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ABSTRACT
                 This paper presents three scenarios for the future of
schools. In all three cases, it is the year 2020 and schools have continued
along a trajectory established in the year 2000. In 2020, students have
either deserted the public schools, public schools have improved, or there is
no longer an institution called a "school." The article examines the ways in
which decisions made by policymakers in the first five years of the century
will determine which of the scenarios will prevail. Each scenario is tested
against a view of "world class schools" that calls for an optimal balance of
enduring values in the classical formulation of liberty, equality, and
fraternity--the realization of which is dependent on two contemporary values
of efficiency and economic growth. The paper discusses numerous key issues:
public policy; complexity in teachers' work; technology and the growing
divide among schools; the funding of public education; the impact of social
transformation; the core values underpinning a global consensus on
expectations for schools; leadership in transformation; innovation in
curriculum, pedagogy, design, professionalism, funding, leadership, and
governance; and management. It states that leadership and curriculum require
some abandonment of historical practices if there is to be a true
transformation of schools. (Contains 59 references.) (RJM)

SCENARIOS FOR LEADERSHIP AND ABANDONMENT IN THE TRANSFORMATION OF SCHOOLS[1]

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Abstract

The centre-piece of this paper is a set of three scenarios for the future of schools. The time is 2020. Starting from developments in several nations in the East and West at the turn of the century, the paper describes how events in the early years of the new millennium lead to quite different outcomes for school education in 2020. Decisions made by policy-makers in the first five years of the century will determine which of these or similar scenarios shall prevail. Each scenario is tested against a view of 'world class schools' that calls for an optimal balance of enduring values in the classical formulation of liberty, equality and fraternity, the realisation of which is dependent on two contemporary values of efficiency and economic growth. Issues currently at centre stage of policy debate are resolved in the balance. Domains for leadership to 2020 and beyond are described. Drucker's challenge to see 'abandonment' as an aspect of leadership is taken up.

SCENARIOS 2020

Scenario 1

State schools as safety net schools

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It is 2020. The differences among schools in terms of quality and resources that were evident in 2000 have widened. Most students attend private schools. Parents became increasingly dissatisfied with education offered by schools owned by government and other public authorities. They left the system, prepared to invest ever larger proportions of personal resources to assure their children success and satisfaction in a knowledge society and global economy, with access to the rich range of technologies necessary to achieve these ends. State schools in some nations are now simply safety net schools, offering a standard curriculum with little differentiation in program and outcomes. Private financial support is rarely sought and often actively opposed. Proponents of such schools won the day in public policy debates on these particular matters in the early years of the century. However, electoral considerations ensured that governments introduced, continued and then expanded their financial support of private schools. National curriculum and regimes of testing, still maintained in state schools, have been abandoned in private schools, for employers and institutions of higher education, now operating on a global scale, hire and select on the basis of performance on universal but customised measures.

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Scenario 2

New commitment to the public good

It is 2020. The differences among schools in terms of quality and resources that were evident in 2000 have narrowed. A new view of public good emerged in the early years of the century when debates on public policy, mired in many countries on the means of schooling, shifted to agreement on the ends of schooling. There was broad community commitment to the values that should underpin the endeavour. An extraordinarily rich range of schooling was offered, with government generally vacating the field of ownership and delivery, focusing on generating revenue to support all schools, with a demanding regime of accountability in the use of public funds. Governments had no alternative but to move in this direction when faced with an electoral revolt on disparities in outcomes, and pressure from an increasing majority of taxpayers who insisted that all schools should be funded on the same educational needs-driven basis. Sophisticated approaches to identifying such needs led to fairer and more transparent approaches to funding from the public purse, but resources now come from a mix of public and private sources, with high levels of volunteer effort and other forms of social capital. Community support for schools is so high that all can offer a rich range of curriculum, with the support of state-of-the-art learning technologies. National curriculum and regimes of testing have been abandoned in all schools, for employers and institutions of higher education, now operating on a global scale, hire and select on the basis of performance on universal but customised measures.

Scenario 3

The decline of schools

It is 2020. Schools are rapidly disappearing from the educational scene. In some communities there is no longer a place called school. The institution that dominated the 20th century was overtaken by a range of educational, technological and social developments. In the view of many, schools became increasingly dangerous places to be, a perception fuelled by media accounts of frequent violence and the prevalence of drugs. Combined with advances in information and communications technology, home schooling gathered momentum in the early years of the century, becoming unstoppable as the media were filled with accounts of successful community-based learning centres drawing on the resources of clusters of families. Support for secondary schools fell most dramatically when traditional approaches to curriculum, teaching, learning and organisation proved impervious to change. They were steadily replaced by adaptations of innovative learning centres, formed initially in partnership with private enterprise that lost patience with the outcomes of upper secondary schooling. Their success quickly spread to all years of secondary schools, with innovative use of new learning technologies enriched by a commitment to the arts and spirituality, broadly defined in each instance. By the end of the first decade of the new millennium, some governments provided all citizens with lifetime entitlements to education and training, giving access to world class learning opportunities that could be supplemented by private contributions for further enrichment. Debates about vouchers were no longer heard. National curriculum and regimes of testing were abandoned, for employers and institutions of higher education, now operating on a global scale, hire and select on the basis of performance on universal but customised measures.

Such scenarios are but a sample of the possibilities. These three and more may be mixed and matched, with other elements included from a range of developments already in train. A particular scenario may be more feasible, or at least seem more readily applicable, to some nations than to others. Those selected here for illustration have their foundation in trends that are already evident and reported in the literature.

The first scenario ['state schools as safety net schools'] is evident in David Hargreaves' recent contribution to an OECD report — 'public schools would only be for those students whose parents could not afford the alternatives: a kind of safety net for the disadvantaged' (Hargreaves, 1999 as reported by Kennedy, 1999).

The second scenario ['new commitment to the public good'] is based on the policy framework for public schools in the new millennium proposed in *The Future of Schools: Lessons from the Reform of Public Education* (Caldwell and Hayward, 1998). Four concepts were addressed: 'public good', 'entitlement', 'contribution' and 'design'. The view that core values should shape a new view of the public good was given recent expression by Jerome T. Murphy, Dean of the Harvard Graduate School of Education and by Pope John Paul 11. Murphy believes that 'what will determine whether we call them public schools is not so much the vehicle that's providing the education, but really whether they ascribe to a certain set of public values. Values like equal educational opportunity, values like non-discrimination, and so on. We'll have multiple delivery systems to achieve public values' (Murphy, 1999). The pontiff argued that 'Without doubt, to move beyond a situation that is less and less sustainable, the main problem to be solved is the full recognition of the juridical and financial equality of State and non-State schools, by overcoming a long-standing resistance that is alien to the basic values of the European cultural tradition' (Pope John Paul 11, 1999, p. 8).

The third scenario ['the decline of schools'] reflects the stunning growth of home schooling. In the United States, for example, current estimates are that between 1.2 and 1.8 million children are educated at home (Archer, 1999, p. 24). Hedley Beare developed this scenario in his account of the 'neighbourhood educational house':

> At the very least, the very youngest learners — toddlers and children — need somewhere in their own (or the next) street where they can physically go to access programs; to learn with other groups of learners; to interact physically with their 'teachers', 'tutors', counsellors, coordinating educators; to access richer learning materials than those they have online from their own home; and also to develop an identification with their neighbourhood 'storage house of learning'. The same holds true of learners of all ages.

> The problem which educational authorities have always faced is that when neighbourhood buildings are put up and labelled ' . . . school', their use becomes limited, they are reserved for only some learners, they become identified by age, territoriality sets in, and they are no longer considered a community or common resource. Furthermore, there is no guarantee in a mobile society that we can predict accurately how permanent they need to be or how many rooms or spaces need to be provided. (Beare, 1997, p. 6)

Lifetime entitlements for education and training have been canvassed for new Labour's second term in the UK (Slater, 1999).

FOUNDATIONS 2000

The foundation for each scenario for 2020 is thus in conditions that prevail in 2000. A more detailed description of these conditions is set out below in two parts, first, an account in broad terms of trends that are evident at this time and, second, a listing of key issues at centre stage of policy debates in school education.

Tracking change at the turn of the century

The concept of track may be more helpful than trend or stage in describing conditions at the turn of the century. We adopted this approach in *Beyond the Self-Managing School* (Caldwell and Spinks, 1998) in describing three developments that were evident in almost every nation. The first was the building of systems of self-managing schools wherein significant authority, responsibility and accountability is decentralised to schools that continue to operate within a centrally-determined framework of goals, priorities, policies, curriculum and standards. The second is the unrelenting focus on learning outcomes for all students in every setting, and this is very much the school effectiveness and school improvement agenda. The third is the creation of schools for the knowledge society in which almost every aspect of school design is transformed, largely energised by developments in information and communications technology. Schools, systems, states and nations vary in the extent to which they have progressed in each of these developments, hence our use of the concept of track rather than trend or stage.

Michael Barber has provided a detailed account of what is arguably the most far-reaching manifestation of change on these tracks (Great Britain), noting that 'none of us involved in the process of modernising our education system underestimate the scale of the challenge' (Barber, 1999, p. 3).

Key issues in public policy

A number of issues, or unresolved matters of concern, are evident as progress is made. The list is extensive, and five are selected by way of illustration. These are concerned with (1) the rhetoric of 'world class schools' and the extent to which there is realisation; (2) complexity in teachers' work; (3) technology and the growing divide among schools in its utilisation; (4) the funding of public education; and (5) the impact of societal transformation on school education.

1. Rhetoric and realisation

A global consensus is emerging on expectations for schools, if documents from key international institutions and the espoused policies of governments are taken as a guide (Chapman, 1997; Chapman and Aspin, 1997; Delors, 1996). It goes something like this. All students in every setting should be literate and numerate and should acquire a capacity for life-long learning, leading to successful and satisfying work in a knowledge society and a global economy. Nations that achieve these outcomes may be said to have 'world class schools'. Nations differ in the extent to which rhetoric is matched by realisation. Current indicators include measures of student achievement, and commitment of resources to support the effort, with resources ranging from expenditure from the public purse to volunteer work and the building of social capital across the entire community.

For the first indicator (measures of student achievement), many nations contribute to and draw on broad brush international measures, and are building a capacity to monitor the level of achievement of students across schools in different settings. There is a difference, however,

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between having a capacity to measure over a limited range of outcomes and meeting the benchmark expectation of success for all students. For the second indicator (commitment of resources), there are differences among nations in respect to the proportion of their national wealth they commit to school education, and in the extent to which communities provide support through volunteer effort and other approaches that draw on and build the social capital of schools.

2. Complexity in teachers' work

The complexity of schooling increased in dramatic fashion over the last half of the 20th century. In the 1950s, populations in many nations were largely homogeneous, most students returned home to their natural parents, and were assured stable employment in local communities. There was no drug culture, teachers and others in authority were generally held in high regard, and there was broad community support for schools.

By the 1990s, many nations were multi-cultural, and schools required an astonishing array of communication networks and other mechanisms for dealing with multiple expectations. Most students in many schools no longer share a home with both natural parents. Stable career paths with the same employer are rare. Drugs are endemic. Community support has fragmented. As Lawrence Friedman (1999) has observed, we have moved from a 'vertical society', with respect for authority, secure relationships across generations, and support from and for key institutions, to a 'horizontal society', where we can create our own identities and live almost entirely in a cyber world without reference to traditional social arrangements. A stunning example was afforded in the mass killing at Columbine High School outside Denver, Colorado in 1999. The perpetrators apparently assembled bombs and an arsenal of weapons in the basement of their homes, without the knowledge of parents, and transported them to school, without the knowledge of teachers and students. Their social space was cyber space. The tragedy has apparently led to a loss of faith in schools as safe places, giving impetus to the home school movement (Archer, 1999, p. 24).

Without engaging in national stereotyping, or asserting that they prevail in every school in each nation, these conditions are more a phenomenon of the West than of the East, where vertical society is largely intact and social capital for schools is high.

3. Technology and the growing divide among schools

It is a cliché that it is a knowledge society and a global economy. Few would dispute that the world is passing through one of the great social transformations in history, experiencing in a decade or two changes far more sweeping than the last great change through the industrial revolution (Drucker, 1993). Knowledge workers are displacing industrial workers, who displaced agricultural workers, as the largest broad classification in the work force.

These changes are impacting schools in many ways, especially in communities where industrial work is disappearing. The major impact may be in the use of information and communications technology, the chief energiser of the social transformation. In some nations, skill in its use has become one of the basics, along with literacy and numeracy. The expectation that each student will bring a notebook computer to the classroom is becoming the norm in some schools.

Several observations are offered. First, there is a big divide among schools as far as the use of technology in the classroom is concerned. More generally, as Tom Bentley, director of the British independent think-tank Demos, describes it: '. . . while more knowledge, and more wealth from knowledge, may produce economic dynamism, they do not guarantee social cohesion' (Bentley, 1999, p. xviii). Second, associated with the first, is the challenge of raising funds if expectations

are to be realised in all schools. Third, is the paradox that schools in many nations at the leading edge of technology have not placed the same priority on technology in the classroom.

4. The funding of public education

Issues related to the funding of public education are of two kinds, one related to the source of funds, the other related to the extent to which public funds should be granted to private schools. In respect to the first, public schools in some nations are increasingly dependent on so-called voluntary contributions to raise funds to support their programs. Some people call for higher levels of funding from the public purse; others point to competing demands for additional resources in other public sector services such as health, and contend that a parent contribution is reasonable. After all, it is argued, landmark legislation in the late 19th century that specified that state education should be free applied only to primary schools, with rudimentary resource requirements by today's standards.

In respect to the second, some nations, notably Australia and the United States, have not reached a settlement in their approach to government (state or public) and non-government (independent or private) schooling. Public schooling remains synonymous in the minds of many with government direction, government ownership and government delivery. In this view, government support for non-government schools is tolerated or even resented: those who seek it should pay the full cost. Compare this situation with what prevails in Hong Kong and, especially, the Netherlands, where there is no discrimination in public funding on the basis of who owns and operates the school.

5. The impact of societal transformation

More fundamentally, however, most nations are struggling to come to grips with the epic transformation of society that many writers have described and prescribed, including Peter Drucker (1993, 1995, 1999) and Alvin Toffler (1970, 1980, 1990).

Consider the work of Toffler, with his trilogy *Future Shock* (Toffler, 1970), *The Third Wave* (Toffler, 1980) and *Powershift* (Toffler, 1990). It is exactly twenty years since Toffler described the scale of the transformation in *The Third Wave*:

> A new civilisation is emerging in our lives [bringing] with it new family styles; changed ways of working, loving, and living; a new economy; new political conflicts; and beyond this an altered consciousness as well. Pieces of this new civilisation exist today. Millions are already attuning their lives to the rhythm of tomorrow. Others, terrified of the future, are engaged in a desperate, futile flight into the past and are trying to restore the dying world that gave them birth. (Toffler, 1980, p. 9)

Toffler argued that every civilisation has a hidden code — 'a set of rules or principles that run through all its activities like a repeated design' — and that industrial society (the 'second wave') had six: standardisation, specialisation, synchronisation, concentration, maximisation, and centralisation. He contended that 'much of the angry conflict in our schools, businesses and government, today actually centres on these half-dozen principles, as Second Wave people instinctively apply and defend them . . . ' (Toffler, 1980, p. 46). He sketched out a code for the 'third wave' in post-industrial society, centred on the new source of power, namely, knowledge [described more comprehensively a decade later in *Powershift* (Toffler, 1990)] including 'the end of nine-to-five' and the notion that 'small-within-big is beautiful'.

Toffler was specific about the positions being adopted by 'second wave' and 'third wave' protagonists in 1980 as far as schools were concerned. Defenders of the second wave 'oppose efforts to de-massify the schools' while the forces of the third wave 'call for a crack-up of the giant bureaucracies' and 'fight for less standardisation, more individualisation in the schools' (Toffler, 1980, pp. 437 - 438).

My point in citing Toffler at length is that in 2000, twenty years after the publication of *The Second Wave*, these conflicts are unresolved in education in some settings. There are many who would turn the clock back to the six rules or principles that underpinned industrial society, long after the 'powershift' to a knowledge society has occurred.

THE WAY FORWARD

The way forward may be to start with the fundamentals, first in respect to the consensus that seems to be emerging around the world on what ought to be accomplished in schools and second, in respect to the core values that underpin that consensus.

Core values underpinning a global consensus on expectations for schools

The global consensus on expectations for schools was stated at the outset: 'all students in every setting should be literate and numerate and should acquire a capacity for lifelong learning, leading to successful and satisfying work in a knowledge society and a global economy'.

The core values implicit in this consensus are liberty, equality, fraternity, efficiency and economic growth (drawing on a classification of Swanson and King, 1997). Liberty or choice respects the right of parents and students to choose a school that meets their needs and aspirations. Equality or equity refers to assurance that students with similar needs and aspirations will be treated in the same manner in the course of their education. Fraternity or access means that all students will have access to the kind of education that matches their needs and aspirations. Efficiency refers to the manner in which resources are deployed in order to optimise outcomes given the resources available. Economic growth is essential if resources are to be adequate to the task. Several of these values may surprise, especially efficiency and economic growth, but these are critical if the global consensus is to be realised ('all students in every setting .. .').

A unifying value is 'public good'. For the most part, public good ought to be concerned with both ends and means. Regrettably, public good has become associated more with the means than the ends, especially where it has become synonymous with public ownership, public funding and public delivery. Insistence that it should be exclusively so may harm the public good and, in the case of public education, may lead to its demise.

Mansbridge's *tour de force* on the contested nature of the public good is worthy of close attention. She acknowledges that the concept is 'unendingly contestable' but that such a contest should be welcomed to help 'retrieve the public good from platitude, disdain, and justifiable mistrust to rebuild it as a centrepiece of . . . politics'. She observes that 'the moral language of the Western tradition has typically contrasted the public good with private goods' although 'Western thinkers [including Adam Smith] have also suggested that the opposition between public good and private benefits so prominent in ordinary language might conceal a different congruence' (Mansbridge, 1998, p. 3).

After reviewing a range of meanings, she proposes new tools and new solutions that involve 'nesting' altruism or public spirit within 'a return to self-interest', acknowledging that 'several

different institutional arrangements and mixes may be equally efficient' (Mansbridge, 1998, pp. 13 - 17). Anthony Giddens expresses a similar view:

> Modernising social democrats have to find an approach that allows equality to co-exist with pluralism and life-style diversity. They must also recognise that classical liberals were right to see conflicts between freedom and equality. We should develop a more dynamic conception of equality, placing more stress on opportunity than the left has done in the past. (Giddens, 1999, p. 25)

Which way?

A focus on the emerging global consensus on expectations for schools ('world class schools') and the core values that underpin its realisation brings to mind the approach to public policy that has gained currency in Europe and, to a lesser extent, other Western democracies in recent years that goes under the rubric of 'the third way'.

Despite an initial and generally uncritical acceptance, connected in part to its association with a leading and popular advocate in the person of UK Prime Minister Tony Blair, there is now evidence of resistance to the point that continued reference to 'the third way' may be counter-productive. The problem seems to be in the name itself, and attempts to present it as a reaction to old Left or new Right, to socialism or capitalism, to government control or free market, drawing on or balancing each in some measure. It becomes relatively easy to dismiss the approach, whatever it may be, by citing a history of earlier action along similar lines.

It may be more productive to identify the approach with the issues it is attempting to address. Anthony Giddens draws attention to the limitations of old Left and new Right as a prelude to the identification of these issues, or dilemmas as he prefers to call them, namely, globalisation, individualism, left and right, political agency and ecological issues. He contends that:

> The overall aim of third way politics should be to help citizens pilot their way through the major revolutions of our time: globalisation, transformations in personal life and our relationship to nature. (Giddens, 1998, p. 64)

Identification of purpose is just a starting point. We need to go deeper to the underlying principles and values. Peter Thomson, a major influence on the thinking of Tony Blair on these matters, finds the roots of the third way in 'the search for the sacred in the secular', drawing on key figures in theology and spirituality, and seeking to ensure there is a powerful connection between thought, knowledge and action (Thomson, 1999). Critically important are the values that should underpin this connection. Giddens proposes equality, protection of the vulnerable, freedom as autonomy, no rights without responsibilities, no authority without democracy, cosmopolitan pluralism, and philosophic conservatism (Giddens, 1998, p. 66).

The most helpful view of the third way is indeed one offered by Tony Blair. It combines the concept of core values with flexibility of action, the latter freeing us from a definition of third way in terms of left or right, socialism or capitalism, and so on. For Blair, the third way calls for an absolute adherence to core values but, in respect to how to get there:

> We should be infinitely adaptable and imaginative in the means of applying those values. There are no ideological pre-conditions, no pre-determined veto on means. What counts is what works. (cited by Midgley, 1998, p. 44)

We should add, of course, that the means must be under-pinned by core values, and must certainly be legal and ethical.

Applying this view to education enables us to see the possibilities in a manner that is immensely liberating. It is possible to discern an impact on learning outcomes even though it is early days. In England, for example, the Blair Government was willing to privatise the school support services in the London boroughs of Hackney and Islington, previously provided by a public authority. In the most recent round of results for secondary schools, Islington has proved to be one of the fastest improving authorities in the country (Barnard, 1999) with a 3.9 per cent rise in the number of students getting five good passes in the GCSE (see Levacic, 1999, for a comprehensive account of third way initiatives in Britain).

In concluding this exploration of the way forward, it is worth reflecting on whether the third way is adequate to describe what action should be taken in education. Leadbeater (1999a) even suggests a 'fourth way' based on the importance of knowledge:

> Knowledge is our most precious resource: we should organise society to maximise its creation and use. Our aim should not be a third way, to balance the demands of the market against those of the community. Our aim should be to harness the power of both markets and community to the more fundamental goal of creating and spreading knowledge.

Which scenario?

Which of the three scenarios is likely to unfold if there is 'absolute adherence to core values' in public policy on school education? Here is a suggestive rather than exhaustive view that assumes that the core values are liberty (or choice), equality (or equity) and fraternity (or access), the achievement of which calls for a commitment to efficiency (for optimising outcomes) and economic growth (for adequacy). The emerging consensus on expectations for schools is also assumed ('all students in every setting should be literate and numerate and should acquire a capacity for life-long learning, leading to successful and satisfying work in a knowledge society and a global economy').

Scenario 1 ('state schools as safety net schools') is likely to prevail if public policy emphasises equality and fraternity but down-plays liberty, efficiency and economic growth. A particular manifestation of this balance is if there is an exclusive commitment to comprehensive schools and a retreat from specialist schools, despite recent evidence in England, for example, that achievement is higher for more students in the latter (Barnard, 1999), and if the drive for efficiency and economic growth is not sustained. This scenario minimises choice among state schools. Scenario 3 ('the decline of schools') may be the outcome if the emphasis is on liberty, efficiency and economic growth, with a loss of commitment to equality and fraternity. Scenario 2 ('new commitment to the public good') may unfold if there is a balance among all five values. The reader is invited to re-read the three scenarios, in the light of the aforementioned assumptions on core values and expectations for schools, to obtain a sense of this analysis, as summarised in Table 1.

LEADERSHIP IN TRANSFORMATION

Eight domains for action are proposed for leaders who seek to shape the scenario for the future of schools. There may be more, but eight is a good number, and enough to broadly describe the

field. The kind of action in each will determine which of the scenarios described at the outset, or another, is likely to unfold over the next decade or two.

The integrating concept, understandably, is change. Peter Drucker (1999, p. 73) contends that the only ones who survive in a period when change is the norm are the change leaders: 'to be a successful change leader an enterprise has to have a policy of systematic innovation' (Drucker, 1999, p. 84). For this reason, each domain for leadership in school education is considered to be a field of innovation.

Table 1

Core values in public policy as manifested in three scenarios for schools

Scenario	Liberty (or choice)	Equality (or equity)	Fraternity (or access)	Efficiency (for optimising outcomes)	Economic growth (for adequacy)
Scenario 1 'state schools as safety net schools'	-	+	+	-	-
Scenario 2 'new commitment to the public good'	+	+	+	+	+
Scenario 3 'the decline of schools'	+	-	-	+	+

Key: '-' value is down-played in this scenario; '+' value is emphasised in this scenario

1. Innovation in curriculum

The emerging consensus on the characteristics of world-class schools is commendable, but many would argue that the range of outcomes and their measures are much too narrow. The idea of 'multiple intelligences', based on Howard Gardner's *Frames of Mind* (Gardner, 1983) is a helpful starting point.

Charles Handy argues that three intelligences — factual intelligence, analytical intelligence and numerate intelligence — 'will get you through most tests and entitle you to be called clever' (Handy, 1997, p. 211). He suggests eight more: linguistic intelligence, spatial intelligence, athletic intelligence, intuitive intelligence, emotional intelligence, practical intelligence, interpersonal intelligence and musical intelligence' (Handy, 1997, pp. 212 - 213).

Charles Leadbeater, whose book *Living on Thin Air: The New Economy* (Leadbeater, 1999b), is a current best-seller in England, suggests that 'the curriculum needs to encourage creativity, problem solving, team building, as well as literacy and numeracy' (Leadbeater, 1999c, p. vi). Ulrich Beck sets a similar curriculum in the context of globalisation:

> One of the main political responses to globalisation is . . . to build and develop the education and knowledge society; to make training longer rather than shorter; to loosen or do away with its link to a particular job or occupation. This should not only be a matter of 'flexibility' or 'lifelong learning', but of such things as social competence, the ability to work in a team, conflict resolution, understanding of other cultures, integrated thinking and a capacity to handle the uncertainties and paradoxes of the second modernity. Here and there, people are beginning to realise that something like a transnationalism of university education and curricula will be necessary. (Beck, 1999, p. 27)

To do all of this will require the abandonment of much of the existing curriculum. Writing for the UK setting, Kimberly Seltzer contends that 'we can't just keep piling new expectations and structures on to old ones. Something has to give. We should aim to have reduced the national curriculum by half by 2010, in order to make room for new approaches' (Seltzer, 1999, p. xxi; see also Seltzer and Bentley, 1999).

2. Innovation in pedagogy

The revolution in information and communications technology and the advent of exciting, pedagogically sound approaches to inter-active multi-media learning mean that it is possible to learn anytime, anywhere. While a revolution is clearly under way [see special edition of *Education Week* (1999) for an account of its scale and scope], there are still many choices for educational leaders, including matters related to the place of a liberal education (Woodhead, 1999).

One is tempted to explore this domain in more detail, but it is more helpful to move to a broader domain that provides a measure of coherence to the efforts of leaders who seek to shape the transformation of school education.

3. Innovation in design

Curriculum and pedagogy cannot be constrained as single domains for they influence, and are influenced by, what occurs in other domains. It is here that the concept of 'design' comes into play. Clive Dimmock has written a contemporary classic on the theme (Dimmock, 2000), providing a rich inter-cultural perspective. He distinguishes 'design' from 're-structure' and 'reform', and identifies several features, including intentionality, connectivity, reinforcement, synergy and consistency among the different elements of a design. These elements include societal culture, organisational culture, leadership and management, performance evaluation, personnel and financial resources, organisational structures — all centred on informed learning, informed teaching and an outcomes-oriented curriculum, energised by information and communications technology (Dimmock, 2000, p. 4). Peter Hill and Carmel Crévola adopt the same approach and propose a general design for improving learning outcomes that includes standards and targets; monitoring and assessment; classroom teaching programs; professional learning teams; school and class organisation; intervention and special assistance; and home, school and community partnerships — all underpinned and centred on beliefs and understandings (Hill and Crévola, 1999, p. 123).

The challenge for leaders is to work with others to create a design that suits the setting, pursuing the vision of a world class school, underpinned by the values that provide the foundation for the effort (liberty or choice, equality or equity, fraternity or access, efficiency for optimising outcomes, and economic growth for adequacy). Realising this vision calls for unprecedentedly high levels of professional knowledge, and this is the substance of the next domain.

4. Innovation in professionalism

The unrelenting focus on learning outcomes in the emerging consensus on world class schools suggests 'innovation in professionalism', to the extent that teachers' work will be values-centred, research-based, outcomes-oriented, data-driven, and team-focused, with lifelong professional learning the norm as it is for medical specialists. There is a danger, however, that this may be too narrow a view, just as the concept of world class schools may be too narrow.

A wonderfully rich professionalism is evident in the 'intelligent school' proposed by MacGilchrist, Myers and Reed (1997). This is the organisational counterpart of an individual with 'multiple intelligences'. Professionals in an 'intelligent school' will have contextual intelligence, strategic intelligence, academic intelligence, reflective intelligence, pedagogical intelligence, collegial intelligence, emotional intelligence, spiritual intelligence and ethical intelligence.

The challenge is how to attract and keep in the profession the best of our young people and the wisest of our mature people. There are implications for governments and the wider community as well as for schools. For our part, in universities, we need to re-design our programs in teacher education.

Above all, we need passion in the profession. There is a wonderful passage in Milan Kundera's *Identity* (Kundera, 1998, p. 75). One of the central characters had this to say:

> . . . the old occupations . . . were unthinkable without a passionate involvement: the peasants in love with their land; my grandfather, the magician of beautiful tables; the shoemakers who knew their villager's feet by heart; the woodsmen; the gardeners . . . The meaning of life wasn't an issue [for it was] in their workshops, in their fields. Each occupation created its own mentality, its own way of being. A doctor would think differently from a peasant, a soldier would behave differently from a teacher. Today we're all alike, all of us bound together by our shared apathy towards our work. That very apathy has become a passion. The one great collective passion of our time.

How do we create a passion in the professional which is, paradoxically, an innovation that returns to a classical view of professionalism ? Most important, however, given the demands of innovation, how do we 'promote and develop the integrity of the profession?' (Delahunty, 1999).

5. Innovation in funding

New approaches to the funding of schools will also be required. The stresses and strains of strict adherence to traditional approaches are already evident. In England, for example, the London Oratory, attended by the son of Tony Blair, seeks a HK$400 monthly 'covenant' from parents to support programs at the level of its former self-governing days, before it was 'returned to the fold'. Few if any counterparts have indicated an intention to go down the same path.

Debate on parent contributions is at full flood in Australia, where so-called 'voluntary contributions' are an expectation for virtually every publicly-owned school in the country. At the

prestigious state Melbourne High School for boys, a monthly contribution of about HK$450 is expected, which covers costs of camps, curriculum materials and sports, but not teaching. In parts of the non-government sector, especially Catholic schools, government grants cover most of the operating costs, with fees charged at a level that reflects the capacity of communities to pay. There are exemptions for parents who cannot pay, with schools sometimes requiring a contribution 'in kind' such as specified hours of service work.

The situation in Hong Kong is of particular interest, with school education being free for the compulsory years in public sector primary and junior secondary schools. Government policy is that 'those who choose to take their education to higher levels should meet a reasonable share of the cost where they are able to do so without hardship' (Education Department, 1999). For the 1998-99 school year, fees at the Secondary 4 and 5 levels were HK$5,050, and for Secondary 6 and 7, HK$8,750. A fee remission scheme ensures that no student is prevented from continuing his or her education in the public sector on account of inability to pay fees'. A special feature of the Hong Kong scene is that fewer than 10 per cent of students attend schools owned and operated by government, with more than 80 per cent attending schools that are fully publicly funded but managed by a range of church, foundation and charitable trusts. Fewer than 10 per cent of students attend private schools. Enrolment and governance patterns are summarised in Table 2 in the context of innovation in governance.

There is a challenge in these and other nations to the societal value that education in state or public schools should be free. The pressure is coming from rising expectations, escalating costs, and increasing choice and competition among schools. It is certain that this environment will intensify in an era of lifelong learning for a knowledge society.

The commitment to free and compulsory education was made in the 19th century when schools consisted of large classes, few professional staff other than teachers, blackboards and slates, and little equipment apart from a few maps and globes. There was considerable community commitment to and 'in kind' support of the local school. Public expectations could be met to the full without a financial contribution from parents, voluntary or otherwise. A similar situation applied to hospitals. In the late 20th century, expectations are rapidly outstripping the capacity or willingness of the community to meet through taxation the full cost of education and health.

A framework for resolving the situation may be built along the following lines. First, there should be acceptance of the notion that all schools should provide an education along the lines of the consensus described earlier ('All students in every setting . . . '). There should be a commitment from government to meet the full cost of providing such education in every school in every community. Full costs should also be met from the public purse for schools that cater to special educational need or that offer particular specialisations such as the arts. Only a few schools should offer such programs and these should be located to ensure access for all students who are to benefit. This is the educational counterpart to the specialist hospital: not all schools can offer state-of-the-art music programs just as all hospitals cannot offer facilities for heart transplants.

The key is to establish and then cost a series of school designs. Interest is growing in several nations and there is now a sturdy methodology for costing the various elements. The International Institute for Educational Planning of UNESCO recently published a report on needs-based resource allocation in education (Ross and Levacic, 1999; see also Goertz and Odden, 1999).

Is there a place in this framework for a parent contribution, either covenanted or mandated, in cash or in kind? A small fee from every parent, determined on a school-by-school basis, should

be permitted, but the 'cash or in kind' option is necessary to ensure that all parents have the capacity to contribute.

This framework applies to learning in a place called school. What are the implications of learning networks in a knowledge society along the lines proposed by Tom Bentley in *Learning Beyond the Classroom* (Routledge, 1998)? These involve 'shifting the way we see education from a separate sector of society to a culture that infuses every sector' (p. 187). The implications for funding are profound, including 'releasing ourselves from over-dependence on taxation and public spending . . . filtered through an expensive and slow-moving bureaucratic system' (p. 180).

Innovation in school finance thus calls for new approaches to costing and accounting that accommodate full support from the public purse of a system of schools along the lines described; permit a small fee from parents, with a cash or in kind option; and transcend boundaries to recognise mutuality and voluntarism as a source of support as well as multiple sources of funds from different agencies, along the lines in the recently established education action zones in England.

6. <u>Innovation in leadership</u>

Outstanding leadership at all levels of schools and school systems is a key element in likely and preferred scenarios. In *Leading the Self-Managing School* (Caldwell and Spinks, 1992), we called for strategic leadership, educational leadership, cultural leadership and responsive leadership. We now know much more about each, especially the requirements for strategic and educational leadership and, in *Beyond the Self-Managing School* (Caldwell and Spinks, 1998), we formulated a series of 'strategic intentions' to help build capacity in these domains (see Davies and Ellison, 1999 for a coherent and comprehensive guide to the setting of strategic direction for schools).

Attracting, preparing, placing, developing and rewarding school leaders is as much an issue as the nurturing of the profession at large. Around the world there is a crisis in accomplishing these things. The initiative of the Blair Government in creating the National College for School Leadership with an initial investment of HK$125 million, with HK$750 million over three years for a headship training program, is a remarkable investment. Commendable though it is, such an initiative must be part of a comprehensive and coherent range of policies and resource commitments that cover everything from the design of school buildings to the provision of strong management teams.

Don't be seduced by the view that leadership is unimportant, or even unnecessary. In the gripping first chapter of Ian McEwan's remarkable novel *Enduring Love* (McEwan, 1998), a hot air balloon containing a small and frightened boy rolls uncontrolled across an open field. A sudden gust bears it aloft while its desperate owner tries to keep it on the ground. He is joined by several passers-by, each of whom take a rope in an endeavour to bring things under control. There is no effort to work together. One after another they release their hold, until one remains. The consequences are devastating. One who let go feels deep guilt. He reflects on the need for leadership, believing that 'No human society, from the hunter-gatherer to the post-industrial, has come to the attention of anthropologists that did not have its leaders and its led . . . ' (McEwan, 1998, p. 11).

Leadership was required in a time of crisis but so was a capacity for all to be committed to a common purpose and to work together. Are these not the requirements for leadership in a time of

high expectations for schools? Is it not a crisis for many students who do not succeed, especially in the early years. Lives are at stake!

7. Innovation in management

The seventh domain calls for innovation in management. Traditional approaches to management are still required in areas such as planning, budgeting and staffing. Consistent with the emergence of the knowledge society, innovation in management calls for 'knowledge management'. This is not just a fad that will pass or a piece of jargon to describe what has always been a requirement in the organisation.

According to Bukowitz and Williams (1999, p. 2) in *The Knowledge Management Fieldbook* 'Knowledge management is the process by which the organisation generates wealth from its intellectual or knowledge-based assets'. In the case of school education, this may be re-worded as 'Knowledge management is the process by which a school achieves the highest levels of student learning that are possible from its intellectual or knowledge-based assets'. Successful knowledge management is consistent with the image of 'the intelligent school' (MacGilchrist, Myers and Reed, 1997) and the concept of 'intellectual capital' (Stewart, 1997).

Knowledge management involves a school developing a deep capacity among all of its staff to be at the forefront of knowledge and skill in learning and teaching and the support of learning and teaching. This is more than occasional inservice training or professional development. This is a systematic, continuous and purposeful approach that starts with knowing what people know, don't know and ought to know. It assumes an innovative professionalism, as already described, and includes a range of functions such as selection, placement, development, appraisal, reward, succession planning, contracting of services and ensuring that every aspect of the workplace is conducive to efficient, effective and satisfying work for all concerned.

Interestingly, Bukowitz and Williams see the recent loss of middle management as a loss of capacity in respect to these matters. 'Once middle management was "out" it was not surprising that knowledge management was "in". Knowledge management represents an effort to repair past damage and an insurance policy against loss of organisational memory in the future' (Bukowitz and Williams, 1999, p. 7). They conclude that middle managers may be a good idea after all:

> As organisations begin to restore some of these positions, they will do so with the revitalised view of the role of middle managers as orchestrators of knowledge flows. . . middle managers will increasingly be asked to look across the organisation. Their success will hinge on the ability to facilitate communication . . . , leverage resources, transfer best practices, identify synergies and encourage knowledge re-use. (Bukowitz and Williams, 1999, p. 355)

8. Innovation in governance

There have been many innovations in school governance in recent years, including the creation and abandonment of grant-maintained schools in England and Wales, and the emergence and steady growth of charter schools, now numbering about 1700, in the United States. These are modest compared to the 'schools for profit' movement in the latter, a development that would have had no credibility less than five years ago. It is now a growth industry, with a recent edition of *Education* Week giving details of a sample of 10 companies operating a total of almost 400 schools, most publicly-funded, with leading players including Edison Schools Inc. which runs 26 independent charter schools and 53 traditional public schools, and Nobel Learning Communities,

Inc. that operates 137 private schools (Schnaiberg, 1999, p. 13). The former had an initial public offering (IPO) in November 1999, raising about HK$1 billion. Edison plans partnerships with universities in teacher education programs.

There is little evidence to suggest that innovation in governance along the lines of 'schools for profit' are yielding demonstrable comparative advantages when it comes to learning outcomes (Walsh, 1999). It may be that any benefits that accrue will come from the impact the new players have on the general educational environment, as has been the case in Britain in the wake of the grant-maintained project. Evidence on learning outcomes is mixed, with some studies pointing to gains in efficiency and effectiveness (Bradley, Johnes and Millington, 1999) and others showing no impact (Levacic and Hardman, 1999). More generally, however, Woods, Bagley and Glatter suggest that:

> there are positive trends which benefit from the introduction or enhancement of market elements. These include an increased sense of accountability about the quality of schooling to the families that are most immediately concerned with schooling, a greater openness by schools to them and their local communities, and a continuing impetus to raise academic achievement and to improve the efficiency of school management. (Woods, Bagley and Glatter, 1998, p. 200)

Given the growth of the charter movement and the rise of the 'schools for profit' sector, there is no doubt that innovation in governance is a domain for leadership in the transformation of schools in the decades ahead, if trends in the United States are an indicator. Those with an interest in schools in Hong Kong are, of course, familiar with a range of approaches in this domain, with government schools a small minority and a rich range of non-government schools owned and operated by churches, charitable trusts, and private companies. This pattern, summarised in Table 2 (Education Department, 1999), warrants international attention by those who contend that public education is and ought to be synonymous with government delivery.

Table 2

Student enrolment in Hong Kong classified by type of school attended in 1998
(Education Department, 1999)

Level	Government		Aided		Private		Total	
Primary	30 270	6.3%	401 316	84.2%	45 216	9.5%	476 802	100.0%
Secondary	36 705	8.1%	365 458	80.2%	53 709	11.8%	455 872	100.0%

ABANDONMENT IN TRANSFORMATION

If the integrating theme in leadership for transformation is innovation, and if there is not to be an accretion of new tasks on old, it follows that a capacity for systematic abandonment is as important as a capacity for systematic innovation. This is the view of Peter Drucker in

Management Challenges for the 21st Century (Drucker, 1999). Indeed, he calls for 'organised abandonment' for products, services, markets or processes:

- which were designed in the past and which were highly successful, even to the present, but which would not be designed in the same way if we were starting afresh today, knowing the terrain ahead;

- which are currently successful, and likely to remain so, but only up to, say, five years — in other words, they have a limited 'shelf life'; or

- which may continue to succeed, but which through budget commitments, are inhibiting more promising approaches that will ensure success well into the future.

Virtually every domain of leadership in the further transformation of school education calls for abandonment of one kind or another, regardless of the scenario. A values-driven approach calls for abandonment of a pre-occupation with means, focussing instead on ends ('all students in every setting . . . ') and underpinning values (liberty or choice, equality or equity, fraternity or access, efficiency for optimising outcomes, economic growth for adequacy). A more pragmatic approach to means calls for abandonment of a view of public education that limits virtually every aspect of design and delivery to an exclusive role for government, replacing it with a new kind of commitment, driven by passionate adherence to each of these values.

Innovation in curriculum requires abandonment of some learning areas that have been painstakingly constructed over the last decade. Pedagogy is a domain fraught with dilemmas, but ripe for abandonment of approaches that do not yield outcomes consistent with expectations for world class schools. Innovation in design will certainly require abandonment of standard class sizes for all students at every level in facilities built like a collection of boxes, lined end to end or stacked one upon the other. Innovation in professionalism challenges the modest levels of knowledge and skill that sufficed in the past with a vision for values-centred, research-based, outcomes-oriented, data-driven and team-focused approaches that matches, nay, exceeds that of the best of medical practice. Innovation in funding similarly challenges the constrained view of the recent past to call on all of the resources of the community in support of its schools. Innovation in leadership affirms the need for leadership but approaches that do not lead to commitment to a common purpose should be abandoned. Innovation in management must find a place for knowledge management, suggesting that some tasks should be abandoned, curtailed or shifted to others if the role of middle management, in particular, is to be rewarding for incumbent and organisation. Innovation in governance, like innovation in funding, calls for abandonment of a constrained approach, admitting possibilities that have hitherto been unthinkable.

The other side of the coin of organised abandonment is, of course, organised improvement, and it is here that the accomplishments of policy makers, practitioners and researchers in the school effectiveness and school improvement movement are the life blood, fuelling the effort in domains that define the field of transformation, and giving shape to the scenario that unfolds to 2020.

Which scenario is the most likely and which is preferred — state schools as safety net schools — or new commitment to the public good — or the decline of schools — or another? These are hard questions, but the good news is that we are unlikely to see a fragmented effort in seeking the answers. That is what is so exciting about the theme of ICSEI 2000. There will indeed be 'global networking for quality education' as we set out on the journey to 2020.

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