

Greg Sutor

The Good School Manifesto



China's Educational Path for the Information Age

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FOREWORD

I believe to some this book will be confronting. It may make you angry. I hope it makes you ask yourself lots of questions and I hope it makes you give lots of possible answers.

In a small way I hope it makes you angry in the questioning sense and happy in the sense that you will feel that there is a lot of value in the way things ought to be done in the good school.

At last some good solutions.

We are here, after all is said and done, for the benefit and good future of our children—the next generation of leaders and purveyors of our community, our city, our country, our world. We are all in this together whether we like it or not.

We must try our best to get it right!

We cannot afford to take the easy path! The best path comes from the people to the people. So that is what we must make our schools easily do.

It is a hard road ahead, but a great and rewarding road.

We should try to keep education simple and understandable. This way more of the essential players – students, parents, teachers, and the wider community – will be involved as effectively as they should be. With this total effort on education we can assure ourselves that the school will be the good school. As a community we must have this total approach, otherwise something will be left out and our results will not be as good as they could be. It's like total war in a military sense.

PREFACE

I came to China in July 2002. I was just about to retire from Principal of Elizabeth College, the leading Secondary College in Tasmania, Australia, in the centre of Hobart, Tasmania's capital city.

I had agreed with the Tasmanian Government to go to China and act as Liaison Principal to set up an international English and Tasmanian Certificate of Education Program with a Chinese company South Ocean. South Ocean at the time had 10 schools and a university with over 20, 000 students. The prospect was exciting for me to help so many people start on an international career, especially with China emerging and entering the international economy. This seemed to me to be a good thing to do.

I was able to recruit some of our best and talented Tasmanian teachers to start the program. As soon as I arrived, I was bombarded with so many questions about how to do things in education that I found I was talking, providing impromptu lectures, and writing papers and responses with daily and weekly regularity.

The consequence of this was that I decided with Mike Hu's support and encouragement to put down in writing a significant amount of my ideas and knowledge about operating a school, using the benefit of experience in several schools over my career. I have always been a person who tries to be practical and sensible in the things I do. To write a book which espouses these things I have found good, but difficult. I believe what I have written will provide guidance, inspiration and ideas to many people involved in education, be they students, teachers, administrators, principals, parents, government or interested general members of the community.

I have tried to express what should be and needs to be done in simple and understandable terms. I believe this to be vital, rather than the sophisticated highly stylized language of academia with footnotes and references. I have written as it comes from experience and the heart.

From when I first came to China in July 2002 and visited many schools and talked with teachers and principals I felt so much that these things have happened around me before. It appeared to me that I have seen and experienced all this before some time in my life. I have been privileged to witness the same sort of challenges and processes that are going on in the west but of a generation or so ago. I suppose that was the inspiration for me to write the book *The Good School Manifesto*; this of course combined with all and the constant questions of 'how do you do this?', and 'how do you do that?' from all the Chinese people I have met.

I definitely believe that I can help the Chinese educators who are experiencing pressures and concerns similar to those I have been through all my educational life in Australia.

Many successes, along with many mistakes, have and are being made as schools in Australia, the USA, the UK, Canada, Europe and so on, as they go through the change from the industrial provision of education to the provision for the new information age.

I believe that China can learn from the experience, knowledge and understanding of a successful school teacher and Principal such as myself who has had the unique advantage of being involved in changes in an evolving western system and the opportunity of being involved to a smaller extent in the Chinese education environment.

The result is this book, *The Good School Manifesto*. In this book I believe I have presented strategies that can be adopted by schools in China to face the future changes with confidence, a confidence based on my experience and knowledge of what works given the changing scenario, which is rapidly approaching and overtaking the environment in China (and the world) and within which schools have to manage and deliver.

These things are not static and will continue to evolve but what I have written gives a school the new and necessary basis upon which it can build, without having to go through the continuing stress and trauma that is facing so many of the schools in the western environment.

Don't forget there are many schools now successfully operating in the west that have developed these and similar strategies. But while it has taken them 30 - 50 years to develop, many are still struggling to get there. And even when all the strategies have been implemented, schools will still have to keep adapting, such is the speed, the influence and the impact of the information revolution on us all.

We can not hide from the changes. Industry and business is not immune from the information revolution; neither are our schools, despite so many people wanting this to be so!

This is the background to this book and the information in it.

Subsequent to this book, I intend to write more detailed booklets on the details of various chapters, where there is information requested. But such information must be built on the basis of a school implementing The Good School strategies otherwise things will not work effectively. The Good School must be understood first and then other information and action will follow.

That is the essence of the book.

60 years ago in Australia and similarly in other western countries, people had the utmost respect of teachers and schools; children came to school to learn a fixed curriculum, as in China mostly today. They wore uniforms, were in big class sizes of 50- 60 pupils and sat in rows. Students dutifully listened, took notes and answered questions if asked. They rarely spoke out of turn and unquestioningly responded to the teacher. Yes in the school playground and after school there may have been altercations among students, but not normally against the school or the teachers, students rarely or never questioned the authority of either the teacher or what they said.

If a student for some reason got into trouble, the information was transferred to the family home and the student received double the punishment from parents. From the teachers' point of view students were expected to behave well and in most cases they did. When they did not they quickly received physical or some other punishment that promptly settled the issue. If parents found out about any caning etc, the child usually got the same again when they returned home, that was the system, that was the way it was.

From then to today this has gradually changed, partly as the society has changed as a result of and in tandem with the changing demands of the economy as it moved away from the regular industrial system, partly as the family structures and community support systems broke down. (Which came first, the chicken or the egg?)

Today class sizes are much smaller with 20-30 pupils, some in uniform some not (it depends on school policy). Student behaviour is influenced by comprehensive behaviour programs, strategies and policies. Examples should suffice to illustrate.

Some students may misbehave by not doing what asked, annoy other students in the class room, be rude to other students and the teacher, be defiant, abuse teachers, including with physical reactions, not listening, constantly talking, being noisy, damaging property and so on; that is, generally disruptive and naughty behaviour that just did not occur in previous generations.

The effect of such behaviour disrupts the learning of others and puts extra burdens on teachers. Parents often take the side of their children against the teacher. Their children lie or twist the story to make the teacher or the school appear at fault, rather than being cooperative to the benefit of all. While to an outsider the situation and the solution looks simple, it is not. Such behaviour is the result of complicated changes and many circumstances.

These things have built up slowly, moving from what I described 50-60 years ago to circumstances today. People were not prepared and have not quickly adjusted their management strategies to cope. It can be likened to the story of the frog in the water experiment. If you put a frog in water and slowly heat it up, the frog will cook. It will just lie there and let it happen. However if you put a frog directly into the heated water it will react and attempt to get out. So to, it seems, have many school's responses to the changing behaviour of students, to the point where quite serious incidents occur and teachers get fully frustrated.

But it happened and it happened all over the western world. It is still happening and is more severe in areas where appropriate change in management is not occurring.

Schools started to see increasing pressures in terms of student misbehaviour happening in the class room, in defiance of older ways of doing things, and teachers with their old expectations not knowing how to cope. So students' reactions to the older way of doing things were just as vociferous and extreme as the punishments themselves.

Illustrative of this, we see extreme examples mostly in the west today of students bringing guns and other weapons to school to settle their perceived problems. The sanctity of school is lost. This has and is happening in schools across the west but more so in schools that are not adjusting quickly enough.

From my view I can see the same conditions quickly infiltrating the Chinese schools and the same slow responses to what is needed, but human beings are the same all over, they tend not to respond at the speed that is necessary. In regard to behaviour though there are workable strategies that I describe in my book in this chapter that truly work. I have used them, other schools have used them and they as a consequence do not have the same problems of misbehaviour in schools that do not use them. Successful

schools have changed and are adapting to the new education requirements of the information revolution.

If Chinese schools don't change and develop better behaviour management strategies such as I describe they too will experience the same problems that schools in the west have. They will be like the frog in the slowly heating water – they will eventually cook. It is as sure as the sun rises each day. However they do have the advantage to learn from the experience in the west.

The same approach applies to all other aspects of school operation. To be successful today a school must have well thought out management approaches, curriculum, community involvement, marketing and values systems, health management strategies, appropriate building design, timetables, communication systems and the like. There needs to be a total approach and this total approach is covered in all the chapters of the book.

From my observations very few principals on retiring sit back and look at what they have done, apply that to the world and write a book to advise others on how it can be done, let alone go to another culture, another system and try to do this.

In some ways what I am proposing is a world first, possibly unique in education. However that is not stopping me from trying. I realise that this is an extremely difficult task, a hard thing to do, but if it succeeds it could well have valuable and effective influence for the betterment of education and life in China. I believe it is better to have tried and failed than to not have tried at all.

Mike Hu, my Chinese best friend who I have worked with in all this time has been great at advising and encouraging from the Chinese point of view. He is a young man who realizes the vital needs educationally of China and is dedicated to this cause. He has been an absolutely strong, reliable, loyal and supportive person on this whole process. We have spent many hours talking about what can be done. On countless times we have talked well past bed-time to 3 and 4 o'clock in the morning with a 7 a.m. start the next day. He has asked me many, many times about what I would do in any given educational situation and has been the prime mover to get me to write this book. Together then we have written *The Good School Manifesto*.

In addition to Mike I have met many Chinese who have influenced me in some way, and they have helped me understand so many things about China.

Despite practices and processes which many would consider inefficient and obsolete, the overwhelming kindness and ongoing concern Chinese have shown, with many people going completely out of their own personal way to assist me have all had significant influence on this book being completed.

I have not written something for Australian or for western consumption. Although that may happen, this book is specially targeted for China because of my experiences.

There are people who have been connected with South Ocean schools in some way, so many outstanding teachers like Yin Dan, Phoebe Daping and other teachers at Dalian, teachers and organizers like the lovely and most highly talented Connie Kang, the ever smiling, positively helpful and constructively critical Yiyi Fan, the utterly kind and considerate Mei Wang and assistant principals and principals like Ted Wang, like Mr XU and Mdm Zhang from Taiyuan and Dalian educational administrators like Madam Ma and Mr Wang

People like Cecilia Zhu in Lou yang (my favourite beer), Carla Wang from Taiyuan. Teachers like Felix Wang, bus drivers like Mr Gao and gardeners like Mr Jo and school guards. Even my favourite material seller and clothing provider in Dalian, Fu Ping, have had an influence.

Many, many people I have met and had limited interchange with in shops, restaurants and on the street and my best young friend Wu Yi Ling have all given me insight into the needs of China educationally and provided guidance support and assistance knowingly and unwittingly. My friends and acquaintances in all the cities – Dalian, Beijing, Taiyuan, Lou Yang , Linyi, Kunming – have all helped in some way to get my ideas clear and I hope they will be beneficial to the advancement of education and learning for the Chinese people. They have had good motivations.

The whole experience In China has given me drive and enthusiasm to write a book which may give help and provide assistance in the long term to the Chinese people as a whole and which demonstrates my thanks to their kindness and inspiration.

In addition to these people, many teachers and administrators I have worked with in Tasmania and Australia have had a positive influence on these ideas. Some may see something of themselves here. And Penny Cocker Manager Of the Teachers Registration Board In Tasmania who did a final review.

I thank you all.

In doing and experiencing all this, I have developed the concept of the Good School, and this book provides the details. I hope it is useful. I believe it provides a structure and a practical strategy to address so many of the problems and issues that the developing information revolution is throwing at our societies.

A silver bullet for some, a practical solution for others.

Greg Suitor

ABOUT THE AUTHORS

Greg Sutor (Jinma) has been a highly respected and highly regarded teacher and educational leader and activist for many years in Tasmania, Australia.

He has made many contributions and developed many curriculum and organisational innovations as a teacher and as a principal.

When he retired as Principal of Elizabeth College in 2002, he went to China to develop a program in South Ocean schools in Dalian. On his return to Australia, the Tasmanian Minister of Education asked him to be the second Chairperson of the newly established Teacher Registration Board. He continues in this role for the third Board. He still maintains an interest in developments in China.

Outside education, he has an active interest in farming and gardening, both livestock and plants, and landscaping. He is an avid boating enthusiast and has been involved successfully in many sports, attaining high levels of achievement in them.

Above all he has always been able to provide innovative and practical solutions to problems and issues he encounters.

This book illustrates many of them.

Hu Xiongzhe (Mike)

Mike Hu began his career as a teacher of English. He has studied at university of, Hunan, gaining a Bachelor of Arts degree and masters studies

After teaching for some years Mike established himself in several educational projects dealing with Chinese nationals and many foreigners. He has consequently developed a unique understanding for foreigners and locals alike to work in the Chinese educational environment, His knowledge and skills have been in demand from a range of organisations like New Oriental, South Ocean and recently by Intuto companies.

Through this experience Mike has developed networks with both national and international government organisations.

Many of the ideas in the book have been thus developed in the context of the emerging educational environment in which China finds itself.

This collaborative effort is unique in the Chinese situation and is reflective of Mike Hu's skills.

He has developed into a leading Specialist in Educational Business Development, Marketing and Sales. He is an active thinker, able to generate a range of possible solutions. He is able to do this in a calm and logical manner, bringing satisfactory outcomes to all parties.

The book illustrates his capacity to both understand the changing nature of the Chinese situation and educational developments in the west.

Part 1: INTRODUCTION

The world is beset by many problems, which are reflected in the issues that national and state leaders are faced with everyday.

Nations today more so than ever are dependent on their education systems to prepare their populations to deal with the changes and issues.

Since the beginning of reasonably recorded and documented history from approximately 3500 B.C., there have only been about 220 generations of human civilization and organisation as we understand it today. Looked at more closely, on average it takes about 3-4 generations to embed practice with a whole population significant and new concepts which advance the ways of operating. Looking at history

in that way, one can claim that as civilized and developed populations we have really only had 50 attempts at developing and building systems that we think are getting it right. Just imagine this, only fifty times to have an effect since the beginning.

Combine this with the changes of the three main human revolutions (agricultural, industrial and knowledge) and the limited ideas in education, then humans have not really had a lot of time to observe and practice the better ways of doing things.

It puts changes into perspective with the great empires, civilizations and human movements of the world. It also puts into perspective the constant changes in education that drive teachers, schools and their communities into change fatigue, change exhaustion, why the rush?.

What is needed to address all these issues is a system that draws on all this limited experience of the few generations since the beginning of civilization and gives us some reasonable stability, to enable us to build positively our nation and provide the best education we can. I believe *The Good School Manifesto* does this.

In this context of a few generations, we need to look at broad educational ideas and the influences they have on the way education is and can be delivered. The ideas of Socrates and Plato (the changing world is just an illusion that hides a higher reality of unchanging ideas), the individual, goodness, truth and getting people to think and dialogue, stand tall and always reappear. Our values are derived from Biblical teachings, the Koran, Confucius, Buddha, Hindu and socialist or capitalist thought. Newton's thoughts on natural phenomenon, Dewey's community and democracy are recycled along with Benjamin Bloom's committee's taxonomy of knowledge, comprehension, application, analysis, synthesis, evaluation and the recent advances with Gardner's multiple intelligences and the general developments from brain research. (9{

In short, most ideas in education can be traced to the same few sources. Very few new and different concepts to learning have been developed; there are variations and renaming of course, but if one probes deeply enough, few new ones.

Meanwhile education systems are announcing the "new education", new methods and new strategies with much rapidity. People are under constant bombardment of supposed new and better ways. It is unnecessary and wears people out.

A phenomenon of the post-industrial nation and the knowledge revolution is declining population growth as compared to the industrial age. The population explosion predictions of the Malthusians and the Paul Ehrlich population bomb version of the world are not happening, as the knowledge revolution stage takes hold. Therefore the nation in this future climate has to value, has to treat and to nurture its young much more differently, to maximize its wealth; that is, wealth now being considered in the much broader comprehensive Paul Samuelson sense of, net economic welfare (NEW) versus to industrial past GDP measure.

Put simply, the young available to support the future of the nation will not be there in the industrial 'cannon fodder' volumes they appeared in the industrial revolution days. This factor combined along with the other demands of the knowledge revolution era as described will force the sort of changes and cultures described in *The Good School Manifesto*. This is if the nation is to thrive and prosper. The few generations we have had at least have shown us that just because a nation exists it does not mean it always will. We have seen them come and we have seen them go.

If a Government and therefore the Minister responsible for education really and truly wish to maximize educational outputs of its schools, so that the few young become maximum contributors to the society, then they must ensure that the schools demonstrate, develop and improve upon the strategies, processes, features and aspects as I describe in *The Good School Manifesto*. They must take a total education approach and apply this to every school, every learning and teaching opportunity. This is somewhat analogous to the total war approach of a nation state in an environment of survival during a world war.

Given the demands of the knowledge revolution epoch, a nation state cannot afford to leave any stone unturned in its desire to maximize the welfare of its citizens. It is not a time for one off populist, faddish, trendy approaches. They will not last; they will make the situation worse or delay the inevitable. Like all situations, the first to the table gets the best choice and is more likely to be fed.

I believe the Good School Concept developed and described in the chapters that follow provides this answer, a simple and effective solution to those constantly nagging problems, such as illiteracy, innumeracy and bad behaviour, that never seem to go away. It is an answer to ignorance.

Surely we have lived and experienced enough trauma to be more organised and more strategic in what we do in education with our young and developing minds.

Some schools are doing these things well, whether they realise it or not, many are not and many are struggling. Many nations' educational provisions are spread out along the continuum, some just beginning, others well along the path. The Good School Concept provides a total education solution, a long lasting strategic plan.

The good school community has a clear understanding – philosophically, socially, politically, economically, historically and environmentally – of the importance and place of education in the whole community. The good school simply knows where it is and should be in the scheme of things. It knows when to stay put and when to move on.

Given this knowledge and understanding, the good school then sets about building a leadership and management structure to deliver the education required of the times to best serve the young people and the world they live in. It is very deliberate and clear about these things. The good school understands about learning and how people

learn. It therefore creates a learning culture based on sound principles and provides an environment to achieve the goals and vision that it sets out.

It builds appropriate curriculum within this that gives young people direction and a future. It has a full understanding of the links curriculum has to all the other aspects of a school and therefore sets appropriate structural, management and leadership links.

The good school knows and understands the importance in the learning process of the total community and all the contributions that people can make. It appreciates the valuable and significant role of parents and family in the learning and nurturing process and therefore develops ways to integrate this into the school.

It has a good knowledge of mental and physical health issues and realizes the importance of health in both its students and staff. It has in place quality programs to deal with the health of the school. The good school understands the links and relationships to other aspects and that this is current and supportive.

A good school has a marketing strategy that is based upon a values system and is a reflection of its curriculum and its supportive school environment. It is based on real effort and achievement, focused on lifting self esteem. Any marketing thus becomes part of the education process.

To round it all off, the good school builds an infrastructure of facilities, communication and timetables that serve its curriculum, values and principles, not the other way around. That is, the good school becomes a total service school.

So now let us explore these concepts.

Part 2: EDUCATION, PEOPLE, ECONOMY, TIME IN HISTORY

Executive summary

The purpose of this chapter is to give the reader an understanding and appreciation of the totality of the good school, to provide a summary of the key parts of a good school and where it fits in the total scheme of things.

A recurring theme will be where are you and where do you fit in. Know where you are. Ask the questions: what are you doing and why. Do your answers fit in the circumstances of today and this age or is it of another era, future or past?

This chapter sets the context for what a school is about and the connection and relevance to the rest of society and the world. Where are we in the scheme of things,

where is education and where is the school? It's about the linkages of education to a community's survival and prosperity and, therefore, the need for the school to be a good school.

Since we have schools, why not make them the best? We are all in the same boat together.

An education is the first and basic human right and also the first duty of the current generation to the one that follows. A society without education is a society without a soul. Education is the greatest gift that you can give as it allows an individual to live out fully the true meaning of life and freedom, to be able to read, to write, to understand, to be able to question and inquire, to pursue why it is so, to discover and find oneself. It allows an individual freedom of choice because they can gain knowledge. Education delivered well allows freedom from the chains that bind us. To instil into the young a lifelong desire to learn and discover is a wonderful thing. It is a basic truth. A good school can do these things, but it must be done in trust and love, in truth and freedom, freedom of the mind without harassment and discrimination.

China is on a course speeding towards being one of the richest and most developed nation states on earth ever. It shows many signs of being a special continental economy. While it has a long way to go, it is however experiencing the social, economic and political changes that come with this position.

This is impacting and will impact heavily on the education system. It has built an education system very suitable to the industrial past and is now thinking, questioning and trying to come to terms with the educational style and outputs required of the knowledge revolution. It will experience the struggles that many of the western developed nations are and have been going through over the recent 20-40 years and will into the immediate future.

Such an economic position brings with it international leadership and responsibility. The way such leadership and management is used has a big impact not only on the way the rest of the world will view China, but on how well China itself can sustain such a position. Education management and delivery is very important in this whole equation.

It helps us to understand current education practice if we have some appreciation of the context of the whole world around us. We need to find where we are in time, in the flow of history. To feel comfortable with that location allows one to understand why things are happening as they are and also to fashion what best can be done.

The story thus starts with an understanding of where you are in relation to the world. In this early 2000 era the world is in the time of the Knowledge Revolution. We are still going through it, it has not settled down nor are we really clear as to the outcome. We are well into the phase where people are convinced that change is necessary, change is indeed essential for survival in this period.

The world as we know it has had 3 great human revolutions: (

- the agricultural revolution
- the industrial revolution
- the current, knowledge or information revolution.

We are today under the influence of the knowledge revolution, the incredible knowledge age, as many social commentators call it, which is creating such turmoil and uncertainty, just like all revolutions of the past.

The need for extensive education during the agricultural revolution was small and only the leaders and the rich elite had any organised education outside of the family, usually one-to-one tutors, perhaps including brothers and sisters.

This changed during the time of the industrial revolution, as many schools throughout the world were established, but education was not provided for the masses of people until relatively recently.

This only occurred in the developed world. In the developing world it still has not reached the scale of mass education but it is desperately and rapidly moving that way. This is an intriguing development causing much consternation amongst the affected populations as economic shifts that they do not understand affect them.

The demands of the industrial revolution were for an ordered society and the education was designed to prepare people for that ordered system.

Schools were in many ways factories producing one single output, a certificated student ranked basically by intelligence or even memory, little else. Literacy, numeracy and limited world knowledge was sufficient. People in charge though have always had to have multiple skills and this is what the knowledge revolution is now requiring of the vast mass of the population. This brings the immense pressure that many are experiencing or beginning to experience.

Beginning probably in the USA about 60 years ago after World War 2, the revolution has been forcing a change to all, coming in a quiet and subtle steady and incremental way. The demands of the revolution are focused more on the individual. Choice, quality, teamwork, leadership, good interpersonal skills, to be flexible and adaptable, skills of all kinds are in demand. People have vastly different goals and want many options. Industry reflects this. Take for example the fashion industry; sameness has made way for difference and individuality on a mass scale. Something that was once the province of the few wealthy is now the desire and action of the many. This is the power of the information age.

Education will be successful if it provides people with the skills of how to learn, where to find and use information, if it produces problem solvers, leaders, team players and the

like. A whole variety of different skills! Therefore education must change, and is changing, from the factory system to the information system. It is inevitable, whether we like it or not.

Schools that do not change and adjust to the demands of the information age will become less and less relevant, face more and more criticism and also be less able to cope with the changing student population. They will not be the happy places they should be to learn and work in. The internal conflicts that will and are, arising lead to various dissatisfactions that in themselves build turmoil and further dissatisfaction.

The knowledge revolution has given us a greater understanding of how people learn. We now know that there are different intelligences. Brain and other educational research have shown us that people learn differently and in ways not thought to be relevant in the past.

An education that caters for one or a few of the intelligences is not a good school. A good school will deliver teaching appropriate to the changes brought upon by the knowledge revolution. Curriculum delivery will recognize the different learning styles in its students.

Here is an example.

A person who thinks they may be educated and then goes on a rampage of tyranny, or a society that determines that solutions to problems are through the extermination physically of any opposition is in an uneducated state that has not reached its full potential. Such individuals and those who follow have a long way to go indeed. They will be marginalized eventually by the forces at work in the revolution. These maturities may come as the society gets more into the information revolution, or maybe it will be a humane revolution that will come next. We do not know how, but the necessities of survival will force it, just as they are progressing the societal needs of the knowledge revolution.

Where does China fit into the scheme of things?

While China is quickly entering the international economy, its education system and style is deeply rooted in the industrial age. But we are witnessing changes and potential changes that are more rapid than what is happening and has happened in the western tradition, a bit like the economy as a whole.

Because of its recent history, China's education is transfixed to a degree between the revolutions. However it can learn from the recent experience of the western developed countries' educational experiences and meld the best parts of the education provision as they exist now with the things that are emerging as successful in a developed experience. The change will be forced by the demands of the modern international economy and the power of the markets whether free or regulated. This is what is

happening everywhere. No-one it seems can stop or control it, maybe only guide it carefully.

In the scheme of things then, China will experience and is experiencing the pressures and changes similar to those in the western developed countries currently and of recent years. These things are inevitable. Nations and groups that try to cling onto the past will be captured by it; they will find themselves less able to cope. Their wealth will decline relatively and they will be less well positioned to adapt as compared with areas and nations that do recognise the situation. There will be regions in China that move ahead more quickly, there will be others that stay transfixed, and you can see it happening to a degree today. It is the same the whole world over.

The development and maintenance of the Good School as built and described in the following chapters, does provide I believe the best environment to provide for the learning needs of our young people. Therefore communities everywhere should endeavour to make their schools 'The Good School'. Then they will be giving their children the best opportunity and best start in life with a continuing good life as the knowledge revolution runs its course and prepares us all for the revolution that will come after, whatever and whenever that will be. The nature of the education of the masses of people during this current time will no doubt influence to some extent what is to come next. The market will also play a role.

I believe that fair and reasonable people who think out better ways of learning do and can have a positive effect, but there needs to be a well developed strategy. What follows is a suggested approach based on my successful experience as an educator over a number of years.

Part 3: LEADERSHIP AND MANAGEMENT

Executive summary

The purpose of this chapter is to discuss appropriate leadership and management style and practice in the good school. It describes a process to achieve change and maintain constant improvement. It sets out the planning process and the skeleton to build that process around.

For additional support and understanding, refer to the many textbooks on successful management practice. Much successful business management practice can be adapted and applied to the school situation. This whole book talks about a particular style and structure that has been and is successful.

Read authors such as Stephen Covey (*The 7 Habits of Highly Effective People*), Peter Drucker (e.g. *The Effective Executive*, *the Age of Discontinuity*, *Management for*

Results). Look for descriptions of concepts such as total quality management, best practice guidance and advice, re-engineering and consultative management. Be well read on modern management thinking and see how it can apply to your school. Be a regular frequent reader.

Learn from the experience of others; keep up-to-date with good leadership and management practice in other organisations and countries.

Do not be afraid to lead, know where you are going, know how you are going to get there and know why you are doing it.

Go out and lead, don't jump around supporting every latest fad unless it is part of your trip.

Be fair and consistent; don't worry about popularity, which is skin deep.

Be happy and satisfied in yourself, don't overstay your time, and know your limitations.

This is my advice to up and coming leaders and managers.

Management and management styles

Some people say that the physical world is in chaos, that people cannot control the world, although many have tried and failed. Some people from time to time think they can indeed control the world, but they suddenly get reminded by some natural disaster of their frailties in this regard.

No one has the power to hold back the tides, King Canute tried and he drowned; nor can people change the wind, sun and other natural phenomena.

The tides of change however are all powerful indeed, they flow and they continue to flow and like a powerful tsunami everything is swept along with its force.

So as it is in nature so as it is in human interactions, or is it?

Do we have to accept that we have no control or influence over our destiny? Can we not carve our niche in the all powerful flow?

I do believe there are opportunities, but we must be aware and understand the total contextual framework.

When it is raining we have a choice. One can stand in the rain and get wet, cold and most likely sick, or one can seek shelter. Better still, one can build a shelter from the elements, and even better still one can use one's knowledge and forecast rain ahead of time and be prepared for it. The individual can also go with the flow rather than against it. It is easier and more successful to cross a flooding river to go at an angle with

the current than against it. And so it can be with management and leadership. I believe this to be so!

In human interactions and organizational operations, one can also do these things. Test the wind, build and develop with the flow, fashion things to a desirable way.

You don't have to accept things happening around your organization that are not good for the organization and the people in it.

Yes it is true that there is chaos, that we are dominated by the market and government intervention and regulation and so forth. But we don't have to accept the circumstances that arise in any given situation, because of the events happening around. It is possible and desirable to carve out a good environment using the forces at work. Work with these forces not against them.

We can learn to understand these things and how to allow people to be at their best.

You can do it; your organization can do it!

Different individuals and organizations are doing these things all the time to varying degrees.

Leadership and management in the good school reflects an understanding of what is happening around and uses the forces of change to build the best environment; the good school knows where it is and where it is going. It doesn't get lost in the confusion of the chaotic world and it keeps working at this. It does not let up. It does not throw its hands in the air with despair and say this is useless, it keeps on trying, and in the end it wins through for the people involved, and it keeps on winning for them.

Don't be dominated by change freaks and other idiots – always improve – this is the motto.

People talk a lot about change, we must change they say, they talk as if it is obligatory and charge off changing things simply because they have heard they must change or die.

They have no real idea why they are changing things; they might have some concept that things are not working properly or the place down the road is changing, so they have to as well. There is usually no logical or visionary reason to it, they sense that change is important, full stop. People working for them, if not already confused or frustrated, become more so. They also become more cynical and less productive. Resist the change freaks! Resist the idiots, but of course learn from them, even an idiot can teach you something. Educate people to improve.

A good organization does not think in terms of change, but thinks in terms of constant improvement. It is a good thing that the organization from the start has a strategy, a

structure, and a process that allows and encourages improvement, risks, adventures, positive thinking, lateral thinking and creativity.

These things should be clearly connected to the organization's values and purpose, so that all things can trace their being, back to the common goal, along the various strands; it gives a reason for doing things and is a check on wasted effort. Change is not necessary anyway, because systems are in place, active, alive and vigorous. People and the organisation are always improving so the need to change does not arise.

These structures and processes and even philosophy are there to foresee and cater for needs. Constant improvement is everyone's duty; they should have pride in their effort and activity.

It is very hard to argue against improvement, most people want to be better, by their very nature people want to be better, but many resist change for both good and bad reasons. Be aware of this and use it to go with the flow.

To go with the natural forces, to carve out the best environment is the way to deal with things. Know why you are doing various things and know the forces at work. This gives everyone a sense of empowerment, enthusiasm and vitality.

What a fun place to work in!

To understand improvement rather than change is the key to a successful and good organization.

To emphasize this point:

Isaac Newton taught us in natural science that every action has a reaction; this is also true in human and therefore organizational relationships. Every action in business, the market, the government has a reaction; therefore the organization must be constantly adjusting to actions and reactions. If it does it survives and thrives, if it does not it slowly dies, sometimes it quickly dies. If such an organization that doesn't demonstrate these good features does survive over a period of time, then I have to declare such a beast, the 8th wonder of the modern world.

The world is unfortunately however filled with these embryo beasts going through various stages of decline. We have sink schools, ancient businesses, businesses being heavily subsidized by government, tired organizations, slow organizations, all in the horse and buggy or rickshaw days and so on. It is sad for the nation, sad for the people associated with such.

There are enough of these around, and with the market not being perfect, they survive longer than they should or otherwise would.

Imagine then how easy it must be in head-to-head competition between a good organization and a bad organization.

Well that's what happens in the market place. Why are thousands of businesses, and organizations closing around the world each year? Because they are not good organizations, they are bad organizations.

Do you have a Diploma from the Christopher Columbus School of Management?

Many of the bad organizations studied at the Christopher Columbus School of Management.

Christopher Columbus was a European sea explorer in the 1400's, achieving fame as the person to have discovered the Americas. The Europeans then had also never heard of Zheng He (In the eyes of The European aristocracy they thought they were the only real people on earth. The North American Indians or seafarers who went before, like the Vikings didn't count as real people so therefore they couldn't discover anything - in aristocratic eyes. It never dawned on them that if there were people there, it could hardly be discovered. It's a bit like me returning to Australia, and on my return-declaring to the world that China has been explored and discovered by me. How ridiculous is that! But that's another whole story).

Christopher Columbus set off across the Atlantic Ocean, made landfall, and thought he was near India, returned back to Europe to rapturous applause and notoriety. From that time, onwards he has become head of the Christopher Columbus School of (bad) Management, by acclamation.

'When he set off he didn't know where he was going.

When he got there he didn't know where he was.

When he got back he didn't know where he had been!

Poor fellow and all the people who supported him, well!

Many to this very day do follow and many will in the future be proud graduates of the same school. They hold their diplomas high, not knowing where they are going, not knowing where they are and not knowing where they have been! And what is extremely sad, is that they are happy about it!

I feel so much for the poor and enthusiastic workers in such a leadership management environment.

So many organizations, in various stages of decay and survival, are managed in this way. They have little idea of where they are going, are not sure where they are now and certainly don't know where they have been or what they have done.

Think about your own organisation in this context!

Features of these organizations tend to be: high levels of cynicism, people afraid to voice their opinions, hidden actions, cover-ups, a hierarchical cult, high levels of frustration, mistrust, uncertainty, no one can give a clear view, above normal turnover of staff, high levels of absenteeism, culture of blaming others for mistakes, falling numbers of customers relative to the changing total market, falling profits, varying sense of despair among workers, general low levels of employee moral , many, many other features of pessimism and negativity. (I even feel dismal writing about it - it is so sad!).

If this is your organisation, then you do need to change. In fact you probably want a 'bloody good revolution' - using the Australian vernacular, to jolt the organisation into action, get going and probably totally re-engineer it. Phew!

There is a bright new day coming.

You must know where you are going – you have to have vision.

You must know where you are – analysis, investigation, culture of questioning, accept reality.

You must know where you have been – review .

Maybe some change management is needed, despite my earlier emphasis on constant improvement.

The starting point in a change management strategy starts with the boss, the CEO or board of Directors, General Manager, Principal and so forth. The boss must realize and accept this need for change. They usually do as they have most to lose, but unfortunately, not all know what to do or how to do it.

Once this stage is reached, the boss must initiate and support the process. The boss is the leader. As the leader he or she must gather together fellow thinkers who are willing to lead this change process. These people must be critical thinkers, not 'yes men', not 'boss's mates'. They must have the confidence of the organization and staff, if they are to get the staff to be cooperative.

Once the team is selected, start the process.

The leader can argue and cajole, but never tell the team how it should be done. They can argue, but must convince. If it is directed then there is no valid change, no purpose in the process and the outcome will be poor. The boss must accept criticism more so than those less senior.

The team should consider getting away from the workplace, for a retreat time and plan out their strategy, total analysis, total quality management, work out what they have

to do, what they have to put into place. They must be consistent and vigorous. Establish rules for operating that all are happy with – the leader plays a significant part at this stage. The leader is the person who motivates the team into action, floats ideas, and encourages free debate to bring out the best ideas. The leader must give confidence to the people so that they realise they are valued. Then things will happen. The solutions will come from the team together, even though there may be many individual contributions.

The process ought to consider the following and try to encompass and provide for these. The leader should not be a director or manager of the process; they should be a true leader in the guise of a teacher in the process.

Have you heard of the saying 'It is better to be part of a change, than to have the change done to you'? Therefore full participation of everyone should be encouraged and supported.

You will come up against the 'resist, resist, resist' mentality. You must break that. How depends on circumstances, but by getting people involved fairly and truly helps. There are many ways to go about this, but while each situation is different the basic model is the same.

The strategy must be built around the people. The people involved must be given control, they must be empowered. They must at the same time be given information so that they can make rational decisions. They must be given guidance on how to go about making the change, but they must be the ones making and developing the new model, the model of constant improvement.

Once the strategy is worked out the team should move forward.

Probably hold meetings to explain what is to be done, how, why and by whom. They should start lobbying key personnel to get them onside, supportive and involved.

A major survey by interview and questionnaire should be a first investigation. This should be analysed and results discussed with all the staff, with input back to the planning team. Out of this will emerge the same pattern, people will say things like, we need to know where we are going, what is our purpose, how are we going to do this and so on.

The team should at this stage initiate a process for the staff to develop a combined vision with the leader again taking a prime position to help the staff get there.

Once the vision and purpose are agreed, they can be broken down into goals. Then specific plans, programs and program budgets to carry them out should be developed, not left to chance. The organization must build proper structures of human and physical resource management, including a planning and professional development division.

Such a process may involve reallocations, however because the staff have been the ones developing the model there will be $E=mc^2$.

That is, energy, excitement and enthusiasm = a mass of changes, so get in there and do it!

A process of constant review must be established and adhered to, to maintain the momentum. Staff will be saying let's get going and it will be up, up and away. The organisation will only look back in anger. It will just get better and better.

(Buy the shares now!).

Now: remember the pyramid!

VISION

GOALS

PLANS

BUDGETS: DETAILED PROGRAMS AND PROGRAM

INFRASTRUCTURE OF HUMAN AND PHYSICAL RESOURCES

PROCESS OF CONSTANT REVIEW AND IMPROVEMENT

In the current age of the knowledge revolution as discussed previously, this is the style and manner of management that keeps coming to the top as working the best in the good school.

When you deal with people of knowledge, they have to be treated with respect and involvement, be part of the control and power structure to have the school working at its best to be the Good School.

If this is not done, the organization will take on characteristics described earlier. People in the organization have to feel that ownership, feel that real involvement. They have knowledge and can get more of it easily. So the good manager, the good leader allows it to be used for the benefit of the Good School.

Other styles of management are best left to the circumstances of the past. Some work for a while, but the school tends to not grow when key changes in leadership occur.

Once the style and the culture are established, then this should be used to build the management infrastructure. The management infrastructure will grow out of the local culture, but will most likely cover areas like Curriculum, Marketing, Behaviour

Management, Resources (human and physical), Community Relationships and so on. Emphasise what needs to be emphasized, keep what needs to be kept. Don't necessarily throw out the past if it will work well for the future.

The Good School will develop and constantly improve on these features. The size, location and community will best determine these features and they will vary.

There are many and varied management and leadership styles, ranging from totalitarian to compassionate, Hitler to Jesus, Kublai Khan to Gandhi; the world has had them all and continues to have them. They are reflected in all organizations.

With the information revolution, thankfully the consultative sharing and caring management/leadership style is becoming more successful, because the nature of the economy requires this type of understanding. This is the change that the world is moving into.

Some organisations find that a committee or team structure works best, whereas others find that having individuals responsible for particular aspects, who then gather groups around to manage, work best for them.

All this knowledge of leadership and management is not new, nor is it unique. It has been available for a long time, however many people wanting change throw out what works and get left with nothing, instead of building on the solid bases they have. I suppose it is because they lose sight of who they are, where they have come from and where they are going.

Remember constant improvement.

Don't throw the baby out with the bath water, but at the same time don't keep the same water to bath the baby. Good luck!

Part 4: SUPPORTIVE SCHOOL ENVIRONMENT

Executive summary

This chapter is a cornerstone chapter, in the sense that the Good School is built on a good environment. Without this environment the Good School can't be the good school, so this is the importance of this chapter. Building that essential environment is vital. This chapter lays out the processes to get there. It also gives examples and introductions to various discipline and behaviour management strategies.

Always in behaviour management, give students constructive things to do that will improve their self esteem and always in difficult situations give the student choice options, don't paint yourself into a corner, always have a way out for both parties.

Behaviour management, discipline, curriculum and culture

From when schools began they have always been involved with behaviour management of some kind. Children's behaviour has been reflective of family and community values. From time to time and to society to society it does vary and always will. However, during this time of revolution, societies are reinventing themselves and the old stable values and standards of behaviour are changing rapidly. This change demonstrates itself in the school with unacceptable behaviour that increasingly challenges the teacher's individual ability to manage.

These changes are evident in Chinese schools, but nowhere as near to the extent behavioural standards and practices have changed in many western schools that are in economies further down the information revolution track than China.

Behaviour in Chinese schools can be likened to behaviour in these western schools of one generation ago. While many Chinese teachers can see signs of these behaviours in their students, they are having increasing difficulties managing using traditional methods.

Unfortunately behaviour in Chinese schools is set on a path for different and worse behaviour that wise and knowing people will not like. If it is not addressed strategically it will fester and develop to levels that impact adversely on student learning and face more criticism from people outside of schools.

The good school confronts this and develops strategies to better manage in the changed world. It can be done successfully. Learn from the experience of the west; do not go through the heart-ache and agony that many schools, teachers and parents in the west have had to endure in recent years.

The good school has, as an all encompassing practice, an environment deliberately developed and maintained that can simply be described as supportive of learning in a free and truthful environment.

The Good School needs to do this, because unfortunately organizations of their own free will or people and hence populations of young and developing people have a tendency to find a lower common denominator of behaviour which includes, abuse, disobedience, harassment, bullying and other undesirable human frailties of unreasonable behaviour, all of which impact in negative ways on all the group.

The teachers' role is to command a set of values that are socially acceptable and then provide the environment for them to be practiced. The school as a whole must take this on and be very vigilant in seeing that it occurs. It is a whole school campaign,

strategically planned and enacted, that never ends but creates a new culture to live with the societal changes of the information revolution.

The outcome is a good learning environment where good things are recognized as normal and achievement and good works are things that are strived for. Thus better preparation of young people is fostered in a loving and caring environment. The people who come out of such a school will be far better contributors and builders for the community, the nation, the family, the world and the future.

This environment is all encompassing, taking into consideration all the things that we know as educators about learning.

There should be a surrounding structure of support policies and practices which truly reflect our understanding and knowledge of education. This of course is not sufficient on its own, because it is really the safety net underneath all the other safety nets.

The key is an appropriate curriculum and facilities to deliver that curriculum, but again while significant and central not sufficient alone. An academic curriculum, must be supported by appropriate extra-curricular programs to allow the full person to be catered for in the whole education process. You should not lock out other emergent learning and give all the opportunity for that to be equally a part of an individual's program. Simply put, the demands of the information revolution along with the disruption to traditional structures and behaviours caused by these changes require a different curriculum than that which served the old. This new curriculum is part of the supportive environment.

Such an environment can be summarized under categories as follows:

- Structural support of policies and practices
- Provision of appropriate basic curriculum and facilities, including the provision of appropriate extra-curricular programs
- Pastoral care program through home/class group teacher
- Ongoing professional development of staff about supportive environment
- Special types of programs
- The delivery of all these strategies and programs involving students and staff and parents where possible in the process.

While many schools in China at present do not have the urgent pressure for these things that many schools in the west do have or have had; considering the rapidly changing nature and attitudes of students, they soon will have.

It is better to be prepared and ready, and face changes head on, than to wait until things get bad for everyone.

Good planning and introduction of a proper supportive environment will not only see such a school be well ahead of others, but it also will be providing an outstanding education to its students.

A. Structural support of policies and practices

This consists of a series of policies, procedures and technical infrastructure aimed at providing a safe and productive, learning and teaching environment. It includes expectations in regard to behaviour and behaviour management, procedures to follow to maintain this and various other related matters. Sample form details are provided in the appendix; these can be used as templates that can be adapted for your school if you so wish. Some sample policies follow.

i. School Code of Conduct

Overall agreement as to how students ought to behave towards others; other students and to staff in particular

ii. Student Work Policy

Student obligations to lessons and set work

iii. Policy on Smoking and Drugs

No smoking for staff and students on campus. Drug taking and selling is strongly prohibited on campus.

iv. Care of Personal Property Policy

Advice and guidelines for individuals' personal property in a school.

v. Policy on Respect for Others

Policy, procedures, structures associated with harassment.

vi. Managing inappropriate behaviour

Procedures and strategies to deal with inappropriate behaviour when it occurs. A system that is based on individual's choices and consequences of those choice.

vii. Miscellaneous Policies

B) Provision of appropriate curriculum and facilities.

More detail is discussed in the next chapter on Curriculum, but it needs to be understood that this aspect is a critical part of a total behaviour management strategy.

- i. The school should provide for the academic needs of students via a range of curricula. These are designed to meet the pathway needs for further study or employment or lifestyle. These are constantly evolving, and developing with demand. Facilities to provide for these curricula should be provided and the school should have a long-term total facility development program.
- ii. The school should plan to offer and therefore develop alternative programs and curricula which meet needs not satisfied by (i). Such curricula might include:
 - a) Projects, community service and work experience.
 - b) Opportunities to learn away from the school through open/distance learning or off campus facilities
- iii. The School should offer a program of participation in short course cultural enrichment programs, such as sports teams, musical and drama groups. The program of activities is ongoing. There should be facilities for students to use: library reading rooms, computer rooms, fitness/training course, gym, park, gardens and courtyards, canteen and common rooms, outdoor playing games area, athletic track, tennis court, table tennis facilities, dance, art and so on. Students should get recognition for active participation in these programs and be encouraged to participate.

Note

A comprehensive Supportive Environment will include a program of course activities that complement the academic program. These courses should cover the full range of activities that are not covered fully by the academic curriculum. In some ways they are considered organized play in the sense that they stretch the potential of the students into realms they may not have gone before. The program should add to the individuals' knowledge, skills and experience that will make them a better, more well-rounded person and give them interests that they can pursue, perhaps in a recreational sense, for the rest of their lives. A successful program can be very enriching to the individual, but also make the school more vibrant and successful.

It is also a successful complement to any behaviour management plan as it gives students an opportunity to raise their self worth or self esteem. Such action has a tendency to reduce bad behaviour, as it gets the student more involved in the learning process. The types of courses can range from any sporting physical activity through to musical and dramatic, dance and visual arts; they can have a scientific base like astronomy or special scientific experimentation; they could be debating, investment club activities or community work. The range should be endless only restricted by the

available skills, knowledge, capacity and interest of the teachers, students and parent community.

The programs can be run at any time that fits in logically to the total program, day, evening, weekends and even holidays, but ought not be restricted, especially if involving other schools in competition. Lunchtime breaks may also be suitable on occasions. The main time should be by total professional decision. I suggest several time slots per week.

The program must have some status, so the involvement must be recognized in some way. Students should receive awards, a school based award where the school itself creates a subject award and certificate, and, if possible awards from outside the immediate school's base.

Here is an example of how such a program could operate.

I suggest that each semester be divided into 2 periods of 8 weeks and that students choose a program for each 8-week period. An award can be given to the student if they gain 50 points over the year.

They gain points on the following basis:

- Attendance - 1 point per session
- Leadership and organization responsibility – maximum 3 points per course
- Participating as a good team member – maximum 3 points per course
- Active participation in the program – maximum 3 points per course.

The student's responsibility will be to keep records of their involvement; the teacher will issue each student with a score sheet at the conclusion of each course. At the end of each year, the Home Group Teacher will receive applications from each student to determine if they are eligible to receive an award or not. The award could be called Cultural Enrichment I, II and III corresponding with a particular year, e.g. 10, 11, 12. The student records can show their involvement over the 3 year period. Students will assume responsibility for their own learning by being involved in good record keeping.

C) Pastoral Care Program through Home Group Teacher (HGT)/Class Adviser/ Counsellor

The HGT teachers are a key element to the success of pastoral care within the school. They are a vital connection to all the supportive school environment initiatives. A program which develops the student as a full person must be centred on the HGT.

A more formalized curriculum should be developed which details the teaching and counselling work that the HGT does. The types of things that could be included in this are citizenship and values/moral education, life skills and survival skills, including individualized career/study pathway planning and development, job and university applications, interviewing and public speaking skills, increasing knowledge about the wider community and even public/community service activities.

Subject awards – for example preparation for citizenship/adulthood – can be developed for such a program, which again gives it much more status. The HGT should be the course counselor to his or her students and be the 'glue' that gets students involved effectively in the cultural enrichment program. Indeed some of the HGT activities could fit in with that program as a complement.

The HGT teacher is the person who really gets to know the students as individual people and ought to be the person that students feel they can easily identify with when they want advice and help. A successful program for the Home Group means a successful pastoral care system, which then means better behaviour management and a more supportive environment. A good school must have an effective pastoral care system such as described.

D) Ongoing professional development of staff

Because the Good School has quality teaching and learning as its major commitment, it will have to develop a Teaching and Learning Professional Development structure which includes leadership from a teacher. It will include things like:

- Teachers as Learners groups,
- action research teams, and
- regular PD sessions internally organised throughout the year, on the learning of critical thinking and the like.

The aim of the Good School's PD is to support teachers to learn the skills needed to develop and expand their competencies, in order to deliver the programs A, B and C as outlined. The Good School encourages teachers to take part in regular local, city, provincial, national or international meetings, which will provide an opportunity to have national professional development initiatives and share things learned in the various schools.

F) The delivery of A, B and C above involving staff and students

The Good School puts policies into practice and if students contravene expectations appropriate action is taken, ranging from counselling through to suspension, withdrawal of enrolments and expulsion. The school does not tolerate anti-social behaviour, especially as it impinges on others' learning opportunities. It tries to address

circumstances over which it has control, for example, those that can lead to disruption and dissatisfaction. The Good School examines the causes of such incidents and works towards improving curriculum, facility, and student activities.

The Good School works at delivering quality teaching programs and is constantly improving these.

It is aware of the changing requirements of the Chinese population for education and will meet the needs of these students, by retaining quality curriculum and teaching which suits particular students and programs.

The Good School appreciates student and parent involvement in the processes and encourages students to become involved in decision making. It is appreciative of the concept of a Parents and Students Advisory Council for example.

G) Other special programs

Why not develop something extra for those students who are gifted academically in any or the intelligences or who might be struggling with the mid-stream type of education, or finding the nature of school a difficulty?

You can find many worthwhile examples of alternative education programs that work well. The Good School investigates these needs and has a selection of alternative education programs that dove-tail into its whole curriculum.

A couple of examples to get you thinking.

(i) International Diploma of Advanced Education

Develop a curriculum that is taken by a trained Chinese teacher on leadership, public service and Chinese culture. Such a curriculum can be designed to develop a culture of initiative, entrepreneurship, tolerance, independence, leadership and community service in the students. From within the school, these might be developed through participation in sport, drama, art, music, student government etc.

Students should be involved in activities that foster the previously expressed values.

The Good School can develop this curriculum in consultation with the teachers selected to be involved. Select students for the program by testing and interview. Not just anyone can get into it; you want to get students who are motivated to learn and develop in the way the program plans for them.

The program should encourage learning by action research. As part of the program, students should be required to do some independent research on a topic or subject that involves community investigation. This is assessed by some teachers independent of the program and if it doesn't reach a set standard then the student doesn't get that aspect of their diploma studies. The research does not have to be big or long, but it has

to be something that gives the student that learning experience. This is discussed by way of example and in more detail in the chapter on Curriculum. It can make use of the current Chinese subject curriculum.

(ii) Less motivated students

What about students who may be less motivated and who for various reasons don't attend the main school, instead hanging about at home or in particular areas of the city?

Consider taking school to them, set up alternative education and learning environments. The traditional view of a school in a school building doesn't necessarily mean best or most successful. The turmoil created by the knowledge revolution affects families and individuals in many ways. A Good School is aware of this and tries to provide curriculum and delivery systems to cater for all these things. They don't believe in losing a generation of young people to a world of idleness and low self esteem, and to the attraction of drugs and the drifting world.

In some senses this might seem radical, but if you think carefully about it, it is not and what is radical is to have a separate school away from the community in which people live. The Good School recognises the differences in people and does what it can to provide an environment in which those individuals best learn. This does not have to be the same standard model for everyone.

There are other situations too where the curriculum is the key to good behaviour management. These are recognised in the chapter on Curriculum.

Some structural support policies in detail.

These are of course examples, but will give you some direction when starting out. They can be adapted to suit individual school circumstances, but they are well considered examples using the collective wisdom of many teachers in many circumstances and my experience. Young people need guidance and limits; it helps them to develop self discipline for later in life. A Good School is aware of this and thus develops policies such as the following samples which it supports by active practice.

i) Code of Conduct

The Good School has a written Code of Conduct which is put into daily practice. It might look something like this-

MISSION STATEMENT *(Add your own here)*

XXX School aims to provide students with a national and an international education of the highest quality, in a supportive caring environment.

Students are encouraged to extend their knowledge and skills, to strive to be their best, and to develop a sense of personal responsibility and self discipline.

LEARN AND DEVELOP INTERNATIONALLY AT *(name of school)*

Everyone has a RIGHT to learn and we are all RESPONSIBLE for ensuring this occurs.

RIGHTS AND RESPONSIBILITIES

We all have a RIGHT

- to feel safe
- to be free from harassment
- to be treated with respect
- to be in a clean environment.

We are all RESPONSIBLE

- for regular attendance both physically and mentally
- for being punctual
- for completing all work tasks
- for respecting the rights of others
- for respecting property
- for maintaining a clean environment.

Always act with Courtesy, Care and Commonsense.

Those who choose to disrespect and abuse their RESPONSIBILITIES are choosing the consequences of that choice.

The Good School should develop a Behaviour Framework that includes policies on:

- Respect for others
- Student work and work attitude
- Drug abuse
- Appropriate Behavior
- Personal Property

This framework supports the Code of Conduct.

ii) Student Work Policy

- Students are expected to complete all work requested by their teachers both in class and for homework study period time.
- Students are expected to be attentive in class, to concentrate on the task at hand.
- Students should not speak when others are speaking and should for example raise their hand or stand when it is their turn to speak, respect for others' opinions and time to answer questions should be adhered to
- When students are asked to do particular tasks they should begin immediately, not make excuses about other work or follow other interests.

iii) Policy on drug abuse

Good Schools are drug free campuses. Through consultation with staff, students, parents and members of the community, the Good School should develop and devise policies and procedures for dealing with drug use and a range of support structures for students who are dealing with drug issues.

The Good School encourages all students who are dealing with drug issues to seek help.

THE POLICY: Healthy lifestyle - Healthy environment - Healthy image

- The School recognizes the health risks associated with smoking and all other drug use.
- The School will actively seek, on behalf of any student and staff member, assistance in giving up the habit of smoking and drug taking, engaging the assistance of outside agencies if necessary.
- The School respects the rights of non-smokers to a smoke-free environment.
- The Good School is a SMOKE-FREE ZONE.
- SMOKING IS NOT PERMITTED INSIDE OR OUTSIDE SCHOOL BUILDINGS
- The Good School recognises a liability for students in possession of tobacco products now, and in future years for any harm suffered by students (whether smokers or non-smokers) and the role of peer pressure in encouraging smoking allows no alternative but to adopt a total non-smoking policy.

iv) **Policy on Care of Personal Property**

- Staff and students are encouraged to take care of personal belongings. Valuables like purses, wallets, calculators should not be left unattended.
- Staff are encouraged to secure personal belongings in lockable spaces, such as staffrooms and filing cabinets and are asked to lock all classrooms when the classroom is unattended.

v) **Policy on Respect for Others**

- The Good School is committed to equality of opportunity for all members of the school community.
- In pursuit of this goal, our School is committed to positive action which ensures that all students gain the greatest advantage from their education and employment and that staff feel valued and safe.
- Respect means that your behaviour to others is as you would want to be treated yourself.
- It means that you value and appreciate the efforts, the work and opinion of others, that you do not denigrate or put down others either in a physical or mental way.
- You must be active in your respect by recognizing and appreciating the work of your teachers, your family, your community, and its leaders and of your fellow students.

Students

A number of students should be trained as officers to work alongside their fellow students to help and support them. **Home Group Teachers (HGT)**

They have a special role in supporting students in this regard, as they should have an overall knowledge of all their students work and concerns. If for example a student is being harassed or a student has been accused of harassing, the HGT needs to know about it and follow it up. Other teachers should provide information and support to the HGT. The HGT should be proactive in supporting their students to be respectful.

Teachers become Counselors

Staff members need to act as mediators for students involved in an incident that may require them to undergo counseling as part of an agreement, before resuming studies.

The teachers as counselors should assist fellow staff if they don't feel confident in handling a situation.

Teachers

If a student approaches you with a complaint then you have an obligation to help resolve or stop the situation. They may just want someone to listen to them. Teachers on out of class supervision all have a responsibility to protect and respond to students needs. Never simply dismiss a situation, do not turn a blind eye, and do follow through to resolution on every circumstance.

Principal and Assistant Principals

These people may act as the disciplinarians in the procedure. They should have a thorough knowledge of the case and deal with the situation giving the appropriate punishment or abolition of rights or reward. Often they will be the last resort in any action in the procedure.

Student Contracts

A student who has demonstrated lack of respect may be involved in a contract in order to stay in school and also to show that they do respect others. This contract may be offered by the teacher, who has witnessed the episode, the HGT, another teacher or the assistant principal or principal. All such items should be left in the student file

Contract blanks should be readily available from the administration office or on computer.

Procedures for dealing with lack of respect

(These are samples only as each school may develop procedures that better suit their circumstances, but there should be some procedures.)

If a person takes offence to a comment, behaviour or action that someone else has said or done and has made a complaint to a teacher, counselor or Student Equity Officer, then the Good School must handle it as a complaint of lack of respect and if desired by the person harassed, help to resolve the situation

If lack of respect is witnessed by the teacher, approach the students and clarify their names. If comfortable, ask the student/s to clarify details of what was really said and done. Ask them what they think they have done wrong, in terms of the School Code of Conduct.

You may need to alert them to this document. The student should be warned of the implications of continuing such behaviour. If the student recognizes what he or she has done and is willing to make verbal recompense that they will stop, then just make a

note of it to the HGT and the situation is resolved. If they are not willing to come to some agreement, then refer to HGT, P, AP.

If lack of respect is not witnessed by a teacher and a complaint is made and a teacher was not witness to the situation, try and get as many details from the person making the complaint and check any witnesses that may be able to verify the situation and then follow the above steps.

Physical Violence (including throwing of objects): If a student makes a complaint then as much detail should be recorded and refer the matter to P, AP.

A Good School is clear about its expectations and makes this clear by developing such policies. When developed they are made clear to everyone. Pin them up on classroom walls for example and encourage teachers to use them along with their students. Don't leave such things to chance or be unspoken.

A Good School looks at the wider community for its support. It brings the community to the school and takes the school to the community. One way that it does this is to include within its total staffing any person they see as contributing to this. There is nothing wrong with employing skilled professionals who are not necessarily teachers. The wider community does it, and if a school is to be considered a mirror of the community, a life preparation for young people, then why not have the relevant people from the wider community involved in the school? Young people then learn about and appreciate these things in an educational environment.

These are a few suggestions. The possible and potential role is detailed in the Chapter five, about the people of the Good School. Some of these include the following:

- Police officer
- Security officer
- Director of Fun • Doctor/ nurse
- Spiritual officer
- Political adviser
- Employment counsellor
- Personal counsellor
- Street youth worker
- Shop keeper/Canteen operator
- Gardener

- Cleaners
- Bus Drivers
- Driver educators
- Plus other non teachers that may suit the school's circumstances.

The Good School recognizes that a wide range of people have a role to play in the development of the students and that they should be formally included in the supportive school environmental structure in some way to take advantage of their skills and presence. They should be given training and assistance in the purpose of the supportive school environment, their role and duty in that.

Try to get any human resource you can and give them a meaningful role that will make the place better, exciting, interesting, challenging, attractive, a 'want to be at' place.

Too many communities just give up. It's time they had a good hard look at themselves. Young people thrive in a safe secure environment with well defined limits. Such environments have lasting good impacts on people well into their working lives. Other more loose environments can equally provide negative impacts.

vi) Policy on Managing Inappropriate Behaviour

It is important to establish a Behaviour Management Team (BMT) to manage what follows. The BMT has the role in establishing the processes that best suit the individual school's processes. This team must have the active support of school leadership.

The basis for effective behaviour management is to give students choices which have consequences, both good and bad, attached to them. This way the sanction or reward is the student's own doing and they learn appropriate behaviour and self discipline by their own actions. The approach is clinical and it reduces the personal trauma out of discipline.

Students should be made aware of what is appropriate behaviour and this should be discussed through class discussion from the very start of the year. Students must be involved.

Subject teachers and Home Group Teachers should establish a classroom code of conduct that links closely to the school Code of Conduct. Such a policy is best established democratically with the students in context with the Supportive School Environment Framework.

Students should be made aware that suggestions for improvement of School Policy can be made through class discussion to Students' Representative Council, through staff, as well as through the Behaviour Management Team.

Management of Inappropriate Behaviour

This should be an educative process.

Staff should use their judgment in relation to any incident, but should be pro-active rather than ignore inappropriate behaviour. Staff response to an incident may be individual or may involve other members of staff or even outside agencies.

In handling an incident there should be a response with sanctions and penalties that increase in severity. This allows the student choice in the negotiation process and the possibility of a negotiated solution.

A negotiated solution is better than an imposed solution for the long-term benefit of good and wholesome relationships.

Remember to create a choice at all levels, e.g.

'You can start the assignment now or do extra study (in catch up time on Sunday when everyone else is out enjoying themselves).'

'You can apologise to him now or not use the computer facilities for a week in free time'.

'Would you like to sit at this desk in the front or the table by the side while doing your work?'

And so on.

The following is a stepped sequence showing levels in the behavior management process.

Staff control – not so serious or first time:

Resolution

Examples of solutions

- Request to stop
 - Counselling
 - Apology – Incident/Consequence
 - Loss of privilege
 - Ban on using certain area/equipment
 - Work penalty or student suggested recompense
 - Detention
- If any of these accepted the matter ends

- Student to report incident to parents and bring note to staff

Summary

- I. Individual staff control
- II. Involve other senior staff as appropriate
- III. Involve Principal
- IV. Involve Police or other outside authority which takes over.

Implications

- Creation of a penalty period of time, supervised for catch up time at an inconvenient time to the student, supervising staff to be given special time recognition for their supervision time.
- Or have a security guard supervise who is trained in their role.
- Everyone must be consistent in following the policy and not ignore incidents.
- There must be adequate training before the policy is implemented.
- All need to know when and how to use any forms or other documents in the administration.

Case Management in Behaviour Management

This approach deserves consideration in serious and persistent cases of bad behaviour. It is a very clinical and detailed approach, but it works in those few very difficult cases

- 1 If teachers are dealing with classroom behaviour management issues concerning a particular student they should refer to the HGT. If the matter continues to be unresolved, the HGT will refer the matter to an AP.

Students involved in incidents outside the classroom should be referred directly to an AP.

- 2 An AP or HGT who has concerns about a particular student should consider using the case management approach
- 3 If the matter is a Behaviour Management issue, a case manager will be selected from the available staff.
- 4 The case manager will contact the guardian/parent ASAP and send a Letter of Concern by registered mail to the guardian/parent.

- 5 The case manager will make contact with the student ASAP. The student will be placed on Daily Report for one week until an Enrolment Contract is negotiated. The student will be issued with a handout - *Case Management – Information for Students*.

Students on Daily Report will meet at least twice a week with their case manager.

- 6 At all possible times an interview with the students, case manager and parent/guardian will be arranged in the first week of Daily Report.

The aim of the interview is to:

- Resolve any issues that are hampering progress at SCHOOL
- Develop an Individual Management Plan (IMP)
- Negotiate an Enrolment Contract.

Students will have 2 days to return their completed Contract.

The student will come off Daily Report if they have successfully completed one week and returned their contract.

If the parent/guardian cannot attend the interview, the case manager will make contact by telephone.

Students who fail to complete the first week of Daily Report or don't return the Contract by the arranged date will be referred to the relevant AP.

- 7 After the interview the Case Manager will
- Issue each of the student's teachers, the relevant AP, and the students file a copy of the IMP
 - Enter any relevant information in the student's file
- 8 The student will continue to be monitored by the case manager, with fortnightly meetings to begin with.
- The case manager checks the student's progress by e-mail with teachers and files.
 - If the problems continue with the student, he/she returns to Daily Report for one week.
 - Failure to do this will result in an interview with relevant AP for outgoing interview or re-negotiation of contract.

- 9 Students on contract will meet formally with their case manager four times throughout the year. These interviews will take place:
- 10 Each of the student's teachers will be asked to complete a Progress Report at these times.

Students will be informed of the interview by letter.

The interview will provide an opportunity for:

- The case manager to provide the student with feedback regarding their progress.
 - The student to raise any concerns and work towards resolving these
 - Re-negotiate or terminate the contract depending on the student's progress
 - Re-examine their IMP
- 11 At the beginning of each semester, the Behaviour Management Team will issue a report to staff of students on contract and who will be case managing.
 - 12 The case manager will keep all relevant information concerning a student's progress in the student's file.
 - 13 The Behaviour Management Team will meet regularly with the APs to discuss students on contracts.

Daily Report is a technique used to give students under closer supervision a feedback mechanism of how other see their behaviour and effort, and it is also a support to help them improve. Basically it is a piece of paper the student keeps with them each day that records their classroom efforts and behavior each lesson. A sample form is included in the appendices.

All these things together make up the Good School's supportive environment and should be the 'glue' that holds the school together. It must be developed by all the people involved in its operations, not imposed. It should be built over a period of time and it should be clear to all that it can be changed and improved. The examples described can be used as guides and adapted to suit individual school's circumstances.

It is vital in this changing world to have a supportive school environment operated as explained. It works extremely well and ensures a good school climate, culture and learning. It is a 'must-have' feature. Good luck in developing and most of all in implementing and working with it!

Part 5: CURRICULUM AND STUDENT FUTURES

Executive summary

This chapter is about what is done in the Good School. While not all encompassing, it sets the groundwork and the framework for the type of curriculum that would be in a good school.

Now, just what should we teach and just what should be learnt in the good school? The Good School recognises that its students will tread many pathways for the rest of their lives. Living, experience, travel, family development, career building, further education, lifelong education and so on. The key for the Good School is to lay the groundwork to give students the best outcomes, to not close off any options, to not have a narrow focus, but to go into the world well prepared and with eyes wide open.

Knowledge of how people learn is constantly updated within the Good School.

1. Curriculum

In the knowledge revolution this ought to be simple.

The demands of the times are for individuals who are competent in literacy and numeracy, yes, of course, but more than this is now required. People must be good communicators with good interpersonal skills. They must be good team players and leaders as well. We need individuals capable of independent learning and research, able to work unsupervised showing initiative and able to find solutions; lateral thinkers and good problem solvers who can think for them-selves, not relying on others for instruction. We also want people who have a capacity to look into the future for themselves and others, all tied together with a social concern for other human beings.

The knowledge revolution is changing demands and therefore the delivery of an education to meet that demand. This does not mean that the educational requirements of past ages are not needed, indeed they are. The information age requires additional skills. Literacy and numeracy were basic to past ages and are still basic to the current age, but additional knowledge and skills have to go on top of the basic requirements for a much larger section of the population. The dilemma for educators is the total volume of knowledge.

The Good School must carve a path through this to best provide for its students.

It does so by having a purpose for its curriculum, based on some sound values. It then builds a detailed curriculum around these values. This is supported by teachers who are fully aware and highly trained and skilled, who deliver the detail by many different experiences, taking into account all the differences in their students. The assessment and reporting process becomes part of this whole. It is a complicated exercise made simpler by the Good School knowing where it is and where it is going. The curriculum and the delivery of it become part of the whole management and supportive school environment.

The Good School is aware of these things and therefore provides for the academic needs of students via a range of curricula. These are designed to meet the pathway needs for further study or employment or lifestyle.

The school is always up to date on changes about how people learn and is cognizant of developments with brain research, multiple intelligences, cooperative learning, the effective uses of technology in education and the like and how this impacts on learning and therefore the curriculum. These are constantly evolving, and developing with demand. Facilities to provide for these curricula are provided and the school has a long-term total facility development program consistent with curriculum developments.

A set of values should be established. This of course is basic and on this the curriculum is built. The values need to be considered in the light of the times in which we operate.

If this is not done, the system will build up frustrations, mistrust and undesirable long term effects. Sometimes schools are afraid to state their values. They should not be, as the values either stated or hidden are the machine on which curriculum builds. It is better to be shown rather than hidden by default.

The values should be established on appropriate behaviour, treatment of others, respect and so on.

They should be reflective of government and community attitudes and expectations.

They should include values of freedom of thought, writing and speech, values about the world and relationships with other people.

They should include concepts of thinking, learning how to think and problem solve, values about working with and trusting in others in an interdependent world.

The Good School is aware that learning about ethical, altruistic and long-range thinking are crucial to the future of society.

This, combined with the ability of individuals to think flexibly and creatively and to manage their learning throughout life, is increasingly vital to personal success and effective communities.

The Good School recognizes the need to prepare its students to live full and healthy lives in the present and future, and to equip them to help shape a future they want to live in.

It is clearly understood by all the school community that thinking and communicating are central to all learning and infuse all aspects of what is learnt.

Ethical action in personal, community and work life is a fundamental focus for all teachers and learners.

The nature of interdependence and the ways in which all things are connected must be understood if we are to take responsibility for the wellbeing of individuals, communities and life.

The concept of possible futures is a critical perspective for all of the Good School community. The community should see the curriculum as a means for creating the sort of future they want. Students gain a sense of optimism dependent on a belief in their capacity to shape the future and to pursue worthwhile individual and community goals, through such a curriculum.

Taking this understanding into consideration, the curriculum should cover the full range of human interests in some way, specializing in areas that are of local value and interest. These could mirror the various intelligences, but cover in the context of current brain research and values established.

It is also vital to recognise that the manner in which the knowledge is taught is in itself part of the learning. Therefore the teacher cannot only be a dispenser of knowledge, they must by example and practice teach the students the skills to live fully in the knowledge society. While the information is important, the students need much more than knowledge in the past sense. They need to build on skills. They must be able to think much more independently and freely, they must analyze, synthesize more. Also they must through their learning, learn more about team work and leadership; much more demanding skills and knowledge than has been required of the masses of the industrial or agricultural ages.

It is vital to recognise the values discussed earlier underpin the following knowledge areas. They cannot be dealt with separately, for to do so will fail the students growing up in the world of the knowledge revolution. Similarly the varied teaching strategies; and assessment and reporting procedures must be part of this whole in the Good School.

Knowledge curriculum

- Social: history, politics, sociology, law, economics, geography and environment (The conscious relationship with the world aspects)
- Language: own and foreign – reading, writing, listening, speaking – communicating (The communicating and literacy aspects)
- Physical Sciences: technical builders, mathematics, computing (The practical doers, numeracy and problem solving aspects)
- Creative: drama, art, music dance, entrepreneurship, invention, adventure (The artistic aspects. Note: this does not mean in any way that other areas cannot be creative.)
- Physical and Personal: food and diet, health, physical and mental, nurturing, educational, business and family, values and morals, spiritual (The personal and welfare aspects)

Please note: Inherent in any curriculum of the Good School is the following tenet.

The wider community has a belief that schools should be dispensers of knowledge without knowing the changing forces of the knowledge revolution, so the Good School has in place programs to explain and validate its curriculum, so that it gets greater support and understanding and therefore more success for its student body.

This should be expressed in language easily understood by all. For example: 'Madam Jin the reason that we talk about social responsibility in science is for us to teach our young people that you cannot separate specific scientific principles from the effect that they may have on the way people may safely live in their communities. We try to get students to understand and to think about the consequences of a particular action on other things in our community. It is all about being a responsible human being to your fellows. This is because we have established being responsible to your fellows as a basic value.' 'I would love to talk to you more about this as this is part of our curriculum, but better for you to talk to your children and friends in this context.'

Enjoy all these curriculum areas as an individual and you can claim that you are experiencing a quality upbringing or education.

The Good School has teachers from all these areas treated as equals and the teachers have understanding of the significance and importance of these curriculum areas to the proper development of individuals for the long run benefit of themselves and the country and humanity.

Teachers understand and know about how students best learn and implement this knowledge, using appropriate and sometimes different strategies with the students under their learning care. This is strongly supported by the professional development

programs as discussed in the chapter about this. Teachers don't teach well by accident. It is by design and deliberate, based on sound knowledge and experience. Similarly the best curriculum is not by accident or by the way things have always been in the past. While the Good School is a great learner from the past, it does not let the past dictate the present unnecessarily. The Good School is in control of its destiny. The curriculum is based on sound knowledge of learning and the properly identified demands of the community that students will go into.

Within the whole curriculum, there is a basic core that all students should experience, something like described earlier. The school should also be aware of the differences in its student body and offer programs adjusted to suit the particular needs of students within the school.

The school should plan to offer and therefore develop alternative programs and curricula which meet needs not satisfied by mainstream curricula. Such curricula might include:

- a) Projects, community service and work experience; opportunities to do aspects of the full learning curriculum.
- b) Opportunities to learn away from the school through open learning, independent learning.

All learning should be supported, recognized and supported by the school.

The Good School should offer a program of participation in short course cultural enrichment programs, such as sports teams, musical, recreational and drama groups. The program of activities is ongoing. There should be facilities for students to use, library reading rooms, computer rooms, fitness/training courses, gyms, parks and gardens and courtyards, canteens and common rooms, and outdoor basketball area, sports playing areas, tennis courts, table tennis facilities, dance, art and so on.

Students should get recognition for active participation in these programs. If resources are limited, areas should be designated for these things to occur in some way. It can be done with imagination and forethought. They might not be the best world standard, but the perception is created in the minds of the learner and they can develop from this base; they should not have the opportunity denied from them.

The extent of these things of course will be affected by the school population and the economies of scale that this can produce.

Given this however each group should not be neglected.

These can range from programs that address the needs of underperforming students in the traditional way of understanding to students who may be considered intellectually gifted, but all stops in between. It is vital that a curriculum is provided that is appropriate

for the individual. The self esteem of the individual is what is important not the subject or knowledge content.

This can vary from age group to age group, gender to gender, and social group to social group.

What follows are some suggestions that ought to be considered in the light of this discussion, remembering of course that one size does not fit all and resources are limited.

Do not be concerned about doing something that is perceived to be different from the status quo if you believe that it addresses a particular need locally.

Bright and gifted students need just as much attention, concern and guidance as students whose behavior and attitude is a challenge to run of the mill teaching and learning experiences. There is an appropriate curriculum and appropriate delivery for all types of people. It is just a matter of being aware of this and then finding through trial and error that which best suits. Something what works this year does not necessarily mean that it will work next year. It might, but what is important to recognize in the Good School is that different things should be tried to satisfy the differences in students. There are many ways to learn and engage people in learning.

Don't be satisfied for example that by giving the highest level of academic learning in the standard subject curriculum is sufficient for your bright students. It is not, they need constant challenge and variety of experience. Capitalize on their ability to not only aid them in their school experience, but allow them to enhance the school experience for others and bring positive praise to the school which then positively affects all others associated with the school.

Similarly do not be satisfied that some people just do not wish to learn. Think of different ways to challenge them. It might be some way-out program that takes them away or out of the mainstream program that works and again can bring praise to the school and raise the level of esteem of all. A good curriculum is the first line of good behaviour management and the provision of a supportive school environment as discussed in the previous chapter 3.

Let's look at some specific examples to illustrate these points. I will detail one to provide a model that others can be built around, depending on what you may wish to do in your own circumstances.

I have been asked sometimes about doing all these things, but yet the kids just won't come to school physically, so what do you do?

You can try with some of those school refusers to take the school to them – where do they hang out? Set the school up there or part of it. It is all to do with a view of where is the school? Some people, because of their experiences, do not like the

institutionalization of a school, so try setting a program up in a neutral area and with good teaching wean them back to the system or the parts thereof that will engage them. For example, a school in the street, or at the basketball court or at the skate board park, or wherever they go. Set them up with a skilled and sympathetic teacher. Given a good free rein and support, wonders will happen.

What about sports orientated individuals? All they want is sport!

Give them sport, sport science, sport organization, sport competition, sport leadership, sport coaching and leadership for younger similarly minded students, sport finance and management, sport strategies, communications, marketing, food, diet, health, all the basic curriculum areas are there, just not as obviously. Use the sport interest as an avenue to other learning that will become apparent, plenty of it and at high levels of expectation. So set up talented sports programs that include all these aspects.

The same strategy applies to other areas. Use their intense interest to motivate to the wider curriculum, but use the specific interest as the vehicle to the wider mainstream curriculum.

What about high achieving academic students? Same strategy – give them academic challenges. Set up a special diploma program within the total curriculum that might include cultural enrichment, leadership activities, independent self-disciplined learning. Organise it so that these students can spend a lot of time with like-minded individuals within the school. Organize study camps for them, special outings with their peers. Such a program within the school will surprise you with the response.

Here is an example of such a program, and the way it might operate in China.

Call it something like 'Advanced Academic Diploma', to give it ~~something of~~ a special feel.

Brief description

The diploma is an innovative, rigorous program, which gives students of very good to high academic ability, challenge and leadership, international experience, and wider learning. The program is designed to give them better preparation for university study both in China and overseas. It is a program that develops a culture of initiative, entrepreneurship, tolerance, independence, leadership and community service in the students. It helps to produce a well rounded and complete individual because of the emphasis on leadership and service. It could be studied over 3 years, but at least 2 years.

These students will be better prepared for future study at university, both in China and overseas.

The Curriculum would include:

- Success at Chinese SHC – a high mark standard to be achieved
- Success at International English study preparation course
- Success at IELTS to level to 6.5 (or 6.0?) or other similar measure
- Success at Leadership and community service program
- Successful involvement in the International or national cultural enrichment program
- Presentation of a research paper

(a) The Chinese Senior High School Certificate

Students will study this program as all others do, but to gain the academic qualifications for the Diploma they must:

1. Gain at least 75% in any 5 (five) of their subjects studied to grade 12 level.
e.g. Chinese, English, Physics, Mathematics, History, Chemistry, Biology, Politics, Computing, Art, Music, Geography, Physical Education
2. Gain at least 400 points in the national university entrance examinations (or other agreed standard level)

Note: Students will be taught these subjects by Chinese teachers who have been given special advanced training.

The school will need to discuss and decide whether these standards are too high or too low!

The school will need to discuss whether the students will study in special classes for these or part of the normal program in the school.

(b) International English Study Course

This is a special program additional to the SHC English subject. It has been designed to prepare students for an IELTS course and also learning and study in a western university environment. Students are expected to gain an award of at least 75%. It is taught by selected Chinese teacher(s) who are trained to deliver this program. This teacher has the assistance of foreign conversation teachers who will work with students, especially on their conversation and listening skills.

The school will need to discuss this content and work out the specific detail of the course with the teacher involved. I expect that it will draw heavily on IELTS curriculum and ESL curriculum.

The school will also need to be specific about the conversation and listening content for the conversation teachers to follow.

The school will need to send the teacher(s) to an IELTS teacher training course if they are not trained.

(c) IELTS

Students should do a full IELTS course near the end of their grade 12 year.

This could be part of the program or it could be just a course operated independently of the school. To gain the diploma students should attain at least a score of 6.5 or 6.0.

The school needs to discuss what is the standard they wish students to achieve: 6.5 or 6.0.

(d) Leadership and community service program

This could be within the school in student government, sports teams, drama, musical groups or other school activities. Arrangements could be made to do this with other schools if need be. It could be taken into the wider community, working with sick people or old people or government departments to bring out the 'service to others' role. It might be a conservation project for the benefit of the whole community. It could even be a whole project that a group of diploma students initiate and follow through with. The important aspect is leadership and service to others in the community.

The program is organised and monitored by the Home Group or Pastoral Care Teacher responsible for the Diploma students. This is an important aspect of the program. The students' responsibility will be to keep a journal/diary of their activities, which is reviewed from time to time by the Home Group Teacher. The teacher will have special training to manage and teach this aspect. The journal and teachers' own records of involvement will be used by the teacher to decide whether the students have made a sufficient contribution to gain this award, which is a compulsory part of the diploma.

The school will need to have the diploma students organised into home groups of other diploma students. This organisation will be a key structure to the operation of the non-academic aspects of the Diploma.

The school will need to provide training and guidance to the Home Group Teacher in this pastoral role; this will be part of their teaching license. The school will need to decide what this training is and when it can be done.

(e) International or national cultural enrichment program

The students will be involved in a number of activities which have as their theme international and national. It might be listening to visiting speakers, or an organised visit to an art gallery or musical experience, some particular history, some exchange with

foreign students or even a study tour. It might be local excursions, but as part of the group of diploma students. The students will record this aspect in their journal and again this will be monitored by the Home Group Teacher.

The students should meet at least once per week to discuss with themselves these experiences, but also to plan new ones. There is no need for these to be costly; the important part is the variety of experience, and awareness created in the students about important national and international matters. The teacher will assess the students' contribution over each year and decide to award the student or not.

The school will have to provide guidance and training for the teachers in this aspect.

(e) Presentation of research paper

Each student over the whole time of the diploma will be expected to present a paper of original action research on a topic of their own choice. The object of this will be for students to learn about the various methods used in research, e.g. surveys, interviews, questioning, literature and internet search, observation and record keeping. Students will gain a sense of achievement in managing their own learning, and at the same time they are preparing themselves for the learning style of their adult life. They also learn and experience the proper presentation of this information in various forms and the analysis of their findings.

Students are given a wide range of choices. It could be some local investigation of a community issue like teenage smoking or access to facilities, to something on a world scale like relationships with the USA. Students will discuss their choice of research with the Home Group Teacher. They may choose to have one of their other subject teachers be their supervisor if it seems more appropriate. The Home Group Teacher will provide a short course of study on research techniques prior to students beginning the task. The research can be over the whole diploma course or a shorter period. This decision is really part of the learning process. An independent or outside body ought to be part of the review process in the marking of the students work. The Home Group Teacher will consult with this independent body/individual on each of the research work before a mark is awarded. The award pass mark will be 'satisfactory' or 'unsatisfactory'. To achieve the diploma students will have to reach a satisfactory standard.

The school will need to provide training and guidance to the teachers on this aspect of the program.

The school should make this information into a little pamphlet that can be used in the marketing. The pamphlet should explain the details of the program, the teaching and curriculum, the purposes of the diploma and teaching, also the special training and skills of the teachers. The last page of the pamphlet can be an enquiry form for more information and/or an enrolment application form.

Make a mock up copy of the Diploma Certificate, which can be used in marketing to show people what it will look like.

After students have decided to join the program and the school is satisfied as to their academic and other suitability, enrolment can take place. Part of the process of enrolling in the program should be an interview with the student and parents with full discussion, what is required of the students working in the program. At this time they formally sign an agreement acknowledging their responsibilities and this also includes what the school promises to provide.

When you have trained your teachers to run this program, make a special certificate that shows that they have the training and experience to teach this program. Use that to review them and renew the certificate, along with their ongoing professional development or learning.

Select students for the program by testing and interview. Not just anyone can get into it; the school should want to get people who are motivated to learn and will develop in the way the program plans for them to.

This combined with any sort of contact the school can develop with sister schools/retired teachers /summer camp / seminars etc will give the international flavour.

The students will have to spend some extra time each week on these things, but they will be motivated to do so.

I believe such a program will not only make the students better prepared for study at university both in China and overseas, but also better citizens. I am sure the parents and government authorities will find this appealing.

Overall, the school needs to decide if this is going to be the program or what changes they are to make.

The school needs to establish its standards.

The School needs to prepare its particular local details.

The school needs to prepare its own training and teacher certification standards.

The school needs to establish its values and weave them through the program.

Such an award recognizes good studentship, which is a goal that all our students should be aiming to attain.

While such an award may not at this stage have any recognition outside of the school, over time the achievements of the recipients and the value of the program will give it a status that will be attractive to potential candidates. More importantly, the students

who strive to be successful and are successful will appreciate the recognition of their hard work of their final years of secondary education and will come to value the receipt of the diploma over time.

(There are some things that can be done to immediately to increase its status. The school may reach agreement with one or more universities to accept it as an automatic means of initial acceptance of entrance to that university. The overall effect of such a program will be to give those gifted students something extra to strive for, it will give good leadership training, and it will act as protective pressure group within the school to allow students with similar levels and interests to socialize.

This details one example of a program and similar things can be done for others.

Use this as a model to develop all the other programs that a Good School needs to have in operation.

There is a curriculum there for everyone and the school which shows lateral thinking, initiative and flexibility will develop and offer good curriculums that engage the wide range of students and will be regarded and respected as a good school.

Such a curriculum mix is not elitist, nor special, it is simply appropriate.

A Good School has "grown up" in its attitude to different curriculum.

Such a rich and diverse curriculum brings out the rich and diverse qualities of students, gains their support and increased learning. This in itself reflects well on the whole school and gives everyone a lift to higher and better learning. It becomes self perpetuating. Therefore the Good School ensures it has these many aspects.

Don't leave any aspect out or to chance.

2. Something on teaching itself

Having decided the curriculum, a good school encourages teachers through good professional development and learning to build and deliver the essential teaching variations to meet the needs of the learning student. Again do not leave this to chance.

A good teacher should have a tool box of teaching strategies that complement the knowledge we have about how people learn. They should apply these to the relevant circumstances in which they teach.

In the good school it is recognised that teachers need access to the wide range of technology to enhance their teaching, the good school also has a well organized and directed professional development program to assist teachers to integrate new and useful technologies into their teaching tool box.

The good school really has integrated the advantages given by the micro chip into the teaching and learning function. In a typical classroom you would see the teacher and students using effectively computers, TV and video, electronic white boards, telephone, digital cameras and the like. Equipment such as this is not simply placed in classrooms without appropriate training in its various uses. A good school also supports sufficiently any such equipment with relevant technical support. Equipment, professional development and technical support are provided in a balanced fashion dependent on the total budget.

The microchip and associated technology are the engine room of the knowledge revolution so it is vital that the teacher be given all the support available to take the students with them through and into the life style of this revolution.

A school that does not take on board fully the technologies being made available by this revolution is not preparing its students well and is not a good school.

A good school nurtures and respects the contribution that a good teacher can make. A good school listens to experienced teachers.

It often makes me sad, especially during periods of change that good teachers with a long run of success are bypassed in the rush to change. The change and improvement would be so much better to use fully the experience of the good teachers. Sometimes administrators can be frightened by the wisdom of a good teacher. The skill is to be confident in yourself as an educational leader and have the good teachers as part of your team, not as reluctant opponents.

3. Pathways

Students must have many options to a future post school.

What is quite obvious now is that individuals develop and mature at so many different times in their lives. Couple this with our knowledge of the different learning styles, and we can conclude that all sorts of options and pathways should be open so that we don't lose as many of our young people and their contribution to our society.

The school gives the ground work but life delivers the goods, lets not close off pathways, but let's open them up. Sometimes, the attitudes to these need a really good shake-up.

Let's have a look at the pathways.

- University
- Vocational
- International

- Travel
- Work
- Work and study
- Alternative off-school study
- Voluntary service eg GAP year before university, or other training institution
- Volunteers Abroad / Peace Corp type things.

You can learn and prepare for these things in school and keep young people more engaged.

The path to a worthwhile and fulfilling career does not have to be school, university and work. There are many routes to follow and a Good School should open up these routes in practice and in thinking. Much needs to be done with parental and community thinking on this issue, but learn from other society's successful experience and the successful experience way back in China's past.

4. Assessment and reporting progress and development.

The Good School must have as part of its curriculum a well thought out process for assessment and reporting. A few suggestions are included in the chapter on marketing. It is important though that both assessment and reporting are part of the learning process, not an add-on which is divorced from the learning.

If you can achieve that simple goal, then it will all be part of the Good School.

Part 6: The People, the Community and the School

Executive summary

This chapter describes why a good school must bring the community into the school so that they become more of one in the same, and discusses some of the things that a good school might consider in relation to this. It attempts to remove the isolationist 'leave it to the school specialists' attitude of the industrial past or fear campaigns to stay away. It lifts the artificial veil of secrecy and sometimes downright snobbery. The community and school should be as one for the school to be a good school.

This chapter discusses the concept 'a good school values the people involved in its whole' – all the people, students, parents, teachers, teachers assistants, community members. It outlines some strategies to achieve this. It talks about the essence of a good school being the people in it, the most valuable asset.

This chapter is also about the real place and high regard the good school has for its professionals. It can be looked upon as the internal research and development aspect of the organisation. Any notion of the principal being the fountain of all knowledge must not be countenanced, he or she should lead but not direct. The broad approach to what professional development should be is discussed by all the teachers and links to the quality learning environment of other chapters.

I believe the Good School is one that both brings the community into the school and also takes the school to the community. It understands the critical important role of parents in the whole educative process.

Schools of the last 100 years or so have tended to take children out of the community from birth until university. This to an extent isolates them from reality and when they leave school they take a while to become part of the community, some sadly never do. The children have been horribly institutionalized and isolated. A school can easily redress this imbalance and at the same time provide a better education for the children in its care. It must develop structures and strategies to have parents as part of the whole school experience; they must be appropriate and practical and sensible to the local circumstances, but they are important philosophically and psychologically. Parents and the school should go ahead as one. Achieving this parental position in the school makes the role of the teacher so much more powerful and effective in the learning process. Support from home is so critically basic.

A Good School starts to involve parents in the education process from birth until after graduation. The school should be truly seen as theirs and the relevant community. Many things have been written about the ways parents can be part of the school, so I won't go into those here. What is important though is that parents must be a real part of the structures and processes. Not add-ons or afterthoughts. They must be part of the teaching and learning team.

There are many valuable ways that the school can be part of the community and the community part of the school. Different schools and districts will have more suitable ways of doing this, but they must do it. A school isolated from the community is a school providing an artificial educational experience. Why on earth do we insist on taking our children away from the world that we are trying to prepare them for? This has to be a good question and a question on many educators' lips, until it is solved.

Making use of the skills available in the community outside of the school, bringing in expertise that teachers may not have in the increasing demand on teachers' time is one simple way to get the school and community together.

There are many people within the wider community who are interested in working in a school environment, passing on their knowledge and experience for the benefit of the young students, to enrich their lives and also contribute to their social education. They support many things, from the family and to the wider community values.

Among these people are the following. I will illustrate in depth what say 2 of these could do and leave to your own imagination about any others; there is a consistent thematic approach though in any work that they would do.

Employing skilled professionals who are not necessarily teachers

1. Police officer

Whenever the concept of a police officer in school is mentioned to me the immediate reaction tends to be that they are there to control the naughty children. Well no, how could one person in a school of over 1000 do that. The behaviour management strategies of the whole staff as part of the supportive environment do that. The police officer can be and should be part of that. The police officer should be an educator in the school from a police point of view. All police want as much as anyone else is a peaceful and harmonious society. However because their role in our societies tends to be reactive rather than proactive, the view we have of police is seeing them chasing after and capturing criminals. They so often do not have the chance to be involved in preventing crimes from happening in the first place.

There is some contact between police and schools in China, but mostly it seems to be in a traditional policing capacity, rather than being part of the education process of the school, which I advocate. We all know prevention is better than cure and in the case of antisocial behaviour it certainly is. So in the school environment the significant role of the police officer is educative, working towards a peaceful environment along with the teachers. The police officer can bring to the school the perspective of police experience that teachers cannot. Police are on the front line of dealing with those aspects of society that most people never experience and it gives them a particular perspective. Having access to this knowledge in a school enables better learning. Students get a much better and sympathetic view of police and police work. Invariably

they see them as friends rather than someone to be feared or not to be associated with. It gives some more reality to the expected behavior of students as they grow up. The school environment becomes less artificial and students can close the gap from behaviour in school to behaviour in the community in general. The social distance between police and the general community is also made closer, for the long term benefit of all.

The other benefit of Police in schools is that in the event of any serious misbehaviour or emergencies experts are on hand to help better manage. As the Chinese education systems goes through the changes of the next several years this will become more needed. Students and staff feel more supported and confident that the environment will be peaceful and parents feel their children will be safe. As the knowledge revolution brings rapid change to the way people are dealing with each other and traditional values break down, a school that is prepared better to deal with this will maintain and enhance a safe learning environment and produce graduates who will contribute those values to the society.

Unfortunately the change pressures of the knowledge revolution will produce conflicts in schools, the degree of which we have not seen nor experienced before. A school environment not prepared could experience the worst of things that we read in the news. Including on the staff of schools individuals like a police officer from the wider community can contribute to peaceful goals, and the school becomes the Good School. The police officer in his or her work at the school should be involved as much as possible with student activities and visiting classes to talk with students for them to get to know him or her better and for him or her to get to know them as well. The police officer should be part of the developing counseling support team.

There are other individuals who can contribute special skills and culture to the school, and in doing so provide and build that safe and secure learning environment I have discussed earlier. They bring a perspective that eases conflicts and tensions.

2) Spiritual Guidance Adult (Chaplain)

Many young people are intrigued by issues of spiritualism and religion. They are searching and experimenting with this aspect. If there isn't quality guidance from significant adults the tensions can lead to distraction from the school learning and students can lose this time and fail the school experience. Teachers do and can help in this aspect, but to have a chaplain in the school gives students that different perspective just like the police officer can.

A chaplain isn't a proselytizer of any particular brand of religion, but more a person who helps individuals exploring issues of spiritualism come to their own understanding so internal conflicts are at peace. Again teachers feel more supported with such knowledge in the school community. Young people are intrigued by the big questions in life – 'what's it all about'? It is important that they are led in an informed and adult

way, rather than by radical and weird individuals who may be on the edge of society, that they may meet on the street. There is a critical need there and the Good School meets it.

3) Employment or careers officer

Students want to find out about jobs and employment. They have a traditional view gained no doubt from family and friends, however the world of work is changing so rapidly that to give the best advice and information students need an expert on hand to give the best advice and information. A Good School would have on staff an employment counsellor who would act much like the other people, but from the employment point of view. It is impossible given the exploding information for a teacher to possess all the essential knowledge and a school needs non teacher experts who act in an educative way.

There are many other skills needed which can be useful, but a lot depends on the age of the students as to their relevancy and immediacy. A Good School should examine its particular needs and build a body of people like those described above to suit its needs, by thinking a little differently about the way the school can provide that good school education. Some call this style a full service school and much has been written on this elsewhere.

While these people have a special role, I advocate that they be brought into the education process to better make use of them as people, but also to give them a better appreciation of any role they may have in the school. Everything is connected in some way.

A selection of these is listed below.

- Security officer
- Director of fun/entertainment
- Doctor/ nurse
- Spiritual officer
- Political adviser
- Employment counsellor, Careers officer
- Personal counselor
- Street youth worker
- Shop keeper/canteen operator

- Gardener
- Cleaners
- Bus Drivers
- Driver educators
- Legal advisers
- Sporting coaches
- Artists
- Authors
- Scientists
- Politicians
- Actors etc

A good and worthwhile role for people such as these can enhance the overall program in the school. Depending on local circumstances, some may be more relevant than others. However the key thing is to have them fully engaged in the school activities and have them fully and equally as part of the school staffing as teachers. You need to do this despite what may appear to be an initial hesitancy from some associated with the school. An important role is for them to be the significant other adult in young people's lives that a teacher may not be able to be.

The expanding knowledge nature of the information revolution will mean that the curriculum will become more crowded; despite continuing attempts to narrow things down, the expanding pressure will always be there. One way to manage this successfully is to broaden the skill base that traditionally has been viewed as the role of the teacher, while at the same time supporting teachers to have newer and wider experiences. What I mean here is to engage people with different backgrounds and experiences – teachers in their area of expertise – for the school.

The generalist teacher will get crushed if the curriculum isn't tempered in such away.

It will force our most talented away from teaching, and over time this is a consequence a community can ill afford.

Learn from the mistakes and the trends in the western economies and from how slow they have been to react.

Why can't the community become the teacher? After all we all live together, the difficulty, and solution, is in being able to harness it to the long term betterment of students' learning.

Teachers, teaching and learning

The Good School will have systems in place to ensure teachers are well trained and there is a culture of professional learning. Teachers operate on a well developed and understood code of ethics which underpins their conduct. Indeed there is a strong culture that supports this.

All teachers will understand and know how students learn and how to teach them effectively. Some indicators will be that teachers are aware of learning styles and incorporate the range in their practice, e.g. auditory, verbal and sensory. Lessons will be varied and interesting. The teacher knows that individual students learn differently and will cater for this in their lessons.

They will also know the content knowledge of what they teach and understand and know their students. Professional development activities will constantly provide teachers with experiences to maintain and improve these things. Features like whole brain learning, developments in brain research, multiple intelligences and how they impinge on lessons will be normal and regular topics of conversation and discussion around staff rooms.

They will have a broad knowledge of how this learning can be enhanced by the use of the computer and ICT related technologies. Teachers will be regularly challenging each other about how students learn and sharing successful practice on this with each other. Good teaching is not something that just happens by good luck. It is because the teachers know about learning and teaching and are constantly learning and developing themselves. They strive to become better.

The Good School will have support systems in place for basic teacher practice. Teachers know and understand what is effective teaching. Teachers plan and assess with this basic teacher practice utmost in their mind. That it is part of the whole school supportive environment (as described in other chapters), teachers help create and then maintain safe, challenging and engaging learning environments. Teachers use such strategies to ensure effective learning.

As part of all this, the Good School creates and maintains a culture whereby teachers reflect upon and discuss with each other, to improve their professional knowledge. It is usual that teachers in a Good School are leaders in teacher organizations, because the culture supports and encourages them to be active with such things. The school knows and understands the benefit to its whole school community.

A Good School values the people involved in its whole, a good leader recognises this and does things to praise and recognise the contribution of all the people and does this regularly.

The principal

The principal in a school is one of the people who should skillfully play the part of one of the team, but he or she must be the leader. I say this deliberately because unfortunately there are instances where the principal views the position as one of status within the wider community, rather than the leader and role model for the community served. A good principal can make a good school an outstanding school, so they do have a very critical role and should not be underrated as to their effect.

Much has been written about principals and their role. Take this into consideration, but in the context of all the things described in this book about the Good School, for it is the principal who can make it easier for these things to continually happen or retard them or stop them from happening.

A good principal listens and never relaxes his or her thinking. They should never think that they are as important as the importance society throws upon them. Accept praise, but be careful not to be captured by it. to the eternal cost of people in their care, if important aspects are ignored. Much of what is in this book are things that a good principal should practice and in doing so the school then becomes the Good School.

All these people then make up the school community. None of them should be treated as not being part of the whole, and none of them should have more status than the other.

The Good School includes and treats people equally. Individuals within the school are not additional or extras, they should be part of the whole. The individuals may have different talents. They may have different skills, they may work at different levels, but they all should be considered and understood to be contributing to the total school effort. People who are not teachers for example should not be treated as outsiders or lesser beings. To do that would lose any initiative that their presence may bring and the place would be a less happy one and poorer for it.

The Good School is seen in theory and practice as part of the community and the community part of it. It thus becomes a total service school.

Part 7: HEALTH AND STRESS MANAGEMENT PROGRAM

Executive summary

This chapter discusses and outlines a corporate health program. Like all good organisations, but more importantly because the good school is an educational organization, if anyone is to have a proper health program, a good school should. A simple and effective program is outlined. The essential features of a health program are discussed, ones that can easily be put into place.

Encourage staff and students to have their own health management program.

A school is no different to any other organisation in that it has people working with each other. Stress arises for lots of reasons, health problems arise. The Good School is a good employer; the good employer has a proper health program for its workers and its students. Even better is to involve the associated community, as this has returns to other aspects of the school that make it even a better place, a really good school.

In general terms, a health management program is proactive, as prevention is better than cure. Demonstrated proactive support has benefits that come from people realising that they are part of the whole, not just another resource that is being basically exploited. The concern, like all support matters, must be genuine, otherwise it will not have all the desired effects.

Therefore I recommend that a good school should have a health and stress management strategy for its staff and students.

Stress is always a serious topic of discussion and concern in education, industrial, political, media and administration contexts. We often see the issue highlighted in the media, but more so at the personal level and local discussion from individual experience. We cannot afford to lose any of our school community to ill health, but it seems to happen with such regular occurrence. How much better would organisations, cities and nations be without illness and the damage it does to the personal lives of individuals?

From time to time, the highlighting of this issue gives any organisation an opportunity to concentrate on stress and health, to look at what is available to develop a good corporate health management program for the Good School.

Every school member should develop their personal health management and stress management program. The management should give support for these, to make it easier to happen. The return comes in a more energetic, enthusiastic and supportive staff, not a tired, lazy and disinterested staff and student body.

Such a program should have strategies as follows.

1. Regular aerobic exercise each day, for example 30-40 minutes of walking or jogging (supplemented with anaerobic exercise for strengthening). One object of the

aerobic exercise is to burn up the excess adrenaline pumped into the system by various regular stimulus and another is to mobilize relevant endorphins of the body's endocrine system that assist in relaxing the body and assist in managing stressful situations. Most importantly, it helps to keep the whole body in good working order, to live a normal and enjoyable life. You simply just feel better with a more enthusiastic and positive outlook on life.

General physical fitness also helps to build the immune system to tackle the various infections we naturally and especially come into contact with in schools.

For a more accurate and detailed explanation of the processes and benefits talk to health and fitness experts and read the various books and publications on this whole issue. There is easy access to the most recent research, read it and act on it. The message has remained generally consistent over a long period of time. Be intelligent and listen and act on it.

2. Learn and develop relaxation exercises/procedures that work for you and use them regularly during the course of your waking hours. For example, many yoga based programs have effective exercises.

The object of these is partly similar to aerobic exercise in the stimulus they give to the endocrine system to relax the body and mind, they supplement and compliment physical activity.

The organisation should provide a confidential advisory and counseling service that is either professional or is geared to put employees in contact with appropriate professionals with a good follow up and supportive service. The school's own counseling unit and physical education and health staff can be part of this.

Commercial relaxation audio and video, CDs, DVDs, tapes etc are also useful sources; check with libraries, professional services, book stores and so on. If you are aware of good and useful ones, recommend them to management for staff and student use. The same applies for useful textbooks. A good library of information that people can easily access should be made easily available.

3. A well balanced diet, which reflects the relevant balance from the food groups. For example; eat in small amounts oils, margarines, butter, and sugar; eat moderately meat, nuts, yoghurts, other dairy products; and eat mostly fruit, vegetables, nuts, grains.

Again full details can be discussed with Health Education and Food Studies professionals. The organisation should make this information available to staff and students. It is basic commonsense that a balanced diet is a key to good health. However in our 'fast food' world, sometimes this gets out of balance and constant stress encourages excess and an imbalanced consumption of particular foods and drinks. A balanced diet combined with exercise and relaxation also helps to regulate appropriate weight. (In China with its magnificent history of good food and cooking, I

now look with despair on the explosion of the western fast food chains, whose foods are too concentrated in the fatty/sugar aspect of diet.)

A Good School should be a smoking free environment; teachers know smoking is unhealthy and should demonstrate this knowledge by example.

4. If for various reasons the body and mind gets out of control, various prescription drugs and chemicals can bring it back. You must discuss this with your doctor. However training yourself to watch for the signs and read your body can lead to the necessary early intervention and better recovery and management. Some of the signs to watch out for are constant feelings of anxiousness (upset stomach), aches and pains not attributable to any direct physical cause, a change to irregular sleeping patterns, and regular but sudden emotional outbursts. Unusual numbers of colds/flu episodes, leading to abnormal patterns of days off work and non-participation in normal activities. Depression or a significant drop in confidence, not wanting to face the world, putting things off (a lot more than usual) is among other signs. Its important to talk with your doctor about these things, certainly don't put off such conversations. The Good School should have available a referral service for staff and students.

Again you should be able to discuss concerns and gain assistance in a totally confidential and free service. This should also apply for your immediate family.

We all go through excess work stress, family and personal crisis. The service should be there to assist – use it.

A Good School should be continually building a supportive environment framework which aims to make the workplace a wonderful one in which to learn and work. As a teacher, encourage your students to make use of the processes, procedures and support as well. Certainly make use of them yourself. While I believe that a good work environment can be developed, it doesn't mean that we can rest on any laurels. It is always everyone's opportunity and responsibility to improve it. Being able to be involved in the school operations and also being actively involved is a well demonstrated stress management technique. I encourage people to take advantage of the opportunities to be involved in shaping the learning and workplace environment, as much as I encourage management to make the opportunities available. Allow and encourage those who work with you and around you to be involved too.

Participation and involvement in the range of social, staff and professional development activities are good work stress management strategies that are also available, so make use of them.

Watch out for them on either the email services or the notice boards or newsheets of the workplace.

Develop your strategies and work with them and you should find success, peace and harmony.

A Good School like any good workplace will have these distinguishing features. Such a caring environment inspires those working in it to be more inspired, loyal and productive. It becomes a self fulfilling prophecy. This concern spreads in a healthy and positive way to other aspects of the school's operations.

Therefore a Good School will have a well developed health program as described.

Part 8: **MARKETING AND VALUES**

Executive summary

This chapter takes a look at marketing and I believe presents a different emphasis than the traditional way that marketing has been approached. It looks at it from a 'total war' approach, placing the student first as the centre of any marketing strategy and moving out from there. This is because marketing has to be part of and consistent with the other aspects of the Good School as described in other chapters.

A school has a personality and this chapter discusses the values, characteristics and features that go to make up a personality of the Good School.

The key to an individual's learning and motivation is their self esteem. This chapter offers many descriptions of things that can be done in a school to address this issue. It challenges many perceptions marketing and provides convincing argument that these things must feature prominently in a Good School.

Tradition and status should not be seen as stuffy, old fashioned concepts, but live, vital and exciting things that enhance the experience of students at school. Creative thought, achievement and high standards are characteristics featured in the Good School and these must be supported and fostered.

International understanding, peace and tolerance are values and thus important aspects of the Good School which complete and enhance the package.

Tip – Let the students speak for themselves and the school!

I believe that good marketing is built around building the self esteem or sense of well-being of the users of the goods or service. Associate all aspects of marketing the school with improving the self esteem, the sense of worth, the feeling of well-being of the students and therefore their parents.

Achieve this and people will want to come and study at the school. Marketing is therefore part of the educational processes of the school.

Artificiality and glossy short term impressiveness will wear very thin soon, whereas lifting the self esteem of the students will last for generations. Build a house on solid foundations and it will last a long time.

There is no easy way out of a good marketing strategy, however the best way is to have a quality school. Spend time building the quality; don't say it until it is a reality. Once you lose the trust of the people it is hard to get it back; don't waste time papering over the cracks with gloss, go to the heart of it and get it right first. Put the effort in early and each year will be better than the last.

This is low dollar cost marketing. Spending money on advertising and other forms of marketing doesn't necessarily get a return. The whole school program of lifting self esteem must be complemented by some expenditure of funds, but the spending should not drive the marketing emphasis.

Some ways to go about lifting the esteem is to focus on the whole teaching and learning program, whether inside or outside the classroom.

The administration, management and organisational styles must complement each other. Create the climate and support the teachers in doing this, thus everyone including students and parents become the Good School's marketers.

Teaching and teaching styles

The use of the fullest range of teaching strategies consistent with school direction, as discussed in Chapter 4, is a significant part of the marketing strategy

Recognition, photos, news stories, presentation assemblies, student work – use them all and let others know via media, regular reports, newsletters, year books. Let your annual report be done by or be about the students; publicise results, not just academic marks and all achievements. Let the students and their families do the walking and talking for you; use their pride, let the pride loose. It's all part of the sharing game anyway, so let it go. Hold open days; let people into the school, explain to them what is being done, let the tree display its fruits.

Let us look at a case and some scenarios to help illustrate these points.

Case study – A marketing approach to bring about essential change

Sadly, this school appears in most countries around the world.

The school like all new schools started with high hopes and ideals. It was established in an area of high potential with outstanding facilities by local and in many cases world standards. Few schools could boast the physical facilities and location. Its location and facilities would easily have been the envy of many. The school was set by a lake in a somewhat idyllic position with spreading grounds and developing gardens.

The education program did not deliver the high expectations of many parents who initially enrolled their children. The school promised the catch-cry, knee-jerk, short-term things that appealed to some and those parents whose knowledge of education was partly based on their own experience and sometimes their blinkered view of the world. (The Good School is constantly educating its parent body about developments in education so that the strategies are understood and accepted, as the parents are brought into the Good School's framework.)

The curriculum was built around a perceived strong discipline based on military lines (marching, nothing else - all show), uniform (no purpose), computers (just got the computers, no learning or integration), extra-curricular facilities (no real plan as part of the total curriculum activities), international education (arbitrary links, no ongoing purpose), safe environment (security guards with a narrow role maintaining the exit entrance at the school gate).

The school after much hype did not live up to its initial promise. Steadily each year its enrolment declined. But this need not have been so. It is one of the saddest travesties that unfortunately is repeated over and over around the world of school education.

The school did not have a mission or goals that could be easily observed or discovered by anyone interested. Nor did it have a unified behaviour management structure, even a simple one like many other schools. It certainly had not organized any so it did not have the necessary supportive environment. There was not even teacher supervision at playtime. There should be a roster of teachers all the time students are not in class, and this is absolutely basic. One could see all the examples of student bullying and student misbehaviour; these things simply should not be tolerated. Parents soon find out, they talk and then remove their children to other places. I imagine that this continues to happen until the school can not effectively operate. It is simply not fair to the students who have no other choice but this school!

The school lasted a while. Schools are very resilient beasts, but that natural resilience is not enough when potential students and parents have another choice.

The response from management to combat the evident problem has been more of the same. They have rigidly stuck to the old formula, management by top down processes, with little to no involvement of staff in the decision making, This means when the boss is away staff simply don't know what to do, so they let things drift even further. Management response again is to work even harder in the same old way. Provide a certificate program as determined by authorities, add some international flavour with 'oral conversation', be a boarding school or some other special but unrelated thing to the whole purpose and that's about it. It doesn't readily declare the purpose of all this There are no goals and programs, procedures and practices providing the essential unifying force.

This approach simply does not work and if continued will see further decline of the school.

Indeed if it was working the enrolment trends would be different. It has kept the same management, same teaching, same sort of timetable, same sort of marketing, in short it is not working and needs to change.

However to get it to change is the problem. There have been several principals in recent years and they have not been successful, even with extra funding. Try as they might they have not turned it around, just putting off the inevitable closure. These

abrupt changes to management has caused people to 'grasp at straws', so to speak, to try anything that might work in the vain hope it will lift the school out of its demise (I suppose their careers were on the line). This never works but only worsens the situation. Often when one is deeply involved one cannot see a way out.

There needs to be a revolution in thinking and operations, but sadly few are brave enough to lead this, simply because they see it is too new and too risky. The strategy has been to use what has worked in the past. However the past is becoming less and less relevant to the present and has very little relevance to the future. The ironic thing though is that solutions are really quite simple.

There must be an overall vision and goals which are linked to programs and budgets, supported by procedures and structures. All these aspects need to be consistent with the long term strategic vision and goals. People have to have a passionately held belief and then there is something special to sell, something to believe in, some path to follow.

You can market a belief. People will follow, and they always have, but you must think it out clearly.

To do this is easy in one way but difficult (as experience has shown) in another.

I am suggesting a different approach.

I suggest a total marketing strategy that to work at first needs the development of a vision and goals. Something to believe in, an ideal that is different and relevant, something that can generate passion and get teachers and students working towards such common goals.

The vision doesn't have to be world shattering but it has to be something.

I ask the questions of the school:

- What is the school doing?
- Why is it doing this?
- Where is it going?
- What is the market it is trying to serve?
- How does it plan to do these things?

Let's look at a range of marketing strategies and apply them to the school context. We will see the things that the school needs to have in place to support the marketing. Perhaps it might be sufficient to get it moving in a rational direction. Perhaps by identifying the marketing that it should be doing will be a sufficient 'spark' to ignite the engines of change to lift the school out of its decline.

Let's start,

What are the values that the school believes in? Have these ever been discussed?

What do people tell potential parents about this when they go out to sell the school?

NOTE :

People associated with the school usually are absolutely unclear about this and I guarantee that the average teacher could not tell you.

They may say some things, but would they be common? There usually has never been any explanation of these things. Perhaps they don't exist? How do I then know what I am supposed to do as a teacher,?

What follows are some marketing ideas and the things that need to be in place to take advantage of them.

Let's first of all understand that everything you do as a school is marketing the school. There is good marketing, bad marketing and neutral marketing, but it is all the time working in some way.

What you have to do is to get rid of bad marketing and have more good marketing.

Most marketing does not cost extra money, but it costs the time and the effort you already have.

1. *The Way the School Looks*

Is the school clean, neat, and tidy or is it not? Often I have seen messy classrooms with ugly damage and rubbish left for days, dust on desks, rubbish piled in corners, floors dirty and smelly toilets. Sometimes notice-boards are neat but sometimes they are untidy filled with out of date notices that no one reads.

Things sometimes look broken; paint is peeling off walls, which also have dirty marks. Rising damp and leaking roofs leave stains that are unattractive. I know it is difficult with limited budgets, but leaving rubbish, for example, reflects a poor behaviour policy, as does various damage around the school. Many of these problems would not occur with a good behaviour management and staff and students being involved in decisions. So if you want the school to look better, a good marketing approach is to look after behaviour and staff involvement. Show that you care.

What about the way students look, their dress?

Maybe the school has a good uniform, why? How well is it policed? Often students wear different sorts of clothing combinations. That may seem ok, but what is the image being projected?

How well are parents treated when they come to school? Are they made welcome or are they left sitting around?

Make timed appointment and stick to the timing. Don't just say 'come in' – fix a time. Are staff rude or abrupt? Do they treat others as equals or do they look down on others? There should be training on these things.

Students' work should be on display around the corridors for all to see the good work that is going on. Students will respect their own work and with good behaviour strategies it won't be damaged.

Do students get regular feed back about set work and homework?

Are students given regular and publicized praise for good work? This is a simple, low cost successful marketing strategy, because people feel good about themselves and the school and they tell others. Others can see the warm glow in people and say that's a school I would want to be at.

So a first stage of a marketing strategy is to have everything associated with the school looking good.

To do that you need a good behaviour management strategy and real staff involvement in decision making.

2. *Lift Self -Esteem*

Do things that will lift the self esteem (the way people feel about themselves) of students, staff, parents and any community people associated with the school.

Does the school encourage visitors to the school, or does it discourage visits with rules, regulations and non-welcoming attitudes?

In the example, I see little records of student success on permanent display. There could be lots of students' work neatly presented, possibly framed, and put in areas where parents and members of the public visit. This sort of marketing has a double effect. It lifts student effort, makes parents proud, and it also shows others that the school is achieving good learning outcomes. Such displays should concentrate on students' success, not the principal's success, with lots of photos. Some of visitors etc are ok, but it should mostly be students. (The principal's success can be seen by involvement in the school and by the overall success of the-students – see the chapter on leadership).

I do not see many examples of staff being treated as professionals, rather mostly being lectured to. Consequently the school loses their contributions and does not allow them to develop to be good leaders themselves. They have to be truly involved in decision making and they have to be allowed to be responsible for their decisions. When that happens their esteem will lift and the school will reap the good marketing advantage

of staff feeling good about themselves and the school. Most staff care about their schools; they should be allowed to do that fully. So devolve decisions and support staff decisions. Don't allow them to make a decision and then over-rule them.

Lift parents self esteem. Encourage and help them to have real power as advisors. Get an active Parents and Friends Group. Go out to the cities/or areas where they live and have regular consultative meetings, act on their advice and tell them you have. Get the parents involved by having school art exhibitions, students' work displays, newsletters – make good use of all this. Always encourage staff to talk to parents positively about the school.

Have at least one parent-teacher day where parents talk to teachers about student progress. Take these meetings out to the cities/areas (particularly if you have to get better attendance), where the students and parents live.

A good time to get parents more involved is around school reporting on student progress. A Good School, each year, should have at least 2 reporting times to parents which are specific for all students. It should also develop a culture of immediate reporting by having a variety of contact points during the year. The best reporting is in a discussion environment where parents can ask questions and talk over concerns with the teacher. However, most parents also like a written report. A well presented written report delivered with other school material can be a good marketing tool, in the context of the esteem concerns discussed earlier.

Also consider the advantages of electronic reporting as email communication becomes more widespread. Reporting in its true sense should not be stop gap, though it should be continuous but in different formats. For example, by encouraging parents to attend the various schools activities parents can see for themselves the progress, work effort, socializing skills and the like.

Having many events as discussed and an open school policy for parents improves the quality and effectiveness of reporting as parents become involved in more of the school activities.

Learn to use things for many outcomes. School should become more like a family and the need for school reports in the traditional sense becomes less important in the total educative sense. When you sit back and think about it all, a report about anything that is not current or not as the result of a developing period can be pretty useless if you want to use it to correct or improve. For example, a report at the end of the year which says Li missed 10 lessons is hard to address; it would be much more effective if, when Li missed one lesson, parents are contacted and corrective action taken; and similarly if there is some difficulty with other learning – contact at the time is the best. So the Good School has dynamic procedures and processes for reporting which are part of the whole school learning process.

Have a major assembly each year when students are presented with academic and other certificates and prizes. Make sure all parents are invited, along with the general public, education authorities, and the media; give this a big publicity drive. Let the world see the good things that have been achieved. Get parents who have businesses to sponsor prizes. Ask any parents and past scholars to do the same. Give them a certificate for this so they can display it in their shop-front, home or wherever they like.

Cultivate good relationships with the media and have regular reports to the media; sometimes they will print a good news story. Put news displays up in shops and shopping malls where you are allowed,; these things will create interest. Put them up in hospital waiting rooms, bus and train stations, anywhere you are allowed. Appoint people as part of their duty or responsibility for this kind of marketing; give them a free hand and they will surprise you with their innovation.

Take teams, including teachers and students, to meetings in the various cities/areas where the parents live to talk about the good things going on in the Good School.

Put together a production of drama, dance, art displays, student work displays and go on tour of cities/areas to show talents. Make this part of the school curriculum. Show the community what you are doing. Talk about your values and your vision. When you have information talks, make them entertaining, not just boring speeches. Use the talents of the teachers and the students to show people how they teach and what they have learnt.

Build up good relationships with other schools, do something for them, put up displays of your school's students work if possible. Help them to make contacts build networks with other schools, team up with efforts share your good things. Such initiatives, while being basically positive, will also return in way of the good spoken of your school.

Make up a school banner with school values written on it and put it on display everywhere you go.

Display the school values on the school buses , along the side ,on the back

Think of awards the school can give to others outside the school. This can give you real publicity, but also reflect on your school values and send a powerful message, which will make people want their children to study in your school.

Have an information stand at exhibitions; rent space for a stand where people can talk. Use any money for media advertising sparingly. You have to spend a lot and have saturation to have an effect, so think very carefully before any such expenditure occurs.

Take the opportunity to publicize things everywhere.

Hold a school open day or fair or market day with lots of activities. Get the students involved.

The Good School should build its speeches and talks around the values and vision that it has. It should concentrate on explaining why it is different and the improvement that this is going to make to the lives of the young people at the school.

To do this, the Good School must be clear about its values, before it can promote them to the public.

DO NOT PROMISE ANYTHING THAT YOU DO NOT DO .

If you do make such promises, it will be a disaster,

Deliver your speeches with passion and belief.

Always make sure that the school does what it believes and says that it does.

Now, how to get started?

- Write the things up from the above suggestions and see which of them you can do straight away.
- Write up the things you can do with some little changes.
- And write up the things that you can do with some bigger changes.
- Have what is called a marketing audit. You can try to do this your self or you can get someone outside of the school to have a look and report back.

Here are a few ideas to get you started on developing a vision and goals.

'Our vision is to be different, to cater for all students, our doors are open to all; all can come.'

We are different, our teachers are different, our programs are different and our students are different.

Some students are bright achievers, some are potential business people, some will be travelers, and some will be homemakers. We have variety and that's what makes us have a good learning environment. Here we value tolerance, the individual, respect, discipline and self-discipline, entrepreneurial spirit. We are preparing the leaders of tomorrow.'

Note

You may have an area of conservative parents. If this is so, they sometimes see tight discipline as the same as good education. So a good behaviour management

structure and practice is absolutely essential.- You need to talk to the parents and sell them on what you are trying to do, so that they understand that it is better than the gloss they sometimes seem to want.

To promise these things in your marketing you need to have a good behaviour management process (refer to Chapter 3 on supportive school environment). You also need to change the management style to a more consultative one and to establish the school values, (refer to relevant chapters). Teachers then need to be given regular training to incorporate these into their curriculum and teaching practice.

Correct immediate poor performance in school practice and put in place actions to correct more long term things.

Add the things that are missing to your plan. Get the staff, students and parents involved to come up with good marketing strategies. Some will help freely if only asked.

This is also part of the learning and values teaching process as well.

You should be aiming at maximizing your 'no cost' marketing approaches.

All these things fit in well with any specialization of the school that may have been considered as a possible direction.

Get focused on where you are going.

Get excited, get motivated, get involved and, above all, get moving. Good luck!

Values, characteristics, personality features of the Good School

1. Recognition and self esteem

The key to an individual's learning and motivation is their self esteem. If you can find that out as a teacher or a school, then the teaching and learning is easy. I say 'lift people's self esteem and everything else will follow'. It's not an easy task given the things that may have gone on before, such as the knock-backs, the intense sense of failure that may have been instilled into a young mind for various reasons and motivations.

An underlying modus operandi for this goal are schemes that are aimed at lifting self esteem.

We see all around us the desire for individuals to be recognised, some individuals go to extreme lengths. So recognise them, lift them up to greater heights, but be honest in your recognition, do not be sycophantic.

How does the Good School go about recognition?

Teachers should be doing it constantly in class.

The school as a whole should develop a pattern of recognition, past and present.

Assemblies, displays, students' work up for all to see. Art exhibitions. Music and drama displays, sports performances, debates, writing competitions, science expos, language activities can all put the students out there. Lift the self esteem of students, be proud of their achievements and make sure there is a good 'after sales service' of former students. This not only inspires current students, but also encourages former students on to bigger and better things; the Good School never loses its students; even in death they are there.

2. Developing a tradition and status

The Good School is talked about in positive ways by people. This is a good thing, especially for the current students. Students who have pride in their school are more likely to have pride in their work and their learning, in short they will learn better.

Tradition and status in the community gives rise to pride in the students' families and close friends. This has a positive effect on the students' attitudes towards learning. Therefore, develop traditions and status have positive returns for the objects of the school.

To get to this stage, the Good School must make a strong effort to develop an outstanding education. It must do the things that are described in the various chapters of this book.

No artificial gloss will build that status. The school must celebrate all the achievements. And keep on doing this. Repeat, repeat, repeat, until the community expects these things. Then it must keep on achieving and telling its community about these achievements. Going through this phase will build a status and this will feed on itself. The school must keep on having achievements, new and interesting programs, be on the cutting edge of learning, leading the way. This status will impact on the students and teachers whose high expectations (which they must maintain) will be more easily met.

There is nothing wrong with striving to be better; in fact it is essential for the Good School.

The school should then work on building its tradition of success and achievement. It should develop significant and regular events each year which become enduring and long lasting, events which become more powerful the longer they have been held. These events should celebrate and show off the achievements of the school. There is a strong link here with the marketing that is described earlier.

Certain traditions can develop a sort of air of reverence about them, but they always must be fun and enjoyed by the people achieving, so that all can genuinely share in those achievements and successes.

It is important to track school leavers to celebrate their success as a part of the post school. It is important to acknowledge any school leavers' achievement publicly and in school publications and by personal letter from the teachers and the principal.

The sort of events that should be held and developed should be things that show the students and teachers good works. There should be a Prize Night (or Day) where all the successful students' academic achievements are recognised. This should be a gala event and focus on the students and their families. A past student successful in post school life is always a good guest speaker, but a short speech please. The focus is to remain on the students. After the formal part there should be a social occasion for teachers, students and families to mingle to enjoy the moment. Photographs and the like should be encouraged. It should have a happy party atmosphere.

An annual art display is another good high profile event. This can be accompanied by a special art purchase, the student's work to go on display around the school forever.

A major dramatic event of music, dance, and drama is always popular in itself, but all the education that goes on leading up to the event and afterwards is what is important. Such events can really engage students in the wider curriculum and even be life turning events for individuals. They can be very powerful education experiences.

So can sports competitions of some sort that involve the students, again-showing their achievements.

The same applies to all areas of the curriculum. Science expositions, writers' festivals, artists on campus and so on are all worth a try. The key point is though that they must be agreed by the participants rather than directed. Often these events become extremely good tools for teaching and learning and should not be seen as extra, but as a vital part of the curriculum.

The school fair, show or field day, perhaps in partnership with a community group, will spread the effort and also raise the status of some of the events. Don't be afraid of business sponsorship for some of the select events, this too can raise the status, but be careful not to have this changing too much.

A major charitable fund raising activity or school trip fall into the same category. The particular event must suit the local circumstances of the school, but they must be well organised, high profile and become part of the regular program. Over time they will take on a status of their own and become part of the Good School's traditions that will impact on current, future and past students' learning.

The importance of creative thought, achievement and high standards

The Good School encourages these thoughts and concepts in all the things that it does. To be creative is encouraged and rewarded. Individuals who demonstrate creativity should be praised rather than criticized, like so much in our wider society.

As it is with creativity so it should be with achievement. Do not be afraid to place praise on those who achieve, as an example for others to follow. Don't allow the culture in the school to be dragged down to the lowest common denominator.

Aim high. As the old saying goes, aim for the stars and you will reach the tree tops; aim for the tree tops and you will not get off the ground.

In the Good School the concept of high standards and expectations is just expected. This of course is delivered in the supportive environment culture, but high standards are expected and as a result, combined with all the other strategies, high standards are delivered and people grow and achieve as a result too.

Some people talk of damage that is done by having high standards. It is not the high standards that are at fault, it is the individual attitude towards learners that are at fault. More damage has been and is being done by having changing standards that allow individuals to get results by deceit or someone having gone soft on them at critical times.

People need limits and guidance, especially in their developmental years. I am sure that some of the undesirable activities in the world carried out by individuals to the detriment of mostly innocent victims have their roots some time in the past with poor examples from adults or poor teaching in the whole socialization process.

Good Schools encourage teachers to be brave teachers, but at the same time provide the wider support described earlier to allow them to be such fine examples to the young people in their care. Students become toughened, strengthened in the nicest ways that we generally admire in so many special adults over time. It can be done.

International relationships, tolerance and peace

An important feature of the Good School is a culture of tolerance, appreciation and understanding of difference. It is all to do with providing the educational environment for people to get on well with each other. A good technique to advance this attitude, and at the same time learn useful information about other nations, is to build international relationships with other schools. It gives real meaning to learning and appreciating others. Students have an interest and motivational focus for dealing with others. In many ways students absorb tolerance and understanding by the experience and find it difficult to treat others in any derogatory or discriminatory way. Like most things, results come from the effort that is put in. But students definitely get a better world view and it also contributes to their other learning. With a successful program so

much more of the world opens before students and indeed their families that otherwise would not be the case.

I also firmly believe that such programs contribute significantly to world peace and the achievement of the desire for world peace. Such positions, and subsequent cultures established, are a quality measure of a quality education. The Good School demonstrates peace by its practices. The Good School is a peaceful school.

Establishing links with schools in other countries is a good way to build this international aspect. There are many ways to do this. Starting at government level, communicating with different country's Education Departments over the internet, as well as using personal contacts, are some of the ways to begin. There is an example of the sorts of things you can include in a sister school agreement in the appendices; adapt this for your own circumstances.

Remember marketing is part of the education process. The Good School markets itself by its deeds.

Part 9: SCHOOL DESIGN, LAYOUTS TIMETABLES AND RELATIONSHIPS

Executive summary

This chapter in lots of ways reflects all the others, as the physical look of the school reflects what is going on within it. If the physical look reflects the school's philosophy and attitude, this will only enhance what people are trying to do. How often have you walked into a school and said this place has 'a good feel about it'. You can maximize the learning if you design the layout of the grounds and buildings in such a way to reflect the curriculum and the teaching and learning methodologies .

Therefore ways to achieve this are discussed and debated and basic decisions that must be made are presented.

This chapter discusses the place of timetables in the order of things. They come last, because the Good School has a good timetable that serves everything that the school is trying to achieve and show. The reader is given a chance to reflect on different options to manage the things that the school wants to and should do. How often do timetables stymie good programs?

It also looks at strategies to use in a change process to get the timetable doing what the whole school community wants.

This chapter also looks at some effective communication tools and discusses their usefulness and appropriate mix. Speeches, notice boards, newsletters, email, talking, encouraging moving around are a few of the things discussed. A Good School is always challenged by effective communication. Be aware that simply saying or writing information doesn't necessarily mean that it has been communicated effectively.

The geography of a school and the relationships it fosters can make it much easier to teach and learn effectively.

A library that is open and warm can have a sense of learning about it. It can inspire people to learn, just as a classroom with good, bright and airy working spaces can encourage students too.

Before thinking about design and layout, the Good School should be fairly satisfied with its curriculum, teaching methodology and supportive school environment. All these have been discussed in previous chapters. In configuring and developing the school, designers, building and ground managers should be fully understanding of all the things in the various chapters. Learning as decided and developed must be central to

building designs. The physical layout must serve the learning, not vice versa. You should stop and think for a while about what it is you want from the building and facilities.

Given a modern curriculum and the information age, it is quite apparent that the services of the library are fairly central to the learning process, as are all the student and community support services. Innovative ways can be developed to reflect this basic tenet. Access to the teachers and the administrators should also follow logical lines, student, community and staff facilities complete this central theme. The learning areas should connect to these and the grounds should enhance such a facility. All facilities should have a physical layout that allows the best use of current effective teaching methodologies, with a balance of flexible and dedicated teaching and learning areas.

Given these basic ideas, you then allow and encourage the best design people to put this into practice. Educators are not architects and architects are not educators, so they must rely on one another in a truly consultative way. The building designer must be taken through a process of education by the educators so that they fully understand what the educators wish to do, and then they should be encouraged to design the facilities, without interference.

Matters such as outside areas (gardens, spaces), cleanliness and tidiness all give an atmosphere of assisting learning. Younger students like little nooks and crannies, privacy hideaways that inspire them to work away on various tasks. These should be catered for as well as wide open spaces. Older teenagers like their own favorite spaces that they can use to meet and interact with their friends. Such spaces are vital for the quality hidden curriculum activities to be enjoyed and developed. The Good School has a maximum of varied spaces in all the considered shapes and sizes. Too many schools are boring, boring spaces lead to a boring atmosphere and the subsequent lower standard of learning. Interesting spaces alone are not enough. They again have to be delivered in a supportive environment, otherwise vandalism and antisocial behaviour can become dominant and cause the building space designers to come up with spaces that are more easily policed and monitored. It is all to do with the total environment management.

Give names to places to give them a status, association and inspiration. The names can be based on school characters, or famous people, or people or places that give intrigue and wonderment.

The Good School takes every advantage to expand and develop on any opportunity to make the place better.

The Good School should have its own 'Hall of Fame walk'. Along a hallway the side walls should be decorated with photos and stories of past and current students and teachers of the school who have contributed in some way and provide inspiration to the current body of students. Each should be aimed at delivering a message of some

sort. People in the Hall of Fame should be deserving of such status by the works they have done.

The effects of colour on individuals' behaviour and attitudes should also be taken into account. There has been significant research done into the impact of the colour environment on people's learning. The Good School takes into account this knowledge.

I don't believe that a school should be wild with colour; there should be some deliberate logic to the colour schemes around the Good School, not just some isolated redevelopment without consideration of the impact on the whole. It always seems to me so often that redevelopments in a school context are taken in isolation. Don't let this happen if you can prevent it.

Let us imagine how something like this might look!

Clean, gardens, flowers, trees, lawn, seats, lots of areas, colour schemes that blend into each other, imaginative facilities that reflects the curriculum, safe, bright, open, airy, no dullness or darkness, a library central that invites learning' lots of little meeting places, a happy atmosphere, water features with gentle sounds, fish, birds, small native animals. Maybe soft and gentle music playing, between lessons.

All around the school should be records of student achievement, works of student art on display, poems, calligraphy, messages of hope, achievement and success, photos and so on. A visitor should be able to get a sense of the things going on in the school. Wall spaces should be used for something; they should not be left empty.

The school design and look has to get away from the industrial look of rooms on long corridors. While most schools currently have this look about them, it must change to reflect the newer learning and curriculum. I realize it takes a lot of lead time, but the Good School will have started on this journey.

One needs to stand back and look at what message the building design and layout is giving to students and teachers/staff. Is that the message you want?

Communication

The Good School has people involved with a sense that they feel they know what is going on. There is involvement and effective use of the communication tools, the right balance too. There is a good communication infrastructure -that is used!

The Good School will apply most of the following strategies.

- Talking one on one, working the room, getting people involved by verbal face-to-face two way communication
- Presentations (e.g. Powerpoint)
- Discussion papers
- Memos
- Policy documents
- Circulars, Circular memorandums
- Information Bulletins
- Use of the media
- Web page
- Statements
- Email, chat and other discussion facilities made available on the internet are not yet taken the full advantage of by educators (more criticism than use); it is the same with SMS and mobile phones. This technology should be mastered by teachers and turned to a learning advantage rather than becoming a problem)
- Letters
- Newsletters
- Audio /video facilities
- Photographs (these are great communication tools often underutilized)
- Notice-boards and notices
- Mail/pigeon holes/kangaroo pouches.

A Word about Speeches

Think of all the speeches you have heard and think of what you can remember. Not much I reckon. You might remember the person if they had a physical impact; you might remember something of what they said, if so, well, good.

Learn from this, keep the speech simple, have a single and simple idea that you wish to emphasise to the listeners.

Emphasise and repeat, tell a joke or make the speech tell a story, vary your voice, speak loudly and softly, rehearse. Vary the speech with visuals or visual imagery, include music if possible. If it is to go on for a long while, make it varied, otherwise keep it short. Think about the speech as if you had to listen to it, how you would react if someone else was giving it, and revise accordingly. Speeches can be an effective communication tool, but also they can be one of the least effective if too much is crammed into them and the listeners simply stop listening.

When communicating with someone from another culture and especially with another first language, develop strategies to ensure there is clear understanding. Often people do not understand each other and can be too embarrassed to admit this. So be very aware of this when in such situations and readily create a climate for people to develop effective ways of communicating. Don't assume things have been understood in the same way you may think people from your own culture or language would understand.

Timetables in School Organisation

After you have completed all the tasks described in the other chapters, then maybe you can consider the timetable. The timetable must be put in its rightful place, last.

The timetable must serve all the things that the good school is trying to do, so you do not start with it early, you wait and get everything else right first; otherwise you run the danger of serving the timetable and not the students' teaching and learning. It seems to happen so often that all the other things are assumed and the timetable takes on a disproportionate importance in the discussion of things. Don't fall into this 'easy to fall into trap'. Take timetables away from the bureaucrats, the autocrats, the pen-pushers and give them to the doers and creative people in the school.

A well thought-out timetable can make it easier to achieve the features described previously in the Good School.

A timetable is a danger to a school if it dominates, so make sure it is the servant.

Encourage the timetablers to think outside the square of constraints. If you can, think about evening, weekends and holidays and see what flexibility can come and what people might be prepared to do, given new found freedom from the factory-boxed timetable of an industrial past.

There is a place for regimentation and militarism, but it must be balanced by the advantages that come from freedom.

Start by imagining a timetable free of any constraints. What would you have if this was the choice? Would it be more like the family and friend's environment rather than the factory? Is this possible? Try taking a different way to arrive at the timetable, which after all drives the things you wish to do in the school.

I never cease to be amazed by the supposed magic of the 50 minutes or 40 minutes lesson. What is so great about these time lengths? There is no research that I know of that comes up with these magical lengths of time over any other, so why do so many schools stick to them without any rigorous questioning? Look at what you are trying to achieve, in the curriculum first of all, then look at appropriate lesson length structures.

Look around outside the school and see what works best. In the workplace, in the family, in the recreation group, the sports team, in the government. Open your eyes and see.

How about a lesson structure that might run for half a day or a whole day or even a week!

Remember if you stick to a timetable made for an industrial age curriculum you will have difficulty fitting a knowledge age curriculum into that constraining model.

You cannot successfully change abruptly from an old industrial style timetable to a new and better knowledge age one without this being linked to curriculum and teaching strategy change, which of course along with much consultation, debate and other professional development. You must make it clear to all the participants the linkages as to why any changes are occurring.

These are characteristics of the Good School. The Good School has a timetable that advances the ideals of the curriculum and culture, values and environment that has been developed by the whole school community.

Be creative in its construction!

Part 10: CONCLUSION

Now you have the key features of making the school the good school, what are you going to do about it?

In the Good School everything is linked in some way to everything else and people associated with it know and understand this. This takes a tremendous program of education to the people associated with the school in itself and never finishes. The effort put into this is always well rewarded by the enjoyment people associated with the school have.

It is not a simple task to manage and work in the Good School, but applying the strategies described in the preceding chapters, makes one more comfortable with such a vital task for the individual students, the nation and the world.

Quality learning and meaningful development are not things that just happen; they must be worked upon with perseverance and forethought, but it is enjoyable doing it and achieving it all.

I have included some sample forms and documents in the following appendices that may be of use. By all means adopt and adapt them for your own use where relevant.

Good luck!! It's a great journey and one of the most worthwhile things you will be engaged on and in during your life!

SYNOPSIS of *The Good School Manifesto*

The book is about the characteristics and operations of a good school that can be applied to the Chinese situation, more so now than in previous times.

China is going through tremendous revolutionary changes and this book provides some direction, to learn from the experience and mistakes of the west which has been through these changes (and is still not out the other side).

It is based on my experience as a teacher and successful principal in Tasmanian schools since 1967-2002 and recent experience in China 2002 to 2005.

In lots of ways it is a 'how to do it' book, a guide-book, and an owner's manual, spelling out the successful way to have a good school.

The important thing to note about the features is that they have been put into operation and they work. They are not the dreams of some theoretician divorced from where the real action is, in a school. They have been tried in practice and have made the school a good school.

The book has 11 chapters titled as follows-

1. Introduction
2. Education
3. Leadership and management
4. Supportive school environment and behaviour management, study and working environment
5. Curriculum and student futures
6. The people, community and the school
7. Health Program
8. Marketing and values
9. School design, layout, timetables and physical relationships
10. Conclusion
11. Appendix, useful forms and documents

Part 1 Introduction

Part 2 Education

This chapter sets the context for what a school is about and its connection and relevance to the rest of society and the world. Where are we in the scheme of things, where is education and where is the school? It's about the linkages of education to a community's survival and prosperity and, therefore, the need for the school to be a

good school. Since we have schools, why not make them the best? We are all in the same boat together.

Chapter 3 Leadership and management

This chapter describes the leadership that brings about the good school. It presents themes that recur through each of the chapters to varying degrees. A good school just does not happen – it needs leadership at all levels and this chapter discusses this. This chapter discusses the appropriate management style for the Good School in the information age. It provides techniques to develop the best for each particular school, so that the school becomes the Good School. It shows how to go through the process of management change and the ongoing growth of the new appropriate management. It has strands of leadership through it. It should be noted that information and guidance in some of the other chapters should be read and understood in the context of this chapter as well.

Chapter 4 Supportive school environment

This chapter is a cornerstone chapter, in the sense that the good school is built on a good supportive environment. Without such an environment the good school cannot exist, so this is the importance of this chapter. Building that essential environment is vital. This chapter lays out the processes to get there.

Chapter 5 Curriculum and student futures.

This chapter is about what is done in the good school. While not all encompassing, it sets the groundwork and the framework for the type of curriculum that would be in the Good School. Just what should we teach and just what should be learnt in the good school? The Good School recognises that its students will tread many pathways for the rest of their lives. Living, experience, travel, family development, career building, further education, lifelong education and so on. The key for the Good School is to lay the groundwork to give students the best outcomes, to not close off any doors, to not have a narrow focus, so that they can go into the world prepared and with eyes wide open. This is what this chapter is about.

Chapter 6 The people, the community and the school

This chapter describes why a Good School must bring the community into the school so that they become more of one in the same. It discusses some of the things that a Good School might consider in relation to this. It attempts to remove the isolationist 'leave it to the school specialists' attitude of the industrial past. It lifts the artificial veil of secrecy and sometimes downright snobbery. The community and school should be as one for the school to be a Good School. This chapter discusses the concept 'a good school values the people involved in its whole' – all the people, students, parents, teachers, teacher assistants, administration and other support staff, community members. It outlines some strategies to achieve this. It talks about the essence of a good school being the people in it, the most valuable asset.

This chapter is also about the real place and high regard the Good School has for its professionals. It can be looked upon as the internal research and development aspect of the organisation. Any notion of the principal being the fountain of all knowledge must not be countenanced, he or she should lead but not direct. The broad approach to what professional development should be is discussed and links it to the quality learning environment of other chapters. **Chapter 7 Health and Stress Management Program**

This chapter discusses and outlines a corporate health program. Like all good organisations, but more importantly because the Good School is an educational organization, a Good School should have a proper health program. A simple and effective program is outlined. The essential features of a health program, ones that can easily be put into place, are discussed.

Chapter 8 Marketing and values

This chapter takes a look at marketing and I believe a different emphasis than the traditional way that marketing has been approached. It looks at it from a total approach, placing the student ~~first~~ as the centre of any marketing strategy and moving out from there. This is because marketing has to be part of and consistent with the other aspects described in other chapters.

A school has a personality and this chapter discusses the values, characteristics and features that go to make up the personality of the Good School.

The key to an individual's learning and motivation is their self esteem. It offers many descriptions of things that can be done in a school to address this issue. It challenges many perceptions about this and provides convincing argument that these things must feature prominently in a Good School.

Tradition and status should not be seen as stuffy old fashioned concepts, but alive, vital and exciting things that enhance the experience of students at school. Creative thought, achievement and high standards are characteristics featured in the Good School and these must be supported and fostered.

International understanding, peace and tolerance are values and important aspects of the curriculum.

Chapter 9 School design relationships, communication and timetables.

This chapter in lots of ways reflects all the others as the physical look of the school reflects what is going on within it. If the physical appearance reflects the Good School's philosophy and attitude, then this will only enhance what people are trying to do. How often have you walked into a school and said this place has 'a good feel about it'? You can maximize the learning if you design the layout and grounds and buildings in such a way to reflect the curriculum and the teaching and learning methodologies.

Ways to achieve this are discussed and debated; basic decisions that must be made are presented.

This chapter also discusses the place of timetables in the order of things. They come last because the Good School has a good timetable that serves everything that the school is trying to achieve and show. It gives the reader a chance to reflect on different options to manage the things that the school wants to and should do. How often do timetables stymie good programs?

It also looks at strategies to use in a change process to get the timetable doing what the whole school community wants.

This chapter also looks at some effective communication tools and discusses their usefulness and appropriate mix. Speeches, notice boards, newsletters, email, talking, encouraging moving around are a few of the things discussed. A Good School is always challenged by effective communication. Be aware that simply saying or writing information doesn't necessarily mean that it has been communicated effectively.

Chapter 10 Conclusion

Where is this school? Let me go and work at it! Let me enrol my children! We want it for our community!

These are very normal reactions.

The good news is that you can have your Good School, but you must work at it, you cannot buy one off the shelf. The Good School depends upon all the people involved working with knowledge and understanding towards the common goal, with good school leadership.

The Good School is not in some far off distant place that you see on TV or read about.

It's here and there; it's you and me; can't you see that you can have it! You can do it! So do it!

Thanks for your attention.

Chapter 11 Appendices

Every organisation has to survive on forms, memos, notices, letters and other such technical bits of formality. Most people find this boring and unchallenging to the intellect so this chapter provides some 'pro formas' that can be easily adapted to your situation and save you lots of time. A very exciting chapter, for some! Especially the people whose job it is to develop forms and returns.

APPENDICES: USEFUL FORMS AND DOCUMENTS

It must be understood that these forms are of little effective use on their own. They must be used as part of the supportive school environment as described in chapter 3. The school must have the support system in place. These documents can then be very powerful tools in the whole process.

Appendices 1 to 5 provide sample forms associated with behaviour management.

Appendix 6 is a sample form for an Agreement of Cooperation between two schools, one in China, the other outside China.

Appendix 7 is a checklist for what parents should expect to see in place in the Good School.

Appendix 1: Enrolment Contract

Student name _____

After discussions in regard to enrolment I agree to the following conditions:

1. that I will attend all lessons
2. that I will hand in all set work
3. that I will behave as all students are expected according to the school code of conduct
4. other (please detail) _____

If I break any of these conditions, I agree to withdraw from the program and school.

The School agrees to provide appropriate education while I am enrolled.

Signed by

Teacher	Subject

Student Signature _____

Parent Signature _____

Principal/Assistant Principal _____

Date _____

All signatories to receive a copy. Original to be included in student's file.

Appendix 2: School Daily Report

The following student has been placed on Daily Report. Would teachers please sign for each period attended and add comments concerning students' progress, for example, classroom performance, tasks completed, homework etc.

Monday Date:	Comments	Grading 1-10	Signature

Principal or Assistant Principal or HGT _____

Tuesday date:	Comments	Grading 1-10	Signature

Principal or Assistant Principal or HGT _____

Wednesday date:	Comments	Grading 1-10	Signature

Principal or Assistant Principal or HGT _____

Thursday date:	Comments	Grading 1-10	Signature

Principal or Assistant Principal or HGT _____

FRIDAY date:	Comments	Grading 1-10	Signature

Supervisor who placed you on Daily Report _____

At the end of the week you must have your form signed by the supervisor who has placed you on Daily report.

Supervisor _____

Parent _____

Principal/A Principal _____

Appendix 3: Student Contract – Harassment/lack of respect

School Behaviour Contract

I agree to stop _____ .

I understand that this contract will **not be** put into action if I do so.

- (i) I understand if I commit any harassment/lack of respect of other students that my parents/guardians will be informed and I will undergo some counseling.
- (ii) I understand if I commit further harassment/lack of respect of other students, I will be suspended from the program and School for a period of _____.
- (iii) I further understand that if I continue harassment/lack of respect of other students that I will be suspended from School for a period of two weeks, pending an application for expulsion.

(iv) I understand that all my teachers, the assistant principals and the principal have been informed of this contract.

I _____ understand the terms of this contract and agree to not harass other students and agree to respect others according to our agreed policy.

Signed

Student

Principal/Assistant Principal

Home Group Teacher(HGT)

Date: _____

Appendix 4: Drug Incident Report

Date: _____

Person/s: _____

Nature of incident

- under influence of alcohol
- possession of marijuana
- under influence of marijuana
- possession of marijuana implements
- under influence of other drugs
- possession of alcohol
- possession of other drugs
- dealing drugs

Comments: _____

Report made by: _____

Witnessed by: _____

Referred to:

Action taken: _____

Return date to school:

Conditions of Returning to Study _____

Contract

Counselling Sessions with _____

Case Manager: _____

AP – Please forward final report to: HGT for filing <Date>

<Name>

<Address>

<Parent's Name>

I wish to advise you that <Student's Name> has been suspended from school for a period of < > days. The suspension is from <Date> until <Date> inclusive.

He/she has been suspended under the provisions of the <include relevant law, act of parliament etc>. Specifically he/she was involved in an incident of <smoking illegal substances>.

Under the provision of the Department of Education Discipline Guidelines <Date>, I am required to advise you that during <Name> period of suspension you have the responsibility to provide appropriate supervision for him.

I have arranged to meet with <Name> on <Date> at <Time> to discuss <Name> future at the College. I hope you will be able to attend that important meeting.

Yours faithfully

Assistant Principal

Appendix 5 Managing Inappropriate Behavior – Case Management of Students

Various letters

1 Parent Case Management Letter

Dear

It has come to our attention that _____ is having some difficulties at <school>. We believe that he/she would benefit from being placed on a contract. We will be making contact with him/her and placing him/her on **Daily Report** from _____.

Your support would be greatly appreciated so that your son/daughter has a successful year at < school>.

You are invited to attend the meeting to discuss contract conditions and we will ring to discuss a suitable time.

Yours sincerely

Behaviour Management Case Manager

<Name of school>

2 Student Case Management letter

You have come to the attention of the Behaviour Management team at <School>. We are concerned that you are not making the most of every opportunity at this School. We would like to help you get back on track.

Case Management means:

You will have regular meetings with_____

Telephone_____.

You will negotiate, agree to and sign a contract and Individual Management Plan that will help you achieve your goals at <School >.

Your parent or guardian will be informed and may participate in these meetings. Your teachers will be informed and will monitor your progress.

If problems continue, the Principal will become involved and you may need to rethink your future at <School> and examine other options. **3 Student Intake Form for**

Case Management

Student's Name:_____

Date: _____

HG Teacher: _____

AP Concerned:_____ ©

Subject Related Problems

- late to class
- fails to complete tasks

Refer to appropriate HGT ©

Behaviour Problems

- Involved in incident or trouble
- Poor attitude
- Has had difficulties in previous schooling
- Often displays lack of commitment through poor attendance, punctuality, etc.
- Poor social skills

Assistant Principal Behaviour Management ©

Attendance Problems

- poor attendance

Follow attendance procedures / work policy/ behavior policy ©

Personal issues causing disruption at school

- Finds it hard to focus on school work
- Appears anxious, upset, depressed etc

Refer to HGT for counselling Other

Relevant information:

Thank you for the information on: This

student will be case managed by: for:

4 Individual Management Plan (I.M.P.)

Name: Date of Birth:

Address: Phone:

Grade: I.M.P. Date:

Parent Contacts – Home: Work:

I.M.P. Case Manager:

Parent/s:

Support Staff	Name	Role	Contact
---------------	------	------	---------

Home Group Teacher			
Other Counsellors			
Teacher/s			
A/Principal			
Other:			
Outside Agencies			

History

Contacts:

SHORT TERM GOALS

LONG TERM GOALS

ACTION PLAN

Subject: _____

Teacher: _____

Attendance	
Punctuality	
Assignment work: up to date or pieces outstanding?	
Work attitude and ethic	
Any significant changes in behaviour or general demeanour recently?	

To returned to: _____

Appendix 6: AGREEMENT OF COOPERATION

AGREEMENT OF COOPERATION

Between

School involved X

People's Republic of China

School Y involved, school Country Y

the schools X and Y involved, agree to the development of a sister relationship and agreement of cooperation. It is intended to build this on the furtherance of peace, international understanding and tolerance. We believe that these principles will be enhanced as people from China and *name of country* will have the opportunity to experience each other's culture. Both parties in this relationship recognise that this agreement is not a legally binding document.

It is understood that by having this agreement with *school X* to cooperate at appropriate times and circumstances as the relationship develops into the future. Conversely, it allows for *School Y* to develop links with more schools and students from Kindergarten to year 12. With this in mind, the parties to the agreement accept the following:

1. Visits and official delegations from each other's schools at a time agreed.
2. The exchange of resources and knowledge, including on-going communication through the use of the Internet and other technologies.
3. Visiting student study tours to each other's schools of an agreed time and including language learning and cultural activities. All expenses for such tours are to be provided by the visiting schools. *In country X*, the schedule of the delegation's activity and administration of the program will be conducted in accordance with the *country X's* Department of Education policy and guidelines. The relevant authority *in country Y* will be responsible for such matters relating to visits to *School Y*.
4. Teacher exchange visits for the purpose of research, information exchanges and development of teacher expertise and experience. Such visits could be either short term (one week to one month), as mutually agreed on and arranged by the schools, or long term (one term to one year) – such exchanges to be managed by the appropriate official channel in each of the countries. All schools to explore the possibility of offering teacher and student scholarships under mutually agreed criteria.
5. *The recruitment and placement of a number of full year fee-paying students from school X. This process would reciprocate in the case of those country Y students who wish to study in China. The two schools will each be responsible for different aspects of such a program as is appropriate for their part in selection, preparation and education of such students. The maximum number of fee-paying students involved will be determined, by mutual*

consultation, in the year prior to arrival. (Such enrolments will be managed through the relevant authorities and Department of Education).

6. The parties to the agreement will explore opportunities for the employment of teachers and related community members in schools associated with this partnership.
7. The partners will by mutual agreement explore possibilities of study tours by the parents and wider community members.
8. The partners will explore and develop networks and positive relationships with related schools, communities, government organisations, business organisations from time to time as the situation arises and by mutual agreement.
9. Each party to the agreement will nominate a person or persons responsible to manage and foster the sister relationship.
10. Each partner will assist each other in matters of communication and publicity via current and future networks by mutual agreement.

The signed Chinese and English versions of this agreement are both authentic and valid. All parties in this relationship understand that this agreement is not a legally binding document.

Principal
School X
Principal, school country Y
Superintendent etc
People's Republic of China
Department of Education

Witness

Date:

Appendix 7: Parents' Guide or Checklist for the Good School

1. The school should willingly and enthusiastically provide information about the school.

2. The school should have a plan and purpose that is linked to its programs. This should be easily understood.
3. You should feel welcome and comfortable when visiting the school. You should immediately feel like asking the question – ‘when can I/my child start?’.
4. Evidence of regular reviews of progress and action plans from such reviews, which involve all associated with the school, should be obtainable either verbally or in a written form.
5. There should be a published supportive school environment policy and procedures that you can follow and understand.
6. There should be plenty of evidence of students’ achievements displayed on the walls around the school.
7. There should be a general look of neatness and tidiness about the school.
8. The students should sound and look happy, proud and engaged in what they are doing.