

Inside-out and upside-down: reinventing a school for the 21st century

Leoni Degenhardt

Refereed Individual Paper for ICSEI conference, Vancouver 2009

Section: Transformation through innovation and networks

Abstract

This paper concerns the transformation of a particular Australian secondary school through a process of community reflection and innovation. The school's efforts have been shared with the wider educational community, thus connecting and supporting other innovating schools. The presenter, while principal of this school, completed a PhD study which documented and analysed the change processes and impacts as her school attempted to become a 'continually reinventing school for the 21st century'. This paper outlines this study, as well as its findings. These relate, first, to the development, implementation and evaluation of a new holistic educational paradigm and, second, to the school's attempt to 'continually reinvent' itself, thus institutionalising change (Schein, 1992). The school's values played an important role in both of these aspects of change. The paper offers a twelve-step 'Framework for Reinventing a School' to assist in the reinvention of a school and the development of a culture of continual reinvention.

Introduction

This paper addresses the theme of transformation through innovation and networks in a number of ways. It describes the attempt of one Australian 7-12 school to develop and implement a new paradigm of schooling. Based on the school's core values, this new paradigm is responsive to changes in the school's external context and relevant to the needs of its students (all girls) and of society in the 21st century. The process of developing this paradigm involved innovation in a wide range of areas: a new holistic paradigm of schooling; pedagogy; curriculum; school architecture; organisational structures; new ways of including parents and the wider community; and the gradual development of a new culture within the school itself.

The term 'reinvention', a 'radical questioning of purpose and strategy' (Senge et al., 1999, p.493-6) (see also Boyd, 1996; Handy, 1990, 1995; Riley, 2001; Schein, 1996), describes the school's efforts accurately. As well as a new paradigm of schooling, the school aimed to develop a culture of self-generating change. It intended to become a 'continually reinventing' school. The reinvention process within the school was/is in itself an innovation.

Moving away from a culture of professional individualism, the school adopted and promoted networks within and beyond itself, thereby enabling and fostering further transformation within and beyond the school. This paper presents the twelve step 'Framework of a Reinventing School' which conceptualises this process. It also outlines the study of the reinvention.

The study of the reinvention process involved innovation, particularly in the methodology developed to address issues related to the principal undertaking insider research in her own school. The next section describes the approaches taken in this study .

Theoretical framework for the study of the reinvention process

The study adopted an interpretive paradigm within a primarily qualitative research paradigm. It was underpinned by a relativist ontology and a subjectivist epistemology. As Mitchell and Sackney (2000, p.33) explain, 'an individual can only understand knowledge as it is constructed by the mind, and what is in the mind is a complex and curious amalgam of prior personal and collective history - the 'fabric' of context and culture.'

The school concerned had a long tradition of educating girls and encouraging the active contribution of women to society. The study therefore adopted elements of a feminist perspective for greater insight into a women's organisation, especially through the use of phenomenological and interpretive techniques (Braud, 1998; Lather, 1991; Madriz, 2000; Olesen, 2000), including reflexivity, or reflection on the research process (Gunter, 1997; Starratt, 1996), and an emphasis on the researcher as well as the researched (Lather, 1991; Olesen, 2000).

Methodology

A mixed methodology was adopted but the study was primarily a case study. The 'case' constituted the reinvention process within the school between 1994 and 2005. As well as a range of quantitative data, the study incorporated 'thick description' (Geertz, 1973), to document and analyse the events, and participants' lived experiences of, this process (Cohen, Manion, & Morrison, 2000). Since this research concerned how the culture of a particular school could be reinvented, it adopted some of the traditions of ethnography, and particularly autoethnography, because of the researcher's position as a significant 'organisational actor' within the school.

The study itself, through the researcher/principal's own transformation, contributed to the reinvention of the school. Leading the reinvention of a school and reflecting deeply on the process - including her own role within it - changed the principal and led to her personal and professional growth. So too did her immersion in a range of relevant literature. Transpersonal research methods (Braud, 1998; Braud & Anderson, 1998) were thus appropriate and therefore also adopted. Overall, the researcher's position as principal had many benefits, as well as some drawbacks (Smyth & Holian, 1999).

Her many years as principal of the school enabled a depth of understanding of the issues not accessible to a researcher external to the site (Hartley & Benington, 2000; Lovat, 2003; Smyth & Holian, 1999). She had an intimate knowledge of the culture, history and people of the school, as well as access to particular opportunities, insights and information stemming from her role as principal. Because of this detailed knowledge, and her understanding of the organisational behaviour of the context, the principal/researcher, as 'organisational actor' (Evered & Louis, 1981), was able to offer a unique perspective on the reinvention process (Smyth & Holian, 1999). As another insider researcher noted, 'Studying the activities of an engineer...is not the same as the engineer studying an engine. One must be inside the 'mode of social activity' to understand it' (Forbes, 2003, p.10).

On the other hand, as an insider, and in a significant authority position, the principal/researcher could see too much. With access to potentially sensitive information, she risked 'exposing previously "undiscussable" issues, disturbing arrangements that serve particular people or purposes' (Smyth & Holian, 1999, p.3). There was also the risk that participants might not feel safe enough to be honest: some could fear for their jobs or promotion opportunities if they expressed contrary views; others might be influenced by the hope of gaining advantage from the principal/researcher.

Two methodological innovations were employed. In order that participants might be protected - and be seen to be protected - an internal Verity Committee of self-nominating staff members was established, which acted in an ombudsman role. In addition, an external review body (the Critical Panel) was established to ensure the credibility of research findings. Credibility was also achieved

by the incorporation of a wide range of data sources and methods of collection, thus ensuring sufficient triangulation for robust conclusions to be drawn.

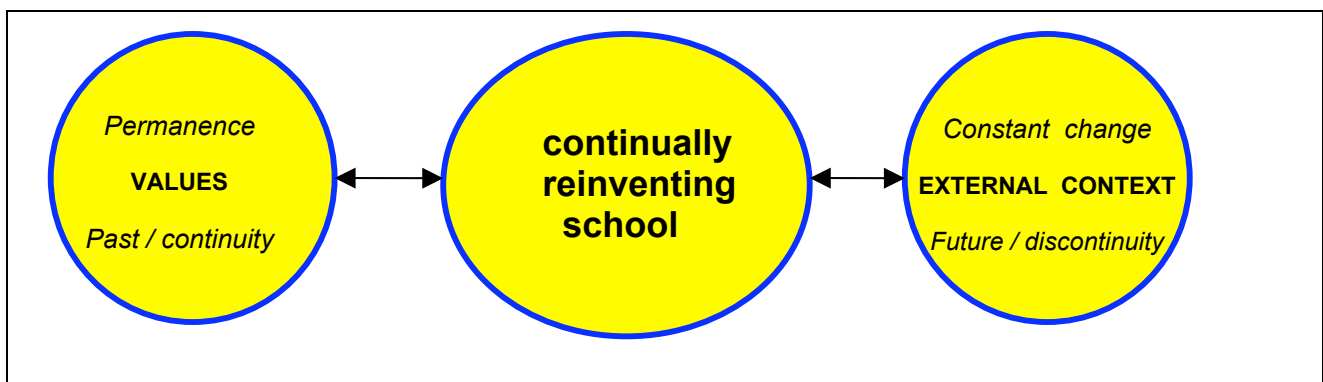
Data sources

Data for the study were gathered over the period 1994-2005. Data sources included the researcher's journal; surveys; focus group interviews; individual interviews; and documents related to the reinvention. Data were selected from an antecedent phase, from 1994 to 2000, and an intensive phase, from 2001 to 2004, when the new paradigm of schooling had been implemented for one year, with additional data included from 2005, during the process of final data analysis and writing up of the study. This paper includes further data from 2005 to 2008.

Sound and transparent methods of sample selection were adopted. Data were obtained from all, or a wide range of, participants, and data generated by others complemented data generated by the researcher. Strong triangulation in data sources and collection methods was incorporated to minimise the possibility of skewed data.

The findings of the study

There were many findings resulting from the study of the reinvention, and from further data and reflection after the conclusion of the study. Just one area is addressed in this paper: a 'Framework for a Reinventing School'. This framework consists of a central dynamic which constantly weaves between the school community's values and engagement with the external context.



The dynamic interaction of values and the external context in a continually reinventing school

The framework incorporates the following twelve steps, (not necessarily followed in a linear fashion):

1. clarification by the school community of the essential purpose of schooling;
2. identification of the school community's core values;
3. engagement with the external context and the needs of the future;
4. collection of appropriate data (evidence-based approach);
5. use of inclusive processes;
6. development of a vision for meeting the needs of the school's students;
7. conversion of this vision into a new paradigm for learning and growth;

8. identification and adoption of appropriate models of leadership of / for change;
9. management of change: problems and micropolitics;
10. provision of professional development and support to assist teachers to develop new personal and professional paradigms;
11. regular and rigorous evaluation of all aspects of the school; and
12. the evolution of a 'continually reinventing' school culture.

These steps are described in more detail in the next section of the paper. The development of this Framework for a Reinventing School, and the study which gave rise to it, had a wider importance than just for this school and this researcher, however.

The educational importance of the study of the reinvention process

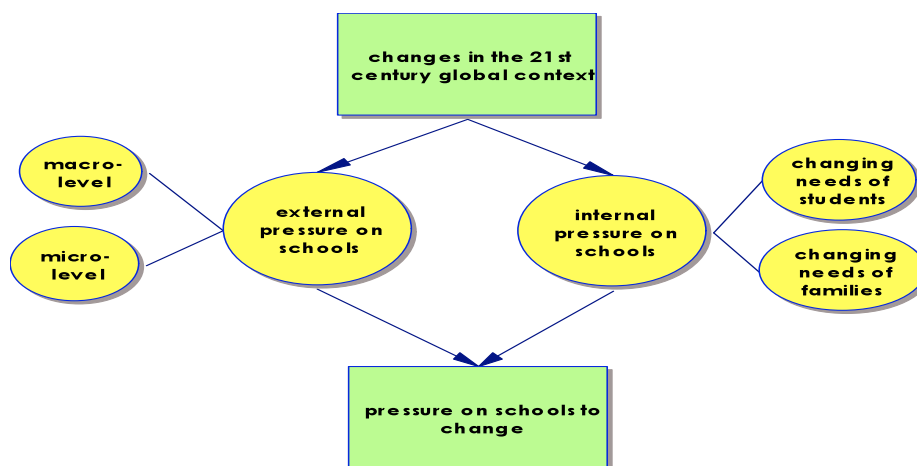
There is a need for the generation of theories which can support practitioners (Reynolds, (1992) and also for the generation of 'good practice' case studies. This educational case study generated theories which can support practitioners. As a blend of theory and practice in the 'real' setting of a school, it also added to the literature on school transformation. It therefore goes some way to addressing Bassey's (1999) concern that so little formal research undertaken by practitioners is ever published and therefore never moves into the public domain for other teachers (and perhaps policy-makers) to read and reflect upon. In fact, little research on large scale holistic change has been undertaken by practising principals. Yet the role of reflective practitioner (Schön, 1983) as researcher has particular significance, since the very fact of the researcher's insider knowledge as a practitioner may increase the value of the research in the minds of other practitioners (Smyth & Holian, 1999).

Indeed, as Eisner (1991, p.22) claimed: 'We need to know what goes on in schools... To know what schools are like, their strengths and their weaknesses, we need to be able to see what occurs in them, and we need to be able to tell others what we have seen in ways that are vivid and insightful.' So what was occurring in this school and why did it need to change? The answer is that the prevailing model of schooling needed to change.

The need for schooling to change

Current models of schooling are often inadequate to cope with the magnitude of 21st century change (Hargreaves, 2003; Murphy, 1997; Noonan, 2002; Senge et al., 2000; Wood, 2002). Schools need to balance academic and social objectives (Beare, 2001; Sergiovanni, 2000), and to find new ways to manage the multiplicity of roles facing them (Fullan & Hargreaves, 1998; Hinton, 1997; Ramsey, 2000).

Schools need to change. Changes in the 21st century global context place mounting pressure on schools to change, as the diagram overleaf illustrates.



At the macro-level, schools are expected to fix the 'ever widening tear in the social fabric' (Mackay, 2005). They are expected not only to be the means of effecting social change but also to fix national economic areas of concern. At the micro-level, there are increased expectations of what schools can/should do: they are increasingly held accountable for matters which occur outside school hours and which were formerly outside the ambit of the school's responsibility.

At the internal level, families have changed: they are smaller, take many forms, and face different pressures such as the weekly migration of over one million Australian children who move between separated parents. Gender roles have changed massively and work-life balance is a major issue. All these issues impact not only on the parents of students but also on staff members within today's schools. Further, the needs of students are constantly changing. Many young people are searching for connection and meaning; new health issues such as asthma and depression now cause concern, whereas other potentially fatal diseases such as polio are no longer a danger. ICT has changed the way that young people organise their lives, relate to each other, and learn. Schools no longer have a monopoly on learning.

Some twenty years ago Papert and Freire (late 1980s) warned that school must change.

I'm not saying that it's a good idea to change school. I'm saying that it is inconceivable that school as we've known it will continue. And the reason why it's inconceivable is that little glimmer with my grandson who is used to finding knowledge when he wants to and can get it when he needs it, and can get in touch with other people and teachers, not because they are appointed by the state, but because he can contact them in some network somewhere. These children will not sit quietly in school and listen to a teacher give them predigested knowledge. I think that they will revolt.

There is a moral imperative to make schooling a positive, powerful and relevant experience for young people. It is intolerable that schooling should ever bore young people, suppress their curiosity and creativity, and 'dumb them down' (Gatto, 1992).

So how do schools move from a 19th century 'one size fits all' approach to learning, organisation and even architecture to a model of schooling and education more appropriate for the 21st century knowledge society?

Schools are living systems. They are responsive and intuitive, and have the capacity to create (and recreate) themselves. To bring about effective change within such a system a contemplative, holistic approach is needed: an approach that combines flexibility, humility, collaboration, humour and mutual respect. The answer is for schools to adopt an inside-out, upside-down approach to transformation.

Inside-out and upside -down

An inside-out approach starts with the needs of students and the school's values, which permeate the school's culture, activities and relationships. It also engages with the external context beyond the school and draws on theory and literature from relevant areas. An upside-down approach starts with students and makes everything else serve their needs as whole people. It also respects the members of the school community by listening deeply to their lived wisdom. At the same time, it incorporates requirements imposed by external authorities.

Such an approach to change in schools is based on the premise that the whole model and purpose of schooling needs to be reviewed, reconceptualised and changed. It aims at 'reinventing' the whole educational enterprise (Allen et al., 2000; Beare, Caldwell, & Millikan, 1989; Handy, 1990; Little, 1995; Meier, 1992). This is exactly what the Australian school community - of which the author was principal from 1994 to 2008 - set out to do in 2001.

The school concerned is a Catholic independent secondary school for girls, established in 1897 on the Upper North Shore of Sydney. Of its enrolment of approximately 900 students, over 20 per cent are boarders from country New South Wales. The school is based on the educational philosophy of Mary Ward (1585-1645), the English foundress of the Institute of the Blessed Virgin Mary (IBVM), who established many schools for girls in the early 17th century across Europe. This school's efforts to reinvent itself can be conceptualised as a 12 step framework for reinventing a school.

Framework for Reinventing a School

It needs to be understood, however, that these steps are not sequential. They may be covered in a different order and several steps may be addressed simultaneously.

Step 1: start with purpose

What is the purpose of schooling? How should schools be? Many of the problems which paralyse schools stem from lack of clarity or disagreement over these basic questions. The answer to these questions is dependent on one's mental paradigm, or imaginary (Beare, 2006a). It is an ontological question.

At this school the purpose of the school was made explicit, and encapsulated in the intent statement '*...growing individuals and communities...* Education was seen as liberating, assisting individuals to grow in their humanity so that they could more effectively become 'people for others', with a strong commitment to social justice. Based on the understanding that 'the fundamental nature of reality is relationships, not things' (Senge et al., 2000, p.52), the school is seen as a living organism. In such an approach, the 'lifeworld' of the school, based on its unique values and purposes, dictates the shape of the 'systemsworld' of structures and plans (Sergiovanni, 2000).

Step 2: identify and articulate the school's values

Agreed values provide a sounding board and point of stability for any organisation or community, especially important when everything else is changing. An ongoing process of connecting the past (the values), the present (the needs of the current students and the current external context within which the school operates) and the future (the discerned reality within which the students will function and shape). The symbol for infinity (∞) is useful for demonstrating this continuous linking process.

The school's values as a Catholic school in the Mary Ward tradition were already clearly established and well known. In fact, the stories of the foundress, Mary Ward provided great incentive for reinventing the school. Born in Reformation England into a staunchly recusant Catholic family, Mary Ward grew up surrounded by people - especially women - of strong faith, courage and strength of will. In the absence of a formal Church hierarchy in England, she

exercised significant initiative and leadership, establishing an apostolic religious order for women which focused on the education of girls. The pejorative description of Mary Ward as 'a dangerous innovator' became a catchcry for change in this Australian school some 400 years later. Mary Ward believed that education was liberating, needed to address the whole child both 'in and out of the classroom' and to be relevant to the needs of the time and place.

Step 3: engage with the external context

Fullan (1997) claims that schools cannot shut their gates and leave the outside world behind them and can no longer be indifferent to the working lives that await their students. Market competition, parental choice and individual self-management are already redefining how schools relate to their wider environment.

At the school concerned, every effort was made to have school community members engage with the external context – local, national and global - within which the school operates and to identify emerging future trends.

Step 4: include everybody

Using inclusive processes is important not only to ensure that the school community will support the new direction of the school but also to ensure that the best ideas have been incorporated. Wide consultation and involvement in decision-making processes wherever possible will capture wisdom and make implementation of changes a smoother process.

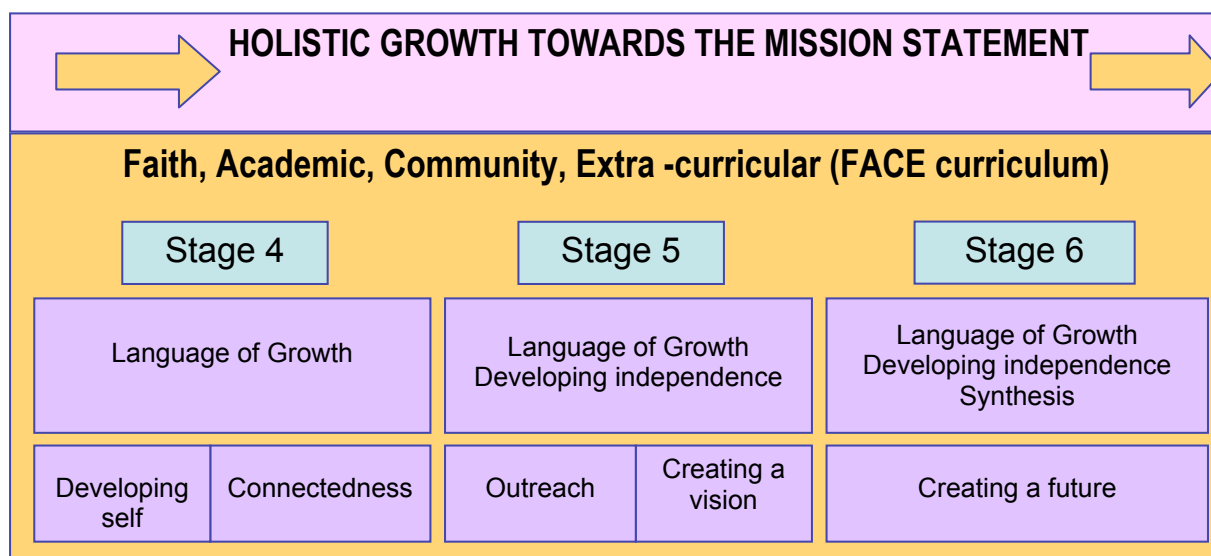
In this case vast amounts of data were gathered through surveys of school community members, structures were developed to enable the inclusion of a wide range of perspectives and seventeen strategy workshops were held which included all staff members, as well as most parents and many students. These workshops were important in convincing people of the need to change (especially since the school was already perceived as successful), creating a sense of urgency and requiring people to engage in 'double-loop learning' (Argyris, 1992). The school's efforts were focused through the communal development of an intent statement, ***...growing individuals and communities...*** It is important to note, however, that not all community members welcomed this level of involvement. Many found it a shock but were later thrilled to have been included.

Step 5: dream of how it could be

Senge et al.(2004, p.87ff) write of a 'U movement' which involves three steps: sensing (observing and becoming one with the world), presencing (retreating and reflecting, allowing inner knowing to emerge) and realising (acting swiftly, with a natural flow). Rather than have a charismatic figure determine 'the vision', presencing involves an inner knowing where what has to happen simply becomes obvious. This describes what was desired from the strategy workshops, where every member was asked to go away and reflect on what the data meant and how s/he could assist in bringing about ***...growing individuals and communities...*** From these aggregated personal 'visions' a communal dream emerged of a holistic model of schooling which would be built around the needs of individual students.

Step 6: develop a shared paradigm

The dream then needs to be translated into a workable paradigm. It is at this point that many school reform efforts founder. While everyone might share the dream, turning it into reality involves compromise and negotiation. In the case study school this process involved many sub-steps including calling for draft models from any teacher or group of teachers, communal critiquing of these draft models, and amalgamation of the best ideas. Successive teams of volunteers built on the work of others before them so that the evolution of the holistic Student Growth Model (SGM) (shown in the diagram below) belonged to everyone and to no one in particular.



The case study school's Student Growth Model

The elements of the Student Growth Model are these:

- 1 the belief that learning and relationships are equally important
- 2 the belief that Faith, Academic, Community and Extra-curricular aspects (the FACE curriculum,) need to be included and articulated in every moment and aspect of school life
- 3 development of a 'radical new pedagogy', based on constructivist approaches, and impacting on curriculum, pedagogy and assessment
- 4 ICT: every student has a digital portfolio, a *MySite*, for keeping her work in progress and sharing documents. ICT is used extensively as a tool for learning and a means of keeping the community connected within and beyond itself
5. a holistic learning program, called 'Integrated Learning', which incorporates several academic disciplines, a strong values base (particularly that of social justice), emotional intelligence skills training, ICT skill development, and a range of literacies. This program is taught by volunteer teachers in Year Teams and comprises approximately 25 per cent of teaching-learning time in Years 7 and 8.
6. the new teacher role of Advisor, with responsibility for some eighteen students, each of whom s/he knows well as a whole person through the conduct of regular student/advisor conversations, through regular interaction with these students' parents and possibly through team teaching of the Integrated Learning program or teaching of a specific academic subject
- 6 one-on-one student/advisor conversations about the student's growth and learning, conducted several times throughout each of the four academic terms each year
- 7 plenary meetings with parents. Parents are more actively involved with their daughters' learning, including through twice-yearly plenary meetings with the advisor or academic subject teachers, which are prepared for and led by the student.

Step 7: lead appropriately

Several theories of leadership are useful for a school which seeks to reinvent itself. These include:

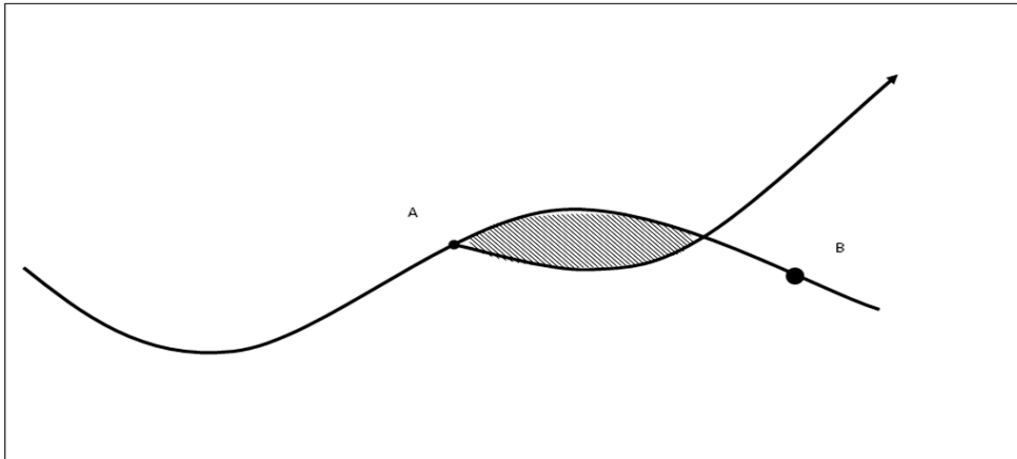
- Level 5 leadership (Collins, 2001)
- Parallel leadership (Crowther, Hann, & McMaster, 2001)
- Values-based contingency leadership (Day, Harris, & Hadfield, 2001)
- Leadership from soul (Beare, 2006b)
- Contemplative-reflexive leadership (Degenhardt, 2006)

In each of these theories there is a need for the leader to be reflective and respectful of both the people and the context within which s/he is operating.

Step 8: manage change and micropolitics

In attempting to reinvent a school both change management and transition management theories are helpful. Those leading the change need to avoid 'balkanising the opposition' (Hargreaves & Fullan, 1998), provide opportunities for people to express their concerns so that these can be addressed, be aware of 'gatekeepers' and 'blockers', bear much projected anger from community members forced out of their comfort zones, and develop increased resilience and a supportive network.

In the case study school the Leadership Team supported each other well, especially necessary when teacher discomfort levels rose. Workshops for staff on change management, where theories such as Handy's (1995) sigmoid curve were explained, were helpful.



Handy's sigmoid curve

Handy explains that all organisations go through peaks and troughs, as shown in the curves of the diagram. The key to ongoing success and growth is to begin a new curve at point A, just when everything is going well. However, most organisations wait until point B, when a decline is already in evidence, before taking action. No matter how intellectually aware of the need, people find change difficult and need to make psychological adjustments. Bridges' (1995) theory can assist with this process.



Bridges' transition management theory

Bridges' transition management theory helped community members to understand that they were going through a psychological process of sometimes painful letting go of the old, confusion and discomfort at the present lack of clarity, as well as hope at the promise of the new developments.

Step 9: provide professional development

Extensive professional development is necessary to support teachers and others to develop the knowledge and skills necessary to be competent and confident in a new paradigm of schooling. Numerous voluntary workshops were available for staff in the case study school both in skill development *per se* or to develop particular aspects of the work necessary. Those who

volunteered not only contributed to an inclusive process but also developed their own skills. One example of this was the conduct of the 2004 annual evaluation of the SGM. Volunteer teachers acted as practitioner researchers, were trained by an external consultant from a local university, and then carried out the necessary evaluation. They expressed pride in the new skills they had developed through the whole process and in the service they had provided to the school. External learning and change process consultants were also used, and release time was found for teachers to plan and develop curriculum.

Step 10: adapt structures and architecture

As the SGM took shape, it became obvious that structures had to change to accommodate and support the new paradigm. New roles emerged, such as Holistic Learning Coordinator, new structures such as the 'Curriculum design and evaluation structure' were developed, and existing areas within the school were transformed into new flexible learning spaces which supported the new paradigm of schooling.

Step 11: evaluate constantly

Regular and rigorous evaluation is essential. Analysis of student performance in academic and other areas, the opinion of community members, and other data deemed relevant to a particular school community will provide feedback and direction for the school.

At this school annual school goals, exit surveys of Year 12 and staff members leaving provided feedback. However, the school's Evaluation Committee - formed of representative and volunteer staff members - frames and analyses the annual whole-school evaluation process, which includes most parents, students and staff. The annual evaluation report provides valuable data for determining success and identifying both direction and areas for development.

Step 12: develop a continually reinventing culture

Following all these steps will bring about a culture within the school where change is expected, and continual improvement is sought. This is a 'continually reinventing' culture. There is a paradox inherent in such a concept. As Schein (1992, p.363) observes, 'culture is by definition a stabilizing, conservative process, whereas a *learning* culture attempts to institutionalize and stabilize learning, innovation and change'.

Within the case study school there is ample evidence of a significant change in the culture of the school since the start of the reinvention process. Since the first year of implementation of the SGM There have been many changes to programs, architecture, pedagogy and structures. There is an ongoing need to avoid 'ossifying' the model in any way, including helping the pioneer implementers to see that ongoing evolution is not a corruption of their hard work.

Data from surveys, interviews and observation reveal a staff which is now constantly evaluating, innovating, open to change and expecting that change is the norm in the 21st century. The departure from the school in April 2008 of the principal who had led the process, and had been fourteen years in that role, was effected smoothly. Her successor was appointed from within the school, and several other existing staff members filled vacancies caused by the series of internal promotions which ensued. It was reassuring for the school community to observe that, despite external advertising, which attracted large numbers of well qualified candidates, the successful applicants were current members of staff. Succession planning had paid off. The 'new' paradigm continues evolving as the school continues to reinvent itself.

In conclusion, there is a great and growing need to work for continuous change in our schools. Our young people, our society and our world need people of sound values, engagement with present realities, a clear vision for the future, and the courage to make that vision happen.

References

- Allen, L., Almeida, C., Cushman, K., DeSalvatore, L., Malarkey, T., & Steinberg, A. (2000). *Reinventing High School: Six Journeys of Change*. Boston, MA: Jobs for the Future.
- Argyris, C. (1992). *On Organisational Learning* (Second edition ed.). Cambridge MA USA: Blackwell Publishers.
- Bassey, M. (1999). *Case Study Research in Educational Settings*. Buckingham: Open University Press.
- Beare, H. (2001). *Creating the Future School: student outcomes and the reform of education*. London: Routledge Falmer.
- Beare, H. (2006a). *How We Envisage Schooling in the 21st Century: Applying the new 'imaginary'*. London: ACEL & Specialist Schools and Academies Trust.
- Beare, H. (2006b). *Leadership for a New Millennium*. Winmalee, NSW: ACEL.
- Beare, H., Caldwell, B., & Millikan, R. (1989). *Creating an Excellent School: some new management techniques*. New York: Routledge.
- Boyd, W. (1996, September). *Competing models of schools and communities: the struggle to reframe and reinvent them*. Paper presented at the Annual ACEA/ACE Conference, Perth, WA.
- Braud, W. (1998). Integral Inquiry: Complementary Ways of Knowing, Being, and Expression. In W. Braud & R. Anderson (Eds.), *Transpersonal Research Methods for the Social Sciences: Honoring Human Experience* (pp. 35-68). Thousand Oaks, CA: Sage Publications, Inc.
- Braud, W., & Anderson, R. (1998). *Transpersonal Research Methods for the Social Sciences: Honoring Human Experience*. Thousand Oaks, CA: Sage Publications, Inc.
- Bridges, W. (1995). *Managing Transitions: Making the most of change*. London.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (Fifth Edition ed.). London: RoutledgeFalmer.
- Collins, J. (2001). Level 5 leadership: the triumph of humility and fierce resolve. *Harvard Business Review*, 79(1), 67-76.
- Crowther, F., Hann, L., & McMaster, J. (2001). Parallel Leadership: A new strategy for successful school reform. *The Practising Administrator*, 2001(4), 12-14.
- Day, C., Harris, A., & Hadfield, M. (2001). Grounding Knowledge of Schools in Stakeholder Realities: A Multi-perspective Study of Effective School Leaders. *School Leadership and Management*, 21(1), 19-42.
- Degenhardt, L. M. (2006). *Reinventing a school for the 21st century: a case study of change in a Mary Ward school*. Unpublished PhD thesis, Australian Catholic University, Sydney.
- Eisner, E. (1991). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York: Macmillan Publishing Company.
- Forbes, S. H. (2003). *Holistic Education: An Analysis of Its Ideas and Nature*. Brandon, VT: Foundation for Educational Renewal.
- Fullan, M. (Ed.). (1997). *The Challenge of School Change: A Collection of Articles*. Cheltenham, VIC: Hawker Brownlow Education.
- Fullan, M., & Hargreaves, A. (1998). *What's Worth Fighting For? Working Together For Your School*: Australian Council for Educational Administration Inc (ACEA) (in association with the Ontario Public School Teachers' Federation).
- Gatto, J. T. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. Philadelphia: New Society Publishers.
- Geertz, C. (Ed.). (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Gunter, H. (1997). Chaotic Reflexivity. In M. Fullan (Ed.), *The Challenge of School Change* (pp. 73-96). Cheltenham, VIC: Hawker Brownlow Education.
- Handy, C. (1990). *The Age of Unreason*. London: Arrow Books.
- Handy, C. (1995). *The Empty Raincoat: making sense of the future*: Arrow Books Limited.
- Hargreaves, A. (2003). *Teaching in the Knowledge Society: education in the age of insecurity*. New York: Teachers College Press.
- Hargreaves, A., & Fullan, M. (1998). *What's worth fighting for out there? : Australian Council for Educational Administration Inc (ACEA) (in association with the Ontario Public School Teachers' Federation)*.

- Hartley, J., & Benington, J. (2000). Co-research: A new methodology for new times. *European Journal of Work and Organizational Psychology*, 9(4), 463-476.
- Hinton, F. (1997). Winds of change: teachers in the year 2007. *Unicorn*, 23(2), 18-24.
- Lather, P. (1991). *Getting Smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.
- Little, J. W. (1995). Contested Ground: The Basis of Teacher Leadership in Two Restructuring High Schools. *The Elementary School Journal*, 96(1), 47-63.
- Lovat, T. (2003). The Relationships Between Research and Decision Making in Education: An Empirical Investigation. *The Australian Educational Researcher*, 30(2), 43-54.
- Mackay, H. (2005). *Annual Manning Clark Lecture: Social Disengagement: A Breeding Ground for Fundamentalism*. Retrieved 28 December 2005
- Madriz, E. (2000). Focus Groups in Feminist Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research - 2nd edition* (pp. 835-850). Thousand Oaks, CA.
- Meier, D. (1992). Reinventing teaching. *Teachers College Record*, 93(4), 594-609.
- Mitchell, C., & Sackney, L. (2000). *Profound Improvement: Building Capacity for a Learning Community*. Lisse, Netherlands: Swets and Zeitlinger.
- Murphy, J. (1997). Restructuring through school-based management: Insights for improving tomorrow's schools. In T. Townsend (Ed.), *Restructuring and Quality: issues for tomorrow's schools* (pp. p. 35-60). London: Routledge.
- Noonan, G. (2002, 17 July). Schools in crisis: call for another 700 counsellors. *The Sydney Morning Herald*, p. 2.
- Olesen, V. L. (2000). Feminisms and Qualitative Research At and Into the New Millennium. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research 2nd edition* (pp. 215 - 255). Thousand Oaks, CA: Sage Publications, Inc.
- Papert, S., & Freire, P. (late 1980s). *The Future of School*. Retrieved 20 January 2006, from <http://www.papert.org/articles/freire/freirePart1.html>
- Ramsey, G. (2000). *Quality Matters. Revitalising teaching: critical times, critical choices*. Sydney: NSW Department of Education and Training.
- Reynolds, D. (1992). School Effectiveness and School Improvement: An updated review of the British literature. In D. Reynolds & P. Cuttance (Eds.), *School Effectiveness: Research, policy and practice* (pp. p.1-24). London: Cassell.
- Riley, K. (2001, September). *Success Against the Odds - 5 Years On*. Paper presented at the BERA conference, Symposium on Leading and Managing Schools and Colleges, Leeds, UK.
- Schein, E. (1992). *Organizational Culture and Leadership* (Second ed.). San Francisco: Jossey-Bass.
- Schein, E. (1996). *Three Cultures of Management: The Key to Organizational Learning*. Retrieved 28 July 2002, from <http://mit-smr.com/past/1996/smr3811.html>
- Schön, D. (1983). *The Reflective Practitioner: how professionals think in action*: Basic Books, Inc.
- Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools That Learn*. London: Nicholas Brealey Publishing.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The Dance of Change: the Challenges of Sustaining Momentum in Learning Organizations*. London: Nicholas Brealey Publishing.
- Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). *Presence: Human Purpose and the Field of the Future*. Cambridge, MA: SoL (The Society for Organizational Learning, Inc.).
- Sergiovanni, T. (2000). *The Lifeworld of Leadership: creating culture, community, and personal meaning in our schools*. San Francisco: Jossey-Bass Inc.
- Smyth, A., & Holian, R. (1999, 6-10 July). *The Credibility of the Researcher Who Does Research in their Own Organisation: The Perils of Participant Observation*. Paper presented at the Association of Qualitative Research Conference: 'Issues of Rigour in Qualitative Research', Melbourne.
- Starratt, R. J. (1996). *Transforming Educational Administration: meaning, community and excellence*. New York: McGraw-Hill.
- Wood, M. (2002, 14 July). Teachers say job is too hard. *The Sun-Herald*, p. 10.