



<i>Presentation Title</i>	<b>Building a New Community Out of Old Expectations</b>
<i>Format</i>	<b>Paper Session [ 1.04 ]</b>
<i>Sub-theme</i>	<b>Home, School and Community</b>

## **Building a New Community Out of Old Expectations**

**Michael KELLY**

Principal, Department of Education and Training, New South Wales, Australia

### **Abstract**

Some of the suburbs found on the outskirts of western and south-western Sydney are recognised as some of Australia's lowest socio-economic status areas. This region can be as diverse as the enrolments found in the many schools' located there. Its diversity is increasing as many of the refugees from the Sudan and other troubled areas of the world are attracted by the low costs of housing and renting available throughout suburbs such as Miller and Willmot. Over the past ten years, I have been involved with and witnessed a number of schools that have moved from a centralised position viewed from very much a teacher's perspective to one that has the students involved at heart. These schools have moved from an "us versus them" mentality to one of inclusion for all community members. Currently, I am working in a school with 79% of students coming from a non-English speaking background. The challenges involved with this shift in the working culture found at schools along with the development of important partnerships between home and the classroom has been complex. However, with a shift in pedagogy evident through shared leadership and responsibility, the school is seen as a 'positive' in an environment of surrounding 'negatives'.

In an approach that has encouraged and welcomed parental involvement in the decision-making processes at the school rather than isolating the families in our community, learning has been opened to all - students, teachers and parents. Over time, the school has rediscovered the important role it plays in supporting the families that make up its population, while parents have become aware of just how strong the classroom can be in not only teaching their children to read, write and count but also in providing those skills and values that allow them to play their part in a just society.

Through technology, the sharing of school facilities with local community schools, a negotiated approach towards behaviour management within the school and through the opening up of classrooms the school has transformed itself to a place of learning for all.

**Keywords:** technology, school and community

### Project Design:

Due to the nature of those problems confronting the school within the community at the time and the immediate need of getting on with the daily job of teaching, this project involved using some of the methodology of “action research”. It involved people recognising a problem, trying to resolve it and then stepping back to see the outcomes of their endeavours before deciding on the next required course of action.

Action research also allows the initiating researcher (principal) to openly acknowledge their bias to the other participants and in this project that partiality was based upon the policies and expectations of New South Wales’ Department of Education and Training (DET).

In this scenario, the problems first identified concerned the erratic results of student learning outcomes over an extended period of time. Hard data was gathered through standardised testing in comparison with state wide results over a two, three, four and five year period. At first glance, these patterns resembled the cardiograph of an individual suffering a heart attack. A number of other things also started to worry me. Poor student and staff attendance figures, a noticeable lack of feedback to children and teachers about their work combined with minimal teacher reflection on what they were doing, a lack of accountability and responsibility throughout the school plus an “us versus them” mentality towards students and the community led me to the conclusion that something needed to be done. The words of the then Regional Director “you have got to fix this” provided that little extra incentive to me as well at the time.

Once evidence was gathered, my enrolment in a Master of Education course provided me with a number of alternatives and pathways to address problems involving pedagogy, leadership within the school, student and staff welfare, the development of stronger lines of supervision and links into the community.

Over five years, a number of initiatives were established including:

- shared leadership for the school with representation of all staff involved;
- increased levels of true parental involvement as opposed to tokenistic representation in the decision making process;
- increased levels of professional discourse and collaboration through the opening up of classrooms through observation lessons;
- classrooms being linked more closely to educational theory, research and university lecture theatres;
- stronger lines of supervision and clearer links to school targets;
- The introduction of technology as a means of engaging students;
- Positive Behaviour of Learning;
- A restructuring of all learning programs; and
- All stakeholders at the school being seen as learners with the school’s Learning Support Team responsible in deciding future directions.

These initiatives have been evaluated via a number of internal and external reviews. Student learning outcomes have become more consistent in literacy and numeracy and patterns show that we have “stabilized the patient” as far as long term trends are concerned in both areas with “value added” figures above state average.

Other indicators of impact include:

- Increased enrolments with a higher conversion rate of students in the transition from the preschool located on site into our kindergarten classes;
- A greater level of parent participation evident throughout all aspects of the school including parent helpers in classrooms, parent attendance at weekly K-6 assemblies and in sessions held to assist parental learning;
- Nine interactive whiteboards operating in Stages 2 and 3, seven more on order with all remaining classes to receive such technology by the end of term 1 next year;
- A policy in technology that accepts it as part of today's society rather than one that refuses to acknowledge it;
- Two Community ( one Turkish the other Afghani) schools operating after hours and utilising the school's facilities throughout the week;
- A local church group meeting every Sunday at the school to hold its weekly service;
- Increased levels of the school's involvement in research projects from a number of universities with one currently underway involving K-2 newly enrolled students and their families from overseas;
- All classrooms at the school involved with observation lessons on agreed upon areas of teaching expertise for colleagues through a planned strategy involving the professional development of staff;
- Six members of staff presenting at a number of colloquia for two universities over the past three years;
- One nervous principal presenting a paper for the very first time at an international conference;
- Five members of staff receiving a promotion or permanent employment status through the merit selection process within DET; and
- Two years ago the school was reclassified from a P3 to a P2\*.

The rest of this paper details what we do and why we do it.

\*\*Public schools provide instruction in accordance with the primary curriculum. Where necessary, public schools may also provide part of the secondary curriculum. Infant schools enrol students from Kindergarten to Year 2 and public schools enrol students from Kindergarten to Year 6. Infants and public schools are classified as follows:

Class 6 An enrolment of 25 or less

Class 5 An enrolment from 26 to 159

Class 4 An enrolment from 160 to 300

Class 3 An enrolment from 301 to 450

Class 2 An enrolment from 451 to 700

Class 1 An enrolment of more than 700\*.

Pg 85 2009 DET Directory [www.det.nsw.edu.au](http://www.det.nsw.edu.au)

### **The recent past: from the fat into the fire**

After a number of years at a school located in one of the most disadvantaged areas in Australia on the outskirts of western Sydney, declining student enrolments saw the need for me to be transferred (or accept a drop in pay) to the nearest available school with a P3 ranking (see above)\*.

The school I eventually was appointed had been well served by a principal who held that position for a number of years prior to my arrival. She had retired and now it was my turn to pick up the challenge involving the community's expectations and the pedagogy that was both established and deeply embedded into the working fabric of the school's daily operation. The school was set in its approach towards student learning and classroom doors were closed for colleagues, supervisors and the parents

of the children enrolled. Teacher reflection on pedagogy was practically non-existent and guarded if indeed it was discussed amongst a few brave souls.

The school's direction was decided by the meeting of the executive team consisting of the principal, assistant principals (APs) appointed at the school along with executive teachers (ETs). From my earliest observations of these meetings two things became apparent. The first was that those opinions present during these gatherings were deeply divided in regards to what exactly was needed for the school to progress while trying to address the many diverse and complex needs of a community already under pressure from the influences of a variety of socio-economic factors surrounding it. The second was that the individuals involved were not willing to participate in such discussions for whatever reason depending on what was actually being discussed.

This led to a number of dark and very sombre encounters on many occasions.

Decisions were not based on available data concerning student learning outcomes and there was no hard analysis let alone discussion on what exactly these outcomes meant for the school and its community. The first time I did a presentation on the school's Basic Skills Tests (BSTs) results for years three and five at a staff meeting I was met with accusations from some present of not valuing the work of teachers and demands for clarification on exactly "what was I trying to say". It was at this moment I thought to myself "I'm in trouble" and rather than move towards another extended period of explanation as to why such questions were needed I actually began to clarify the role statements of all staff including mine over the following months.

From the feedback I received it became apparent that in the majority of classrooms a "teacher centred" approach to learning was at the heart of all learning at the school with the closed classroom door acting as its biggest bastion. Over the next few years, two DET reviews of the school's operation were held, five investigations were initiated and completed into my actions as principal following a number of complaints, a number of staff either transferred to other schools or were directed to move by the regional director in an endeavour to ease the tension while two teachers were removed from the employment of DET.

**The hard lessons learned at that school during this difficult period provided me with a better understanding of the things that would provide direction and support in building a new, positive learning community from old expectations.**

It was also during this difficult period that I enrolled in part time post graduate studies (*Master of Education* course at the University of Western Sydney) in a decision that had me looking for answers to sometimes complex situations involving learning and the daily operations of a school. This course provided me with the background knowledge necessary to lead from the front in often hostile situations when issues of education were being discussed and directions planned. It gave me encouragement to "hold the line" through the research knowledge it provided. No longer did I have to rely on "gut feelings" and forward an argument based on only "past experience".

It was both relevant and timely.

**The fact was if I wanted the kids to learn I had to be a learner myself.**

So what worked?

### **1. Connectedness and engagement:**

For this paper the term connectedness and connected learning involves the roles that all participants play in the learning process i.e. the students, teachers and members of the surrounding community. Connected learning is about having a real chance to be involved with the education that is taking place as opposed to any tokenistic attempt to involve all stakeholders. Parental support is essential if any movement is to be achieved regarding academic and attitudinal shifts throughout the school. The need for open and frank discussions between staff and parents is paramount. If there is no credibility or

trust between these two groups then they will remain just that - two groups rather than a group of adults with the common objective of achieving the best for the children involved.

Connected learning involves the engagement of the community's members in the learning process. This involves the engagement of:

- Students through work and lessons that are relevant to them provided by teachers that see themselves as only part of the learning process rather than its centre; and
- A school's community in the education of its children through a clearly defined role as to its part in learning. Zygnier and Gale (2003) described such connectedness as the link between community need and private action where the focus is on a society where the contributions and needs of everyone are respected and valued.

In 2006 the Federal Government of Australia under the then Prime Minister Mr. John Howard released a newsletter entitled *"Paving the Way to Values Education – Making the connections"* through its Department of Education, Science and Training. This document, known as PAVES, was distributed through the education department of each state and territory throughout the country into the many schools and classrooms that serve its' communities. In its' introduction, the words of the Director General of UNESCO, Koichiro Matsuura, were quoted.

*"We live in difficult times when peace and human security are facing new challenges at the individual and global level.*

*"Education is the key dimension of the long term process of building peace, tolerance, justice and intercultural understanding – the reorientation of education to create a better world is truly urgent."*

The research of Shor (1996), Apple and Beane (1999), Pearl and Knight (1999) reinforced the significance of student connectedness and engagement in the improvement of learning outcomes for students especially those that are marginalised and/or those from a disadvantaged background. Fredricks, Blumfield & Paris (2004) suggested that such engagement can be described as a multifaceted construct combining emotional, behavioural and cognitive processes. And it is the purpose and funding of these processes that are currently at the centre of so much debate around the world and the urgency required for the reorientation of education as described by Matsuura.

Former Prime Minister of England Mr. Tony Blair focussed on improving the quality of teachers and schools to lift standards in what he called his "Education Revolution" rather than increasing levels of government expenditure. The research of the Organisation for Economic Cooperation and Development (OECD, 2002) supported Blair's line of thought especially concerning those students at risk. It found that it may not be the socio-economic status of the student that determines the outcome of education but rather the intellectual demand expected from them.

As such, pedagogy was and still is the key to such success.

Lingard and Ladwig's research in Australia (2001a) also found that increasing the amount of expenditure on teacher and school resources could not guarantee improved student learning outcomes. Their work found that improvements in pedagogy had a bigger impact on learning than the spending of dollars on resources for teachers and schools.

Using Australian data (2004) on the results from a nationwide survey, the Hon. Julie Bishop, then Federal Minister for Education, Science and Training commented on the state of educational affairs throughout our schools in an address to the National Press Club (2007). She said "there was very little change in the failure rates in the same grade between 2001 and 2004 but the number of students failing increased the longer they were at school. In 2004 the percentage of students failing was 6.3% in Year 3, 8.8% in Year 5 and 17.9% in Year 7.

"Student results were getting worse not better".

Trends in student enrolments support the then Minister's point concerning the increased numbers of students failing as they move through school with many older individuals voting with their feet.

“We must build a bridge between business and schools, so that there is greater connection between what students learn at school and what employers believe are the necessary skills for the workplaces of the future”.

In the end, she called for the goals of educators to be aligned more closely with those expectations of employers. Such pleas for greater levels of employer expectations and influence in the classroom could be described as a false construction of reality and one that only serves the politically empowered or dominant group involved. Education is more than just another resource in meeting the needs of an economy and valued simply as a means of improving an individual's social mobility at the expense of others.

Such a construction ignores the unemployed, promotes youth exploitation through part-timism, non unionisation and marginalised even further those already of the wrong side of life (Zyngier 2002).

Gale (2000) warned of the dangers of seeing educational opportunity as a material good because it tended to limit social justice to quantifiable and measurable outcomes. Brennan (2001) agreed and stated that the purpose of schools had already narrowed too far in the “human capital” argument that had schools valued not on the citizenship and academic outcomes of students but on their contribution to the economics of a nation and the social capital and salaries they commanded.

And this is what I believe to be the meaning behind the words of Matsuura (see pg 5).

Zyngier and Gale (2003) after Kemmis & Lynch (2002) supported such a line of thought. They suggested the major purpose for education was really for the development of responsible, autonomous citizens thus leading to a just and productive society. Lingard et. al., (2001a, 2001b) described how a rise in student disengagement from school and the curriculum was also associated to a decreased student interest in social values and civic responsibility as reflected in the worrying images concerning assaults in schools throughout the world. Papadopoulos's (2002) described just how much students were becoming disinterested in their current learning and how they wanted the opportunity to take their learning away from the traditional approach that saw lessons dished up inside the four walls that make up a classroom.

But, in the words of the classics, “it just ain't happening” and even more so in a school with enrolments close to 80% NESB.

Corson (1998) in citing Bordieu (1984) explained how the “cultural capital” i.e. those advantages held by the dominant culture (in this case that of the teachers) in schools, is not equally available to those students from backgrounds different to the dominant culture. Hinchey (1998) described the reinforcement of such inequality as providing the “cultural template” to students in an endeavour to maintain the status quo. Hinchey elaborated on how religion, science and the mass media plus a healthy dose of moral superiority have played their parts in developing the thought that the western world has identified the right way to live, act, speak, look and believe. Those that do not fit the norm are isolated while those who are different are unlikely to learn the skills required for success finding themselves in the ever growing disenfranchised group. Cummins cited by Corson (1998) saw such traditional schools where students “who are different in some educationally relevant way” lose their own identity before they even gain it (p.7). For Cummins, real change in the education of children from a non-English speaking background or those that were “culturally diverse” involved the transformation of power from coercive to one that is collaborative in nature (p.7).

In the many families we deal with every day, all want the same for their children at school no matter what their nationality, religion or background. All want their sons and daughters to be safe and happy in a constructive learning environment where they have good friends; where they learn how to get on with others while developing all of those academic and social skills that are necessary for life to be

lived in a positive way. Where there is respect for each other and not the highlighting of our differences but rather on our similarities. Where there is a common rule and expectation for all.

The work by Horner and Sugai (2004) found that for any real organisational change to occur including those diverse within its membership, **a common vision, language and experience has to be at the very centre of such change and this led to the introduction of Positive Behaviour for Learning (PBL) at the school.**

## 2. Positive Behaviour Learning

PBL states in its blueprint document that it is an approach based on research and the review of collected data aimed at bringing school communities closer together in their endeavours to improve student learning outcomes. Originating from the University of Oregon, this approach to the improvement of student academic, social and lifestyle skills is a response to the escalation of disruptive behaviour in American schools (U.S. Surgeon General 2000 cited in Horner & Sugai, 2004).

PBL is reportedly based upon teachers' pleas for assistance in dealing with poor behaviour from students and the required classroom management involved (Elam, Rose & Gallup, 1999 cited in Horner & Sugai, 2004).

Schools that rely only upon a reactive and punitive approach towards dealing with disruptive student behaviour find themselves in an endless cycle of inappropriate behaviour, punishment followed by more unacceptable student behaviour. Sulzer and Mayer (1994) suggested that such a climate can promote student unrest and lead to even further disruption to learning. PBL is a combination of systemic and individualised strategies for achieving important social and learning outcomes while developing the required skills that are necessary in students to avoid problem behaviour. It is not a model for all schools to embrace but rather a compilation of effective practices or what Marxists and critical theorists would call "praxis" i.e. the meeting of theory and practice.

It is important that schools and their communities promote and encourage higher levels of thinking in students through questioning (Habermas 1968, Giroux 1990) rather than the traditional line of thought that sees the teacher at the head or centre of all learning that takes place and this links to Blair's comment regarding the significance of high expectations in teaching (see page 6). It is essential that school's avoid the implementation of PBL through teachers working in a manner that Freire (1970, p.58) described as "depositors" of information while the students "receive, memorize and repeat" in the transaction process of learning described as "banking education". This blind acceptance of the "depositor's" words only leads to a state of "false consciousness" in students that has them receiving, filing and storing such deposits in their minds rather than casting a reflective, critical eye over all the information provided to ascertain the meanings and relevance of such lessons.

As such, the danger is if PBL is seen as a "silver bullet" or answer to everything regarding the many different and complex demons that confront teachers on a daily basis.

Burbule (2000) warned of the need to avoid "package deals" and the "all or nothing approach" in teaching (p.2). Bhasker (1986) argued that the first step in any change should be to ask all participants who have interests at stake as to the reasons behind such change. Bhasker's belief involving open discourse between all stakeholders (including the students) links with Habermas (1968) and supports PBL. Corson (1998) described the benefits of communities playing a major role in the development of policy within schools as elevating the status of the community while questioning the role of schooling in this process. He argued that if the diverse cultural values influence the operation and practices within a school then members of that community grow to become the experts of the school.

The most important thing with PBL is the people involved with it, not the program itself.

The staff, classroom and community discussions held were like peeling an onion as participants openly discussed in sometimes confronting situations involving personal beliefs what was and what wasn't important in the education that was taking place at the school.

**At the start of those meetings, during the introduction of PBL and at that point of time, parents and children had every right to ask was the school actually helping or holding them back.**

The expectations of the families, some teachers and the students involved were generally not sought nor listened too. However through PBL's framework, the opportunity to open up such dialogue for all was presented. From such discussions the whispers of students regarding technology in lessons became loud pleas for help and this message of relevance is supported by research. In work involving 4000 middle grade students Spire, Turner and Johnson (2008) looked at how technology was being used in and away from school and the views of the students on the work that was taking place. As it was with our cohort, the opportunity to use computers and the use of the internet was seen as the most engaging of activities while the teacher centred version of narrative followed by the completion of a worksheet as the least engaging. This led to a renewed focus on:

### **3. Technology**

At the moment in Australia, mobile phones have caused somewhat of a fuss in many high schools. Administrators are struggling to deal with the various scenarios that have been orchestrated and then photographed in a grab for the attention of the media and/or others. Fights occurring following a quick conversation on a mobile phone with a few mates regarding the need for back up to sort out an opponent at school have been common. Information, good or bad, can be quickly distributed via a mobile phone and on the internet by the 'digital natives' (Prensky 2001) enrolled at a school and usually the situation starts deteriorating from that moment on. Circumstances involving violence, bullying via text messaging, "sexting" that has inappropriate photographs sent to not just one individual but possibly finishing up on offer sometimes to the entire planet when the relationship has soured after a week of affection; all have become common viewing on the social networks (My Space, You Tube) that have been established through technology.

The Australian Government published a report (2008) on the average amount of time that students spent online with such networks. Average usage for all age groups was just over one and a quarter hours with older pupils averaging a higher rate at two hours per day. Apart from the equity issues that are involved with those children who are left out of this important loop of social interaction due to a lack of access to technology most primary schools do not acknowledge the need for the acceptance of what our students are already involved with.

Way (2009) best summed it up when she stated:

"Clearly the digital-native generation have developed ways of learning in their lives outside of school that differ from the more traditional learning models expected inside most schools".

And the mobile phone is a good example of the just how technology can either unite or divide the kitchens and classrooms involved.

I believe that many of the primary schools in NSW fail in the endeavour to strengthen the transition into high school by not accepting the challenges that such an everyday piece of technology as the mobile phone has served up to them. Instead of teaching students the etiquette required for such a thing and allowing students the responsibility of looking after it, most schools follow the line of a total ban or in the collection of "contraband" in the administration office in the morning only to have it returned at the end of the day. The family wants their son/daughter to have it for safety reasons etc. yet a majority of primary schools refuse to take the pathway that has all community members including teachers, parents and students working towards an agreed upon protocol for its use when on school grounds.

Would it not be better to address this issue of common courtesy when the children are still young enough to make a difference in their use of such a common thing? Rather than leave it to our colleagues in high school to fight a battle that may already be lost, we have already started such a journey at our school with the support of the community and it must be said that some of the older



members in our neighbourhood proved to be the more difficult people to deal with and that's including some of the teachers.

And this is just a phone.

Way (2009) again: "Even a conservative view of the impact of technology on pedagogy and on learning environments in schools must concede that a substantial portion of educational practice must embrace and harness the new technology-integrated learning approaches of young people, and strive to decrease the divide between home and school-based learning".

We haven't even got to the classroom door with this one.

As a result, more and more students are becoming more disengaged as they move through their years at school and so we arrive back to those issues involving connectedness and engagement.

### **Conclusion**

Our jobs in schools are changing dramatically through the technology available to those in our supervision and we are struggling to keep up with the pace involved. Classrooms of the future will involve increased numbers of personalised learning plans as students take more and more responsibility for the direction of their learning with negotiation between the students, parents and teachers a key part of the learning cycle. These plans will involve ever wider links to the outside with students linking their learning with their lives or as Spires et. al. (2008) explained it "more like the world in which they live". As such, parents will play an ever increasing role in the education of their children with parental signing off mandatory within the school's administration before the new school year begins in the negotiated targeted areas of focus.

The assessment and evaluation of learning will have greater emphasis on individual and peer reflection as examinations move away from pen and paper towards other methods of demonstrating the knowledge learned.

This will involve the need for classrooms to become more appropriate learning environments for all with teachers accepting the notion that they are indeed not the centre of all learning nor can they predict where such learning will lead to as far as that student is concerned. Teachers may facilitate it but learning will be moving in a way and at a pace we haven't even considered yet.

Schools may well develop supportive social and knowledge sharing networks in an endeavour to utilise the learning that has already taken place outside of school with high levels of skill development already evident in those individuals lucky enough to have access to the tools of the future. The reaches of the classroom will move throughout the world in a fluid manner that probably will reflect the curricula that will hopefully be on offer to students on both sides of the world. Despite this sharing of expertise and knowledge between schools from all over the world, league tables amongst schools will become a thing of the past as mistakes are recognised and politicians become more sophisticated in their understanding of what schools are really about.

The divide between the "haves" and "have nots" will widen but in a new field that is yet to be fully understood or indeed recognised.

As always, there will be winners and losers.

All this has demonstrated that perhaps the era of the teacher is over and signalled to all that the time of the learner has begun. However, the most important thing in the learning that takes place will still be the relationship that exists between the teacher and the learner but in the not too distant future this will be a two way process with roles being switched on a daily basis.

## References:

- Apple, M. & Beane, J. (1999). *Democratic schools: lessons from the chalk face*. Buckingham: Open University Press.
- Australian Communications and Media Authority (ACMA) (2008). *Internet use and social networking by young people*. [http://www.acma.gov.au/WEB/STANDARD/pc=PC\\_311396](http://www.acma.gov.au/WEB/STANDARD/pc=PC_311396)
- Bhasker, R. (1986). *Scientific Realism and Human Emancipation*. London: Verso.
- Bishop, J. (2007). Speech – Address to the National Press Club “Preparing children to succeed – Standards in our schools”. February 7<sup>th</sup>.
- Bourdieu, P. (1984). Systems of education and systems of thought, in M. Young (ed) *Knowledge and Control*. London: Collier Macmillan.
- Brennan, M., (2001). *Revitalising curriculum for the compulsory secondary school years*. Jolimont, Vic.: Incorporated Association of Registered Teachers of Victoria.
- Burbules, N. (2000). “Constructivism: Moving Beyond the Impasse”. In D.C. Phillips (Ed.) *Constructivism in Education*. University Of Chicago Press, 2000.
- Corson, D. (1998). *Changing education for diversity*. Open University Press. Buckingham. Philadelphia.
- Feeney, A., Feeney, D., & et. al. (2002). *Bridging the Gap between the Haves and Have Nots: The Role of Education in Overcoming the Increasing Distance between the Haves and Have Nots*. Brisbane: World Education Fellowship Australian Council – University of Queensland.
- Fredricks, J.A., Blumfield, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59 (51).
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Gale, T. (2000). Rethinking social justice in schools: how we recognise it when we see it? *International Journal of Inclusive Education*, 4(3), 253-269.
- Giroux, H. (1990). Reading Texts, Literacy and Textual Authority. *Journal of Education* 172 (1).
- Habermas, J. (1968). The Idea of the Theory of Knowledge as Social Theory. In *Knowledge & Human Interests*, Polity Press.
- Hinchey, P. (1998). *Finding freedom in the classroom. A practical introduction to Critical Theory*. Peter Lang Publishing, New York.
- Horner, R. & Sugai, G. (2004). *School-wide Positive Behaviour Support Implementers’ Blueprint and Self Assessment 1 and 2*. OSEP Centre on Positive Behavioural Interventions and Supports. University of Oregon.
- Kemmis, S., & Lynch, T. (2002). *The Aspirations of a Full Service School: Individual and Community Development*
- Knight, T. (2002). Equity in Victorian Education and ‘Deficit’ Thinking. *Melbourne Studies in Education*, 43(Number 1), 83-105.
- Lingard, B., Ladwig, J., et.al. (2001a). *Queensland Reform Longitudinal Study*, Brisbane: Education Queensland.

- Lingard, B., Ladwig, J., et.al. (2001b). Queensland Reform Longitudinal Study: Supplementary Materials. Brisbane: Education Queensland.
- OECD. (2002). Education at a Glance OECD Indicators 2002. Paris: Organisation for Economic Cooperation and Development.
- Papadopoulos, S. (2002). The Greater Melbourne discovery Camp- a middle years program at Year 9. The Middle Years: not just a number Teaching Learning Network, 9(2 Winter).
- Pearl, A., & Knight, T. (1999). The Democratic Classroom: Theory to Inform Practise. Cresskill, N.J.: Hampton Press.
- Prensky, M. (2007). Changing paradigms. Educational Technology, July- Aug, 2007 <http://www.marcprensky.com/writing/Prensky-ChangingParadigms-01-Edtech.pdf>[viewed 21stMarch 2008]
- Shor, I. (1996). When Students have power: negotiating authority in a critical pedagogy. Chicago: University of Chicago Press.
- Spires, H., Lee, J., Turner, K. & Johnson, J. (2008). Having our say: Middle grade student perspectives on school, technologies and academic engagement. *Journal of Research on Technology in Education*, 40(4), 497-515.
- Way, J. (2009). Tomorrow's Classrooms and ICT. Emerging e-pedagogy : new teaching for new learning. International Conference on Primary Education, November 2009. Hong Kong.
- Zygnier, D. (2002). Reconciling different goals. The Education Age.
- Zygnier, D., & Gale, T. (2003). Non-systemic and Non-traditional educational programs in FMP secondary school: Interim report. Frankston Mornington Peninsula Local Learning Employment Network.

**Author**

Michael KELLY  
Principal  
Department of Education and Training  
New South Wales, Australia  
[mick.kelly@det.nsw.edu.au](mailto:mick.kelly@det.nsw.edu.au)