



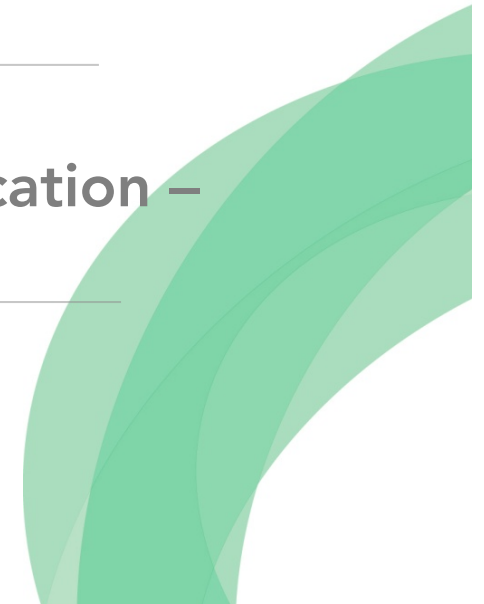
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NATIONAL COALITION OF GIRLS' SCHOOLS JUNE 2017

Innovation Odyssey: Draft Competency Standards for 21C Education – Implications for Girls' Schools

Dr Phil Cummins and
Bradley Adams

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd



CONTEXT: ABOUT US

CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education

Working with over 1,750 schools internationally

Achieving better outcomes for more learners by building cultures of excellence in leadership and learning in communities of inquiry

An educational agency that equips, empowers and enables schools and school leaders through consultancy and educational services

Strategic alliances with tertiary bodies (including University of Tasmania) and professional associations including NCGS, AHISA, AGSA, ABSNZ and IBSC

Creating educational software solutions for improving school performance including Touchstones

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SOME OF OUR **ASSUMPTIONS** ABOUT EDUCATION

A leader... has to engage people in confronting the challenge, adjusting their values, changing perspectives, and learning new habits.

RA Heifetz & DL Laurie, *The work of leadership*, HBR, 1997

- 1 **Aspiration**: Education should be excellent for all of our girls both by intention and design, not just the preserve of the lucky minority who happen to land the good teacher or good coach.
- 2 **Intention**: Great education for girls, and that includes an education for character, is neither incidental nor accidental as a primary means of methodology.
- 3 **Perspiration**: Our work in educational reform requires depth of examination, thoroughness in implementation and measurement of impact.
- 4 **Deliberation**: Our current context and future demands in education require fresh thinking, different models and rapidly evolving practice, especially if we are going to educate girls for the type of character – behavioural, performance and moral – that will stand them in good stead in the years ahead.
- 5 **Iteration**: Change works best in education, especially in girls' schools, when it's logical, systematic and incremental. It's got to be accompanied, if not foreshadowed, by a clear and compelling rationale that explains how and why a community might move forward without disrespecting its own past.

To make human civilization work well [with 21C technologies] and exist at peace with Gaia, we need another revolution, putting into place the desirable management, laws, controls, protocols, methodologies and means of governance. This is a complex and absolutely necessary transition – the 21st Century Revolution ...

Whether the revolution happens smoothly depends on the education that is put in place and how widely it is acted upon.

James Martin, *The meaning of the 21st century*, 2006

- 1 The call to innovation and questions to help us move forward: fit for purpose 21C school culture
- 2 Ideas generated and possibilities realised: draft competency-based standards for excellence in 21C schools for girls
- 3 Key lessons: building out the standards through a strategic educational project
- 4 Figuring out the next step: determining your school's change readiness



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1. The call to innovation and questions to help us move forward: fit for purpose 21C school culture





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WHAT'S NEXT IN EDUCATION

CIRCLE partnered with Singapore Management University's Wee Kim Wee Centre to conduct a Conference on Future Education October 2013 to identify emerging trends in learning:

1. **Learning systems:** Integration-holism in educational thinking and community context – how might we be complementary not dualistic or pluralistic?
2. **Learning objectives:** Enduring education vs the perception of change – how might we navigate the cultural divide of conservatism and progress?
3. **Data and evaluation:** The power of intangibles vs the power of measurables – how might we learn to measure and explain what really needs to be assessed and reported?
4. **Learning process:** Realisation-personalisation (Socratic) vs or plus replication-standardisation (Confucian) – what is the role of higher-order thinking and skills?
5. **Curriculum, pedagogy and enrichment:** Conflation of mystery and curiosity (natural to investigate) with innovation and creativity (much harder to create the solutions) – should we expect everyone to explore and/or create?
6. **Educational outputs:** 21st century capabilities and an appropriate response via curriculum (including technology) – do we know what we are trying to achieve?



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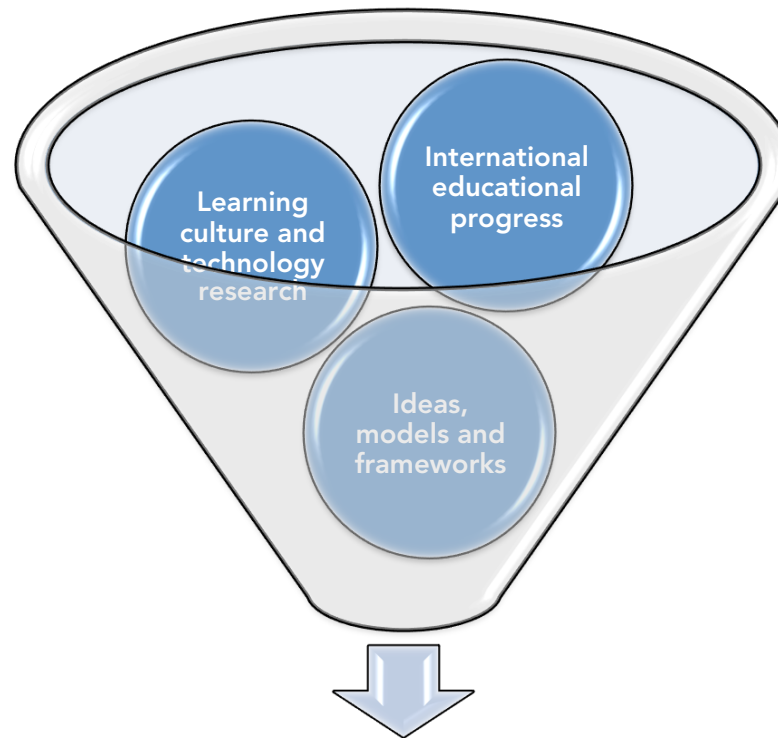
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WHAT'S NEXT IN EDUCATION

CIRCLE partnered with Singapore Management University's Wee Kim Wee Centre to conduct a Conference on Future Education October 2013 to establish emerging trends in education more broadly:

1. **Social purpose:** The question of character – do schools assume that they add value and build character? How might they know this for real?
2. **Building educational communities:** Public-private partnerships – how can we enable entrepreneurship as the driver for educational innovation and energy?
3. **Architecture:** The learning space and pedagogy – how do we build spaces that engage?
4. **Educational linkages:** Alignment in much current thinking about future education around the world – are we really aware of and interested in each other and what we are doing?
5. **Parenting:** self-serving or sacrificing, driving or empowering – how do we align and serve our parents to support our educational perspective?
6. **Role of love:** teachers, parents and students – how do we recapture our noble tradition of vocation?

REVISITING 21C LEARNING THEORY



21C learning culture



LEARNING CULTURE

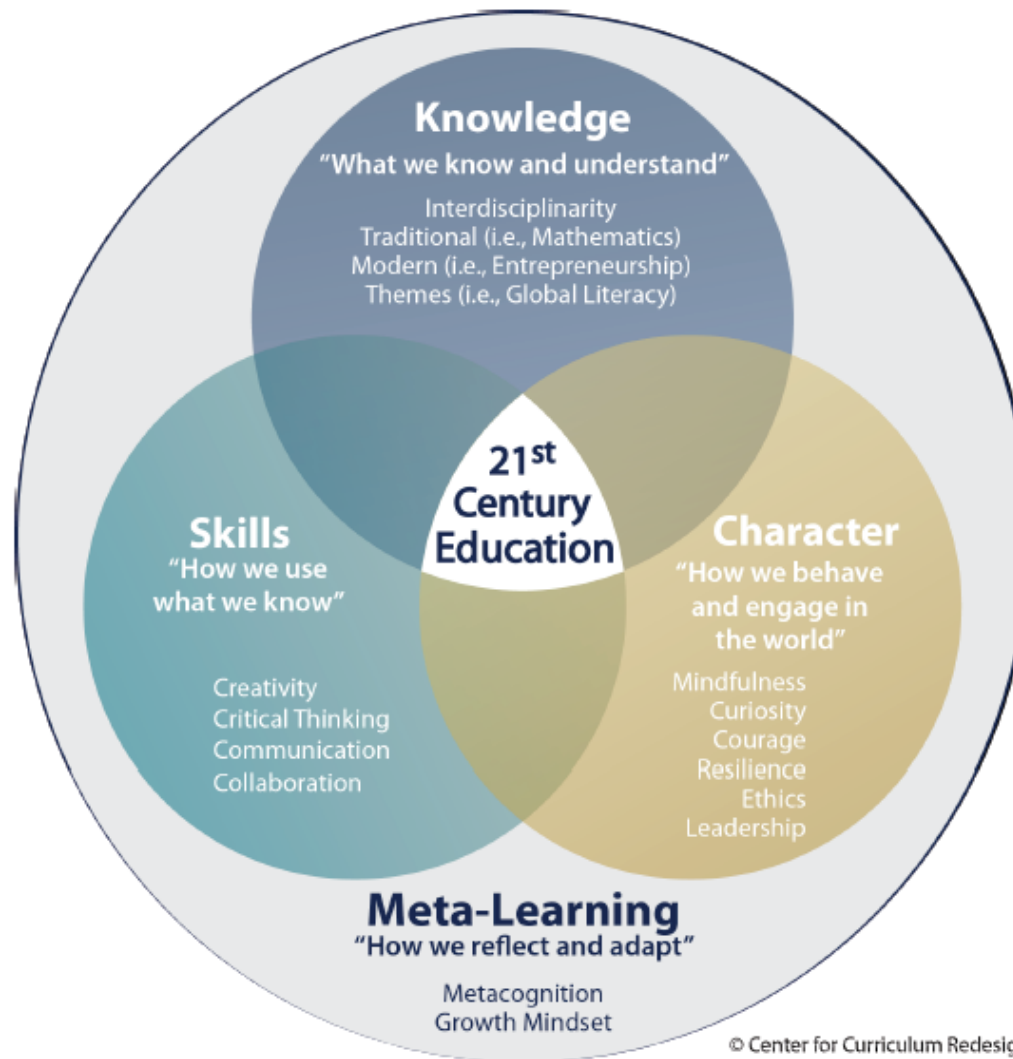
- **Learning culture:** the congruence of vision, intention, action and output in that which schools are meant to do best – helping learners to achieve better outcomes throughout and by the end of their time at school than they did when they entered it.
- These outcomes might be academic, social, emotional, developmental, physical and even spiritual.
- They might also encompass character, values, attitudes and behaviours.
- And other things too ...



MODEL FOR 21st CENTURY EDUCATION

CENTER FOR CURRICULUM REDESIGN

January 2016



A CIRCLE FRAMEWORK FOR LEARNING

1 Who Am I? Learning Values That Equip

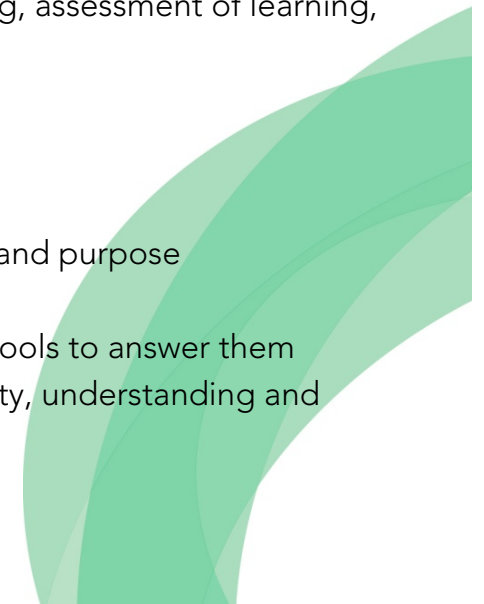
- **Hope:** Inspiring learners by mandating and maintaining a positive tone and attitude
- **Care:** Displaying an enthusiasm for excellence by striving for better outcomes for more learners
- **Research:** Cultivating a disposition for investigation by identifying and responding to evidence
- **Review:** Seeking continuous improvement of outcomes and process by focusing on outputs, evaluating rich data and honing in on what works – impact
- **Creativity:** Promoting innovation by harnessing perspective, conceptual thinking, iteration and attention to detail

2 Where Do I Fit In? A Curriculum of Empowerment

- **Language:** Developing shared culture and practice with a consistent vocabulary for learning
- **Structure:** Aligning ends, means and intentions through backwards design of learning
- **Flexibility:** Progressing learners through clear, logical and adaptable curriculum structures and matrices
- **Evaluation:** Recognising how and when to give feedback within assessment for learning, assessment of learning, and assessment through learning
- **Challenge:** Challenging learners to grow by coaching for achievement and success

3 How Can I Best Serve Others? A Pedagogy of Engagement

- **Context:** Teaching learners as they present in the right environment
- **Motivation:** Encouraging discipline and commitment by boosting mastery, autonomy and purpose
- **Personalisation:** Enhancing individuals by respecting and responding to difference
- **Inquiry:** Consolidating meaning by asking the right questions and providing the right tools to answer them
- **Capability:** Building confidence and competence by strengthening knowledge, capacity, understanding and process





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LEARNING CULTURE NEEDS

- **Student engagement:** Promote student engagement with a focus on attendance, motivation, self-belief, a disposition to learning, perseverance, problem-solving and performance, enhanced by positive student-teacher relationships, equitable distribution of resources and less stratification of students
- **Teacher partnership in reform:** Enable a relentless, practical focus on learning, and a strong culture of teacher openness, research and learning
- **Professional learning:** Implement formal induction, feedback, professional development and mentoring systems for all levels of teachers with systems that are primarily focused on improving student outcomes
- **Positive teaching climate:** Promote teacher involvement in decision-making, the use of active teaching practice, teacher cooperation and collaboration, and opportunities to improve teachers' classroom management
- **Value-added educational measures:** Track educational performance and provide the technology that empowers this as a key focus of strategies to improve instruction and programs
- **Distributed instructional leadership:** Prepare teachers to enter school leadership through formal training programs and support distributed school leadership and instructional leadership, especially in building school professional learning plans, identifying and implementing essential outcomes for all students, holding students, staff and parents accountable for outcomes, encouraging and coaching teachers to use teaching strategies that improve educational outcomes for all students and assessing student progress in important areas
- **Improved accountability:** Augment cultural change with increasing trend towards regulation in terms of teacher qualifications, professional standards, conduct and behaviour

Grattan Institute (2012 ff), TALIS (2013), PISA (2013)

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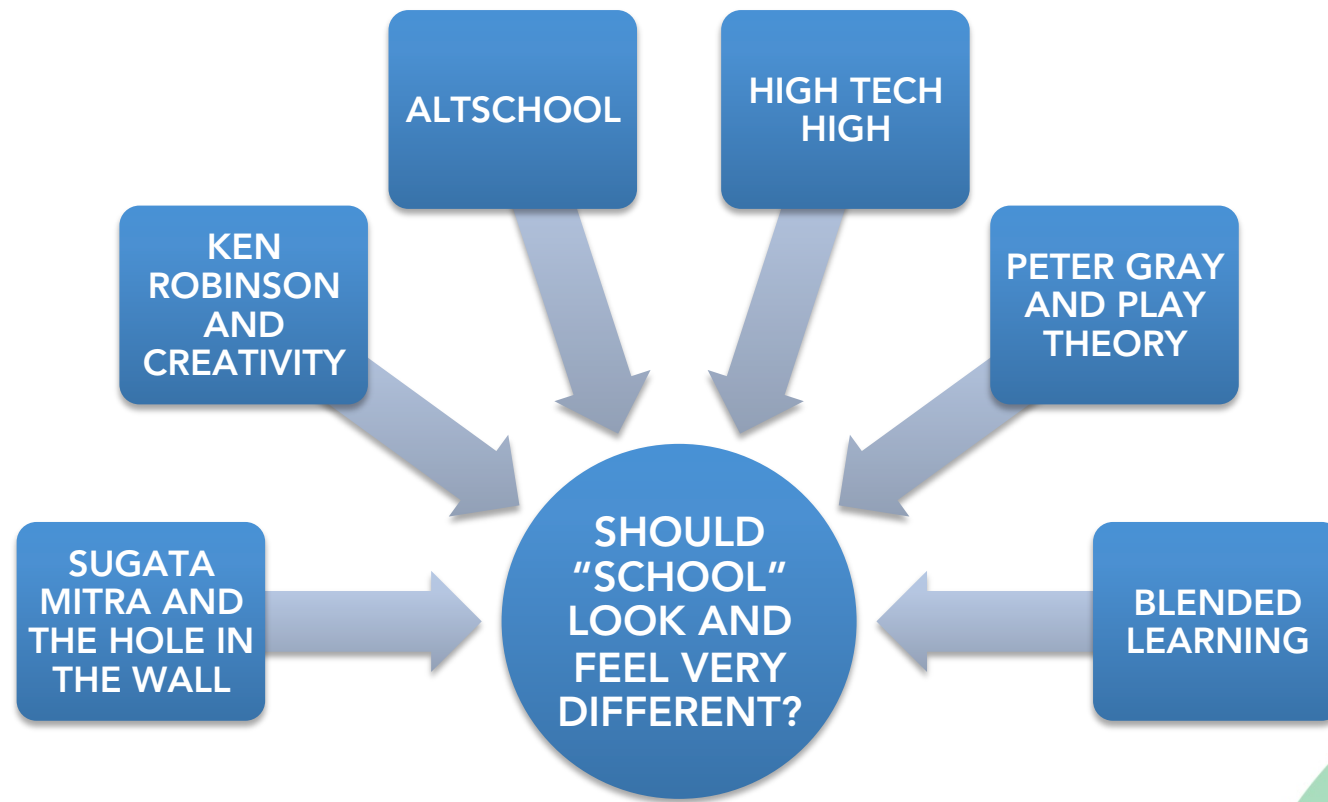
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TECHNOLOGY-DRIVEN EDUCATIONAL NEEDS

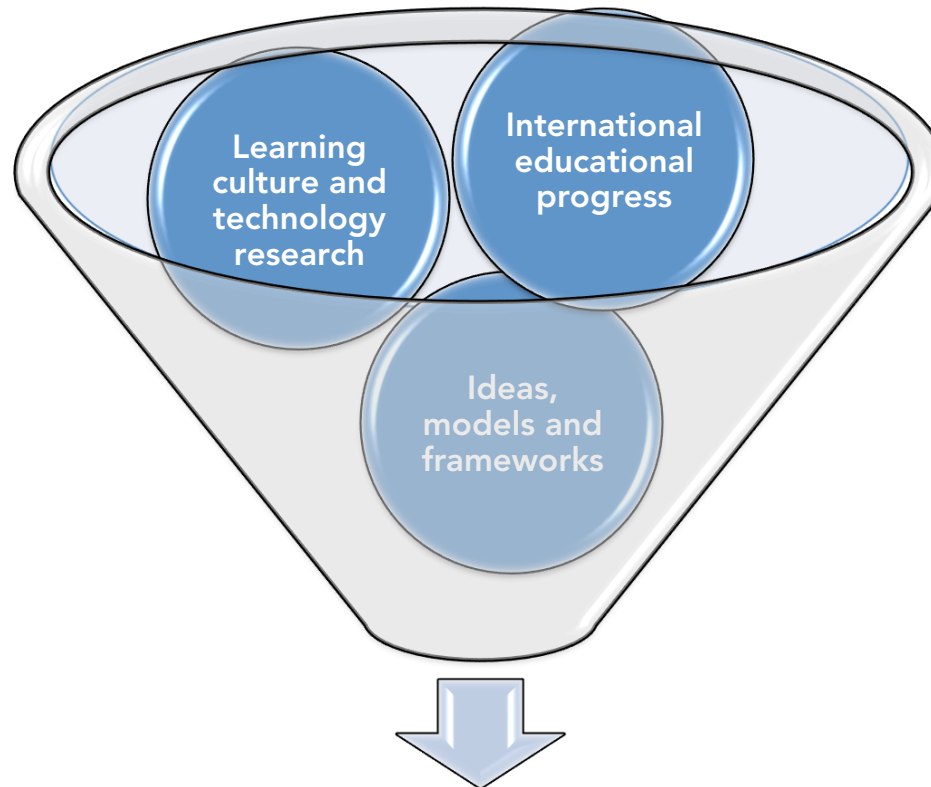
- Education paradigms are shifting internationally to include online learning, hybrid learning and collaborative models, social media is increasing its presence in all aspects of society
- **The abundance of resources and relationships available because of new technologies is compelling a fundamental rethink of the role of educators, while openness as a concept and an expectation is changing perceptions of how education should function.**
- Significant challenges to education include the increasing importance of ongoing professional learning of staff, the constraining impact of institutional culture on adoption of new technologies, the challenge to traditional educational modes and institutions offered through technology as alternative sources of education, the requirement to blend formal and informal modes of learning K-12 and the inadequacy of current technologies to meet expectations relating to personalisation of learning
- Specific technologies include cloud computing, mobile technology and the use of student-specific data to customise curricula and resources as a near horizon focus, learning analytics and open content as a mid-horizon focus, and 3D printing and virtual laboratories as far-term horizons, while Bring Your Own Device (BYOD) is fast becoming the preferred model for facilitation of devices and therefore requiring shifts in attitudes to access and permissibility of smartphone technology

NMC Horizons (2014)

DISRUPTIVE INNOVATION IN EDUCATION



FIT FOR PURPOSE 21C LEARNING CULTURE



**Fit for purpose 21C learning culture:
stepping forward into a preferred future where ...**

- 1. Vision and vocabulary shared**
- 2. Value proposition agreed by clients and consumers**
- 3. Velocity, shape, and trajectory of change designed and implemented to meet the needs of internal and external contexts**

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FIT FOR PURPOSE LEARNING CULTURE

- **Learning culture:** the congruence of vision, intention, action and output in that which schools are meant to do best – to help learners to achieve better outcomes throughout and by the end of their time at school than they did when they entered it. These outcomes might be academic, social, emotional, developmental, physical and even spiritual. They might also encompass character, values, attitudes and behaviours.
- **The purpose of learning culture:** The notions of **improvement and attainment** are endemic to this core business: **how we can help learners be better at what they do** so that they might be able to apply their learning to enter the pathways of their choice during and beyond school, and conduct lives that are more productive and meaningful as a result of their education. In other words, if we see our major role in educational leadership as that of conserving the past and facilitating a sustained status quo, we miss the point of living in our times.
- **Fit for purpose learning culture:** To these ends, our essential role as educational leaders is to conceive of what education must become and give priority to **those things that will assist our schools and others educational institutions to step forward into the future**, as opposed to privileging the preservation of structures and practices that may well have served us well in the past but which no longer have the relevance or currency that obviates their continued institutionalisation.



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FIT FOR PURPOSE LEARNING CULTURE

- Does any of this sound new?
 - It shouldn't
- Are we good at doing this?
 - Probably not as good as we should be or we might like to be
- Do we like being exceptional? Do we strive for fit for purpose?
 - Maybe we prefer being the same and seek to emulate best practice
- What 3 things might we do to build a fit for purpose learning culture?
 - 1 Build a vision and a vocabulary for 21C learning culture
 - 2 Establish the value proposition for 21C education
 - 3 Design the velocity, shape, and trajectory of change in a school for 21C



EFFECTIVE DRIVERS FOR SCHOOL IMPROVEMENT

Michael Fullan, *Strong Performers and Successful Reformers*
Lessons from PISA, July 2011 – international research establishes what works in helping schools to change their practice effectively :

Wrong vs right drivers:

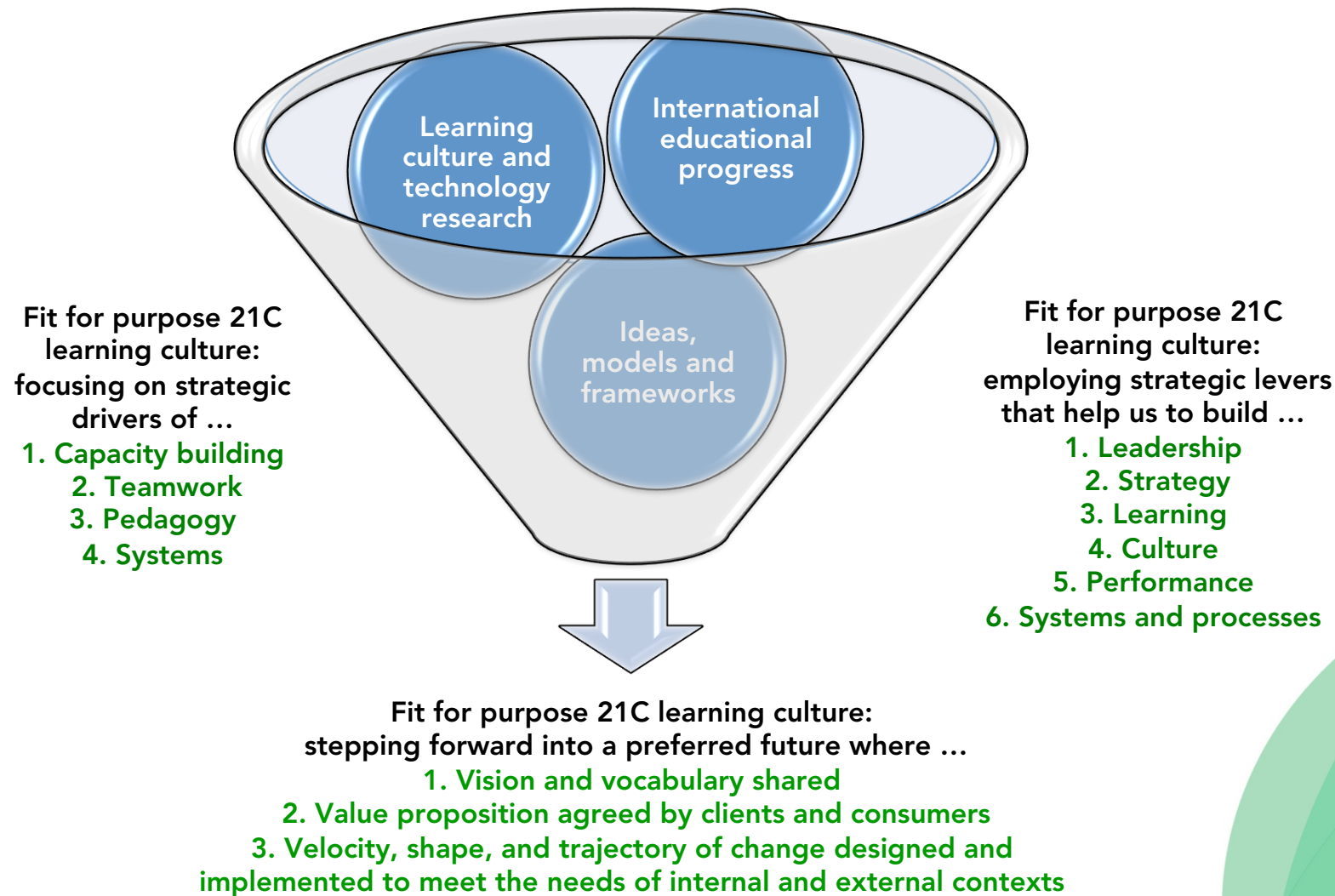
- Accountability vs Capacity Building
- Individual vs Teamwork
- Technology vs Pedagogy
- Piecemeal vs Systemic

Essential conditions:

- Intrinsic motivation
- Engage students and teachers in continuous improvement
- Inspire teamwork
- Affect 100% of students and teachers

Sequence, alignment and cohesion are essential in synthesising and implementing these. With respect to accountability, it means colleagues working as peers in a transparent way to get results, supported and monitored by the centre.

FIT FOR PURPOSE 21C LEARNING CULTURE



CIRCLE'S 10 IMPLICATIONS FOR TEACHING, LEARNING AND LEADING IN 21C SCHOOLS

1. The values set for 21C education draws on tradition and is sharpened by our contemporary circumstances
2. All aspects of 21C schooling need to be both aligned and personalised
3. The leading schools of the world have a clear vision for learning and graduate outcomes
4. Educational research across the world points to teacher performance as the key to achieving graduate outcomes
5. The best teaching is that which works to improve more outcomes for learners within a learning culture that is enriched by reflection and inquiry
6. The disposition and habits of the best teachers are based on professional self-efficacy and adaptive expertise
7. We can help teachers to become better with an effective coaching and goal-setting process
8. Teaching operates in a society that is more open, informed by data at all levels and technologically rich
9. The ongoing pattern of change and renewal that we see in schools needs to predict rather than respond to that which we see in society
10. Educational leadership works best when it attends to deliberate, targeted and intentional strategy that builds the right culture for a learning community that leads its society



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2. Ideas generated and possibilities realised: draft competency-based standards for excellence in 21C schools for girls



DEFINING EXCELLENCE

- Something that is excellent is of the highest quality. It achieves the highest level of performance; it is exemplary. In doing so it exceeds normal expectations of performance and meets the highest expectations of what can be achieved.
- Ultimately, a school with a strong culture of excellence is not merely good, it sets the standard to be followed, and it is something of great virtue and worth – it is excellent.





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PREPARING FOR EXCELLENCE

Excellence in anything starts with a vision and a passion and a will. The process for preparing a community to cultivate these includes:

- **Understanding the context:** Responding to historical perspectives of and contemporary provocations for excellence
- **Defining the culture:** Constructing a vision, standards and goals for excellence
- **Cultivating the passion:** Building alignment with both aspirations for excellence and collaborating in practice



BUILDING EXCELLENCE

Building excellence means building both the desire and capacity of your school community to its willingness to strive to be the best at what it does:

- **Enabling:** Defining the strategy and mapping the route
- **Empowering:** Building commitment to authentic school leadership focused on learning
- **Equipping:** Constructing a contextualised framework for change and improvement



CIRCLE'S PROFILE OF 21C GRADUATES – PREPARING OUR GIRLS TO BE FIT FOR PURPOSE

Local, Regional and Global Citizens	Contemporary Leaders and Future Builders	Continuous Learners and Unlearners	Individuals of Character	Team Creators and Cultivators	Solution Architects
We want graduates to have an abiding sense of their responsibility to contribute to local, regional and international context through being part of enterprise, business, joint ventures, service entities, government, and not-for-profit organizations	We want graduates with the reflectiveness, sensitivity and strength to lead in a way that brings out the best in others and enhances the future for all of us.	We want graduates who embrace the need to adopt a change mindset and engagement in continuous learning and unlearning.	We want graduates with the strength of character to navigate our world through: 1. Behaviour characterised by respect, civility and consideration for others 2. Performance comprising purpose, persistence and reflection 3. Morality informed by courage, integrity and humility	We want graduates to emerge from their schooling with the capacity to collaborate meaningfully and productively with others through care, context and compassion	We want graduates to be equipped with the competencies to design and do what they need to do really well in a world that's not really sure what it wants from them yet but knows that it expects a lot – possibly more than has been expected of any generation before it.

CIRCLE'S 21C COMPETENCIES – CONSTRUCTING THE DESIRABLE KNOWLEDGE, SKILLS, CHARACTER AND REFLECTIVE CAPACITY OF OUR GIRLS

Citizenship	Communication	Change Readiness	Character	Collaboration	Creative and Critical Thinking
Civic competency describes the capacity of citizens to recognise, identify with and contribute to their local, regional and global communities. This relies on a developing appreciation of rights and responsibilities with respect to interconnected social, cultural, economic and environmental contexts.	Competent communicators express themselves clearly and accurately, and in appropriate ways for different audiences and purposes. Effective communication is at the heart of strong 21C leadership.	Change readiness describes the capacity of the learner to approach situations with an open and agile mind, to assemble and master an dynamic and volatile body of knowledge, and to evaluate and implement quickly and decisively solutions based on a combination of past practice, current experience and the anticipation of future needs.	Character competency involves the cultivation and practice of those values, dispositions and attitudes associated with "behavioural character", "performance character" and "moral character".	Collaboration is the expertise to work effectively, responsibly and respectfully within diverse teams towards the accomplishment of a goal.	Creative and critical thinkers effectively analyse and evaluate evidence, arguments, claims, beliefs and alternative viewpoints. They work hard, value collaboration and continuously reflect on their thinking processes thought to reality. They are problem-solvers, tackling different kinds of unfamiliar problems in conventional and innovative ways, asking significant questions that lead to better solutions. Their dispositions include inquisitiveness, focus, perseverance, and discipline.

CIRCLE'S STRATEGIC LEVERS FOR 21C SCHOOLS – BUILDING GREAT SCHOOLS FOR GIRLS

Building School Strategy	Building Leadership	Building Learning	Building School Culture	Building Systems and Operations	Building Performance
How we describe the trajectory of a school strategy that is inherently dissatisfied with the status quo, and which normalises a tendency to redesign the vision, direction, structures and processes required to create a great school that graduates fit for purpose citizens.	How we apply models and frameworks of positive and solution-focused leadership that builds cultures of excellence in leadership and learning.	How we might institutionalise the desire to learn from all of our experiences to achieve better outcomes for more learners.	How we cultivate a healthy and supportive community that balances the need to honour the past and address the demands of the present while prioritising looking forward to a future of growth and improvement.	How we use systems and operations to bring people together, nurture effective learning relationships, and support and resource a community of practice.	How we envision and appreciate the importance of evidence-based high performance as a point of focus, inquiry and research for the school.

CIRCLE'S GREAT SCHOOL DOMAINS – LOCATING EXCELLENCE IN GREAT SCHOOLS FOR GIRLS

Initiatives	Communication	Evaluation	Reputation	Relationships	Achievement
Invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the schools mission, realize the school's vision and demonstrate the school's values in action	Listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21 st century learning	Routinely gathers and evaluates data-based evidence of agreed school outcomes that relate to the core learning, leadership, character, service, sport, co-curricular and developmental activity of the school in particular, as well as the financial, governance and business stewardship of the those resources needed to attain the educational mission of the school	Earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes, the efficiency and efficacy of its processes, its engagement with its community, the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships, communications and initiatives	Builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world	Privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes

CIRCLE'S GREAT SCHOOL CRITERIA – MEASURING EXCELLENCE IN THE DOMAINS OF GREAT SCHOOLS FOR GIRLS

Strategic Intent	Community Engagement	Planning	Ethos	Processes	Outcomes
Guided by a common understanding of and judgment about its strategic intent that is most visible in the close and mutually supportive relationship between its strategic vision, leadership, operations, governance, and culture.	Energised by deliberate, targeted and intentional approaches to community engagement that are informed by an both understanding of the relationships between what stakeholders want and need, and what the school promises and delivers on an ongoing basis.	Driven by a relentless passion for and shared practice in setting, planning for, attaining, and (where possible) improving the school's capacity to deliver better outcomes for more learners by by building cultures of excellence in leadership and learning and cumulative internal data-gathering, regular programs of review and external research of other available options.	Strengthened by the robustness and resilience of its ethos, particularly through the alignment of its stated and unstated culture as demonstrated in the connections between its community's words and its deeds, particularly the daily activity of students, staff and leaders.	Enhanced by routine habits of researching, identifying and implementing the best possible teaching and learning, research and development, information recording and tracking, evaluation and decision-making, and resourcing and other business processes.	Commitment to the identification of the broad and deep nature of community satisfaction with the school by testing the validity of parent assumptions and anecdote against key data about performance in the key academic, pastoral and business outcomes of the school.

CIRCLE'S GREAT SCHOOL INDICATORS – IDENTIFYING THE CRITICAL COMPONENTS FOR SUCCESS

Strategic Clarity and Connection	Effective and Engaging Communication and Reporting	Robustness and Consistency of Standards	Resilience of Consensus Around Ethos	Focused and Committed Community of Practice	Tangible Outcomes for Students and Programs that Meet Expectations
Reinforces strategic clarity and connection in school activity by promoting intentional, aspirational and practical values that provide concrete direction for the school.	Ensures desired school culture and strategy are aligned and translated into daily operations and community engagement through effective communication and reporting.	Strengthens the robustness and consistency of school standards by setting expectations, providing support, monitoring progress, recognizing success, and encouraging accountability.	Reinforces the resilience of the consensus about shared values, intentions and principles that enable the community to withstand the challenges of conflicting goals and hidden assumptions about educational design and delivery.	Prioritises the establishment and continuous refinement of process, systems and structures that nurture a school-wide community of practice that unlocks defensive default positions, and support individual and collective improvement in formal and informal learning culture and practice.	Establishes and achieves both process and product outcomes for students and programs are appropriate to both the context of the learning environment and the deliberate and targeted focus of learning.

CIRCLE'S 21C STANDARDS FOR GREAT SCHOOLS FOR GIRLS

CIRCLE'S PROFILE OF 21C SCHOOL GRADUATES – WHAT OUR GRADUATES MIGHT BECOME	Local, Regional and Global Citizens ↓	Contemporary Leaders and Future Builders ↓	Continuous Learners and Unlearners ↓	Individuals of Character ↓	Team Creators and Cultivators ↓	Solution Architects ↓
CIRCLE'S 21C COMPETENCIES – WHAT OUR GRADUATES MIGHT BE EQUIPPED WITH	Citizenship ↓	Communication ↓	Change Readiness ↓	Character ↓	Collaboration ↓	Creative and Critical Thinking ↓
CIRCLE'S 21C STRATEGIC LEVERS – HOW WE BUILD GREAT SCHOOLS FOR GIRLS	School Strategy ↓	Leadership ↓	Learning ↓	School Culture ↓	Systems and Processes ↓	Performance ↓
CIRCLE'S GREAT SCHOOL DOMAINS – WHERE WE LOOK TO RECOGNISE GREAT SCHOOLS FOR GIRLS	Initiatives ↓	Communication ↓	Evaluation ↓	Reputation ↓	Relationships ↓	Achievement ↓
CIRCLE'S GREAT SCHOOL CRITERIA – WHAT WE USE TO JUDGE A GREAT SCHOOL IN ITS DOMAINS	Strategic Intent ↓	Community Engagement ↓	Planning ↓	Ethos ↓	Processes ↓	Outcomes ↓
CIRCLE'S GREAT SCHOOL INDICATORS – WHAT WE SHOULD EXPECT TO SEE	Strategic Clarity and Connection	Effective and Engaging Communication and Reporting	Robustness and Consistency of Standards	Resilience of Consensus Around Ethos	Focused and Committed Community of Practice	Tangible Outcomes for Students and Programs that Meet Expectations



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3. Key lessons: building out the standards through a strategic educational development project





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POTENTIAL PROJECT FOCUS

A Strategic Educational Development Project might focus on the following key questions:

- What might be the goals and associated outcomes for education in girls' schools in at least five key areas including:
 - student care and character?
 - learning culture across the curriculum and co-curriculum?
 - the promotion of student voice, diversity, identity, and student leadership culture?
 - the design and delivery of student pathways, programs and pedagogies?
 - innovation and future readiness?
- How can these goals and outcomes be situated in the context of 21st century competencies and skills?
- What are best practices in 21C educational pathways, programs and pedagogies in girls' schools?
- What are authentic and meaningful professional standards for teachers as educators of girls?
- What are the design features of high-performing girls' schools?
- How is girls' education best embedded in and aligned with school strategy?
- How can school leaders foster a high-performing culture for girls' schools?
- What is the role of school tradition and history in advancing the education in girls' schools?



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POTENTIAL STRATEGIC SCOPE AND SEQUENCE

In considering the specific strategies that a school might adopt to enhance the development of its educational framework, our research and experience with client schools over the past three decades suggests a scope and sequence for implementation with respect to this type of work at a school:

- 1. Enable effective leadership:** consult community and conduct evidence-based cultural audit; agree on strategies and gain community consensus for the rationale and nature of change in this area; design school structures to optimise success of character education strategies, including specific Strategic Education Team to oversee operational planning and support in this area during the development of a Framework for Education
- 2. Build systems that work:** establish Framework for Education; implement related staff professional learning and performance development; design and implement community engagement plan
- 3. Improve student learning and achievement of graduate outcomes:** review and align student curriculum and co-curriculum; implement related student training and development systems; build and employ progressive evaluation and review of student learning and character development outcomes



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POTENTIAL PROJECT DELIVERABLES

Central to the scope and sequence for development of character education at school is the articulation of a Framework for Education at the school. Such as Framework would usually consist of the following documents:

- **Preamble:** the rationale for education at the school linked to the school's understanding of its traditions and history, culture, mission and aspirations for 21C learning and society, especially with respect to the behavioural, performance and moral character development of its students
- **Graduate Profile:** a description of the desirable qualities and character competencies of a graduate linked to school values, mission and ethos
- **Teaching Objectives:** specific integrated knowledge, skills and character outcomes to be covered across the curriculum, co-curriculum and other educational and care structures of the school
- **Learning Experiences and Outcomes:** specific character education learning experiences and outcomes that students will experience in learning units and programs delivered by faculties, departments and other educational and care teams in the school



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POTENTIAL PROJECT DELIVERABLES

Central to the scope and sequence for development of character education at school is the articulation of a Framework for Education at the school. Such as Framework would usually consist of the following documents:

- **Exemplars of Outstanding Practice/School Pedagogy:** a collation of excellent practice undertaken in education at the school that is shaped into an illustrative guide to teaching and learning practice (pedagogy) at the school and a corresponding set of guiding philosophies, design principles and learning intentions
- **Staff Profile and Outcomes:** a description of the qualities and competencies of a school staff member that are necessary to deliver the values, ethos and mission of the school, especially with relation to character education
- **Staff Professional Learning and Student Training and Development Program:** a comprehensive, staged plan for identifying and improving the competencies of staff and students in character education and character leadership
- **Community Engagement Plan:** a plan to engage the community in the educational work of the school that includes a WIP schedule of regular community engagement activity as well as specific plans for special events and campaigns related to character education



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A PROCESS

- Phase 1: Conduct Audit and Report Out on Findings and Recommendations
- Phase 2: Form Strategic Education Team and Develop Graduate Profile
- Phase 3: Developing a Draft Framework for Education
- Phase 4: Refine the Draft Framework for Excellence in Girls' Education
- Phase 5: Implement in Stages and Progressively Evaluate





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4. Figuring out the next steps: determining your school's change readiness





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Or ... "How would you know?"





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CRITERION 1: FUTURE READINESS

ARE YOU PRODUCING GRADUATES WHO ARE READY FOR 21C?

A great 21C school focuses on balancing tradition and current demands with the need to look ahead to the things that matter the most for students and makes these happen as an embedded and dynamic part of their education as opposed to simply doing more of the same with eventual gradual improvement.

Evidence of this might be seen in:

- **Knowing what you want from the future:** Publication of a compelling vision for producing 21C graduates who are equipped to become citizens of local, regional and global communities who are contemporary leaders and future builders, continuous learners and unlearners, individuals and strong character, team creators and cultivators, and solution architects
- **Knowing how to design the future:** Willingness to construct and implement a high-performance educational framework that embeds key competencies into expected educational processes and outcomes:
 - **Citizenship:** Developing the civic competency of local, regional and global citizens
 - **Communication:** Demonstrating the reflectiveness, sensitivity and strength of contemporary leaders and future builders
 - **Change Readiness:** Embracing the need to adopt a change mindset and engage in continuous learning and unlearning
 - **Character:** Acquiring the values, dispositions and attitudes of individuals of good character
 - **Collaboration:** Building the expertise to be team creators and cultivators who work effectively, responsibly and respectfully within diverse teams
 - **Creative and Critical Thinking:** Becoming equipped with the creative and critical thinking processes to be solution architects

CRITERION 2: EDUCATIONAL EFFECTIVENESS

DO YOU KNOW YOU'RE DOING A GREAT JOB WITH THE EDUCATIONAL FUNCTION OF YOUR SCHOOL?

A great 21C school rigorously embeds and reviews its progress against tangible measures that are woven through the fabric of the school at all levels, as opposed to simply defending an educational model

Evidence of this might be seen in:

- **Knowing where to look:** Identification of key domains such as initiatives, communications, evaluation, reputation, relationships, and achievement
- **Knowing what to measure against:** Development of multi-layered criteria to evaluate domains and make evidence-based judgments of success in them that include strategic intent, community engagement, planning, ethos and outcomes.
- **Knowing whether genuine progress is being made:** Recognition of the strategic indicators that allow the school community to know if they are focusing their efforts and resources on the critical success factors:
 - **Strategic clarity and connection**
 - **Effective and engaging communication and reporting**
 - **Robustness and consistency of standards**
 - **Resilience of consensus around ethos**
 - **Focused and committed community of practice**
 - **Tangible and designed outcomes for students and programs**



CRITERION 3: SCOPE AND SEQUENCE

HAVE YOU DEVELOPED THE RIGHT SCOPE AND SEQUENCE FOR THE STRATEGIC DEVELOPMENT THAT IS THE FOUNDATION FOR EDUCATIONAL SUCCESS?

A great 21C school lays down strong strategic and systems foundations before making progress with authentic educational innovation, as opposed to tinkering with unsupported research and development processes that almost inevitably fail.

Evidence of this might be seen in the following sequence of actions:

- 1. Knowing how to enable effective leadership:** Establishment of autonomous and strategically driven school leadership, data-based review of outcomes and action research, and quality school governance, facilities and finance
- 2. Knowing how to build systems that work to bring people together:** Consultation on and implementation of teacher and leader standards of excellence, recruitment and evaluation, supported by quality professional learning and the development of targeted expertise, and aligned learning and business structures and systems
- 3. Knowing how to improve student learning and the attainment of graduate outcomes:** Building a curriculum that is driven by and integrates an understanding of key competencies of knowledge, skills, character and reflection, enhanced by the delivery of personalised pedagogies, and situated within a 21C context



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BUT ... is knowing enough?



BRIDGING THE KNOWING-DOING GAP

Why do so much education and training, management consulting, and business research and so many books and articles produce so little change in what managers and organizations actually do?

1. Why before How: Philosophy is important
2. Knowing comes from doing and teaching others how
3. Action counts more than elegant plans and concepts
4. There is no doing without mistakes – what is the response?
5. Beware of false analogies: fight the competition, not each other
6. Measure what matters and what can help turn knowledge into action
7. What leaders do, how they allocate their time and how they allocate resources matters

Jeffrey Pfeffer & Robert Sutton, *The Knowing-Doing Gap,
How Smart Companies Turn Knowledge into Action*,
Harvard Business School Press, 2000



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SO ... do you have
a bias towards action?



To make human civilization work well [with 21C technologies] and exist at peace with Gaia, we need another revolution, putting into place the desirable management, laws, controls, protocols, methodologies and means of governance. This is a complex and absolutely necessary transition – the 21st Century Revolution ...

Whether the revolution happens smoothly depends on the education that is put in place and how widely it is acted upon.

James Martin, *The meaning of the 21st century*, 2006

- 1 The call to innovation and questions to help us move forward: fit for purpose 21C school culture
- 2 Ideas generated and possibilities realised: draft competency-based standards for excellence in 21C schools for girls
- 3 Key lessons: building out the standards through a strategic educational project
- 4 Figuring out the next step: determining your school's change readiness



Your questions?





Remember that when you leave this earth, you can take with you nothing that you have received...only what you have given: a full heart enriched by honest service, love, sacrifice, and courage.

Francis of Assisi



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Do you have other questions?
Do you want to know more?

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