

# Publications

## Seminar Series & Occasional Papers

APRIL 2013

**Seminar Series No. 223** ISSN 1838-8558 ISBN 978-1-921823-37-4

### *Leading the self-transforming school*

By Brian J Caldwell and Jim M Spinks

Twenty-five years after their book *The Self-Managing School* was published, the authors explore what has happened since then in the design and implementation of self-managing schools, and consider future possibilities. They also discuss why student achievement has improved in some nations while flat-lining in others – notably Australia and England. Drawing on themes in their book, *The Self-Transforming School* (in press, Routledge), they advocate schools moving from ‘self-management’ to ‘self-transformation’, and identify the implications for educational leadership. Brian Caldwell contributed an earlier version of this paper to the Annual Roundtable of the Asia Pacific Centre for Leadership and Change, held in Shanghai, in March, 2013.

**Seminar Series No. 224** ISSN 1838-8558 ISBN 978-1-921823-38-1

### *Exploding the myths of school reform*

By David Hopkins

Drawing on his 2013 book (of the same title, published by Open University, McGraw Hill and ACER Press, Melbourne) David Hopkins summarises how the failure of many educational reform efforts to impact on students’ learning and performance has related to misguided action, based on myths about school reform that remain prevalent today. He explores ten myths in particular that he believes constrain realisation of the moral purpose of school and system reform. In contrast, he also draws on a growing evidence base to identify ten key principles – each having a high degree of operational practicality and linked to its own theory of action – that characterise more successful reform efforts in high-performing educational schools and systems.

**Occasional Paper No. 130** ISSN 1838-8566 ISBN 978-1-921823-39-8

### *Performance and Development as a driver of teacher and school improvement: Lessons from the field*

By Graham Marshall and Vic Zbar

At a time when teacher performance and development is seen as an increasingly important mechanism, the authors have set out to derive lessons from studies of five schools, from across Australia, which have used related processes to improve teaching practice. They conclude that given the ways these schools developed and implemented their processes, performance and development for them was all about improving teachers and schools to ensure that more perform like the best. This paper is particularly timely given the work of the Australian Institute of Teaching and School Leadership (AITSL) in developing the *Australian Teacher Performance and Development Framework*, released in August 2012.

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