



Preferred Futures for Public Secondary Education in NSW

**A project of the
NSW Secondary Principals Council
August 1999**

Preferred Futures for Public Secondary Education in NSW

was adopted by the State Assembly of the NSW Secondary Principals Council
on 27 August 1999.

It becomes the framework for Council policy and will be the basis for negotiations with
governments, systems and other partners in public education policy development.

The Council has published in a separate document a number of appendices
to the project report. These summarise the rationale and methodologies used and refer to
the Futurescan process developed by Dr Rick Slaughter from the Futures Studies Centre
in Melbourne.

Copies of these publications can be obtained from the Principal, Marsden High School,
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FROM THE PRESIDENT

This document presents preferred futures for the State's public secondary education.

Public secondary education is at a watershed. In the last three decades education has joined other public policy areas as a high profile political issue. At various times this has worked both for and against the interests of students and schools. It is important for principals to take a leading role to encourage policy making that is built on quality practices and focused on shaping the future for the young people of this State. We seek to raise the profile of significant long term issues in public education and to work with all stakeholders to seriously address these issues.

Our public secondary schools continue to be the places where most young Australians are prepared for their future. Students and their parents want their schools to be places where students learn and succeed. They want their local school to promote equity, to develop personal responsibility in its students and to prepare them for work and for life. They know that education cannot stay as it is into the next century if this is to happen. The responsibility for creating the schools and students of the future lies with students, parents, teachers, government and, critically, the principals who lead our schools.

Our principals have taught thousands of students who will shape Australia's future well into the next millennium. They have worked in many diverse communities and have experienced many, different educational settings. They see the potential of our young people and recognise the need to develop educational practices more relevant to the next century than the last.

In this document, significant changes are proposed for students, teachers, leaders, schools, curriculum, technology and the system as a whole in a series of strong belief statements and recommendations. A key theme is the need for flexibility in thinking, planning and developing structures at both school and systems level. It offers teachers the opportunity to reflect on their changing roles and strongly recommends that the work they do in preparing students for the future is recognised through enhanced status and reward.

The New South Wales Secondary Principals Council is a significant voice in the public debate and in policy development in NSW education. This paper is critical to this continuing debate and the decision making which will change the face of public education.

It will:

SHAPE THINKING AND SKILL LEADERS TO TO CREATE A PREFERRED FUTURE FOR EDUCATION TOMORROW

Larissa Treskin
President, NSW Secondary Principals Council
August 1999

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**SHAPING THINKING AND SKILLING LEADERS TODAY
TO CREATE
A PREFERRED FUTURE FOR EDUCATION TOMORROW**

EXECUTIVE SUMMARY

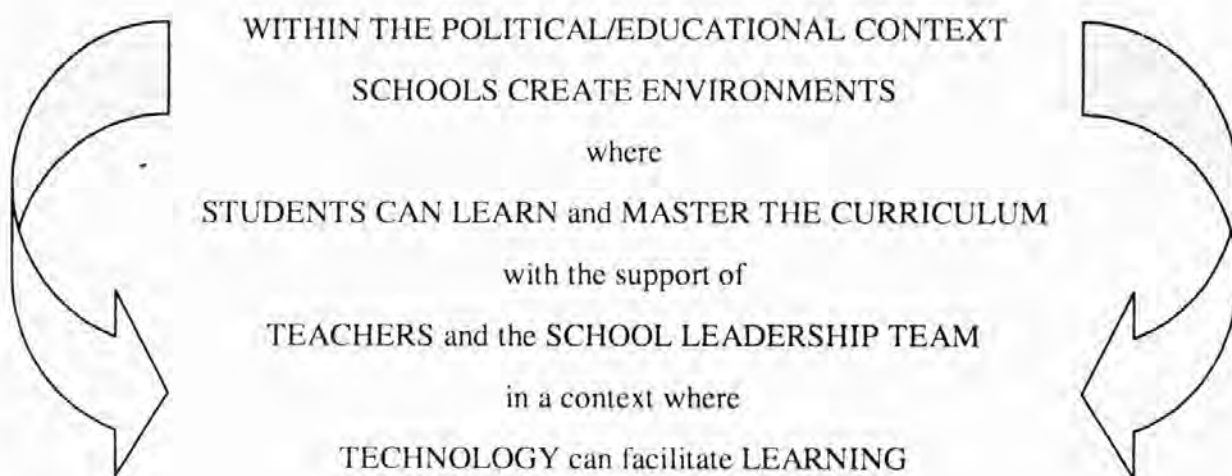
The NSW Secondary Principals Council represents over 450 principals of public secondary schools in this state. The Council believes it is important that key stakeholders in education participate in a process to develop a preferred future for the students in secondary schools.

The Council established this Futures Project to ensure rigorous attention will be given to:

- **the changes in secondary education necessary to keep student learning relevant, desirable and feasible**
- **how to make such changes work in practice**
- **the role of leaders and administrators in effective change management.**

The Project brought together futures methodology with the unique experiences of principals as teachers, leaders and managers. They were joined by senior officers from the Ministry and the Department of Education and Training, university researchers and other partners in education. (See section 1.4)

The Project reflected on global and national scenarios and linked them with educational trends and issues. The areas in the diagram below were used to identify beliefs that underpin school operations, to set goals and to identify strategic options.



The purpose of this paper is to:

- **share ideas developed by those involved in the project**
- **stimulate discussions about the issues raised in the paper**
- **seek agreement on actions to be taken in the future.**

This paper:

- identifies the changing context within which secondary schools operate (section 1.2, 1.3)
- gives the Secondary Principals Council's role in the preferred future (section 1.5)
- reflects on the partnership between schools and education systems (section 1.6)
- provides an agreed platform from which the Secondary Principals Council can participate in debate about the future of education (see Recommendations)
- gives guidance to government and systems on policy development and implementation.

The Secondary Principals Council believes it is necessary in the implementation of this paper to:

- use evidence-based decisions
- involve all stakeholders in education, including students
- recognise that the strategic options which are ultimately settled upon will reflect competing values and tests of feasibility as well as logical thinking
- take into account the contribution of political and community influences.

Secondary schools are complex organisations. Many schools have already established a school culture in which all stakeholders are actively involved in creating their preferred future for their school and improved outcomes for their students. Within these cultures the school communities accept the need to constantly evaluate their progress and seek to improve their effectiveness.

If the preferred futures recommended in this paper are to be achieved for all schools, the Government and the Department of Education and Training need to work with the Principals Council and practitioners who have successfully introduced cultural and managerial change to set up appropriate strategies.

The strategic options developed in:

Chapter 2 – The Political/Educational Interface

Chapter 3 – Leading Change for the Preferred Future

Chapter 4 – Preferred Futures Within Schools

reflect the methodology and processes reported in the Appendices and summarised in the earlier Green Paper.

This Rationale for the Futures Project is followed by a Vision for the Future, which embodies the recurring beliefs and themes which emerged throughout the course of the Project. The Council is committed to a future where this vision will shape the course of public secondary education in NSW.

The recommendations contained in this Executive Summary provide a focus for the Government, the Department of Education and Training, the Board of Studies, TAFE NSW and the Secondary Principals Council. It is anticipated that the Council will report biannually to its members on progress that has been made in the areas for action.

A VISION FOR THE FUTURE

SHAPING THINKING AND SKILLING LEADERS TODAY TO CREATE A PREFERRED FUTURE FOR EDUCATION TOMORROW

The traditional concept of a school will be challenged by the rapidly changing nature of society, work and learning. The future will see:

LEADERS

- facing new challenges as they operate in more ambiguous organisational and political cultures
- using highly tuned emotional and social intelligences to work deftly within these new cultures
- mastering and applying knowledge systems and emerging technologies.

SCHOOLS which will operate

- within flexible learning environments where the curriculum, organisation, timing, entry, progression and exit points are determined to suit the needs of learners
- as multi-dimensional learning communities where quality personal interactions and relationships give individual learners a sense of connection and security
- in a culture of mutual support and care where risk taking and the development of skills for life-long learning will be the driving force
- in flexible learning environments where a broad range of educators and support personnel will interact with them to meet academic, welfare, cultural, social and vocational learning needs.

LEARNERS who will

- take initiative in designing their own learning pathways
- use individualised programs to learn how to learn and develop the skills to acquire and apply knowledge and understanding
- use holistic, co-operative and collegial approaches to learning, thinking and doing
- take part in authentic assessment processes and procedures which articulate locally, nationally and internationally.

TEACHERS who will

- expand the range of learning tools and support materials to match the needs of students, the requirements of assessment and the availability of resources.
- work in reshaped learning environments, using sound pedagogy and the latest technologies
- shape, negotiate, monitor and guide learning programs for individuals and groups
- work collaboratively in small teams with learners of all ages
- facilitate virtual classrooms where the teacher can be available on-line for on-time, any-time, anywhere learning.

CURRICULUM which will provide

- a broad range of learning and opportunities for academic, vocational and personal growth
- plans for individual learners using networks of providers and on-line services
- standards frameworks to ensure the quality of knowledge, skills and understandings expected of, and the levels of achievement attained by, the student.

CREDENTIALLING which will allow

- on-line assessment of student achievement against standards frameworks
- students to easily update their credentials and articulate them into future pathways.

TECHNOLOGY will be used to

- enhance learning outcomes and opportunities, the quality of learning and attitudes to learning
- develop higher order skills while using technology to build knowledge, solve problems and interact with a wide array of information sources and people
- provide a more sophisticated and global understanding of complex international and national issues
- deliver courses in the cyber classroom to expand curriculum choice.

SYSTEMS which will provide

- policy frameworks within which schools can develop flexible responses to the needs of their students
- support services to enhance the functioning of schools.

RECOMMENDATIONS

Educational planning and delivery cannot be seen in isolation. The Secondary Principals Council and other partners in education will work together to explore and set out a preferred future. This future is about people and the contribution they make to society; the rich harvest that can arise from improving social capital.

The context within which schools operate is changing. Not only are there changes in the way we live, work and inform ourselves, there are major structural reforms at the national level. To survive, public secondary schools will need to work differently.

The key to meeting future challenges is in increased flexibility, new skill development and different ways of thinking, technological literacy and a redefining of pedagogical roles for teachers and school leaders.

To achieve this flexibility, the Department of Education and Training, the NSW Teachers Federation and other organisations, who set the boundaries within which schools operate, will need to move from their traditional maintenance functions and increase their direct support for freeing up school organisational frameworks and piloting new approaches. These approaches will need to be flexible in form and in structure, be flexible in the way teachers and students relate to each other and ensure work practices improve student outcomes.

Teachers are the key contributors in building Australia's social capital, society's capacity to develop core values of compassion, fairness, trust and a commitment to collaborative diversity and constructive critique. They can build Australia's intellectual capital – its capability for creativity, problem solving, effective change management and self-managed learning – if they are given flexible learning environments, access to the best technologies available and quality support material as part of the government's curriculum guarantee.

To achieve this, teachers require support and the appropriate training. They need to feel valued and be able to work collaboratively in creative and constructive environments. New industrial frameworks and flexible working conditions will need to be developed to enhance teacher status and well-being.

The Governments and systems need to more clearly identify their roles in setting long term directions for the future and in establishing frameworks for school accountability. This will allow schools the flexibility to manage their own operations. A review should be conducted of the roles of, and relationships between, portfolios and units with the infrastructure to more explicitly identify the support they offer schools.

Sustainable change grows in unique environments and cannot automatically be transferred from elsewhere. What can be replicated are the conditions that led to the change. Creating the condition for continuous quality improvement and innovation is a key role for principals, the Secondary Principals Council and the Department of Education and Training.

AREAS FOR ACTION

The NSW Secondary Principals Council believes action is necessary in the following areas.

AREA 1: Needs based solutions for educational provision at the local level

The Council recommends the government and the system support this by:

- making more explicit the moral purposes and value of public education
- establishing a comprehensive, well-researched technology plan for teaching and learning
- ensuring policy frameworks allow school-specific responses to the future needs of students.

The Council recommends that schools and their communities:

- collect and analyse data on their learners
- develop specific responses to meet their needs.

AREA 2: A culture of new ideas and innovative approaches for effective change

The Council, the Department of Education and Training, the NSW Teachers Federation and schools encourage new approaches, greater collaboration and risk taking within each organisation.

The Council recommends that:

- a review is undertaken to identify effective practices, innovative approaches and change management strategies that increase flexibility in structures and program delivery
- a strategy be developed to disseminate the findings of this review to allow other learning environments to adapt structures and programs
- new priorities be based on evidence from evaluation and research and principles of inclusiveness, equity, social justice, ethical practice and excellence
- external evaluators be contracted to monitor the processes used when formulating and implementing major changes.

AREA 3: Leadership training for effective change management

The Council, the Department of Education and Training, universities and schools collaborate to develop structured training for educational leaders which will:

- raise their awareness of futures-oriented, alternate learning structures so they can develop the best educational environments for learners in their care
- develop their management and technological skills to implement the preferred future
- assist them to develop and sustain constructive relationships in the workplace.

AREA 4: Action research projects to encourage the development of more flexible learning

The Council recommends that these projects focus on:

- reconceptualising the learner, the teacher and the school as a learning environment
- implementing alternative organisational structures, curriculum delivery and pedagogy
- restructuring existing schools to create opportunities for more flexible learning
- evaluating the design of new and existing learning environments
- measuring the impact of technology on learning outcomes
- exploring how teachers' skills and interests can be best used to promote support for student learning in innovative ways.

AREA 5: Flexible curriculum frameworks providing individual learning programs to meet outcomes standards

The Council collaborates with the Board of Studies, the Department of Education and Training and schools to provide:

- a curriculum based on research about the way learners think, learn and communicate
- a core curriculum which promotes personal growth and includes the knowledge, skills and values for lifelong learning
- quality support materials, groups of modules, clusters of linked experiences to allow learners greater flexibility in achieving the outcomes specified by the curriculum frameworks
- a comprehensive standards framework so learners can upgrade their credentials at appropriate intervals.

AREA 6: Provision of resources for schools to meet the outcomes standards required by government and the community

The Council will promote public secondary education to ensure the government and the Department of Education and Training meet their responsibility to resource public secondary schools so that optimum student learning outcomes can be achieved.

The Council recommends:

- determining the unit cost of providing curriculum delivery and welfare and support services to achieve agreed standards of delivery
- providing resources based on these unit costs to meet the demands that are placed on each school to deliver curriculum and other services at the required standard
- negotiating more flexible allocation of resources to schools to support change management and training and development
- negotiating flexibility for schools in the composition of their workforce and in their executive structures.

AREA 7: A proactive, consolidated and sustained commitment by the NSW Secondary Principals Council to lead and foster the changes needed for the future

The Council will collaborate with the Department of Education and Training to:

- restructure policy frameworks
- lead the implementation of agreed change options wherever possible
- influence the media and inform public opinion about education and new directions being taken
- support principals in developing schools which can compete in the open market and deliver quality learning outcomes for students.

CHAPTER 1

BACKGROUND TO THE PROJECT

1.1 THE NSW SECONDARY PRINCIPALS COUNCIL

This Council brings together in one professional body more than 450 principals leading High Schools (Years 7-12) and Central Schools (Years K-12) within the public funded education system in New South Wales.

The Council's purpose is to:

- enhance the effectiveness of principals
- provide forums for discussion and debate on key educational issues
- participate in policy development and decision making at system level.

Members of this Council are committed to a public education system responsive to the challenges of a rapidly changing and complex world. As leaders, they will be proactive partners planning for and building a secondary education system able to meet those challenges.

1.2 SCHOOLING WITHIN A PUBLIC SYSTEM OF EDUCATION

The public education system is the key institution beyond the family shaping the future for the majority of young Australians. Public secondary schools are transmitters of culture, values and beliefs. They are critical agents of socialisation. They have a civic function in shaping Australian society and preparing students for lifelong learning and participation in an emerging global society.

Public secondary school acts as a service delivery point for:

- the critical core of functional knowledge and skills essential for life-long learning
- vocational education and training
- ethical practices which model responsible and reasonable behaviour
- integrated partnerships and collaborative structures which forge social capital.
- support programs for those with special learning needs

They belong to a public sector education system whose responsibilities are to:

- provide advice to government on policy development and implementation
- support schools in achieving the highest possible educational outcomes for students
- ensure standards are met across the system
- provide economies of scale in the delivery of education.

The relationship between these roles has not been adequately explored. To make schools more flexible and responsive to change in society, there is a need to review the mandate they are given and the responsibilities they are empowered to act on in achieving this mandate.

1.3 THE CHANGING CONTEXT

The next decades will witness profound alterations not only in the ways we live, work, entertain and inform ourselves, but also in the strategies of businesses, the dynamics of the marketplace, the competition between companies and between countries, the process of wealth creation and even the role of government.

It will create for the affluent, the mobile, the educated a wonderland of new choices and new opportunities in work and leisure. But for others – the unskilled, the under class, the unnecessary – it may only offer banishment to new techno-coated Dark Ages.¹

In our society, this is evident in:

- the increase in youth alienation, drug and alcohol dependence, homelessness and teenage suicide
- the casualisation of the work force leading to a growing number of disenfranchised young people
- the concerns expressed about the preparation of school graduates and the doubt whether they have sufficient skills to actively contribute to society.

Major structural reforms at the national level are impacting directly on the operations of public secondary schools. The national training agenda, with its emphasis on vocational education and training in the post-compulsory years of schooling, will change the patterns of subjects offered, course assessment, accreditation and articulation and the composition of the teaching force.

National competition policy, increases in grants to non-government schools and the maintenance of unrestricted travel subsidies for students will critically impact on any review of a preferred future for public secondary schooling.

Other changes include:

- the increasing public scrutiny of the education system in general and schools and their students in particular
- the growing political influence on educational decision making in the day-to-day operations of public secondary schools
- the growth of information technology and the digital technology revolution.

There is a need to develop in learners, teachers, schools and the education system the capacity to manage quality improvement and innovation in what will inevitably be an ever-changing and turbulent context in the future.

¹ Burstein, D, Kline, D (1995), **The Utopia Paradox**, from Road Warriors, Dreams and Nightmares Along the Information Highway, Dutton, USA

1.4 THE FUTURES PROJECT

The NSW Secondary Principals Council is uniquely placed, through involvement and interaction with a wide range of key stakeholders in education, to develop influential statements on educational trends and issues and support the implementation of agreed improvements and innovations.

As educational leaders, we believe that the future offers us the opportunity to improve the course of education. Secondary principals have a responsibility to play a leading role in shaping that future for the benefit of students in NSW public schools.

In establishing the Futures Project, the Council believed it should:

- **take a proactive role in shaping the future of education in NSW**
- **clearly articulate that preferred future**
- **use evidence-based research to reach decision**
- **offer strategies and processes to reach that preferred future through change at both system and school level**
- **develop in secondary principals those understandings and skills which encourage a forward view and enable them to lead ongoing change effectively in their schools.**

The Council initiated this Project in June 1998 in partnership with the Department and Education and Training. It appointed a Project Director, Maurice Brunning, Principal Nambucca Heads High School, and nominated a number of principals to form and lead teams in key areas. (See Appendix A)

Dr Rick Slaughter of the Centre for Future Studies was commissioned to work with the Project on futures methodology and his initiatives were complemented by contributions from Dr Richard Neville, Eva Cox, Dr Marc Bowles and John Findlay. (See Appendices C, D)

Over 150 principals contributed to earlier discussion documents, the development of the Green Paper issued in April 1999 and the writing of the White Paper. Teams working in key areas also involved senior personnel from the Minister's Office, the Department of Education and Training and universities. The President and three officers of the NSW Teachers Federation contributed to the review of the Green Paper.

Dr Marc Bowles, from the Institute of Working Futures, Professor Geoff Scott, from the University of Technology, Sydney, and Dr Chris Deer, formerly Dean of the Faculty of Education at this University, reviewed and commented on the draft of this White Paper.

(This project was jointed funded by the Secondary Principals Council and the Department of Education and Training.)

1.5 THE ROLE OF THE PRINCIPALS COUNCIL IN THE PREFERRED FUTURE

The NSW Secondary Principals Council intends to be proactive and play a stronger role in leading a response to the changing needs of the future, a response which is soundly conceived, focused and properly implemented. It is committed to:

- **a high quality public education system**
- **principles of inclusiveness, equity, social justice, ethical practice and excellence.**

The Council recognises the changing nature of the learning environment, with the introduction of senior, middle and multi-campus schools. It welcomes increased flexibility and greater autonomy at the local level and supports improved pay and flexible working conditions for teachers which take into account their contribution to student learning and social development, extra curricula activities and the other roles teachers are expected to fulfil.

The Council believes that the future of the public education system in New South Wales will be evaluated on:

- **how well the system can reinforce**
 - the pursuit of social justice, equity and excellence
 - regard for the welfare of others and the valuing of human relationships
 - ethical practice for the common good
 - an environment of honesty, integrity and trust
- **the system's commitment to build**
 - quality leadership able to develop a shared vision within a global context
 - innovation and change based on research and best practice
 - professional culture and critical reflection
 - strategic planning and an ethos of accountability
 - student-focussed learning, improving pedagogy and lifelong learning
 - collaboration, co-operative practice and powerful learning partnerships
 - learner-driven flexibility and diversity within coherent Statewide frameworks
 - guaranteed levels of resourcing to achieve equal outcomes
- **its success in developing students who**
 - can take responsibility for their own learning
 - possess a well-developed emotional intelligence
 - are good problem solvers, decision makers and communicators
 - are able to work independently, with others and in groups
 - have the skills and knowledge to navigate ongoing change and manage their own lifelong learning

Principals occupy a unique place in the education system. They link the broader system and society with the effective ongoing delivery of quality learning for students. It is they who, more than any other, mediate between any call for change and what actually happens in response to the call in the classroom. It is principals who must lead the process of improvement and innovation. As leaders in a system that will be judged on the above criteria, principals themselves will need to become highly skilled change managers.

PRINCIPALS will need to be:

- **ethical in developing and implementing a values-driven educational culture**
- **visionary, whilst being realistic about what can be achieved**
- **motivated, flexible and innovative, whilst maintaining high standards and expectations**
- **responsive to the demands and implications of local, national and global change**
- **oriented to improved learning outcomes**
- **able to create learning environments and structures to meet students' needs**
- **active in promoting, modelling and sharing leadership**
- **strategic in school planning and working within the political context**
- **effective in working with human and material complexities**
- **accountable to their school community and to key stakeholders.**

1.6 WORKING IN PARTNERSHIP WITH THE EDUCATION SYSTEM

The Secondary Principals Council will work in partnership with the government and the education system to reshape the role of the system and clarify its responsibility in service delivery. This is best illustrated in the core area of teaching and learning.

The government has the power to mandate and the system the responsibility to deliver:

- the curriculum
- the assessment and credentialling of student learning and performance
- the method by which student learning outcomes will be measured across the system and reported to society at large.

The system will need to maintain standards and quality control by setting minimum levels for:

- qualifications of teachers
- quality of material developed for use in curriculum delivery
- physical learning environment with appropriate specialist resources and access to technology
- working conditions of staff, including occupational health and safety
- systemic outcomes in service delivery and administration.

Economies of scale should be achieved by the system:

- managing employment, salaries and leave
- providing support materials as part of the government's curriculum guarantee of depth and quality for all students
- establishing support services to enhance the efficient functioning of schools
- determining the unit cost of curriculum delivery and welfare services
- recognising that variable rather than equal resource allocation is needed to ensure equal outcomes for all.

Schools currently work with curriculum whose conventions owe much to tradition and to university disciplines. There is a need to let curriculum float free and foster the co-existence of a variety of methodologies, materials and approaches that provide effective support for teaching and learning competencies. What matters is the knowledge and skills acquired, not the manner of acquisition.²

It then becomes the system's responsibility to use economies of scale in developing sequenced courses, groups of modules, clusters of linked experiences and an implementation plan which will ensure the knowledge and skills are acquired.

Schools of the future will need to be given flexibility to establish strategies to meet the outcomes standards required by governments and the community.

² Boston, K (1999) *The Past and the Future of Learning in Australia*, delivered to the National Conference of the Curriculum Corporation

CHAPTER 2

POLITICAL/EDUCATION INTERFACE

2.1 CONTEXT

Students of the future will live and work in a community dominated by global views and expectations. They will need more complex skills to take part in this community.

The community will expect secondary education to be flexible and responsive to the demands of a rapidly changing society. Paradoxically, the community will also expect schools to provide a sense of stability, continuity and belonging. The community will continue to rely on its public schools to educate adolescents about social issues and to build social cohesion through developing a sense of fairness and co-operation.

Secondary education will continue to be responsible for the critical general education of all adolescents and developing their skills for employability and lifelong learning.

The increasing complexity of secondary education will lead to an increasingly complex set of relationships with government, the Department of Education and Training and other stakeholders. In this community and educational context, co-operative quality interfaces are crucial to the improvement of secondary education.

2.2 BELIEFS AND STRATEGIC OPTIONS

The NSW Secondary Principals Council believes that the following principles underpin the interface between public schools, systems and governments as they identify and support the strategic development of public secondary education.

- The education system is publicly accountable. It is delivered within a legislative context that requires systemic provision, a common curriculum, educational standards and equity in public schooling.
- Government priorities are reflected in the planning, policies and practices of public secondary schools.
- The community has high and diverse expectations of the public education system. As a result, the system is subject to both public and media scrutiny.
- Students and their parents have a right to participate in planning the future of education in their local schools and at system level.
- Public secondary education is inclusive, committed to equity and responsible for catering effectively for the diverse needs of all students.

- Public secondary schools are responsible for educating adolescents for intellectual, physical and personal growth, for life-long learning in a multicultural, democratic society and for employability in a changing world of work.
- Public education must be well-resourced to address the diverse needs of students, schools and communities.
- Public secondary schools operate most effectively within communities where there are high expectations and strong support from students and parents.
- Many public secondary schools provide leadership in the development and renewal of their local communities.
- Principals and teachers have a critical responsibility to engage in the educational debate to create an educational system that positively influences the lives of young people and the community.

GOAL: To develop a more collaborative approach between schools, systems and governments when shaping the future of secondary education.

To achieve this goal, the Secondary Principals Council will act in partnership with others to:

2.2.1 strengthen Council's role in the development of education policy by:

- articulating the purposes and functions of public secondary education in the third millennium
- ensuring the structures of the public education system are aligned with the needs of students in a changing educational environment
- advocating on behalf of the students enrolled in public secondary schools
- delivering ongoing Futures strategies and options for public secondary education
- ensuring that schools commit to rigorous self-evaluation, planning and development to meet changing needs.

2.2.2 create a climate of dialogue, negotiation and partnership with the Department of Education and Training, the NSW Teachers Federation, the Board of Studies and the Government to:

- bring together government and key interest groups to support the public education system
- design systems, procedures, structures and behaviours to ensure that all partners in the delivery of public secondary education are able to anticipate and respond to change
- promote the changing role of secondary education
- lobby for the resources necessary to support quality public education.

2.2.3 strengthen relationships between the Council and:

- TAFE, universities, employers and other providers to increase options and pathways for students in public secondary schools
- NSW Teachers Federation
- parent bodies
- State student councils
- other government and community agencies
- professional leaders associations, particularly those representing Deputy Principals and Leading Teachers
- political representatives and parties.

2.2.4 develop a media strategy at local and state levels to:

- engender support for public secondary education
- comment on issues affecting schools and their students
- ensure that principals and other key personnel, including students, are prepared to influence media opinion.

CHAPTER 3

LEADING CHANGE FOR A PREFERRED FUTURE

3.1 CHANGING CULTURE

Fundamental to the implementation of any recommendations are the issues of change and culture within schools and within the System. The focus we and others have placed on change management over the past decade suggests we have failed to build systems with “designed-in” responsiveness.³ Changes in society, as evidenced by the widening gap between the experiences of students and their teachers, present challenges for the design of learning.

Research has shown that in each **change situation** there is a wide and complex range of sources and influences from the external, system and local level. There is a need for learning and unlearning on the part of all participants. School culture and climate, quality of leadership and the nature and expectations of the student body are fundamental **levers for change**. Given the challenges and complexities within each of these areas, there is an urgent need for all participants to understand and make use of the lessons learnt from change management.⁴

Since 1996, the increase in the amount of Internet traffic on Telstra’s networks has not just moved ahead of voice traffic, it has taken off exponentially.⁵ The social, economic, competitive and political impact of this change for school education, and particularly for current approaches to teaching and learning, is significant.

Supporting the view that “no one size fits all for education”⁶, the NSW Secondary Principals Council believes that more flexible organisational structures and processes are urgently needed to enable schools and teachers to be more anticipatory and responsive to rapid change. Constructive change will flow from learning communities having the opportunity to reconfigure, refocus and reshape secondary education.

Exploration of such concepts as middle schools, with flexible and discrete components and senior establishments focusing on different modes of delivery of learning, are just a beginning. The possibility of learning anywhere at any time and tapping into the vast array of intellectual capital offered through multiple partnerships with industry, other educational providers and unions is compelling. Such exploration would afford an opportunity to measure the impact on outcomes for students and their future employability as well as issues such as autonomy, empowerment, collaboration, responsiveness and flexibility.

³ Moriarty, G, Address: **Australian Technology Network of Universities Conference, 1999**

⁴ Fullan, M (1992) **Change Forces**, London & Washington, DC, Falmer Press; Scott, G (1999) **Change Matters, Making a Difference in Education and Training**, Sydney, Allen & Unwin IARTV Seminar Series, Jolimont, Victoria; Hoermann, D (1997) **The Dynamics of Implementing a Planned Change in a State Education System**, PhD thesis, University of New South Wales, Sydney

⁵ Moriarty, G (1999) **Address**, Australian Technology Network of Universities Conference

⁶ NSW Minister for Education (1999) **Paper**, delivered at the NSW Secondary Principals Futures Conference

The NSW Secondary Principals' Council believes staff selection and promotion are central to the development of an effective education service. These processes are particularly important in developing the Department of Education and Training's capability to manage continuous change.

Trends in preference for teaching as a career over other professions must be constantly monitored. Teaching as a career needs to be made more attractive to a diverse group of people at different life and career stages. Strategies should be developed to anticipate teacher needs to ensure a constant supply of staff in all future curriculum. One would be greater involvement of DET in teacher training. Is the teacher-education paradigm one we can continue to use? Would training be better modelled on that for the information technology industry, with its understanding of immediate obsolescence of knowledge?

If timely and appropriate professional development support is not provided to enable staff at all levels to keep abreast of changes in our operating context, the outlook for educational outcomes that are relevant to the 21st century is bleak. This in turn requires incentives for the acquisition of relevant further qualifications.

Work overload, isolation, undervaluing, powerlessness and threat are significant problems affecting climate and culture.⁷ The NSW Secondary Principals Council believes that a bias for action will emerge through the allocation of resources that "buy time" for the development of collaborative work place practices.⁸ Where local experiment is rewarded and recognised, where staff are actively assisted to focus their energies on a small number of agreed and strategically-wise development priorities, where admitting and learning from errors is valued, a culture of staff support and welfare will be maintained. This will lead to a greater level of support for change and success in the projects undertaken.⁹

It is now clear that the entire learning community is a facilitator of change. Identification of the key capabilities necessary for effective change management must become an essential facet of staff selection.¹⁰ The central role of principals and district superintendents in leading cultural change requires that they be explicitly trained to learn about and apply the results of research and futures methodologies. This expertise is best developed in relation to specific improvement projects and innovations.

The NSW Secondary Principals Council believes that re-culturation is inextricably linked to effective change and improvement. Teachers can indeed make a difference and ideally the process of change is best driven by practitioners who are trained on how best to manage change in education.

⁷ Hargreaves, A (1995) **Changing Teachers, Changing Times**, London, Cassell

⁸ Johnson, N (1996) **School Leadership and the Management of Change**, IARTV Seminar Series, IARTV, Jolimont, Victoria

⁹ Fullan, M (1982) **The Meaning of Educational Change**, OSIE, Toronto

¹⁰ Scott, G (1999) **Change Matters, Making a Difference in Education and Training**, Sydney, Allen & Unwin IARTV Seminar Series, Jolimont, Victoria

3.2 CHANGING LEADERSHIP

Leaders of the future will face unthought of challenges. They will need to utilise the extensive research base on the effective management of continuous quality improvement and innovation and on the development of commitment within school communities. Positional power will mean less and less, as those who can influence the direction of others or produce ideas to solve problems will set the pace.

Educational leaders will need highly tuned emotional and social intelligences. Leaders will be those who have mastered knowledge systems and emerging technologies and understand the educational and political culture in which they operate.

The following beliefs underpin the goals for leadership.

- Quality leadership is best achieved when it is shared, when everyone in the school community is encouraged to be a leader in his/her own area of expertise and when leadership skills are modelled and taught.
- Leaders need to know and understand the change process and must be able to lead others.
- Leaders must be able to work with human and material complexities, often in challenging and difficult circumstances.
- Leaders need to be prepared to take risks while remaining open, honest and ethical in developing a values-driven holistic school culture.
- Leaders need to work collaboratively to identify and address key areas for enhancement.
- Leaders need to add value to the quality of the learning process and the outcomes of that learning.

GOAL: To develop, empower and support leaders.

To achieve this goal, the Secondary Principals Council will act in partnership with others to:

- 3.2.1 provide appropriate professional and managerial support for principals to allow them to focus more on pro-active educational leadership in their own schools
- 3.2.2 allow principals in consultation with the school community to determine the mix of executive, teaching and non-teaching positions which best meets student needs
- 3.2.3 negotiate greater responsibilities for principals in the recruitment, selection, induction, ongoing training, management and separation of staff
- 3.2.4 ensure that policies and procedures are flexible enough to enable principals to provide effective and collaborative leadership within their own sphere of operation

- 3.2.5 develop structured and inclusive strategies to foster school leadership teams which respond to the needs of schools
- 3.2.6 raise the awareness of educational leaders to futures-oriented, alternate learning structures which will ensure their ability to develop and manage the most appropriate educational structures for the learners in their care
- 3.2.7 enable the executive, team leaders and other teachers, parents and students to take an active role in the leadership and management of their educational community by developing their leadership skills and understanding of leadership within a futures-oriented context
- 3.2.8 set in place specific succession policies and practices to facilitate and enable the development of educational leaders for the future
- 3.2.9 foster the growth of student leadership through a range of programs such as the Students' Representative Council, peer mediation, peer support, Duke of Edinburgh, mentoring and other leadership development schemes.

CHAPTER 4

PREFERRED FUTURES WITHIN SCHOOLS

4.1 SCHOOLS AS LEARNING ENVIRONMENTS

Education will increasingly occur within flexible learning environments where the curriculum, organisation, timing, entry, progression and exit points are determined to suit the needs of the learners and where student welfare and support are of prime importance.

Unifying features of these multi-dimensional learning communities will be personal interactions and relationships giving individual learners a sense of connection and security. There will be a broad range of educators and support personnel who meet academic, welfare, cultural, social and vocational needs. A culture of mutual support and care will exist where risk taking and the development of skills for life-long learning will be the driving force.

The following beliefs underpin the strategic options for schools as learning environments.

- Learning is intensely personal and is enhanced through quality interactions with others.
- Schools in an inclusive public system promote effective learning for the full range of students, including those with special needs or those who are alienated.
- Safe, stimulating and well-resourced environments best facilitate learning.
- Schools operate in a culturally diverse and changing society. They are committed to principles of inclusivity, equity, social justice, ethical practice and excellence.
- Schools are places where learners interact socially, meet people from other backgrounds and ages, take risks in developing their social skills and are treated fairly and with dignity.
- School welfare structures promote the emotional, social, physical and moral well-being of all members of the school community.
- Flexible learning environments allow for the incorporation of technology and changing approaches to pedagogy.
- Successful learning communities inspire and challenge all members to engage in and enjoy learning.
- Schools provide access for all learners to a unique mix of resources, facilities and opportunities that may not be available in the home or community.

- Critical reflection and evaluation of change creates an optimum learning environment.
- Continuous improvement is integral to a creative and dynamic learning environment.
- Accredited learning will increasingly occur in a variety of settings.

GOAL: To ensure schools of the future are optimum learning environments.

The strategic options to achieve this goal require the Secondary Principals Council to act in partnership with others to:

- 4.1.1 reconceptualise the learner, the learning environment and how life-long learning can be promoted.
- 4.1.2 establish action research projects in new environments to reconfigure, refocus and reshape secondary education, using more flexible structures and resource agreements.
- 4.1.3 establish projects to redevelop existing school sites as learning environments which reflect pedagogical and technological changes and meet the welfare and learning needs of students.
- 4.1.4 provide leadership and support for principals and teachers to develop more open relationships and co-operative learning structures within and between learning environments.
- 4.1.5 encourage and support flexibility in the way schools operate and manage their learning environments.
- 4.1.6 develop more inclusive forms and measures of accountability which recognise social capital and learning outcomes.
- 4.1.7 collect valid data concerning learning communities and develop the skills to analyse and respond to this information in a positive change culture.
- 4.1.8 develop and resource multi-faceted welfare programs, impacting on emotional, social, physical and moral problems, for adolescents. These programs need to link into the wider community of family and other youth support agencies, eg the Department of Community Services, Police, Juvenile Justice and Health.
- 4.1.9 facilitate greater professional interaction between staff from cross-sectoral groups who are involved with youth to develop and access programs to assist alienated youth and those with special needs become successful and contributing members of society.

4.2 LEARNERS AND LEARNING

Learners will take more initiative in designing their own learning pathways. Individualised learning programs will enable all learners to learn how to learn and to develop the skills to acquire and apply knowledge and understanding.

Holistic co-operative and collegial approaches to learning, thinking and doing will occur in flexible learning environments. These approaches to learning will open up more flexible pathways, expand the range of learning tools and resources to match student needs and assessment requirements.

Recognition of learning by a variety of providers and sources will occur and this will articulate into local, national and international accreditation frameworks.

The following beliefs underpin the strategic options for learners as learners.

- Learning is a lifelong process.
- All learners have a right to learn.
- Learners have a natural curiosity which needs to be nurtured in learning. They learn best when they enjoy their learning, when they feel they are able to take risks and when they achieve success.
- All learners are able to learn and improve their knowledge, skills and application. They learn in diverse ways and at different rates.
- Learning is an interactive process in which learners actively construct meaning from a complex and ever-expanding body of information.
- Learners bring a wide range of knowledge and skills to the learning process and are able to make a significant contribution to decisions about their learning.
- Learners have the right of access to a curriculum which meets their needs.
- Learners are more likely to achieve quality outcomes when they know what is expected of them.
- Assessment of student achievement must reflect what learners have accessed during the learning process. Assessment is most effective when it is part of the learning process.
- Environmental factors impact on learning both positively and negatively.

GOAL: To design learning pathways which encourage and enable individuals to become self-directed life-long learners.

The strategic options to achieve this goal require the Secondary Principals Council to act in partnership with others to:

- 4.2.1 provide information on research into innovative practice in teaching and learning and provide resources to set up projects to model ways this research can be applied across schools and in particular learning areas.
- 4.2.2 develop learning networks and provide resources to bring school communities together to improve learning environments and student outcomes.
- 4.2.3 enable schools to develop strategies which will allow learners more flexible access to learning while preserving the vital need for the learner to personally interact with the teacher and other learners.
- 4.2.4 develop a learning community in which learners, teachers and parents have an understanding of learning and agree on appropriate strategies which will optimise student learning outcomes.
- 4.2.5 support schools in providing learners with detailed, appropriate, individual learning programs based on syllabus documents and including extra-curricula learning.
- 4.2.6 ensure that there will be a variety of ways for learners to achieve credentials and recognition of learning.
- 4.2.7 introduce greater flexibility to create structures which allows for student progression on the basis of achieved outcomes.
- 4.2.8 develop assessment processes that more accurately reflect student achievement.
- 4.2.9 implement holistic approaches to learning and teaching which help learners to apply their learning to a variety of situations.
- 4.2.10 provide a specific, negotiated and appropriate learning program for each student which will include a mix of face-to-face teaching on-site with other learning experiences.
- 4.2.11 employ personnel in schools to work with teachers in meeting the welfare and technological needs of learners and establishing an environment in which all can learn.

4.3 TEACHERS AND TEACHING

Teachers in the future will be recognised and valued as professional facilitators of learning and significant contributors to the social and cultural development of adolescent learners. They will educate and inspire learners, as they do now and have always done.

Teachers working in reshaped learning environments, using sound pedagogy and the latest technologies will:

- confer with students to negotiate and guide their individual learning programs
- work in collaborative partnership with learners
- design self-paced modules for learners to access through technology, at any site within a flexible time-frame
- lead critical discussions in small tutorial groups
- facilitate a virtual classroom for remote students or across educational sites;
- provide specialist skills across a number of educational sites and be available on-line for student contact
- design assessment tools and co-ordinate on-site and off-site learning and assessment
- provide expertise and wisdom when students engage in learning.

The following beliefs underpin the strategic options for teachers and teaching.

- Teachers make a difference and their individuality is one of their strengths.
- Teachers are facilitators of learning, with an understanding of students, the nature of learning, and a commitment to the best learning outcomes for their students. The learning partnership occurs in a context where students, parents and teachers take joint responsibility for the learning.
- Teachers should have a strong commitment to students in the public education system and hold high expectations of the students' capabilities.
- Teachers should have an understanding of and commitment to the values that underpin public secondary education.
- Teachers should enjoy teaching, have a personal and professional commitment to their own growth and development, model life-long learning and be leaders in their learning communities.
- Teachers have an understanding of and the skills to use the learning tools of the future in student learning, curriculum delivery, assessment and reporting.
- Quality teaching is dependent on positive relations between members of the learning community, ie interpersonal and professional relationships among teachers, learners and parents.

- Teachers teach best when morale is high in a working environment characterised by effective communication and positive school culture and they:
 - are valued and supported
 - have mastery of the content they teach
 - know their students and cater for their individual and diverse learning needs
 - are able to manage student learning in a variety of classrooms and other teaching contexts
 - have a clear understanding of the changing nature of the social, cultural and political contexts in which they teach
 - have the professional freedom to explore innovative ways of developing student learning.
- Teachers and teaching will benefit from the articulation of explicit professional teaching standards.¹¹
- Teachers will be supported by the Government and the Department of Education and Training in bringing about change for the future.

GOAL: To assist teachers to make a difference by meeting the future learning needs of students in and for the future.

The strategic options to achieve this goal require the Secondary Principals Council to act in partnership with others to:

- 4.3.1 redefine the role of the teacher in terms of the present and future needs of students. This includes the need for greater flexibility in ways teachers and students interact, where both take responsibility for decisions about learning; changes in pedagogy; and holistic approaches to learning.
- 4.3.2 identify, monitor and ensure maintenance of professional teaching standards required of teachers now and for the future.
- 4.3.3 set in place frameworks to ensure the maintenance and improvement of ongoing teacher development at both an individual and system level.
- 4.3.4 collaborate with teacher education providers and government to ensure there are sufficient graduates educated and trained to meet future pedagogical needs, competent in the use of technology in learning and have the knowledge and skills to work with all students.
- 4.3.5 recognise the individual contexts of schools, reward quality teaching and acknowledge co-curricular activities in pay structures and working conditions.
- 4.3.6 give schools increased responsibility, authority and resources to negotiate change in school organisation and staffing to better suit the changing needs of teachers and learners.

¹¹ Report of the National Standards and Guidelines for Initial Teacher Education (1998) **Preparing a Profession**, Canberra, Australian Council of Deans of Education (Adey Report)

- 4.3.7 encourage school communities to explore alternative organisational structures, curriculum delivery and pedagogy and resource them to provide for the implementation, evaluation and publicity of these alternatives.
- 4.3.8 gain greater autonomy for schools in deciding their staffing needs, including the use of para-professionals and other support staff.
- 4.3.9 ensure resources are provided to support:
- systemic training and development
 - professional associations
 - facilitation of networks for the sharing of teaching knowledge and expertise and to encourage co-operation and teamwork.
- 4.3.10 establish frameworks to enable universities, the Department of Education and Training and other providers to support ongoing teacher education and development.
- 4.3.11 make teaching more attractive as a career for people at different life and career stages.

4.4 CURRICULUM AND CREDENTIALLING

Learners will be guaranteed an essential core of learning and opportunities to develop their abilities, interests and aspirations. Curriculum plans for individual students will be designed using networks of providers within the geographic area and/or on-line. Continuity of learning opportunity will occur through articulation with primary schools and post compulsory providers.

The curriculum in public schools must diverge to provide equity of opportunity and outcomes for students in an increasingly diverse world. To facilitate this, an extension of the curriculum frameworks concept will enable schools to customise learning for their students, while retaining the benefits of a centralised credential.

Technology will allow for on-line assessment of student achievement against established standards. This can occur outside the framework of annual examinations so that credentials can be updated as needed. This will enable students to articulate a wide variety of learning into purposeful academic, vocational and general pathways.

The following beliefs underpin the strategic options for curriculum and credentialling.

- Students are entitled to a broad, balanced, challenging and relevant curriculum.
- Students in all public schools should have access to a full range of curriculum to suit their needs, interests and aspirations.
- Within a framework of statewide policies and local parent/student consultations, decisions about the appropriate mix of curriculum offerings in schools should result from negotiations with TAFE, industry and community organisations.
- There is a core of skills, knowledge and values that should be included in the curriculum studied by all students in secondary schools to provide students with appropriate learning for personal growth and for life in a multicultural, democratic society.
- Curriculum should be dynamic and responsive to changes in the knowledge, skills and values which students need to meet the challenges of a changing future.
- Curriculum development should be informed by research on the ways students learn, think and understand.
- Students should be involved in decisions related to how and what they learn.
- Students are entitled to have their learning outcomes validly and reliably accredited against established standards by the Board of Studies or other recognised authorities.
- Access to information will be increasingly mediated via technology.
- Patterns of curriculum delivery will become increasingly varied.

GOAL: To ensure all students are guaranteed an essential core of learning and opportunities to fulfil their needs, interests and aspirations.

The strategic options to achieve this goal require the Secondary Principals Council to act in partnership with others to:

- 4.4.1 develop as the basis of lifelong learning for all students a core curriculum , which promotes personal growth and includes the knowledge, skills and values needed to function effectively in a democratic, multicultural society.
- 4.4.2 develop statements of curriculum and perspectives for schools which extend the core in directions consistent with the charter for public schools (e.g. equity, cross-cultural perspectives, etc).
- 4.4.3 provide in schools a broad, balanced and challenging curriculum, relevant to students' needs and based on research about the way students think, learn and understand.
- 4.4.4 establish locally-based networks involving parents, students, industry bodies and other education providers, to ensure that the overall curriculum offering meets the needs, interests and aspirations of students and that curriculum delivery is as flexible and efficient as possible.
- 4.4.5 base future curriculum documents and credentialling processes upon a comprehensive standards framework encompassing the full range of curriculum.
- 4.4.6 continue to develop courses of study appropriate to the changing needs, interests and aspirations of students in NSW and which lead to the credentialling of particular subsets of outcomes within the Board's standards framework and/or relevant industry frameworks.
- 4.4.7 provide for the recognition and endorsement of courses developed by schools, TAFE and local networks which meet established local needs and which lead to credentialling within the standards frameworks.
- 4.4.8 establish mechanisms by which student achievements can be assessed validly and reliably against the relevant standards frameworks for credentialling purposes. Students should have access to these assessments for the purpose of upgrading their status on a more frequent basis than external examinations can provide.
- 4.4.9 maximise the use of technology by providing software for schools which links course content, outcomes and standards frameworks and which enables the tracking of student learning and reporting of student performance.
- 4.4.10 provide adequate resourcing in terms of physical facilities, technology, teaching resources, teacher development and web-based support to ensure access to the curriculum for all students.

4.5 TECHNOLOGY IN LEARNING

New technologies will impact on education, creating new innovative teaching and learning experiences. Technological literacy will foster new learning modes, styles of cognition, networks of relationships and methods of communication as the role of teachers and students change. Learners will develop higher order skills while using technology to build knowledge, solve problems and interact with a wide array of information sources and people. Teachers will increasingly apply and use technology tools for teaching, learning and productivity.

The appropriate use of technology will improve and enhance learning outcomes and opportunities, the quality of learning and attitudes to learning. By interacting with others nationally and internationally, learners will gain a more sophisticated and global understanding of complex international and national issues while increasing their information technology literacy.

Access and use of appropriate technology enables students to actively participate in the ever evolving technology centred world of work. The technologically connected world will be the classroom and the library of the future. Remote course delivery in the cyber-classroom will enable expanded curriculum choice for all learners.

Technology is not seen as the single solution for education. Consistent with research on effective learning design and delivery, it will always be used in combination with other learning tools and resources.

The following beliefs underpin the strategic options for technology and learning.

- Technology extends opportunities for learning communities.
- Technology, with its increasing impact on society, is essential in the teaching and learning process. An inclusive public secondary education system will provide equitable access for all students to appropriate technologies.
- The appropriate use of technology enhances student learning outcomes and opportunities and improves students' ability to become effective life-long learners.
- Schools provide students with a community within which they can be guided and supported in their learning. Technology facilitates flexible approaches to curriculum delivery but does not replace the school as a learning community.
- The nature of schools and schooling will radically change as students using technology access curriculum options from a variety of sources in Australia and overseas.
- Technology will change the pedagogy for individuals and groups. It will alter the ways teachers and students engage in their learning environments through the use of the Internet, e-mail, video conferencing, multimedia and other technologies. The classroom can change from a physical entity to a virtual classroom.
- All teachers will be competent users of technology for learning as training in the use of technology in teaching, learning and administration will be an integral part in the professional development of all staff.

- It is the right of all teachers to have technology at their desk with appropriate network services and all students to have adequate access to network services.
- The government will resource schools with the latest technologies.

GOAL: To ensure the use of technology is planned and implemented to support the process and relevance of learning.

The strategic options to achieve this goal require the Secondary Principals Council to act in partnership with others to:

- 4.5.1 develop a comprehensive and well researched technology plan setting out the goals, strategies, actions and timelines for technology implementation in schools.
- 4.5.2 promote to teachers and the community the benefits of technology as a tool to enhance teaching and learning and establish technology competency levels required by all teachers.
- 4.5.3 ensure that all students acquire technology literacy skills through curriculum provisions, pedagogy and access to and use of technology for learning.
- 4.5.4 establish an action-research project of several schools throughout the State which will model best practices in using technology in learning. Such schools would have:
 - virtual classrooms providing on-site and on-line education;
 - appropriate support personnel and expert teachers;
 - adequate resourcing;
 - teachers from other schools working on-site for a period to gain skills in technology and learning.
- 4.5.5 plan for the provision of training in the use of technology in learning for all teachers and future teachers and promote new approaches to pedagogy where teachers become curriculum “brokers”¹² as well as subject specialists, facilitating learning through student-centred programs.
- 4.5.6 ensure the supply to all teachers of state-of-the-art computers for use in their classrooms, at their desks and at home. This would allow remote access to the Department network and services, training packages and other learning support materials.
- 4.5.7 extend the reach of the Department's common network infrastructure, provide schools with the appropriate hardware for networking and use the size of the public secondary education system as a tool to negotiate appropriate software site licenses.
- 4.5.8 support and maintain the technology to provide multi-access to the network services for all students and staff.

¹² A curriculum broker helps students select learning packages from various providers and helps them manage their learning without necessarily becoming directly involved in the delivery of curriculum.

- 4.5.9 train and place technology systems administrators in all schools.
- 4.5.10 identify examples of best practice in using technology in teaching and learning and disseminate this best practice through various strategies including the Department's internet services.
- 4.5.11 involve teachers and industry experts in the development, acquisition and evaluation of user friendly software appropriate for use in classrooms.
- 4.5.12 incorporate in all syllabuses and associated assessment procedures processes which encourage:
 - more flexible learning using technology.
 - regular reporting to parents at each stage in the curriculum on technology and information competencies.
- 4.5.13 encourage innovative uses of technology and imaginative teaching as key elements in reconceptualising the curriculum.
- 4.5.14 ensure all school leaders develop the high level of management and technological skills to implement the preferred future.

In Appendix K, the strategic options are consolidated and reordered to indicate who might take responsibility for their implementation.

CHAPTER 5

CONTRIBUTORS TO THE FUTURES PROJECT

By the end of June 1999 every member of the NSW Secondary Principals Council will have had the opportunity for involvement in the Futures Project. Fifteen percent have been directly involved in the development of the Green Paper as Team Leaders and Team Members, with another 10% involved in the critical appraisal and the development of Draft White Paper. Annual Conference in June gave the opportunity, in the discussion groups on the Paper, to increase the percentage involvement to over 70%. This large involvement is the strength of the approach adopted. The Department of Education and Training has been a partner with representative senior personnel involved. Representatives from the NSW Teachers Federation participated in the 29/30 April Futures Conference.

The Futures Project has been funded jointly. The NSW Secondary Principals Council and NSW Department of Education and Training have each contributed \$30,000. The final cost is expected to exceed \$80,000. The Council is most appreciative of the personnel and financial support from the Department of Education and Training.

The thanks of the Council go to all people who have participated, especially the principals who have given their time and effort whilst still running their schools. A list of the contributors and participants involved in the development of the Draft White Paper follows.

The "FUTURES PROJECT" was authorised and carried out by the NSW Secondary Principals Council. The **Major Council Officers** involved were:

NAME	OFFICE
TRESKIN, Larissa	President and Principal, Burwood Girls High School
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BRUNNING, Maurice	Project Director, Council Executive and Principal, Nambucca Heads High School
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WENDTMAN, Lyn	Sub-Editor , Critical Appraisal, Council Executive and Principal, Cherrybrook High School

At the core of the Project were the Futures Project Teams each with a particular educational focus. All **Team Leaders** were principals and they were joined by other team members to be the Leaders of the Groups for the critical appraisal of the Green Paper and then the various versions of Draft White Paper. They were:

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Some are thanked for their **additional contribution**. They were:

NAME	OFFICE
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BOWLES, Marc	Critical Appraisal, Address to April Futures Conference Institute of Working Futures
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The NSW Secondary Principals Council thanks the following **Team and Support Members** for their contribution.

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NSW SECONDARY PRINCIPALS COUNCIL

**Shaping, thinking and
skilling leaders today to
create a preferred future
for education tomorrow**

**Principals, recognising the changing
context of schooling, will lead change
for a preferred future.**

They will need to be:

- ethical in developing and implementing a values-driven educational culture
- visionary, whilst being realistic about what can be achieved
- motivated, flexible and innovative, whilst maintaining high standards and expectations
- responsive to the demands and implications of local, national and global change
- oriented to improved learning outcomes
- able to create learning environments and structures to meet students' needs
- active in promoting, modelling and sharing leadership
- strategic in school planning and working within the political context
- effective with working with human and material complexities
- accountable to their school community and to key stakeholders.

Achieving the preferred futures requires a collaborative approach between schools, systems and government.

The Impact of change

- Leaders who can and will shape the future.
- Learners who design their own learning pathway.
- Teachers who are valued as professional facilitators of learning.
- Schools with flexible learning patterns and environments.
- Technology in learning.
- Curriculum which is dynamic with flexible options.
- Systems with a climate of dialogue, negotiation and partnerships.

**The role of the Secondary Principals
Council in the preferred future is based
on the principles of inclusiveness, equity,
social justice, ethical practice and
excellence.**

Areas for Immediate Action

- Needs-based solutions for educational provisions at the local level.
- A culture of new ideas and innovative approaches for effective change.
- Leadership training for effective change and management.
- Action research projects to encourage the development of more flexible learning.
- Flexible curriculum frameworks providing individual learning programs to meet outcomes standards.
- Provision of resources for schools to meet the outcomes standards required by government and the community.
- A proactive, consolidated and sustained commitment by the NSWSPC to lead and foster the changes needed for the future.