



ECD LOCAL PARTNERSHIPS

COLLECTIVE Leadership, culture and
ACTION authentic accountability

3 + 4 March, 2014

ADELAIDE CONVENTION CENTRE

What the experts say

'It matters what people do when they come together in a network. Networks impact on pupils when there is rigour and challenge to the collaborative work. This kind of joint work, that which challenges thinking and practice, is not easy. It requires people to be honest, transparent and willing to examine their own beliefs and current ways of doing.' (UK National College for Teaching & Leadership, formerly NCSL)

'Real integration demands new ways of thinking – a system-wide approach with new measures of success and resources that include the energy and ideas of citizens, communities and experts. For schools and community service providers, integration can be difficult, involving real change to culture and methodologies and requiring new skills and ways of working. Change requires leadership at all levels.' (McCain, Mustard and McCuaig, 2011)

'... the interaction of human capital, organisational resources and social capital existing within a given community, that can be leveraged to solve collective problems and improve or maintain the well-being of that community...'
(Chaskin et al, 2001)

'Leadership can be isolated and lonely and a system approach to deprivatise leadership has the potential to realise huge personal and professional benefits. No school or preschool can provide all services required to meet the needs of all children and young people and their families. The collaborative use of resources, within a finite budget, will create partnership efficiencies and effectiveness that can be used to maximise the improvement of learning outcomes.' (Iqbal Singh, 2013)

'Community partnerships have multiple benefits for children, families, services and communities, including improved engagement of children, young people and families, improved connections between services and increased feelings of belonging.' (Dryfoos & Maguire, 2002)

About the change

The challenge: education systems around the world have struggled to break free from the industrial model of schooling in place for hundreds of years. New models, supported by significant educational research, are emerging for education systems. Harnessing the collective resource of local educators and leaders, to improve the preschool and school experience and outcomes for every child and young person, is essential.

A global context

The UK response

The UK has identified leadership as paramount in the school re-design process. UK research shows the one sure way to raise school standards is to have an outstanding team of teachers who are constantly learning themselves. The best experiences for young people are built on what exists in their local community and is sensitive to local constraints.

The Shanghai response

Shanghai has focused their reform on teacher professional learning, supporting individual teachers and teacher collaboration to improve student learning. Deprivatisation and intensive mentoring have been key – every teacher has a mentor regardless of experience.

The Victorian response

Victoria's current wave of school reform is underpinned by professional trust, autonomy, accountability and support. They have focused on:

- autonomy that supports more effective use of resources, increased community participation, more collegial relationships amongst educators, and greater tailoring of educational offerings to meet local needs and interests
- the evidence base on networks in education systems that highlights the importance of peer learning. Education systems that are global leaders rely on peer collaboration for development, encouraged through school-based and accountable learning communities
- effective accountability on outcomes, supported by access to excellent data and information about good practice and greater accountability to peers and the community.

The South Australian response is

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The introduction of ECD Local Partnerships is a great opportunity for dealing with the complexity of care and education across our diverse communities. Partnerships are clustered around communities to make local decisions that are in the community's best interest. This heralds a significant change in the relationship between sites and central office, requiring networked and strategic leadership, a culture of professional trust, and a commitment to authentic accountability.





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The hardest part of sustainable leadership is the part that provokes us to think beyond our own schools and ourselves. It is the part that calls us to serve the public good of all people's children within and beyond our community and not only the private interests of those who subscribe to our own institution. Sustainable leadership means caring for all the people our actions and choices affect – those whom we can't immediately see as well as those whom we can. Sustainable leadership is socially just leadership, nothing simpler, nothing less.

(Hargreaves and Fink, 2006)



Program

Monday 3 March

- 8:15 am **Door open**

- 8:45 am **Welcome to Country**
Uncle Lewis O'Brien, Kurna Elder

- 9:15 am **Partnerships – Towards collective action**
Tony Harrison, Chief Executive, DECD

- 9:30 am **Leadership – Towards collective action**
Jayne Johnston, Chief Education Officer, DECD

- 9:45 am **SA in the global context – Building on SA's strengths**
Trends in the Asia Pacific region provide a global context for profiling South Australian care and education.
Professor Martin Westwell, Strategic Professor, Science of Learning, Flinders Centre for Science Education in the 21st Century

- 10:30 am **Morning break**

- 11:00 am **We need to change our thinking and action**
What is post-industrial leadership? How does our collective leadership create opportunities for innovation, intellectual challenge and learner resilience for achievement?
Professor Martin Westwell, Strategic Professor, Science of Learning, Flinders Centre for Science Education in the 21st Century

- 12:00 noon **Understanding complexity**
Cynefin is a collective impact framework that helps systems respond to complexity.
Dawn O'Neil, Former Chief Executive of beyondblue and Lifeline, Director of Dawn O'Neil & Associates

- 12:45 pm **From clusters to partnerships**
Anne Millard, Executive Director, Preschool and School Improvement

- 1:15 pm **Lunch break**

- 2:00 pm **Partnership strategic conversation 1 – Culture**
Joint work that challenges thinking and practices is the critical core of collaborative culture – *Identifying where we are now and planning forward.*

- 3:30 pm **Collection point and response**
Tony Harrison, Chief Executive and Jayne Johnston, Chief Education Officer, DECD

- 4:00 pm **Conference close**

Tuesday 4 March

- 8:15 am **Door open**

- 8:40 am **Welcome**

- 8:45 am **Building a better system**
Our capacity to deliver better learning and child development outcomes is contingent on the effectiveness and integrity of our education and care system. Building a stronger organisation to deliver a shared strategic vision and system reforms that support sites and partnerships is a key role for all DECD leaders.
Tony Harrison, Chief Executive, DECD and Ben Temperly, Executive Director, Office of Strategy and Performance

- Partnership strategic conversation 2 – Building a better system**
Strong local partnerships will require effective central and corporate support – *Identify the organisational changes needed for partnership success.*

- 10:30 am **Morning break**

- 11:00 am **Building learning power – Pushing forward on what makes a difference**
Preschools and schools are complex organic places. Leadership for learning in a partnership context is core.
Guy Claxton, Emeritus Professor of Learning Sciences, Centre for Real-World Learning, University of Winchester

- 12:45 pm **Lunch break**

- 1:30 pm **Partnership strategic conversation 3 – Leadership**
Leaders' strength of engagement in a partnership is vital. Networked leadership is collaborative, distributed and research based – *Shared commitment and shared leadership.*

- 2:45 pm **Building on SA's strengths into the future**
Margot Foster, Director Pedagogy and Leadership, DECD

- 3:30 pm **Conference close**

