



Transformation and innovation
System leaders in the global age

G100 - Manifesto

Edited by David Hopkins, HSBC PwC Chair of International Leadership

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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

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

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.

GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...

We have generated substantial practical knowledge about how to improve both schools and systems

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THE PAST, PRESENT AND FUTURE OF SCHOOL IMPROVEMENT AND SYSTEM REFORM

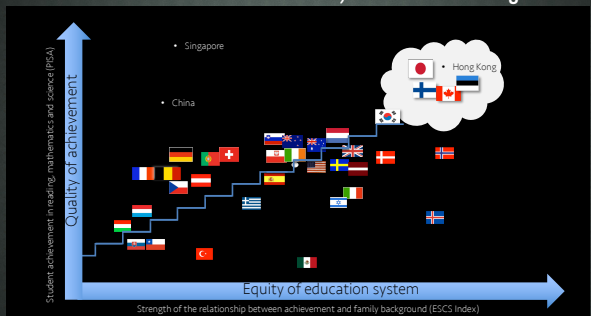


SIR MICHAEL BARBER

"It was the school effectiveness research in the 1980s that gave [us] increasingly well-defined portraits of the effective school that led in the 1990s to increasing knowledge of school improvement (i.e. how to achieve effectiveness).

In the same way, we have in the last decade begun to learn far more about the features of an effective educational system, but are now only beginning to understand the dynamics of improvement at system level"

HIGH EXCELLENCE, HIGH EQUITY



6 | THE SECRET OF HIGH PERFORMING SYSTEMS: WHAT TO DO

"What these high performing systems (and schools) do is focus relentlessly on:
ensuring high instructional quality
while
reducing variability in the quality of instruction for every student"

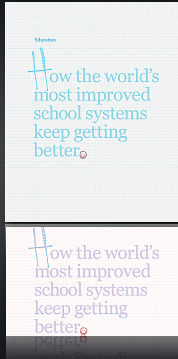


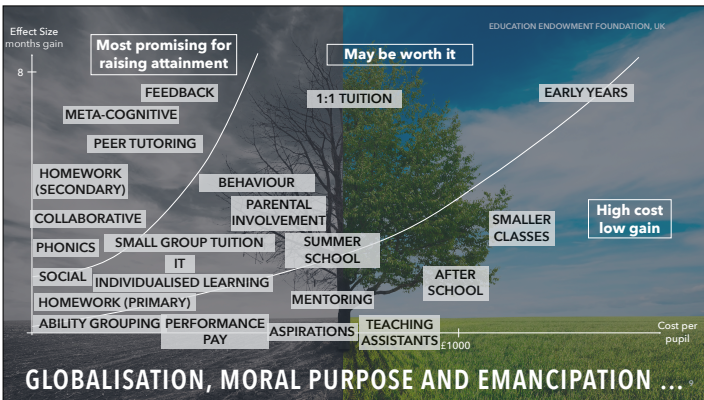


- The quality of an education system cannot exceed the **quality of its teachers**
- The only way to improve outcomes is to **improve instruction**
- High performance and **Equity** requires every child to succeed

Four stages of improvement were identified as well as stage dependent intervention clusters:

1. "poor to fair" - ensuring basic standards
2. "fair to good" - consolidating system foundations
3. "good to great" - professionalising teaching and leadership
4. "great to excellent" - system led innovation





GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...



PASI SAHLBERG

Global Educational Reform Movement - GERM

- Standardisation
- Focus on core subjects
- Search for low risk ways to reach learning goals
- Use of corporate management models
- Test-based accountability policies

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GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...



Focusing on accountability (vs capacity building)

Individual Quality (vs Group Quality)

Technology (vs instruction)

Fragmented (vs systemic)

Choosing the wrong drivers for whole system reform

Michael Fullan

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GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...

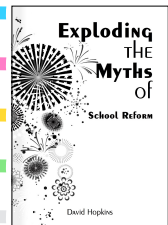
The myth...that achievement cannot be realised at scale for all students

The myth...of school autonomy and the reality of change

The myth...that poverty is a determinant of student and school performance

The myth...that it is the curriculum rather than the learning that counts

The myth...that teaching is either an art or a science - it is both



The myth...that external accountability results in sustained school reform

The myth...that innovation and networking always add value to school reform

The myth...of the contribution of charismatic leadership to school reform

The myth...that "one size fits all" in implementing school reform

The myth...that market forces drive education excellence

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GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...



Why is your job so hard...
Jurgen Habermas may have the answer

Why is your job is so hard?

- Political imperatives rarely match accurate system diagnosis
- History of weak implementation means that system foundations are not uniformly in place nor are being built on
- The narrative of reform although evident at particular points has not been sustained over time
- Because of its antecedents, teaching has struggled to establish a professional culture built on diagnosis, specifications of practice, collaboration and research
- Bureaucratic rather than systemic organisational structures and cultures continue to dominate

GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...



How to explain the dissonance...

Paulo Freire once remarked

"... methodological confusion can always be related to ideological error"

so too with school improvement!

The tension in contemporary school improvement and system reform efforts is commonly attributed to a tension between 'Top Down' and 'Bottom Up'

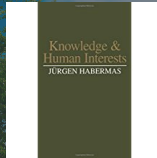
Top Down = Outside In = Positivism

Positivism in terms of school improvement, as with GERM, is related to top down initiatives designed to result in short term measurable gains against largely politically defined criteria.

Bottom Up = Inside Out = Interpretive Approach

The Interpretive Approach acknowledges that reality is constructed through the meanings and actions of individuals. So the goal of school improvement becomes the creation of a harmonious school culture

This dichotomy is rather simplistic as Jurgen Habermas argued



'Critical Theory' that Habermas posits as a third perspective addresses the weaknesses of both 'top-down' and 'bottom-up'

Habermas' Tri - Paradigmatic Framework

Type of Human Interest	Kind of Knowledge	School Improvement Focus
Technical - Top Down - Prediction and control	Instrumental - Causal explanation and empirical knowing	Is short term , using bureaucratic policy options and narrow outcome measures
Practical - Bottom Up - Interpretation and understanding	Practical - Understanding and giving meaning	Is on process and culture and on creating a harmonious school environment
Critical - Transformation - Critique and liberation	Emancipatory - Critical knowing that combines reflection and action	Is authentic , with an emphasis on student learning, intervention and empowerment

Critical Theory

Critical theory acknowledges the sense of frustration and powerlessness that many feel as they see their personal destinies out of their control, and in the hands of (often unknown) others... In the exploration of the nature and limits of power, authority and freedom, critical theory claims to afford insight into how greater degrees of autonomy could be available.

Making available 'greater degrees of autonomy' marks out critical theory's true distinctiveness: its claim to be emancipatory. Not only does it provide enlightenment (deeper awareness of your true interests); more than that (indeed, because of that), it can set you free.

The concept of emancipation - enabling people to exert more influence and direction over their own lives - is central to critical theory and to authentic school improvement.

Emancipation



Stenhouse saw the solution as a process of emancipation –

“My theme is an old-fashioned one – emancipation . . . The essence of emancipation as I conceive it is the intellectual, moral and spiritual autonomy which we recognise when we eschew paternalism and the role of authority and hold ourselves obliged to appeal to judgement.”

GLOBALISATION, MORAL PURPOSE AND EMANCIPATION ...

We can be heroes

“The most beautiful thing you can wear is confidence”

David Bowie wasn't born brave, but choosing confidence is vital in an uncertain world

(ii) Professionalising Teaching

*"Teachers as researchers,
schools as learning communities"*

Enhanced repertoire of learning & teaching strategies

Evidence based practice through Instructional Rounds

Collegial & peer-coaching relationships

Tackle within school variation

"Powerful Learning Protocols"

Teachers work in peer-coaching triads to enhance the precision of their professional repertoires using protocols based on the Theories of Action derived from the Instructional Rounds.



(iii) Building Intelligent Accountability

"Balancing internal and external accountability and assessment"

Moderated teacher assessment and AfL at all levels

'Bottom-up' targets for every child and use of pupil performance data

Value added data to help identify strengths / weaknesses

Rigorous self-evaluation linked to improvement strategies and school profile to demonstrate success

"Professionally driven school review"

Development of 'authentic' approaches to systemic school improvement in some states based on student progress data, self-evaluation and peer review.



(iv) Networking and Collaboration

"Disciplined innovation, collaboration and building social capital"

Best practice captured and highly specified

Capacity built to transfer and sustain innovation across system

Keeping the focus on the core purposes of schooling by sustaining a discourse on teaching and learning

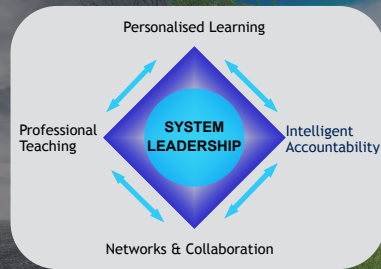
Ensuring equity, diversity and thriving communities

"Clusters built on cross school Professional Learning Communities"

School networks in South Australia and Victoria that develop exemplary curriculum and pedagogic practices and share with others.



4 drivers mould to context through system leadership



System Leadership: A Proposition

“System leaders’ care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap(s). Crucially they are willing to shoulder system leadership roles in the belief that in order to change the larger system you have to engage with it in a meaningful way.”

THE WORLD EXPERT IN YOUR SCHOOL... →



YOU!



David Hopkins

David Hopkins is Professor Emeritus at the Institute of Education University College London and Chair of Educational Leadership at the University of Bolton.

He is a Trustee of Outward Bound and the charity 'Adventure Learning Schools'. David holds visiting professorships at the Catholic University of Santiago, the Chinese University of Hong Kong and the Universities of Cumbria, Edinburgh, Melbourne and Wales and consults internationally on school reform. Between 2002 and 2005 he served three Secretaries of State as the Chief Adviser on School Standards at the Department for Education and Skills.

Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound Instructor.

David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas. His recent book *Exploding the Myths of School Reform*, completes his school improvement trilogy; the previous two books being, *Every School a Great School* and *School Improvement for Real*. David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.

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