

ISEA Breakfast with Andy Hargreaves

Professor Andy Hargreaves, Thomas Moore Chair in Education at the Lynch School of Education at Boston College, was recently the guest speaker at a breakfast session for ISEA members and colleagues at the Sydney Convention Centre. Professor Hargreaves was in Sydney to take part in the Australian Council for Educational Leaders' (ACEL) international conference

Professor Hargreaves spoke of a series of research projects he and colleagues had conducted around the world and which investigated organisations performing beyond expectations. The organisations studied were drawn from the fields of education, sport, business and health. For the ISEA session Professor Hargreaves discussed four examples drawn from education.

The success of Finland on world education comparative tables could be attributed to its emphasis on cooperation as opposed to competition between schools, its involvement of parents and its recognition of the status of teachers. Principals were expected to teach at last 2 hours per week emphasising the significance of teaching practice in determining student-learning outcomes.



In Canada the *Alberta Initiative*, had led to demonstrable school improvements across a range of measures. Conducted and refined for 11 years the *Alberta Initiative* seeded school based improvement projects or innovations with funds, guidance and support. The government guarantees 2% of the Province's education budget to fund the initiative and this had led to stability and a willingness to persist with projects and innovations. Schools could select the area of school operations for improvement and were expected to plan thoroughly and clearly indicate how the outcomes of the project or innovation were to be measured. As such the initiative encouraged:

- Collaboration and engagement
- Careful planning
- Action research led by principals and teachers
- Objective assessment and reporting
- Collegiality and sharing across schools

In the UK Professor Hargreaves collaborated with Professor Alma Harris, (Chair of Educational Leadership at the Institute of Education, University of London) in investigating the success of a school in northern England in turning around its dysfunctional culture and, in the process, lifting the learning performance of the student-cohort. Rated as close to an officially "Failed School" the 80% Bangladesh enrolment had been noted for its high level of absenteeism, poor behaviour and violence and poor academic performances.

The turn-around to high attendance levels, vastly improved academic performances and far less confrontational and aggressive behaviour was attributed by Professors Hargreaves and Harris to strong, focussed leadership, an adoption of positive rather than negative reinforcement and a willingness to plan, act, reflect, revise, plan and act again.. The senior staff met with each of the students on a one-on-one basis on a regular basis to check responses and progress. Underperforming students received particular attention. The entire schools' curriculum was redesigned to emphasise visual arts and the school fast became rated as one of the top 2 visual arts schools in the UK. Success in one field quickly led to success in other fields.

In Ontario, seven school districts were studied to gauge the impact of technology-assisted instruction for students with special needs. Students who could not write or were unable to record their thoughts were provided with technological assistance and the results were astonishing. In written expression students might be given the choice of various phrases to add to the stem of a sentence. The choice would then be made electronically and the sentence construction lessons would be learnt and recorded. The outstanding accomplishments of people with disabilities were regularly heralded and the desirability of being able to record one's thoughts was stressed. Considerable time and effort was spent convincing teachers of the potential technology had for the learning outcomes of students with disabilities. The combined measures of the initiative had an enormous impact on test scores and the confidence of the students concerned.

Professor Hargreaves' account of these and other initiatives are referred to in his text, *The Fourth Way*, available from the ACEL.

WORKING TOGETHER FOR PUBLIC EDUCATION

Curriculum K-12 and the Centre for Learning Innovation Merge into CLIC

The DET's merger of the Curriculum K-12 and the Centre for Learning Innovation (CLI) is nearing completion. The new entity, to be known as the Curriculum Learning Innovation Centre (CLIC), is due to be staffed and operational by January 2011.

The ISEA has been involved with the DET over the merger and the structure, responsibilities and staffing of the CLIC. The DET's consultation with the ISEA and the staff of the 2 merging units has been less than satisfactory. The interim report, upon which CLIC is based, has not been released for consideration and the final organisational chart has been provided to the staff but no classifications of positions has been provided. A proposed process for staffing CLIC has been provided to the ISEA and the ISEA has raised several issues in relation to the fairness of the process.

Most disturbing is the inordinate time the merger has taken to be finalised. The delay has left most staff wondering if they will have a place in CLIC while the opportunities to return to schools are diminishing fast as the school year runs out. Given that CLIC will have considerably less staff than the previous 2 units combined the wait has caused much stress and anxiety among staff.

The ISEA has raised these concerns with the DET through a series of submissions but with little response. The situation faced by long-term temporary CEOs (some of 16 years duration) has been raised on several occasions with no constructive response from the DET. The ISEA has sought a meeting as a matter of urgency with the D-G and has had discussions with the NSW Teachers' Federation over the issue of long-term temporaries. Several SEO and PEO Federation members are in the same situation as ISEA CEO members

ISEA Tour to Singapore and Hong Kong a Huge Success

The tour to Hong Kong and Singapore by 7 ISEA members, conducted in July this year, could only be described as an immense success. The intention was to visit schools, education systems and universities while leaving sufficient time to take in the cultural attractions of both locations.

The intention was realised in spades with a schedule that introduced the ISEA group to a range of outstanding school, system and academic leaders and provided insights into the philosophies and endeavours of 2 countries striving to gear their education systems to the challenges of the future. Our Asian colleagues spared no effort in ensuring our visits were engaging, informative and enjoyable. We were able to visit the classrooms of several highly innovative schools.



The ISEA Tour Group at the Admiralty Primary School, Singapore

Far from settling for the success both school systems achieved in world rankings of student performances there were earnest endeavours to revise the curriculum and teaching policies, programs and practices to better match the challenges and opportunities of the future. Rather than rely on a centralised, narrow curriculum and the imposition of standardised, nation-wide testing, both jurisdictions were moving towards a wider, more flexible and creative curriculum and a greater reliance on school and teacher-based assessment and reporting. As the Principal of the Hong Kong Jockey Club Secondary School, Terry Quong said "The Hong Kong and Australian school systems are like ships passing in the night". As a former Australian principal, Terry Quong spoke with firsthand knowledge and some authority.



The tour group took the opportunity to visit the sights of Hong Kong (The Peak, Stanley Markets & Macau) and Singapore (Zoo, Bird Park & Raffles Hotel), breakfast with the orangoutangs being a highlight, but nothing compared with the outstanding hospitality, generosity, & professionalism extended to us by our Asian colleagues. We were humbled by the warmth of their welcome and immensely impressed by the earnestness & quality of their educational endeavours.

A full report of the ISEA's 2010 tour to Hong Kong and Singapore will be posted on the ISEA's website (www.iseansw.org.au) in the near future.

Applications Called for 2010 ISEA Award for Excellence in the Administration of Public Education

It is that time of the year again when we ask that you consider nominating a colleague and his/her team for the ISEA Award for Excellence in the Administration of Public Education. This prestigious award valued at \$5000.00 is now strongly recognised across the broader education community and the ISEA is proud to again offer the Award to its membership.

The nomination process is simple and requires little time to complete. Support in preparing the nomination is available from the Award Committee who only need to be contacted and they will be only too pleased to assist.

Information and application forms for the Award can be found on the ISEA website www.iseansw.org.au and just click the prompts from the homepage.

Please consider making a nomination of a colleague for this year's Award or if you are aware of others who could be considered for the Award advise the committee so that they can follow up. We look forward to receiving your nomination.

For further information contact Ron Ikin ron.ikin@bigpond.com or 9181 5879 or Brian Powyer bpowyer@optusnet.com.au or 0401 181 170

Previous Recipients of the ISEA Award:



2009 Cheryl Ballantyne
School Development Officer, Western Sydney Region

Project: *The Bridges to Understanding: Western Sydney Region China Strategy*,

Bridges to Understanding, is underpinned by a strong commitment to the value of global education through shared educational endeavours that promote inter-cultural understanding & reciprocal benefits for partner organizations



2008 Robert Cordaiy, Manager, Analysis Assessment and Reporting Systems (Education Measurement and School Accountability Directorate)

Robert's Award was based on his and his team's outstanding work in developing and managing the School Measurement, Assessment and Reporting Toolkit (SMART).



and



2007 Pam Ryan, School Education Director, Western Region

Pam's Award was based on her promotion of collaboration between five secondary schools in the Orange Group of schools in partnership with TAFE, through her leadership of the e² project.

2007 Laurie Murphy, School Development Officer, New England Region

Laurie's Award was based on his leadership of the Information Technology Reference Group in the New England Region which led to the implementation of innovatory uses of technology across rural schools.

ISEA Associate Membership Expanded

Whereas 'Associate' membership of the ISEA has previously been defined as being available to those current or former DET staff who have held CEO or higher positions in the past this definition has resulted in the exclusion of others who have regularly taken part in ISEA activities (e.g. professional dinners, workshops and study-tours) and who demonstrate an interest in educational leadership in general and the activities of the ISEA in particular. Educators such as principals, deputy principals, principal education officers, senior education officers, and academics fall into this category.

The inclusion of such educators in the activities of the ISEA has been beneficial in that they are representative of the many groups who share with ISEA members the responsibility for school education in NSW. It has encouraged partnerships across and beyond the DET in the interests of the students.

In order to recognise the interest shown by such educators the ISEA has expanded its definition and conditions of Associate Membership as follows:

- *The definition of 'Associate' membership has been broadened to include those educators who hold or have held leadership positions in school education at the primary, secondary, or tertiary levels as well as those already eligible.*
- *Associate members are entitled to access to the activities and services of the ISEA other than personnel, industrial and legal support.*
- *The fee for 'Associate' membership shall be \$50 per annum.*

Associate membership provides educational leaders, who may be in isolated positions or locations, the opportunity to link professionally with colleagues across the education sector.

Already there has been considerable interest from educators in becoming Associate Members of the ISEA. Current Members are encouraged to bring the benefits of membership of the ISEA to the notice of colleagues and associates.



INSTITUTE OF SENIOR EDUCATIONAL ADMINISTRATORS

Membership Application Form

Full Membership of the ISEA is available to the Senior Executive Service, Senior Officers, Chief Education Officers (temporary and permanent), and other employees of the NSW DET whose status is equivalent or senior to Chief Education Officers.

Membership is on an annual basis by direct payment of a yearly subscription or by salary deductions.

Annual Subscriptions are:

Full Membership \$300; Associate Membership \$50; (see definition above); Retired Membership \$30.

MEMBERSHIP

Name _____

Position _____

Work Address _____

Tel _____ Fax _____

Mobile _____

Email _____

Home Address _____

Tel _____ Fax _____

Mobile _____

Email _____

Membership Status Existing member

...New member

Membership Full

Associate

Retired

Payment type Annual (12month) direct payment

or Salary deduction

Enclose Cheque made payable to **ISEA of NSW**

Forward to:

ISEA c/o 3/74 Wrights Rd. Drummoyne 2047

