



**Tomorrow's Teachers: Success through Standards  
Conference Plenary**

**What We Have Learned from 20 Years of School Effectiveness and School  
Improvement Research, and What This Means for Schools and Teachers**

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## Introduction

There are a number of people who suggest that something is wrong with education systems. Quotes by some eminent people suggest that schools need to change and that change is long overdue. Gerstner et al (1994: 3) argued:

*...this one most vital area of our national life - public education - has not undergone the process of revitalising change. In our economic and social life we expect change, but in the public schools we have clung tenaciously to the ideas and techniques of earlier decades and even previous centuries.*

Hargreaves (1994: 43-44) suggested that:

*Schools are still modelled on a curious mix of the factory, the asylum and the prison... We are glad to see the end of the traditional factory; why should we expect the school modelled on it to be welcome to children?*

Even the head of NZCER, David Hood (1998:3), argued that there had been little substantial change in the way schools went about their business for some time:

*Structurally the curriculum is much the same as it has been for the last 50 years, as is how teachers approach the curriculum. Students are still divided into classes of about the same number, primarily based on age. The day is rigidly fixed within specific timeframes and divided by inflexible timetables. Teachers teach subjects, and front up each hour to a different group of students. Classrooms are designed and used as they were 50 years ago, even though the décor might have changed. Assessment of learning is still dominated by national external examinations.*

However we could equally well argue that the past fifteen or so years have seen as much or more changes in public education than have occurred since education was first formalised. From another perspective, we can see how much we have learned in a broader sense. The year 2001 is perhaps the most interesting of years, for it gives us the opportunity to not only review the progress that has occurred in the decade of the 90s, but also provides us with that broader perspective of what has happened in the 1900s and even progress through the whole millennium. Education has played a central role in shaping the events of the millennium, so it is of value for us to do such a review for education, and its most physical of manifestations, the school.

If we take a step backwards we can look at the progress made in education over the course of the second millennium. Then we can not only see the giant strides that have been taken in that time, but we can also see some trends that might help us to chart the way forward. For instance, it is possible to look at the progress of education in various ways. First, we might consider the focus of education at various times during the millennium. This provides us with an understanding of the purpose of education and who was involved in its development and delivery. Second, over the course of the millennium,

education not only changed in terms of its focus, but also in terms of its scope. The scope of education provides us with an understanding of how far education reached in terms of its effectiveness and delivery.

In the year 1000, the focus of education was firmly on the individual. Education was for the aristocracy, as a means of maintaining their position of power and privilege. Those who had the good fortune to be involved in education were being trained to be 'good' individuals with the hope and understanding that they would be leaders within a community of uneducated peasants. It could be argued that this was a society where some were 'born to rule.' Beare (1998: 4-5) describes this as the 'pre-industrial metaphor' for education. They were taught individually or in small groups, by tutors or specialist teachers. In terms of the scope of education, we could argue that, at the start of the second millennium few people received any education at all and only a handful received what today might be considered to be an effective education. One could argue that these conditions lasted for the most of the millennium, certainly until well into the 1800s.

By around the 1850s, community pressure was being exerted in many countries to provide a 'universal' education. This started to occur in the last half of the last century, and it could be argued that the development of formal education, particularly in Europe, closely followed the demise of child labor in those countries. As the age of young people who could work in the factories or the mines was raised, there were more and more young people running around the industrial towns unsupervised, and sometimes causing trouble, whilst their parents worked. The response was to put children into a school and give them a basic education until they reached the age of employment. Beare (1998: 5-6) calls this 'the industrial metaphor' where 'the factory-production metaphor [was] applied to schooling'.

By the start of the 1900s, the focus of education had changed from the development of the individual to the development of communities. This manifested itself in different ways, with state or provincial systems in some countries, school districts in other countries and local education authorities in others. The task of education was more than the development of individuals, but to consider whole communities, and people were placed in their rightful place in the community on the basis of the level of education they had obtained. Those who were considered as suitable for work in factories or fields were given a basic education and left school as soon as they were able. Those who became the artisans were given specialist training in their art or craft. Those who were to become the creators and thinkers were given higher level education and those who were to be the bosses and aristocrats were still given an education in schools separated from the masses, schools that have now become part of the burgeoning private school system. By the start of the 20th century, most people received some education, but only some received what today might be called an effective education. This focus and scope of education lasted for the best part of the twentieth century.

By around the 1980s, there was an emerging global economy, and technological development that changed the face of communication and knowledge exchange. Things changed quite dramatically in terms of the world balance of power. Western countries

that had previously dominated the world economy and had been able to generate vast amounts of money by trading commodities such as food, wool and mineral resources to the underdeveloped countries in the east were now finding that these countries were able to use those commodities to manufacture products far cheaper than could the west, where hourly rates were up to twenty or thirty times higher than in the east. The east was now selling a range of goods from clothing, to cars to computers, back to the west and were making vast amounts of money themselves. Countries such as the USA, the UK and Australia were now finding themselves spending more money importing goods that they made exporting commodities. Underlying this change in the world economic balance was the development and use of new technology that demanded a strong basic education for all people working in these industries. The new issue of measuring academic achievement internationally found that, in many instances, students in the east were out-performing those in the west.

Around this time, the focus of education shifted again, from the local to the national, as various countries in the west distributed reports that linked the quality of education that students received with global economic supremacy, so the focus of education moved towards one that saw education as fulfilling national goals rather than providing for either the individual student or local communities. New terms echoed around the world; national goals, national curriculum, national standards, national testing became the watchwords for a new look at education. Curricula were streamlined so that most time was spent on those areas that supported the national economic goals. Literacy, numeracy, vocational education and technology became the buzz-words of the decade and subjects not closely linked to the economy went into decline. The arts, music, history, geography and physical development were left largely to individual schools, parents or students that wished to pursue them. We could describe this as the ‘post-industrial metaphor’ described by Beare (1998: 9-13), where he argues that ‘enterprise’ has become ‘the favoured way of explaining how education operates’.

The scope of education also shifted. Governments and education systems argued that all students needed to succeed, but the evidence from national literacy testing programs in Australia and from projects such as Goals 2000 in the United States indicates that we are still falling short of that goal. However, as we approach the end of the 1990s we can now say that all people get some education and that most of them have received a fairly effective education. Most students now complete school, both government and non-government schools are attended by people from all walks of life and are supported by public funding, and many students are either enrolled in higher education or employed fairly soon after school is completed.

So over the course of the millennium, the focus of education has changed from individual goals through local goals to national goals and the scope of education has moved from few people with any education at all to most people having a pretty effective education. We now have to ask ourselves, what challenges lie ahead? This challenge has been characterised (Townsend, 1998a: 248) as:

*We have conquered the challenge of moving from a quality education system for a few people to having a quality education system for most people. Our challenge now is to move from having a quality education system for most people to having a quality education system for all people.*

If we tabulate the changes that have happened over the second millennium as argued above, then the next major shift becomes obvious. If we look at the dominant trends in our societies these days, technology, the global economy, rapid international communication, the environment, then these trends are international or global. Now, economic problems in Asia create problems for farmers and manufacturers in Australia and America, the polluted skies of Eastern Europe have created an ozone hole over Australia, environmental decisions of the large industrialised countries threaten to flood whole countries in the South Pacific, and conflicts in Europe and Africa become headline news in other countries.

It is also obvious that the next major focus for education is the move from the national, where each country defines its own education goals and how it offers them to its students, to an international or global focus, where issues that affect us all, literacy, health, the environment, welfare and wealth, are tackled at the global level. This is tabulated in the figure below.

Period	Focus of delivery	Those effectively educated
1000-1870 AD	individual	Few People
1870-1980 AD	Local	Some people
1980-2000 AD	National	Many People
From 2000 AD	Global	All People

Despite the rapid changes that have occurred in education over the past decade, the focus and scope of education must change once again. As far back as 1981 Minzey (1981) argued, that previous educational reform had been similar to rearranging the toys in the toy box, when what we really needed was a whole new box. This claim would still be true today.

If we are to add to Beare's (1998) metaphors for education, we might suggest that we have moved through the pre-industrial, post-industrial and enterprise metaphors to one that in the future will emphasise community. Here, the recognition is that for true education to occur, we cannot have education for the few who are rich and privileged (pre-industrial), we cannot see schools as factories (post-industrial) or businesses (enterprise), but must see education as a community experience, where people work together for the betterment of themselves, each other and the community as a whole. To do this the focus must become global. All people must succeed.

Interestingly enough, to have a global focus, every person on the globe must have the skills and attitudes necessary to take us to the next level of development. Thus to really embrace a global perspective, we must again focus on the individual. The wheel has come a full circle, with the difference this time being that the scope now must be all

people rather than just a few. Back in the 1970s the community education movement exhorted that we 'Think Globally and Act Locally', but it is now obvious that we can no longer take such a narrow focus. Perhaps the catchcry for Third Millennium Schools will be to 'Think and Act both Locally and Globally'.

What I hope to do today is to look at the broader issues related to this attempt at reform and I wish to focus on three major areas. The first considers the reform movement and, in particular, the school effectiveness movement, that has been very influential in guiding recent reform directions. It has had the dual purpose of creating the argument for many of the reforms that have been implemented but also is used as a means of measuring how successful the reform attempts have been. It wasn't so long ago that we used to argue that we should make our children literate and numerate because it would make them better people. At present the argument is strongly tilted towards the idea that we should make our children literate and numerate because it makes the country more viable economically. The dominant theme for restructuring education seems to be to make individuals, and therefore countries, more competitive in the global economy. Second, I would like to provide some detail on what I think will be critical issues in the future, if we are genuinely concerned about education for all of the people in our communities, and third, I wish to propose a model that I call the Third Millennium School.

### **The School Effectiveness Research**

The issue of effectiveness has been one of the driving forces in the argument for self-managing schools, and I would like to spend a little time now considering how that has come about. It could be argued that the impetus for school effectiveness research came about as a response to the findings of a national study in the United States. The Coleman Report (1966), investigated the relationship between the equality of educational outcomes and pupil socio-economic backgrounds, and concluded:

*Schools bring little influence to bear on a child's achievement that is independent of his background and general social context...this very lack of an independent effect means that the inequalities imposed on children by their home, neighbourhood and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity must imply a strong effect of schools that is independent of the child's immediate environment, and that strong independence is not present in American schools.*

(Coleman *et al.*, 1966: 325).

The past twenty five years have seen the development of a substantial body of research that tried to make the case that schools did, indeed, make a difference. However, a major difficulty has been the description of what it means to be an effective school. Many definitions have been proposed, but none have found universal acceptance.

To many of the early researchers in the United States and Canada, an effective school was one whose students performed well on standardised tests, characterised by an early definition by Edmonds that:

*Specifically, I require that an effective school bring the children of the poor to those minimal masteries of basic school skills that now describe minimally successful pupil performances for the children of the middle class.*

(Edmonds, 1978:3)

The early American work, focused on student achievement as identified by state or national standardised testing, was concerned only with student outcomes at a particular point in time. Researchers in the United Kingdom, on the other hand, were more concerned about the rate of improvement shown by students in the school and understanding the nature of the relationship between school process variables and content variables and the individual child's performance. This concern was brought about by what might be considered as the value-added view of school effectiveness. Schools were not to be judged simply on the results of standardised tests, since these results may have been more a factor of the children themselves rather than of anything the school had 'added', but on the basis of what development the students had made during the course of their school career. But what we would now argue is that the goals espoused by people such as Edmonds, that of basic school skills, are no longer enough. Today schools have to deal with a range of issues from literacy and numeracy and other academic subjects, through employment skills, self-concept development, community attitudes and values and a host of other goals seen to be equally important.

We also need to consider what we measure when we make judgements about whether a school is effective or not. Research, such as that by Rutter *et al.* (1979), Cuttance (1986, 1988a,b,c) and Mortimore *et al.* (1986; 1988) acknowledged the more complex interactions that needed to be addressed at the school level and a different view of school effectiveness emerged. The Mortimore study of fifty English junior schools, sought to 'find a way of comparing schools' effects on their pupils, while acknowledging the fact that schools do not all receive pupils of similar abilities and backgrounds' (Mortimore *et al.*, 1988:176). Factors such as the ethnic composition, language background, social class and family composition of the pupils, together with other considerations, were all used as relevant data to assist in the determination of the gains that pupils made during their time at school. The study not only considered attainment, but progress as well, in academic areas such as reading, mathematics, writing and oracy, and also the non-cognitive areas of behaviour, attendance, self-concept and attitudes towards school.

Banks (1993) argued that even the value-added definition can be looked at in two different ways: we can have basic value-added effectiveness, which adds value to all children equally, thus maintaining their initial advantages or disadvantages, or mediating effectiveness, which brings advantaged and disadvantaged children closer together over time. She uses (Banks, 1993:3) a staircase analogy:

*...with children standing on a step which represents their traditional level of advantage or disadvantage in the learning stakes. The more advantaged (say, those from wealthy families or white male children) are on the higher steps. With value-adding effectiveness all children move up one or more steps but the distance between the most and least advantaged remains the same. For mediating effectiveness, the children on the lower steps move up more steps than those higher up and so the distance between the most and least advantaged becomes less.*

Using such a value-added approach, decisions could be made, for instance, to test every student in a range of subject areas upon entry to school and before school completion to determine how much the student has learned in the time spent at school. This might in turn be judged against national or state expectations for children of similar socio-economic backgrounds. Should all or most children achieve these expectations, then the school might be considered effective. The difficulty with this approach is that it might be perceived as accepting that standards in poorer areas can be below those in more affluent areas, thus reinforcing the differences that school effectiveness was trying to eliminate.

However, it is with the idea of measuring the value added by a school where the idea of standards can really be useful. If we look at the broad range of goals that an effective schools needs to consider, then the standard that most counts is the one that the school has identified for itself. What does the school hold as being important for all student within the school. Some of these might be those held by the state, such as literacy and numeracy, but others might be those that the school feels is very important for the students of *this* school and not necessarily *all* schools. Thus a strong focus on one area, such as sport, or technology or citizenship or employment might be something that happens in some schools, whereas other schools might focus on other areas such as music, drama or languages. The important thing is that each school must identify what it means to have a quality education in *this* school and must then strive to ensure that all students achieve that. In this way, the school can be seen as being effective.

My own work (Townsend, 1994) found that the expectations of school communities varied, not only from school to school, but also from region to region. It showed that, in a region of the Victorian Ministry of Education that was predominantly middle class, many parents, teachers and students felt that the major role of school was academic (to prepare people for further education), whereas in a more working class region parents, teachers and students were much more supportive of the role of the school being vocational (to prepare people for work). These differences led to the possibility that future definitions of an effective school should incorporate both systemic and local concerns:

*An effective school is one that develops and maintains a high quality educational programme designed to achieve both system-wide and locally identified goals. All students, regardless of their family or social background, experience both improvement across their school career and ultimate success in the achievement of those goals, based on appropriate external and school-based measuring techniques.*

(Townsend, 1994: 48)

This definition accorded quite well with a national study, the Effective Schools Project, conducted by the Australian Council for Educational research. The ESP defined an effective school as 'one that achieves greater student learning than might have been predicted from the context in which it [the school] works' (McGaw *et al.*, 1991:2). The value-added contribution of the school, rather than simply the gross achievement of the student was accepted as critical to the debate. The national school effectiveness project considered what school communities felt an effective school should do. The report concluded:

*School effectiveness is about a great deal more than maximising academic achievement. Learning, and the love of learning; personal development and self-esteem; life skills; problem solving and learning how to learn; the development of independent thinkers and well-rounded, confident individuals; all rank as highly or more highly in the outcomes of effective schooling as success in a narrow range of academic disciplines.*

(McGaw, Banks &Piper, 1992: 174)

Using the research discussed above, I identified the notion of core-plus education (Townsend, 1994), and this may be the next step forward towards articulating the effective school. Core-Plus education contains two concepts: the first is the core-plus curriculum

*...which could be considered as maintaining a core of state-mandated requirements for all students, plus the curriculum determined locally (based on the needs of the children from particular communities)...*

(Townsend, 1994:113)

and the second is the concept of the core-plus school

*... where the core activity, namely, the education of children, was enhanced by a range of other formal and informal programmes for the community as a whole. The school would become a learning facility for the whole of the community and would be available to them on demand.*

(Townsend, 1994:113)

The school effectiveness research helped us to identify what makes schools effective, but it was not all that helpful for telling us how to make schools more effective. Unlike the United States, where there are a range of specifically designed programs aiming to improve student achievement, Australians felt that schools had to be made effective school by school. For McGaw, Banks &Piper (1991: 15)

*There is no definitive how of effective schools and so there can be no one recipe for every school to try. Schooling is too complex a business for a recipe.*

This view is supported by others, who recognise that the school is contextually connected to its community. At the 1994 ICSEI conference, Coddling argued:

*Schools must do the job well and be held accountable for results. But there is also the growing feeling nationally that schools cannot do it alone. Children attend school for about one day of every two during the year and then for only 7 or 8 hours a day. For the rest of the time our American children are subject to the influence of the family, the neighborhood, the streets, the peer culture, and the media. We all create the conditions in which children learn and grow. And there is a growing belief that if we wish them to learn and grow well, we must attend to the quality of these conditions.*

(Coddling, 1994:5)

A number of these issues were referred to by Lenskaya at the same conference, namely, the need to develop 'life-long education which implies continuity and interconnection of different stages of education'; 'openness of education..with its diversity of cultures, and outlooks, openness to community, parents, every partner to the educational process' and an education that 'strives to...promote responsibility for nature, community, society and oneself'. (Lenskaya, 1994:2).

The Victorian Quality Schools Project (reported in Hill, 1998) provides powerful statistical support for the argument of the central importance to student achievement of the individual classroom, and thus the teacher. Using data collected from Victorian primary and secondary schools, Hill found that the percentage of variance in value-added measures of literacy (English) and Mathematics achievement that could be accounted for by each of class effects and school effects showed that 'the differences among classes within the same school are many times higher than differences between schools, indicating a high variability in teacher/class effectiveness' (Hill, 1998: 423). The table below, taken from Hill's work, shows the percentage of variance in value-added measures accounted for by class and school effects.

	Class	School
Primary English	45%	9%
Secondary English	38%	7%
Primary Mathematics	55%	4%
Secondary Mathematics	53%	8%

This shows clearly that the percentage of variance attributable to the school is fairly marginal (around 5% to 10%) when compared with the percentage attributable to the classroom (around 40% to 55%).

However, what has not been considered in this research is the unaccounted for 40% of variance. If around 50% of the variance in achievement is attributed to classrooms and around 10% is attributed to schools, then a further 40% can be attributed to things that happen outside of school, but are not family or social background factors (where were already considered). Thus things that are out of the control of the school, such as levels of funding, education policy, support services

for teachers, community support and so on, are also very important when it comes to improving student achievement.

Thus for us to really improve student achievement, we need to improve what happens in classrooms and also we need to improve political and community attitudes and support for education.

### **What have we learned from the research?**

What we have learned is that schools can be judged in a number of ways. First, it can be argued that the search for a world class school is a world-wide activity. Governments and education systems around the world are searching for the elusive formula that will guarantee the effectiveness of schools across the whole system.

The Hong Kong government, for instance, has identified a series of factors that are associated with high quality schooling. They are:

- a clear vision, underpinned by a set of values which will guide its policies, procedures and practices;
- a strong focus on the student outcomes to improve both curriculum and teaching practices;
- a professional learning community which adopts knowledge-based practices based on continuous self-evaluation in the pursuit of excellence;
- a strong alliance of stakeholders, including parents, teachers and community members, working in partnership to develop the potential of each and every student to the fullest extent; and
- school management which is open, transparent and publicly accountable for its educational achievements and proper use of public funds.

(Hong Kong School Based Management Consultation Document, 1999)

We can also talk about schools as being effective or being ineffective, as improving or not improving. Stoll and Fink (1998) have characterised what we might identify as the two dimensions for judging the performance of schools, whether they are effective or ineffective and whether they are improving or declining. Stoll (1997: 9-10) characterises schools in the following way:

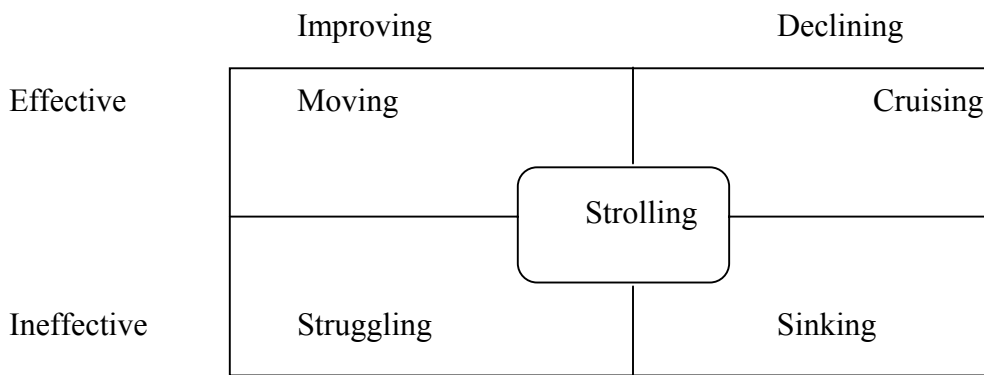
The moving school (effective and improving) is not only effective in 'value added' terms but people within it are also actively working together to respond to their changing context and keep developing...

The cruising school (effective but declining) is perceived as effective, or at least more than satisfactory, by teachers and the school's community. It has a carefully constructed camouflage...it is usually located in a more affluent area where students achieve in spite of teaching quality...

The strolling school is neither particularly effective nor ineffective. It is moving towards some kind of school improvement but at an inadequate rate to cope with the pace of change which therefore threatens to overrun its efforts...

The sinking school (ineffective and declining) is a failing school. It is not only ineffective; the staff, whether through apathy or ignorance, are not prepared or able to change...

While the struggling school (ineffective, but improving) is ineffective because its current pupil outcomes and school and classroom processes need attention, it is aware of this, and expends considerable energy to improve.



The difficulty with this characterisation is that schools might be moving at some things and cruising or strolling for others. So it is important, when diagnosing a school's current performance, to look at as many issues as possible. Some of these might include:

- Student engagement
- Student achievement
- Student welfare
- Discipline
- Parent involvement
- Pastoral care
- Teacher welfare
- Staff communication
- Parent communication
- Student leadership
- Learning technologies
- Staff-student relationships
- Teacher-admin relationship
- Staff involvement
- Professional Development

- Extra Curricular activities
- Staff morale

The current decade has been valuable in other ways as well. In the past few years, we have learned a huge amount about learning and teaching and how to maximise both. It could be argued that, within this changing view of education, that many schools still have characteristics that reflect ways of thinking from a less hectic time, where technology took decades rather than months to move from one level to the next, where society had the time and resources to provide a range of community services (health, education, welfare) at little or no cost to the recipient and where the same curriculum could go on for years before a change was needed. It is quite clear that the reform activity over the past few years, together with other social changes involving technology, the economy and employment have led to new ways of thinking about education. We now accept the concept of lifelong learning; we now understand that school is only one avenue to an education; we now recognise the impact that technology has had on ways of learning, and so on.

We might suggest that schools and school systems that are governed by the structures of the past might be considered as second millennium schools. However, some people, and some schools, are addressing the need for change and this is shown by thinking about the task of schools, and education in general, and the way in which education services and fits within society. We might suggest that over the next few years, all schools will need to become third millennium schools if they are to survive. Townsend, Clarke and Ainscow (1999) suggest that this might be characterised as moving from second millennium thinking to third millennium thinking about education. It is likely to be the case that not everybody will agree with the changes as listed. Some of them are controversial, such as the move from government funding of education to a mixture of government and private funding, and the move that sees the curriculum narrow its focus to skill based areas, but these might only be of concern if schools look the same in twenty years as they do now. But if we take a broader view of educational developments, then perhaps these concerns might be explained in due course.

Some of the changing ways of addressing education are listed below:

Second Millennium Thinking	Third Millennium Thinking
Important learning can only occur in formal learning facilities.	People can learn things from many sources.
Everyone must learn a common 'core' of content.	Everyone must understand the learning process and have basic learning skills.
The learning process is controlled by the teacher. What is to be taught, when it should be taught	The learning process is controlled by the learner. What is to be taught, when it should be taught and how it

and how it should be taught should all be determined by a professional person.	should be taught will all be determined by the learner.
Education and learning are individual activities. Success is based on how well learners learn as individuals.	Education and learning are highly interactive activities. Success is based on how well learners work together as a team.
Formal education prepares people for life.	Formal education is the basis for lifelong learning.
The terms 'education' and 'school' mean almost the same thing.	'School' is only one of a multitude of steps in the education journey.
Once you leave formal education, you enter the 'real world'.	Formal education provides a range of interactions between learners and the world of business, commerce and politics.
The more formal qualifications you have the more successful you will be.	The more capability and adaptability you have the more successful you will be.
Basic education is funded by government.	Basic education is funded by both government and private sources.

(From Townsend, Clarke and Ainscow, 1999: 363)

### What are the issues for the future?

I think we have a number of issues that must continue to be addressed into the future. These might be summarised as:

- How will technological developments impact on schools? – we have to expect that technological change will continue to occur, perhaps at an ever-increasing rate. Townsend (1998: 240) argued:

*We need to deal with the possibility, that somewhere in the future, that we will have virtual classrooms, with students plugging their helmet and gloves into their computer at home to become virtually surrounded by their classmates and the teacher. Or we could have students walking out their front door onto the Steppes of Africa or the ice of Antarctica. Such developments are no more or less feasible than the internet would have been to the scientists of the 1940s who would walk for five minutes to get from one end of their computer to the other.*

We need to remember that when IBM first built computers in 1943, the Managing Director felt that there would be a world market for five computers.

- Are schools cost effective in terms of their accessibility and use? – perhaps the major issue that has impacted on schools in the last decade is that of funding. Schools do not seem (to some) to be giving value for money. Staples (1989) talked about the 20/20 school, where schools served 20% of the population (children) for 20% of the time, and argued that a school that started to move towards 100/100 status would gain higher levels of community support.
- Are schools relevant? – Back in 1942, Carr argued:

*Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across the moat there is a drawbridge, which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and go back to the mainland at night. Why do these young people go out to the island? They go there in order to learn how to live on the mainland.*

We need to ask ourselves, how much have they changed in nearly sixty years?

Each of these issues throws up challenges to schools in the future. Some of these challenges include:

- Developing a curriculum that is appropriate to a rapidly changing, increasingly complex, highly technological highly multicultural and diverse society;
- To engage every student in their learning;
- To try and make every person in the school community (teachers, students and parents) a learner, a teacher and a leader;

First, if we follow the trends I identified earlier, we need to consider a new charter for education, one that is global, but can be implemented locally in every community. The starting point for any charter is what it hopes to attain for people and perhaps the best starting point for this is to consider the skills and attitudes that we want in our communities in the Third Millennium. George Otero and I argued (Townsend and Otero, 1999) that a global curriculum will focus primarily on what makes us human, will spend some time on what makes us a member of a particular community (Australia, for instance) and much less time on specific content, which seems to change continually these days. I would like to argue that an education charter for the Third Millennium should be based upon four pillars:

- Education for Survival (once the whole curriculum, now the building block for everything else);
- Understanding our place in the world (how my own particular talents can be developed and used);
- Understanding Community (how I and others are connected); and

- Understanding our personal responsibility (understanding that being a member of the world community carries responsibilities as well as rights).

These four pillars join to create a new curriculum of Third Millennium Skills and Attitudes:

*Education for Survival*

- Literacy and Numeracy
- Technological capability
- Communication Skills
- Development capability
- Awareness of one's choices
- Critical Thinking Skills and Problem Solving
- Decision Making

*Understanding our place in the world*

- Exchange of Ideas
- Work Experience and Entrepreneurship
- Awareness and Appreciation of cultures
- Creative Capability
- Vision, Adaptability and Open Mindedness
- Social, Emotional and Physical Development
- Development of Student Assets

*Understanding Community*

- Teamwork capability
- Citizenship studies
- Community Service
- Community Education
- Global Awareness and Education

*Understanding our personal responsibility*

- Commitment to personal growth through lifelong learning
- Development of a personal Value System
- Leadership capabilities
- Commitment to community and global development
- Commitment to personal and community health

The second factor is making sure that every student is engaged in his or her learning. We now know so much more than we did before about learning and how teachers might need to behave to engage students. This involves teachers increasing their knowledge about how students learn, and we now have many areas of knowledge that helps us do that, for example, the various types of intelligence, such as emotional intelligence, (Goleman, 1995), spiritual intelligence (Zohar and Marshall, 2000) and multiple intelligence (Gardner et al., 1996) and the brain research.

It involves changing our focus from curriculum to people. This means moving from the current situation where many students are isolated learners, learning the facts until the exam is over and then forgetting them forever, through engagement, where students are helped to form concepts about the world, introspection, where they examine the values implicit in these concepts to 'global-self regulated learners' (Otero and Sparks, 2000), where instead of needing teachers, the student needs someone to help them construct their learning environment.

It involves teachers taking the time to communicate with young people. We know that communication is never easy in any arena of living, yet we still want to believe that message sent is message received when it comes to classroom instruction. This will involve teachers establishing relationships with students in ways that they have not thought of before. *The Global Classroom* (Townsend and Otero, 1999) seeks to identify activities where this might happen.

### **Implications for Teachers and school Leaders**

I recognise that I seem to be heaping a lot of new or different issues onto the heads of people in schools. It is a little bit like the first paragraph of A. A. Milne's *Winnie the Pooh*.

*Here is Edward Bear, coming downstairs, now, bump, bump, bump on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop for a moment and think of it.*

Teachers and school leaders are currently working pretty much at their peak potential, so now it is important that we work smarter rather than harder. The Global Curriculum does not add new area of knowledge, but it does ask teachers to think about how they deliver what they are already delivering. School leaders cannot do it all by themselves, so it is now important to maximise our efforts in getting others involved as well, not only teachers, but parents, students and community members as well. It could be argued that if schools are to survive into the longer term, then they need to change. Not only do they need to recruit whole communities as their supporters, but they also need to recognise the changes that have happened in our society.

Perhaps school leaders' greatest task into the future is to manage the changes that are necessary in the hearts and minds of teachers, since it is here that true improvement in student learning lies. We must move individual teachers past competence and into a position of capability. Cairns (1998: 1) argued:

*Modern Teachers need to be developed as capable which is seen as moving 'beyond' initial competencies. The Capable Teacher is what we should be seeking to develop, encourage and honour as the hallmark of our profession.*

If capability can be defined as...

*Capability is...having justified confidence in your ability to:*

- *take appropriate and effective action*
- *communicate effectively*
- *collaborate with others*
- *learn from experiences*  
*...in changing and unfamiliar circumstances.*

(Stephenson, 1994)

...then the capable teacher is one that is

*...able to move beyond basic competence (knowledge and skills) towards a flexibility (coping with present twists and turns) and an adaptability (coping with uncertain futures) in a manner that demonstrates potential and professionalism.*

(Cairns, 1998: 49)

Making teachers flexible, adaptable and professional becomes a challenge for us all. If the model for developing capable teachers is a combination of three intertwined elements:

- Ability (describes both competence and capacity)
- Values (the ideals that govern the use of ability)
- Self-efficacy (the way people judge their capability to carry out actions effectively)

The challenge becomes clear. To improve teachers' abilities we need to focus our attention of professional development, to improve teachers' values we need to focus on teacher professionalism and to improve teachers' self-efficacy we need to provide them with the ability to believe in themselves. To do this we need to provide what Southworth (2000) calls the nutrients for a productive teacher culture:

- being valued
- being encouraged
- being noticed
- being trusted
- being listened to
- being respected

Education perhaps is at the crossroads. We have the choice of thinking about major change, to our curriculum, to the way in which we engage students and perhaps even in whom we might count as clients. We have the opportunity to construct for ourselves education that serves communities of the third millennium.

Hill and Crevola (1997) developed a whole school approach to school improvement that considered eight different areas of school development.

- Program leadership and coordination;
- Expectations and targets;
- Monitoring of student progress;
- Balanced classroom teaching strategies;
- Professional learning teams;
- School and classroom organisation;
- Intervention and special support;
- Home-community-school links.

Central to the implementation of this model is the need to address teachers', students' and parents' beliefs and understandings. The most critical of these groups is teachers. Without teachers having positive beliefs about themselves, about their students and about their ability to change student achievement, and without teachers having an understanding of why some students succeeded and others do not and how that might be changed, then all of the other factors in the Hill and Crevola model would become as impotent as many of the earlier school reforms have seemed to be.

As John Dewey was supposed to have said when asked to solve a particularly difficult educational problem, 'Do you want the regular way or the miraculous way?' When asked what this meant he said the regular way was for God to send angels down to every school and they would fix any problem that might come up. When asked what the miraculous way was, he responded 'We do it ourselves'.

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