
Transforming schooling: Small change is not enough
By David Loader

David Loader argues that small change is characteristic of reform in schools, but that more radical change is now necessary if schools are not to go the way of the pony express. He discusses the limitations of changes in what have been seen as five core areas of reform – quality teaching; quality learning by students; empowered school leadership; meeting student needs; and greater transparency and accountability – explores the significance of discontinuity and disruptiveness in innovation; comments on issues of fiscal responsibility and sustainability for the current model of schooling; considers the value of futures thinking; and offers some short scenarios to encourage debate about possible directions for schooling.


Reforming an education system: The Tasmanian experience
By John Ewington and Sally Milbourne with Michael Brakey, including feedback points from Michael Fullan

The authors address the significant improvement effort being undertaken by the Tasmanian Department of Education at all levels of the system. They explore the relationship between the Tasmanian context and the research underpinnings of successful system reform and improvement, and examine two key drivers of the reform effort – quality teachers and quality leaders – through the lenses of current theory and best practice, the role of professional learning and the creation of a feedback culture. Michael Fullan, who has been working as a critical friend with the Tasmanian Department, provides key points of feedback to be taken into account as the reform work continues.


Our Chosen Future: One school’s learning reform blueprint
By Elisabeth Lenders and Liam King

The authors outline the development, since 2011, of a blueprint for Kingswood College, Melbourne, to define the school’s chosen future, build a vision, articulate and communicate aspirations, and begin the process of implementation. This is the story of a work in progress, based on the understanding that schools operate in a broad 21st century context – globally, nationally and locally – but recognising every school is unique and must identify those things that are central to its meaning and culture. They explore the theoretical underpinning for their work; their articulation of a Model for Learning; a Jigsaw for attaining their vision of a world-class school; and their LATTICE framework for organisng student learning.