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We have a strong interest in education and over the past 12 years have been continuously involved in research into educational transformation and the ability of schools to support students' development of skills associated with effective lifelong learning. Much of this research focuses on what we regard as the neglected component of The Australian National Goals for Education and an area which is at the forefront of many employers' minds - Goal 2.

The tendency to ignore Goal 2 may have historically been due to difficulty in measuring many of the stated outcomes. Much of our work and our international collaborations have focused on overcoming this problem and we are increasingly in a position to provide robust methods and evidence in this area. Measures of outcomes against Goal 2 should now take their place against the much more widely adopted measures of academic achievement. Doing so will reduce the concern about the goal displacement – such as teaching to the test - which can result from concentrating on too narrow a set of measures of educational attainment.

Over the course of this research we have gained significant insights into what it will take to transform Australian schooling so that it can perform effectively, not just against current international benchmarks for academic achievement, but also against employability criteria essential to the nation's future. This is important as businesses internationally are becoming increasingly concerned by 'disengaged achievers'. These are students who, while achieving high marks and grades, cannot deal with the more complex challenges they will face as workers and citizens. The data points to a widening gulf between what interests, motivates and engages young people in their 'real' lives and their experience of schooling; and the gulf widens steadily during the secondary school years. Privileged backgrounds may reduce susceptibility but do not guarantee that students will emerge as lifelong and successful learners.

We agree with the current emerging consensus that the quality of teachers and teaching is key to addressing this problem. However, the evidence suggests that this will take much more than a focus on teacher standards and skills to succeed. It will require an orchestrated and coordinated exercise of all available policy levers. Key to our forming this view is the growing international evidence of the

failure of many past reforms to significantly change what goes on in classrooms. Our research and the research of other's increasingly suggest that this is due to four main factors:

- Teachers respond to intrinsic motivation to do what they believe is in the best interest of children and resist initiatives which conflict with their tacit assumptions about these interests;
- The evidence that the beliefs held about the interests of children and what constitutes effective teaching and learning are often unconscious and not readily changed – operating as 'worldviews';
- Evidence that much of what teachers do is deeply habituated and often not consistent with their espoused beliefs or what research indicates is supportive of quality practice;
- That many teachers lack a well developed language about learning and so struggle to make conscious and articulate their own or others' practices (and therefore lack the key skills of an effective lifelong learner themselves).

If change is to take place it will be necessary to, among other things:

- Establish a clear set of National principles and philosophies of learning whilst at the same time reducing mandated and prescribed processes, and content for teaching;
- Change the type of people drawn to teaching, placing the emphasis on life experience and skills in real world contexts;
- Transform University pre-service Education so that it has a much more significant influence on who advances while providing the practical experience needed to support a positive early career experience for both new teachers or career change teachers;
- Have clear and measurable criteria with regard to effective pedagogy which include aspects of practice associated with developing students capacity to learn and problem solve in complex open ended and real life situations;
- Establish a career path with promotion of leaders and teachers based on merit assessed against those criteria;
- Provide leaders with skills to support the development of whole school professional learning communities;
- Link those school-based learning communities to the wider community along the lines of the 'school as base-camp' idea emerging from the UK learning futures research;
- Free leaders to select, promote, reward and sanction teachers on the basis of their merit;
- Make wider use of in-service learning linked to the development of civic values;
- Involve community resources to assist teachers to connect, link, provide feedback and assess students learning in personally valid, valued and authentic contexts;
- Adopt professional development strategies which have sufficient power to influence deeply held beliefs and habits;
- Provide professional development and school structures, systems and resources which free teachers from mandated content delivery (in recognition that information is increasingly ubiquitous) to supporting inquiry based, problem focused and thematic learning which can

be personalized to respond effectively to learners different needs, starting points and backgrounds.

Incept labs is a boutique policy research and consulting firm. We specialize in research related to individual and institutional capacity to deal with complexity and uncertainty. Accordingly we research into learning, innovation, organizational and social resilience, and risk management. For example, in 2012 we completed research into organizational resilience as well as private and public sector innovation. These studies involved interviewing 51 Corporate CEOs and 15 Commonwealth Departmental Heads. They contributed to our understanding of the personal and group attributes employers associate with building Australia's social and organizational resilience and the nation's capacity to capitalize on domestic and global opportunity in the short, medium and long term. Many of these attributes have a direct bearing on the goals and outcomes of our primary, secondary and tertiary education system.

We currently have collaborations in place with both Bristol, and the Open University in the UK and Newcastle, Victoria, and The Australian Catholic University in Australia. More specifically, we have supported the South Australian Department of Education and Child Development with research into school transformation over 12 years and currently are working with the Victoria Institute for Education Diversity and Lifelong Learning on research into the effectiveness of a program designed to support underachieving students succeed in University. We are also collaborating with the Systems Centre for learning and leadership at Bristol University on several UK based projects with both state schools and academies. The views expressed in this submission are, however, our own and not drawn from any particular project or study.

Dr Christopher Goldspink

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