Publications

Seminar Series & Occasional Papers
JULY 2012

School autonomy and system leadership: Aligning the effort in the journey from improvement to transformation
By Brian J Caldwell
Drawing on his keynote presentation at the National Invitational Symposium, *School Autonomy and System Leadership: A ‘Formula’ for School Improvement?*, Professor Caldwell provides background on the development of increased school autonomy/self-management; highlights the importance of developing a narrative that transcends political boundaries and takes a long-term view; comments on some of the myths about autonomy that are getting in the way of moving from improvement to transformation; describes the forces that are driving similar developments around the world; addresses issues related to impact on learning and the need for aligning the efforts of leaders across all levels of the system; and offers a prognosis for the decade ahead.

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The fourth R: What are we are getting (w)rong with schooling and what can we do about it?
By David Loader, OAM
The author discusses a fourth ‘R’ for schooling, arguing that we are getting our practices and policies very ‘(w)rong’, and identifies indicators that suggest the current model of schooling fails to meet the needs of today’s students. He explores issues of measures, tests and mindsets, school refusal and student disengagement, the school ‘isolated’ from its community, and the need to encourage and support innovation. He argues the end goal must be to replace the existing school system with more flexible delivery systems, requiring reconceptualisation, development and trial of alternatives to the schools and schooling with which we have been familiar.

Leading change, changing leadership
By Patricia Collarbone
Dame Patricia Collarbone, Director, Creating Tomorrow, UK, asserts that the public sector faces unprecedented structural and financial changes, impacting on how people work and behave, and on delivery of efficient, effective services. While there is great potential for these changes to be successful, she argues that in a prevalent culture of command and control many people do not know what it means to take up their own authority. She sees this as relating to traditional, limited approaches to leadership, inappropriate structures and inefficient processes, rather than deficient staff, and explores how to develop distributed leadership and an autonomy culture, particularly in the education sector.

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