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INTERNATIONAL HANDBOOK
OF SCHOOL EFFECTIVENESS
AND IMPROVEMENT

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AND IMPROVEMENT

PART ONE

Editor:
Tony
Townsend



INTERNATIONAL HANDBOOK OF SCHOOL
EFFECTIVENESS AND IMPROVEMENT

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International Handbook of School Effectiveness and Improvement

Part One

Edited by

Tony Townsend

Florida Atlantic University, Boca Raton, FL, U.S.A.

with Beatrice Avalos, Brian Caldwell, Yin-Cheong Cheng,
Brahm Fleisch, Lejf Moos, Louise Stoll, Sam Stringfield,
Kirsten Sundell, Wai-ming Tam, Nick Taylor, and Charles Teddlie



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DEDICATION

Hedley Beare

It is fitting that this book is dedicated to Hedley Beare, former President of the International Congress for School Effectiveness and Improvement (ICSEI), for he epitomizes all that ICSEI stands for in its mission to span the boundaries of research, policy and practice.

Hedley Beare is unique among scholars in the field of education. He has had leadership experience at senior levels in three of the eight systems of public education in Australia. In the 1990s, following initial appointments in South Australia, he was awarded a Harkness Fellowship to undertake a Doctor of Education degree at the Harvard Graduate School of Education. In the decade that followed, he established the two most recently created systems of public education in Australia. In the first of these, in the Northern Territory, it was leadership under the most challenging of circumstances, for he played a key role in the evacuation of Darwin following Cyclone Tracey in 1972. In 1973 he became the first Chief Executive Officer of the newly-created ACT (Australian Capital Territory) Schools Authority, based in Canberra, where he was a leader in what many regard as the most innovative time in school education in Australia, with a powerful role for the community through the creation of school boards (councils) and the establishment of senior secondary colleges. He displayed an approach to leadership and management that was the subject of study around the nation.

It was with this background that he was appointed in 1981 as the first professor in the field of educational administration at the University of Melbourne. His career achievements to this point had no counterpart, and would satisfy most people for a lifetime. It was, however, just the start of another career, this time of sparkling scholarship. He co-authored *Creating an Excellent School* in 1989 that was a best-seller for its international publisher for more than a decade. His review of the literature on school effectiveness and school improvement in that book was a masterpiece, and provided a framework for his contributions in establishing ICSEI in Australia in the late 1980s and his international role as world president of ICSEI in the mid 1990s.

The scholarship of Hedley Beare in the twenty-first century opened with the publication in 2001 of *Creating the Future School*. It remains the definitive work on the topic as we pass the mid-point of the first decade of the millennium. It was the outcome of landmark lectures at Aoyama Gakuin University in Tokyo. With insights solidly grounded in his own leadership in the manner described above, he had for more than a decade been looking to the future with a series of presentations and publications that were logically argued and inspirational in their impact. His writing could not be assailed because he presented likely and preferred futures in the context of developments over centuries, with consistent application of timeless values. In 2006 he wrote an important pamphlet for the London-based Specialist Schools and Academies Trust (SSAT) entitled *How We Envisage Schooling in the 21st Century*. It was an important contribution to International Networking for Educational Transformation (iNet), the Trust's project to link schools around the globe that are committed to significant, systematic and sustained change that leads to high levels of achievement for all students in all settings. The mission of iNet is similar to that of ICSEI. The best of Hedley Beare was on display as he effortlessly and gracefully drew from history, philosophy, spirituality, ethics, curriculum, pedagogy, technology, economics, leadership, management and politics to explain the new education imaginary.

Hedley Beare has received a rare combination of awards in Australian education. He is a Fellow of the two largest professional bodies that span all sectors and levels of education, namely, the Australian College of Educators (ACE) and the Australian Council of Educational Leaders (ACEL). He is the Patron of ACEL. He was the first person to receive the highest award of each body: the College Medal (ACE) and the Gold Medal (ACEL). In 2004 he was named National Educator of the Year by *The Bulletin*, Australia's leading weekly news magazine, that each year selects 100 leaders in innovation in different fields around the nation.

Hedley Beare thus brings the wisdom and experience of five decades of leadership in education to this book. He reveals in Chapter 1 the same masterful grasp of reform in education and deep understanding of the contributions along the way of the effectiveness and improvement movements. It is rich in imagery, as illustrated in the opening paragraph: "What follows are the observations of an old man of the sea, weather-beaten and bronzed, but not browned off by riding for several decades the dumpers, and with the same exuberance as the dolphins do. Nothing is quite as exhilarating as when the surf is up, and I have seen a lot of it."

Brian J. Caldwell
The University of Melbourne

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PREFACE

This book celebrates twenty years of the International Congress for School Effectiveness and Improvement. According to Judith Chapman's report in the first issue of the Australian Network News (1989, p. 1):

The initiative for ICES was taken by Dale Mann, former Chairperson (1976–85) of the Department of Educational Administration, Teachers' College, Columbia University, who served as the first Chairperson (1984–85) for the National Council for Effective Schools in the United States ... [who] felt it timely to bring policy-makers, researchers and planners together.

By mid-1987 eight countries, the USA, England, Wales, Scotland, Australia, Sweden, Canada and South Africa had shown sufficient interest for an international congress to be conducted in late 1987 or early 1988. "The planning group at Columbia was interested in a Congress in two parts: (1) a conference on school effectiveness open to all with an interest and with papers presented in the normal fashion for such events, and (2) a decision-making meeting at which the organization would be formally constituted and decisions made." (Chapman, 1989, p. 1)

In January 1988, the first Congress was held at the University of London. Policy makers, practitioners and scholars from 14 countries, including the initial 8, together with Germany, Hungary, Ireland, Israel, the Netherlands and Norway, attended the Congress and adopted the name "International Congress for School Effectiveness." Two years later, to reflect the intimate connection between school effectiveness and school improvement, the name was changed to the International Congress for School Effectiveness and Improvement. As Smink concluded (1991, p. 1) "both approaches need the other to successfully modernize the system."

Since that time conferences have been hosted all over the world, both in Western and Eastern Europe, the Americas, the Middle East, Asia and the Pacific. Each conference has been hosted by a local group of researchers and practitioners who wanted to share

what they were doing with the rest of the world in the hope that both the visitors and the hosts would learn something new, would do something differently or look at the issues of student learning in a different light. The chapters in this book, which outline the developments, and the conditions under which those developments have taken place, from countries around the world, have clearly demonstrated how far school effectiveness research and school improvement developments have come since the early work of Weber (1971) and Edmonds (1978, 1979a, 1979b, 1981) in the United States and Reynolds (1976) and Rutter and colleagues (1979) in the United Kingdom.

This book has emerged from a series of discussions conducted over more than a year by people who have guided the development of the International Congress for School Effectiveness and Improvement over the years. All have been key researchers in the field and many have been actively involved in the ICSEI Board, have hosted international congresses or have been involved in editorships of journals in the field. In short, the people who have overseen this book have overseen the development of the field for the past 20 years.

The book came about because people in various parts of the world agreed to let the story of what is happening in their part of the world be told. I am extremely grateful for the work that each of the regional editors has undertaken and without them this book would never have been put together. Beatrice Avalos in Latin America, Charles Teddlie, Sam Stringfield and Kirsten Sundell in North America, Yin-Cheong Cheng and Wai-ming Tam in Asia and the Middle East, Louise Stoll and Lejf Moos in Europe, Brian Caldwell in Australia and Brahm Fleisch and Nick Taylor in Africa, have all commissioned papers that collectively document the world history of school effectiveness and school improvement.

This is the state of the field midway through the first decade of the new millennium.

Tony Townsend
Boca Raton, Florida
December 2006

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Section 1

A REVIEW OF THE PROGRESS