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Science and Training**

**The Future of Studies of Asia and Australia in
Australian Schools: An Evaluative
Investigation**

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Executive Summary

This paper suggests a model for encouraging greater take-up of studies of Asia and Australia in schools (hereafter SOAA). The model takes into account recent developments in national, State and Territory curriculum.

The model also recognises emerging realities of school governance in these educational jurisdictions, such as:

- increasing emphasis on the leadership and management roles of school Principals,
- professional learning controlled by and conducted at the school level,
- expectations that schools will interpret curriculum frameworks to meet local needs,
- competition for a place in the school curriculum from a variety of pressure groups; the crowded curriculum,
- the ‘internationalisation’ of many schools,
- encouragement to teach to more complex student outcomes, and
- concern for assessment and reporting to parents.

The model also draws on relevant research on educational change and innovation adoption.

The model is summarised in a *programme logic*; a sequential series of outcomes and assumptions that would guide an individual school towards full implementation. Elements of the logic can be also be employed in circumstances where full model implementation is not possible or necessary, for example in a school where some SOAA implementation has already taken place.

An advantage of portraying the model in programme logic format is that it provides the basis for planning strategies designed to achieve key outcomes. As such, it can assist Asia Education Foundation (AEF) decision making. The logic also allows underlying assumptions to be questioned and refined, and so provides a basis for debate among stakeholders interested in the future impact of SOAA in Australian schools.

Introduction

In July 2005, the AEF commissioned an evaluative investigation designed to provide advice about strategies for supporting SOAA in schools across Australia from 2006. Senior AEF staff were concerned that existing strategies adopted during the past decade would not be appropriate in the future. A reduction in Australian government funding for SOAA and Asian languages meant that the level of support that had been offered to education systems and schools in the period 1995-2002 was no longer available. AEF staff felt that information from key stakeholders about future policy implementation models would be valuable.

Significant policy trends at whole-of government level were also emerging. Most States and Territories (hereafter we will use 'States' to apply to all jurisdictions) have developed policies designed to increase economic and cultural ties with the Asian region that have implications for education. Developments include the internationalisation of school systems to encourage students from Asia and elsewhere to attend government schools on a fee-paying basis, eg 'Global Pathways: International Education for Victoria'. Consistent with this, the break down of a perceived 'mono-culture' has emerged as an educational objective, evidenced by the emergence of intercultural skills and values education becoming part of the language of the curriculum in most jurisdictions.

While State policies such as these can be thought of as having a first order influence on schools, a range of Australian Government initiatives are in place that affect schools. While these might be thought of as second order influences, they are noteworthy because they usually have resource implications for the States.

The AEF has used its considerable political nous to capitalise on this trend. Direct resource support for the AEF has been maintained and SOAA has been recognised as an educational priority. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed the 'National Statement for Engaging Young Australians with Asia' (National Statement), a major policy initiative in 2005. Shane Green the Education Editor of the 'The Age', writes that:

Federal Education Minister Brendan Nelson and his state and territory counterparts have signed a joint statement that formally elevates the place of Asian studies in the curriculum. The policy will give Asian studies the same status as other subjects in the curriculum (*The Age*, Monday 28 November 2005).

Evidence collected during this study showed that State-level educators appreciate the advocacy work of the AEF that resulted in this policy being adopted. These educators welcome the policy as a way of encouraging State systems to place more importance on supporting SOAA in the future.

Nature of the Evaluative Investigation

These recent developments meant that it was timely for an evaluation team to review how the AEF should support SOAA in the future. This evaluation is seen as *one contribution* to this review. Interviews with key system educators and teachers in three States were undertaken during the second half of 2005. These States were chosen according to the currency and content of their curriculum frameworks, because these were seen as key variables in determining how SOAA was supported. The team also had access to text and online documentation and previous commissioned AEF research. This included a major study of the implementation of SOAA which was undertaken by the evaluation team in 2003 (Owen & Andrew, 2003). Senior AEF personnel were also involved in the study through consultations.

The epistemological style underlying the study was of an evaluation team who had a keen but critical interest in the issues, being one step removed from the work of the AEF. In the end, by providing a tentative framework for future action, we have gone further than just reviewing the current state of affairs. This is consistent with the branch of evaluation practice that encourages utilisation by providing findings that have strong implications for action.

In presenting these findings and suggestions, we are mindful that some of the data collection was confined to three States. Readers will appreciate that, while there are similarities in trends across jurisdictions, there are also differences in educational provision. To provide a truly national perspective, some form of validation across all jurisdictions would appear to be necessary.

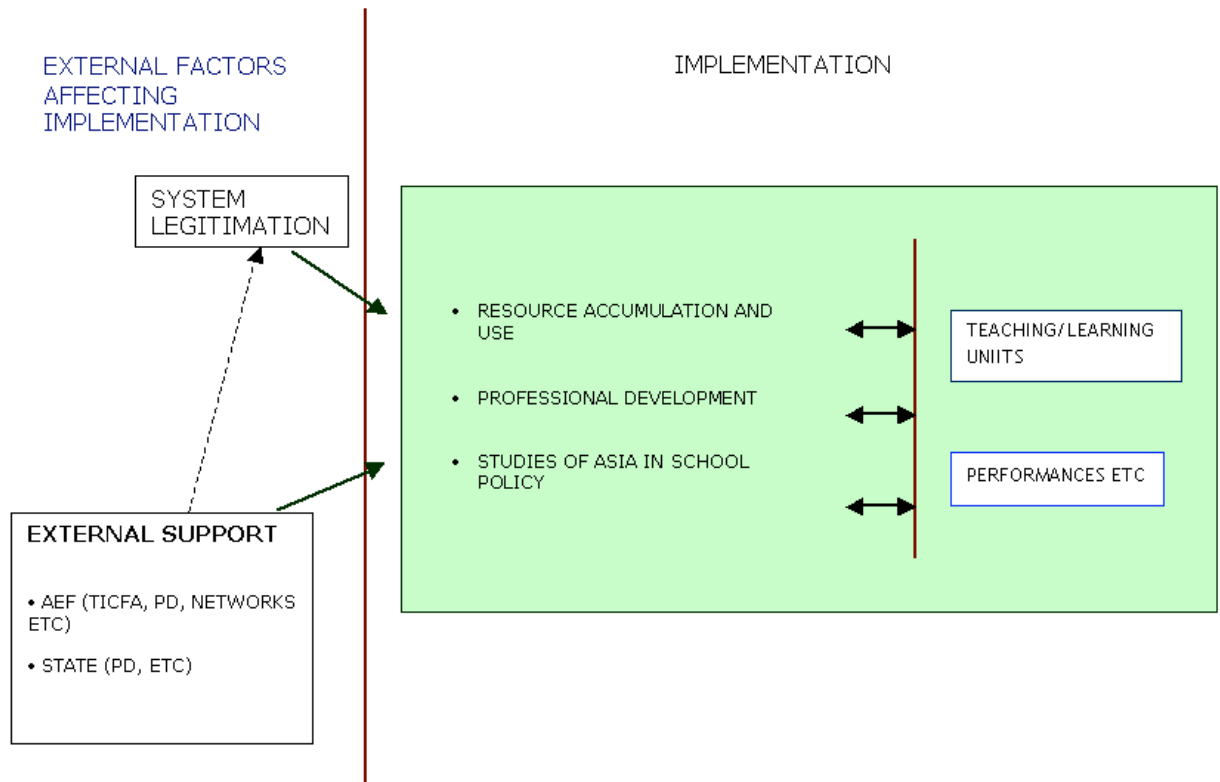
Findings from the 2003 Study

The key findings presented later in this paper build on what we learnt from the previous evaluation mentioned above. That evaluation investigated ‘good practice’ in schools involved in AEF programs, and drew on cases in all educational jurisdictions. Thus, it is worth revisiting the essential findings of that study as a basis for the evaluative work we undertook in 2005. The findings of that study:

- described what a commitment to studies about Asia (SOAA) meant in terms of practices of schools and teachers, and
- outlined strategies and conditions that encouraged the development of this commitment.

The following diagram, Figure 1, provides a summary of the findings in 2003.

Figure 1: School Commitment to Studies of Asia: Implementation Characteristics



The diagram shows a causal connection between (i) what happens in good practice schools and (ii) external factors that affect this practice. Implementation had several dimensions. Those that directly affected students were described in terms of (i) teaching and learning in classrooms and other environments, and (ii) whole school activities, such as festivals and performances which always involved parents and the school community. In addition implementation involved the school ‘gearing up’ to offer SOAA. In the change literature, this is referred to as ‘preparing for implementation’. This involved the following strategies: (i) accumulation of relevant resources; (ii) staff professional learning, much of which was school-based; and (iii) a commitment to SOAA in the strategic plan or school policy.

It is important to note that implementation in a given school changed over time. What we saw in these schools in 2003 was the end result of a chain of events that saw SOAA grow from nothing or a minor activity to a central place in the school curriculum. Generally this change took place over a period of five years or more.

The AEF was a key external supporter for SOAA implementation, as indicated in Figure 1. A central element of the AEF strategy was to target one very good practising teacher in a school and support that teacher over time. This teacher became what we called a ‘pedagogical leader’. The teacher coordinated SOAA support strategies and encouraged other teachers to teach SOAA units in classrooms. In addition, the pedagogical leader performed important political roles, such as lobbying the Principal, working in school committee and decision-making structures to ensure more SOAA in the curriculum, and informally influencing subject area groups when they were deciding on the content of teaching units. In effect, the AEF adopted a change model that relied on the expertise and dedication of very good teachers to achieve the changes they wanted in schools. These teachers could be thought of as being able to manage both ‘up’ and ‘down’ within an organisational context, and to apply their management skills as opportunities were presented.

A key outcome of this work was to make explicit the characteristics of the change process adopted by the AEF. The pedagogical leader usually worked initially with interested colleagues to build a basis of support for SOAA. A critical mass of interest formed over time. The leader worked on classroom and school-level strategies at the same time as being the spearhead for whole-school commitment. Inclusion of

SOAA in formalised school plans or policies was often the last element in a school's commitment to SOAA.

This and other studies also showed that many schools had more limited commitments to SOAA. The most usual pattern was that SOAA had been taken up at a school department level rather than across the school. In some cases, these schools were progressing towards whole school commitment, but had not yet attained this level.

Trends in School Management

By 2005, it had become clear that the modal change approach described above could no longer be afforded by the AEF. We now suggest strategies that the AEF might adopt as alternatives. To provide context, it is important to briefly review trends in school governance that impinge on the strategies suggested.

As indicated earlier, education has traditionally been the responsibility of the States. Influence on what schools do appears in many forms. The elements most relevant to this study are:

- curriculum policies and frameworks,
- assessment of students and end-of-school examinations, and
- support for schools through resources and professional learning.

These elements affect government schools directly and also have an influence, to a lesser or greater extent, on non-government schools. Curriculum policies and frameworks provide teaching and student outcome guidelines within content areas, eg English, The Arts, Mathematics and Society and the Environment, that encourage schools to have the final say about how material is taught in classrooms. Nomenclature varies from State to State, for example the term *Essential Learnings* is used in Tasmania to refer to what is taught and how student outcomes are assessed and reported.

At the present time, some States have relatively settled frameworks, for example the Northern Territory, while others are revising their frameworks, for example the ACT and Queensland. In Queensland syllabuses in eight learning areas for levels 1-10 have been completed and will be implemented in schools over the next three years. Still

others are making concerted attempts to have them adopted. These attempts are in recognition that full adoption across all schools has been resisted in some quarters. For example in Western Australia and South Australia, where the current versions of the frameworks have been in place for some years, additional central resources have been recently committed to ensure that all government schools use the relevant frameworks to structure what is taught. Australian curriculum frameworks exhibit a complexity not found in educational systems in other parts of the world. For example, the new Victorian Essential Learning Standards (VELS) is based around three ‘interwoven’ strands: Physical, Personal and Social Learning; Disciplined-based Learning; and Interdisciplinary Learning which are designed to equip students with capacities to (i) manage themselves and their relations with others, (ii) understand the world, and (iii) act effectively in that world.

Australian schools are very busy organisations. On one hand there are demands on teachers to complete routine tasks, such as extensive student assessment and reporting requirements. On the other hand, schools are in a continuous state of flux that tests even the most professional and innovative practitioner. System level curriculum frameworks and policies encourage this state of flux. There is an assumption that school administrators and teachers are willing and able to decide on the detail of what is taught at a given school and how it will be taught. A trend that became apparent in our consultations was that the nuances of complex policy documents either escapes teachers, or the realities of day-to-day life in schools forces them to attend only to the aspects of these policies that relate directly to their classrooms.

This presents a challenge for those charged with faithful implementation of a policy like the Curriculum Framework in Western Australia or the Northern Territory Curriculum Framework. It also has implications for how the National Statement can be best employed. While frameworks vary from State to State, there is a degree of similarity across educational jurisdictions. All schools have programs that address the numeracy and literacy needs of students, which could be regarded as core. The fact that most educational jurisdictions have introduced system-wide testing in these areas encourages a degree of consistency in implementation across schools. There are, however, other key learning areas, within which there is considerable flexibility and scope for the inclusion of content from various sources. None of the State curriculum

frameworks we examined specify that SOAA be taught in schools. However, they all encourage interdisciplinary teaching to a greater or lesser extent, and provide opportunities for SOAA in the curriculum. The above scenario leads to the conclusion that a school's curriculum can be viewed in terms of a contest among or competition for content, space and resources for non-core curriculum time.

A close examination of recent press articles would alert a reader to the existence of pressure groups that wish to persuade systems and schools to include their interests in the curriculum. The following are examples that have come to our attention during the recently. There has been extensive publicity about the health of young people, and nutritionists and the Australian Medical Association are encouraging changes to the food offered in schools. Also, we know of the extensive dissemination of a mental health curriculum resources to schools across the country. Further, a national organisation is currently advertising for a researcher to undertake a national curriculum audit to determine how content about emergency management could be included in school programs. These and other similar efforts effectively compete with SOAA and the work of the AEF for a place in the curriculum. The strategies that are discussed in the following sections should be read in the light of this reality.

In the bluntest terms, the AEF should see their mission in terms of achieving advantage over competing groups for time, space and influence in the school curriculum. *Strategies* should be planned with this in mind. The AEF should not lose sight of the ultimate *outcome*, which is to provide effective and sustainable education about SOAA to students in schools across the country.

A question that focused the evaluation team was: How could SOAA become a school priority in the light of the reduced resources available to the AEF and which also acknowledges the context in which schools make decisions about curriculum?

School Leadership and Change

Flexibility in curriculum decision-making is consistent with the responsibility that the school Principal has for administrative and organisational aspects of a school. This trend is apparent across the country and is exemplified by a recent announcement in

New South Wales, identifying further devolution of authority to Principals for additional responsibility for school governance.

In some States, large amounts of money are controlled by Principals and used by schools or school clusters to conduct professional or staff development for teacher needs identified by a school. Observation and research has suggested that, in the past, much of this staff development has not led to sustainable change in teaching and learning settings.

To overcome this, States are moving to improve the quality of in-school professional learning by appointing senior staff to oversee the quality of teacher professional learning. This is consistent with pedagogical leadership applied to the whole school. As an extension of this, Victoria has introduced the *Innovations and Excellence Programme* which involves the employment – for periods of up to three years – of a change agent who works with a school cluster, often one secondary school linked to feeder primary schools. The change agent usually has extensive educational experience but is not teaching while in this position.

We believe that directly influencing the Principal and taking account of these professional learning initiatives can assist school take-up of SOAA while, at the same time, being resource-efficient for the AEF.

Implications for a Whole-School Approach to SOAA

An implication is that this makes the Principal the *initial* target for the AEF and the SOAA Advisors and concentrates on the need for schools to first commit to an *adoption* decision. The strategy also involves shifting the onus for subsequent *implementation*, as defined earlier in this paper, onto the school. We have drawn on the school improvement and innovation adoption literature, which provides key concepts and understandings about organisational change and innovation implementation. The change model we now suggest for the future work of the AEF is summarised in Figure 2. This model can be compared to the model previously used, presented in Figure 1.

Structural arrangements such as those just described provide an opportunity for encouraging the take-up of SOAA. These provide the basis for a five key objectives to be pursued by the AEF. These are:

1. Persuading Principals to make SOAA a priority for school change,
2. Providing the school leadership team, including the Principal and other school leaders, with a rationale or justification for SOAA that they could use in school level decision-making that acknowledges the curriculum contestability issues we have discussed earlier in this paper,
3. Providing a practical model based on effective change theory that would structure high quality teacher professional learning,
4. Supporting teachers responsible for in-school or cluster professional learning with resources with which this model could be implemented and which have flexibility for use in a variety of settings, and
5. Continuing to provide materials and resources for teachers as the need for these resources becomes apparent.

Figure 2: Whole School Change Model for SOAA

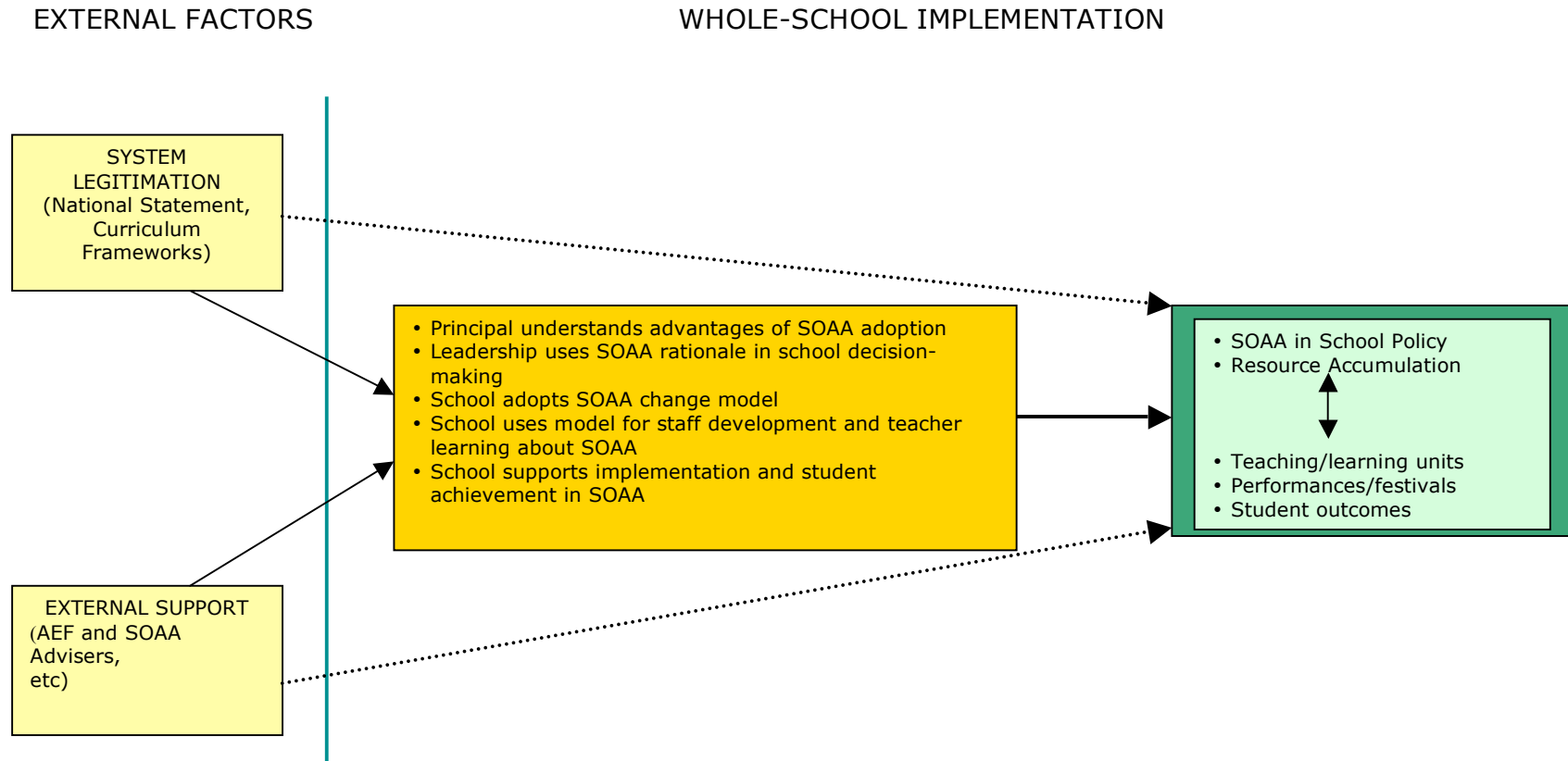


Figure 3: Programme Logic for Whole-School Change Approach to SOAA

Objective	Assumption	Strategies
<p>1. Principal(s) understands advantages of adopting SOAA.</p> <p style="text-align: center;">↓</p> <p>2. School leadership team possess a rationale or justification for SOAA for use in school level decision-making that acknowledges curriculum contestability issues.</p> <p style="text-align: center;">↓</p> <p>3. Schools commit to a validated change model that structures high quality teacher professional learning for SOAA.</p> <p style="text-align: center;">↓</p> <p>4. School and cluster-based change agents responsible for SOAA in-school or cluster professional learning use resources to implement this model.</p> <p style="text-align: center;">↓</p> <p>5. Schools and teachers progressively implement SOAA in the school(s). Cognitive and affective student outcomes enhanced. School systems reflect National Statement objectives.</p>	<p>The Principal can be swayed by a compelling argument. If the argument is consistent with his/her current personal and professional imperatives it will be considered if the argument has characteristics consistent with what is known about innovation adoption.</p> <p>The school leadership team have the status and power to influence what goes on in the school and is willing to use this power. If the leadership team has access to persuasive and usable arguments about SOAA, they will use them in organisational decision-making.</p> <p>Schools need a conceptual basis for school improvement. If a plausible change model is linked with SOAA, this will enhance the take-up of SOAA.</p> <p>Professional learning must be controlled and managed at the school level. Key staff need to provide ongoing pedagogical leadership and development opportunities for teachers to gain knowledge and skills related to SOAA.</p> <p>Whole-school SOAA implementation and commitment to the National Statement takes time. All elements of full implementation will need to be monitored. SOAA student assessment needs to be built in.</p>	

[Note: read down, each objective dependent on achievement of previous objective; one-to-one relationship between objective and assumption in this model]

The model is further explicated in the programme logic that is outlined in Figure 3. The logic is presented as a sequential series of outcomes and assumptions, each one dependent on the completion of the one that precedes it. The logic can be viewed as a basis for coordinating educational change strategies that affect schools, some of which the AEF has already used, some of which are new.

We believe that the model outlined above is the most appropriate for use with schools that have not yet committed to SOAA. However it is likely that one or more individual objectives could also be pursued in circumstances where full model implementation is not possible or necessary, for example when a school is already ‘on the way’ to SOAA implementation. The model thus allows variations in implementation and should be applicable in different educational jurisdictions and circumstances.

The logic is presented in a format that allows underlying assumptions to be questioned and debated. As such, it can form the basis for staff development at the AEF, and among other stakeholders interested in the future impact of SOAA.

Implementing the Logic Model

The programme logic statement in Figure 3 links outcomes and assumptions of the proposed change strategy. In this section, we turn to the third element, strategies within each stage of the logic. While details of each stage can be completed by the AEF, some suggestions are presented here for discussion.

1. Principals understand the advantages of adopting SOAA.

AEF strategies

- Engage school leaders in face-to-face meetings about SOAA. Emphasise current issues such as internationalisation and global citizenship as school priorities.
- Discuss the National Statement and its implications. Invoke principal self-interest to increase adoption, e.g., the principal as opinion leader and early adopter.

- Use influential State level curriculum officers in these meetings, to ensure that principals see links between whole-of-government initiatives and what they could do in their schools.
- Have SOAA-committed principals address their colleagues.
- Follow up meetings with mailed materials, develop a form of registration and use existing contact forums which encourage principals to communicate over time.
- Ensure that senior AEF staff are visible in school leadership communities.
- Liaise and use existing professional principal associations.
- Work with State education departments to ensure that strategies are suitable within that State.

2. School leaders possess a rationale or justification for SOAA for use in school level decision-making that acknowledges curriculum contestability issues we have discussed earlier in this paper.

AEF strategies

- Develop a resource for principals that would assist school leaders to argue for SOAA over other curriculum contestations.
- Use the issues mentioned in 1 above.
- Provide advice on tactics to use in school forums, to ensure support from key individuals, such as influential teachers and parents.

3. Schools commit to a validated change framework that structures high quality teacher professional learning for SOAA.

AEF strategies

- Develop and disseminate a framework designed to promote sustainability of SOAA in a school.
- Ensure that the framework logic is applicable to schools in all jurisdictions (note that this would be a generic framework and could be used to introduce another curriculum area!).
- An example of such a framework is Strategic Planning. A discussion of the assumptions underlying the use of Strategic plans at school level is included in Appendix 1.

4. School and cluster based change agents responsible for SOAA in-school or cluster professional learning use resources in implementing this model.

AEF strategies

- SOAA Advisers provide just-in-time support.

- Ensure that agents know the about the full range of supports and materials available, eg the National Statement, AEF newsletters, resource lists, lists of successful SOAA schools, etc.

5. Schools and teachers progressively implement SOAA in the school(s). Cognitive and affective student outcomes enhanced. School systems reflect objectives of the National Statement.

AEF strategies

- Ensure quality control over materials developed by the AEF.
- Maintain and improve electronic communication between teachers.
- Commission and make available authentic assessment methods that can be used with SOAA.

Implications for the AEF

The AEF will need to consider how it can move from its present support for schools to a framework that is consistent with the arguments outlined above. It would indeed be a pity if schools currently engaged with the AEF reduced their level of SOAA commitment. There is, however, some evidence to suggest that these schools are managing to stay engaged with just a small amount of assistance from SOAA Advisors who are based in the States. The reality is that with the contraction of NALSAS funds, these Advisors are increasingly confined to central policy roles, which makes it imperative to move to an alternative model that is likely to improve the uptake of SOAA.

If the above model is accepted there are implications for the way that the AEF oversees support for SOAA. The AEF would need to flesh out the logic we suggest by providing material and protocols for all stages of the change process. In addition there are more detailed implications, some of which are listed below.

1. The roles of state-based SOAA Advisors will, in some cases, need to be redefined. This involves a move from direct to indirect influence and would mean a change from working with teachers to influencing those who can directly affect change in schools. Targets for this influence includes school leaders, especially the Principal; curriculum officers based in central and regional locations; district managers and change agents working directly with schools and within professional associations.

2. The AEF must systematically monitor developments that affect curriculum in each individual State. This is a recognition that as a national body working at the second order of influence there is a need to link with first order influences. This could be achieved via close and constant consultation with their State-based consultant. A State-by-State approach would also recognise that the roles, locations and influence of SOAA Advisors varies by State. Within a given State, there may also be variations over time.
3. The AEF should take every opportunity to be 'visible' in all jurisdictions. This implies that AEF staff make visits to all States to keep SOAA at the forefront of key curriculum officials minds. In addition, AEF staff need to 'show the flag' to school leaders, as a means of encouraging committed schools to maintain their level of commitment, and to encourage other schools to enlarge their SOAA teaching program.
4. The AEF should take advantage of increasing enrolments of international students in schools; these are fee-paying students who come to Australia for formal study, or for short-term visits. Their presence provides a compelling reason for schools to include opportunities for Australian born students to learn about the backgrounds and culture of students from Asia. SOAA Advisors should work closely with departmental and other agencies responsible for recruiting and placing these students to achieve this end.
5. Teachers will continue to require easy-to-use ideas and materials for use with students. Resources are required at two levels; (i) at the level of units of work, and (ii) at the level of text and electronically based materials for use within work units. The development of *Asia Scope and Sequence for English* is an example of a unit-based curriculum resource. This development should be evaluated in terms of its usability in schools as the basis for commissioning further scope and sequence resources.
6. The AEF needs to continue its advocacy role. An objective of this strategy is to encourage debate and discussion about SOAA in the community at large, and so to influence the thinking of politicians, corporate leaders, senior

government bureaucrats and other opinion leaders. Continuing links with peak bodies representing parents and community organisations would also be consistent with this strategy.

7. As we have indicated earlier, existing and new curriculum frameworks have implications for student assessment. Expected outcomes tend to be more complex than those that were expected in frameworks that have now been superseded. We believe that schools currently do not have assessment regimes that teachers can use to reliably indicate the level of student performance on key objectives. The AEF should commission a developmental project that would develop reliable assessment of outcomes (cognitive and/or affective) that are consistent with SOAA. On the assumption of ‘what gets measured gets implemented’, such a strategy would encourage the implementation of SOAA units of work in schools.

Reference

Owen, J. M and P. F. Andrew (2003). *Curriculum Outcomes in Access Asia Schools*. Canberra: Australian Government, Department of Education, Science and Training.

APPENDIX 1 School and Classroom Change: Links to Strategic Planning

We suggest that the development of a strategic plan would be the way for a school to implement elements 3-5 in the programme logic. The AEF would be responsible for developing a protocol that schools could use in conjunction with the take-up of SOAA. Typically, strategic plans are built around frameworks that incorporate headings such as tasks, task rationale, timeline, allocation of responsibility and implementation. More effective strategic plans also build in evaluation to aid ongoing decision-making about the progress of the plan.

Such a plan represents a tentative framework, rather than providing a complete specification of what should happen over an extended period. The fact that such a plan is being developed is a signal to the school community that something is about to happen. A key part of most strategic plans are strategies that encourage teachers to try new ways of teaching in classrooms. Reactions to the changes incorporated in the plan depend on the successes teachers have with their students. Sometimes these successes do not come easily; the ultimate success of the change project often depends on encouraging teachers to experiment in their classrooms and to take the advice and support of trusted colleagues in the school. For many, the bottom line is improvements in students. But we should also look more closely at how school and classroom changes are linked.

A fundamental issue relating to school-based curriculum strategic planning is **the link between school level and classroom level change**. This link is not apparent in much of the literature on leadership and school improvement. Fullan and his colleagues provide the assumed linkage, represented in the diagram below. They identify the following:

- key dimensions of school improvement,
- key dimensions of classroom improvement, and
- how links between school and classroom are to be encouraged.

The diagram uses the idea of cogs in a series of wheels as a metaphor for linking school and classroom improvement. This is fundamental to the arguments in this paper and the reader should note the parallels between whole-school implementation outlined in Figure 2 and the diagram below.

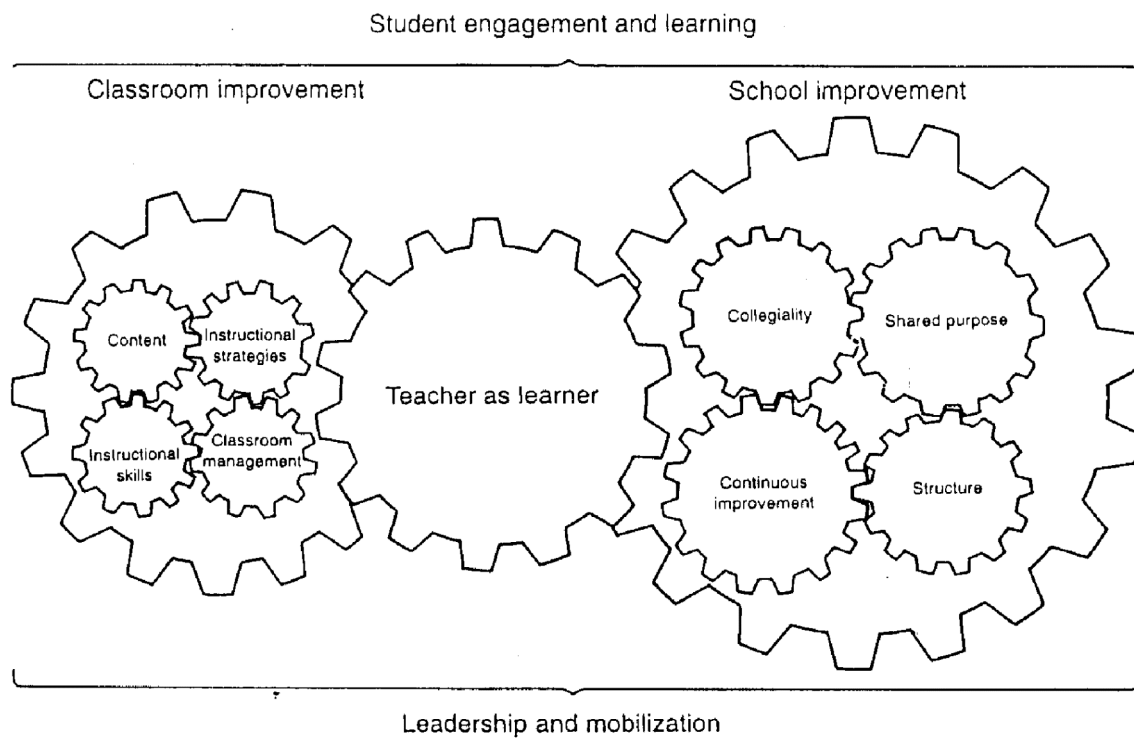


Figure 5.1 A comprehensive framework for classroom and school improvement
Source: Fullan, Bennett and Rolheiser-Bennett (1990)

Key aspects of school level development are:

- **shared purpose**, which includes things such as mission, goals and a common purpose. Schools need to show a shared sense of purposeful direction related to major educational goals,
- **collegiality**, which refers to the amount of mutual sharing, and the extent to which assistance and joint work among teachers is valued by the school,
- **continuous improvement**, which relates to experimentation through which teachers are constantly seeking, implementing and evaluating, and the use of new practices to improve the outcomes for students, and

- **structures**, which are the organisational arrangements, roles and policies that support other cogs in the school improvement wheel.

The centrepiece or bridge between school and classroom teacher is the teacher-as-learner. The school must encourage the acquisition of new teaching skills, but in addition encourage teachers to question their own work through inquiry and reflection. This usually requires a teacher to work in collaborative ways with other teachers in the learning process. A key question is how the school, through the strategic plan and other processes, can encourage teachers to think of themselves as learners throughout their careers, and also to assist teachers learn specific skill associated with a specific innovation or change.

Key aspects of classroom improvement include:

- **content knowledge** held by teachers and its appropriate use with students,
- **teaching (instructional) strategies**, by which is meant access to a repertoire of approaches to be used where appropriate (deductive, inductive, enquiry, use of internet etc),
- **teaching (or instructional) skills** such as questioning, student involvement in discussions, etc, and
- **classroom management**, meaning control of student behaviour, making rules known to students, etc.