

**RESPECT THE PAST
LEAD THE PRESENT
SECURE THE FUTURE**

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

**RESPECT THE PAST
LEAD THE PRESENT
SECURE THE FUTURE**

Systems...
significant progress over recent decades

Improvement "know-how"...
significant growth over recent decades

Guidelines
future practice, policy and research

Your job...
very difficult but Jurgen Habermas may have the solution

Debates...
rage over which policies and strategies work

Progress...
impeded by the debate

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**RESPECT THE PAST
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The world's educational systems have made significant progress over recent decades

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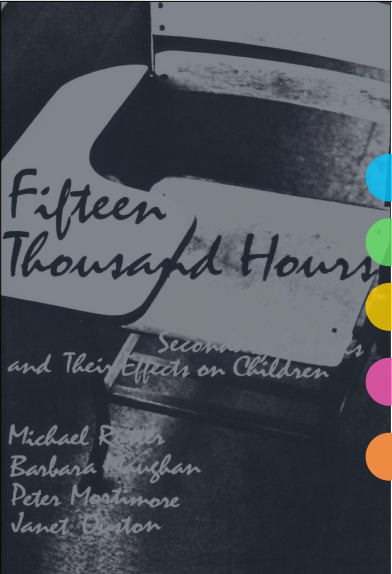
**SPUTNIK 1
СПУТНИК 1**

4th October 1957

Sixties: Decade of Curriculum Reform

Seventies: Implementation

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Effective schools...

- the degree of academic emphasis
- teacher actions in lessons
- availability of incentives and rewards
- good conditions for pupils
- extent to which students can take responsibility

= ethos of an effective school

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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”

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PHASE ONE: Understanding the organisational culture of the school

- The legacy of organisational development research
- The cultures of the schools and the challenges inherent in change

PHASE TWO: Action research and individual initiatives (at the school level)

- Teacher research and school review
- Research programmes such as the RAND study, the ‘special strategies’ studies, and the OECD International School Improvement project

PHASE THREE: “Comprehensive” approaches - Success for All etc

PHASE FOUR: Building capacity for student learning at the local level and the continuing emphasis on leadership

- Professional learning communities and networks
- Recognising the continuing importance and impact of leadership

PHASE FIVE: Towards systemic improvement

- The influence of the knowledge base and the impact of international benchmarking studies
- Differentiated approaches to school and system reform

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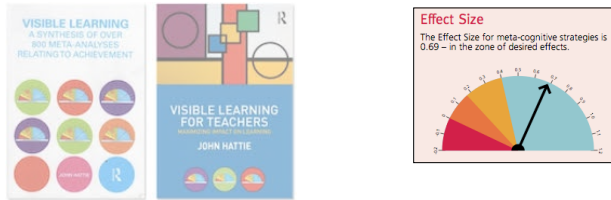
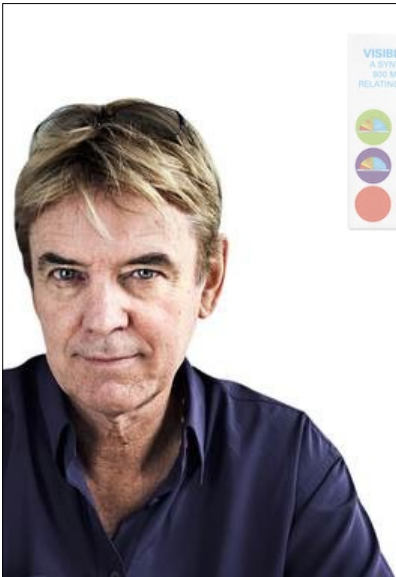
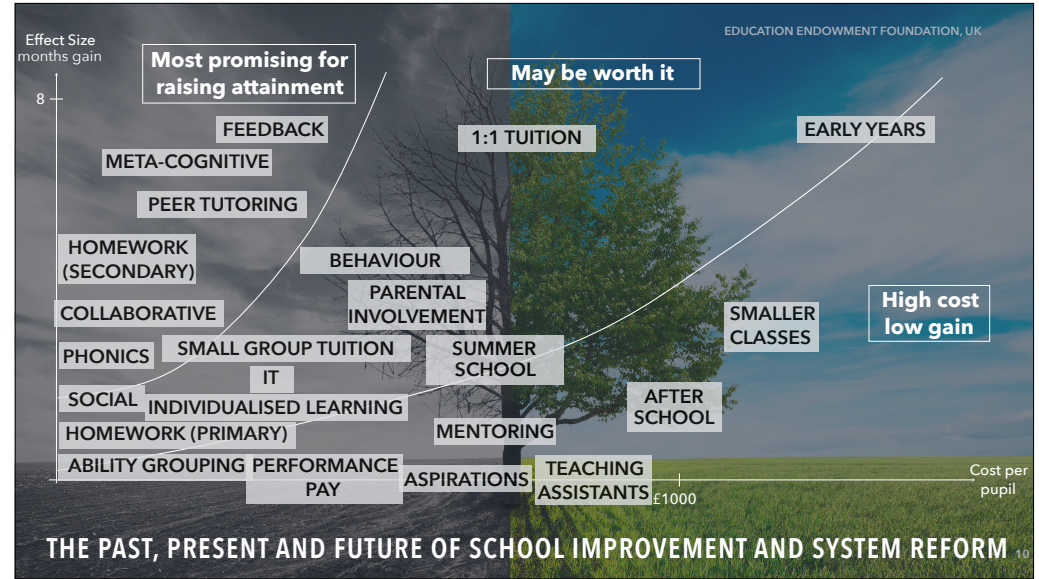
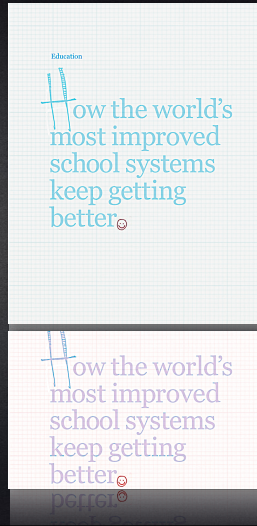


We have generated substantial practical knowledge about how to improve both schools and systems

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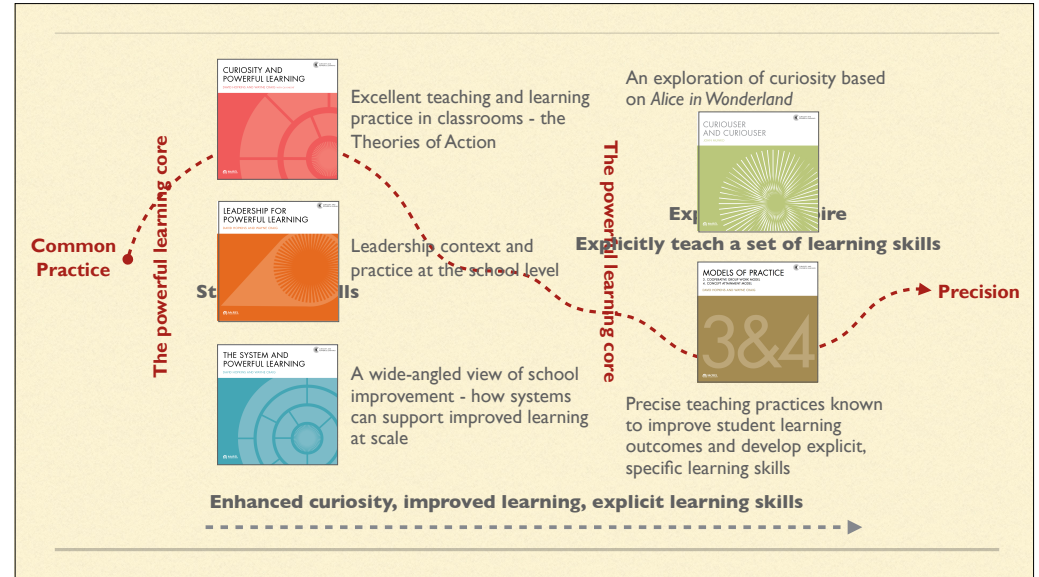
Four stages of improvement were identified as well as stage dependent intervention clusters:

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



- Teachers (and schools) must stop over emphasising ability and start emphasising progress
- Stop seeking evidence to confirm their prior expectations
- Seek evidence to surprise themselves
- Find ways to raise the achievement of all
- Be evidence-informed about the talents and growth of all students

HIGH EXPECTATIONS



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Yet debates still rage over which policy levers and strategies actually make the difference



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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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CSE CENTRE FOR STRATEGIC EDUCATION
POLICY RESEARCH, THEORY AND PRACTICE

seminar series 204

Choosing the wrong drivers for whole system reform

Michael Fullan



Focusing on accountability (vs capacity building)

Individual Quality (vs Group Quality)

Technology (vs instruction)

Fragmented (vs systemic)

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Raise the professional status of teachers

Reduce the disparities between Australian schools

Design a 21st-century curriculum

Promote flexible learning arrangements focused on growth

Identify and meet the needs of children on trajectories of low achievement



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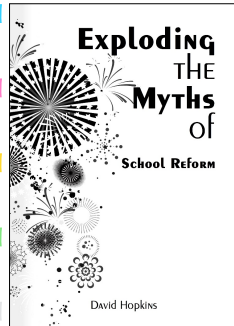
The myth...that achievement cannot be realised at scale for all students

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

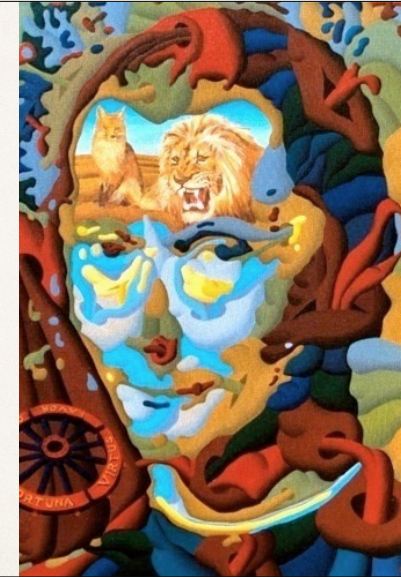
The myth...that "one size fits all" in implementing school reform

The myth...that market forces drive education excellence

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Machiavelli The Prince

"But since it is my object to write what shall be useful to whosoever understands it, it seems to me better to follow the real truth of things than an imaginary view of them. For many republics and princedoms have been imagined that were never known to exist in reality"



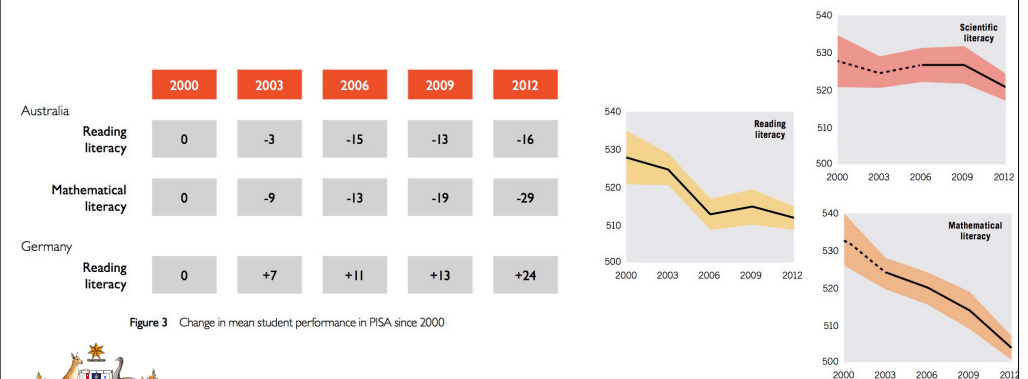
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Sadly the consequence of this 'debate' has been to slow student achievement at the system level

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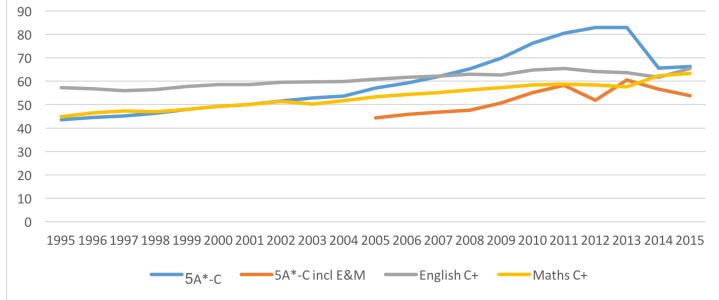
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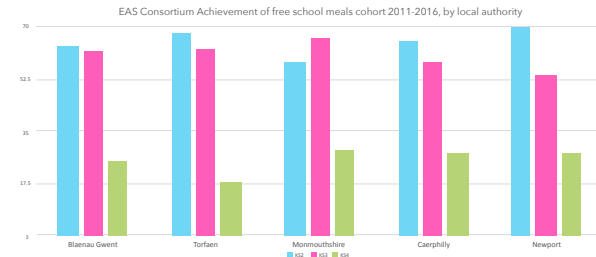
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Main metrics 1995 - 2015

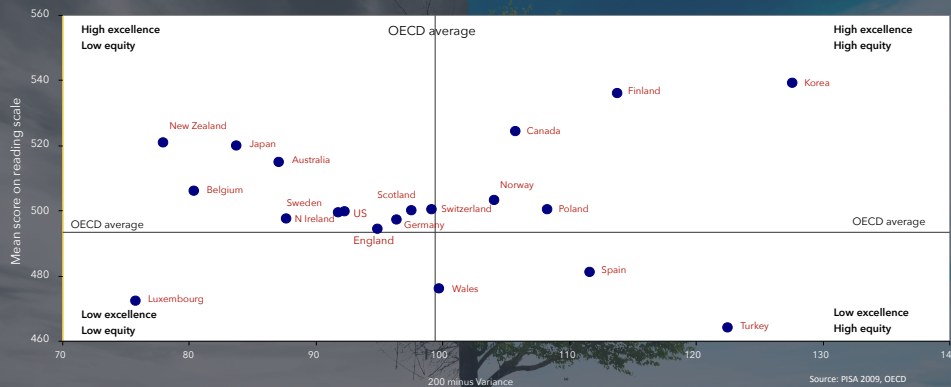


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Poverty and Educational Achievement



High Excellence High Equity - Raising the Bar and Narrowing the Gap



(a) Total variance (between and within schools) is expressed as a percentage of the average variance in student performance across OECD countries. The OECD average is 101. For this chart, the variance is displayed as 200 minus variance, i.e. a country with a high relative variance of 120 will appear on this chart as 80 to the left of the chart.

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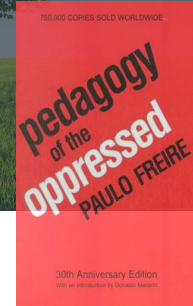


Why is your job so hard...
Jurgen Habermas may have the answer

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

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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'

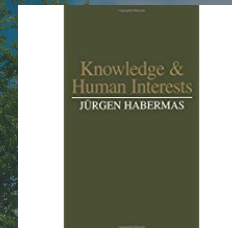
Top Down = Outside In = Positivism

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.

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We can be heroes

"The most beautiful thing you can wear is confidence"

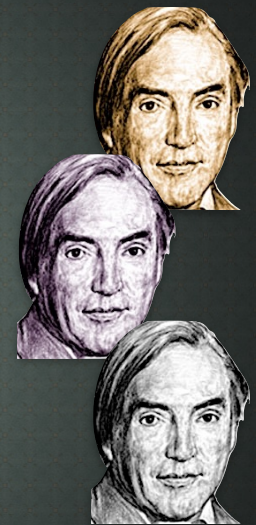
David Bowie wasn't born brave, but choosing confidence is vital in an uncertain world

Emancipation at Three Levels

At the level of the **student**, emancipation refers to the ability to stand outside the teacher's authority on forms of knowledge, and to discover and own it for oneself.

The route to emancipation for the **teacher / lecturer** is through adopting a research stance. There are two aspects to this: first, that research is linked to the strengthening of professional judgment and to the self-directed improvement of practice; second, that the most important focus for research is the curriculum in that it is the medium through which knowledge is communicated in Universities.

The knowledge we teach in **Universities** is won through research; and such knowledge cannot be taught except through some form of research-based teaching.



This leads to a re-formulation of the principles for 'authentic' school improvement and system reform as follows -



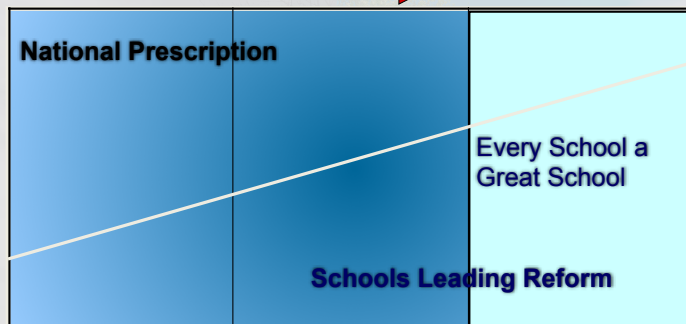
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Guidelines and Drivers for the next phase of reform -
future practice, policy and research

Towards system wide sustainable reform

Prescription **Building Capacity** Professionalism



System Leadership

Four key drivers to raise achievement and build capacity for the next stage of reform

1. Personalised Learning
2. Professionalised Teaching
3. Building Intelligent Accountability
4. Networking and Collaboration

(i) Personalising Learning
“Joined up learning and teaching”

Learning to learn

21st - curriculum entitlement, STEM & choice

Assessment for learning

Student well-being

“Five from Five & Maths Pathway”

Interactive curriculum and learning resources enabling students to meet global standards and build learning power.



(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.



Teacher Protocols Challenging Tasks

<p>Teacher is aware of strategies that create challenge in the classroom.</p> <ul style="list-style-type: none"> Tasks allow many students to avoid challenge while still meeting success criteria. Teacher uses subject-specific language to explain concepts. Some students use subject-specific language to explain concepts. Some students are often passive and display off-task behaviour. A minority of students engage in higher level cognitive tasks. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMMENCING PRACTICE</p>	<p>Teacher uses teaching strategies that are usually matched to most students' needs.</p> <ul style="list-style-type: none"> Most tasks set by the teacher challenge students and require them to use subject-specific language to explain concepts. Some students are challenged to demonstrate subject expertise. Occasionally the teacher mismatches challenges and students' levels of understanding. This is apparent from flagging pace, engagement, motivation. Students demonstrate some autonomy. They often require teacher input before deciding what they need to do to improve their performance. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTERMEDIATE PRACTICE</p>
<p>Teacher uses well-judged and often inspirational teaching strategies. Students learn optimistically and independently.</p> <ul style="list-style-type: none"> All tasks are precisely targeted. Each student makes greater than expected progress. All students understand the desired learning outcome and regulate their performance against it. Students are engaged by, and able to complete, tasks that require them to find contradictions or tensions in knowledge, and to expose assumptions in knowledge. Students know subject-specific language and use it to talk about their thinking. Students confidently formulate counter-knowledge and generate new knowledge. Students have the autonomy and expertise to monitor their learning. They ask questions and work independently on increasingly complex tasks. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EXPERT PRACTICE</p>	<p>Teacher matches teaching strategies to most students' needs.</p> <ul style="list-style-type: none"> Most tasks are differentiated and set within the ZPD for all students. All students demonstrate progress. Students are encouraged and supported to use subject-specific language to explain their thinking. Students are asked to perform high level cognitive tasks, such as arguing, justifying, analysing, and evaluating. Students demonstrate autonomy through task choice. Students can talk about the gap between their current performance and the desired performance. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ACCOMPLISHED PRACTICE</p>

(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

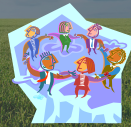
Capacity built to transfer and sustain innovation across system

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

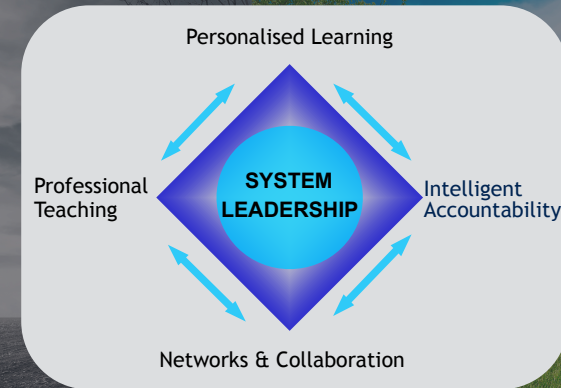
Ensuring equity, diversity and thriving communities

“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

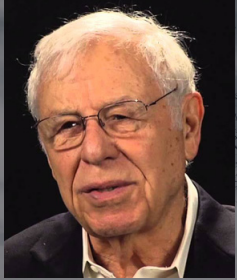
“System leaders’ care about and work for the success of other schools as well as their own. They measure their success in terms of improving student learning and increasing achievement, and strive to both raise the bar and narrow the gap(s). Crucially they are willing to shoulder system leadership roles 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!

The Third Way to a Good Society Amitai Etzioni



We aspire to a society that is not merely civil but is good. A good society is one in which people treat one another as ends in themselves. And not merely as instruments; as whole persons rather than as fragments; as members of a community, bonded by ties of affection and commitment ...

The vision of a good society is a tableau on which we project our aspirations, not a full checklist of all that deserves our dedication. And the vision is often reformulated as the world around us changes, and as we change.

The Third Way is a road that leads us toward the good society ... it points to the directions that we ought to follow, but is neither doctrinaire nor a rigid ideological system.

The journey to excellence



The Journey - Louis Vuitton, *Life is a Journey*, Commercial Campaign, 2010

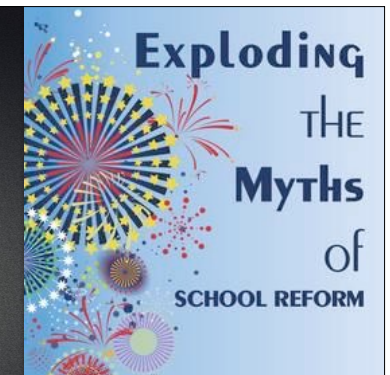
David Hopkins

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

He was a Trustee of Outward Bound, founded the charity 'Adventure Learning Schools' and helped establish the National College for School Leadership. David holds visiting professorships at Universities around the world and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards and Head of the Standards and Effectiveness Unit (SEU) at the Department for Education and Skills.

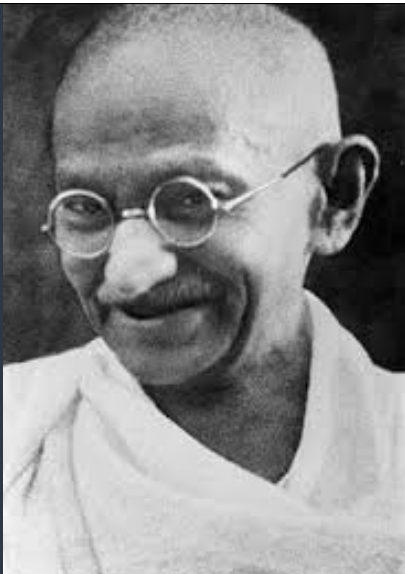
Previously, he was Chair of the Leicester City Partnership Board and Deaf of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound Instructor. David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas.

David's recent book *Exploding the Myths of School Reform*, completes his school improvement trilogy; the previous two being, *Every School a Great School* and *School Improvement for Real*. His series of *Powerful Learning* manuals that provide evidence based protocols to empower leaders and teachers are now available as 'e books' as well as being published by McREL and ACEL. David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.



You must be the change you wish
to see in the world ...

Live as if you were to die tomorrow;
learn as if you were to live forever.





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THE WILLIAM WALKER ORATION - PROFESSOR DAVID HOPKINS