zealand has undergone significant reforms since 1989 when a new Education Act was passed, enabling greater flexibility in the governance of all types of schools. Following this Act, the Department of Education was dissolved along with regional and local education authorities. The new central Ministry of Education was given responsibility for the development and implementation of education policy and national curriculum guidelines. The national government, therefore, retained primary responsibility for the management of all New Zealand schools. Rather than replacing the regional authorities, the responsibility for managing state-funded schools was given to individual school boards of trustees. These boards, which generally include the principal, a staff representative, a parent, community volunteers, and a student representative for secondary schools, report directly to the Ministry of Education. School boards have responsibility for all aspects of school governance, including staff appointments and curriculum, within a centrally determined framework for all schools.

Students have the option of attending different types of state-funded schools including traditional state-run schools, where the majority of students are educated, or the state-run schools in which the language of instruction is Māori and teaching practices have been adapted to reflect the indigenous culture. The state-funded system also includes integrated schools, which were once private, generally religious, and have been brought into the state system but have been able to maintain their previous values. Similarly designated charter schools are state schools that are able to develop their own aims and objectives for students. Less than 3% of schools in New Zealand are private schools, managed by an independent board that must fulfil government registration requirements.

Developments that are transforming schools or school systems

One objective of the 1989 reforms to the administration of the New Zealand education system was to provide schools with a higher level of flexibility to support the needs of the school community. Another was the establishment of the Education Review Office, which evaluates the practice and performance of schools every three years and is required to make its reports available to the public to enable greater transparency in official information about the education system. It has been reported that over time the reports and official information about schools have strengthened the role of parents in the education system.

Over the last decade, New Zealand has put measures in place to establish an evidence base for student achievement to enable schools to benchmark themselves against national norms. Research and evaluation, participation in international studies like PISA, and the national sampling of students (at the beginning of schooling, in year 4 and year 8) have provided a significant amount of information about student achievement. The collection of student achievement data has helped in the development of new teaching and assessment tools, including a method enabling teachers to track the progress of students in literacy and numeracy in years 5, 6 and 7. In 2006, the Ministry of Education offered professional learning programmes in the collection and analysis of data, including student achievement data, as a basis for quality decision-making practices and to encourage the examination of new teaching strategies.

Current issues related to the role of school principals and school education

Since 1989 the role of principals in New Zealand schools has changed. Principals act as chief executives of the board of trustees and, as such, participate in the establishment of the school charter and management of finances. They also manage the everyday activities of the school within the guidelines set by the board and the central government. The decentralisation of school administration has given schools and school principals greater flexibility and responsibility for more decisions in almost all areas of schooling. This can be seen through the changes to the New Zealand curriculum, which focuses on student learning outcomes rather than providing rigid guidelines about how these may be achieved.

Since 1997, all school boards in New Zealand have been required to implement performance management procedures for the principal and all teaching staff. School principals are reviewed according to performance standards established by the board (within ministry guidelines), to ensure that schools have high quality professional leadership and are achieving appropriate student outcomes. As a result of a 1994 policy, the Minister for Education can intervene in the curriculum delivery, governance or resource management for schools that are experiencing serious difficulties. This policy, which provides support to around 10% of schools at any time, enables the minister if necessary to replace the school board with a commissioner, to build the teaching and learning capabilities of schools.

In the last five years the Ministry of Education has significantly increased funding for leadership development for principalship. A web-based platform contains policy, a literature, forum for discussion, and many resources for school principals and schools. An 18-month induction programme helps first-time principals in all types of schools, with mentoring support and training through online learning, residential courses and self-assessment. A two-year pilot programme for the development of potential and aspiring principals involved coaching, residential weekends, online networks, and links to a qualification programme for those interested. Further programmes are developing in this area, particularly through the universities.

The Ministry of Education has also established a leadership development centre for experienced principals to receive feedback and development support. Teaching principals (of which there are many in New Zealand) have been granted release time from their teaching for further responsibilities in administration and for professional development, and principals can now apply for sabbatical leave to pursue their leadership development, either through university qualifications, or travel and study projects.

2.11. South Africa

Key features of educational governance

In the 12 years since the end of apartheid the school system in South Africa has undergone significant changes, most notably through the development of

a unified national system of education. The 1996 South African constitution and the Education Acts enabled the collaborative management of education under the national (central) Department of Education and nine provincial departments. The Department of Education is responsible for the evaluation of the education system and the development of education policies and standards. The provincial governments are responsible for unifying a variety of public sector schools, including community schools, state schools and farm schools, into a system of public schools that provides education for around 97% of South African students. The 1996 National Education Policy Act established the Council of Education Ministers and the Heads of Education Departments Committee to enable inter-governmental collaboration in the development of the reformed system of education in South Africa.

Responsibility for the management of individual public schools has been decentralised to some extent. The provincial education department works in partnership with elected school governing bodies consisting of parents, school staff and, in the case of secondary schools, student representatives. These school bodies are responsible for the day-to-day administration of schools, including the setting of school fees, staffing decisions and the development of school policies, within national and provincial education legislative guidelines.

Developments that are transforming schools or school systems

The reforms of the school system in South Africa incorporate goals, principles and guidelines outlined in the World Declaration of Education for All and the six goals outlined in the Dakar Framework for Action, which were adopted at the 2000 World Education Forum. A set of indicators, using information and data from within the South African education system, has been established to monitor the progress of schools in meeting the Dakar goals, which address areas such as literacy improvement, equity of access and the quality of education.

In 1998 a reformed curriculum built on the concept of outcomes-based education, known as Curriculum 2005, was introduced into schools. This curriculum has been modernised, resulting in the Revised National Curriculum Statement for Grades R-9 (Schools), which aims to incorporate the values of

democracy, equity and social justice into the compulsory school syllabus. This new curriculum is being phased in, a process which began with the first four years of schooling (R-3) in 2004. Like Curriculum 2005, the revised national curriculum builds on outcomes and assessment standards, promoting activity-based and learner-centred education. These guidelines offer teachers some flexibility in the content and methods used in their classrooms.

A significant development in the education system in South Africa was made in 2003 with cabinet approval of proposals for ICT in education. The draft White Paper on e-Education outlined the government's goals to ensure that all schools are connected to the internet and all students are able to use ICT by 2013. The achievement of these goals requires significant resources for ICT equipment and professional development for teachers. Some innovative sources were identified when the national Department of Education signed agreements with private technology companies including Microsoft and Symantec. Innovative schemes to combat the lack of ICT resources and the educator training necessary have been pioneered by the Western Cape's Khanya project, with significant involvement by SSAT.

Another significant development has been the adoption of programmes which are similar to the UK specialist schools. For some years schools have been improving the quality of science, mathematics and technology teaching through the Dinaledi project. More recently they have focused also on arts and culture; business, commerce and management; and engineering. Schools are being asked to address the longstanding imbalance in access to these professions after school. The Education Department has allocated considerable funding to these schemes.

Current issues related to the role of principals and school education

One of the major challenges faced by many schools in South Africa is the condition of school facilities. While considerable improvements have been made since 1994, the 2000 School Register of Needs indicated that some schools were still without access to basic services. The register reported that in 2000, 34% of schools in South Africa did not have access to water (reduced from 40% of schools in 1996). A further 34% of schools in 2000 did not have a telephone. The government is committed to improving the

provision of classrooms and adequate school buildings, with President Mbeki asserting in his 2004 State of the Nation Address that, by the end of 2004–05, the government would ensure no students or teachers would be placed in dangerous conditions that exposed them to the elements. A 2005 report on the state of the education system in South Africa indicates that schools and school systems face a number of challenges which can lead to poor educational outcomes, including high levels of poverty, unemployment and gender inequity. Strategies are being adopted to address these challenges and other issues faced by South African schools, but overcoming them will remain a long-term goal.

One focus in the reforms has been the quality of educators at all levels, who are seen as key players in the transformation of the education system. The current education system has implemented a monitoring system for teacher qualifications. As a result, the number of under-qualified teachers was reduced from 12,000 in 2002 to 5,000 in 2004. Training, in the form of an Advanced Certificate in Education, has been offered nationally for those with qualifications in mathematics, science and technology to recruit new teachers and improve the quality of teaching in these areas.

2.12. Sweden

Key features of educational governance

All education in the Swedish public school system is free, including teaching materials, health services, transport and school meals. Independent schools that receive grants from the local government educate about 6% of school students in the compulsory years. The administration of schooling in Sweden is shared between the two tiers of national and municipal governments.

The national government, in particular the Ministry of Education, Research and Culture, develops guidelines for the curriculum, national objectives, and a legislative framework for schooling, within which the municipalities work. The Swedish National Agency for Education also works at the central level to supervise the implementation of national guidelines in schools and a triennial national report on the school system to central government. The responsibility for the management of public schooling within these guidelines falls to the

290 municipal governments in Sweden, many of which have school boards. These municipal councils are responsible for providing all students in their jurisdiction with access to schools that meet the educational objectives outlined by the national government. In addition, municipalities are required to undertake the planning, funding and staffing of public schools and the assessment and registration of proposed independent schooling.

Developments that are transforming schools or school systems

In 2003, the National Agency for School Inspection was established within the National Agency for Education as part of the central government's Quality Program, which aims to strengthen the quality of education throughout Sweden. The National Agency for Education is responsible for the development of standardised assessment measures which all schools use in producing annual reports. Another aspect of the Quality Program is the gradual increase of funding to municipalities, during the period 2001-2006, with the objective of employing about 15,000 new teachers and specialist staff for schools and leisure centres around Sweden.

In 2004, the government and its coalition partners presented a bill to parliament that proposed 11 steps to modernise upper secondary school education in Sweden. The proposed steps included increased choice in the institution that students attend by enabling students to attend upper secondary schools outside their home municipality, and the introduction of a certificate to document students' satisfactory completion of upper secondary education.

The Swedish education system has recently trialed a number of projects for the improvement of schooling, including the development of ICT skills in compulsory schooling and a review of how information about education can be systematically conveyed to principals and teachers. In 2003, the government established a four-year pilot project, which enabled compulsory public schools to offer up to half of their classroom teaching in English. In another trial project, which will be run until 2007, the municipalities have been given the opportunity to delegate some of the responsibilities and decision-making functions for schools to local boards, which may include principals, students and a parent majority. A similar project is being run for upper

secondary schools, which allows students to have a majority on the local school board.

Current issues related to the role of school principals and school education

The ‘municipalisation’ of school administration has resulted in substantial changes to the roles of school principals and teachers, which will be reflected in the revision of the 1985 Education Act. Municipalities were given responsibility for the employment and determination of working conditions for staff in public schools within a centrally-determined framework. In many municipalities, the responsibilities for teaching staff and the management of school facilities were delegated to school principals. The role of principal is defined in state regulations as a pedagogical leader, who is accountable for the school’s achievement of national goals for education. A government-appointed commission established in 2003 has proposed that the pedagogical work of school leaders be given prominence, with a number of administrative tasks being removed from the role.

In 1999, a special competence development program for school leaders was implemented. The focus was the promotion of values in the school curriculum and democracy in schooling – a fundamental aspect of the education system. The Education Act states that all students and their parents should have some influence on the design and content of studies. The school principal has responsibility for designing strategies to promote student influence in the content of their education, methods of working, and organisational structures.

Since 2000, there have been a number of reforms in teacher education in Sweden. New teacher education programs promote the importance of subject knowledge and an understanding of learning processes and pedagogy. The main objective is to ensure that teachers can critically evaluate information and guide their students in the process of converting information and experience into knowledge.

Final reports were submitted by 23 participating municipalities in 2006 on a five year national project called *Attraktiv Skola* or *Attractive Schools*. The aim was to increase the appeal of the teaching profession and to improve quality

in schools. The overall impression of the evaluation was that the project was helpful in making the teaching profession more appealing. More satisfied teachers provide better quality in schools.

The internationalisation of Swedish society and ongoing migration creates high demands on people's valuation of cultural diversity. The Swedish curriculum includes important values that schools should work to, one of which is keeping an international perspective and dimension in daily school life. Links with other schools in Sweden and overseas are highly regarded. The Swedish National Institute of Public Health has recently presented four cornerstones for schools to maintain students' security and support their willingness to study. These focus on relationships between parents and teachers, tools for creating a positive atmosphere in classrooms, better health programs for pupils, and the importance of care of schoolchildren in the afternoons.

2.13. Thailand

Key features of educational governance in the country

The education system in Thailand is managed mainly by the central (national) government and education service areas. Before the reorganisation of educational administration, the responsibility for various aspects of education lay with a number of central government agencies. These agencies were merged in 2002, with the central Ministry of Education still taking the main responsibility for the education system. Amendments in the 1999 National Education Act state that the ministry is responsible for developing education policies, standards and plans; supervising, inspecting and evaluating education provision; and providing resources for all levels of the education system. Five bodies within the central ministry are responsible for the management of specific aspects of the education system, including each level of education, general administration and the integration of sport, art, religion and culture into the curriculum at all levels.

One stipulation in the National Education Act was the decentralisation of responsibility for educational administration. As a result, the country has been divided into 175 educational service areas, each with responsibility for the

establishment, coordination and evaluation of education in private and public institutions in their area. The committee for education in every area, each of which includes around 200 institutions, is also responsible for the allocation of budgets for the provision and administration of education.

Developments that are transforming schools or school systems

The 1997 Constitution of Thailand and the 1999 National Education Act set up a number of reforms of the education system, based on providing equitable access to education for all students. In October 2002, the Ministry of Education announced that all Thai students would be able to access 12 years of free basic education (six years primary, six secondary). In May 2004, this was extended to 14 years to include two years of pre-primary schooling. The Compulsory Education Act, which has been in effect since 2003, requires that all children attend basic education institutions from ages 7–16.

A number of other reforms have taken place in accordance with the Education Act to improve the quality of education in Thailand. These include a revision of curriculum for teacher training. Trainee teachers are now required to undertake a five year course in which the focus is on coursework and teaching practice. In-service teachers are encouraged to maintain their teaching standards, with scholarships offered for postgraduate training.

The ministry launched the One District, One Lab School project in October 2003, aimed at developing the quality of schools in all districts to ensure that every district has at least one high-quality school. The well-equipped laboratory schools with highly skilled teaching staff and trained educational administrators are to act as models for other schools, improving networking and collaboration between schools. Students in these schools are taught how to think analytically and to seek knowledge from reading and the application of information technology. The government approved a budget of 2,558 million baht (\$80 million) from the 2004 to 2006 fiscal years to carry out the project. In addition, tax reductions encouraged private sector involvement in school development.

Companies, state enterprises, and local communities have donated more than 500 million baht worth of equipment, and advice and activities to help

improve district schools. Each school under the project received 2.5 million baht on average from the government and another 2.5 million baht from donors. The money was used mainly to develop libraries and laboratories. Part of the amount was spent on the purchase of computers for teaching and learning. Schools have also offered technical assistance to more than 5,000 neighbouring smaller schools. As of 2006, there are 921 such schools throughout Thailand.

Another important project developed by the Ministry of Education has been the National ICT for Education Master Plan, which aims to improve the provision, teaching and use of ICT in schools. A total budget of 24 billion baht was approved to implement this project between 2004 and 2006. One innovative solution for needy schools has been the development of mobile computer units equipped with 15 computers and a teacher. These units can visit up to three schools in a day to increase access to ICT.

Current issues related to the role of principals and school education
The decentralisation of administration in Thailand has given schools increased responsibility for their own management. Each school has a board composed of parent, teacher, student, community and area committee representatives. The school board is responsible for the school budget, monitoring and evaluation of the school's performance and undertaking quality assurance reviews. As part of these reforms, schools are required to adopt learner-centred teaching methods in a curriculum that relates to the needs of the community. Schools have responsibility for staff recruitment and training.

Schools are required to maintain three types of established educational standards. Various offices within the Ministry of Education share responsibility for the development of the National Educational Standards, which form the basis of educational standards for internal and external quality assessment.

The 14 education standards for external quality assessment relate to students, institutional processes and staff. By 2005, these were used in the external assessment of over 38,000 institutions. In addition to these external reviews, all education institutions in Thailand are required to conduct annual internal quality assurance, including the assessment, planning

and improvement of their performance. They must devise a plan for their educational development, monitor their performance and improve quality in line with the Education Act and National Education Standards.

2.14. United Kingdom

Key features of educational governance

There are significant differences in England, Northern Ireland, Scotland and Wales. Scotland has had its own devolved system for many years and is not considered in this case study. In England the system is managed at both a national and local level, with central government responsible for planning, policy formulation and provision of education. While many Acts of Parliament apply to both England and Wales, the National Assembly for Wales, created in 1998, has power to implement secondary legislation for education and training and has responsibility for setting the Welsh National Curriculum. The Department of Education in Northern Ireland is responsible for policy development for its schools.

Until recently these jurisdictions had local authorities with statutory powers and responsibilities to implement national education policies. These were local education authorities (LEAs) in England and Wales and education and library boards (Elbe) in Northern Ireland. While LEAs still function in Wales, implementation of the 2004 Children's Act moved the local responsibility for schooling to the new Children's Services Departments. In Northern Ireland the creation of a single Education and Skills Authority will, from 2008, assume local administrative functions that had been performed by Education and Library Boards and Councils for Irish, Catholic and Integrated schools.

England maintains its system of local authorities having responsibility for education, although their powers have been progressively reduced in recent years. Each school has a governing body. About 90% of funds are delegated for local decision-making. About 7% of students attend private schools that receive no public funding. The overwhelming majority of schools are owned by LEAs or by church authorities, with little difference in the way the various kinds of schools receive funding from the public purse.

Developments that are transforming schools or school systems, with a focus on England

Literacy and numeracy: England has since 1997 sought to achieve high standards across an entire system of 24,000 schools and over seven million school students. To move from an underperforming system in the mid-1990s the government introduced an approach best described as 'high challenge, high support'. It was to be achieved through ambitious standards, devolved responsibility, good data, clear targets, access to best practice, quality professional development, accountability, and intervention in inverse proportion to success. Success was confirmed in the 2001 Progress in International Reading Literacy Study (PIRLS), with England ranked third among 35 countries. Outcomes have improved across the range of socio-economic settings.

Personalised learning: In 2004 the Minister of State introduced the concept of personalising learning in these terms: 'giving every single child the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence; it is the fulfilment of it'. Personalising learning is regarded as the key driver for the transformation of schooling: re-imagining the education system around the learning needs and talents of young people.

'New relationship with schools' has four components. First, 'intelligent accountability' which emphasises assessment for learning, bottom up target setting, and effective and ongoing self-evaluation in every school, combined with sharper-edged, lighter-touch external inspection and an annual school profile that complements data on performance. Second, a simplified school improvement process in which every school uses robust self-evaluation to drive improvement, and produces a single school improvement plan based on a smaller number of output measures. Every secondary school has a school improvement partner. Third, there will be improved data and information systems which give schools the chance to take control of the flow of information through an online ordering system, and align activity to ensure that data are 'collected once, used many times'. Fourth, the profile of each school will contain data about student performance and the school's own view of its priorities and performance. It replaces the annual statutory report to parents.

In 2005 the Department for Education and Skills released the White Paper on Higher Standards, Better Schools For All. It followed, in particular, the success of specialist schools at the secondary level and early progress in ‘academies’, which were previously low-performing secondary schools (200 are planned). A reform in the 2006 Education and Inspections Bill aims to provide the capacity for all schools to acquire a trust and become self-governing trust schools, funded by local authorities and supported by external organisations. Further changes to the local organisation of schooling are proposed, including the transformation of local authorities from being a provider of education to a commissioning role, with power to decide on the establishment or expansion of schools, and to intervene in schools with low student outcomes. While the 2006 Bill was primarily developed for the school system in England, some requirements, such as the policies on behaviour, discipline and healthy food, also apply in Wales.

Current issues related to the role of principals and school education

The decentralisation of many responsibilities to schools in England, Northern Ireland and Wales has changed the roles of headteachers and governing bodies. From 2004 in England, governing bodies were given more freedom and independence in managing their schools, under central government guidelines. The 2006 Education Bill has extended this freedom, allowing schools to decide to become trust or foundation schools. In Northern Ireland the dissolution of the local ELBs will mean that boards of governors, who are responsible for the financial management of schools, will report directly to the new Department of Education or Education and Skills Authority.

Changes have been made to the system of school inspection, in particular the role of Ofsted (Office for Standards in Education) in England. From September 2005, the inspection system changed from six-yearly to three-yearly inspections, with a greater reliance on self-evaluation, public reporting, and increased accountability of headteachers and governing bodies for standards and performance.

A new cadre of headteachers is emerging. These ‘system leaders’ are headteachers who are willing to shoulder system leadership roles to help ensure the success of other schools as well as their own.

2.15. United States of America

Key features of educational governance

While constitutional responsibility lies with the states, all levels of government – state, local and federal – play a role in schooling. The funding of American schools reflects the different roles taken by each of these, with 10% provided by the federal government and the remaining 90% by state governments and local sources. The federal government provides grants to the states, with conditions attached to the way in which funds may be used. There are frequent challenges in the courts around the constitutional requirement that no public funds may be allocated to church and private schools under the strict separation of church and state,

State and local authorities have the primary responsibility for schooling, including the development of regulations, policies and curriculum for schools in their jurisdictions. State governments regulate all levels of schooling, including licensing teaching staff and school principals. In many cases, they work in collaboration with state boards of education, which are bodies of appointed or elected citizens, and local school districts, to oversee state education policies, standards and guidelines. Except for Hawaii, each state is divided into local school districts headed by district boards that have the power to govern the school system within the state-legislated guidelines.

Developments that are transforming schools or school systems

President Bush worked with Congress to establish the No Child Left Behind Act (NCLB) of 2001. This act includes some major reforms for schooling designed to close the achievement gap for disadvantaged students and those from minority backgrounds. A particular focus is the teaching and learning of literacy in the early years of schooling, following the President's commitment that every child should be able to read by the end of the third grade. One important reform is the requirement for all states to implement accountability systems for all students in all public schools, based on the development of state standards in literacy and numeracy, annual testing for all students from grades 3–8 and annual progress objectives. Schools and school districts that fail to meet statewide adequate yearly progress objectives may be subject to corrective action. The most salient features of the NCLB include the increased

implementation of state-wide testing and accountability measures. This means that curriculum and testing are centrally developed at the state level.

Despite improvements in student achievement under NCLB reported by the federal Department of Education in 2006, this legislation has some controversial aspects. One reform that sparked particular debate among educators was the requirement for teachers to be highly qualified. This means that all teachers must hold at least a bachelor's degree, have demonstrated competence in the subject area(s) that they teach and be licensed by the relevant state government. The regulations for the certification of teaching staff had previously been developed at a state level. In some states, NCLB has required increased rigour in certification processes.

Another objective of NCLB is to increase parents' choice in selecting a school for their child. Students attending schools that have been identified as not reaching state performance objectives must be given the opportunity to attend a school with better performance in the school district, including publicly-owned, privately-run charter schools. Counties or districts are also required to offer funding for low-income students at poor performing schools to obtain external educational help, which may take the form of a private tutor. The provision of funding to provide low-income parents with more choice about their children's education stems from the increased flexibility in the use of funding that NCLB has allowed for states and school districts.

Another major development is high school reform, including measures such as high school exit examinations (with two court challenges in 2006), college readiness, the American Diploma project, increased rigour in curriculum, increased demand for state mandated courses in mathematics, science, and English language arts, standardised curriculum, and small schools. They are destined to have very broad impact on high schools (grades 9–12).

Current issues related to the role of principals and school education

The role of the principal in the United States is somewhat different from that in other decentralised education systems, where principals are responsible for most facets of the management of their school. In USA, the administration of schools tends to be shared between school superintendents, school boards

and school principals. The superintendent generally holds responsibility for the provision of education in schools in their district, which may include making decisions about teaching styles and materials. School boards and their superintendents are responsible for the preparation of budgets and ensuring that their schools function within the state legislative guidelines. The primary role of the school principal is to direct the day-to-day management of the school and, under NCLB, ensure that their students reach the Adequate Yearly Progress objectives.

All aspiring principals are required to receive certification from the relevant state body to be eligible to apply for available positions. While state governments are free to select their own standards for certification, over 40 states have opted to use the leadership standards, published in 1996, of the Interstate School Leaders Licensure Consortium (ISLLC), a collaboration involving 24 states and four professional associations to increase the quality of leadership in American schools and provide ongoing support to principals. State governments are able to adopt or adapt the ISLLC leadership standards for their principal certification system, which may also require aspiring principals to complete further education courses through a university or other accredited education provider. The use of the ISLLC leadership standards varies between the participating states. Some states have elected to use the standards, or an adapted version, for the certification and re-certification of school principals, whereas other states use them as the basis for induction and school leadership development programmes.

3 Re-imagining schooling: leadership voices

3.1 Workshop themes Brian Caldwell and Sylvia Paddock

Workshop 1: Transformation and innovation

Themes in discussion

1. There is a need for a common agreement within each nation and around the world that there should be equity in access to an education that provides opportunities for all students to succeed. There must be acceptance of diversity, so that each student is recognised as an individual and that flexibility in the curriculum and pathways in learning are set out. Excessive competition among schools and use of test results in the form of 'league tables' were identified as having negative effects on equity. Concerns were also expressed about inequities in funding and in access to and use of information technology.
2. There is a need across the world for a collective sense of responsibility for the education of its future citizens. This education should also be global in the sense that each student understands the world, in a personal way and in the opportunity they have to participate and communicate in a wider world. Teachers should be models of global citizens. Connectedness and interdependence should be modelled. There is a strong moral purpose in this that stands apart from competition between and within nations. Communities of professionals should be open at local, national and international levels.
3. There is a need for teacher development in these contexts and for a willingness to draw on demonstrated strengths from different parts of the global educational community. An international framework for leadership at all levels in education is both desirable and feasible. Principals require a clear sense of mission at several levels.

4. There should be recognition that students are leaders in the digital revolution and that information and communications technology can be a powerful tool for students to gain a deeper knowledge and understanding of their own and other cultures.
5. Indicators of success in schooling are too narrow to reflect the range of intelligences that should be nurtured in students. It is acknowledged that student aspirations are too low in some settings and that higher priority should be given to interpersonal relationships, the concept of working in partnership, and acceptance that learning and teaching should be a joyful experience for all. The pendulum effect of change was noted, swinging from centralisation and loss of professional autonomy to decentralisation and a strengthening of professional autonomy and back again. Achieving and sustaining a better balance of knowledge and creativity should be a priority. Skills-based learning, including thinking skills, can be accommodated in this balance. The responsibilities of global citizens should be addressed.

Recommendations

- There should be a global sense of moral purpose in education
- Opportunities for learning should be available to all on a global scale
- There should be an certificate in global citizenship. along the lines of the International Baccalaureate, possibly sponsored by UNESCO
- There should be a Bill of Rights for learning for all human beings
- Learning communities should be extended to include educators, members of the wider community, and politicians
- There should be networks on a global scale to facilitate the exercise of student voice on learning and its outcomes
- The quality of teacher and leader training should be improved
- There should be global dialogue to build knowledge and understanding of the strengths of different school systems
- iNet should create an online community of conference delegates

Workshop 2: Use of data

Themes in discussion

1. School improvement should be the prime aim of using data in schools.
Persevering with the use of school level data can empower teachers and

learners to challenge assumptions and improve the life chances of many children. In New Zealand, for example, when underperformance of the indigenous population was investigated teachers' assumption that the problem was due to low socio-economic background was challenged by the students' perceptions of poor relationships in the classroom. Training was put in place and shown to improve relationships. Subsequently, performance improved.

2. Consistent strategies and operational practices should be in place for the effective use of all kinds of student data with a strong focus on formative assessment. Data should be used in imaginative and non-threatening ways. The high costs of securing reliable data must be weighed against the impact of its use.
3. Data of various types – assessment results, value added, threshold analysis (UK) and appraisal – can contribute to performance management. With the battery of instruments currently available the key issue is to select appropriate means and engage teachers in a data-based reflection and discussion on their teaching practice.
4. A number of issues on the use of data need to be addressed, including:
 - Enriching the pool of data to include school context and individual students' well-being
 - Although systems with high equity and high performance are worthy of close investigation it should be taken into account that achievement is also shaped by context
 - Data ownership: does the school or the government own school data? Are data shared across the school or are they under the 'ownership' of individual teachers?
 - The fact that students in special schools record low levels of achievement on tests should not suggest that meeting their needs is not important
 - External assessment of young people can be harmful

Recommendations

- Data is power and school leaders have a responsibility to focus this power for the advantage of their learners. As part of their role, school leaders should have a thorough understanding of data at all levels – pupil, school and system

- Professional development (both pre and in-service) for school leaders and teachers should include how to interpret and use data to enhance student learning. Resources on these matters should be widely shared
- The appropriate use of high quality data is a form of empowerment; information on good practice should be widely shared
- School leaders nationally and internationally should seek to influence the link between data and policy formation
- There should be a balance between data for support and data for accountability. Practitioners and policymakers should make clear what and why they are assessing
- Assessment should help inform practice at the classroom level and improve teaching and learning
- Students should be involved in designing their own learning and monitoring their progress toward agreed targets. Data should be used to help students set their own targets
- Assessments should be broadened to include not only standardised testing but also formative and classroom-based assessments, assessment for the 'whole child' that should include happiness, lifelong learning commitment, intra-dependency, and environmental concerns. Also, assessment should measure creativity and critical thinking skills and should be shared globally

Workshop 3: Professional development

Themes in discussion

1. Professional development in the 21st century must address changes in classroom management, curriculum, pedagogical practice and ICT. Professional development should balance school personal needs. Approaches to appraisal should provide a balance of accountability and development.
2. Principals have a responsibility to guarantee the entitlement of all teachers to professional development, provide the structure for such development to occur, and ensure that teachers have a sense of ownership of the processes for their own professional development.
3. Teachers' professional development should include: time for reflection; discussions and collaboration between colleagues; strategies to motivate and inspire young people; pedagogical practices; extended 'apprenticeships',

research sabbaticals; and shared leadership. Mentoring and coaching and the use of consultants were viewed as important in modelling good practice and building a culture of high quality teaching.

4. Teachers should be expected to be active participants in a wide professional learning community and to plan for their professional and career development. Good practice in the profession should be disseminated within the school and across the system, for example through workshops, websites and publications.
5. Principals felt that appraisal frameworks should be transparent and that approaches to their design and delivery are important topics for pre- and in-service professional development. Student feedback was seen to have a role to play in teacher assessment.
6. The problems of attracting graduates to the profession will be alleviated if good professional development practices are assured. New teachers require expert guidance; those with less than five years' experience require peer-to-peer support.

Recommendations

- A culture of professional growth and the nurturing of professional relationships should be established around the world
- A framework should be developed for teacher improvement based on agreed international priorities. All countries should establish a national teacher awards programme to celebrate effective school leaders, classroom teachers and school support staff
- Principals should take control of this professional development agenda and seek to influence government policy. Issues of workload which prevent time for CPD should be addressed properly. School structures should be organised to allow good teachers to be rewarded, recognised for their skill and expertise, and developed in the wider career context
- Frameworks for performance appraisal and teacher professional development should be created to ensure that performance is evaluated against measurable targets and professional growth is recorded. Teachers should embrace a self evaluation culture
- Teaching preparation programmes should be restructured to prepare the future workforce of teachers to teach 21st century skills. Teacher

development should encourage the individual along two complementary strands: securing high level knowledge and building emotional capacity to cope with changing demands in the teaching role

- Teachers should have training in child development, the science of learning, and best practice research to help them understand the methods of delivery and interaction that are most appropriate to the particular age level of their students. A common culture and language of teaching and learning that allows teachers to collaborate, learn from one another and view teaching as a profession should be established
- Professional support at the beginning of teachers' careers should include an intentional professional development model which addresses needs at all stages of a teacher's career. Methods such as peer mentoring, coaching, peer observation, team-teaching, extended apprenticeships, research sabbaticals, shared leadership models and ample opportunity for reflecting on teaching practice are essential for creating a cohesive learning community

Workshop 4: System leadership

Themes in discussion

1. Moral purpose is the vision and driving force behind effective school leadership. It helps to focus school leaders on the importance of ensuring there is equity and excellence in learning for all students
2. How to implement a systemic model of school leadership that keeps moral purpose at its centre will and should vary from nation to nation. There was consensus, however, that such a model could be neither top down nor bottom up; rather, it must be a healthy balance of the two
3. The real challenge that remains is how we might take best practice at the school leadership level and use it to create healthy models of systemic change at a global level so that someday all students, regardless of geographic location, have equity and access to an excellent education
4. To have a systemic impact, effective school leaders must evolve their leadership model beyond themselves and the walls of their local schools, to include principal mentorships, apprenticeships, and networks of schools and school leaders that have a positive impact at both local and global levels
5. The evolution of systemic leadership is critical to the future of education

globally. It must be viewed by school leaders and school communities as a continuum of communication, collaboration, and collective responsibility fuelled with a sense of moral purpose for all schools

6. There was unanimous consensus that addressing the needs of 21st century learners is an urgent task globally. This could be achieved if school leadership abandons its current competitive model in favour of one which fosters collaboration and speaks of global harmony

Recommendations

- System leadership is difficult to define – therefore it should be contextualised. System leadership should allow for collaboration between high achieving and low achieving schools; this links strongly to the moral purpose and taking responsibility for the system. Competition should be diminished and the sharing of best practice embraced
- Stay focused on moral purpose – even it is against the law or policy, always do ‘what is good for Sue’. Moral purpose must be at the fore – for our parents, our students, our teachers, our governments. Moral purpose is defined as a compelling drive to do right for and by students through professional behaviours that demonstrate an intent to extend to others, to learn with and from each other
- Develop an awareness of your situation. Develop a plan of action. Overcome challenges to do what needs to be done now. Go beyond the necessary duties of your jobs as a principal to do what is important. Be a ‘moral subversive’, inspiring students through education
- School leaders should have the responsibility for ensuring equity. So, leadership should focus on student learning, curriculum and teacher performance in order to reduce in-school variation and resolve equity issues. Relevant and appropriate international partnerships should be created to reduce between-school variations
- The development of greater leadership capacity is essential. A range of recommendations were put forward to achieve this: establish collaborative networks of principals for innovation and mutual support – iNet to develop an international model of ‘fit for purpose’ partnerships; establish a global language around leadership and learning which reinforces similarities but does not neglect differences; establish a global cadre of mentor schools;

create a virtual learning community through which participants can learn and share; leading principals to take on a training role; explore ways in which leadership expertise can be used after retirement

- Distinguish between leadership and management in the role of the principal
- Each school should possess, as it undertakes change for improvement, a willingness to form guiding coalitions, shared leadership and collaboration

3.2 School case studies from interviews with workshop principals Jing Lei

Australian case study

The interviewee is the principal of a large upper state college in Queensland, Australia, which caters for over 2700 students.

What are the most important qualities of an excellent principal?

- a) be passionate about education and committed to working with teachers and the community.
- b) identify and provide an education that offers students knowledge and skills for the future: in achieving this, principals need to work with and learn from the expertise and experience of universities, researchers and practitioners.
- c) be approachable: principals need to make sure that everyone at the school feels comfortable to discuss ideas and make suggestions on how things can be improved. Principals should invite and value other peoples' opinions.
- d) set a vision based on the 'big picture', on long term objectives, research findings and governmental and community suggestions and demands: principals should also enable all stakeholders to work together to realise it.

What are the most important qualities that students should acquire in the future?

The most important quality that students should acquire is basic skills. There are two tiers of such skills. One is the traditional tier that involves literacy and numeracy. The second, equally important, set includes thinking skills, compassion, citizenship, global awareness, creativity, intrapersonal and interpersonal skills. An example of how the second tier of skills can be taught to students is the 'human rights' programme offered at the interviewee's

school. The programme provides the opportunity to students to examine their rights as global citizens and discuss the demands and pressures of today's world.

What are students' common issues and concerns?

Among the issues students have to deal with are adapting to rapid changes in society, and growing up in dysfunctional families and/or in poverty. These factors influence children's well-being and behaviour, and consequently their ability to learn.

How does your school help your students deal with these issues?

- a) it groups students in age-mixed groups: the participant's school is one of the few schools in Australia that does not group students according to age. Grouping is based on the subject taught. This way, children interact and learn from others of all ages.
- b) it builds good relationships between teachers, children and parents: it is important that all parties feel comfortable to talk to one another when matters arise. As long as good relationships are established between them, students will excel. The school promotes the three Rs, which don't only refer to the traditional reading, writing and arithmetic but also to 'relationships, relationships and relationships'.
- c) it develops a curriculum that interests and motivates students: a school's curriculum should include a range of extracurricular activities. The interviewee's school offers over 65 extracurricular activities including chess, dance, gymnastics, football and basketball, a computer club and literacy circles. This way the school tries to ensure that every student is given the opportunity to succeed and build her/his self confidence.

How are teachers selected?

There are two ways to appoint teachers in state schools. One is for teachers to apply for a post advertised by a school. Then the selection panel decides on whom to invite for an interview and rates the interviewees based on their performance during the interview and their teaching experience and skills. It appoints the candidate with the highest rating. The other way of appointing a teacher is for the school to request that one of its staff is appointed. In order for the school to raise such a request the candidate has to be working at the

school for a certain period of time. In Australia, teachers are more inclined to seek appointments in urban rather than rural areas. Consequently, rural areas suffer a shortage of teachers. In resolving this, the government obliges new teachers to teach two or three years in rural areas before transferring them to the city.

What are the most important educational reforms in your country/city?

In Queensland there are three key current educational reforms. The first is the introduction of a preparatory year, pre-school, for children at least four years old. The second is helping middle school students (age 10–15) through adolescence and preparing them for adulthood. The third focuses on helping students at age 16–17 who do not aspire to go to university to plan their future, and offering them training within the school. The government requires schools to develop a student education or training plan which is registered with a central authority. The plan is put together by students in collaboration with their teacher when they reach age 15: it analyses students' strengths and weaknesses and sets targets to be achieved within the next two years. Changes and adjustments to the plan can be made at any time. Although this is a resource-intensive process, the interviewee believes that it ensures that children 'don't slip through'.

Hong Kong case study

The interviewee is the principal of a Catholic secondary boys school with more than 850 students, 56 teachers and 20 teaching assistants. The interviewee began his career as a maths teacher and is now in his 12th year as the principal.

What are the most important qualities of an outstanding principal?

- a) engage with the system: principals have to see themselves and their school as part of the wider system. They should care about the improvement of their school but also about the improvement of other schools and of the system as a whole. In achieving this, principals have to collaborate with policymakers, practitioners and the local and wider/global community. They need to explore practices across the world and adopt ones that would benefit their school.
- b) learn from others: principals have to visit other schools and learn from their

practices. The interviewee has visited many schools and has adopted many of the practices he observed elsewhere. For example, from his school visits to Beijing and Shanghai, he adopted peer observation. Teachers at his school are now encouraged to observe each other and engage in a professional dialogue about teaching and learning.

- c) be an excellent manager: including being excellent in financial administration and personnel management.
- d) have a deep understanding of teaching and learning: the interviewee believes that a principal must be a good teacher. S/he must also be charismatic and have a positive influence on teachers.
- e) love your students: an outstanding principal must love her/his students. The interviewee told us that he loves his students and has high expectation of all of them.

As a principal, what are the major authorities in your school?

School principals in Hong Kong are able to make decisions on all issues. There are regulations that they must comply with, but in general there is plenty of flexibility.

The interviewee believes that authority should be exercised both top down and bottom up and that collective intelligence is the key in deriving the right decision. So, when issues are raised within the school, he firstly seeks the views of teachers and in certain occasions of the students' union and of parents; he then discusses his findings with senior teachers before making the final decision.

What do you think are the important qualities students should have in future?

- a) the four Cs – communication, cooperation, critical thinking, and creativity.

In Hong Kong, communication includes the ability to speak and write in two or more languages – in the interviewee's school students speak English, Cantonese and Mandarin. Cooperation means working with other people and establishing networks. Critical thinking refers to pupils' ability to critically evaluate and derive their own ideas and opinions.

The school employs a number of strategies and practices to equip students with the four Cs. The most important is the curriculum reform, which is part

of a broader reform agenda introduced in Hong Kong. Subjects focus more on liberal studies and generic skills. Attention is also paid to the informal curriculum in order to provide students with the opportunity to explore their interests and cultivate creativity. For example, during ‘Horizons Week’ students do not attend any formal classes but are required to participate in one or more of the activities offered by the school. These include, among others, camping, leadership training, sports interest groups and excursions within or outside Hong Kong.

- b) connect and learn from others: students should widen their perspectives by connecting and learning from students of other schools. The interviewee’s school has links with a number of schools in Hong Kong and China. At the time of the interview a group of students from a middle school outside Hong Kong were to visit his school. He believes that such activities offer students the opportunity to reach out and learn more about the world.
- c) be able to speak different languages: students should be able to speak other languages so that they can live and work in today’s global world. The interviewee hopes that his students will be fluent at least in Cantonese – their native language – English and Chinese. The school employs native English speakers to teach English and in some classes, two teachers are paired to co-teach parallel lessons using two different languages.
- d) employ a range of assessments: traditionally students were assessed through public examinations. However, more recently a variety of different assessments have been introduced such as coursework, homework, completing projects, and doing presentations that complement public examinations. These new ways of testing require schools to become more creative in their teaching.

Mauritius case study

The interviewee began his career as a teacher and was later promoted to a principal.

What are the most important qualities of an excellent principal?

- a) be a strategist: principals need to evaluate resources, assess the capabilities of their staff and their institution and develop strategies to maximise performance.
- b) be adaptive to changes: education is dynamic and principals must also be

dynamic. This requires creativity and innovation. Principals must always think ahead in order to bring transformation, and remember that although change is difficult it is attainable.

- c) involve parents and the community: all parties have an important role to play in children's education. Principals should involve and collaborate with parents and the community to ensure better quality.
- d) be approachable: everyone at the school should enjoy working with the principal.
- e) encourage children's different intelligences: all students have their own qualities. The interviewee believes, and has been advocating to both the government and the community, that all children can succeed; it is just that some are early and some are late bloomers.
- f) promote lifelong learning: Mauritius is a multiracial, multicultural society where a number of different languages is spoken. The goal of education is to ensure that all children, no matter their background, are given the opportunity to succeed in life. This is only feasible if children become lifelong learners.

What makes a good student? What are the qualities that students should acquire?

There is no such thing as a bad student – there are different factors that contribute to someone being a good student. We have to examine every child's background and circumstances and help them become a good student accordingly. The qualities that students should acquire are:

- a) hard work and discipline: students need to work hard, which requires discipline. Teachers should model good behaviour and be themselves hard working and disciplined.
- b) be able to speak many languages: students should be able to speak a range of different languages. This will enable them to communicate more effectively with one another and interact with people around the world. In Mauritius, 13–14 languages are taught in school. English and French are compulsory. Native speakers are usually employed to teach the other 11–12 languages.
- c) be flexible and adaptable: students should have a broad knowledge of different subjects – for example, even if they are not interested in becoming scientists, they should have a certain level of science knowledge. They should also have an understanding of themselves and of the community.

These will help them become more flexible and adapt easier to the different situations they encounter.

- d) be open to people and other cultures: students should be willing to share experiences with children from different countries, cultures and religions, and hold no biases.

What are the common issues and concerns, if any, for students?

The main issues facing students in Mauritius are: family break up – divorce rates are going up – drugs and AIDS. Counselling is one of the forms of support offered to students to help them deal with such issues.

How can we ensure high quality teaching?

- a) incentivise: providing incentives increases teachers' motivation. Certification after completing a training course is an example of such an incentive.
- b) professionalise: providing continuing training programmes to increase teacher professionalism is important. Professional development activities should include conferences and training overseas.

How are teachers selected?

All public servants are selected by the public service commission. Teachers apply for a post and, after consultation with experts, the government decides who will be appointed. However, there are many different types of schools in Mauritius - everyone in Mauritius is permitted to open a school – and so there are many different processes of appointing teachers. For example, the Roman Catholic church and the authorities in the Chinese community can appoint teachers for their schools. Private schools can also appoint their own staff – these schools charge fees and have their own admission policies.

Shanghai case study

The interviewee has been a principal of a boarding high school in Shanghai for about 20 years. The school has 1,700 students and 129 teachers.

What are the most important qualities of an outstanding principal?

- a) support students in reaching their potential: principals have to create the appropriate conditions. Principals should focus on developing the whole

child and supporting children in becoming lifelong learners. The interviewee and his staffs' efforts have proved fruitful in doing just that and their school has been identified as an "Exemplary School" by the Shanghai Municipal Education Bureau.

- b) respond to stakeholder demand: rapid societal and economic changes have a profound effect on public and in particular parental demands of the education provided to their children-. The interviewee believes that parents today expect excellent quality of education. Principals have to take into account and respond effectively to the needs of the society, parents and students.
- c) take an international and global perspective: the principal has to set a vision taking into consideration global needs. The interviewee pointed out that one of the learnings of the G100 was that education systems in different countries face similar challenges. Thus, he felt that it is important for principals from all over the world to open channels of communication so that they can learn from each other, share experiences, and work together.

What qualities should students possess for the 21st century?

At the interviewee's school the focus is to prepare students for the 21st century through the 'Three Independences'. These are: (a) independent management; (b) independent learning and creation; and (c) independent discipline. The school believes that the above qualities will develop lifelong learners that are able to adapt to social changes and contribute positively to society.

The school also aims to develop students' leadership and critical thinking skills. The principal told us that a group of the school's graduates, who were at the time students in top universities, told him that, when they compared themselves with other students in the university, their strong leadership and critical thinking stood out.

How can we cultivate the 'three independences' and leadership skills in students?

'Three independences' and leadership are cultivated through an enriched and diversified curriculum, a flexible testing system and high quality of teaching. In more detail:

Enriched and diversified curriculum: A diversified curriculum is offered to help students identify opportunities that best meet their individual needs and interests, realize their potential and develop their abilities. In addition to the subject core courses, the school offers a series of activities such as:

- lectures on various topics: these include lectures delivered by school staff but also by guest speakers such as renowned professors, educators, and experts
- activities organized by students: students are required to participate in various student organizations or special interest groups and lead and participate in different activities
- reading: students are encouraged to read extensively, especially the classics and foreign literature
- sports, music, and other activities: every student should be involved with at least one activity they enjoy. The school offers a variety of sport facilities to students such as basketball and volleyball fields, a gym, a swimming pool, running tracks, an ice-skating ring and so on that meet students' individual needs and interests. The school also partners organizations that organise activities in which students can participate. For example, one of the partner organisations often arranges discussions on current social topics and stages performances
- extensive curriculum: the school's curriculum consists of about 80 courses and covers a wide range of subjects and topics. Students are encouraged to choose courses according to their interests and classes run even with a limited number of participants (eight to nine students). Several advanced labs, including biochemical and physics, digital interactive, robotics, molecular biology and computer labs are available to support classes and cultivate student creativity

Another innovative practice identified at the school is the introduction of Question & Answer sessions. During these classes teachers are required to answer questions posed by students. Q&A allows students to raise issues that they feel inhibit their learning, develop their critical thinking and develop their questioning. Given that most Chinese teaching and learning is still very much teacher-centered with limited teacher-student interaction, the opportunity given to students in these sessions is invaluable.

Furthermore, the school provides opportunities for students to develop their leadership and organizational skills. This is achieved by giving the responsibility to students to organise several events including the student election, the end-of-year celebration and the graduation ceremony.

Last but not least, one of the important goals of the school's curriculum is to impart values to students that will help them become moral citizens.

Flexible testing system: students are given the opportunity to study during the summer and be tested in the beginning of the fall semester. If they are successful in their exam(s) they are able to progress to more advanced courses. For example, a Grade One student could study Grade Two course(s) during the summer holidays and if s/he passes her/his exam(s) s/he could progress to more advanced course(s) at once.

High quality of teaching: strong emphasis is placed on exploring effective pedagogical practices and improving the quality of teaching and learning at the school.

Teacher recruitment and evaluation

Teachers are appointed through the following process:

- an initial decision is made within the department that needs to appoint a new member of staff
- the decision is submitted to the school administrators, who review the departmental decision. They then submit their recommendations to the principal
- the principal makes the final decision

The interviewee emphasized the importance of recruiting outstanding new teachers – many of the school's teachers are graduates of top universities. Also, flexibility, and even breaking the rules when necessary, to ensure that the best candidate is appointed was seen as important. For example, during the interviewee's principalship there was a case when a teacher who was exceptional in his estimation applied for a post at the school. The candidate's qualifications however did not qualify her to teach in a high school, which led

to the school administrators to categorically reject her application. Despite these issues the interviewee appointed her. His decision proved to be right.

Teacher evaluation was seen as an essential part of teachers' professional development. The school assesses teachers on their morality and dedication to education. Evaluation data include teachers' own self-evaluation, and students and head of departments' evaluations of the teacher assessed.

How to successfully administer a school

In order for a school to be successfully administered, the leadership team should consist of strong members. They should set an example of what is expected in the school, support teachers through an effective professional development framework and model excellent pedagogical practices. An accurate self evaluation of the school's strengths and weaknesses is also essential as well as a clear idea of what the school needs to improve in the future and how it intends to achieve it. Gathering intelligence on schools with good practice, visiting and learning from them is also beneficial.

South African case study

The interviewee is the principal of a public high school in a small town in the south of South Africa. The school has 326 students and 10 teachers. It funds about 70% of its costs from parental contributions and fundraising. The interviewee had retired but decided to return to teaching because of his love for children and teaching. He told us: 'teaching is a part of my nature' and students are 'too important to get myself away from'.

What do you think are the most important qualities of an excellent principal?

- a) be passionate about children's education: the most important quality of an outstanding principal is to genuinely care about her/his students and their education
- b) be compassionate: principals must bring the best out of their students by rewarding, praising and encouraging them. They should also encourage students to praise and support each other. Principals must be aware and

have an understanding of individual students' backgrounds and needs and help them accordingly

- c) create a supportive learning environment: everyone from students and staff to parents should be encouraged and supported to learn. It is also important to recognise that learning takes place in different ways and to employ a variety of teaching and learning approaches to support every child's learning preferences
- d) connect with the outside world: principals must be willing to reach out and learn from others. The principal being interviewed attends conferences, meets principals from all over the world and creates networks of support. Using his own funds, he travelled to London to find a partner school. Although it proved difficult to identify a school that his school would most benefit from, his determination and commitment paid off and the partnership is providing extremely fruitful
- e) learn from others: there is no such thing as 'the best school'. All schools have their strengths and weaknesses and there is always something to learn from any school no matter what its performance. The interviewee told us that attending conferences allows him to learn about other schools' processes and practices and adopt the ones that most fit his school

What are the most important qualities that students should have?

- a) know that you have the same right to resources as everyone else: if students know that they have equal rights to resources and opportunities, they will feel empowered to fulfil their dreams.
- b) independent thinking: students should be able to analyse and evaluate information and come to their own conclusions. They should be able to accept that people have different opinions and that we all have the right to express them without fear or embarrassment. Students should also feel confident to express their own opinion.

How can we prepare students with these qualities?

- a) provide positive role models: we should inspire students with examples of people who have achieved their dreams. This way they learn, emulate and are empowered to follow their own dreams.
- b) engage students in life orientation programmes: these programmes should include work-based experience.

c) offer a wide range of extracurricular activities: at the interviewee's school these include a weekly information bulletin and an annual arts festival organised by students. During the arts festival pupils can pursue their interests and act, sing, or become sound engineers or stage managers. Students also have the opportunity to visit other schools. These visits benefit both students and the school as students make new friends, compare their school to other schools and are able to make suggestions for improvement to the principal.

How should teachers be selected?

In South Africa, the government is responsible for selecting and appointing teachers. The interviewee identified knowledge, skills and passion for education as the main criteria used for such selection. Although the school can suggest the candidates it sees as most suitable for the job, the final decision is made by the government. The interviewee argued that principals are better placed to select and appoint teachers than the government because of their deep understanding of their school.

Swedish case study

The interviewee is principal of a public upper secondary school in Sweden. He also works with the education administration to develop vocational programmes for Stockholm's 30 upper secondary schools. This work involves liaising with businesses and identifying the skills that employers require from tomorrow's graduates.

What are the most important qualities of an excellent principal?

- a) have high expectations from staff and students: the principal has to empower teachers to believe that they can lead and manage their classes and empower children to believe that they are capable of learning anything they wish to learn.
- b) be able to think strategically: as a leader, the principal needs to set a vision. The vision must be effectively communicated to all staff so that everyone understands why changes are taking place and implementation is coherent across the school.
- c) be able to encourage collaboration between colleagues and promote

teamwork: the principal should also be part of the different teams formed within the school, and play a different role in each team.

d) distribute leadership: the principal should involve both staff and pupils in the school's leadership and management.

How can we motivate students?

a) involve students in the process of setting their own goals and make them responsible for their own progress: in Sweden, every child has an individual development plan. Twice a year, teachers and parents work with pupils to assess the child's level of achievement, identify what s/he needs to develop and set targets for the next six months. Targets can refer to children's academic development – for example for reading, maths or science – but also to their behaviour and skills.

b) make connections between subjects and integrate several subjects in one theme rather than encourage students to undertake individual courses: for example, students can study English, social science, and maths together instead of just maths.

What makes a good student?

Good students are curious learners and schools must excite students' curiosity at all times. However, some schools fail to do so and in some cases they even kill it. As well as exciting students' curiosity, educators must help students understand why it is important to learn.

What are the qualities that students should have for the 21st century?

a) good communication skills: students must be able to communicate with different audiences and adapt to different situations. They should 'have a cap in one pocket, and a tie in the other' and use them accordingly.

b) being a global citizen: students in the 21st century should be able to live and work anywhere in the world.

How are schools in Sweden preparing students for the 21st century?

The interviewee is seeking input from business. He believes that business could provide valuable insights on what schools need to include in their curriculum. From his experience, employers value knowledge and skills but also put emphasis on employees' soft skills. Many schools in Sweden are

now providing students with training in problem solving, intrapersonal and interpersonal skills and effective collaboration. The interviewee also mentioned that businesses' long experience in training their workforce could help schools.

Are there any issues or concerns with students?

Many children come from dysfunctional homes or are diagnosed with learning difficulties or behaviour problems. Schools have different support systems to cater for these different needs. For example some children are offered extra support within the classroom, others follow separate classes or attend special schools. Support may also be organised differently at different times. For example, one day an extra adult might be used to help a child with special needs, while the next day support might be offered to the teacher on how best to manage his/her class and cater for that child.

UK case study

The interviewee is principal of a Catholic Technology College in North-East England that caters for 1100 students aged 11–18.

As a principal, what are your major responsibilities?

- a) distribute leadership: distributing leadership and establishing appropriate systems to empower school leaders to exercise their leadership were seen as the most vital responsibility of principals-. The term 'school leaders' here encompasses not only leaders who hold official leadership roles but all teachers. This is because, according to the interviewee, all teachers are leaders of their classrooms.
- b) enable students to take up leadership roles: students studying at advanced levels have their own leadership team and they virtually run the programmes themselves.
- c) appoint the best: a principal, with the help of others, must be able to identify talent and ensure that the best teachers are appointed.
- d) set a vision: the principal has to set a vision and involve the school community in formulating it. This way people feel that they have ownership of what the school is trying to achieve and are motivated to realise it.

As a principal, what are your current concerns?

- a) ensure that no one falls into 'comfort mode': the principal has to keep pushing things forward, ask pertinent questions, talk to people and discuss issues. Also, in order to achieve excellence, staff need to feel appreciated. The principal must recognise, praise and reward good work. Praise is particularly effective when it is targeted at an individual's progress in areas that were previously identified as weak.
- b) leadership succession: teachers in the UK find principalship unattractive, which has led to a shortage of headteachers. The interviewee tries to ensure leadership succession by involving teachers in the school's leadership and management.

What qualities should students have?

- a) have good interpersonal skills: a good student is able to relate to other people.
- b) think critically: every teacher's aim should be to develop students' critical thinking. Students should be encouraged to develop and contribute their own opinions in the classroom that are based on evidence and not assumptions.
- c) be adaptable: students should be able to adapt to the rapid worldwide changes. They should be prepared to learn new skills, be willing to take risks, have spiritual resilience and confidence in themselves, and a regard for other people.

What are the common issues facing the school, if any, with regard to students?

The interviewee was unable to identify any common issues facing students. He believed that every student has her/his own problems. In order to help students the school has put in place a support system, which has been judged 'excellent' by the English inspection regime. Among other elements it includes a special needs department, visits from psychologists, and links to a range of services. The interviewee believes it is critical to create a safe environment where students feel comfortable to discuss their problems for the support system to be successful.

Is the main purpose of leadership to improve teaching?

Teaching is important but there is a danger that teaching can be simply

seen Leadership should focus on learning. Learning is more important than teaching. There is a danger that teaching is perceived simply as demonstration, which of course it isn't.

The role of leadership in learning is to ensure that learning is personalised for all students. At the interviewee's school, learning is personalised through the use of student data, the development of a flexible curriculum and clear evaluation cycles. Emphasis is also placed on creating an environment conducive to learning: classrooms are clean and stimulating.

If students enjoy learning at school, they are more likely to continue learning for the rest of their lives. Even if students haven't been successful at school, if they are confident and they are praised and encouraged, they will become lifelong learners and are more likely to re-engage in education later on in life.

What is the relationship between your school and local government?

The relationship between the school and local government is one of collaboration. The two parties share information and expertise and seek advice from one another.

How can we motivate teachers?

The most effective way of motivating teachers is by developing their professionalism. Professionalism brings job satisfaction. It is also important that the principal, the government and other agencies ensure that teachers are adequately rewarded – in the UK, a new professional structure, upper pay scales and teaching and learning rewards have been established in order to motivate teachers.

How can we ensure high teaching quality?

Encouraging people to come up with new ideas and take risks, monitoring teachers' and students' progress and evaluating practice can all enhance the teaching quality. Also, evidence based evaluation can be the vehicle for changing bad classroom practice as teachers do not feel misjudged and are more willing to make changes in their practice and improve. The school also needs to encourage collaboration between teachers and create an atmosphere where teachers feel valued and supported.

Conducting classroom research can also improve teaching and serve as a filtering system of good and bad practices. At the participant's school every teacher must conduct one piece of action research on teaching and learning a year. The goal is for teachers to arrive at informed conclusions and make decisions about their practice based on evidence. Action research allows teachers to reflect on their teaching and on their students' learning, recognise what works and decide on what practices should be repeated or continued and what should be adjusted or discarded.

4 A manifesto for the future of schooling

4.1 Communiqué from the international workshop for school principals The workshop principals

We, a group of 100 principals from 14 countries met at the National Academy of Education Administration (NAEA) in Beijing, China 16–19 October 2006 to discuss the transformation of and innovation in the world's education systems. The workshop was organised by iNet, the international arm of the Specialist Schools and Academies Trust (SSAT) and NAEA, with the support of HSBC. Our mandate is based on three points:

- The schools we are privileged to lead are regarded by others as outstanding
- Collectively we represent the voice of many school systems around the world
- We believe that there should be a global sense of moral purpose in education

We hold the following truths to be self-evident:

1. Vast inequality exists within schools, between schools, and between school systems in the world. Such inequality is morally unacceptable and practically detrimental to the common good of all human beings. While social, economic and political factors are the primary causes, effective school leadership and classroom practices can significantly ameliorate their negative effects on student achievement
2. Global economic integration and the advancement of information, communication, and transportation technologies have shrunk the world into an interdependent and interconnected village. Harmony in this village is vital to the continuation and further prosperity of the human race
3. Children are differently talented and schools should strive to cultivate different talents and help all children realise their potentials. Our privileged task as educators is to help them expand their horizons and their understanding of what it is possible for them to achieve

4. School leaders are at the forefront of educational innovation and transformation. They can have a powerful impact on the quality of education their schools provide for their students. Working together, they can transform their systems
5. Education systems and schools in different cultures have developed effective practices and policies. These practices and policies may be unique to their own contexts but are invaluable sources of inspiration for others. There is an emerging global agenda for educational reform based on the personalisation of learning, the professionalisation of teaching, networking and collaboration and the intelligent and ethical use of data. Leadership has the ability to mould these drivers for transformation to the context of their schools and school systems

Hence, we suggest the following to all our fellow principals worldwide:

1. All schools must provide high quality education to all students. The quality of schools and school systems should be judged by their ability to both raise the achievement and reduce the negative impact of social economic and other background factors on the learner
2. All schools must take the responsibility to prepare learners through curriculum provision as global citizens who are capable of negotiating cultural and linguistic differences, respectful of others and aware of their interdependence
3. All school leaders must embrace the personalisation of learning as a means of enabling every student to reach their potentials, to learn how to learn, and to share responsibility for their own education
4. All schools must expand their definition of success to include more than student performance in academic subjects (despite difficulties in meaningful measurement). But we still affirm the importance of basic skills in laying the foundations for a successful education
5. All school leaders must recognise their moral obligation and powerful influence with their students and staff. They can thus act responsibly and energetically to develop a school culture that is outward looking in engaging with the wider community, as well as developing the school as a professional learning community

6. All school leaders must become active members of global networks of educational transformation. Through these networks, they contribute to and benefit from an international repertoire of knowledge and expertise because their responsibilities are not only limited to the well-being of students in their own schools, but children in other schools and other nations

We would also like to support policymakers and the business community in the discharge of their responsibilities in the process of transformation and urge them to:

1. Recognise there is urgency at a global level that, in order to address the needs of 21st century learners, they should support the transformation of school education from a negative competitive approach that prevails in many settings to one that fosters collaboration and cooperation and promotes global harmony
2. Help us to take best practice at the school level and use it to create healthy models of systemic change at a global level, so that all students regardless of geographic location have equity and access to an excellent education
3. Ensure that outmoded institutions or attitudes do not inhibit the ability of teachers and school leaders to focus on professional solutions to learning challenges
4. Ensure that able and passionate people are attracted to and prepared for teaching and school leadership and are provided with conditions of work that support continuing professional development, that ensure their long-term commitment and capacity to achieve success for all students
5. Provide schools with authority and responsibility to use all of the resources available to them in a way that will best meet the unique mix of needs that may be found in each local setting, reflecting the principle that decisions should be made as close to the student as possible
6. Ensure that moral purpose is at the fore of all educational debates with our parents, our students, our teachers, our partners, our policymakers and our wider community

We define moral purpose as a compelling drive to do right for and by students, serving them through professional behaviours that raise the bar

of achievement and narrow the gap between the advantaged and the disadvantaged, and through so doing demonstrate an intent to learn with and from each other as we live together in this world.

The Workshop Principals

18 October 2006

4.2 The prospect² David Hopkins and Yong Zhao

As we have seen, the international workshop for school principals proved to be a productive and seminal event. So much so that iNet is committed to repeating the event in 2008 and on a biennial basis thereafter. iNet will also be developing the themes identified in the communiqué as part of its ongoing work programme.

The value of such events is that they contribute to a global dialogue about the future of schooling. In doing this they do not simply reflect on what has been: they outline a prospect of the 'good society' and delineate a pathway towards it. Such a discourse demands principled and committed action as seen in the communiqué in the previous section.

As we look forward to the next workshop there are two clear messages that we need to take with us from the Beijing event and that are highlighted in the communiqué:

- The globalised economy demands a diversity of talents. Each nation's schools need capitalise not only on their strengths, but also on their flexibility, openness, and tolerance. Although preparing citizens for the global economy is not the sole aim of education, it is certainly an important one
- In light of that, we need to remember that there are intolerable gaps in the quality of education between the rich and the poor, between inner-city students and those in the suburbs, and in different racial groups

So in light of what we learned at the workshop – what should we do? In concluding, there are five lessons that we personally took away from the workshop.

Moral purpose

The first thing that we, as educators, must do is to ensure that our practice is imbued with moral purpose. Without that, as is clearly seen

²Some of this concluding section is from *Education in the Flat World: Implications of Globalisation on Education* by Yong Zhao and published in Phi Delta Kappa's *Edge Magazine*.

in the communiqué, there would not be the passion to proceed or the encouragement for others to follow. It is impossible to ignore the fact that there is too much variation in educational quality and deprivation is still too good a predictor of educational success, which means that too many children are not given the opportunity to succeed.

Spread the word

Fourteen countries were involved in the international workshop for school principals. Although this is a good start, there are not only many countries that did not participate but it is likely that some will never even have heard about it. What we need to ensure is that participation in and the learnings of the International workshop for school principals are not limited to what could become a small elitist group. As more countries and educators become involved, the evidence on how we can improve education and children's future around the world will become stronger. We should develop an 'educational epidemic' to ensure that these good ideas spread rapidly across the world.

Change our mindset

We need to change our mindset to a global one. In so doing we also need to accept the reality of globalisation and seek opportunities to progress it rather than get distracted by problems of the past.

A child born today will be entering society as an adult in 2027, and the changes that can take place in those 20 years will be dramatic. Consider the last 20: the collapse of the Soviet Union and the end of the Cold War, the invention and coming of age of the internet, the formation and expansion of the European Union, the rise of China to the world's third largest economy, the addition of some 40 new member states to the United Nations, and the first and second Gulf wars, to name just a few.

We don't know what the future will require of our children, but we can prepare them for it. A global mindset is vital.

Prepare global citizens

Citizens must be able to competently negotiate cultural differences, manage multiple identities, comfortably interact with people from different cultures, and confidently move across cultures as well as the virtual and physical worlds. To do so, they need a deep understanding of the interconnectedness and interdependence of all human beings, cultural knowledge and linguistic abilities that enable them to appreciate and respect other cultures and peoples, and emotional and psychological capacities to manage the anxiety and complexity of living in a globalised world. However, this does not mean that we should ignore the importance of context and local and national identity. The danger is not cultivating them. By suppressing them it is likely that we will make them dangerously stronger.

Many schools will need to reconfigure their curricula, develop or adapt a curriculum framework, identify teaching materials, recruit or retrain professional staff in international education and foreign languages, organise international experiences for students, and offer courses in these areas.

Some of these tasks can only be accomplished with substantial investment and policy changes, but schools can begin by:

- Learning more about globalisation, international education, and foreign language education
- Developing, with the help of technology, international partnerships of schools
- Offering foreign languages through online instruction, if needed
- Engaging in teacher and student exchanges

iNet is committed to helping schools around the world work in these ways.

Cultivate diverse talents and involve students in the process

We must also help children develop their multiple intelligences. Although one cannot teach creativity, one can kill it – through standardisation, conformity, and a monolithic view of intelligence. To limit the power of schools in stifling creativity, we must:

- Broaden the definition of success: schools must purposefully define student success in broader terms and celebrate diverse talents and accomplishments
- Keep, and even increase, programmes in the arts, music, sports, literature, humanities, and digital citizenship
- Allow high school students to choose from a set of different specialisations – including art, sports, humanities, language, technology, maths, and science – rather than require them all to do the same things
- Cultivate learning by developing students’ metacognitive skills
- Encourage student voice

Finally, we are conscious that globalisation has become a crisis in many parts of the world. Interestingly, the Chinese word for crisis means both ‘danger’ and ‘opportunity’. How globalisation will affect us and the future of our educational systems depends on how we face the challenges. Policymakers, teachers, the public and especially education leaders, must come together to face this crisis. Together, we need to consider how to educate our students to become valuable contributors to the integrated and interdependent global economy – to be respected, loved, but not feared, neighbours in the global village. This is what iNet is committed to doing and what in some small way the concept behind the international workshop for school principals will help achieve.

Mission of the Specialist Schools and Academies Trust

The Specialist Schools and Academies Trust works to give practical support to the transformation of secondary education in England by building and enabling a world-class network of innovative, high performing secondary schools in partnership with business and the wider community.

iNet

iNet (international networking for educational transformation) is the international arm of the Specialist Schools and Academies Trust. Its mission is to create powerful and innovative networks of schools that have achieved or have committed themselves to achieving systematic, significant and sustained change that ensures outstanding outcomes for all students in all settings

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