Report: Study Leave
June-August 2018

Allan Shaw
Monday 06 August 2018
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Netherlands June 10-12 & England June 13-20

Introduction

The key to this aspect of my study leave was my connection to Dame Pat Collarbone. I worked with her during my time as an AITSL Director as we developed the Australian Professional Standard for Principals.

Dame Pat trained all our Learning Team Facilitators in early 2015 and stayed in touch with them until she retired in mid-2017.

Pat put me in touch with Professor John West-Burnham, (www.johnwest-burnham.co.uk) who used his networks to develop my itinerary. John was a superb colleague and support in this component of my time away.

Purpose

John built my itinerary based on my advice to him outlining my interests, qualified by the timing where schools in England are approaching the end of their school year and like us at the same time are very busy and somewhat preoccupied.

My ‘shopping list’ for John follows (in no particular order):

- school cultural improvement especially developing teacher professionalism and confidence as professionals
- the development of high levels of differentiation of teaching and learning in classroom settings in primary and/or secondary schooling as a precursor to personalisation of learning
- personalisation of learning within a normal schooling and curriculum framework
- digitisation of curriculum and associated lessons plans and resources such that they are simply accessible and in a standard format to teachers (in support of high levels of differentiation and personalisation)
- coaching and mentoring talent
- breaking up the traditional time/place arrangements of school to assist students in taking greater ownership of their learning with some choice around the ‘when’ they meet certain requirements. I have introduced and used a modified Dalton Plan in senior secondary years of two schools and considering a third implementation
- programs that support the development of student affective skills: communication, teamwork, leadership, public speaking, negotiation, making a ‘pitch’, resilience et al.
- development of entrepreneurial skills and attitudes in students and staff. Our first entrepreneurial skills elective ran this semester just finishing and was both popular and a success.
Key personnel

- Professor John West-Burnham (JWB)
- Dame Pat Collarbone
- Marlou van Beek, NPDL Cluster Director, The Netherlands. Director, Turning Learning
- Jacqueline Nieuwenhuizen, Design Studio leader, OPSPOOR School Board
- Baukje Bemener, Consultant, Turning Learning
- Dr Max Coates, Programme Manager, Learning & Leadership, UCL Institute of Education
- Dr Rupert Higham, Lecturer in Educational Leadership, UCL Institute of Education
- Professor Peter Earley, Head of Academic Affairs, UCL Institute of Education
- Mark Quinn, Bespoke Programs, UCL Institute of Education
- Andy Ash, Lecturer in Art, Design and Museology, Department of Culture, Communication and Media, UCL
- Jo Trump, Principal Hill Rd Sixth Form College, Cambridge
- Hayden Taylor, Director UNLOC
- Matthew Leeming, Headteacher, The Kings' School, Winchester
- Rob Jeckells, Deputy Headteacher, The Kings' School, Winchester
- Maggie Roger, Consultant to The Kings' School, Winchester
- Robin Street & Simon McBride, Co- Principals, UCL Academy, Swiss Cottage, London NW3

Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>Sessions</th>
<th>Travel Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 8 June</td>
<td></td>
<td>Arrive Amsterdam 20.00</td>
</tr>
<tr>
<td>9-10 June</td>
<td>Amsterdam Meet Marlou van Beek &amp; John West-Burnham (JWB) for Dinner Sunday</td>
<td></td>
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<tr>
<td>11 June</td>
<td>Amsterdam Visits to OBS DE Kawana <a href="http://www.kawama.nl">www.kawama.nl</a> &amp; OBS De Parelhof <a href="http://www.hetparelhof.nl">www.hetparelhof.nl</a></td>
<td>Travel with Marlou van Beek, Director Turning Learning</td>
</tr>
<tr>
<td>12 June</td>
<td>Amsterdam Seminar with senior educationalists</td>
<td>BA 433 at 18.10</td>
</tr>
<tr>
<td>13 June</td>
<td>London Institute of Education, University College London Dr Max Coates &amp; others <a href="http://www.ucl.ac.uk/ioe">www.ucl.ac.uk/ioe</a></td>
<td></td>
</tr>
<tr>
<td>14 June</td>
<td>Cambridge Hills Road Sixth Form <a href="http://www.hillsroad.ac.uk">www.hillsroad.ac.uk</a></td>
<td>Train to Cambridge from King's Cross</td>
</tr>
<tr>
<td>15 June</td>
<td>Winchester The Kings School, Winchester <a href="http://www.kings-winscheste.hants.sch.uk">www.kings-winscheste.hants.sch.uk</a></td>
<td>Train from Waterloo to Winchester</td>
</tr>
<tr>
<td>16 – 17 June</td>
<td>Weekend (London) Sunday evening Dinner/review with Dame Pat Collarbone &amp; JWB</td>
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<tr>
<td>18 June</td>
<td>London The New Leadership 2020 Course</td>
<td>Guest presenter with JWB</td>
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<tr>
<td>19 June</td>
<td>London UCL Academy <a href="http://www.uclacademy.co.uk">www.uclacademy.co.uk</a></td>
<td>Tube to Swiss Cottage</td>
</tr>
<tr>
<td>20 June</td>
<td>London Final discussions with Pat Collarbone</td>
<td>QF 2 17.25</td>
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Overview (Netherlands/England)

This was an excellent mix of visits and learning. Five schools, all different, in two countries; a day at the prestigious University College London and wonderful collegial discussions in both The Netherlands (thank goodness they speak such good English) and England.

The Netherlands

The two schools in The Netherlands were brilliant examples of what can be done in a low SES area. These two primary schools exhibited learning outcomes and a staff and student culture that would only be expected but not necessarily seen in high performing affluent SES schools.

The levels of student engagement, confidence, articulation of their own learning and their pride and ownership of that learning was more aligned with a high performing school operating from a strong middle class SES.

De Parelhof ([www.hetparelhof.nl](http://www.hetparelhof.nl)) is in the same district as De Kawana ([www.kawama.nl](http://www.kawama.nl)) and is run by the same school board, the OPSPOOR School Board, which also runs another 35 schools. This board has a central unit of CEO and CFO and work quite closely with their schools. Both these schools work very closely with the NPDL Cluster (New Pedagogies for Deep Learning), through the Turning Learning Consultancy ([http://turninglearning.nl/](http://turninglearning.nl/)). This is a school choice, not an OSPOOR board choice.

Jacqueline Nieuwenhuizen related the network and hierarchy structure of the OSPOOR operation. Jacqueline is a staff member of the board, working in the small central unit. She is also a staff member on the board. Her professional role is as a staff coach and mentor, learning strategies consultant and a teacher of gifted and talented students.

Both schools are situated within community hubs.

De Kanawa, an ecumenical school, shares the building with a state school, a centre for learning Dutch language for recent immigrants (often refugees) and an adult with disabilities centre is also embedded. It is also the site for the local public library service, an ELC and after school hours’ care and sports activities.

De Parelhof shares its site with an ELC, and after school care group. Whilst each is a separate organisation, they all work closely.

Erik Kok, the Deputy Principal of De Parelhof, spoke with the knowledge and confidence of a strong school leader. The Principal was absent, working in another OSPOOR school that day with a new Principal. Erik explained that De Parelhof was a Dalton Plan (DP) school and spoke well about the values and philosophy of the DP, emphasising the freedoms and responsibilities the students enjoyed and used wisely. He was not as communicative about the mechanics of how the DP worked in the school.

All staff joining the school undertake a DP certification, which takes two years part-time to complete. This provides a shared philosophy, shared language and style of operation.

Marlou van Beek, Jacqueline Nieuwenhuizen and Baukje Bemener and their colleagues have had considerable influence in these schools over a number of years, developing pedagogy and culture, building sustainably over time. They endeavour to have teachers redefine their role as designators of learning and then assist students to develop their lessons.

Interestingly, all three people despaired of the Dutch secondary school system. It streams children after primary school (at 14 years of age) into one of three streams: vocational, highly academic with a narrow range of subjects and one stream in between. Once a stream is chosen, it is possible to change, and even repeat a year. Each stream, according to my Dutch colleagues has a strong textbook, content and exam focus, and a dearth of affective skill development.
The two schools visited and the NPDL Cluster (New Pedagogies for Deep Learning) (http://npdl.global/) have developed and utilised what they call the 6C’s, very similar to the 4C’s we are developing. The 6C’s are:

- Communication
- Creativity
- Collaboration
- Critical thinking
- Character
- Citizenship? Contribution

(In Australian independent schools this term is often supplanted by the word Contribution to indicate not only a positive stance to our democratic tradition, but also an active stance of making our community the better as a result of the actions you take.)

Each of the C’s has a significant rubric associated with it to assist implementation. We have already begun using the first four and the latter two are encompassed into our wellbeing program. All are developed within an academic learning context. There is no pretence to develop them separately from learning to reading, writing, maths and other learning areas.

Marlou van Beek is an educator of the highest calibre and was a wonderful support and colleague in my time with her in Amsterdam.

**England**

**University College London**

I spent a day at the Institute of Education (IoE), University College London (UCL), hosted by Dr Max Coates. [https://www.ucl.ac.uk/ioe](https://www.ucl.ac.uk/ioe)

Max is a former School Principal, a prolific author and now most interested in a range of educational interests that move from the impact that artificial intelligence (AI) will have on education, to the health and wellbeing of school leaders. He researches how school leaders manage the demands upon them and their schools and how to devise the means by which students, staff and head teachers thrive and learn.

Max has published a number of books including: *Personalising Learning, The Constant Leader*, and *Shaping a New Educational Landscape*. Additionally, he has contributed to other publications including research into pupil underachievement, place and belonging and the emerging role of Chief Executive Officers of Multi-Academy Trusts. His most recent publication looking at stress and leadership, *It's Doing My Head In*, is an excellent, if somewhat scary read. This follows from his doctorate on personal transformation.

Max was most generous with his time and a wonderful source of advice and assistance.

Rupert Higham is an expert in English language education, having recently joined UCL from Oxford. Rupert is especially interested in the development of oracy in young people and sees the development of high levels of skills in oral English as a substantial advantage in the modern adult world. He hypothesises that new styles of oracy are being developed that build discursive collaboration and exploration of ideas and concepts. To support the development of these styles of oracy, he has developed and trialled a prototype new form of ‘debating’, moving away from the adversarial, declarative and structured roles of traditional debating.

Peter Earley is a prolific author on school leadership and holds the Chair of Education Leadership and Management at the UCL Institute of Education, University College London.

His recent publications include: *Exploring the School Leadership Landscape: Changing demands, changing realities* (Bloomsbury, 2013), *Accelerated Leadership Development: fast-tracking school leaders*, (IOE, 2010 with Jeff Jones) and *Helping Staff Develop in Schools* (Sage, 2010 with Sara

Peter visits Melbourne regularly for both professional and family reasons. He expressed an interest in visiting The Knox School.

I met Andy Ash whilst sharing a table at lunchtime. Max and I were then invited to go and see the final year student art teachers setting up their final assessment pieces as a group exhibition.

Mark Quinn designs and runs professional learning sessions for teachers and school leaders as a part of a unit within IoE that has an entrepreneurial focus. He has recently been involved with the final preparation of graduate teachers, their exit from IoE and induction into their first placement in schools.

**Hills Road Sixth Form College, Cambridge**

I was graciously hosted by Jo Trump, Principal and she included Hayden Taylor, Director of Unloc Learning Limited (UNLOC). Hayden is a social entrepreneur. Hills Road is a government school for the final two years of secondary schooling, consisting of 2500 students and one of four such colleges in Cambridgeshire (2 academically focussed and 2 further education focussed). [http://www.hillsroad.ac.uk/](http://www.hillsroad.ac.uk/)

It is rated by OFSTED (The Office for Standards in Education, Children's Services and Skills, UK) as ‘outstanding’. The school was open to the street, with little or no security and the students do not wear uniform. Identification was through the use of ID cards and lanyards, honoured in the breach by many students. This well managed and run school is an outstanding example of high quality students from highly educated families who have high expectations for, and support their children producing spectacular results, with good but not great teaching (Principal’s view).

Jo and her staff clearly focus on maintaining and developing these results and while they run a broad co-curricular program, it is clearly an adjunct in terms of focus. The Principal and senior staff have a similar focus to ours of improving teaching and learning through staff development and student wellbeing systems and processes.

They have developed a system of Learning Walks and the publication of a staff newsletter promoting, in an anecdotal manner, the good practice noticed on these walks. Learning Walks are conducted by senior staff on 6 weeks of the year and no notice is provided other than the publication of when these 6 weeks occur in the school year. Jo does one walk per day during these slots.

In addition, each teacher develops a focus for the year in their teaching practice, based upon a reflection of the previous year. A Learning Fair is held on a staff day late in the school year, where half the staff set up a ‘show and tell’ stall for the other half of the staff to move around and consider how the focus area exhibited has developed. A short break allows the roles to be reversed.

(Copies of the Learning Walks newsletters and documentation of the Learning Fair are available, as is the school’s very glossy prospectus.)

The school is moving to the establishment of roles for full time tutors, after a successful pilot scheme. Each tutor will look/has looked after about 180 students, divided into tutor groups of 20-25. Each tutor meets with seven tutor groups in their group of 180 students, working through a wellbeing program, as an adjunct to the careers counselling (2 FTE for 2500 students), providing reactionary support work, meeting one-on-one with students and as a conduit to parents. This is a non-teaching role, remunerated differently. Some tutors are former teachers, some social workers and some with psychology degrees.

Hayden Taylor, 21 years of age met with Jo Trump and me for 45 minutes to explain UNLOC and how he is working with Jo to develop a student voice academy and an enterprise academy. It was interesting to note that a highly successful academic school sees the need for their students to develop oracy and enterprise skills.

**The Kings’ School, Winchester**

The Kings’ School ([http://www.kings-winchester.hants.sch.uk/](http://www.kings-winchester.hants.sch.uk/)) is a comprehensive, co-educational school of some 1650 students for Years 7-11 and a member of the local education authority (LEA).
Students leave this school to attend a college for the last two years of schooling. OFSTED rate the school as ‘outstanding’.

This is another example of a popular, high attaining school for middle class, aspirational white Caucasian parents. Students wear a school uniform and the ‘feel’ of being in and amongst the students was positive but not as good as The Knox School, due perhaps to scale.

The school was the result of two schools combining 35 years ago and the first Headteacher was a ‘tyrannical proponent of taking the school upmarket’ and he stayed 20 years, positioning the school for a self-fulfilling prophecy of high attainment due to its demographic.

There are 12 sets in each year group and all are streamed. There is a majority of boys over girls (demographics of other schools) and the school works at making this a virtue. They run a successful unit for students with physical disability.

While the top sets perform very well, the Head and Deputy admit the bottom streams do not make progress that is good enough.

A well led and managed, socially and academically conservative, middle class school that is high attaining but showing some signs of beginning to struggle a little in financially tight times.

(A copy of the latest OFSTED Report is available.)

The UCL Academy, London NW3

This school, sponsored by UCL is around 6 years of age, with 900 secondary school students. [www.uclacademy.co.uk/](http://www.uclacademy.co.uk/)

The school is led by Robyn Street and Simon McBride, Co-Principals for 12 months. They share an interesting and well developed position description that outlines shared and separate responsibilities (copy available). They were the two deputy principals when the founding principal retired after setting up the school. Anecdotal communication is strong and worked at, as is symbolic leadership on a clear basis but in a relaxed mode. The two personalities complement each other, obviously get on well and respect each other. They operate out of two offices, one near reception and one at the top of the building and they ‘hot desk’ between the two, splitting the week.

The school draws from a mixed demographic background. 40% of students come from low SES backgrounds and yet the tone and feel of the school is positive and results good. Million pound apartments are with 100 metres of Council flats, just across the road from the school.

The architecture, while not well built according to the Principals, is bespoke and provides a sense of space and light within a cramped site. The building is six stories high and each design is based around the five Houses, with each House ‘owning’ a vertical section of the building. Specialist spaces, such as the suite of Science labs are set within a House’s space. Each House space has classrooms, a small cafeteria, dining room and a large, open congregation/break-out space called a super studio. The Head of House’s office is adjacent to the cafeteria and dining space.

The UCL Academy published a document, *The 6 Distinctive Features of The UCL Academy* (copy available). It deals with:

- A connected curriculum (IMYC – International Middle Years Curriculum)
- Assessment and Pedagogy
- Education of the Whole person
- Collaborative Learning
- Community
- Links with UCL

The document is a neat example of a simple and coherent communication of how a school operates from the conceptual level into the reality of day-to-day practice.
Learnings

The Netherlands

The NPDL network, which has clusters in the US, Canada, Australia, New Zealand, The Netherlands, Uruguay, OSPOOR schools board, the Turning Learning consultancy, the two schools visited in The Netherlands, and John West-Burnham, along with The Knox School have good alignment and similar goals.

These goals may be expressed slightly differently but are similar nonetheless, and that is, to place students at the centre of their learning and with age appropriate control of their learning. That learning is designed, shaped, guided, monitored and assessed by teachers, positioning students for their next steps.

There is a strong alignment between our 4C’s and NPDL’s 6C’s and it was reaffirming to discover this and be able to talk through how it is conducted with others. There may be a case to consider expanding our 4C’s to 6C’s and thus link the academic and wellbeing programs and perhaps link more formally with the world-wide NPDL network. The Victorian Department of Education and the Tasmanian Department are cluster sponsors in Australia.

The focus on developing student ownership of their own learning is worthy of focus for us, especially given the success seen in difficult circumstances in these two Dutch primary schools. Teachers as designers is an interesting notion, worthy of further reflection and development.

I have a number of documents from my Dutch colleagues that are yet to be translated.

England

The academics at UCL, JWB, the interactions with headteachers and deputies in the day of leadership learning with JWB, and the schools I visited all left me with the impression that the school system in England has major issues, despite the fact that the three schools I visited were high achieving.

These major issues fall into two significant areas. The first is the difficulty of building successful schools in areas of low and marginal social capital and economic disadvantage. This is an issue across the first world and a multi-generational issue in England. The two schools visited in The Netherlands shows it can be done. The leadership day in London shows many are endeavouring to do so in England (with some success) under difficult circumstances. It seems success requires a complex set of factors: high quality leadership, highly skilled teachers operating in, and in agreement with, a strong and positive school and community culture, with sufficient resources to pull it off!

The second problematic area is a focused and narrow range of highly visible and transactional accountabilities that have high stakes. There is extraordinary pressure on schools in England to perform on a narrow set of measures of success, determined by inspection and public examinations.

We are fortunate that our community is not as pre-occupied with a narrow range of transactional results, but we are seeing growing parental focus on data and ‘league tables’, often without the knowledge to understand how to sensibly use this data.

Dr Max Coates provided some very interesting avenues for thought around managing the demands of the role of school leadership and staying healthy, and the impending influence of AI.

He cited an example where AI was used as one of a group of online tutors for tertiary students studying a unit. The students knew one tutor was AI but not which one. As a group, they could not identify the AI and a good number rated the AI was one of the better sources of advice!

The UCL Academy was the school in England most aligned and most advanced in relation to the directions The Knox School is taking, and have an interesting co-principal model of operation.

Hills Rd are beginning to understand the wellbeing demands that are growing but have not yet developed an understanding of the need to develop teaching and learning beyond what is expected of them by exit outcomes. As their staff development program matures and deepens, I suspect Jo Trump will make the leap in understanding and the leadership needed.
USA July 07-25

Independent Schools Victoria (ISV) Principal’s Connect Program

Introduction

ISV’s Principal’s Connect program is new, this being the first occurrence. It is designed to link two Harvard Graduate School of Education (HGSE) initiatives, the Principals’ Center and Project Zero. The Project Zero team assist the Principal, through coaching and context setting, to develop school or personal leadership challenges and link that to what they wish to get out of their Harvard experience. The first session was in March in Melbourne, hosted by ISV and run by HGSE’s Project Zero staff with a focus on the Future of Learning. The project I developed in conjunction with Marga Biller was closely based on the implementation of our TKS Strategy of Personalised Learning. (See purpose below.)

Leadership: An Evolving Vision, a 7-day course, provides school leaders with an opportunity to reflect, stretch, and strengthen their leadership skills, through sessions run by HGSE Principals’ Center staff.

This program included 165 colleagues from across 17 of the states of the United States and around the world. While the majority of people were from the US, approximately, 40 were from Australia, with one significant group sponsored by the WA Department. There were good sized groups from Mexico and New Zealand and smaller groups from Palestine, Israel, Jordan to name some of the 17 countries represented.

The 7-day course was preceded and followed by days with the HGSE’s Project Zero staff as success to date, Harvard scene setting, debrief and future planning days. Ongoing coaching is available from these people and a final day in Melbourne will occur in mid-November to wrap up the program.

Purpose

The agreed goals for me through the Principal’s Connect program, devised with Marga Biller in February 2018 are as follows:

Challenges

Transition from a traditional learning approach to a personalised learning strategy.

The parents and community at the Knox School expect a traditional learning approach but over time The Knox School is shifting towards a personalised learning strategy. They are interested in learning best practices about how to manage this change and work towards a culture where students can embrace their interests and passions rather than following a prescribed sequenced curriculum.

- What are the challenges that current staff face as they transition to personalised learning in the classroom?
- How can we develop the staff capacity to work in this type of an environment?
- How might the idea of personalised learning be extended to the staff development as well?
- How can we best pace and structure the transition so that this shift will not threaten the long-term quality of the educational experience?
Experimental Initiatives

Build the staff capacity to apply personalised learning and differentiation techniques in secondary classrooms.

The Knox School has introduced several programs and techniques to start working towards personalised learning. They are currently piloting an online math curriculum that tracks growth and development for students in Years 7 and 8, they are developing entrepreneurship electives to encourage kids to be active learners, and they are encouraging staff to learn about differentiation, peer/classroom observation, peer/student feedback, self-evaluation and reflection.

- How do we build capacity, so teachers feel more comfortable with personalised teaching and learning?
- Why is it a challenge for teachers to ask for feedback from multiple sources?
- What have others learned about implementing personalised learning in classrooms?

Value from participating in Principles Connect Journey

- Gain insights, hints, clues that will allow me to refine the approach to personalised learning.
- Engage with colleagues to act as “devil’s advocate” to push my thinking and learning.
- Offer assistance to colleagues from past experiences at national level and school level.

Key personnel

- Professor David Perkins, Professor of Teaching and Learning, Emeritus, Harvard Graduate School of Education (HGSE)
- Flossie Chua, Senior Research Manager, Project Zero, HGSE
- Marga Biller, Project Director, Learning Innovations Laboratory & Project Zero, HGSE
- Andrew Hay, General Manager, Teaching & Learning, ISV
- Kieran Noonan, Principal Advisor, Innovation Practice, ISV
Harvard Graduate School of Education (HGSE): Leadership: An Evolving Vision 2018 (LEV)

Purpose
- Study
- Methods for improving individual, group, and school performance
- Learn specific strategies for fostering a positive school culture and communicating effectively with constituents
- Study proven techniques for sustaining yourself and improving relationships

Key personnel
- Professor Howard Gardner, The John H. and Elisabeth A. Hobbs Professor of Cognition and Education, HGSE
- Dr Elizabeth City, Senior Lecturer on Education, HGSE
- Jim Honan, Senior Lecturer on Education, HGSE
- Dr Karen Mapp, Senior Lecturer on Education, Faculty Director, Education Policy and Management, HGSE
- Dr Irvin Scott, Senior Lecturer on Education, HGSE
- Dr Ebony Bridwell-Mitchell, Associate Professor of Education, HGSE
- Chris Dede, Timothy E. Wirth, Professor in Learning Technologies, HGSE
- Dr Elizabeth Hartmann, Associate Professor of Education at Lasell College & Adjunct Lecturer on Education, HGSE
- Dr Jon Mundorf, award-winning National Board Certified 7th grade English Language Arts Teacher at P.K. Yonge Developmental Research School at the University of Florida
- Deborah Helsing, Lecturer on Education, HGSE
- Dr Jal Mehta, Associate Professor of Education, HGSE
- Katherine Merseth, Faculty Director of the Teaching Education Program, HGSE
- Dr Joe Blatt, Faculty Director, Technology, Innovation, and Education, HGSE
- Dr Rod Chamberlain, group facilitator, Associate Headmaster for Academic Affairs at Charlotte Latin School (NC). Previously, Kamehameha Schools (HI) Head of Schools, leading its school system, preschool through 12th grade.
Program

Brief Description

As can be discerned from the program above, the breadth of this course was extensive. The lecture sessions were demanding. The group discussion sessions were useful but insufficient in length to meet the intended purpose.

Each lecture had at least one preparatory reading to be completed and some speakers indulged in cold or warm calling to place pressure on people to ensure the readings have been completed. One or two were coercive and used power inappropriately. Unfortunately, when the message is that we, as school leaders, must engage our staff, students and parents with integrity and respect, the modelling by some was less than convincing with a gap between rhetoric and reality. Thankfully, most presenters were positive, engaging and presented powerful messages.

A one-page overview of each presentation is attached as Appendix 1.

The presenters who focussed on the topics listed below as a part of their presentation are listed in brackets.

Strategy (City, Honan):

The ‘why’ is essential, communication vital, and don’t try and do too much at once but focus on the few things you do.
Leadership (Bridwell-Mitchell, Gardner, Helsing, Honan, Mehta, Merseth, Scott):

- A leader is an individual who significantly affects the thoughts, feelings, and behaviours of other individuals. Leaders change minds. Leaders provide leadership in two ways: through the stories they tell (narratives) and through the kinds of lives that they lead (embodiment).

- Traits of:
  - high energy, somewhat undirected at times
  - risk taking and questioning of authority
  - charisma: physical, intellectual, moral
  - use of reflection
  - success breeds opposition and dangerous self-confidence
  - willing to make sacrifices

- Narrative:
  - Simple is best
  - Safety, order and basics (SOB)
  - Touch on individual/group identity
  - Must feel authentic, growing from your life history and be embodied
  - Stories are fundamentally human
  - Stories build connection
  - Stories bring data alive
  - Stay in contact with the names not the numbers.
  - Storytelling catalogue
  - Sparking action
  - Transmitting values
  - Fostering collaboration
  - Taming the grapevine – we don't talk enough about struggle, look for it and share it.
  - Sharing knowledge
  - Leading people into the future

- Resources, rewards and resonance more useful than reason and research

- Followership of quality is equally important

Organisation design, resourcing and identity are important (City, Helsing, Merseth)

- Thoughtful experimentation is fine even without knowing the result – start and figure it out as you go.

- Align the design, structure and identity. They will influence culture and culture will then influence design, structure and identity.

- Easier to change the structure than it is to change the culture.

- Culture lags

Family engagement (is different to parent involvement) (Bridwell-Mitchell, Mapp)
- Link engagement to real influence on school and student outcomes
  - learning and development
  - draw on family expertise
  - build family expertise
  - 9 pieces of good news for each bad one

**High quality teachers (Hartmann, Helsing, Merseth, Mehta, Mundorf, Scott)**

- Employ strong teachers; watch them teach prior to recruitment.
- Professional growth is all about the middle band of teachers and getting them to lift
- Invest the resources
- Retain and leverage high impact teachers; open up the classroom; isolation is the enemy of improvement.
- Equitable distribution; place best teachers where biggest improvement is needed
- Exit teachers; persistently less effective teachers leave

**Teaching and Learning (Hartmann, Mapp, Mehta, Merseth, Mundorf, Scott)**

- The heart of the business
- Consistency of framework, language and some consistency of practice is needed
- Universal Design for Learning (UDL) was the framework presented at the course. See [http://www.cast.org/our-work/about-udl.html#W1YnMrgRVPY](http://www.cast.org/our-work/about-udl.html#W1YnMrgRVPY)

**Universal Design for Learning Guidelines**

- Also: *The End of Average* by Todd Rose
- Jal Mehta research involved:
  - 30 high schools: No excuses, project-based, IB, AP, traditional, charter, private
  - Oversample serving poor and working class students
  - 750 + hours of observation, 200 + interviews
  - Looking at deep, powerful learning and ‘not deep’ learning
  - Deep Learning has:
    - Knowledge is integrated, connected
    - Learner has a cognitive schema that allows for the incorporation of new knowledge
    - Knowledge can be transferred and applied
    - Learner develops or creates new knowledge
‘Not deep’ learning has
- Knowledge is fragmented and disconnected
- New knowledge is not incorporated into a schema
- Knowledge cannot be transferred or applied
- Learner can only receive existing knowledge

Classrooms with deep learning combine the cognitive and affective domains in learning. It needs:
- Belonging
- Competence
- Identity
- Meaningfulness

Culture (Bridwell-Mitchell, Hartmann, Helsing, Honan, Mehta, Merseth, Mundorf, Scott)

Culture will eat strategy - Merseth
- There are many cultures and sub-cultures in a school
  - Classroom
  - Student
  - Staff
  - Parent
  - Neighbourhood
- Culture: How it works
  - Fundamental beliefs and assumptions: What people think or take for granted as being true or false
  - Shared values: How people feel about the truth, right, wrong, good or bad
  - Behavioural norms: What people expect in behaviour given their values
  - Patterned behaviour: What people actually do. Might not be the same as the norms
  - Artefacts and creations: the tangible evidence of people’s behaviour
- Culture develops from content, structure & interactions
- Cultural leadership
  - Leader effect: What do you model and value?
  - Selection: Who joins and how?
  - Socialisation: What are the formal and informal training, influences, rewards and sanctions?
  - Broadcasting: The message through language, communications and media
  - Backward Induction: Creating artefacts and displaying behaviours can change understandings and interactions. E.g. Special spaces, meaningful objects and rituals
  - Restructuring social networks: Creating teams and groups that function well and negating poor influences

Change management (City, Helsing, Merseth)
- Adaptive and technical change
- The immunity to change
  - Change equals loss C=L
  - Costs are greater than benefits C>B
So many reasons not to change
- Change causes fear
- Don’t agree with the change, even if I don’t say so
- No sense of ownership
- Blame the kids
- They do not know how to change

- Including ourselves in the improvement equation
- Hidden assumptions – name the animals to tame them
- Barriers to change
  - Genuinely held commitment
  - What I do that works against my commitment
  - The competing commitment(s) that generates the blockers above
  - My big assumption

- 8 steps for change (Kotter - author referenced in presentation)
  - Build urgency
  - Build a powerful guising coalition
  - Build a vision
  - Communicate a vision
  - Empower others to act
  - Plan for and celebrate short term wins
  - Consolidate improvements and produce more change
  - Institutionalise new approaches

Learnings

Much of the Harvard work was reaffirming and deepening of my knowledge base. It provided a pause and time for reflection, looking at the context of TKS from a different perspective. While this commentary is brief, the influences are significant and will be felt in the school through time.

PS. I have half a notebook full of small initiatives, discussions to have and plans to consider as I settle back into life at The Knox School. I am cognisant not to rush.

One of the more powerful learning was the trust built up in the discussion groups as a result of the activities day early in the week. The day was designed to build knowledge and trust within the group, arranged by specialist outdoor education contractors to Harvard. The verbals were a bit OTT (very American) for the Australians but it worked brilliantly. I could feel it working as the day went on as we did more complex tasks as a group, working towards a high ropes final activity.

On the other hand, some of the presenters exhibited a hypocrisy that was damaging to their standing. Whilst, our group facilitators warned us some presenters practiced ‘cold-calling’, or even ‘warm-calling’, to experience the clear anxiety it caused amongst some and the manner in which it was conducted by a few was salutary. The process was professionally damaging to those that practised it. The medium and the message clashed badly and the medium won out as it elicited strong emotions amongst participants.
National Institute for School Leadership (NISL), Washington DC
July 20 2018

Introduction
Larry and I were introduced to each other via Tony Mackay, a long standing colleague and well-known education identity in Australia.

Purpose
I wished to gain some understanding of personalised learning and school leadership the in the US, acting as a different perspective to that drawn from the Harvard GSE course.

Key personnel
   ➢ Larry Molinaro, NISL, Director of Development

Brief Description
Larry's role focusses on their Executive Development Program (EDP), a major lead program of the NISL. The EDP draws on theories and practice from MBA programs, US 'War College' (Bob Hughes, a former Director the US War College has been closely associated with the NISL) and educational leadership in devising their program for school and system leaders.

The EDP focusses on: Efficacy, Efficiency and Equity (The 3E’s)

Efficacy: NISL use PISA results as the basis for their analysis of efficacy. They look at the top performing nations (Singapore, Shanghai, Hong Kong, Finland, Estonia et al) and look at the commonalities amongst this group. They look, not only at the top deciles of student results but also those that have the highest scores amongst the bottom ranked students and the narrowest gap between the top and bottom.

Larry has also worked with Pearson, the major educational publisher. He described their definitions as follows:

   ➢ Differentiation – implementation of decisions regarding student learning driven by analysis of data with decisions made by teachers and the school/system
   ➢ Personalised – implementation of decisions and opportunities driven by student passions and interests, influenced by significant adults. Implementation is a shared responsibility between student and significant adults.

Larry was very helpful and spent considerable time explaining how the NISL works.

In summary, they have a strong position on a blended leaning environment for adults. Quite a sophisticated on-line leaning management system that is designed to support a Socratic process amongst participants who enter a 24-day course (12 modules, each of 2 days, over 12 months).

NISL’s EDP focusses more on district and state levels rather than just Principals and senior school staff. Larry explained that school districts can vary from very small to large. Using Pennsylvania as an example, he gave instances of urban areas of 25,000 students and rural districts of just 600. NISL find district level focus develops greater leverage for change, both up to state level and then down into schools. This is a shift as a predecessor of NISL had a greater focus on teacher leadership and development and they found it got stuck at district level.
Nine Building Blocks

Based on PISA analyses, NISL’s EDP is based on 9 building blocks for a world-class education system.

The 9 building blocks are: (in no order of priority)

- Provide strong supports for children and families prior to school
- Provide more resources for at-risk students than others
- Develop high-quality, highly coherent instructional systems
- Create clear gateways for students to navigate the system: no dead ends.
- Abundance of high quality teachers
- Redesign schools such that teachers are treated as professionals with incentives and support to continuously improve their professorial practice and performance of students
- Create an effective system of career and technical education and training.
- Create a leadership development system that develops leaders at all levels to lead above-mentioned systems
- Institute a governance system with authority and legitimacy to develop coherent policy and direction and provides resources for successful implementation

The EDP defines management as coping/ dealing with complexity in operations in key areas such as quality, timeliness, and efficacy.

It defines leadership as coping/ dealing with change, whether change in context (external environment), strategy, vision et al.

In addition, NISL lists 7 (actually 8) dimensions of leadership:

- Leader as strategic thinker
  - create the future and selectively forget the past.
  - anticipate (search at the edge, networks)
  - think critically (reframe, challenge, uncover)
  - interpret (patterns from data, question)
  - decide (take a stand with incomplete information),
  - align (agendas, assess risk, build support)
  - learn (debrief, celebrate success and well-intentioned failure, move on)

- Leader as advocate for adaptive change
  - manage context, not interactions
  - cultivate a diversity of perspectives & multiple options
  - share leadership & allow to emerge from the context.
  - question the world around you

- Leader as builder of talent
  - good teacher and coach
  - know your people, ambitions and goals
  - build genuine, trusting relationships
  - have their best interests at heart.
 Leader as decision maker.
 Leader as driver for results,
   set challenges
   keep self and others focussed
   milestones are set
   support staff with resources
   hold self and others accountable
   regularly evaluate.
 Leader as Communicator

Plus, explicitly for schools

 Leader as student of learning
   cognitive psychology
   neuroscience
   social and cultural influences on learning
   curriculum, pedagogy, assessment

Learnings

My meeting with Larry at NISL reaffirmed much of my understandings but also assisted with the provision of some frameworks by which to relate goals and projects. Larry was very generous with his time.

The nine building blocks, whilst developed for systems are useful for an independent school. The seven (really eight) dimensions of leadership are also a good guide and I am happy to acknowledge that they are being, and have been used as a guide to staff development at The Knox School.

The dimensions of leadership are worded in such a way that they can be misconstrued as pertaining to an individual. Perhaps they should be worded with ‘leadership’ rather than ‘leader’.

I see them as pertaining to many people at The Knox School. Board, senior staff, Heads of Department with teachers in their department, Heads of House with tutors and senior students, class teachers with students in their classes.
Introduction
Jefferson and I first met over 10 years ago when I attended a NAIS conference in New York, whilst working for AHISA.

Purpose
I wished to gain some understanding of innovative practice in US independent schools, acting as a different perspective to that drawn from NISL and the Harvard GSE course.

Key personnel
- Jefferson Burnett, NAIS Senior Vice President, Education Innovation

Learnings
Jefferson is an impressive person, well aware of the wide ranging contextual and external forces at play outside of the control of schools and likely to impinge upon schools, especially the children from schools as they enter the adult world.

He is studying the forces of the ‘fourth industrial revolution’ (as he describes it) and its influences.

He was able to advise me that many independent schools in the USA are innovating around teaching and learning but none with a coherence and focus on these external forces that he is aware of in his networks and travels.

He outlined that the sector is a ‘mixed bag’ at the moment. Some schools are doing very well and many are finding life quite difficult with enrolment and cost pressures ranging from moderate to severe.

He was able to enlighten me as to a number of schools taking steps to address cost structures and changing demographics, that is, address their business model. He was also able to advise that these schools are a minority and many are stuck in a paradigm bind that involves school governors, principals, parents and former scholars.

To use the NISL’s definitions, according to Jefferson, many independent schools in the US are stuck in management issues and lacking leadership in not recognising and dealing with changing contexts.

The schools addressing demographic and cost factors are generally looking to set up satellite schools, carefully focussed on catering to the demographic of the area and, in many cases, only bringing a portion of the value proposition from the home school and thus able to meet a different price point.
Potential Actions

At this time, it remains difficult to determine exactly what material and attitudes to seriously consider for applicability at The Knox School. I am still processing the content and nothing can be done without further discussion with and decisions made collectively by the senior staff of the school at the operational level.

I saw much evidence to support that the Board is correct in its thinking and action on governance, and especially our strategy.

The following are my thoughts to date.

Netherlands and England

There is a case to consider expanding our 4C’s to 6C’s (replacing Citizenship with Contribution) and thus link the academic and wellbeing programs and perhaps link more formally with the world-wide NPDL network. The Victorian Department of Education and the Tasmanian Department are cluster sponsors in Australia.

The focus on developing student ownership of their own learning is worthy of focus for us, especially given the success seen in difficult circumstances in these two Dutch primary schools. Teachers as designers of learning is an interesting notion, worthy of further reflection and development, perhaps in conjunction with the Learning Fair concept seen at Hills Road Sixth Form College.

There are some features from The UCL Academy that we will discuss at an operational and communications level.

Aspects of the IYMC used at The UCL Academy look worthy of further research, especially the Learning Cycle and the use of Big Concepts to link learning and build coherence for the student.

UCL Academy map and use 6 pillars in their planning for learning and in assessment students build ‘I can’ statements. These are worthy of further reflection.

Finally, in the Middle School at The UCL Academy, students are allocated to learning sets, their collaborative group of 6 students and they move through all their core classes in these groups, with rooms set up with furniture to accommodate students working in groups of 6. These are worthy of further consideration.

USA

There was one significant ‘Eureka!’ moment for me whilst in the USA. Presenters at Harvard on UDL, Hartmann and Mundorf, mentioned and explained (up to a point) advances in developmental and cognitive psychology and genetics that points towards the variability of each person’s cognitive development and the influence of context and environment as well as ‘hard wired’ aspects such as genes. They asserted that while ‘average’ assists in determining the likelihood of certain norms in groups of people, at the individual level, ‘average’ does not exist.

They pointed to the work and writing of Todd Rose. He is the director of the Mind, Brain, & Education Program at the Harvard Graduate School of Education, where he also leads the Laboratory for the Science of the Individual. His work is focused at the intersection of the science of individuality and the practice of personalisation in education. He is also the co-founder of The Center for Individual Opportunity, a non-profit organisation that promotes the principles of individuality in work, school, and society.

Todd is the author of ‘The End of Average’. Reading ‘The End of Average’ has been a mindset shifting experience and an enormous assistance in sealing the already strong case for the personalisation of learning.
I understand the moral imperative that each child counts. I understand the practical drivers of societal and parental expectations and demands. Rose’s writing has helped flesh out the scientific research basis for our strategy of long term personalisation.

In addition, I see the Harvard experience as having an influence on:

- the implementation of our strategy,
- the communications around the strategy
- the further development of our medium to long term business case in terms of positioning and direction
- the selection and induction of staff
- influence on the staff, student and parent culture

For example, the use of case studies where possible in staff development is highly influential. There were a number of other techniques used by presenters that will also be considered in context appropriate scenarios.

‘Leader as Communicator’ is an area that I had already decided needed a greater focus. This will be followed up.

The family engagement framework is worthy of further consideration and there is a free EdX online introductory course.

Using the NISL dimensions of leadership to inform teacher professional development is also well worth further reflection and discussion.

The discussion with Jefferson Burnett, NAIS SVP, was especially useful and will be followed up with ongoing correspondence regarding the ‘fourth industrial revolution’ and its effect on schools, and also on considering The Knox School’s business case and positioning in the light of some experiences in the US.

I realise that my commitment here to action is equivocal. There is much to consider and discuss, especially at the operational level.

I will draw upon my notebook of small initiatives, discussions to have, and plans to consider as I settle back into life at The Knox School. I am cognisant not to rush.

Our strategy is a generational shift and along the way we have to move from a ‘good to great’ (to quote another) as determined by more traditional measures as well as the pilots and movement towards personalised learning.

Excellence in the short term and movement towards personalised learning are not incompatible, in fact, they are mutually supportive as the quality of teaching and learning for both goals will improve through the focus we have on developing staff with their own personalised professional learning plan.
Principal in Residence - Bond University

Monday 30 July to Friday 03 August

Introduction

The Principal in Residence Program initiative was introduced by Vice-Chancellor, Professor Tim Brailsford to provide a mutually-beneficial, enriching engagement for the University and Partner Schools.

The Principal in Residence is a formal, honorary appointment for a one-year period that includes a five-day on-campus experience engaging with the people of Bond University.

Principals in Residence are appointed by the Pro Vice-Chancellor, Pathways and Partnerships, with on-going liaison with the General Manager Partner Schools.

Eligible candidates are school Principals from Partner Schools, who have an esteemed reputation and are keen to share their knowledge and expertise with the Bond community.

The inaugural 2014 Principal in Residence was Mrs Karen Spiller, Principal of St Aidan’s Anglican Girls’ School in Queensland, followed in 2015 by Mr Garth Wynne Headmaster of Christ Church Grammar in Western Australia, in 2016 by Mrs Roz Mexted Principal of Westlake Girls’ High School in New Zealand and in 2017 Mr Peter Hauser, Headmaster The Toowoomba Grammar School.

Purpose

The initiative provides an opportunity for authentic and meaningful engagement between senior leaders from Bond University and their Partner Schools.

The on-campus visitation offers a significant opportunity for the Principal in Residence to learn about the calibre, depth and breadth of Bond University’s quality offerings (academic, pastoral, service) and to offer insight from a partner school’s perspective.

My visit had a special focus on the student experience, the focus on the individual and their needs: engagement, enrolment, induction, wellbeing, academic pathways, support and preparation for work. This was designed to test the initial perceptions of a close alignment between the strategies of the two institutions. This perception proved correct.
Key Personnel

- Professor Tim Brailsford, Vice-Chancellor & President
- John Le Lievre, Vice President Operations
- Professor Keitha Dunstan, Deputy Vice Chancellor (Academic)
- Cheryl Jolliffe, Executive Director Future Students
- Robyn Kronenberg, General Manager Partner Schools
- Professor Nick James, Executive Dean Faculty of Law
- Professor Derek Carson, Executive Dean Faculty of Society and Design
- Professor Terry O’Neill, Executive Dean Bond Business School
- Professor Jeff Brand, Communication & Media & Associate Dean of Engagement
- Professor Adrian Carter, Head of Abedian School of Architecture
- Dr Mark Dinnen, Assistant Professor, International Relations
- Dr Mark Morgan, Associate Professor Faculty of Health Sciences and Medicine
- Dr Sarah Long, Director Office of Teaching and Learning
- Ken Richardson, Executive Director Strategy, Systems & People
- Chris Hogan, Director, Institutional Research & Strategy
- Anthony Spiegel, Director of Commercial Services
- Lisa Cowan, Director, Bond International
- Brett Walker, Director, Alumni & Development
- Amanda Elms, General Manager, Marketing & Communication
- Kirsty Mitchell, Director, Career Development Centre
- Daniel Abrahams, Transformer Director (entrepreneurial centre)
- Duane Kelaart, Executive Manager, Bond University College
- Jason Murray, Manager, Nyombil Centre
- Vanessa Lea, Manager, Schools and Community - Vic/SA/Tas
- Narelle Urquhart, Indigenous Cultural Support Officer
- Russell McPhee, Senior Teaching Fellow, Coordinator CORE11-001
- Robin Sutcliffe, President Bond University Student Association
- Gabrielle Ngabi, Kenyan Post Graduate Student in Actuarial Studies
- Niamh Nolan – ex St Leonards
- Grace Pucci – ex Academy of Mary Immaculate
- Ryan Buckler – ex Mentone Grammar School
- Gyan Wijekulasuriya – ex Wollongong

Program

*Principal in Residence* is an authentic, enriching experience including a program designed to meet the outcomes of both the Principal and the University.

The purposes and activities of a *Principal in Residence* appointment are unique to each participant and developed in collaboration with General Manager Partner Schools to ensure the outcomes are met and the full extent of the individual's expertise is realised.

Activities include attending University events, meeting with University Executives, Faculty Deans and students to discuss business operations, degree programs, and potential projects/ collaboration opportunities including research; and networking with industry, alumni and students.
### Monday 30 July

<table>
<thead>
<tr>
<th>Time</th>
<th>Who</th>
<th>Agenda</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:10pm</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td>Meet Allan at Gold Coast Airport on QF0880</td>
<td>Gold Coast Airport</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td>Take Allan to accommodation and lunch</td>
<td>Building 8</td>
</tr>
<tr>
<td>2:00-3:00pm</td>
<td>Jason Murray, Manager Nyombil Centre</td>
<td>Introduction to the Bond University Indigenous program.</td>
<td>Nyombil Centre &amp; tour of Aboriginal Artworks</td>
</tr>
<tr>
<td>3:00-4:00pm</td>
<td>Brett Walker, Director - Alumni &amp; Development</td>
<td>Meeting with Alumni &amp; Development staff &amp; introductory tour of campus.</td>
<td>Building 1</td>
</tr>
<tr>
<td>4:00-6:00pm</td>
<td>Robin Sutcliffe, President Bond University Student Association, &amp; Niamh Nolan - St Leonards, Grace Pucci - Academy of Mary Immaculate, &amp; Ryan Buckler - Mentone GS Gabrielle Ngabi, Kenyan Master Student in Actuarial Studies</td>
<td>Student perspectives on life at Bond and coming from Melbourne to study at Bond University</td>
<td>Lakeside</td>
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<tr>
<td>6:00pm</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td>Dinner</td>
<td>Lakeside</td>
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### Tuesday 31 July

<table>
<thead>
<tr>
<th>Time</th>
<th>Who</th>
<th>Agenda</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30-9:30am</td>
<td>Cheryl Jolliffe, Executive Director Future Students</td>
<td>Welcome to Bond University &amp; outline of the Principal in Residence Program.</td>
<td>Office of Future Students</td>
</tr>
<tr>
<td>9:30-10:30am</td>
<td>Hayley Martin, Sports &amp; Programs Manager</td>
<td>Tour of gym, pool &amp; sports facilities. Briefing about the Elite Sports Program</td>
<td>Sport Office</td>
</tr>
<tr>
<td>11:00-11:45am</td>
<td>Amanda Elms, General Manager, Marketing &amp; Communication</td>
<td>Bond University marketing</td>
<td>Office of Future Students</td>
</tr>
<tr>
<td>12:00-1:30pm</td>
<td>Professor Tim Brailsford, Vice- Chancellor &amp; President</td>
<td>Lunch</td>
<td>University Club</td>
</tr>
<tr>
<td>2:00-5:30pm</td>
<td>Dr Mark Morgan, Associate Professor Faculty of Health Sciences and Medicine</td>
<td>Health Sciences and Medicine – programs, research &amp; facilities</td>
<td>Building 5</td>
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<tr>
<td>6:00pm</td>
<td></td>
<td>Dinner</td>
<td>Own arrangements</td>
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## Wednesday 1 August

<table>
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<tr>
<th>Time</th>
<th>Who</th>
<th>Agenda</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:45am</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td></td>
<td>Office of Future Students</td>
</tr>
<tr>
<td>9:00-12:00pm</td>
<td>Professor Jeff Brand, Communication &amp; Media &amp; Associate Dean of</td>
<td>Tour of FSD and meeting with staff.</td>
<td>Building 1</td>
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<td></td>
<td>Engagement, and other Faculty of Society &amp; Design (FSD) staff</td>
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<tr>
<td>12:00-3:00pm</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td>The Wyndham Titans of Industry Forum 2018</td>
<td>Princeton Room</td>
</tr>
<tr>
<td>3:00-5:00pm</td>
<td>Professor Keitha Dunstan, Deputy Vice Chancellor (Academic)</td>
<td>Introduction to the:</td>
<td>Building 1</td>
</tr>
<tr>
<td></td>
<td>Russell McPhee, Senior Teaching Fellow, Coordinator CORE11-001</td>
<td>• Academic Program</td>
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<td></td>
<td>Duane Kelaart, Executive Manager Bond University College</td>
<td>• CORE Curriculum</td>
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<td></td>
<td>Taryn Mathis, Academic Teacher</td>
<td>• Beyond Bond Program</td>
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<td></td>
<td>Kirsty Mitchell, Director, Career Development Centre</td>
<td>• Bond University Career Development Centre</td>
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<tr>
<td>5:00-5:30pm</td>
<td>Break</td>
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<tr>
<td>5:30-8:00pm</td>
<td>Professor Derek Carson, Executive Dean Faculty of Society and Design</td>
<td>Dinner at Gemelli Italian</td>
<td>Meet at Building 1</td>
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### Thursday 2 August

<table>
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<tr>
<th>Time</th>
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<th>Agenda</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:45am</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td></td>
<td>Office of Future Students</td>
</tr>
<tr>
<td>9:00-10:00am</td>
<td>Daniel Abrahams, Transformer Director</td>
<td>Outline of the Transformer Program</td>
<td>Transformer Unit</td>
</tr>
<tr>
<td>10:00-10:45am</td>
<td>Professor Terry O’Neill, Executive Dean Bond Business School</td>
<td>The Bond Business School</td>
<td>Building 2</td>
</tr>
<tr>
<td>10:45-12:30pm</td>
<td>Dr Sarah Long, Director Office of Teaching and Learning</td>
<td>Teaching and Learning at Bond</td>
<td>Building 1</td>
</tr>
<tr>
<td>12:30-2:00pm</td>
<td>Professor Nick James, Executive Dean Faculty of Law</td>
<td>Lunch</td>
<td>University Club</td>
</tr>
<tr>
<td>2:00-3:30pm</td>
<td>John Le Lievre, Vice President Operations</td>
<td>Bond University strategy, management and operations overview.</td>
<td>Chancellery</td>
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<tr>
<td></td>
<td>Ken Richardson, Executive Director Strategy, Systems &amp; People</td>
<td>Overview of student services and accommodation.</td>
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<td></td>
<td>Chris Hogan, Director, Institutional Research &amp; Strategy</td>
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<td></td>
<td>Anthony Spegel, Director of Commercial Services</td>
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<tr>
<td>3:30-4:00pm</td>
<td>Professor Tim Brailsford, Vice-Chancellor &amp; President</td>
<td>Debrief &amp; farewell</td>
<td>Chancellery</td>
</tr>
<tr>
<td>4:00-5:00pm</td>
<td>Dean Earea, Trading Room Supervisor &amp; Teaching Fellow</td>
<td>The Macquarie Trading Room at Bond – Bloomberg Terminals</td>
<td>Macquarie Trading Room</td>
</tr>
<tr>
<td>6:30pm</td>
<td>Robyn Kronenberg, &amp; Dr Sarah Long</td>
<td>Dinner</td>
<td>Seascape Restaurant</td>
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### Friday 3 August

<table>
<thead>
<tr>
<th>Time</th>
<th>Who</th>
<th>Agenda</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>8:00-9:30am</td>
<td>Vanessa Lea, Manager, Schools and Community - Vic/SA/Tas</td>
<td>The Melbourne market for Bond University</td>
<td>Blackboard</td>
</tr>
<tr>
<td>9:30-10:30am</td>
<td>Lisa Cowan, Director, Bond International</td>
<td>International students, programs and recruitment</td>
<td>Office of Future Students, Building 6, Level 1</td>
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<td>Sharon Bignell, Associate Director International</td>
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<tr>
<td>10:30am</td>
<td>Robyn Kronenberg, General Manager Partner Schools</td>
<td>Debrief and depart Bond – to airport – QF0881 departing at 12:45pm</td>
<td>Gold Coast Airport</td>
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</table>
Brief Description

As can be gleaned from the program, the week at Bond University was full of discussion and tours of facilities.

The discussions were quite focussed on the Bond value proposition, strategy, future possibilities, current programs and similarities and differences with The Knox School.

Bond University is Australia's first private not-for-profit university and is located in Robina, Gold Coast, Queensland. Since its opening on 15 May 1989, Bond University has primarily been a teaching-focused, higher education institution featuring a three-semester-per-year timetable, which allows students to complete an undergraduate degree in two years.

Completing a three-year undergraduate degree at Bond in two years allows a student to be in the workforce faster than from many other universities. In addition, Bond has exceptional high placement rates and often at higher rates of starting salary. Whilst a business degree, for example, will cost a little over $100,000, compared to approximately $35,000 (Deakin University), this is offset by earning a salary one year earlier than most others.

Bond has some research areas, albeit they are quite specialised and mostly in the school of Health Sciences and Medicine. Bond is small by Australian University standards, with around 5000 undergraduate students and a pupil teacher ratio of around 10:1, similar to those found in mid to high fee independent schools.

According to Wikipedia, Bond University was awarded more 5-star ratings in the student experience category than any other university in Australia, according to the 2018 Good Universities Guide for the 12th consecutive year. Additionally, more than 90 per cent of students rated their educational experience at Bond University as positive, well above the national average of 80 per cent, in the latest undergraduate Student Experience Survey, released by the Department of Education on its Quality Indicators for Learning and Teaching (QILT) website.

On the global stage, Bond University has been listed in the prestigious global top 20 universities in the Times Higher Education (THE) Rankings of the Best Small Universities in the World.

The focus of the university is on the personal and unique experience each student has, with a special focus of positioning students for their steps beyond university into the world of work. Thus there are a number of special aspects worth mentioning.

- Beyond Bond is a practical, activity-based program that extends across the duration of all undergraduate degrees. Administered by the Career Development Centre (CDC) as a mandatory degree requirement, it ensures that all Bond students engage in various extracurricular activities that complement their academic studies. Each approved activity is given a points value and students must undertake a minimum of three electives plus the compulsory career development component to accrue a minimum of 100 points.
  - Compulsory unit: Beyond Bond Core activities incorporates career guidance and planning, ensuring that Bond graduates have a clear idea of their goals and a detailed strategy to achieve them.
  - Three or more electives must be chosen from the approved list under the categories of:
    - Work-based – Internships, part-time employment, service-based learning, elite sports engagement;
    - Work-related – Mooting, capstone projects, industry-related competitions;
    - Community-based – Volunteering, mentoring/coaching programs, community leadership, global experience;
    - Career exploration – Attending career events, industry engagement, career workshops.
  - Reflective practice: For each activity undertaken, students must complete a written submission reflecting on the value of the experience and how it has enhanced specific employability skills.
The Core curriculum is made up of three compulsory semester units designed to assist in developing and enhancing employability skills and to assist in bridging university and employment. These units are compulsory across all degree studies:

- Critical thinking and communications
- Leadership and team dynamics
- Ethical thought and action

The Transformer is a dedicated and optional entry program and centre developed to build student entrepreneurial skills and enhance contacts and networks. Its tag line is *Let’s start something together.*

Employability skills

- The compulsory and elective components of Beyond Bond and the Core Curriculum have been selected for their ability to develop and enhance key employability skills identified by Bond as being essential to bridging the gap between university and the workplace:
  - Communication – oral and written
  - Teamwork Leadership
  - Self-management
  - Critical thinking
  - Planning/Organising
  - Information Management
  - Initiative/Enterprise
  - Global perspective – many degrees include an optional semester of study overseas at partner universities
  - Ethical thought and action
  - Sustainability

External organisations and alumni are actively encouraged to be involved with Bond University, offering student internships or capstone projects, present an on-campus workshops related to industry or involve students in a volunteering initiative or community service program.
Learnings

Our strategic pillars of Connect, Shape, Provoke and Position, while not used by Bond explicitly are built into their DNA.

They focus enormous time, energy and resources on the enrolment, induction, wellbeing and positive experiences of their students.

Their Director of Teaching and Learning has a wide remit and clear plan to maximise the quality of teaching. I was very impressed by their widespread use of case studies as a major teaching strategy. Their use of augmented and virtual reality, experiential learning and many forms of digital technology, whilst maintaining a focus on the student as a person is impressive.

The campus has a community and collegial feel to it that is palpable. The group of students I spoke with for several hours were all impressed by their campus feel when they visited. It was a significant factor in choosing to study at Bond.

The core curriculum units, relationships with external bodies, use of data sets provided by associated and partner businesses, the focus on the positioning of students for the next steps in their lives were all aspects that impressed me. Many of these resonated with our strategy and pilots.

Finally, a key discussion for me was with Professor Keitha Dunstan, Deputy Vice Chancellor (Academic). It was salutary. Keitha said she was using me as a ‘focus group of one’ and proceeded to describe a new undergraduate degree they are planning.

In considering the ‘Melbourne Model’ designed to give a solid breadth to undergraduate studies prior to vocational specialisation, (a version of which is being implemented by others, often surreptitiously) Bond is looking to expand their Core Curriculum units into an undergraduate degree that flows into a variety of vocationally specialised master degrees. They have been looking at research on the future world of work from the World Economic Forum, OECD, Deloitte, PWC, ABS et al and working with Australian businesses to design a course that will future proof their students in the complex and fluid employment scenarios of the future.

This future proofing is built around the skills and attitudes Bond already uses in their employability skills list (above). These are similar to some of the focus areas I saw in schools and contacts overseas recently. Bond’s list is very similar to the intent of our strategy and its early implementation thus far. We are focussing on developing amongst staff and students highly developed skills and attitudes around the four or perhaps six C’s:

- Collaboration
- Critical thinking
- Communication skills
- Creativity
- Character
- Citizenship? (Contribution)

Bond University see these as so important that they are developing an undergraduate degree around them!

Perhaps I am suffering from confirmation bias, but the Bond experience confirmed much of my learning in the weeks prior to Bond, whilst overseas. The similarities between Bond’s scale, style and directions and ours was strong. I shall attempt to maintain the connections and positive relationships.
Conclusion

The best thing to say here is a huge ‘thank you’!

It has been a privilege to have this opportunity and have met people in three countries that have given of their time and expertise graciously and generously. I am very grateful for their support and assistance. I am the better for having met them and worked with them.

I am grateful for the support of the Chair of the Board, Board members and the staff I work most closely with, especially Cameron Bacholer and Ian Foster, who have supported me in this venture and indeed, in some cases, picked up much of my work load during my absence.

The experience has suggested to me that I need to take a greater role in communicating our key messages, mentoring, coaching and guiding all levels of staff but especially senior staff and the group of talented middle level staff implementing the improvements we are making.

I am positive that the investment of time and resources in this experience will flow back to the school in ways that are both clearly discernible and others that will be subtle and limited to small groups and individual conversations.

Thank you!