THE UNIVERSITY OF QUEENSLAND

LOOK BEFORE YOU LEAP

BRINGING FUTURES THINKING TO A QUEENSLAND STATE HIGH SCHOOL: PROPOSING FUTURES THINKING FOR THE EDUCATION SYSTEM

BY

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Statement of Originality

I declare that the work in this thesis is to the best of my knowledge and belief original except as acknowledged in the text and that the material has not been submitted in whole or in part for a degree at this university or at any other university.

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ABSTRACT

The purpose of this research is to develop a futures oriented framework in a Queensland school and the Queensland Education System that is aligned with the understandings of the principal stakeholders.

In particular, the study sought to develop a coherent and acceptable vision for a state high school in a rapidly changing society and to assist the development of futures thinking and vision in teachers, parents, school students and community. The development of thinking in less powerful groups and the contribution that the expert knowledge of these groups can make to decision making were examined. Decision making in the school was then improved through futures oriented processes that anticipated and facilitated change. This brought about a change in the nature of the school. Possible alternative futures were identified and implications assessed. Further, the study sought to examine the impact of futures thinking in a school and its manifestation in the Queensland Education System, concluding with the construction of a futures oriented model for educational planning in the State of Queensland.

The research design of the study was multistage and included, initially, the introduction of futures methodologies to planning processes at a Queensland High School, followed by examination of futures oriented educational organisations, review of official documents and interviews with selected Australian futurists.

The futures methodologies included a five round Delphi study followed by a Strengths, Weaknesses, Opportunities and Threats (SWOTS) Analysis, Cross Impact Analysis and Scenario generation.

The study reinforced the notion that planning processes undertaken by an organisation which utilises futures methodologies, in fact, develops the futures thinking of the organisation.

organisation. Shared vision in the organisation developed as shared core values were understood as underpinning decision making processes. The notion was developed that all stakeholders can be used as the expert panel. Desired alternative futures were generated to a limited extent utilising shared core values.

The major contribution of the study was the development of futures thinking in school as a vehicle through which an understanding develops that present decisions create the future, whether it be in education or in any other field. In fact, this research has already created an impact since the recommendations that were made by the researcher to the Queensland Curriculum Review, based on this research, to include a futures perspective in the curriculum of schools, were taken forward and agreed to by government. Ultimately, this inclusion could contribute to the development of foresight in the whole community. The implications of the development of futures thinking in schools and educational organisations are discussed. Based on this study and findings, implications for future research are presented for educators and future research.

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CHAPTER I

THE PROBLEM AND ITS SETTING

> *The most important thing in a study is not so much the resulting report as what has happened in the minds of those who have been involved in the thought process it has engendered. It is well known the process of planning counts more than the plan itself.*
>
> (Godet 1989:54)

1.1 PURPOSE OF THE RESEARCH

As with many other States and countries, extensive and continuing debate indicates that it is not clear what Queenslanders want of their schools and their education system.

The purpose of this research is to develop a futures oriented framework that is aligned with the meanings and understandings of principal stakeholders, thus providing a means of clarifying issues for a school community. These understandings are recognised as being dynamic and responsive to changes occurring in society. More specifically, this study first examines the development of futures thinking in a school through a process of future planning and proposes a futures oriented framework to guide decision making and priority setting and, second, it provides a snapshot of the level of futures thinking in educational organisations, policies, the curriculum of schools and the thinking of prominent Australian futurists.

1.2 STATEMENT OF THE PROBLEM

The research addressed the general question:

What could be a coherent, acceptable vision for a State High School in a rapidly changing Queensland society?

In particular, it set out to:

1. assist the development of futures thinking and vision in teachers, parents, school students and community members;
2. develop the decision making processes within a State High School in Queensland by anticipating and facilitating change;
3. identify and assess implications of possible alternative futures for a State High School in Queensland;
4. examine the impact of futures thinking in a school and its manifestation in the Queensland State Education System;
5. examine the extent to which alternative futures, vision and development of decision making and futures thinking can provide a futures oriented model of educational planning for the State of Queensland.

1.3 INTEREST AND VALUES OF THE RESEARCHER

The researcher is principal of the high school in which the research was conducted and comes from a background of a professional geologist as well as that of a science teacher and an educational administrator. For approximately fourteen years, she has had an active interest in futures processes as planning tools and has utilised futures techniques in two other high schools. Concern had developed as to the validity of the processes as they were

being used in the schools, resulting in a need to investigate and assess approaches through a balance of theory with practice. This has led to an examination of futures thinking.

1.4 CONTEXT OF THE STUDY

Education has been undergoing examination and change throughout the world. Both organisations and curricula are affected as western countries attempt to come to grips with economic difficulties and change. The collapse of the youth employment market in the 1990s and the resultant increase in retention rates at school can be contrasted with the changes a century ago when the child labour market collapse resulted in primary schooling becoming compulsory (Ruby and Dixon, 1993:2). Education is seen as the way to solve current problems.

1.4.1 International Education

In England and Wales, for example, the curriculum has been reformed, national assessment of pupils has been introduced, there is extensive local management of schools and, at the same time, there has been a shift of overall responsibility for education from local control to central control (Pring, 1993). The Education Reform Act 1988 (ERA) introduced these reforms which are to be implemented over a period of time extending to 1997 (Ferguson, McCarty, Nettle and Price, 1989:31). A greater centralisation of the system is occurring, regarding what is taught, how it is taught and how it is assessed.

The difficulties associated with the reform are well documented with successive government white papers published as political issues, operational problems and implementation strategies are negotiated (Lawton, 1993; Pring 1993). The political

difficulties stem from the different ideologies of the politicians who make the reform decisions. These different ideologies impact on curriculum planning and are described by Lawton (1993:5) as:

- privatisers who would prefer to abolish state schools and let people pay for what they want and can afford.

- minimalists who accept the need for state schooling but choose not to use it for their own children and prefer the state to provide something less expensive - they tend to talk about 'the basics' and see schooling in terms of training for work rather than general education.

- pluralists who would like state education to be so good that there would be no motive for having private schools - nevertheless, they argue in favour of the continued existence of independent schools on the grounds of social diversity, freedom of choice and academic differentiation.

- comprehensive planners who would like to plan for a single system catering for social and intellectual types of children.

The resulting National Curriculum emerged as a compromise of at least three of these differing points of view. Operational problems and implementation strategies have also impacted (Lawton, 1993:4). Operational problems arose from the bureaucratic rather than the professional nature of the reforms. There is no obvious ownership of the curriculum by the teachers responsible for the delivery of the reforms. The implementation strategies have involved problems such as fitting more subjects into the timetable, the lack of teachers for particular areas such as languages and technology, as well as difficulties with assessment procedures. These difficulties were exacerbated by short political timelines for the reforms to be implemented. Similar shifts are occurring in other countries around the world such as the United States, New Zealand, Canada, and in Europe (Beare, 1989:3; Skilbeck and Hughes, 1993). Tensions similar to those experienced in England and Wales

are evident, with differing values and interest group pressures leading to disagreement about curriculum directions and resourcing in schools. It appears that a shared vision of the future of schooling has not been agreed upon and politically expedient decisions that are mainly short term in nature, have been made.

1.4.2 Australian Education

Curriculum reform in various guises has been underway in Australia from the 1960s through to the present. These reforms were, for many years, largely in the hands of educators but, since the late 1980s, following international trends, curriculum reform has become a major political agenda item and new players have emerged on the scene (Marsh, 1992:1). Politicians, economic planners and policy makers together with industry and union leaders entered what had originally been the province of inspectors of schools, subject specialists, education specialists, classroom teachers and assessment specialists (Marsh, 1992).

In 1988, the Federal Minister for Education published a report - *Strengthening Australia's Schools* (Dawkins, 1988) - which led to the formation of the Australian Education Council which is made up of representatives of all States. The April 1989 meeting of the Council endorsed the Common and Agreed National Goals for Schooling in Australia known as the Hobart Declaration. These goals are described as providing a framework for cooperation between Schools, States, Territories and the Commonwealth and were intended to assist the State systems and schools to develop specific objectives and strategies, particularly in the

area of curriculum and assessment. Essential learnings were developed and underwent detailed planning with timelines in place for introduction in the States.

In 1991, the Australian Education Council approved eight areas of learning upon which national collaborative curriculum activity would be based, viz: English, Mathematics, Science, Languages other than English, the Arts, Technology, Studies of Society and the Environment, and Health (including Physical Education and Personal Development).

Differences between the States have not allowed the National Curriculum to be fully implemented with each State developing the curriculum in a way that best suits its needs.

While the National Curriculum was being developed, a number of significant reports commissioned by the Federal Government were published. The first of these was the *Finn Review - Young People's Participation in Post Compulsory Education and Training* (1991) which looked at moving the objectives of education in all institutions from general education towards vocational education. It was proposed that a common set of competencies was to be recognised and assessed in school, Technical and Further Education (TAFE) colleges and universities. These competencies were intended to lift educational performance and contribute to improving Australia's place in the increasingly competitive modern industrial world.

This review was followed by the *Carmichael Report (1992),* which introduced the Australian Vocational Certificate Training System Levels 1-4. This system proposed a

single Australian Vocational Certificate which was intended to reform the apprenticeship system by developing further competency based training and recommended that schools be involved through training to Levels 1 and 2 of the certificate.

The Mayer Committee was then appointed to develop the competencies further and a report, *Putting General Education to Work - The Key Competencies Report* (Mayer 1992), was published as an outcome. In this report, seven key competencies were developed. Mayer (1992:5) defined key competencies as competencies essential for effective participation in the emerging pattern of work and work organisation.

The Mayer competencies are:

- collecting and analysing information
- communicating ideas and information
- planning and organising work activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

There is concern that these key competencies, as described, will narrowly focus the purpose of education. Additionally, the absence of competencies, such as cultural understandings, from the list has caused concern. It is claimed that these competencies are comparable with the United Kingdom Core Skills, the United States Workplace Knowhow and the New Zealand Essential Skills.

The Business Council of Australia, made up of the Chief Executive Officers of major companies, has a vision of a world class education system with world class achievement at all levels that sustains competitive advantage in the quality of our human resources. Further, the Council aspires to the pursuit of outcomes from education that match national needs for cultural, intellectual and skills development through a national approach to education policy organisation and curriculum, with encouragement of diversity, choice and innovation in management and delivery (Business Council of Australia 1993:86).

There is no mention of ethics or values in the vision of the Business Council of Australia.

The rhetoric of many in government and in business describes education as an instrument of the economy and, within that view, argues that the curriculum of schools should be modified so as to have an immediate and direct impact on the economy (Beazley, 1992:10). This narrow economic rationalist point of view of education is contested by educationists and other members of the community as being short term, lacking vision and detrimental, in the long term, to both the Australian people and the Australian society.

The concern that educators have is that educational provisions have been hijacked by economic rationalist agenda packages as skills and competencies for the workplace and that the failure to develop ethical, social and moral competencies in schools will only further undermine the capacity to deal with increasingly intractable social, political and economic problems.

The pressures on education to respond to economic imperatives in the late 1980s and the 1990s in Australia are similar to those found in times of economic downturn in the 1890s to 1900, 1910-1930s and 1975-1980. During these timeframes, Australian society changed respectively from agricultural to industrial, from early industrial to highly mechanised industrial, and then to a post industrial society respectively (Bessant, 1988). Australia is currently undergoing further change towards an information society. As with each of the previous periods, there is a belief that schools have neither equipped students for the workforce, nor trained them in the areas needed for Australia to compete in the market place.

Looking forward as a nation, rather than responding pragmatically to the needs of the moment, could provide Australian education with a way of thinking that develops a curriculum which gives a futures perspective for all Australians and thus provides the vision of where Australian Society wants to be in the 21st Century.

1.4.3 Queensland Education

The first records of education in Queensland date from 1859. Initially, little change occurred. The first Education Act of 1875 provided a framework for Education and this Act survived with only six amendments for 89 years. With the proclamation of the 1964 Education Act an era of change commenced. At this time the school leaving age was raised and among other initiatives, the Year 8 Scholarship examination was abolished. By 1972, the Radford Committee had recommended the abolition of external Senior and Junior Examinations for secondary students and a process of internal assessment was developed. This process was modified in 1979 with the Review of School Based Assessment (Scott,

1979). During the 1980s, the community was involved extensively in a review of the organisational effectiveness and operational efficiency of the Queensland Department of Education (Education 2000:iii) which resulted in the *Education 2000* report released in 1986. The Queensland Department of Education responded with the 'Meeting the Challenge Document' in 1987 and the department was restructured as recommended. With change accelerating, the Education Act itself was reviewed with a new Act being proclaimed in 1989.

At the end of 1989, a Labor Government came to power in Queensland for the first time in 30 years with promises of reform and leaner, more efficient government. This applied equally to Education as to all other government departments.

In 1989, the newly elected government decided to abolish the Tertiary Entrance Score as the main method of university entrance in Queensland and a report, The Review of Tertiary Entrance in Queensland, was submitted in 1990. The recommendations of this report were accepted. While implementation in 1992 caused little actual change in school procedures and syllabuses, considerable change occurred for students moving from secondary to tertiary education. Students had received a Tertiary Entrance (TE) Score that was a percentile ranking for each Year 12 student in the State in a particular year, based on his or her achievement in secondary school studies. The TE Scores were assigned at intervals or bands of 5, ranging downwards from 990, until all eligible students had been assigned a score. It was argued by politicians, supported by the media, that this score had lost public confidence, was biased towards mathematics and science students and had problems of comparability and misuse.

A new system was put in place as a result of the Review of Tertiary Entrance. This new system has three elements, the first being the Overall Position (OP) which is a measure of student achievement at school expressed as a position in a rank order of bands 1 to 25 with the first band indicating the top level. The second is a Field Position which is a measure of student skill in specific fields of study at school also expressed as a position on a rank order of bands 1 to 10 with the first band indicating the top level. The third element is the individual student's result in a Core Skills Test which is taken by all Year 12 students and is included on the Senior Certificate. These changes were made with much political fanfare promising to overcome the perceived concerns.

In early 1990, the community was extensively consulted and invited to 'Have Your Say' with respect to education, and in October 1990, as a result of this process, a document, *Focus on Schools*, which proposed organisational reform of education, was published and accepted by government. In 1991, structural change of the Education Department organisation took place. Along with other organisations of the 1990s, a flattening of the hierarchy occurred and devolution of responsibilities, particularly financial, to schools occurred.

Also, as a result of the 'Have Your Say' process, the curriculum in Queensland was reviewed (Hughes, 1991). The terms of reference for this review were as follows:

1. To review all existing systemic management principles, practices and structures concerned with P-12 curriculum development and implementation, authorisation and credentialling in Queensland;

2. To evaluate equivalent management practices and structures in other Australian States, at the national level and overseas, with a view to adopting features considered relevant and appropriate to Queensland; and

3. To formulate policy options for the future practices and structures in Queensland based on wide consultation to secure general support from stakeholders and a commitment to avoid unnecessary duplication and any attendant complexities and inefficiencies, and be cost effective.

During 1991, a report, *Managing Curriculum Development in Queensland* (Hughes, 1991), was submitted as the outcome of this project. This report was not implemented by the government. The reasons for this decision have not been given even though there was much speculation.

In November 1992, a further, much more comprehensive review was commissioned under the chairmanship of Professor K. Wiltshire. The very broad terms of reference of this Review were as follows:

1. Curriculum development, management, assessment and accreditation in Queensland.

2. The relationships with national curriculum development and progress in the post compulsory schooling areas.

3. The content and scope of the Queensland Curriculum from pre-school to Year 12.

4. The most effective forms of remedial intervention to help all children achieve their literacy and numeracy potential.

5. The resource implications of the current and future curriculum for schools, school authorities and the government.

6. The current and possible roles of school and school authorities in curriculum matters in Queensland.

7. The relationship, as far as can be determined, between schooling and the basic skills required in the employment market and the wider community.

(Wiltshire, McMeniman and Tolhurst, 1994)

Extensive consultation took place in Queensland, nationally and internationally. The Australian Council for Education Research was contracted to survey stakeholders, and students, teachers and parents were interviewed. Expert comment was sought both in the disciplines and on general aspects of education. Systems of education were investigated with visits to Britain, New Zealand, New South Wales and Western Australia.

One hundred and five recommendations resulted from this report and implementation of the major recommendations is now underway. These changes have been mandated for government schools and include a Core Curriculum in the key learning areas of English, Mathematics, Science, Health and Physical Education, Study of Society and Environment, the Arts, Technology and Languages other than English for all Years 1-8. The Year 2 diagnostic net, Year 6 testing and the implementation of Student Performance Standards across all levels, as well as a Student Reporting Framework to plot the progress of students in Years 1-8, were instigated. During Years 9 and 10, students are to study eight subjects, five of which are mandatory. The mandated subjects are English, Mathematics, Science and Studies of Society and Environment, with Languages other than English to be studied by all students by the year 2000. In Years 11 and 12, only English is mandated for all students. It was recommended that 'every syllabus have a futures perspective so as to provide a dynamic, proactive and responsive curriculum that will prepare our youth for the 21st Century' (Wiltshire, et al., 1994:ix).

As has been argued in other places, a mismatch has occurred between the curriculum and administrative reform (Bezzina and Koop, 1992:27), creating tension where the curriculum

has become centrally organised and in the hands of politicians while resources and organisation have devolved to the school.

Australian education has long been affected by social, common and political forces which have shaped its philosophies, curricula and structures and there is now a full scale effort to make education an instrument of economic policy as governments attempt to reconstruct Australia (Peach, 1991:9).

1.4.4 Schools in Queensland

Schools in Queensland have, of course, been impacted by the outcome of events described in the previous section. For example, *Focus on Schools* (1990) has had a direct impact on schools. It is stated (Focus on Schools 1990:81) that the

> State education system must respond to the needs of its students but it must also be accountable to school communities, society and the Minister of Education and through him/her the Parliament - for its programs and its use of human and financial resources.

The document further requires that Collaborative School Reviews be undertaken by schools with these reviews taking place within a planning cycle of plan, implement, monitor and review thus leading to the next plan. *Focus on Schools* described the new organisation as being directed by a shared vision as its fifth organisational principle (1990:40):

> An education system with a vision for the future which has been consultatively developed and which focuses on students' learning and welfare will have a unity of purpose and a staff committed to its achievement. A shared vision helps ensure that staff find their work is relevant and meaningful and are confident that their contributions to the organisation are worthwhile.

This organisational principle has not noticeably translated into the system or the school, and Collaborative School Reviews remain rooted in the fleeting present and the past without a futures perspective being developed.

Corinda State High School

The impact of changes on schools in general has particular manifestations at the individual school level. Corinda State High School, a Queensland Government School, is a suburban high school located in the western suburbs of Brisbane, Queensland, that caters for students from Year 8 to Year 12. The students travel to the school from 80 different suburbs. The school has 1400 students, 95 teaching staff and 35 non-teaching staff.

The school offers a comprehensive curriculum at all Year levels. Board of Senior Secondary School Studies subjects, school developed subjects and Technical and Further Education Subjects are offered to meet the needs of all students. Special features of the school are the extensive music program, the farm and the Special Education Unit for physically disabled students.

The school enjoys a high reputation in the community based on the behaviour of the students, adherence to the dress code and a focus on academic achievement.

The school population is diverse in terms of its ethnicity as well as its demographic distribution. Approximately 300 students come from a non-English speaking background.

Within the context of ever accelerating change, planning for the future in the school becomes a pressing imperative.

1.5 RESEARCH FRAMEWORK AND DESIGN

This research has been undertaken for the purpose of contributing to the development of futures thinking and vision in the Corinda State High School Community, in the Queensland education system, as well as in the general community. The research has been undertaken in the case study genre which is eclectic and allows for the use of different methodologies as the study unfolds (Yin 1989:23; Golby 1994:8). Futures forms a central theme within the methodological approach. Data have been collected through survey, interview and through examination of documents. Research has been undertaken on broad aspects of possible alternative futures and an agenda for the 21st Century has been designed. There is an examination of the ways people think about the future, what is their reality and what is their way of knowing. The knowledge that is utilised in this study is

> guided by the assumption that people have patterns of experience ... they order and make sense of their environment (Hutchinson, 1988:125).

People and organisations have different ways of knowing dependent on their different experiences. An important aspect of futures thinking is the values that individuals bring to their opinions in considering future possible actions and deciding what is desirable and undesirable (Bell, 1993:344).

The research has been conducted at Corinda State High School over a period of three years. It involved a multistage design. Initial stages included extensive search of the literature to

gain understanding of the detail of futures work. This was followed by a five round Delphi study which was preceded by a pilot study to test instruments. Further stages included SWOTS analysis, Cross impact matrices and scenario generation. Follow up stages included examination of futures thinking by:

- interviewing Australian futurists about schools and curriculum
- visiting schools that have developed a futures perspective within the school as a whole and within subject areas in particular
- examining documentation

and concluded by examining the possible impacts on the study of assumptions made.

In many futures studies, expert knowledge comes from well recognised authorities in particular fields rather than from those directly involved in an organisation such as teachers, parents and students in schools. Hence, this study examined the possibility of redefining the 'expert' to encompass, for the school setting, teachers, parents and students. An 'expert' is defined as a person who has special skill or knowledge in some particular field. Within this definition, it is quite possible to include parents, students and teachers when considering the future of a particular school. The study was then designed to tap the expert knowledge of the teaching professionals as well as the parent and student body of Corinda State High School in order to look at possibilities for establishing future directions for the school.

Preliminary studies indicated that the teaching professionals displayed very much an interest in the future which was closely related to the practicalities of day to day operations. It was anticipated that the steps needed to move beyond this point of view would have to

be taken slowly. Hence, the Delphi Technique with its iterative processes was selected. The Delphi, as will be seen in Chapter 3, has been widely used and reviewed and is a recognised technique in futures research. The use of a Delphi probe has much to recommend it in a school setting because many interested stakeholders do not attend meetings and, as a result, the perspective developed from meetings can be narrow and unrepresentative. A disadvantage can be the length of time taken for the process. However, as the intention is to develop the futures thinking processes of participants, this could be seen as an advantage.

The process was broken into two steps with the first step being one of three rounds which included all stakeholders and where the emphasis was on accessing general expertise. The second step consisted of two rounds in which questions of feasibility were introduced and the definition of the expert changed to one who knows the detail of curriculum, resourcing and personnel management. The later stages of the study included evaluation of the process by a sample of those involved. It was possible to cluster the five hundred ideas generated in the first round into the four major organisational groupings utilised by the Queensland Education Department (*Focus on Schools* 1990:8).

These are:

- Management which includes managing staff, leadership, coordination, communication, community involvement, review and evaluation
- Studies which includes curriculum, teaching and learning and social justice
- Human Resources which includes staffing mix professional development, staff welfare and student welfare

- Resources and Administration which includes finance, administration, materials resources and facilities maintenance.

In actual fact, these groupings overlap and cannot be considered independently of one another, nevertheless, they provide a means of sorting and managing data.

A rank order within each organisational group was determined, firstly by desirability and urgency and then by feasibility and urgency. These findings were immediately utilised in the Collaborative School Review conducted at the school during 1993. Examination of the first round Delphi material was undertaken to determine just how many of the ideas for change and innovation suggested were in fact long, medium or short term oriented.

During 1994, the actual Plan for the future of the school was drawn up using Strengths, Weaknesses, Opportunities and Threats (SWOTS) Analysis and Cross Impact Analysis as elaborated later in Chapter 5. Evaluation by stakeholders was conducted at the end of the process.

Changes in the administration of the school during the course of the study caused dysfunction and there was a need for refocussing and stimulation. In the late stages of the study it became apparent that there was increased acceptance that came with an understanding of the process.

This study examines to what extent people are able to move beyond immediate operational issues, thus allowing their expert knowledge to be tapped and extended. The thinking of the now recognised experts is global but lacks the 'on the ground' point of view so valued by groups such as the school community. To move forward there is a need for the meeting of the ways for the overall benefit of the organisation. Initiatives that will develop a futures perspective are examined while recognising that it is not possible to mandate change (Fullan 1993:19). Further, real change is dependent on the members of an organisation initiating change while the organisation itself, having a true futures perspective, demonstrates this by forward looking strategic imperatives. A futures perspective is predicated upon agreed values for the organisation. These values can come with some pain for they need to be general enough and specific enough at the same time. The values of a school or an organisation need clarification and discussion before a true futures perspective can usefully be developed.

To prepare a way forward, recognised Australian futurists were interviewed along with teachers and students in schools which are participating in futures studies. An overall plan for the development of a futures perspective in schools was generated to begin to influence the way of thinking of the community in general from the narrow pragmatic view to a broader understanding of ambiguity, risk, and probable, possible and preferable futures.

1.6 SIGNIFICANCE OF THE RESEARCH

In the present politically oriented climate, school education is under constant challenge with many interest groups in society having, often well documented, views about what should

be taught in schools, how schools should be organised and how funds should be expended. In many cases, these groups are politically active and, consequently, are able to achieve their particular ends. To date, there exists little research into the development of thinking among less powerful and/or less active groups or even the development of effective avenues through which their 'expert' knowledge can contribute.

Presently, the alternative futures for education are being shaped with limited consideration of the views of the mainstream population. This study seeks to bring futures thinking to a school community while recognising that many teachers and parents are just surviving and find it difficult to think beyond the present. This research can contribute significantly to both practice and educational policy development in highlighting the importance of development of futures thinking in schools as a vehicle through which an understanding that present decisions create the future, whether it be in education or any other area can be promoted.

1.7 DELIMITATIONS OF THE STUDY

The first stage of the research was delimited to a large, urban school that has a diverse population ranging from new immigrants to low socioeconomic background students to students from a high socioeconomic area, resulting in a wide range of programs offered.

The second stage of the research was delimited to those schools, institutions and people sought because of their known interest and involvement in the futures field.

Analysis of policy documents was restricted to published policy documents that influence education in Queensland including Commonwealth documents.

Response to the survey was voluntary, restricted to those who were both invited and willing to participate.

The research in the school was delimited to those who were perceived to be stakeholders.

Personal interviews conducted were influenced by the availability, professional competence and interest of those deemed relevant to the study who were willing to participate.

1.8 LIMITATIONS OF THE STUDY

The use of the Delphi was constrained by the range of items over which participants have expert knowledge, the literacy skills of participants and the limited commitment of some stakeholders.

Generalisability or external validity of inferences and applications are limited by the genre of case study where case study is 'an empirical enquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used' (Yin 1989:23). Construct validation was undertaken through use of multiple sources of evidence. Reliability was sought through careful documentation thus allowing later researchers to replicate processes and sources elsewhere (Golby, 1994:21).

1.9 ORGANISATION OF THE RESEARCH REPORT

The following chapters are organised as follows:

Chapter 2, Thinking About the Future, examines the literature in the Futures area.

Chapter 3 reports the Study Design and Methodology and includes a review of the Delphi Technique. This is followed by Modified Policy Delphi questionnaire development, data collection and results of each of the five rounds of questionnaires. The methodology of the second stage of the study is also included.

Chapter 4 analyses the results from the Modified Policy Delphi, evaluates the Modified Policy Delphi process and a summary of findings are detailed.

Chapter 5 describes Cross Impact Analysis including the SWOTS analysis and scenario generation and concludes with a drawing up of the Development Plan and evaluation of the process by the stakeholders.

Chapter 6 examines Futures Thinking in Australian Education. Futures thinking in education organisations and in schools is explored and interviews with leading futurists are reported.

Chapter 7 reviews the findings of the study in the context of the Queensland Education System and the broader frameworks of the literature review.

Chapter 8 provides a summary of the study, conclusions and future research.

CHAPTER 2

THINKING ABOUT THE FUTURE - A LITERATURE REVIEW

In this chapter, basic concepts concerned with thinking about the future are introduced and related literature is reviewed.

The 1990s is an era of multiple change - technological, social and environmental (Marien, 1992:28). According to Masini (1992), the only place where human beings can impact is in the future. While futures thinking has always been in the human mind, it is essential to analyse the past and present to provide linkage to the future. A futures perspective forces thinking about basic questions, about choices to be made and the alternative directions possible, as decisions are made about the education needed by the young people for the 21st Century. While some might dispute that education is for the world of virtual reality (*Courier Mail* Editorial, Nov.4, 1992), we no longer live in a world of paced change. The challenge is to educate students for paid and unpaid occupations, some of which presently do not exist, for a future which is, at best, unpredictable.

In response to this uncertainty, futures studies has developed as a new field of social enquiry created to systematically study the future (Bell, 1996:29) using tried and tested processes even though the future does not exist (Dator, 1996:xix). Slaughter (1996:259) defines futures studies broadly as 'a synonym for the futures field which is a complex globally distrubuted broad area of study which has futures as it main focus'.

The central purpose of futures studies is not to predict specific future events but to indicate alternative paths to the future and alternate visions for the future (Slaughter, 1991:4; Masini 1992:1). Hence, Futures Studies, in general, involve looking ahead with all the tools and techniques available so as to explore options. It is simply an orderly and systematic process of studying alternative futures and bringing these anticipations to bear on present decisions (Tydeman:1987:1).

Futures Studies are essential because decisions have long term consequences. Future alternatives suggest that there are choices to be made in the present and that forward thinking is preferable to crisis management (Slaughter, 1991:80). Further changes are likely to occur, and continuing rapid change in so many areas creates a major challenge.

For too long, Australians have been satisfied with being identified as pragmatic, with a solid materialistic approach because it has been seen as the basis of prosperity. With rapid change this approach has been found to be flawed (Horne, 1988:1) and this narrow, pragmatic view is now being questioned. Horne (1991) asks:

> If we (Australians) are going to stop being a lucky country and start becoming a clever country, we must have a recognition of our own particular problems and opportunities. If we are to remain a prosperous liberal humane society, we must be prepared to understand the distinctiveness of our society.

Horne (1991) questions further:

> how national decisions could be made about Australia if the idea of the nation itself was an intellectual vacuum.

He reminds Australians that they must have opinions about history, physical environment, society, economy science and technology, the political system and the 'meanings Australians give to existence'. The time is right for the creative exploration of future options that will be culturally and economically acceptable to the Australian public.

Consequently, in Australia, we can no longer count on being the 'lucky country' (Horne, 1964) or merely aspire to being the 'clever country' (Dawkins, 1990). Creative generation of alternative futures can assist decision makers by increasing awareness and contributing at least partially to understanding complex situations and assisting in bringing about change from the present Australian context to a preferred future context.

2.1 FUNDAMENTAL PRINCIPLES

According to Masini (1992), fundamental principles of futures studies can be organised in terms of three basic ideas. First, there is a constant tension between knowledge about the past and the present when these are considered as a basis for looking into the future. There are desires and fears about the future which do not correspond with this knowledge and may even contradict it. Second, the future is the only arena upon which humans can have an impact and, third, from the perspective of the present there is not one future but many possible futures. It is important that 'the future' is seen from the perspective of the present as a number of possible alternative futures (Masini, 1992:6).

It is only by learning to look ahead and by learning to conceptualise and understand the future as a complex whole of alternatives from which to choose that the future can be thought of optimistically. The complexity of alternatives is also related to the existence of

differing values at the basis of different cultures and the consequent existence of differing world visions. The anticipatory generation of alternatives is central to the study of futures (Masini, 1992:6).

Dator (1996:xix) has formulated laws of the future which state that:

1. 'The future' cannot be 'studied' because 'the future' does not exist. Future studies does not - or should not - pretend to study the future. It studies ideas (... images of the future) about the future which each individual and group has (often holding several conflicting images at one time). These images often serve as the basis for action in the present.
2. Any useful idea about the future should appear ridiculous.

These fundamental principles underly futures studies.

2.2 VISION

Vision is 'central to future studies in the creation of images of the future that are sufficiently real and compelling to act as magnets or goals to achieve or spurs to present action' (Slaughter, 1996:278). Societal visioning allows people to become empowered by their own imagery (Boulding, 1996:225) as they image a responsible future and become involved at the grassroots level in decisions that affect their lives (Jungk in Slaughter 1996:120). Zeigler (1996:172) notes that 'in the envisioning mode to approaching the future, possibilities for the third millenium are already emerging in the workshops, projects, seminars and individual encounters'.

Vision is an essential element of any successful organisation. It has been defined as a clarification of the present and a view of the future (Bennis and Nanus, 1985:66).

The importance of vision is widely recognised. Bennis and Nanus (1985:89) portray vision as the commodity of leaders and argue that a compelling vision was a key ingredient in the organisations that they studied. Vision has been described as the picture of the ideal towards which people work or, alternatively, as a mental image of a possible and desirable future state of the organisation (Bennis and Nanus, 1985:89). Perhaps the simplest description is that of Martin Luther King Jnr, **'I have a dream'.** Using the example of the recent events in Eastern Europe, Godet (1992:40) argues that dreams create reality and the future depends mainly on what people, at every level, would like to become. He no longer believes in the effectiveness of national plans or official reports about the future because, most of the time, key issues are omitted for political reasons. This notion has implications for organisational planning.

McCorley (1988) states that a leader in education develops a vision that:

> is influenced by philosophy, core meaning and values, belief in human potential, personal experiences, professional experiences, curriculum policies, technological futures and even the leaders' consciousness (McCorley, 1988:14).

Toffler (1983), in adding and changing ideas during the preparation of script, demonstrated McCorley's notion that vision results from ideas accumulated over a period of time. The notion of vision in an organisation influenced by the same factors can be developed. However, organisational vision can be out of focus and lacking coherence as warned by Bennis and Nanus (1985:93).

There is a need for caution in the treatment of exciting and arousing visionary words as well as a need to analyse what is said and to accept or reject it after considered evaluation.

Jones (1990:76) states:

> We have developed a profound distrust of all generalisations, ideological platitudes, cliches, slogans, intellectual stereotypes and insidious appeals to various levels of our emotions, from the baser to the loftier. As a result, we are now largely immune to all hypnotic enticements, even if, of the traditionally persuasive national or nationalistic variety.

In Australia, visionaries can be regarded as eccentrics but it is essential, according to Jones (1990:76), that:

> We must stop seeing the future as an infinite extension - physically, culturally and socially - of the past, with all the self limitations inherent in that. We have new circumstances, new social and ethnic mixes, new challenges and we must apply ourselves to meeting those challenges. If we do, then the 21st Century will be an exciting, satisfying time to be alive, and those alive then will thank us for our initiative and vision.

Visionary statements can vary considerably in purpose as well as content. Julian Cribb, writing in the *Australian*, Thursday, 14 February 1991, talks of 'forging a vision splendid in a crucible of last resort' and comments that the Federal Government made a final, desperate attempt to salvage its economic and managerial credentials and to arrest Australian industry's slide into the abyss of uncompetitiveness. In the so-called 'industries statement', fast becoming known as the 'clever country strategy', the Hawke Government made its bid for what critics say has been its supreme missing factor - vision. The Liberal Party of Australia, in its 'Australia 2000' project, talks about creating a vision for Australia and providing leadership for our nation at a time when, according to it, both are sadly lacking (Taylor, 1990).

The vital role of vision is discussed in most books on educational and organisational excellence. It is not something that someone happens to have. It is a much more fluid process and does not have to be, indeed it must not be, confined to a privileged few. The implementation of any policy will be superficial unless all implementers come to have a deeply held version of the meaning and importance of the change for them. Vision building is central to selecting and maintaining focus (Fullan 1991:32). Creating a vision forces us to take a stand on a preferred future (Fullan, 1991:33).

While the importance of vision is demonstrated above, developing vision for an organisation is a less well defined task. The current emphasis on vision can be misleading and can cause dysfunction through leaders being over attached to a particular philosophy or innovation, or there can be an over reliance on a charismatic leader. This can restrict consideration of alternatives and suppress the voice of others who may have questions or ideas other than the ones being considered. There could be short term gains and superficial dependency (Fullan, 1991(2):1).

Fullan (1991) suggests an alternative conception of vision which places the responsibility on leaders to develop collaborative work cultures where the development of vision is a shared responsibility. The leader's vision is important but the vision for the organisation should be collective, emergent and flexible.

The combination of evolutionary planning and vision building, collaboratively led by the leader and others, requires less emphasis on particular visions in the early stages. Action precedes planning as much as follows it (Fullan, 1991(2):3). An effective organisation

develops vision, backed up by appropriate and, hence, effective, management systems (Colins and Chippendale 1991:111).

There should be shared leadership with a heavy emphasis on following a vision rather than a person, and this vision should be a shared vision developed together. Collegiality, defined as having a proper professional attitude or orientation, can more likely function as a substitute for leadership and the power of these substitutes for leadership emerges as shared values take hold (Sergiovanni, 1992:8).

The development of ideas about the future in an organisation is an important aspect of shared vision. The process of generating images of the future can lead imagineers to come up with visions that can vary from the sublime to the ridiculous (Johnson, 1992:29). Ideas can develop by 'scanning the cracks and crannies of existing technologies' that had been bypassed while reading to keep abreast of issues pertaining to the future but, ultimately, choice is made to develop shared vision.

The Business Council of Australia has developed a vision of what the nation might be by the Year 2010, which is dependent upon a more focused sense of direction to lift economic performance and create more jobs. This vision is one of an affluent nation which is:

> internationally recognised as offering to its citizens enviable standards, comfortable and spacious cities, good recreational and cultural facilities, social and economic opportunities spread throughout the community, an appropriate balance between work and leisure, and appropriate support for the disadvantaged. (Ralph 1993)

In what is described as a vigorous program of reform, steps recommended to achieve these community aspirations for Australia include tax reform, tariff reduction, improvement in

employee relations and improved management. There is also a reminder that if Australia does not initiate change, undesirable change will be forced upon it.

The Ministerial Consultative Council on Curriculum (MCCC) was an autonomous body established under an Act of the Queensland Government (1988) with a brief to provide advice on all aspects of the curriculum to be taught in Queensland schools in Years 1 to 10. Among the eight action areas identified by the Council for consideration was an examination of the future, and investigative activities were undertaken.

The Futures Steering Committee of the MCCC undertook several projects to explore the future, and to examine implications. One of these projects examined Visions of a Future Australian Society: Toward an Educational Curriculum for 2000 AD and Beyond (Campbell, McMeniman and Baikaloff, 1992). In the first stage of the project, educational goals were developed, utilising, as the panel, a carefully chosen sample of prominent Australians who were reflective thinkers. Notable among the visions for Australia from these leading Australians are the following:

> Australian society must determine its own future. We must recognise the fragility of the country, the changing composition and increasing cultural richness of Australian society and seek new options to meet pressures being placed upon us. Most of all, we should recognise that it is pointless importing solutions into Australia from overseas and that it has already proved less than useless to expect simple solutions to fix up everything quickly. (Vision 1)

> My vision of the future is one which elevated educational goals from the pragmatic level to matters of the mind and spirit .... The function of education, therefore, should be to fashion inquiring minds which have been exposed to a broad spectrum of knowledge and wisdom and trained to be versatile, adaptable, and humble (in the sense of awareness of individual limitations). A schooling which emphasises the humanities and social sciences is most appropriate to the cultivation of incisive minds, able at a later stage to embrace technological and other applied tasks. (Vision 2)

> As the 21st Century rapidly approaches, Australia is faced with some critical options. Does it continue down the path of the past 25 years covering the cracks and avoiding unpalatable political decisions or does it reassess its position in a changed world that no longer sees Australia as a lucky country and take some hard and unpopular decisions that will lead to a productive society offering a quality of life admired by the rest of the world? (Vision 7)

From this study, the image of the desirable Australian society that emerged was one in which human excellence is grounded in concern for people and the planet, the social fabric is held together by threads of personal morality and spirituality and some of the tensions which exist between individual and society are moderated (Campbell, et al., 1992:viii). The goal value system established is arranged in five levels. They are:

- intrinsic valuing of persons (moral responsibility, just, caring)
- responsibilities and development of individuals (international, ecological, rationality, sense of personal control, spirituality/human spirit, empathy);
- caring processes of social association (cohesion, cooperation);
- supportive networks and identities (families, neighbourhoods, global, regional, national)
- robust economy (diversified based, intellectually driven, value added).

This value goal system is closely aligned with the Business Council of Australia Vision for Australia previously discussed and it provides a sound basis for educational goals to be established.

Vision, derived from core meanings and values, developed collaboratively and consequently shared, does not come in an instant (Toffler:1983; McCorley:1985) but comes over time, possibly with changes occurring during its development. Fullan (1992:749) elaborated:

> shared vision that is central to reform is better thought of as a journey in which people's sense of purpose is identified, considered and continuously shaped and reshaped.

Within this framework, visionary leadership is then compatible with, or maybe even essential to, a changing society.

Core concepts and understandings essential to the development of vision include the changing society, alternative futures, scenarios and sustainability. There is a need for an understanding of the importance of these concepts in organisations as well in the general society.

2.2.1 Changing Society

It is important to examine, optimistically, the possibilities for the future when many of the present assumptions in today's society are being challenged. There is a need for a return to large scale thinking about change because all of the little pieces do not fit neatly together (Toffler, 1980).

Contrasting views of change, varying from optimism to pessimism, recognise turbulence during change. However, there are larger patterns emerging in western society (Naisbitt, 1982:1) resulting in a loss of stability in institutions (Hencley and Yates, 1975:v). It is thought by some that civilisation is driven by change and change brings with it enlightenment, the chance for a better understanding of the world and those with whom we share it. Change places a greater responsibility on people to be properly organised so that decisions can be made as to what to accept or what to reject. The choice is greater than it has ever been.

It is reasonable to assume that there will be societal and economic implications of scientific progress such as that described by Mussared (21C 1992:97) who believes that, in the next ten years, genetic engineering will impact greatly on society. Manipulating genes, that is, adding genes from other organisms, removing genes or stopping them from working has now entered the business scene. The world's first genetically engineered food has appeared in the shops of the United States with the Macgregor Tomato available (Huck, 1993). In Australia, recombinant DNA technology and its ability to create novel plants and animals have spread from a few high technology laboratories to being a routine tool of research and product development. More than seventy Australian companies and a Commonwealth Scientific and Industrial Research Organisation division now use the technology to modify genes (Roberts, 1993).

Attention is drawn to Technofear (21C 1991/92:51) which reflects an anxiety about the future and a concern that control has been lost with no possibility of returning to a more secure past. At the moment, it is easy to distinguish the real from the artificial but in a future world, when even the machines might have warm faces, deciding in a split second what is real might mean life or death. This idea is further developed by Smith (21C 1991-1992:79) where a dive into Puget Sound occurs through an interplay of software and silicon chips with the computer generated sounds and images of a synthetic world that responds to movements in three dimensions. It was not in a real world but a world of virtual reality. Catlett (1992) described virtual reality as allowing people to walk inside nuclear reactors or across the Grand Canyon, to learn with the masters and to learn in the time and place they want, perhaps making teachers obsolete, with the classroom of the future being everywhere. He further stated, most importantly, that this powerful technology will change

the way business is conducted. In the restructuring of manufacturing, information plus virtual reality plus robots could lead to flexible manufacturing on site. This would mean, for example, that plants producing heavy equipment would close and that the equipment would be manufactured where the equipment was to be used.

There is a variety of trends that, it is believed, will reshape the workplace (Kiechel, 1993:39). These include ideas that the average company will become smaller, employing fewer people; that the traditional hierarchical organisation will give way to a variety of organisational forms; that a network of specialists, foremost among these technicians, ranging from computer repairman to radiation therapists, will replace manufacturing operatives as the worker elite; that the vertical division of labour will be replaced by horizontal division; that the paradigm of doing business will shift from making a product to providing a service; and that work itself will be redefined with constant learning, more higher order thinking and less nine a.m. to five p.m. operations. Many of these trends are already evident in the workplace.

Movements already underway will affect the world and the education of those required to participate in it (Beare, 1990:3). The present industrial economy is moving nationally towards a post-industrial economic order which is international, interdependent and interlocking. This trend is referred to as globalisation and it focusses primarily on the processes of global integration of a variety of fields such as economics, trade and communications (Slaughter, 1996:257). However, at the same time as this globalisation is occurring there is a counter trend of fragmentation in the post-modern view of society where there is a reassertion of cultural identity and acceptance of pluralism as an organising

principle of national and international life (Camilleri and Falk quoted in Marien, 1996:164). Conflict results from these opposing trends.

There is also a shift from modernity, described by Birch (1996:199) as 'war, genocide, the exploitation of the Third World, increasing pollution, the disappearance of natural resources and even the spectre of omnicide' to post-modernity with the argument that modernity and its conception of the future has led to a dead end (Birch, 1996:199) with an alienation of human consciousness and wider reality. The post-modern view includes notions of sustainability, ethics, culture, goals, aesthetics, ecological well being, release of human potential, social and economic justice and progress against consumerism (Marien, 1996:174).

There is the movement from bureaucracies to network organisations. For example, in the construction industry, a large project will bring together different teams at different stages all contributing their particular area of expertise to the project. The Pacific region has become an important focus. Questions are now being asked and decisions being made on environmental issues in Australia that could indicate the beginnings of a movement from a materialistic society, in both scientific and economic terms, to a global society that reconnects with nature.

Recognition of such movements and the resulting changes forces the consideration of alternative futures as an effective decision making strategy in planning.

2.2.2 Alternative Futures

Inayatullah (1996:187) describes three main ways in which human beings throughout history have attempted to understand the future. These are astrology, prophecy and forecasting. Because of recognised shortcomings of each of these methodologies, a futures approach has developed to the extent that it has been adopted by corporate planners, policy institutes and government planning bureaus (Inayatullah, 1996: 188).

The futures approach to planning includes a

> commitment to authentic alternative futures where each scenario is fundamentally different from the other. (Inayatullah, 1996:188)

Alternative futures suggest that

> individuals, groups, cultures are not set on a deterministic path to a single unitary future but, by using their powers of foresight and decision-making, can select from a wide range of future trajectories and outcomes. (Slaughter, 1996:239)

However, it should be recognised that the notion of alternative futures is not acceptable to all because it threatens those who believe that there should be only one course ahead (Stevenson, 1996:27) and concerns emerge that information that could lead to consideration of alternatives should be suppressed.

Futuring assumes that there are choices to make and that the consideration of alternative futures is based upon the notion that the future can be influenced, even designed, shaped or controlled (Phi Delta Kappa, 1984:1). Generating alternative futures not only generates future trends but initiates action (Phi Delta Kappa, 1984:2). Understanding alternatives

creates a decision context for considering choices (Slaughter, 1992:67). Consideration of alternatives provides a proactive paradigm.

Alternative futures can be described as different, and often contrasting sets of future conditions (Lonsdale, 1985:10). Some may represent extrapolation of related aspects of the present or of a highly likely near range environment, and others may be like leaps out of the blue with broad or even sweeping descriptions with few apparent roots in the present. It is possible that, in a changing society, alternative futures will provide decision makers with systematic ways that can help society and leaders deal with change and enable them to have greater influence over future events (Hencley and Yates, 1975:vii). Alternative futures provide the decision making group with coherent, in-depth pictures of likely, possible, achievable or desirable developments (Tydeman, 1987:48).

The main purpose in studying the future is not to predict but to gain knowledge and understanding of alternatives (Slaughter, 1991:14) but there is a need to achieve a critical balance between the past and the future by the continuing reconstruction of the present. According to Whaley (1990:31), there are three productive ways of considering the future, viz, probable, possible and preferable futures. Probable futures involve what will likely come to pass in the future and are often generated by looking to the past. Possible futures are concerned with what may be, while preferable futures involve generating images of the way mankind should be in the future.

There are two basic types of forecasts - normative and exploratory. Normative is concerned with generating long term, preferable or desirable futures and then working backwards to

the present, while exploratory is concerned with generating shorter term, probable futures starting, from present knowledge and directed towards alternative futures (Sage and Chobot, 1974:162).

There are alternative scientific, technological and business futures as well as political, social and ecological alternatives. Politically, there is the question as to whether a republican system would serve the country better in the 21st Century than the present Westminster system. It is argued that there will be a search for new ideas, and those ideas will be more populist, democratic and egalitarian (Walsh, 1991/1992:85). In ecological futures, there is speculation as to whether Australia is going to be part of a global collapse or whether it will develop a sustainable future. Is there going to be, as suggested by Meadows, Meadows and Randers (1992:137), a recognition at all levels of the community of:

> the time it takes for the forests to grow, populations to age, pollutants to work their way through the ecosystem, polluted waters to clear, capital plants to depreciate, and people to be educated or retrained, (and the fact that) the economic system cannot change overnight, even if it gets and acknowledges clear and timely signals that it should do so. To steer correctly, a system with inherent physical momentum needs to be looking decades ahead.

2.2.3 Scenarios

Scenarios are more specific pieces of the future, focusing attention on causal processes and decision points. They are devices for giving substance to possible alternative futures once they have been identified by forecasting methods such as Delphi. Scenarios are important to decision makers in allowing anticipatory planning to take place (Tydeman, 1987:48).

Realisation of the extent of change and the need for forward planning has led to the development of future scenarios for Australia. The Commission for the Future, commissioned by UNESCO (1989), summarised some of the key perceptions of Australia's future into the 21st Century noting that there was no strongly optimistic scenario for Australia. The four major scenarios proposed from a synthesis of previous material are as follows:

More Growth, but Modestly

The future of Australia will be a somewhat modest extension of the present assuming no national disasters, no major political upheavals and essentially a steady as she goes (sinks?) approach to the future. This leaves the contemporary economic and social problems unaddressed, the economic growth rate modest and with no structural changes to Australia's economic and social fabric.

Shift to the Right: Australian Thatcherism

This scenario which evolves from obsession with economic problems and economic analysis argues for no fundamental change to Australia's political economy and assumes a need for a more corporate and de-regulated economy. This leads to the privatisation of former public enterprises, lower taxation and a diminution of the social responsibility of the national government.

Left is Still Best: Planned Economy

This scenario would have a bold publicly directed state planned model of economic and social development. There would be general agreement that if Australia is to successfully tackle its long term structural problems, then long term planning must include major public and private sector investments, industrial restructuring, support for export initiatives and a better skill based education system. Policies must head towards good economic growth, wage stability, low inflation, low employment and social cohesion.

Smaller and Sustained Futures: New Paradigm

The future is seen in a broad international context. It is argued that Western type of industrial growth will not lead to a just, sustainable and autonomous society. Issues of concern are not just the economy but also equity, human satisfaction and the environment. The drive towards growth values that

> pervade our society is rejected and there is a call for a fundamental assessment of our collective and individual values.

Developing possible scenarios further, Slaughter (1995.2:125) contrasted the alternative operating assumptions of the present industrial culture as compared with a possible wise culture as follows:

Alternative Operating Assumptions

	Industrial Culture	**A Wise Culture**
Growth	Rapid and quantitative	Problematic or qualitative
Limits	None recognised	Reconceptualised and chosen
Nature	Seen as resources	A community resacralised
Person/person Person/nature Relations	Exploitive exclusive	Reverent, participatory
Present	Fleeting	Extended
Future	Linear Expansion	Open, varied
Technology	Violent, dominant destructive	Appropriate, secondary, peaceful.
Knowledge	Monolithic instrumental, power-oriented	Layered in realms; practical, transcendent

The wise culture assumptions developed by Slaughter could be closely aligned with the last of the scenarios that UNESCO developed for Australia of Smaller and Sustained Futures: a New Paradigm (see page 38), while the Industrial culture is strongly represented in each of the other three UNESCO scenarios (see pages 38 and 39).

Whilst the major scenarios for Australia create overall pictures, alternative scenarios for schools can also be considered.

Haas (1985) generated some possible international scenarios for schools of the future:

i. a contemporary, traditional school in the year 2000 that would be very much like schools of the present

ii. a humanistic, traditional school where there is greater trust, morale, growth and caring

iii. a partial technological deschooling where multiple media enables decentralisation of some school functions to homes, businesses, and neighbourhood education cottages

iv. multiple options in the choice of schools within a district through vouchers or tax credits

v. experimental and/or communal schools which are not likely to be widespread

vi. perhaps, ultimately, total deschooling, which is highly improbable.

Consideration of the possible organisational structures that would result from any of these scenarios would need to go hand in hand with implied curriculum changes.

Futures work cannot be represented by a straight line but rather as a series of exploratory loops which begin in the past or present, ranging out into possible futures and then returning to the present as options and choices (Slaughter, 1991:4). Futures work cannot be identified by single forecast extrapolations or predictions. In considering alternatives, there is a need to achieve a critical balance between the past and the future by the critical reconstruction of the present. It is a dynamic process.

2.2.4 Sustainability

Sustainability is a term that appears in much of the more recent futures literature. This concept challenges widely held economic assumptions including that of unfettered economic growth. Sustainability is defined by Slaughter (1991:23) as follows:

> For something to be sustainable it must be able to continue in indefinite use without causing excessive disturbance or damage. In resource terms it implies continuous use without significant depletion.

The Bruntland Report defines sustainability more in terms of people and the need to:

> meet the needs of the present without compromising the ability of future generations to meet their own needs. (Hare, 1991:84)

Sustainability is one of the criteria set by the Institute for 21st Century Studies for analysing national and regional studies (Garrett, Barney, Hommel and Barney, 1991:12). In that context, it is demanded that futures be sustainable in terms not only of the environment but that national strategies identified be environmentally, socially and economically sustainable. It is further noted by Garrett, et al., that the most common error is to consider only economic strategies that fail to take into account the quality of human life and the health of the environment supporting that life. Sustainability is central to many studies even though the term may not be used. Garrett, et al. (1991) conclude that:

> the composite, sustainable nation is one in which the environment is treated with care in order to protect other species and to preserve benefits for future generations of humankind, the economy is viable and operates for the common good, and the society is equitable and just.

The difficulties of creating sustainable economies is recognised (Slaughter, 1991:82) because they demand change and it is not easy to redirect economies addicted to earlier modes of growth.

However, if the alternatives for Australia become, as suggested by Doherty (1991:294), either an environmentally pristine location or the next generation Ruhr Valley, the choice becomes clearer. The debate then continues as to how to create the wealth to sustain the pristine environment. Doherty (1991:295) suggests that as well as the three large wealth creating sectors in which Australia has a strong global advantage - value-added agriculture, value-added minerals and energy and leisure and tourism - there are six next generation sectors which could be large wealth generators in the 1990s and the 21st Century. These are education and training services, telecommunications and information services, health services, media and entertainment services, transport services, and environmental services. Doherty argues that creative thinking about business and the environment could break the stagnation of the present and move Australia towards a sustainable future.

2.3 CRITICAL FUTURES VIEW

Critical futures study as with other critical perspectives examines the:

> often overlooked questions of language, meaning, power, ideology and conflicting interests (Slaughter 1984:25)

and reminds us that to usefully think about the future

> we must know who we are, where we are from and whose interests we are pursuing.

There is a need to examine assumptions made. Gough (1988:33) challenges researchers to explore futures in education through:

> critical reflection on inherited meanings, traditions, values, paradigms, myths, metaphors, concepts and guiding images of various kinds that are embedded in everyday language and which mediate our interpretations of past and present experience and our anticipation of future possibilities 'if the concept of futures in education is to go' beyond a tacit presence, a token rhetorical construct or some derivation of taken for granted assumptions.

Milbrath (1994:117) draws attention to the effect of the dominant social paradigm where key premises held have a major influence on decisions. He believes that incoherence in systems comes about when persons thinking embedded in one paradigm results in an inability to perceive the reality of persons whose thinking is embedded in another paradigm.

Critical futures study forces examination of assumptions made in thinking processes. The development of futures thinking becomes an imperative. Futures thinking is dependent upon the addition of a futures perspective to good thinking skills and an understanding of the role of values. A futures perspective is a creative response to change and uncertainty that brings understanding of alternative futures that give direction to present choices (Slaughter, 1994:20).

Good thinking skills are used to denote a desirable mode of thinking without confining thinking to one of the other qualifiers such as critical, creative, reflective, effective and dialectical when all types of thinking are of value (Nickerson, 1986:29). Nickerson describes the good thinker in a number of ways in terms of knowledge, attitudes and habitual ways of behaving that include use of evidence, validity of organised thinking, listening carefully to the ideas of other people, plus many other attributes. His final comment is that:

> there is a considerable difference between good thinking and the kind of thinking that we habitually do. (Nickerson, 1986:30)

Good thinking does not just happen. In schools, there is considerable interest in whether thinking skills should be infused in all subjects or whether there should be separate

programs. In considering the separate programs, the central issue becomes the transfer question (ASCD Curriculum Update, June 1992:3) that is whether:

> students will apply a thinking skill learned in one context when the need to use it arises in another context

with experts warning that spontaneous transfer is a rare phenomenon.

The evidence is that the adult population applies good thinking skills equally rarely.

Good thinking skills plus a common set of core values are needed for Australia to move towards preferred futures.

2.4 VALUES

Values are defined as the:

> priorities individuals and societies attach to certain beliefs, experiences and objects, in deciding how they shall live and what they shall treasure (Hill, 1993:8).

Hill further describes how an individual acquires a value by first hearing, then understanding and believing what has been said, but only after there is commitment to a particular idea does it become a value.

Values in Futures

Values are at the very heart of futures thinking. Land and Jarman (1992:27) state:

> The purpose and values are the heart of the vision that will pull organisations to their future. These ingredients provide the essential elements of successful self-creation: the picture of that future whole. It is the internal guidance system, the DNA that allows everything to work together. The purpose, vision and values furnish the internal reference point for making choices and connections in a complex and rapidly changing

> world. They endow the organisation with direction to be pulled to the future.

Decision making, based on value judgments, is necessary to construct alternative futures. Bell (1993:812) talked of Laswell who suggests that:

> values become the explicit standards by which to judge what is important and what is not important, desirable or undesirable and worthy and unworthy

and he recommends that there should be objective assessment of human values as values are used to define the good society and to judge alternative futures.

These human values are reflected upon by Schumacher in his discussions with Capra (1979:223) where it was maintained

> that it is inherent in the methodology of modern economics and the value system underlying modern technology to ignore our dependence on the natural world.

Values complicate planning (Fowles 1977:305) with stakeholders having a different cluster of values that can be culturally based, geographically based or socially based. These values orient a person in a complex world and are crucial to the functioning of society.

While there are common values that can be identified, there are differing values that compete to underpin society.

Birch suggests that the

> three paramount values that the 21st century is crying out for are peace, justice and ecological sustainability. (Birch, 1996:199)

He talks of the need to discover a different sort of science and technology based on these values. Keck (quoted in Marien, 1996:172) describes five major values: holism/synergy, empowerment, change as user friendly, attunement to nature and rediscovering the unity of body, mind and spirit. Whilst Harman (quoted in Marien, 1996:172) believes in new values of man in harmony with nature, rebalancing the masculine and feminine, a great levelling of the rich and the poor and an appreciation of cultural diversity.

As well as competing to underpin society in general, these ideological positions compete with traditional values to underpin education. This has resulted in differing educational responses at different times. Particular governments will drive particular agendas for education depending upon the, often unstated, values adhered to.

Fowles (1977:312) concludes that in Futures studies

> there are three precepts jointly necessary for dealing with the discrepancy between present plans and future values:

- hazard guesses about future values
- consider future values
- create flexible plans with periodic review to take account of value shifts.

While consideration of future values is important, it is the latter precept of flexible planning with review that allows the consideration of community value shifts in futures planning.

In thinking about alternative futures for education, the importance of values and the impact of individuals and systems, present values cannot be overestimated and possible future values must be taken into account.

Values in Organisations

Appropriate value systems must be built into organisations if the right corporate value system is to be in place to allow strategic management to work (Colins and Chippendale, 1990:115). Values based activities are integral to most processes of strategic management.

Examination of the values in the Queensland Department of Education Corporate Plan 1994-1996 show the Corporate values do not have a futures perspective (see below) in spite of the fact as previously mentioned, that the fifth of the Organisational Principles in the document, *Focus on Schools* (1990), is that the organisation is directed by a vision for the future (*Focus on Schools*, 1990:40).

Corporate Values in the Queensland Education System

Members of the state education system are committed to:

- effective learning and teaching
- respect and recognition for people
- participation and consultation
- professional responsive services
- equity and social justice
- accountability for our actions and outcomes
- quality and continuous improvement

- effective and efficient management within available resources.

If Hill's definition of values (page 44) is accepted, then it is not possible to consider the Corporate Values of the Queensland Education Department as values that will be the basis of all decision making by the system and individuals in the system. It is possible to accept such a statement as one of beliefs but it would be unwise to assume that they were the basis of all decision making.

In the Queensland Curriculum Review (Wiltshire, et al., 1994) a Draft Charter of Values for the curriculum was prepared consultatively. It became apparent that, to establish such a charter, extensive consultation was needed to achieve acceptance and, indeed, to facilitate shared values. However, in its present form, it is a futures oriented document (see Appendix 13). Futures oriented values in the document include the following:

> Affirming a belief that all people interdependently share stewardship of the earth and its riches, the Queensland curriculum will value a commitment to:
>
> - ecological sustainability
> - economic and social development for all
> - international understanding and cooperation
> - processes to shape a better future.

The contrast between these two sets of values, along with the organisational principles stated in *Focus on Schools*, indicates a mismatch between the organisation and curriculum that could lead to dysfunction.

2.5 A FUTURES PERSPECTIVE IN THINKING

Australians have long valued their pragmatic response to issues as one where they respond quickly to a particular issue, solving the problem. This short-sighted approach is no longer working (Horne, 1988).

The Australian House of Representatives Standing Committee for Long Term Strategies discussion paper, 'From Short Term to Long Term Thinking' (1992) states:

> As a nation we tend to be preoccupied with the short term, the simple and the physical and avoid or evade the long term, the complex or the theoretical. Despite the obvious and looming presence of our national problems, governments rarely take the long term approach.

Further, in this discussion paper, Australians are reminded that they

> can run but .. can't hide

from issues of impacting and that there is

> ample evidence to show that we are in a period of substantial and rapid change to which we are not adapting particularly well.

A futures perspective is a direct and creative response to change and uncertainty that brings understanding of alternative futures that give direction to present choices. Thinking developed in the Queensland Department of Education, as expressed through its values, is reactive rather than proactive and lacks the development of foresight in the organisation.

In moving to a futures perspective, the combination of good thinking skills and values is essential. This has implications for the organisation as well as for policy development, the curriculum and pedagogy.

A study of Strategic Leadership in Victoria's Schools of the Future (Slaughter, 1994:20) concluded that:

- short term thinking remains the norm, and this is likely to continue for some time due to the inertia of past practice as well as the practical problems of innovation in an already stressed system;
- the knowledge, tools, techniques and supporting structures that would facilitate the development of strategic leadership are not yet in place;
- however these resources certainly exist and could be applied relatively easily;
- given the nature, scope, range intensity and range of impacts of global change, the need for more strategic and long-term outlooks is clear.

These conclusions could equally apply to Queensland thinking.

2.6 FUTURES AND POLICY DEVELOPMENT

In a rapidly changing society, the quality of policy makers' choices becomes more important than in the past. Public policy is established through an interplay of values, interests and resources guided through institutions but mediated by politics (Davis, et al., 1993:7). Futures Studies can assist in this era of uncertainty by mapping the uncertainties and the risks (Dror, 1992:60). Critical futures study exposes assumptions made, examines meaning and different understandings of reality. Good decision making requires recognition of all of these influences plus the role of chance. It is possible to steer a path to more desirable futures only if the many possibilities for the future are considered. In this light, as previously mentioned, it is salutary to be mindful of the suspicion with which Godet (1989) viewed major national futures studies. He believes significant issues that are unacceptable to governments are deliberately left out, as power games can conceal issues in any organisation whilst allowing more acceptable issues to be focussed upon. He

commented on the importance of consideration of qualitative factors not just quantitative factors because there are many factors that cannot be quantified. He also considered futures methods as tools for thought and communication while inertia in large organisations is an issue. Godet (1989:53) argued for the need of a strategic culture to activate the intelligence of the organisation through anticipation, action and mobilisation in what he calls the Greek Triangle. (See Figure 1)

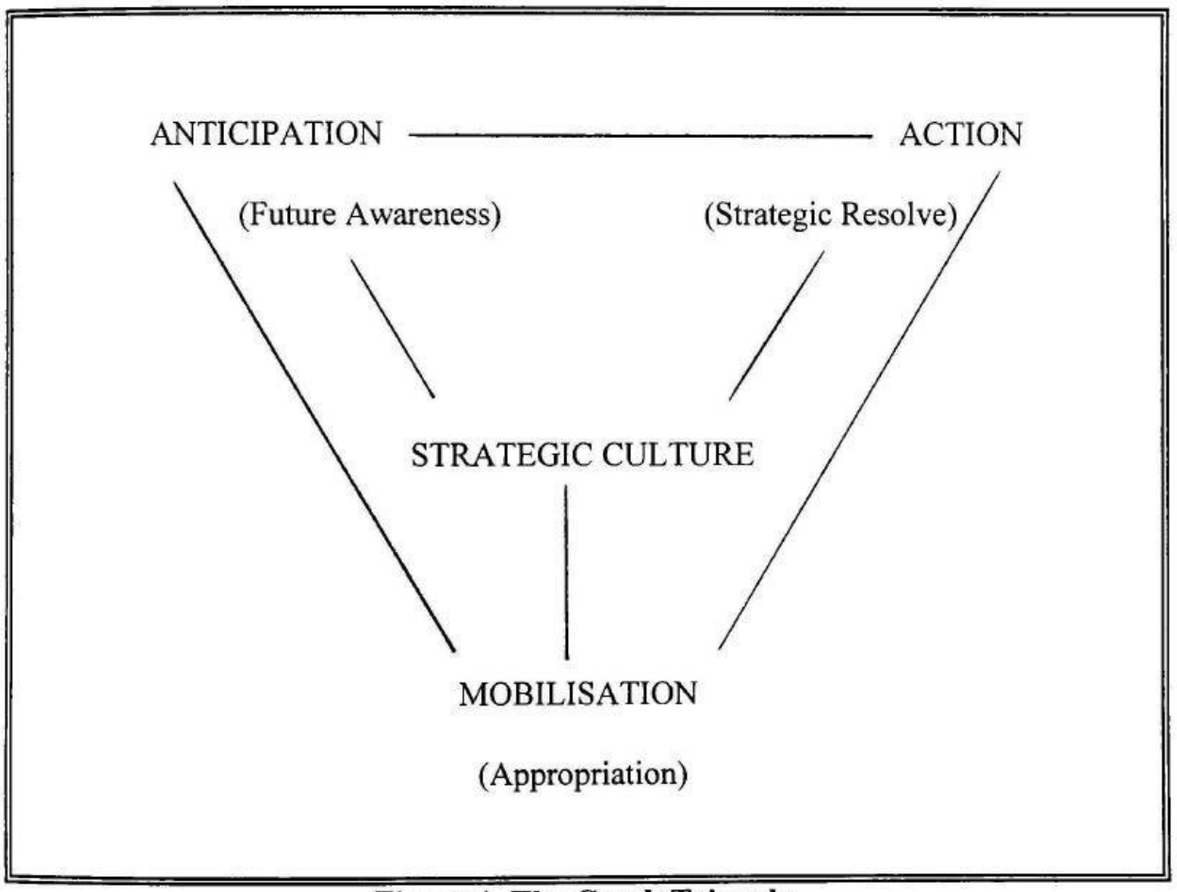


Figure 1 The Greek Triangle

He stated that, without this forward looking view, the organisation will be:

> A ship without a lookout .... it will not arrive at the port, and risks foundering in the tumultuous waters that lie ahead (Godet,1989:53).

The way an organisation responds to change is dependent on the individuals within that organisation (Fullan, 1994). It is not possible to mandate change. Change is not linear. Fullan further states:

> What we can't mandate are moral purpose, skills, motivation and commitment ..... systems have a good track record for keeping things the way they are .... systems don't have a good track record for changing things. Individuals have that track record. (Fullan, 1994:1)

In considering bringing about change in organisations to move to a desired future, these are salutary words.

Examination of futures thinking in past organisations can provide direction. The Great Binding Law of the Iroquois Confederacy (Mander, 1991:235) was created hundreds of years ago to unite the Mohawk, Oneida, Cayuga, Onondaga and Seneca. Features of the Great Law can be recognised in the American Constitution but one aspect not formally utilised today could be very useful to present day organisations. The law decreed that there be Pine Tree Chiefs who participated in all Great Council deliberations. Their duties were described in detail:

> They shall be mentors of the people for all time ... they must be honest in all things ... self interest must be cast into oblivion..they shall look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the ground, the unborn of the future nation. (Mander, 1991:237)

The importance of consideration of the impact of decisions made in the present on future generations was recognised by the Iroquois Confederacy. This notion could usefully be considered in the organisations of the 1990s. The inclusion of futurists in the organisations of today, with similar duties, might seem to be outdated within the present fast moving

technological society but such a model could well be considered as it is increasingly recognised that the decisions made in the present create the future.

In order to achieve acceptable futures, there must be far reaching improvement in policy making, governance and public administration (Tough, 1991:58).

Communities around the world have become increasingly aware of assessing the importance of future possibilities. Internationally, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) is taking a leading role in developing futures thinking. This has been done by commissioning such documents as, Why Futures Studies? - Masini, 1992, Futures Studies - A Toolbox for Problem Solving, and through supporting such organisations as the Institute for the 21st Century in funding publication of national and global studies that are collected, analysed according to criteria and edited. The recent publication of UNESCO Scan has, as its purpose, the creation of a clearing house which is collecting the key ideas of futures oriented literature with education as a focus area. It is the view of the Institute for the 21st Century that teams around the world doing studies have

> a deep sense that the world is in a state that is unprecedented in human history (Garrett, et al., 1991:14)

Other organisations prepare reports such as the *Our Common Future* (1987), which was commissioned by the World Commission on Environment and Development to examine environmental and development issues and come up with realistic proposals for dealing with them.

At a national level, the Australian Commission for the Future has served as a national focus for information on the future. Its job has been to research long term trends and issues, and communicate options for the future to decision makers and the public (21C 1991). The motto of the Australian Commission for the Future is:

> The future is not some place we are going to, but one we are creating.
>
> The paths to it are not found but made and the making of those pathways changes both the maker and the destination.

These guiding principles provided, for the first time, a coherent, national and public focus on the future with the prime objectives of the Commission of the Future being to promote the understanding of science and technology and their importance to Australia's future, to promote the awareness and discussion of the social and economic opportunities, options and impacts of scientific and technological development and public involvement in setting directions for research and development (Commission for the Future, 1989:5). The Magazine of the Commission of the Future (21C) has provided previews of a changing world, with particular reference to Australia.

2.7 FUTURES AND EDUCATION

> Trends and representative problems that are on the horizon have a direct bearing on curriculum and instruction (Longstreet and Shane, 1993:190).

Ellyard, (1990:10) speaking as Director of the Commission for the Future, reflected on the need to develop an exemplary, proactive education system recognising that education is lifelong, with students in schools receiving a balanced, general education that is learner driven, where students see their goals as creating their own future in a global context. All

students will have to cope with basic challenges for the next 25-50 years. Longstreet and Shane warn that:

> Allowing our children to remain essentially ignorant of the challenges ahead is the equivalent of allowing the haphazard course of technology and a still accelerating explosion of knowledge to take over the directions of their future and lead them where they might not otherwise wish to go. The risk is the loss of any control of the world of tomorrow. (Longstreet and Shane, 1993:xvii).

Ellyard shows a way forward through involvement of parents and other stakeholders in envisaging what education will bring in terms of success for students in the 21st Century (Ellyard, 1993:68):

> Many parents are full of anxiety about the future for their children. Many of them want education to return to traditional educational curricula and values. They fear that their children are not currently being adequately prepared for the future and they think that a return to the past will somehow better prepare their children for that future. Their fear must be respected and responded to, even if their suggested solutions are not likely to work. What educators need to do is better explain why other approaches might be better than a return to traditional approaches. To achieve this, there should be more emphasis on vision making in the educational planning process, including vision making which includes parents and other interested stakeholders. These visions should focus on identifying and developing the capabilities which are most likely to ensure their childrens success in the 21st Century. Then parents will be able to see why approaches other than traditional approaches are more likely to better prepare their children to thrive in the 21st Century.

Because of a belief that there will be new employment patterns and people must move out of sectors like agriculture, mining, and manufacturing and into sectors like the services and information industries, Beare (1990:18) argued that the qualities needed for schooling in the Year 2000 are teachers who have international views, organisations that are suited to post industrial times, schools that place students in the Pacific and are not confined by

European frameworks of thinking and, overall, the providing of students in schools with a liberating experience.

However, it is likely that writers such as Doherty (1989:295) would have a different view of the schooling required for participation in the wealth creating sectors of industry such as value-added agriculture, value-added minerals and energy and leisure and tourism where it is perceived that Australia has a strong global competitive advantage.

As indicated previously, the different ideologies driving education are reflected in the extensive public discussion taking place in many parts of the world as to what should be taught in schools and what outcomes should be expected.

Fien (quoted in Hicks, 1995:2) working with others on the Deakin-Griffith Environmental Education project, has expressed a range of ideological positions relating to education, environmentalism and environmental education stressing the need for socially critical environmental education.

Hicks (1996:203) states that

> radical educators are beginning to point out the role that education itself plays in creating unsustainable futures.

Orr (quoted in Hicks, 1996:203) contends

> Education in the modern world was designed to further the conquest of nature and the industrialisation of the planet. It tended to produce unbalanced, underdimensioned people tailored to fit the modern economy. Post-modern education must have a different agenda, one designed to heal, connect, liberate, empower, create and celebrate. Post-modern education must be life centred.

When making decisions as to whether the traditional ideologies will predominate or whether there will be change to post-modern ideologies, account would need to be taken of the views of students such as those identified by Hutchinson (quoted in Hicks, 1996:196) noting

> a strong sense of negativity, helplessness, despondency and even anguish about the anticipated problems facing society and the world at large. For a majority, negative imagery of the future ranged from perceptions of intensifying pressure and competition in schools in the 21st century to worsening trends in physical violence and war and joblessness and poverty, destructive technology and environmental degradation.

In an examination of futures concepts in educational discourse in Australia, Gough (1988:27) concluded that if

> it is anything beyond a tacit presence, it is usually either a token rhetorical construct or some derivation of taken-for-granted assumptions.

Slaughter (1992:63) argues that, to bring about innovation and change, a futures perspective is a strategic imperative as essential in education as it is in every other area of government and business. An example of this perspective is in the Regional Planning Advisory Group Project SEQ2001 Creating Our Future - Towards a Framework for Growth Management in South East Queensland where a vision has been enunciated and a preferred pattern has been prepared for community comment, along with policies responding to the elements of that vision. In education, it is necessary to offer persuasive arguments, identify examples of good practice, gather resources and personnel, and find an appropriate location for a futures perspective in the curriculum. Strong persuasive arguments could include the view that young people are already looking to the future and do not need to be persuaded into considering it.

There has been a move in Australia towards a National Curriculum. Among other Key Learning Area Statements, a draft Statement of Studies of Society and Environment was prepared and evaluation of this Statement noted that three State systems of education and many respondents from the national reference group suggested that the draft statement would be improved by the inclusion of a futures perspective, adding depth to each of the strands, especially time, continuity and change. It recommends that a futures perspective be described in the perspectives section and exemplified in the strands and bands. With the difficulties in implementing the National Curriculum, this forward looking step has gone no further. Nevertheless, this is an encouraging development in the thinking of curriculum reviewers.

At the overall policy level, the former Goss Leadership in Queensland has been described as following in the cautious, pragmatic and controlling tradition of Queensland politics (Wear 1993:25). Hede (1993 : 87) states that only some broad parameters of vision were published in two Labor Policy documents in 1989 but these have not been publicised since.

An examination of Queensland Education Department documents such as the *Corporate Vision for Senior Schooling in Queensland* (1989) and *Focus on Schools* (1990) showed an increasing concern for the need for vision in education as an overarching philosophy. Aims of Education were stated in the Second Interim Report of the Select Committee on Education in Queensland (1979) and also in the 1978 Review of School-Based Assessment in Queensland Secondary Schools (ROSBA). However, it was not until the general comments in *Education 2000* that the view was expressed that the establishment of a sound philosophy of education for Queensland should precede any consideration of new directions

in the system, (*Education 2000*, 1986:6). It was noted that *Education 2000* fell short of providing this philosophy for any of the proposed changes, and that in the absence of a statement of goals and objectives, and without an educational philosophy or vision, the Discussion Paper could not be accepted as a basis for educational planning.

In the foreword of *Meeting the Challenge - Future Directions for Education* in Queensland (1987), which was the organisational response to *Education 2000*, no mention is made of vision or philosophy. The document was put forward as a statement of goals that would improve education over the years 1987-1992.

However, in the P-10 Curriculum Framework of the Queensland Department of Education 1987, a forward looking view was included.

> As we move forward into the twenty-first century, I believe it is becoming increasingly important to recognise that formal education is a matter of shared responsibility and cooperation

and after further discussion of the framework, it was stated

> the P-10 Curriculum Framework will form the basis of the kind of curriculum that the Department of Education envisages will be needed for our children over the next few years.

It was not until 1989 that a fully fledged visionary statement was made by the Division of Schools of the Department of Education in the *Corporate Vision For Senior Schooling in Queensland: A Policy Document*. The *Vision for Senior Schooling* (1989:5) included statements of purpose, responsiveness, participation, development, preparation for the future. However, the importance of vision is emphasised in *Focus on Schools* (1990:4) which stated:

> An education system with a vision for the future which has been consultatively developed and which focuses on students' learning and welfare will have a unity of purpose and a staff committed to its achievement. A shared vision helps ensure that staff find their work is relevant and meaningful and are confident that their contributions to the organisation are worthwhile.

The then Queensland Director-General of Education, Professor R. Scott, in the Department of Education Development Plan 1991-1995, took up the notion of vision in stating that this departmental development plan, implemented in a responsive and flexible way, will help us to achieve our vision of a better education for Queensland students. The development plan has stated as a value and belief that the Department of Education is committed to a shared vision of the future.

While it is possible to trace the importance of vision through many sources, there appears to be a withdrawal in the Queensland Department of Education from a clearly articulated vision to the position of an unstated shared vision. This could lead to an out of focus vision that lacks coherence.

There is a further impact of the new wave of reports (Caldwell, 1992). These, as noted above, are the Finn, Carmichael and Mayer reports which are three major related statements on education and training. These reports are concerned primarily with work related competencies. Issues are arising as to the resourcing of vocational education compared with the non-vocational education. The attention paid to creativity in the Mayer report indicates a softening of attitude towards the non-vocational. These reports are regarded as vital to Australia's future with their renewed emphasis on the role of general education and a greater emphasis on the broad employment related competencies.

Gale (1992) believes that the competency movement is an 'expensive movement in the wrong direction' and argues that, while agreeing in principle that the largely unskilled workforce must be trained, it is not clear that the workforce now proposed will be needed by the year 2001. He further suggests that it is the uniquely human abilities that will be needed in the 21st Century not the trained, defined, robotic skills.

It is recognised in Queensland Department of Education documents that Australian society is in the throes of rapid, significant change. Economic restructuring, shifts in social values, technological development and other arenas of change interlock with each other to impact inevitably on individuals and social groupings (Research Report, 1989:1). Education cannot expect to be insulated from the rest of society. The realistic alternative is to manage the change process itself as far as this is possible and, at the same time, to manage the effects of rapid change. The perceived sources of nominated changes have been most often seen as the Department - Head Office, as well as the Government Board of Senior Secondary School Studies, External Factors and Schools (Research Report, 1989:19).

With the election of the Goss Labor Government in Queensland in December 1989, a scan of policy documents shows the major commitment made was to increase expenditure to ensure Queensland's school system is equal to or better than other State systems. More specifically, commitment was made to implement a major literacy strategy focused on the early years of both primary and secondary school, to implement a major schools building, renovation and maintenance program, to develop major programs for computer education and the teaching of the languages and cultures of Pacific Rim countries, to ensure the effective involvement of parents, teachers and other members of the community in decision

making, to develop the highest possible standards of teaching, to encourage our best teachers to remain in the classroom and to provide genuine equality of opportunity for all students (*Planning Issues,* 1990). Strategic planning has become an imperative in Government Departments in Queensland. It has been defined as allowing an organisation to create a vision of its future and develop the structure, resources, procedures and operations to achieve it. Certainly, a number of elements of the stated vision have been achieved while others are in process.

A project of the Ministerial Consultative Council was the *Curriculum and Educational Futures Project* (MCCC, 1992), which examined key industry perceptions of its own industry and its future, and the implication that it had for the education of young people in Queensland. It was recommended that curriculum developers and implementers focus their effort and actions in enhancing the following:

- teamwork skills
- practical problem solving skills
- communication skills
- autonomous learning opportunities for students
- inclusive and participative practices of schooling which affect students and adults in school communities
- the skills of students relating to literacy, numeracy and technology
- more ethical assessment procedures
- the breadth of subject choices available to students
- relationships between students, teachers and other people in the school community

- the collaborative action by professional educators, industry representatives, parents and the general public in the development and implementation of the curriculum.

The goals of the Finn, Carmichael and Mayer Reports (op.cit.) can be recognised in these elements. This degree of agreement provides a platform for the curriculum of the future.

While the determination of policy and the establishment of priorities is the responsibility of elected government, it is possible to influence the decisions of Government by the provision of alternatives for discussion.

2.8 SUMMARY

Key concepts and important ideas of futures studies have been summarised and presented in this chapter. Fundamental principles of futures studies were considered and the importance of recognising tensions between understandings of the past and the present when these are a basis for looking at the future, noted. It was argued that it is important to realise that the future is the only place where humans can have an impact and that there is not only one future but many possible futures. The importance of vision in organisations, as well as at a personal level, was developed.

Change and the implications of change as it impacts upon society have been discussed with a recognition of optimism and pessimism along with turbulence that results from change. Alternative futures were examined with normative and exploratory futures defined. Possible scenarios for Australia as well as future scenarios for schools were described.

Future scenarios lead to discussion of sustainability and the issues of maintenance of lifestyle without the destruction of the environment.

The critical futures view, where an understanding is sought to questions of language, meaning, power as well as an understanding of whose interests are being served, is an imperative in futures based activities. There is an essential link made to good thinking skills and values.

Values are a major consideration in futures activities. A preferred future will reflect the values of individuals selecting the particular future, thus impacting on the decisions being made in the present. Further, there is consideration of a futures perspective in thinking and the extent to which this futures perspective is developing in Australia, along with futures in policy development and in the curriculum of schools.

There appears to be general agreement on the problems facing Australia but there is little agreement on what should be done and by whom. Understanding that a nation's future is in the minds and hearts of its people, the development of a shared vision could be critical at this stage of Australia's development.

During this era of change, which is not well understood or widely appreciated, Queensland education is being restructured. *Focus on Schools* (1990) provided a basis for the future organisation of educational services for students for the Queensland Education Department, while The Review of Tertiary Entrance in Queensland (1990) provided a different method of university entrance. Now, the recommendations of the Review of the Queensland

Curriculum, *Shaping the Future* (Wiltshire et al.,1994), are presently being implemented. The major emphases in this report concern standardised testing and the rewriting of syllabuses to include K-12 organisation, a futures perspective and values.

Hence, in moving towards a futures oriented model in Queensland Education, issues to be considered include understanding the dominant social paradigm influencing decisions about the future, the impact of other paradigms, the effect of differences in values of stakeholders, the extent of futures thinking in the development of policy, the role of futures studies in education, and, finally, what should be the curriculum for the future and its pedagogy.

Through utilising futures methodologies, this study will clarify these issues and provide coherent plans for the future of a school, taking into account these issues.

This chapter underpins the study by providing a basis for thinking about the future as elements of futures studies are discussed.

In the next chapter of this report, the study design and methodology are presented.

CHAPTER 3

STUDY DESIGN AND METHODOLOGY

In this chapter, case study genre and futures studies methodologies are described. The design and methodology of the study follow. Data collection and analysis procedures are discussed.

3.1 CASE STUDY GENRE

This study is designed within the empirical enquiry mode of case study method where, as previously mentioned, contemporary phenomena are investigated in a real life context when boundaries between phenomena and context are not clearly evident and in which multiple sources of evidence are used (Yin, 1989:23). Case study method is well suited to this study as it provides purposeful enquiry and draws upon a variety of methods as the study unfolds (Golby, 1994:8). This study utilises special enquiry methods from the futures field.

3.2 FUTURES STUDIES METHODOLOGIES

The future can be systematically explored through the use of methodologies that take into account the future not just as an extrapolation of present trends, but as a number of possible alternatives from which the most desirable future can be selected and then decisions made to achieve that future. The methodologies that can be used to assist this purpose include the QUEST Technique, Conventional Delphi, the Policy Delphi, Cross Impact Matrices and Scenarios.

3.2.1 Conventional Delphi

The Conventional Delphi approach provides a combination of qualitative and quantitative data as described by Hutchinson (1988:138) and provides a means to identify and clarify issues. The Delphi probe (Weatherman and Swenson, 1974:97; McGaw, Browne and Rees, 1976:59; and Tydeman, 1987:39) is used as a systematic way of generating judgements about the future.

Further, in eliciting opinions and judgements it provides participants with an opportunity to revise earlier views in the light of additional information. The typical Delphi is a series of questionnaires through which, during the second and subsequent rounds, feedback information is provided to give participants a chance to review their own estimates (McGaw, Browne and Rees, 1976:59).

The value of the Delphi process as a technique in forecasting studies (McGaw, Browne and Rees, 1976) includes:

- the isolated generation of ideas in writing produces a high quality of ideas;
- the process of writing responses to the questions forces respondents to think through the complexity of the problem, and to submit specific, high-quality ideas;
- search behaviour is proactive since respondents cannot react to the ideas of others;

- the anonymity and isolation of respondents provides freedom from conformity pressures;
- simple pooling of independent ideas and judgements facilitates equality of participants;
- the Delphi process tends to conclude with a moderate perceived sense of closure and accomplishment;
- the technique is valuable for obtaining judgements from experts who are geographically isolated (McGaw, Browne and Rees, 1976:34).

Further, Helmer (1994:79) in examining the potential of the Delphi to assist the decision making process in a democratic society recognised the adversarial nature of these processes. However, he concludes that the judicious application of the Delphi has much to offer:

> By shortcutting often acrimonious debate, it may be the most efficient way of determining the degree of consensus or dissensus among the decision making group.
>
> By requiring arguments favouring or opposing stated opinions, it may reveal what kind of additional information is needed to achieve a closer meeting of minds.
>
> By calling for independent votes, it may promote more equal participation among all panellists and avoid the undue influence on the outcome of some dominant individual as well as some panellists' reluctance to abandon a position previously taken publicly.
>
> By encouraging the formulation of pro and con arguments and of compromise solutions, it may greatly enhance clarification of the issue and the attainment of a fair outcome.

These strengths can readily be identified as useful in a school environment where there are a large number of stakeholders often geographically dispersed with resulting difficulties in providing input into a democratic decision making process.

In fact, Helmer (1994:79) concludes

> that (with) these characteristics (the) application of the Delphi in adverse proceedings may save both time and emotion and contribute to greater objectivity in the decisions arrived at in the process.

Linstone (1975:574) drew attention to potential pitfalls that can occur in using the Delphi Technique which included the inability of most people to look beyond the short term, the suppression of uncertainty, the desire of people to simplify complex issues, illusory expertise and not recognising the limitations of expert opinions along with sloppy execution.

By recognising the existence of possible pitfalls in the design of a Delphi, it is possible to minimise their effect and increase the validity of the study. Linstone (1975:586) concludes that

> The strength of Delphi is, therefore, the ability to make explicit the limitations on the particular design and its application. The Delphi designer who understands the philosophy of his approach and the resulting boundaries of validity is engaged in the practice of a potent communication.

Further, a purpose of the Delphi can be the revival of advocacy processes in the organisation (Turoff, 1975:87).

The selection of expert panels is crucial to the success of the study. Hill and Fowles (1975:182) discuss panel issues which include definition of an expert, adequacy of the opinion of the expert, panel selection bias, rates of panel attrition, the need for specialists who can think as generalists, utilisation of specialist knowledge, toleration of lack of commitment or even resultant self selection of panellists. These issues influence a panel selection. Panel fatigue is an issue and some writers suggest results do not improve by conducting too many rounds.

Short term goals may be achieved by establishing urgent and desirable issues while longer term goals can be established by finding issues that are desirable but not urgent. Urgency can be defined as something that should be implemented by a stated time.

Confidence in the validity of the Delphi as a futures technique was addressed in a study conducted by Ono and Wedemeyer (1994:289) where expert assessments over 24 trends and 17 events were compared with assessments 16 years earlier. They found that the trend forecasts of 1976 correlated significantly with the trend assessments made in 1991. It also demonstrated that the Delphi Technique had accurately forecast in 1976 approximately half of the events that could be evaluated in 1991 thus supporting the Delphi as a long range technique.

3.2.2 Policy Delphi

One of the several versions of the Delphi is the Policy Delphi which is used as a forum for generating ideas and identifying policy issues. It seeks to identify opposing views (Turoff,

1975:84) and is therefore a tool for the analysis of policy issues and not a mechanism for making a direct decision. It does not necessarily generate consensus and indeed with some groups this is unlikely.

An aspect of the Policy Delphi described by Richardson (1989:72) that is particularly useful to schools is the principle of:

> informed multiple advocacy which is the process for selecting participants based on criteria of interest and knowledgeability, rather than "expertise" per se. In forming a Delphi group investigators therefore attempt to select as representative group of informed advocates as may be possible in specific circumstances.

Richardson also notes the importance of utilising measures that accentuate differences, noting however that the Policy Delphi is open ended and the outcomes of the process may well achieve consensus as well as continuation of conflict.

The Policy Delphi is ideally suited to the longer range issues that are associated with policy and is dependent upon statements, arguments, comments and discussion. In this application respondents are asked to give opinions on various events and trends as to the probability, desirability, significance and possible time frame where relevant. It is usual to rate the issues on desirability and feasibility as some issues can be desirable but not feasible or vice versa.

It is essential to precis the comments made by participants (Turoff, 1975:96) and it should be one goal to screen the superfluous from the essential.

Table 1: Scales of Desirability and Feasibility

Desirability (Effectiveness or Benefits)	
Very Desirable	Will have a positive effect and little or no negative effect extremely beneficial justifiable on its own merit
Desirable	Will have a positive effect and little or no negative effect beneficial justifiable as a by-product or in conjunction with other items
Undesirable	Will have a negative effect harmful may be justified only as a by-product of a very desirable item, not justified as a by-product of a desirable item
Very Undesirable	will have a major negative effect extremely harmful not justifiable
Feasibility (Practicality)	
Definitely Feasible	no hindrance to implementation no R & D required no political roadblocks acceptable to the public
Possibly Feasible	some indication this is implementable some R & D still required further consideration or preparation to be given to political or public reaction
Possibly Unfeasible	some indication this is unworkable significant unanswered questions
Definitely Unfeasible	all indications are negative unworkable cannot be implemented

The Policy Delphi provides a method of generation of the list of possible events or issues that might occur. Turoff, (1975:100) notes the importance of stating the objectives of the exercise, the 'intellectual honesty' in exploring minority views and the maintenance of editorial and organisational integrity.

3.2.3 Panels

The importance of expert panel selection cannot be underestimated, and is crucial to the success of a Delphi study. According to the Macquarie Concise Dictionary an expert is 'a person who has a special skill or knowledge in a particular field'.

Informed multiple advocacy is a process of selecting participants for panels based on criteria of interest and knowledge rather than expertise per se (Richardson, 1989:72). Selection criteria for

> qualified informants would include diversity of expertise, diversity of experience and diversity of interests. (Biji, 1992:241)

This definition along with the definition provided by the Macquarie Concise Dictionary furnished a sound basis for the selection of the whole school population as the expert panel.

3.2.4 Summary of Delphi

In summary the Delphi technique is a process well suited to the investigation of alternative futures for schools. While some aspects of the Delphi such as the bringing together of geographically isolated people are not of importance here, other elements are of major significance including the generation of high quality representative ideas, the examination

of the pros and cons of these ideas, facilitating consensus, a sense of closure and the development of futures thinking. Particular aspects can be viewed as most useful. The first of these is the ability to value the expertise of the different members of the school community and gain their contributions. The second is removal of fear by allowing the expression of views through a 'safe' medium where participants do not come under attack from strong, articulate personalities that dominate and, at times, stifle the expression of different points of view. In a school this problem can also arise through concern about speaking out in front of the administration. The Policy Delphi is useful in the formulation of issues and in allowing the identification of areas of agreement and disagreement among stakeholders. Finally, the development of a futures perspective among stakeholders as they actively think ahead during the process assists the formation of a shared vision in the school community even when there is diversity of opinion.

3.2.5 Cross Impact Matrices

A Cross Impact Matrix is a method by which the likelihood of interrelated items within a set such as those resulting from a Delphi probe can be adjusted in view of judgements related to the potential interaction of ideas under consideration. The matrix can systematically generate data concerning the possible relationships between events (Hudspeth 1974) thus assisting in the generation of scenarios. This activity can be most useful to those engaged in the activity as they consider reasons for accepting or rejecting the reasons for the impact of events and then assigning a positive or negative value to the impact. There are few limitations on the use of the technique except that the estimation of a large number of variables can become tedious and of questionable validity (Hudspeth,

1974:125; Bishop, 1994:454). Overall, this technique is useful for long range planning and for heightening the participants' sensitivity to the complexity of the issues in examining alternative futures. In this study Cross Impact Matrices are utilised to increase participants' skills in analysing issues and developing sensitivity to the complexity of issues raised, thus contributing to the validity of the decision making processes.

3.2.6 Scenario Construction

As previously indicated, scenarios are instruments utilised by decision makers to assist planning which according to Masini (1992:85):

> clarify the present possibilities of decisions by indicating the guidelines for decisions.

Scenarios can be extrapolative utilising present and past data that can be extrapolated, or normative where alternative desirable future goals can influence present decisions (Masini, 1992:90).

Construction of scenarios utilise methodology such as that described by Tydeman (1987:33) where

> the external issues and their interactions may be grouped into scenarios which can reflect likelihood, importance, desirability or significance. The scenarios may be designed to include potential (policy) actions as well as external issues.

While recognising the limits imposed on scenario generation which range from data availability, through self-realising and self-fulfilling prophecies, the psychological difficulties, irrational aspects and implicit hypothesis (Masini, 1992:92) normative

scenarios could provide very useful information to schools as goal setting structures to assist decision making.

Habana (1993:986) provided useful guidelines by developing three general scenarios for South East Asia in which education scenarios could be embedded. They were as follows:

> Downbeat scenario - negative assumptions. problems growing - powerful sense of deterioration, structures under stress.
>
> Middle-of-the-road - status quo prevails (no major breakthroughs), existing problems and contradictions continue, no major change, driving forces incremental not rapid.
>
> Upbeat scenario - positive assumptions, problems being resolved, positive drivers- enhanced cultural,economic and social development.

The panel members constructing the scenarios considered issues of structure, processes and problems. Finally, the implications of each scenario were considered generally and with respect to education, as well as policy options for education and it was asked were there any options useful for all scenarios.

3.3 CONCEPTUAL FRAMEWORK FOR THE RESEARCH

For the purposes of this study it is essential to understand that establishing policy in school is in fact an example of public policy development which in Australia is 'the interaction of values, interests and resources, guided through institutions and mediated by politics' (Davis, et al., 1993:15). Concepts from critical theory (Gibson, 1986) such as an understanding of whose interests are being served focuses attention on the decision making processes and development of policy in the school. The implementation of overriding political

imperatives will dominate any school based decision making and influence the framework within which individual schools' decisions may be made.

Policy development in organisations has significant shortcomings where frequently too few people actually decide what issues are important and then create policies to deal with those issues. The interests being served, as critical theorists would note, could be those of single issue groups while the interests of the majority or disadvantaged minorities are being undermined or ignored. Important issues can be omitted leaving the organisation vulnerable. Further, in the context of future planning, significant alternatives can remain hidden and not considered in constructing probable, possible and preferable futures. This study deliberately confronts the issue of broadening the base of those consulted, through obtaining as wide as possible an involvement of stakeholders, and generating from those stakeholders important issues as seen by them with respect to the approaching 21st Century.

The conceptual framework for the study is a modified QUEST (**QU**ick **E**nvironmental **S**canning **T**echnique) technique (Slaughter, 1995:78) first described by Nanus who recognised that the development of this technique was appropriate for schools as well as other smaller organisations. It was also noted that there may be a need for modification of the technique in these smaller collaborative organisations. The Quest process 'provides a way of exploring the near term future without over reliance on forecasts and predictions' (Slaughter, 1995:78).

There are five stages identified in the process:

1. Preparation
2. Environmental Scanning Workshop
3. Intermediate analysis and report
4. Strategic options workshop
5. Follow-up work

This process was modified for the research to make it more readily applicable to the purpose of the study and to the school context.

Within the framework of the QUEST technique the design of the research was undertaken in two stages. As indicated above, this study is designed in the first place to develop futures thinking in a school. This involves examining the nature and extent of futures thinking in the community.

The methodology for this stage, which allows identification of future alternatives for the school, is outlined. Through the use of these processes it is intended that vision in the school community be developed, thus contributing to the school decision making process by anticipating and then facilitating change. The first stage included an environmental scan conducted utilising a Modified Policy Delphi Technique. This was followed by immediate analysis and reporting to the stakeholders. A strategic options workshop was conducted that included SWOTS analysis, cross impact analysis and scenario generation.

The follow-up work or second stage of the study included data collection of three types. The view of prominent Australian futurists was sought with respect to the curriculum in schools, and the practice of futures orientation in selected educational organisations was examined through assessment of documentary data and interview. Common themes and elements were distilled and then linked to the practical environment of Corinda High School analysed in the first stage of the study. This provided a basis for construction of short and longer term visions of the school.

	STAGE OF QUEST PROCESS	DESIGN OF STUDY
1	Preparation	Study of School Context and Policy Documents Literature Review
2	Environmental Scanning Workshop	Modified Policy Delphi
3	Intermediate Analysis and Report	Analysing and Reporting on Generated Data
4	Strategic Options Workshop	SWOTS Analysis Cross Impact Matrices Scenario Generation
5	Follow Up Work	Short Term Future Planning - School Development Plan; Long Term Future Planning - Interviewing Futurists, Researching Practice and Assessing Documentation of Educational Organisatons

Figure 2: Overall Design of the Study - Modified Quest

3.4 DESIGN OF FIRST STAGE OF THE STUDY

The first stage of the study sought to examine the extent of futures thinking among the stakeholders in a school. This investigation was undertaken using a modified Policy

Delphi approach as previously discussed where examination of divergence as well as convergence of opinion were objectives for the purpose of reviving advocacy processes in the organisation.

The existence of polarisation of opinion was demonstrated by summarising responses of parents and staff to indicate where there is disagreement and conflict. Structured conflict starts from the assumption that conflict is a normal response to policy issues and every attempt must be made to use disagreement and dissension for creatively exploring alternatives and their consequences (Richardson, 1988:72). Distinguishing the motivation of the particular participants in supporting particular options can be difficult and must be considered by the study.

The next step, Cross Impact Matrices, utilised data generated by the Policy Delphi along with Strengths, Weaknesses, Opportunities and Threats (SWOTS) analysis to examine the ten most important items emerging from the modified policy Delphi.

3.5 DESIGN OF SECOND STAGE OF THE STUDY

The second stage of the study involved interviewing futurists, leaders in futures oriented organisations, teachers who have taught futures courses and students who have studied futures in schools. Data gathering involved the use of structured interviews, and the examination of documentation that described futures thinking in the community , education organisations and in schools. Comparison of thinking at the individual and school levels with that of the wider community was then possible and allowed inferences to be made.

The conclusions of the study were drawn from the analysis of data generated from the Delphi and the Cross Impact Matrices conducted at Corinda High School, and linked with the element and themes of data generated in the second stage of the study which included literature studies, futurists thinking on curriculum, pedagogy of futures teaching and study of futures oriented educational organisations.

3.6 METHODOLOGY OF STUDY

This study utilises a variety of approaches to futures study. In particular, a Modified Delphi approach along with Cross Impact Matrices and Scenario generation are central to the first part of the study while in the second part of the study review of literature and interviews are predominant. This multifaceted approach was selected as being consistent with the underpinning base for the study which values the opinions of the participants and seeks to gain understanding of their realities.

3.6.1 Modified Policy Delphi

The Delphi technique was selected for this study and in particular a modified Policy Delphi was constructed - modified in the sense that a rank ordering of statements was performed to assist decision making while retaining all statements for long term consideration.

This study was conducted using three rounds that examined desirability and urgency followed by two further rounds that examined feasibility and urgency. The first round was constructed so as to generate the issues. Then the further rounds were constructed

iteratively using data generated from the previous rounds together with feedback on the analysis of the previous round.

The first round of the study was a form of brainstorming to generate ideas that would lead to the identification of relevant issues. Because of the reality that documents received have a big impact on the level of participation and interest of participants a careful approach to the actual design of documents was taken. Factors which could impact on the participants were carefully considered and then a two stage trial run of the initial document was undertaken. Factors considered were language, impact of visual design, brevity, and quality of information given. A letter was prepared inviting a selected group of stakeholders to participate in the project and an information sheet about effective schools was prepared to be attached to the letter (Appendix 1).

During the first stage of this trial a committee consisting of three staff members and two parents examined the documents. This led to considerable editing. There was a danger of simplifying the document to the extent that the tone and the level of thinking asked of the participants would not encourage the participants to think beyond the present. While valuing the contribution of the committee it was not felt appropriate to accept all of their suggestions for it appeared almost as though the lowest common denominator of participation would be the guiding principle. The aim was to achieve as much participation as possible at as high a level as possible. The process involved attempting to develop vision in the participants consistent with the purpose of this study, viz, to examine futures thinking. Too much simplification would not allow this purpose to be achieved.

3.6.2 Pilot Questionnaire

Questionnaire Development

Following a careful consideration of factors which could impact on the participants a two stage trial of the initial document was undertaken to check for understanding and to allow participants to express a preference for the format of the document. Factors considered were language, impact of visual design, brevity, quality of information given. Responses were invited to the following open ended questions:

> As the Year 2000 approaches I would like to see the following initiatives addressed at Corinda State High School.
>
> As the Year 2000 approaches I would like to see the following changes made at Corinda State High School.

The Year 2000 was selected so as to remain within the understandings of the participants whilst asking a future oriented question.

The survey forms were designed and tested in the first instance on a small group of four teachers and as a result some simplification of language was suggested particularly on the characteristics page. (See Appendix 1)

A small pilot was run to test participant understanding of the explanatory letter, the information sheet, and the two survey forms, as well as asking which of the two survey forms would be preferred. A total of 22 non teachers were formally surveyed. Non teachers were selected because it was deemed likely that these people would have more

difficulty in understanding educational language. This group included eight parents, fourteen students and one community member.

Questionnaire Analysis

Analysis of the trial questionnaire (see below) demonstrated that all trial participants understood the document but comments indicated that there could be improvement in the explanation of the page describing the characteristics of an effective school. The survey form selected was survey form 2 because it was preferred by the majority of trial participants.

Question	Yes	No	Comment
Can you understand the letter?	22	-	. I am confused about what is Round 1 and what is Round 2 . Characteristics of a better school could be changed to read better. It's hard to understand
Can you understand the information sheet?	19	1	. No as it is really written in Education Department Language . The info sheet could be written in more clearly understood language . I feel that if people actually read it carefully, most would understand, but the phrasing and words may discourage some people from reading past the first sentence
Can you understand what is requested on the survey form?	19	1	I don't understand what options I have available to me. Perhaps you could give more examples.
Would you prefer to fill out Survey Form 1, Survey Form 2 or No preference	Survey Form 1 - 2	Survey Form 2 - 16	No preference - 4

Table 2 - Analysis of Pilot Questionnaire

Questionnaire Revision

The questionnaire was then modified to take account of the concerns, for example, on page 2 an additional comment was added as follows.

> *This sheet gives some ideas to help you think about effective schools. We would like you to consider these ideas, as well as any others you might have in relation to Corinda State High School.*

In a final check a number of respondents indicated they did not know what they should do with the additional information but overall found the extra comment useful.

3.6.3 First Round Delphi

Questionnaire

The questionnaire and accompanying letter prepared for the pilot became the first round questionnaire (Appendix 2).

Panel Selection

It is now widely accepted that education is the responsibility of the whole community and that school education is one aspect of total education. In Queensland in 1990, 'Have Your Say' invited and received input from all stakeholders including parents, government, business, teachers, unions and interested community members. The resulting document, *Focus on Schools* (1990) was the blueprint for the reorganisation of the Queensland State Education Department. Likewise, the Queensland Curriculum Review conducted in 1993 sought and utilised input from parents, students, teachers, business, Government

Departments and other interested parties. Consequently, it is reasonable to assume that some form of expert opinion is vested in all stakeholders.

For the purpose of this study, it was assumed that all stakeholders had expertise to offer, although the adequacy of the opinion of the expert within this definition would be variable. The main criteria for selection of panellists were interest and knowledge as suggested by Richardson (1989). It was assumed that parents, teachers, students and community members who desired to participate have both interest and knowledge. These groups, for the first panel, provided as suggested by Biji (1992) diversity of expertise, diversity of experience as well as diversity of interest.

In this study the selection of two panels became essential because it was not possible for the general panel to have technical feasibility knowledge. Hence, each panel was selected as a representative group of informed stakeholders or advocates. The first panel included all stakeholders and the second panel included only those members of the first panel who would have knowledge of what is feasible. This decision was made on the basis of involvement in management of the school as chair of committees or Head of Department.

The Round 1 Questionnaire was posted to all 800 parents, handed to each of 100 staff members, given to interested Year 12 students and provided for 6 interested community members. The time was opportune for Year 12 students who had just completed a unit of study on the conduct of surveys.

Panel Selection Bias

Panel selection bias was a concern as there was self-selection of panellists as well as dependency on literacy skills but within these limitations it was determined to proceed. To establish the first panel all 130 teachers and ancillary staff, all 800 parents and 60 Year 12 students received Round 1 questionnaires (Appendix 2). One hundred and seventeen responses, made up of 41 parents, 31 teachers, 39 students and 6 community members, were received to the first round, giving a response rate of 11.8%.

With the Delphi Technique it is assumed that all those initially invited to participate and who do not respond are as representative of opinion as those who do respond and that the findings of the study could be affected (Weatherman and Swenson, 1974:107). However, in this case where all stakeholders were defined as constituting the expert panel it was expected that the response rate would be lower. Benarie (1988:152) gave the example of a case where the number of respondents for a Delphi inquiry and a public opinion poll on the same subject was 38 for the Delphi and some hundreds for the public opinion poll to establish representative samples. To resolve this issue in the study, a small number of non-respondents were interviewed, as suggested by Gay (1992:230). These indicated that they did not have any ideas to contribute to the first round but would like to participate in further rounds. It was decided to invite participation of all stakeholders again in the second round to seek an increase in the response rate thus ensuring a representative sample. This resulted in 145 respondents to the second round comprising 56 parents, 73 staff, 6 students and 10 community members.

Changes in response rates, and resulting panel change, during the study provided interesting contrasts. Year 12 students were initially very interested and contributed a number of ideas, however, participation dropped sharply after the first round. Participation by parents increased a little after the first round while teachers, however, doubled their participation after Round 1. Comment from teachers deciding to participate in the second round included

I did not know that you were going to do anything with (our) ideas

which indicated an initial lack of confidence by participants that attention was going to be paid to their contribution. A toleration of lack of commitment of some panellists was accepted, as participation was voluntary and a time commitment was required for participation and the possibility of developing a shared vision through the process was highly valued.

A policy delphi deals with statements, argument or reasons, comments and discussion. To establish some means of evaluation the ideas expressed by the respondent group rating scales were established to deal with desirability, feasibility and urgency.

As conclusions were drawn from the first part of the study it became apparent that a wider detailed examination of futures thinking in other schools, educational organisations, government business, the community and Australian Futurists with respect to education was an essential element in the development of futures thinking in an individual school.

PARTICIPANTS		IDEAS ROUND 1		STATEMENTS ROUND 2	
Parents	41	Management	74	Management(M)	45
Teachers	31	Studies	114	Studies(S)	52
Students	39	Human Resources	74	Human Resources(H)	32
Community	6	Resources	197	Resources(R)	41
TOTAL	117	TOTAL	459	TOTAL	170

Table 3 - Round 1 Response

The response to Round 1 provided 459 ideas for change or initiatives. These were then sorted into relevant areas based on the program management area in *Focus on Schools* - Management, Studies, Human Resources and Resources and Administration. Statements were then prepared from the ideas presented in Round 1.

The 459 ideas for change or initiatives from Round 1 produced 170 statements for Round 2. Particular ideas were meticulously matched with similar ideas so as to reduce the number of statements but not to lose the intellectual honesty of the exercise and to prevent abuse of the Policy Delphi by editing or neglect of items. Some changes that had been mentioned in the documents did not need further evaluation because they had been implemented immediately. This process reduced considerably the number of ideas to the overall number of statements produced for Round 2.

3.6.4 Second Round Delphi

All statements thus prepared were checked to make sure that they were clearly stated and contained a single idea. Preparation of Round 2 documents was then undertaken.

Design of Questionnaire

The design of the questionnaires for the subsequent rounds followed the model designed for education and described in Ariole, a Planning Guide (Thiemann and Borkosky, 1974:127) and later utilised by O'Rourke (1985) and Blatch (1989).

This model was devised to take into account the need to align the goals of all participants thus not relying on the perceptions of individuals or particular groups only and seeking to minimise 'obsolescence, subjectivity and incompleteness' (Thiemann and Borkosky, 1974:129).

The statements that were developed for Round 2 were organised into the four categories viz Management, Studies, Human Resources and Resources, and were coded appropriately. The reasons given by the initiators of the statements were included. Examples of statements, reasons, comments, desirability and urgency were given to assist participants in responding. For Round 2 it was decided after considering the possibilities that participants would rate the statements for desirability and urgency as follows.

The five ratings for desirability (Turoff, 1975:9091) are as follows:

1.	VERY DESIRABLE	will have a positive effect and little or no negative effect, extremely beneficial, justifiable on its own merit.
2.	DESIRABLE	will have a positive effect and little or no negative effect, beneficial, justifiable.

3.	UNDESIRABLE	will have a negative effect, harmful, may be only justified as a by-product of a very desirable item, not justified as a by-product of a desirable item.
4.	VERY UNDESIRABLE	will have a major negative effect, extremely harmful not justifiable.
5.	NO OPINION	

The six ratings for URGENCY (which means that the idea/statement should be implemented by a stated time) were designated as follows:

1. 1992
2. 1994
3. 1996
4. 1998
5. 2000
6. Never

For each statement, participants were asked to write a number, 1-5, in the desirability column representing the level on the desirability scale and a number, 1-6, representing the degree of urgency on the urgency scale (See Appendix 3).

The sheer size of the document prepared was a concern. The number of pages required was daunting and fatigue of participants became an issue. The dilemma was one of maintaining the fragile confidence of the stakeholders that their ideas were of value and should be included rather than further editing to reduce the number of statements. Discussion took place with a number of stakeholders and it was decided to keep the 170 statements and reduce the size of the print so as to decrease the number of pages to go to each participant. An optimum size of print was decided by trialling with a small number of participants.

Questionnaire Distribution

As discussed previously, it was decided to conduct a further full posting to all stakeholders as there had been some who said that they wanted to be involved but did not have any ideas to contribute to the first round. Cost of posting was an issue for the school but it was determined that the involvement of as many parents as possible would be of great value.

Round 2 Response

One hundred and forty-five stakeholders responded to Round 2 consisting of fifty-six parents, seventy-three staff, six students and ten community members.

COMPARISON OF ROUND 2 RESPONSE WITH ROUND 1 RESPONSE

	Round 1	Round 2
Parents	41	56
Teachers	31	73
Students	39	6
Community	6	10
Total	117	145

TABLE 4 - Comparison of Round 2 Response with Round 1 Response

The increased response from Round 1 to Round 2 in parents, staff and community members was encouraging, however there was a marked contrast with the response of students whose interest in participating in the process dropped off dramatically. The important implication for future surveys is that stakeholders must be given the opportunity to opt in after the first

round when interest is kindled. However, with respect to students, strategies such as working in classrooms, should be put in place to encourage participation.

3.6.5 **Third Round Delphi** (See Appendix 4)

Round 3 involved returning the results of Round 2 to the participants for their consideration. The results were reported to each group separately. Initially, full group figures were prepared, however, it was decided that there was significant value in keeping parent and staff responses separate. The student and community groups were combined because of low participation in Round 2. Results were reported in percentages of group responses for desirability and urgency for parent, staff and community categories with the majority group opinion being underlined.

Participants were advised that the summarised results were returned for their consideration and to enable them to change their opinion if they wished. It was further stated that this process was a way of having a discussion with other participants, and that the strength of the process is that it exposes differing points of view and areas of uncertainty, noting that alternative views of the future are important to consider. Further, participants were advised that if they wished to change their opinion to do so by filling out the appropriate box and if they strongly disagreed with the group opinion they were asked to give their reason briefly. Comments from the previous round were made available to participants.

Round 3 Response

All participants returned Round 3 documents.

Following this round there was a final reporting of total group opinion to all participants with a rank ordering of statements sent to all participants. Parent and staff groupings were also reported individually with differences in opinion highlighted.

The rank ordering of statements was calculated utilising a summative process involving weightings given to degree of desirability and urgency. An additional check was done with respect to this process with the calculation of means and a rank ordering of results using this calculation. There was found to be a perfect correlation between the two approaches and consequently the simpler summative process was selected for subsequent rounds. This process is discussed in detail in the next chapter.

3.6.6 **Fourth Round Delphi** (See Appendix 7)

The Round 4 questionnaire was sent to a selected expert panel for feasibility consideration as well as for urgency review. The expert panellists in this case were professional staff who had the expertise to comment upon educational matters. Twenty-five participants were selected and all participated in both rounds 4 and 5. Statements which had 75% or above desirability were selected for their consideration.

Five ratings for feasibility (Turoff, 1975:90/91) were given.

1.	Definitely feasible	No hindrance to implementation. No research and development required. No political roadblocks. Acceptable to the public.
2.	Possibly feasible	Some indication that this is implementable. Research and Development required. Further consideration of preparation to be given on political or public reaction.

3.	Possibly unfeasible	Some indication this is unworkable. Significant unanswered questions.
4.	Definitely unfeasible	All indications are negative. Unworkable. Cannot be implemented.
5.	No opinion	

The seven ratings of urgency were as previously described in terms of whether the idea/statement should be implemented by a stated time. These ratings were as follows:

1.	1992	4.	1998
2.	1994	5.	2000
3.	1996	6.	Never
		7.	No Opinion

The seventh category of no opinion was included this time as it was found that in the previous round some participants required such a category. Participants were required to write a number 1-5 in the feasibility column, representing a level on the feasibility scale and a number 1-7 representing the degree of urgency. Participants were also requested to write any comments that they might wish to make in the appropriate column. All participants responded.

3.6.7 **Fifth Round Delphi** (See Appendix 8)

As at the conclusion of Round 2, participants were invited to view the results of Round 4 and consider if they wanted to change their opinion or add comments if they strongly disagreed with the group opinion. Using the same summative calculation used at the end of Round 3, a Rank Order was established.

3.7 SUMMARY

The design and methodology of this research are described in this chapter along with the description of futures methodologies. The development of instrumentation is also outlined. Results and analysis of the data from the modified Policy Delphi are reported in the next chapter.

CHAPTER 4

RESULTS AND ANALYSIS OF DATA FROM DELPHI

This chapter discusses the results and the analysis of data from the Delphi study. Quantitative analysis of the data, which the researcher has retained in full for reference, utilised the Statistical Package for Social Science (SPSS) computer software.

4.1 RESULTS

Participants' responses to the 170 statements prepared from Round 1 and distributed in Round 2 were entered and frequency tables were established for the respective desirability and urgency of the action represented by each statement. The use of urgency as well as desirability is to assist the planning process and to provide a further way of discriminating and deciding what should have the highest priority.

The frequency of each response was recorded as a percentage. Parents, staff and community responses were reported separately. (See sample below - Appendix 4 contains the complete details.)

STAFF RESPONSE

STATEMENT		STAFF GROUP OPINION												
		Desirability					Urgency							
		1	2	3	4	5	1	2	3	4	5	6	7
		PERCENTAGE OF RESPONSE					PERCENTAGE OF RESPONSE							
M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda State High School	40	**47**	3	1	9	**44**	26	12	4	3	1	10
M2	That there be more real discussion about educational philosophy/values similar to discussion about achievement.	26	**58**	7	1	8	33	**41**	8	1	3	4	10
M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in	**51**	44	-	-	4	29	**53**	7	1	4	-	6

PARENT RESPONSE

STATEMENT		PARENT GROUP OPINION												
		Desirability					Urgency							
		1	2	3	4	5	1	2	3	4	5	6	7
		PERCENTAGE OF RESPONSE					PERCENTAGE OF RESPONSE							
M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda State High School	**45**	34	-	-	21	**34**	27	14	4	2	4	15
M2	That there be more real discussion about educational philosophy/values similar to discussion about achievement.	**39**	**39**	-	-	22	**39**	30	7	2	2	-	20
M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in	**59**	29	-	-	12	**39**	36	11	-	-	-	14

COMMUNITY RESPONSE

STATEMENT		COMMUNITY GROUP OPINION												
		Desirability					Urgency							
		1	2	3	4	5	1	2	3	4	5	6	7
		PERCENTAGE OF RESPONSE					PERCENTAGE OF RESPONSE							
M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda State High School	6	31	19	6	**38**	19	**38**	19	6	12	6	-
M2	That there be more real discussion about educational philosophy/values similar to discussion about achievement.	31	**44**	-	-	25	**69**	25	-	-	-	-	6
M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in	31	**44**	13	-	12	**44**	37	6	-	13	-	-

Table 5 - Results of Round 2

These data were then presented separately to parents, staff and community panels in Round 3, thus providing feedback on the desirability ratings and the degree of urgency of the innovations and changes proposed. Each group was unaware of the response of the other group. This was to allow a comparison between groups at a later stage of the study.

At the conclusion of Round 3, in order for the participants to handle the complexity of the data a rank order of statements was constructed. Two different methods of calculation were undertaken. In the first, the mean and standard deviations were calculated using the SPSS computer software for all statements as well as discriminants to establish a rank order of statements with respect to desirability and urgency.

A second, simpler calculation of weighted score was then undertaken for desirability and urgency (after Blatch, 1989:92). Frequency was multiplied by the appropriate weighted score for each of the levels of desirability and then a similar process undertaken for urgency. The scoring for the second method was as follows:

SCALE		CODE	WEIGHTING
DESIRABILITY	Very Desirable	1	8
	Desirable	2	6
	Undesirable	3	4
	Very Undesirable	4	2
URGENCY	1992	1	6
	1994	2	5
	1996	3	4
	1998	4	3
	2000	5	2
	Never	6	1

Table 6 - Weighted Score Levels for Desirability and Urgency

The above weighted scoring system was used to give a clearer picture of preferential voting patterns. For each statement, frequency of levels of desirability and of urgency were calculated. A weighted score was obtained for each level of desirability and a similar weighted score was given for each level of urgency for each statement. The rank order was established by multiplying frequency by weighted score for each level of desirability for each statement and adding the results followed by multiplying frequency of weighted score for each level of urgency for each statement and adding the results. The result obtained by

adding the desirability total and the urgency total provided a greater spread in establishing a rank order of desirability and urgency for each statement to assist the planning process.

The calculation for each statement followed the formula:

Desirability (Frequency * weighting)

+ Urgency (Frequency * weighting)

= Value for each statement.

Using these weighted calculations applied to the results from Round 3 the rank orders of the statements were drawn up. These included an Overall Rank Order (See Appendix 5) for all participants as well as a rank order for Staff only and a rank order for Parents only. This allowed the examination of agreement and difference between views of parents and teachers on particular statements (See Appendix 6). Rank orderings for students and community members were not included as the number of respondents from the categories were small.

A comparison of the results of the two methods was then undertaken so as to determine the reliability of the second simpler calculation as compared with the first more complex calculation. This comparison of the two methods separately demonstrated for desirability (See Table 7) and urgency (See Table 8), shows a close agreement in the rank ordering achieved by the two methods.

This agreement was confirmed by a Spearman's correlation coefficient of -1.000 which demonstrated the relationship between the rank order of desirability and urgency for Management, desirability and urgency for Human Resources, desirability and urgency for Studies and desirability and urgency for Resources produced by each method. The negative correlation results from the fact that as the mean scores increase the weighted scores decrease. Newcombe (1995) noted that as the arbitrary weighted values used in this study represent the same proportionate changes in weight of each level of desirability with respect to the next level of desirability (e.g. 8,6,4,2,) perfect correlation is achieved between the first and the second method of calculation. He further notes:

> if the responses were disproportionately weighted (e.g.20,10,4,1) to reflect some philosophical or theoretical basis, then the relationship between the base responses (the first method) and their weighted counterpart (the second method) would be affected (Newcombe, 1995).

The evidence, confirmed by this correlation, allows the use of the second simpler method that can be carried out at locations without access to sophisticated computer facilities. Consequently, the second simpler weighted method, which is also more user friendly, was used throughout the remainder of the study.

The results of both methods are tabulated below for each of the four program areas of Management, Studies, Human Resources and Resources.

DESIRABILITY	MEAN	STANDARD DEVIATION	WEIGHTED SCORE
Management			
MD6	1.28	0.93	1078
MD12	1.31	0.69	1070
MD8	1.32	0.85	1068
MD3	1.61	1.05	984
MD7	1.64	1.16	974
MD19	1.68	0.88	964
MD5	1.81	1.01	924
MD38	1.86	1.24	910
MD13	1.90	1.09	898
MD33	1.91	1.21	896
Studies			
SD36	1.42	0.73	1038
SD34	1.53	0.87	1006
SD45	1.63	1.17	978
SD25	1.68	1.07	964
SD35	1.70	1.15	958
SD39	1.70	1.12	956
SD21	1.74	1.06	946
SD17	1.81	1.18	924
SD37	1.83	1.21	918
SD18	1.84	1.07	916
Human Resources			
HD26	1.55	0.88	1000
HD9	1.61	1.12	984
HD24	1.62	1.05	980
HD25	1.68	1.09	964
HD16	1.76	1.13	940
HD8	1.93	1.19	890
HD29	1.94	1.33	886
HD11	1.98	1.24	876
HD2	2.01	1.22	868
HD15	2.10	1.21	842
Resources			
RD29	1.45	0.89	1030
RD6	1.56	0.83	998
RD37	1.59	0.72	988
RD15	1.61	1.07	984
RD12	1.66	1.08	970
RD4	1.66	0.91	970
RD9	1.68	1.02	964
RD27	1.69	1.10	960
RD26	1.70	1.11	956
RD11	1.76	1.19	940

Table 7 - Comparative Rank Order for Desirability for Top 10 Statements in Each of the Four Program Areas - Management, Studies, Human Resources and Resources

URGENCY	MEAN	STANDARD DEVIATION	WEIGHTED SCORE
Management			
MU6	1.48	1.47	800
MU8	1.55	1.53	790
MU12	1.84	1.25	748
MU19	1.90	1.55	740
MU5	1.90	1.58	740
MU7	2.03	1.99	720
MU3	2.12	1.58	707
MU9	2.23	1.79	691
MU33	2.42	1.98	664
MU38	2.43	2.23	663
Studies			
SU36	1.96	1.57	731
SU34	2.03	1.60	721
SU45	2.14	2.15	705
SU25	2.17	1.83	701
SU21	2.23	1.93	691
SU39	2.24	1.90	690
SU35	2.34	1.98	675
SU18	2.34	1.94	675
SU17	2.41	2.08	666
SU3	2.41	1.86	665
Human Resources			
HU26	1.99	1.74	727
HU9	2.13	1.94	706
HU24	2.18	2.07	699
HU25	2.22	2.01	693
HU16	2.23	2.01	692
HU29	2.57	2.28	643
HU8	2.60	2.17	638
HU11	2.68	2.19	626
HU2	2.71	2.17	622
HU15	2.73	1.98	619
Resources			
RU29	1.99	1.77	726
RU6	2.03	1.55	721
RU15	2.14	1.88	705
RU37	2.14	1.54	705
RU4	2.20	1.85	696
RU10	2.30	2.10	682
RU12	2.32	2.00	679
RU9	2.41	1.81	666
RU26	2.46	1.99	659
RU16	2.46	2.08	659

Table 8 - Comparative Rank Order for Urgency for Top 10 Statements in Each of Four Program Areas - Management, Studies, Human Resources and Resources

4.2 OVERALL RANK ORDER

The following Rank Order - Overall (See below) was produced from Round 3 data using the weighting procedure to provide a basis for planning processes to continue.

Table 9 - Overall Rank Order of Statements

MANAGEMENT

1	M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.
2	M6	That quality education remain a top priority for Corinda High School.
3	M12	That class sizes be decreased to 20 - 25 per class in all years
4	M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.
5	M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.
6	M5	That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.
7	M19	That there be a system where outstanding/creative achievements in classroom tasks are regularly recognised by whole school within year groups.
8	M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.
9	M4	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.
10	M13	That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.
11	M33	That year coordinators be introduced for each year level.
12	M38	That teachers be encouraged to be innovative in their academic performance
13	M2	That there be more real discussion about educational philosophy/values similar to discussion about achievement
14	M14	That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.
15	M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.

16	M15	That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.
17	M17	That there be marketing of the school in the foyer of the new Admin building.
18	M10	That school size be reduced.
19	M20	That a policy on what constitutes an appropriate student assessment load be developed.
20	M30	That Health and Physical Education and sport be undercover during the heat of the day.
21	M27	That streaming of students occur according to ability level, especially with high ability students.
22	M35	Teacher development and training courses should occur out of school time, especially when affecting years 10 and 12 classes.
23	M31	That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials
24	M37	That teachers should regularly be assessed for performance in a classroom situation.
25	M41	That there be a continuing program for first and second year teachers with administration
26	M16	That students do not enter high school until an agreed standard of literacy and numeracy is achieved.
27	M23	That the school become a focus for learning in the community
28	M32	That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.
29	M43	That an equity policy be developed
30	M24	That consideration be given to extending the school day
31	M26	That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thursday evening
32	M25	That the school timetable becomes more flexible e.g. longer periods or three period day.
33	M11	That there be several smaller "schools" within the school to accommodate different teaching
34	M28	That there be sport for the whole school on Wednesdays.
35	M34	That staff development demands made in out of school time be reduced.
36	M45	That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.
37	M29	That Wednesday sport be optional for all students.
38	M22	That there be better gradings of results
39	M44	That there be more participation of parents and teachers in decision making.

40	M42	That Corinda liaise with close schools so that subjects with small numbers are not duplicated.
41	M36	That teaching teams be initiated to allow better review of progress
42	M39	That there be given responsible class panel assessments of teachers.
43	M21	That the summative/testing assessment driven emphasis in secondary education be reduced
44	M18	That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term
45	M40	That there be a new format for parent/teacher interaction (not parent/teacher interviews).

STUDIES

1	S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.
2	S34	That the school have more computers and make them more readily available to students and teachers
3	S45	That students be given clear reasons for the marks awarded on assignments.
4	S35	That computer rooms be upgraded with better machines and more appropriate furniture.
5	S39	That all Year 8 students should be able to achieve competence in keyboarding.
6	S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.
7	S3	That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.
8	S37	That a technical assistant be employed to maintain the computers and peripheral equipment.
9	S2	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.
10	S7	That subjects prepare students for the needs of industry as well as tertiary institutions.
11	S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.
12	S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.
13	S38	That a computer club be established to operate at lunchtime and after school.
14	S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.
15	S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.

16	S15	That all students should acquire knowledge about the basic laws of our society and institutions.
17	S18	That students should receive instruction in independent learning skills.
18	S4	That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.
19	S5	That the school investigate the possibility of TAFE modules taught across a number of subject areas.
20	S24	That students who have a severe learning disability need more help to develop specific skills through a special course.
21	S6	That work programs be rearranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.
22	S44	That "assignment" policy within the school be made more uniform.
23	S22	That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.
24	S14	That any proposed changes for the senior school are coordinated with the needs of the junior school.
25	S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.
26	S40	That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.
27	S1	That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.
28	S8	That one or more study periods per week be introduced for students in Years 11 and 12.
29	S50	That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.
30	S30	That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.
31	S43	That Corinda High School establish a full school orchestra.
32	S46	That assignments be spread out over a period of time.
33	S48	That subject teachers have greater involvement in giving advice about subject selection and career education.
34	S13	That more work experience be offered to students.
35	S42	That the subject Instrumental Music be introduced.
36	S26	That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.
37	S47	That students should have a choice of topics for assignments.

38	S33	That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.
39	S10	That a Maths subject intermediate in difficulty between Maths 1 and Maths in Society be introduced
40	S11	That a basic mechanics course be offered in Manual Arts.
41	S51	The school community should encourage more students to participate in extra-curricular activities.
42	S41	That there should be an advanced strings group in the instrumental program.
43	S32	That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.
44	S31	That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.
45	S23	Year 9 HRE should be an integrated extended program as originally planned.
46	S27	That all subjects in Year 8 have equal time and equal resources.
47	S12	That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.
48	S52	That coaching classes be held before and after school for sports such as tennis.
49	S29	That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)
50	S9	That more electives be offered in Senior Art.
51	S28	That two separate HEC subjects be offered in Years 9 and 10 - one for food studies, the other for textile studies.
52	S49	That a more extensive Religious Education program be introduced.

HUMAN RESOURCES

1	H25	That a whole school approach to discipline be developed by students, teachers and parents.
2	H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.
3	H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.
4	H9	That the girls' uniform includes clothing which allows girls to participate fully in all physical activities.
5	H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.
6	H2	That the school promotes the full range of student welfare services and processes available in the school.
7	H8	That the wearing of a school hat be compulsory for all students.

8	H15	That the senior school curriculum be broadened to incorporate more Technical and Further Education cooperative programs.
9	H11	That all items of school uniform be available for purchase from the tuckshop.
10	H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.
11	H29	That there should be more realistic career path guidance for each student.
12	H17	That greater opportunities for extra-curricular learning and activities be developed.
13	H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs
14	H13	That we make better use of community resources and personnel by forging links with business/industry.
15	H22	That students be involved in a program of service to the community.
16	H5	That students should be engaged in peer tutoring schemes.
17	H28	That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system
18	H23	That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management
19	H4	That senior students be given responsibility and control within the school.
20	H1	That there is more frequent informal interaction between teachers and students (e.g. sports, games)
21	H21	That the night on which the school socials are held be reviewed.
22	H3	That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.
23	H20	That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.
24	H10	That a total image for our students be created through the introduction of items such as a school bag.
25	H31	That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.
26	H30	That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.
27	H32	That the Class Senior system be retained for Year 8 classes only.
28	H18	That "Radio-active" operate more frequently in the hall.
29	H19	The number of interschool sporting teams be increased e.g. cricket.
30	H7	That more fund raising activities are undertaken by students, teachers and parents.
31	H6	That the number of 'plain clothes days' be increased from the current 4 to 10-12 per year.
32	H12	That the school uniform be abolished.

RESOURCES

1	R29	That adequate and pleasant toilet facilities be available for staff and students.
2	R15	That the wheelchair ramp at the end of G block be covered.
3	R9	That the library be extended to cater for more students and house a larger resource collection.
4	R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.
5	R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale.
6	R6	That more covered areas with seating be constructed.
7	R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990s subjects and teaching practices.
8	R16	That the hall stage be made permanently wheelchair accessible.
9	R11	That the library loan system be computerised.
10	R10	That the library hours be extended.
11	R37	That the grounds beautification, tree planting and landscaping program be extended.
12	R12	That further budget allocations be made to increase the number of volumes on the library shelves.
13	R25	That more rooms be allocated to staffroom accommodation.
14	R28	That a program of repair and upgrading of the schools drainage system be undertaken.
15	R30	That resources used in class rooms be upgraded to industry standard.
16	R14	That a video library be established.
17	R17	That better facilities be made available for students in wheelchairs.
18	R7	That a textbook hire scheme be introduced.
19	R22	That existing sports facilities be up-graded.
20	R40	That improved lighting be provided around the hall and library and the adjacent car parks.
21	R3	That chairs and tables for students and teachers be available in areas close to the tuckshop.
22	R31	That the hall be extended to include a kitchen.
23	R13	That a section of the library be reserved for senior students.
24	R21	That indoor facilities be provided for as many sports as possible.
25	R19	That change room facilities be provided for student use.
26	R5	That a common room be made available for Year 12 students in which to study and relax
27	R18	That a better gym be constructed.
28	R32	That the sound box equipment be upgraded and the sound box be soundproofed.
29	R38	That form classes each be given an area of responsibility in maintaining and improving school appearance.
30	R8	That equipment such as calculators and graphics instruments be hired to students.

31	R41	That more ingrounds parking be made available for staff and visitors.
32	R35	That lockers be provided for students in years 11 and 12.
33	R1	That the music block be extended to include a large permanently set up band rehearsal area.
34	R33	That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.
35	R2	That tuckshop service rate be upgraded. A new method of delivery might be appropriate.
36	R23	That a proper athletics field be constructed on the main oval.
37	R24	That one oval be allocated to playing sport at lunch time.
38	R20	That a school swimming pool be installed.
39	R36	That lockers be provided for students in all years.
40	R34	That a drama block be built.
41	R39	That the Manual Arts Department be more involved in upgrading facilities.

As mentioned previously, the purpose of a Policy Delphi is to place all of the issues on the table for discussion. Even though a rank order was established, all statements were kept under review. A maverick statement could become significant at a later stage. Hence, there is a constant review of data throughout the process and at no time are the original data discarded.

4.3 COMPARATIVE RANK ORDER OF PARENTS AND STAFF

Separate rank Orders for parents and staff (See sample below - full table Appendix 6) were produced separately from Round 3 data to allow comparison of parents responses with those of staff on all statements.

Table 10 - Sample of Comparison of Rank Order of Parents and Staff

RANK ORDER MANAGEMENT		STATEMENT	
PARENT	**STAFF**		
1	1	M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.
2	3	M12	That class sizes be decreased to 20 - 25 per class in all years
3	4	M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.
4	2	M6	That quality education remain a top priority for Corinda High School.
5	20	M38	That teachers be encouraged to be innovative in their academic performance
6	14	M33	That year coordinators be introduced for each year level.
7	38	M37	That teachers should regularly be assessed for performance in a classroom situation.
8	7	M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.

RANK ORDER STUDIES		STATEMENT	
PARENT	STAFF		
1	10	S45	That students be given clear reasons for the marks awarded on assignments.
2	2	S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.
3	17	S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.
4	22	S38	That a computer club be established to operate at lunchtime and after school.
5	18	S7	That subjects prepare students for the needs of industry as well as tertiary institutions.
6	15	S2	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.
7	6	S35	That computer rooms be upgraded with better machines and more appropriate furniture.

RANK ORDER HUMAN RESOURCES		STATEMENT	
PARENT	STAFF		
1	4	H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.
2	2	H25	That a whole school approach to discipline be developed by students, teachers and parents.
3	1	H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.
4	5	H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.
5	12	H8	That the wearing of a school hat be compulsory for all students.
6	3	H9	That the girls' uniform includes clothing which allows girls to participate fully in all physical activities.
7	6	H2	That the school promotes the full range of student welfare services and processes available in the school.

RANK ORDER RESOURCES		STATEMENT	
PARENT	STAFF		
1	1	R29	That adequate and pleasant toilet facilities be available for staff and students.
2	7	R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.
3	8	R9	That the library be extended to cater for more students and house a larger resource collection.
4	15	R10	That the library hours be extended.
5	6	R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale.
6	11	R11	That the library loan system be computerised.
7	4	R6	That more covered areas with seating be constructed.
8	2	R15	That the wheelchair ramp at the end of G block be covered.
9	5	R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990s subjects and teaching practices.
10	9	R16	That the hall stage be made permanently wheelchair accessible.

Comparative Results

Parent Rank Order vs Staff Rank Order

It is useful in a planning exercise that is leading to decision making to examine areas of agreement and disagreement between stakeholders on high priority issues. A comparison of the priorities of parents and staff for rank orders 1 to 10 respectively before combination to overall rank order highlights some important areas of agreement and some important areas of disagreement. Areas of close agreement are defined in terms of rank order as a difference between parents and staff of two or less rank order points while areas of major

disagreement are defined as a difference in terms of rank order for parents and staff being equal to or greater than seven rank order points. In each case reported the difference is in excess of 7 ranks difference with up to 31 ranks difference. The selection of 7 ranks demonstrated a clear dichotomy between statements of parents and staff. Illustrative comments have been selected randomly and at times appear inconsistent with the rank order. Knowledge of differences as well as similarities in thinking provide useful background to planning decisions.

1. MANAGEMENT

1.1 Areas of Agreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
1	1	Clear goals and high expectations for all students in achievement, behaviour and citizenship be established	High standards set but too many get away with lesser standards. Individual to be taken into account.	High expectations important. This would be a natural outcome of our shared mission statement.
2	3	That class sizes be decreased to 20-25 per class in all years	While I think that this is desirable I cannot see it as a possibility under the current economic climate. Not too important if teachers are prepared to work hard	Would be wonderful but is it practical? Class mix not class size is the issue. Essential with English as a Second Language and the gifted.

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
3	4	That the traditions of Corinda State High School be highly valued as moves are made to strengthen this good school	Living on reputation? Examine traditions and see they still fit and keep only those	It is important to uphold Corinda's traditions. Only the traditions which still have relevance for 1990s and beyond - not traditions for tradition's sake. Traditions can be limiting.
4	2	That quality education remain a top priority for Corinda State High School	We need to expect more of students. These issues should already be in place. Not an issue.	Yes - learning and teaching. These (M6, M7, M8) are forever part of the framework that is Corinda State High School.
8	7	That courses/subjects be developed with better understanding of the world that our students will live and work in.		

1.2 Areas of Disagreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
5	20	That teachers should be encouraged to be innovative in their academic performance	I admire the professionalism of most teachers - they already attempt this.	We already receive a fair amount of this. Fewer other duties would help this. Reduce the paper burden and this will happen naturally. Professional or trainee? What are we? Only if innovation doesn't mean change for change's sake.
7	38	That teachers should regularly be assessed for performance in a classroom situation	By whom? Not the best way to do this. Isn't it better to look at how much and indeed what the students are actually learning in any given class? Love it.	Who will assess the assessors and to what end will assessments be used? Occasionally as long as it is positive.
6	14	That Year Coordinators be introduced for each year level	Don't understand the present system so can't comment how to change it.	Yes, very important to years where one exists.
18	9	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education	That's a tall order. Heavy - its hard getting the 3 R's properly as it is.	Provided that we don't become too global and neglect details.

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
8	23	That a mission statement be consultatively developed to publicise the vision for Corinda State High School	I thought we had a mission statement.	Very desirable but it will require time. Have seen it work and then not be used again.

2. STUDIES

2.1 Areas of Agreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
2	2	That at some stage of their secondary school all students be given instruction in the use of word processing	Not necessary in all occupations though. Very important in today's highly technological society.	Problem is probably in subjects' access to computers.

2.2 Areas of Disagreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
4	22	That a computer club be established to operate at lunchtime and after school	If students wish it and someone can coordinate it. Perhaps a user pays basis.	Staffing - sounds like a volunteer situation.

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
3	17	That wherever possible three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings - e.g. one advanced class, two ordinary classes and a remedial class	Would probably restrict the open choice of subjects now available. A good idea.	System provides flexibility - but permanent streaming is no solution. Yes, urgent allow team teaching. Suited to some subjects more than others.
17	5	That in the curriculum there be a continued emphasis on the development of thinking skills especially critical thinking, decision-making and problem-solving	These are much needed skills for life and valuable business skills.	One of our major aims. Part of essential skills. We should not assume that students know how to think.
5	18	That subjects prepare students for the needs of industry as well as that of tertiary institutions	Not too narrowly - change too often. This is beyond the scope of secondary school. Keep education/training balance. All students require a sound education - not just work preparation, especially in today's work patterns.	They do now.

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
6	15	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.	Let's relate to the real world, not fairy land. Long overdue. Talents apart from academic have been neglected. Essential.	Schools have a brief to provide education not job training. Quality joyful learning will go. May reduce unnecessary emphasis on overall position and field position of Tertiary Entry score.
8	16	Introduction of a course in study skills and assignment writing as part of the curriculum particularly Year 8	Doesn't affect my family - they learnt this at primary school. Very important, should be integral part of all subjects especially English.	Feel these skills are better taught in context.

3. HUMAN RESOURCES

3.1 Areas of Agreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
2	2	That the whole school approach to discipline be developed by students, teachers and parents	Children need to know the consequences of breaking those rules. Not leave it to the teachers.	Parents of students who need discipline rarely cooperate. Flexibility is still needed.

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
3	1	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant	Contracts for the behaviour of Years 11 and 12. They are of school leaving age and bad behaviour should not be tolerated.	People are doing a good job. Teachers use guidelines - students should.
4	5	That information be made available to parent and students as to jobs and courses available to the students who are not high achievers academically	It could create the mindset about capabilities - I had this at my old school	Need more Guidance Officers. More parent / student / Guidance Officer interviews would be ideal.
7	6	That the school promote the full range of welfare services and processes available in the school.		
10	10	That there should be a more realistic career path guidance for each student.		

3.2 Areas of Disagreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
16	8	That more emphasis be placed on individual needs in relation to subject selection and subject changes	We already choose subjects for the individual But the end result must be the goal, e.g. Jobs, etc	Within reason or it can become chaotic.

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
18	9	That we make better use of community resources and personnel by forging links with business / industry	Especially teachers who have not done anything else Yes, but Corinda must follow state guidelines.	Spirits are willing bodies are crumbling.. You cannot expect the community to give up valuable money earning time. Funds need to be allocated. Schools should interact with the business world.

4. RESOURCES

4.1 Areas of Agreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
1	1	That adequate and pleasant toilet facilities be made available for staff and students	Urgent. Well overdue. Same as 1964.	Need urgently. Better maintenance kept up.
5	6	That recycling programs for all manner of recyclable material be introduced on a wide scale		

4.2 Areas of Disagreement

RANK ORDER		STATEMENT	COMMENT	
PARENTS	STAFF		PARENTS	STAFF
4	15	That the Library hours be extended		If we had more staff, it would be easier to increase services. So long as staff are happy with flexible workings hours. Time off in lieu.
19	3	That the grounds beautification, tree planting and landscaping program be extended.		

Reflections on Areas of Agreement and Disagreement Between Parents and Staff

While there is absolute agreement that clear goals and high expectations are the top priority, there are differences in comments made. Parents are concerned that, while standards are set, too many students get away with lesser standards, while staff consider high expectations important with outcomes flowing naturally from high expectations. This difference could be related to the difference between the making of the rules and actually carrying them out i.e. between policy and administration. The difficulty for staff, while agreeing with the principle, is to get students to actually meet the high standards while they see value in having the high standards there.

There is agreement between parents and staff that classes would be better if there were 20 to 25 students in each class but this notion is tempered for staff by knowledge of the reality

of restrictions being placed on the numbers of staff allocated to a particular school. Possibilities of differing organisation of classes is suggested. There is a recognition that a major issue in classes could be the 'mix' of students both ability wise and with respect to English language ability. However, one parent thought that the issue was not too important if teachers were prepared to work hard. It is useful for teachers to be aware of this type of thinking even if they disagree with it because it indicates a need for teachers to better explain the tasks of the classroom of today to parents.

Traditions are recognised by parents and teachers as valuable but in need of regular evaluation. One parent wisely warned that the school should not live on reputation. Within a school this type of thoughtful advice published for all to read could provide useful direction.

The use of word processors by students was the strongest area of agreement between teachers and staff in the studies area. Parents highly regarded the setting up of a computer club, the arrangement of classes into ability groupings and the strengthening of school industry links while staff regarded these issues as less important. Even so, the arrangement of classes in ability groupings has subsequently occurred and been well supported by the staff of the school. The inclusion of thinking skills in the curriculum and the introduction of courses in study skills likewise have been implemented in the school along with the school industry links. For the staff the setting up of a computer club was not highly supported particularly because staff must run all extra programs as extra-curricular

activities and they do not receive a work time allocation. Consequently, there is concern each time an extra activity is included, as a teacher must find that time.

Behaviour management, discipline, school rules as well as information about possibilities for low achieving students are major areas of agreement by teachers and parents. Subsequently, a behaviour management plan has been agreed by all stakeholders in the school with an emphasis on improving communication among all those involved. School rules have been reviewed and unnecessary rules deleted. Assistance with jobs and courses information along with a sophisticated computer program that matches an individual student's ability and interest have been developed as a result of the support demonstrated in the study. Emphasis on individual needs in relation to subject choice and subject change was important to parents but regarded with some reservation by teachers who were concerned that too many choices could become 'chaotic' and difficult to manage.

While staff felt the need to make better use of community resources and personnel, parents were not as enthusiastic. This is perhaps an indication of the trend that while parents wish to be involved there is a limitation to the amount of involvement possible. A staff member through the comment that 'spirits are willing, bodies crumbling' demonstrated that while that person is committed there is a limit as to what can be done in schools. It is noteworthy that parents and staff feel the same demands on time in their lives.

Major differences between parents and staff occurred in the area of teacher performance, and belief in the impact of mission statements on school performance. The need for parents

to feel confident about the performance of the teaching staff in the classroom and the school as a whole is of great importance. Even when this concern is expressed at least one parent admired the professionalism of teachers. The concern encompasses issues of assessment of teacher performance in the classroom as well as the need for teachers to be innovative in their academic performance. For the whole school community these issues have to be addressed and some acceptable and practical way of dealing with them found.

The mission statement is yet to be effectively utilised as a driving force in the school. Such a definition of purpose can be useful in particular situations. The importance of shared values is yet to be fully understood by the school community.

Upgrading of toilet facilities is a major area of priority that has not been dealt with over many years and both parents and staff strongly support the need. It does appear that the toilets will ultimately have to be upgraded by the school community rather than by the Government Administrative Services who regard the present standard as satisfactory.

Parents would like library hours extended but the staffing issue is a concern. Staff presently open the school library early and close late and the issue may be one of communication.

Parents did not support the beautification of the grounds but the staff support was high. In actual fact, staff then undertook beautification activities themselves and subsequently gained the support of the parent body.

Overall, the examination of agreement and difference in rank ordering provided a useful springboard for discussion which has had positive results for the school community. For the parents, the issues of performance of the teachers in the classroom and the school in general are of utmost importance; while the staff are aware of the major concerns, they believe that resources to respond are not presently available.

4.4 COMPARATIVE OVERALL RESULTS FOR DIFFERENT TIME FRAMES

Short term goals may be established by identifying the urgent and desirable issues. Longer term goals are established by identifying issues that are desirable but **not** urgent.

This study utilised a five year time frame which in fact only requires short term thinking with some medium term thinking. Examination of the comparative overall results for the different timeframes shows that the majority of participants selected short term, 1992-1994, timeframes (See Table 11). Management has 62.1% of responses within this category, Studies has 62.2% of responses in this category, Human Resources has 59.8% in this category and Resources has 62.1% of responses in this category. Examination of the medium term timeframe, 1996-2000, shows Management has 13.9%, Studies has 7.6%, Human Resources 13.6% and Resources has 16.8% of responses in each category. The 'no opinion' category for Management has 16%, Studies 22.2%, Human Resources 21.6% and Resources 19.2% of responses in each category.

Detailed examination of **all** statements showed that there were **no** statements designated as desirable and not urgent by either staff or parents.

The marked drop off in the medium term time frame as compared with the short term time frame supports the notion expressed earlier (Horne 1988) that Australians are very much short term thinkers. The high 'no opinion' response could also indicate a reluctance to attempt to think in the longer term and plan beyond the present.

It is, therefore, possible to conclude that short term thinking and planning are dominant, the no opinion category is very high and medium and longer term thinking and planning comes a very poor third.

Table 11 - Percentage of Responses of Participants in Each Timeframe

	1992	1994	1996	1998	2000	Never	No Opinion
Management	32.4%	29.7%	8.4%	5.0%	3.2%	5.7%	16%
Studies	29.5%	32.7%	7.9%	2.1%	2.8%	2.7%	22.2%
Human Resources	30.9%	28.9%	7.6%	2.9%	3.1%	5.0%	21.6%
Resources	32.2%	29.9%	10.0%	3.3%	3.5%	2.0%	19.2%

Statements of Participants Demonstrating Longer Term Thinking

Examination of the overall statements indicating an increased level of long term thinking showed that there was only one statement for which more than ten participants desired that it occurred by the Year 2000 viz: that more theory and practice of sport subjects be offered, e.g. Basketball and Soccer.

Rounds 4 and 5

Rounds 4 and 5 involved the professional staff of the school along with two parents examining the feasibility and urgency of the ideas that were rated by the overall group as 75%+ on the desirable and urgent scales. Thirty staff and parents participated.

Round 4 data in respect of feasibility and urgency were coded and weighted as follows:

SCALE		CODE	WEIGHTING
FEASIBILITY	Definitely feasible	1	8
	Possible feasible	2	6
	Possibly unfeasible	3	4
	Definitely unfeasible	4	2
URGENCY	1992	1	6
	1994	2	5
	1996	3	4
	1998	4	3
	2000	5	2
	Never	6	1

Table 12 - Weighted Score Levels for Feasibility and Urgency

Round 5 data included some adjustments to Round Four data. A priority list for action was established from the Round 5 results. (See Appendix 8)

ANALYSIS OF ROUND 4 AND 5 DATA

Rounds 4 and 5 examined feasibility and urgency of statements. The expert panel in this case comprised the Principal, Deputy Principals, Heads of Departments, Teachers in charge

and two key Representatives of the Parents and Citizens Association. While from the viewpoint of a critical theorist this would represent an amalgam of power within the school, the nature of the Delphi, where all results had been published up to this point, required that the process to establish priorities be open and available to all the stakeholders. Further, as an additional aim of the exercise was to develop a shared vision in the school, retaining the confidence of all stakeholders was essential. All processes were subject to scrutiny. At the end of Round 5 a priority list of areas for action (see below) was prepared using the weighted scale calculation previously described. This priority list provided the basis for immediate action. While it could be said that action based on these statements could be premature at this stage, it was necessary to give participants a feeling that they were achieving outcomes and could see value for their work.

PRIORITY AREAS FOR ACTION

MANAGEMENT

1. That quality education remain a top priority for Corinda High School.
2. That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.
3. That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.
4. That a Mission Statement be consultatively developed to publicise the vision for Corinda State High School.
5. That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.
6. That year coordinators be introduced for each year level.
7. That teachers be encouraged to be innovative in their academic performance.

8. That there be more real discussion about educational philosophy/values similar to discussion about achievement.

9. That a policy on what constitutes an appropriate student assessment load be developed.

STUDIES

1. That students be given clear reasons for the marks awarded on assignments.

2. That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.

3. That students should receive instruction in independent learning skills.

4. That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.

5. That all Year 8 students should be able to achieve competence in keyboarding.

6. That computer rooms be upgraded with better machines and more appropriate furniture.

7. That the school develop further its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.

8. That the school obtain more computers and make them more readily available to students and teachers.

9. That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.

10. That a course be introduced in study skills and assignment writing as part of the curriculum, particularly for Year 8.

11. That any proposed changes for the senior school are coordinated with the needs of the junior school.

12. That the school investigate the possibility of TAFE modules taught across a number of subject areas.

13. That the school develop further its links with TAFE Colleges by offering TAFE modules as part of our school subjects.

HUMAN RESOURCES

1. That school personnel implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.

2. That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.

3. That the girls' uniform includes clothing which allows girls to participate fully in all physical activities.

4. That the school promotes the full range of student welfare services and processes available in the school.

5. That all items of school uniform be available for purchase from the tuckshop.

6. That a whole school approach to discipline be developed by students, teachers and parents.

RESOURCES

1. That adequate and pleasant toilet facilities be available for staff and students.

2. That the library loan system be computerised.

3. That the grounds beautification, tree planting and landscaping program be extended.

4. That the hall stage be made permanently wheelchair accessible.

5. That a program of repair and upgrading of the school drainage system be undertaken.

6. That the wheelchair ramp at the end of G block be covered.

7. That a video library be established.

8. That more covered areas with seating be constructed.

This list provided a basis for the collaborative school review that subsequently took place.

However, in the longer term it was decided that the Round Three data provided a better

basis for policy development keeping all of the issues under consideration particularly as it became apparent that limited futures thinking was displayed in the panels.

4.5 EVALUATION OF THE USE OF DELPHI AT CORINDA STATE HIGH SCHOOL

In addition to monitoring during the project, a post project evaluation was undertaken with a view to providing input to the design of the next environmental scan. Being mindful of the concerns in the school community about filling out 'yet another questionnaire' it was decided to interview a number of parents, staff and students. Seven staff, two parents, one community member and two students were selected for interview on the basis of the fact that they took part in the whole process in a thoughtful way as indicated by their responses. An aspect for consideration is the fact that the researcher as the principal of the school needed to be sensitive to a possible impact on the interviewees.

Each person interviewed was asked the same questions looking at the effectiveness of the process,outcomes of the process, development of shared vision for the school and how the process could best be carried out next time. (See Appendix 9.)

Effectiveness of the Process

Responses

Four teaching staff commented about the process as follows:

1. *The things that I found very effective about it was that everybody had the opportunity to respond. And that those responses were valued equally. I don't think a lot of staff really believed in that. In that valuing of their opinions. I think probably on reflection perhaps*

more would have taken the opportunity of responding to it if they realised that. I don't think a lot of people had trust in their administrative officers before in that gathering of that information for use somewhere for their information in that they have often seen that process as perhaps happening but being in the ultimate scheme of things is ignored and people have often gone their own way anyway. So here I have always felt that we have the opportunity to contribute.

2. *That, to me, was one that I thought was really effective about the process that it was time to think very carefully what I felt would be important for the school I was working for and the education of the students.....it made me think and reflect on what we were doing and see perhaps what is done or what's going on or otherwise you tend to concentrate on only the negative .... I found most frustrating was the limit of only three things to add to the original list ..... in fact everything I would have wanted to put down ....came through from other people.*

3. *It's very consultative, everybody can have their say and you get asked a couple of times what you think and if you want to change opinions or not - that's a big plus and I think that would be the strong point of it. But I found it an effective way of gathering data everybody can have input, parents, students, teachers. I think you got a really good response from teachers about 80-90% and you don't usually get that so it seems a good way for people to channel their ideas in. But that at the moment I guess that I be concerned the process hasn't come to a conclusion and we haven't seen what the product of the process is.*

4. *I think it was a good process because it made people think a little about things that actually needed to be done, put their ideas down. I think it was good because it made us discuss things among ourselves. I think that the most significant .. for me personally was*

that I looked at the school in a different way and I thought that if this was myself what would I do with it, what would I like the ideal school to have and I walked around the school and I thought about it, thought about the all the things that I could (do) if (I) was able to ..... also there was a degree of scepticism, a lot of separation between us teachers as we feel we are sort of at the coalface and them, the administration up there. So we were fairly suspicious and inclined to at times to be a little perhaps sarcastic, a little bit ironic about what we are doing. We did actually discuss things we thought were important about the school.

A parent commented that

The future direction one was done very effectively if you look at all the documents as they have been here altogether, looking at Round 1, Round 2 and Round 3. I think it has all come together rather well from my point of view I could understand with a great deal of cohesiveness when looking at different outcomes coming from different people. There is a convergence, cohesiveness that is beginning to emerge out of the time limits.

A student thought that

The process was very good, it was not too difficult to understand but it took a while to do. It was too long for students. They had to sit down for a long time. Maybe they need some incentives to do the whole thing. There is a need to market it better among students. Display students ideas a bit more. Tell the rest of the school the ideas that the students have come up with.

When asked if the project had been of use a teacher responded

I have been aware of the things that it says and so one of that I know that I kept pushing at the end of last year and during this year ..... and that one area that I have felt comfortable in pushing because it had come from out of here (Future Directions).

Comment from a staff member who was involved was:

I can remember being part of the process of collating responses for Studies and I think from the area that I was looking at anyhow I feel that the things that came out in Round 2 reflected the Round 1 ideas pretty accurately. What they did was to collate a number of different ideas and bring them together so it made a manageable process. I don't think we lost any of the intent.

The same staff member remarked in response to a question as to whether the management group should have discriminated or cut down further on the number of ideas that went forward to Round 2

While there might have been I guess a feeling with some of the just an occasional ideas one or two ideas, I think that would have spoilt the original premise that everybody's idea would be valued and be put forward, and so I think if you hadn't seen your idea come out in Round 2 somewhere you would probably think that this is a rigged project that in fact people have an agenda that they want. I don't think it would have been a good idea to have excluded them because people would have just stopped.

Another staff member gave a slightly different perspective

I'd be happy if a management group did that. But then again I guess you've got the charge that the management group is trying to take over the agenda and project their own opinions and therefore you're doing the survey in the first place was just for show not

substance. I think you have got substance out of it. I think that's a big plus that you've got everybody's opinions and there was a substantial number of ideas coming through that then you could quantify from that. But if a Management group took over and said that's not important then it could be criticised for managing the agenda.

Shared Vision

Response

When asked if he thought this process had begun to develop a shared vision for the school community a parent said

To a limited extent, I think for those people who participated in it and those people who are still fairly active in a parent perspective, I think for them there would have been a shared vision to have emerged out of it. I think there is a lot of work to do though to assume that it is happening to all parent groups that responded to the survey. So maybe it was a shared vision at the time that it was done but given all the other things that human beings have to go through in this type of world that we live in now most people might see it is a past activity that has been done and now we have to recapture the vision in some kind of ways to bring the people together again.

While another parent said

The percentage (of the community) that is involved, yes, we do have a shared vision.

A teacher commented about the shared vision as follows

I think I did and to me well the problem was it was there ready to move on this year and I think had we kept going the momentum from that would have carried us through into

developing a shared vision and I'm hoping to keep picking it up and remembering it is there. I can (see) it is something that we can really use.

Future Scans

Response

On how to design future environmental scans a teacher suggested that

I would like to see us look into the things that we have and expand upon them and look at what we do. I really mean quality education and how could we provide this and from the basis that comes out of the Future Directions work out a plan that would take us steps towards those directions rather than continually going back to this sort of process which takes a very long time but this is where we are now, how do we get to those? The statements have a lot within them ... perhaps another future directions round might move from where we have move rather than beginning again ..... to me the school needs a longer term plan for the things that aren't easy to implement.

While a parent suggested that

I guess I would try to get lots of parents involved ..... randomly choose ten families and ask representatives of those families to come in for two hours one day and sit around on a discussion level, to talk about what other families are writing down on paper. Or whether you take representatives from various ethnic groups, the parent of students with disabilities whether you take them and talk to them and then form a basis in a workshop situation, saying what do you want. I guess what I am saying is if people do not respond by sitting down and writing maybe they need a bit more help and encouragement ... a lot of parents out there don't know the possibilities of what the school can do for their students.

It is noted that people found the Round 2 questionnaire very time consuming, up to two hours in some cases but that is a reflection of the value put on it by participants. It is noted that students were much more willing to propose changes and innovations than to reflect further and value the desirability and urgency.

Summary

In summary, in evaluating the Future Directions project, staff found the process to be effective. Some participants were surprised that notice was taken of their comments and they indicated that if more staff had realised that notice would be taken of their comments more staff would have participated. Staff liked the feedback and the possibility of changing opinion after some feedback.

Others were concerned at being allowed a limited number of ideas originally but found that most things that they could think of were, in fact, put forward by others.

The students interviewed thought that the process was not too difficult to understand but it took a long time to do and there was a need to market it better among the students.

There was a difference of opinion as to whether the whole process, including reducing the number of items for consideration, should be managed by a management group or whether it was useful to include all items. There is support for significant staff involvement.

Both parents and staff thought that the process had begun to develop a shared vision for the school community and also commented on the importance of extending this vision in the school community by supporting those who might find it difficult to sit down and write. There were further comments that indicated that future scans should keep up the high level of involvement and also make sure that the impetus is kept up.

Implementation

In working in a school setting it is essential to immediately implement or plan to implement some of the issues that have been raised. This is to ensure that participants feel that the process was worthwhile in the short term as well as in the long term. Issues were selected for immediate implementation from the Priority list developed from Round 5 of the Future Directions Project. The basis of selection was that each issue was feasible and implementation planning could immediately go ahead. The issues were:

Management

6. That Year Coordinators be introduced for each year level

Studies

1. That students be given clear reasons for the marks awarded on assignments.
2. That, at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.
3. That students receive instruction in independent learning skills.

6. That the computer room be upgraded with better machines and more appropriate furniture

7. That the school develop further its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges

8. That the school have more computers and make them more readily available to teachers and students.

12. That the school investigate the possibility of TAFE modules taught across a number of subject areas.

13. That the school develop further its links with TAFE Colleges by offering TAFE modules as part of our school subjects.

Human Resources

3. That the girls' uniforms include clothing which allows girls to participate fully in all physical activities

5. That all items of the school uniform be available for purchase from the tuckshop.

Resources

2. That the library loan system be computerised.

These implementations placed immediate and easily recognised value on the opinions of participants which built confidence in the process. It is possible to conclude that the Delphi achieved significant progress as a forward planning tool. There were many positive outcomes from the process, however, while a number of persons interviewed thought that

the process should be maintained in its existing form, some modifications were suggested. These were:

1. The raw data from the project should be utilised as a beginning point for the next environmental scan.
2. The length of time taken for the whole process should be reduced. This could be done by having a three round survey only. It is possible that this could be done by asking feasibility opinions at the same time as desirability.
3. There was mixed opinion as to whether there should be a greater reduction in the number of statements from Round 1 to Round 2. Overall there is importance in keeping the integrity of individuals' contributions while at the same time reducing the number of statements perhaps further than was done in this case.
4. It is essential to keep up the reporting to participants so that they are aware that the outcomes are being carried forward to implementation.
5. It was suggested that the involvement of parents and students could be improved using additional strategies mentioned above.

4.6 REFLECTIONS ON THE USE OF THE MODIFIED DELPHI PROCESS

1. The Delphi is a useful tool to develop futures thinking in a school.
2. There is little evidence of medium and long term thinking in the general school community.
3. The Delphi provides structure that gives credibility and ownership to data upon which decisions are made.
4. A three round Delphi retains participants' interest as well as the level of commitment.

5. A three round Policy Delphi keeps all of the issues on the table. Going to feasibility in rounds 4 and 5 has the possibility of losing the minority but never the less important maverick views.
6. Using all stakeholders as the expert panel contributes to short term thinking results. This finding needs to be balanced against the development of commitment to a vision developed through greater participation in the decision making process.

Overall, the use of the Delphi in the school as a futures tool was a positive experience. Even though the use of the total community as an 'expert panel' has qualifications, the very introduction of a futures tool to the school community has begun the development of longer term thinking.

An essential element is the retaining of policy issues derived from the study in the school for future reference, particularly the issues that received little support but could be in reality evidence of longer term thinking.

There is an increased possibility of a shared vision developing in the school after the Delphi process, both because of the focussing property of the Delphi outcomes, and through the involvement that participants shared as illustrated in the selected comments above.

Future environmental scans in the school will take advantage of the Delphi experience where trust has been built through knowledge of the process. Original participants would be trusted to pare down where possible the number of ideas to a more manageable number of statements. Also it is expected that the number of statements would be fewer as many issues have been addressed and have already been reported to the community. A smaller

workload for participants should not lead to the same attrition of the panel of students and parents thus attaining greater involvement of members of the school community which should result in a more widely shared vision.

In considering the research questions, the research at this point demonstrates that there is a marked reluctance or inability in the school community to extend thinking beyond the immediate future. Collaborative decision making was viewed with some suspicion. There was an expectation that the administration of the school would take little notice of the ideas of the people at the 'coalface'. Evaluation of the process to this point indicated some limited development of shared vision.

The next chapter discusses the processes by which a plan for the future was drawn up in the school utilising the data derived from the Delphi probe.

CHAPTER 5

DRAWING UP A PLAN

This chapter reports on drawing up a plan for the future based upon the outcomes described in Chapter 4. This approach highlights the practical considerations of utilising the data from the Futures Directions environmental scan.

5.1 PLANNING FOR THE FUTURE IN A SCHOOL

School Development Planning is a multistage process. There are short term and long term elements that ultimately combine in the development plan.

5.1.1 Design of the School Development Planning

The school planning process was designed to be overseen by the School Advisory Committee. This advisory committee consisted of professional educators, students, parents and community members. The first step in the process was the Future Directions project which was the environmental scan conducted using the Delphi Probe. The Mission Statement with beliefs and values which underpin all actions was clarified in the process immediately after the Future Directions Scan. There are long term and short term elements of the process which come together in the plan. The short term elements include Strengths, Weaknesses, Opportunities and Threats (SWOTS), followed by a Cross Impact Analysis leading to strategic options while the long term elements utilise the values established in the mission statement to draw up alternative futures. The preferred future for the school

is then established utilising all data from both the long term and the short term elements. Due to factors beyond the control of the researcher the Collaborative School Review took place immediately after the Future Directions Project and is reported as occurring at that point. In the process design, the Collaborative School Review was to take place after the preferred future of the school was agreed upon so that all of the appropriate areas could be reviewed. The final stage of the planning process brings together all elements including the government and education department imperatives of the moment to draw up the development plan. The stages of the planning process can be summarised as follows:

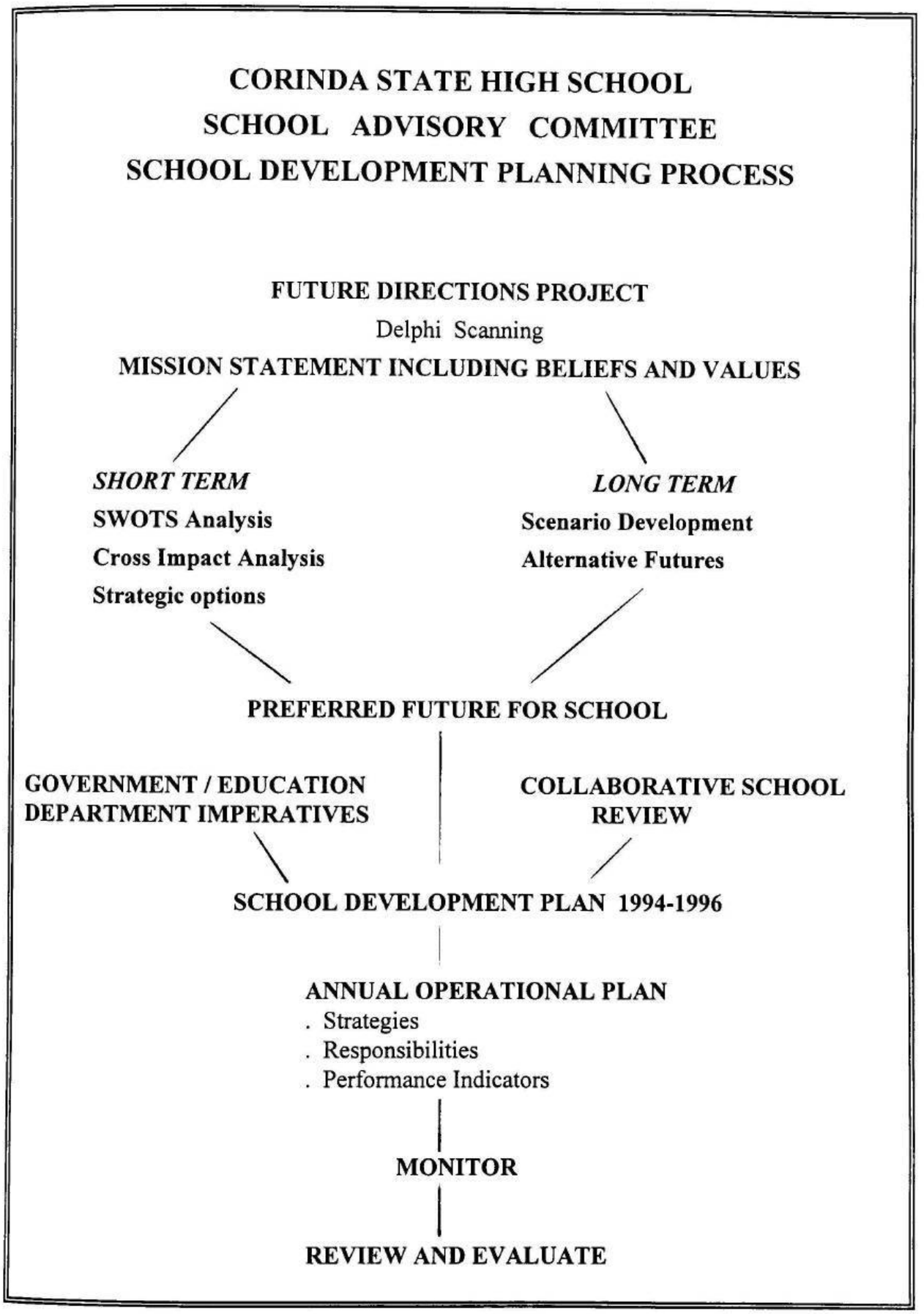


Figure 3 - School Development Planning Process

5.2 COLLABORATIVE SCHOOL REVIEW

The 1993 Collaborative School Review (CSR) included some consideration of the Future Directions finalised at the end of 1992 .The purposes of a Collaborative School Review are to:

a. assist with the improvement of the school and the system
b. contribute to the accountability requirements of the school and the system.

> These purposes will be fulfilled through the provision of constructive feedback on the quality of the school's performance, with particular reference to selected goals of the School Development Plan. (Collaborative School Development Planning and Review - Policy and Guidelines 1992:Ch4).

This process of the CSR was directed by the Queensland Education Department Policy Document which is procedural and contains no reference to foresight. The process within the school was carried out exactly according to guidelines.

Five topics were selected for review and evaluation in the school. These were:

1. Review of existing organisational structures and their impact on enhancing quality education outcomes for learners.
2. The provisions and management of resources to enhance quality outcomes for learners.
3. The developing and valuing of staff.
4. The extent to which the existing school culture and its focus on traditional values support quality outcomes for learners.
5. The extent to which the content and organisation of the curriculum enhance quality outcomes for learners.

Review topics drew in a limited way only on the priority list resulting from Round 5 of the Future Directions Project. The School Advisory Committee who had the responsibility for future planning was allowed to lapse and another committee system was set up with one group to examine each topic. Data were collected on each topic, analysis and evaluation were undertaken, commendations and recommendations were made.

Examination of the CSR Report for the School (November, 1993) shows that most of the recommendations were procedural. Examples did include a longer term plan (3 to 5 years) for replacing equipment, but the majority of the recommendations were short term, for example, that the bus departure time needed review to allow more than 3 minutes to load buses.

5.3 SCHOOL DEVELOPMENT PLANNING

Consequently, in 1994, when it was necessary to draw up a new School Development Plan for the years 1994-1996, it was considered important that a futures perspective be included in the planning. The School Advisory Committee, which had been inactive during the Collaborative School Review and had representation from all stakeholders was re-established. A leading Australian Futurist, Dr. R. Slaughter, was consulted to provide impetus. The School Advisory Committee plus key persons in the School came together under the direction of the consultant.

Two half-day workshops were undertaken to develop futures thinking and provide the building blocks to allow the construction of a desired future scenario for the school. The

first part of the workshop included an address, "What Do We Know About the Early 21st Century?; What are the Needs and Responsibilities of Young People in this Context?"

This address focussed the thinking of the participants on the purpose and meaning of school education for young people who will spend most of their lives in the 21st Century. This process provided the basis for the plan for the future of the school. The School Advisory Committee decided to go back to the Delphi Round 3 Overall Rank Order as the source of data for the next step because these data were soundly based on all stakeholders' future preferences. The feasibility and urgency information that produced the priority order had been used to inform the Collaborative School Review (CSR) but the absence of a futures perspective in the CSR process led to deficiencies in outcomes.

5.4 MISSION STATEMENT

Participants in the planning workshop were divided into five groups. One group took responsibility for reviewing the School Mission Statement whilst the other four groups were working on Strengths, Weaknesses, Opportunities and Threats (SWOTS) analysis. A mission statement had been developed in the school in 1990. The purpose of the mission statement was to give a philosophical base to all the activities of the school. The mission statement of the school was reviewed in the light of the Future Directions Project and the Values statement associated with the Review of Queensland School Curriculum (See Appendix 13).

All elements of the existing mission statement were reviewed and the statement was rewritten taking account of all of the data developed to that point and with a futures perspective which is a way of thinking, feeling and acting about the future to create better alternatives. The futures perspective included elements such as responsibility for the stewardship of the earth and participation in lifelong learning along with preparing 'students to contribute proactively and more effectively to their local community and thus to the future development of society' and developing 'through foresight an understanding of events and trends likely to impact on the school and the community'. This process resulted in a new mission statement being prepared (see below). This mission statement was then circulated to and approved by all stakeholders.

Performance Indicators were added to strengthen the mission statement and to assist members of the school community in their thinking about the school.

> Performance indicators are measures of achievement to assess the success of programs and tasks in term of efficiency, effectiveness, equity and appropriateness (Cooney, 1993).

Mission Statements have long been part of the development planning process and included in School Development Plans. Often these statements have been neglected and of little significance in the day to day running of the school. To focus the importance of the mission statement as a driving force in the school after the community has spent time and effort in deciding what is wanted of the school General Performance Indicators were designed and attached to the mission statement. These general performance indicators

provide a basis for review and evaluation prior to the preparation of the next school development plan.

The Mission Statement and Performance Indicators developed are as follows:

MISSION STATEMENT

The mission of Corinda State High School is to develop confident, knowledgeable, employable people, who are equipped to contribute positively to society, take responsibility for stewardship of the earth, and participate in life-long learning.

Beliefs and Values

Corinda State High School will be among the best when, in partnership with parents and the community, we:

- Promote the principles of social justice through appropriate curriculum design, student management and administrative practice.
- Create a caring, considerate and cooperative atmosphere which will provide all students with a setting in which to develop intellectually, emotionally, physically, culturally, morally and spiritually and achieve a positive self-concept while recognising differences.
- Motivate students to seek knowledge, meaning and purpose while developing the skills of understanding, communication and application.
- Provide a range of subjects, activities and experiences to meet the varied needs of our students, ensuring equitable access and participation.
- Develop students' interpersonal skills through cooperative learning and sharing.
- Encourage excellence in all fields of endeavour and acknowledge the efforts of those who have striven to achieve excellence.
- Prepare students to contribute proactively and more effectively to their local community and thus to the future development of society.

- Develop, through foresight an understanding of events and trends likely to impact on the school.

- Encourage open communication within the school and between the school and the community.

- Secure, provide access to, and account for the resources required to respond effectively to the existing and emerging needs of all members of the school community.

- Establish organisational structures that will encourage the involvement of all members of the school community in decision-making processes.

GENERAL PERFORMANCE INDICATORS

In seeking to evaluate and review progress at Corinda State High School the following general performance indicators are stated. These are measures of achievement to assess the success of programs and tasks in terms of efficiency, effectiveness, equity and appropriateness.

- Extent to which students feel that the school has provided them with a safe and socially just environment.

- Extent to which there is an increased correlation between student potential and results.

- Extent to which the needs of students are met by pathways of appropriate study for all students and a wide range of extra curricular activities.

- Extent to which work programs include the teaching of a futures vocabulary, skills and applied foresight.

- Level of satisfaction with communication within the school and its community.

- Accurate accounting of resources held by the school.

- Extent to which resources available have met emerging needs.

- Increased publication and promotion of areas of excellence.

- Increased degree of access to the decision-making process for all members of the school community.

Agreement with and commitment to this mission statement was obtained through consultation with all stakeholders. This mission statement provided the values which are the basis for the development of alternative futures.

5.5 STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS (SWOTS)

Whilst the responsible group of stakeholders were working on the mission statement of the school and the beliefs and values statement the remaining groups work on the Strengths, Weaknesses, Opportunities and Threats (SWOTS) analysis of the school. Each of the four remaining groups prepared a list of one of the following:

- **S**trengths of the School defined as advantages, capabilities and successes
- **W**eaknesses of the School defined as disadvantages and problems
- **O**pportunities for the School defined as undeveloped options, openings, markets and services
- **T**hreats to the School defined as external competition, government policies and macrochange processes

This process is known as **SWOTS** analysis.

The group that examined the mission statement did so in the light of the needs of students in the 21st Century and actively sought to include a futures perspective.

Each group working on either the Strengths, Weaknesses, Opportunities or Threats (SWOTS) was asked to brainstorm the possibilities and report back to the whole group. The four lists that resulted were refined. The first draft of Strengths, Weaknesses, Opportunities and Threats (SWOTS) of the organisation contained statements that were double barrelled and ambiguous. After trialling and rewriting, clearer statements resulted and these statements were accepted by the group. (See below.)

Table 13

CORINDA STATE HIGH SCHOOL

ORGANISATION STRENGTHS AND OPPORTUNITIES

STRENGTHS (Advantages, capabilities, successes)	OPPORTUNITIES (Undeveloped options, openings, markets, services)
1. A core of committed, capable staff	1. Curriculum optimisation
2. Perceived tradition	2. Develop unity in diversity
3. Unity in diversity	3. School cooperation with: other schools - High School and Primary; Tertiary; Industry.
4. Sense of security	
5. Majority of students are amenable	4. Develop staff as educators
6. Focus on learning	5. Develop student centred service
7. Broad curriculum	6. Focus on technology
8. Recognition of excellence and effort	7. Involve community
9. Just environment	8. Promote professionalism in teaching
	9. Promote value of education

Table 14

CORINDA STATE HIGH SCHOOL

ORGANISATION WEAKNESSES AND THREATS

	WEAKNESSES (Disadvantages, problems)		THREATS (External competition, govt. policies, macro-change processes)
1.	Curriculum too narrow	1.	Decreasing funds to education
2.	Physical resources are inadequate	2.	Limitations of buildings
3.	Inadequate catering for cultural diversity	3.	Increasing expectation that school can fix social ills/problems
4.	Environment too sheltered	4.	Overemphasis on competitive individualism
5.	Unquestioning acceptance of traditions	5.	Unchecked extension of teachers' responsibilities
6.	Lack of adequate communications	6.	Lack of futures relevance
7.	Inadequate catering for the gifted and talented	7.	Limitations on professional development
		8.	Changing societal values.
		9.	Increasing legislative and accountability requirements

5.6 CROSS IMPACT ANALYSIS

As previously discussed, Cross Impact Analysis examines the potential relationships between forecast events. Further, the probabilities of events occurring can be examined. The data are particularly useful for long range forecasts (Hudspeth, 1974:1). Cross impact

analysis helps bring understanding of complexity and reduces the possibility of oversimplification (Linstone, 1975:75). Cross impact analysis, in Hudspeth's (1974) words:

> heightens the participants sensitivity to the complex issues and considerations needed for forecasting.

This aspect is particularly important in the school where, in this study, long term thinking has been shown to be lacking.

In this study the analysis of impact between the desired options from the future direction project and the SWOTS was undertaken.

Being mindful that estimating for a large number of variables can be tedious and of questionable validity (Godet quoted in Bishop, 1994:454) it was not possible to consider all of the highly desired options resulting from the Future Directions Project in cross impact analysis. Each of four groups was designated to consider one of Management, Studies, Human Resources and Resources program areas and set the task of examining the Round 3 data that rated most highly in desirability and urgency in each area.

The top ten ranked statements in each of Management, Studies, Human Resources and Resources were identified by the designated group and collapsed into two or three statements for each of the program areas. The results were reviewed by the whole group.

For example, the following top ten statements were selected from the Management area.

MANAGEMENT

1	M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.
2	M6	That quality education remain a top priority for Corinda High School.
3	M12	That class sizes be decreased to 20 - 25 per class in all years
4	M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.
5	M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.
6	M5	That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.
7	M19	That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.
8	M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.
9	M4	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.
10	M13	That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.

The group responsible selected what they determined to be the most important elements of these ten statements and derived the following two options for consideration.

- That clear goals and high expectations be communicated to the school community.
- That flexible teaching practices and structures be developed.

Similarly, options for the other three program areas were developed resulting in the following nine options being constructed from the data for further examination on separate Cross Impact Matrices in the light of the Strengths, Weaknesses, Opportunities and Threats.

- That grounds beautification be carried out and include the provision of covered seating.
- That the coordination of computer resources (hardware and software) be more efficient.
- That behaviour management strategies be implemented.
- That options for effective teaching be researched and implemented.
- That clear goals and high expectations be communicated to the school community.
- That flexible teaching practices and structures be developed.
- That there be an information technology skill acquisition program in use in subject disciplines.
- That there be fully utilised independent access to Information Technology to enhance own learning.
- That there be a review of curriculum options for all students at all levels.

A Cross Impact Analysis was then undertaken in which these nine options derived from the Future Directions Project were examined against the output of the SWOTS analysis.

Each option described above was considered on the cross impact matrix against each of the identified strengths, weaknesses, opportunities and threats. The participants considered the impact of each of the SWOTS against each option on a scale of -10 (strong inhibitor) to + 10 (strong encourager) (Habana, 1993:983) and recorded a figure. (See Tables 16-18.)

To establish the impact the total positive score and the total negative score were calculated for each with a net result given for each of the options for strengths, weaknesses, opportunities and threats. The results were then tabulated with a net total being calculated for each option (See Table 19). Hence, a rank order for the estimated likelihood of successful implementation of strategic options was established.

Table 15 - Cross Impact Analysis - Strengths

STRENGTHS (advantages, capabilities, successes)	A Core of committed, capable staff		Perceived tradition		Unity in diversity		Sense of security		Majority of students are amenable		Focus on learning		Broad curriculum		Recognition of excellence and effort		Just environment		IMPACT		
OPTIONS																			Total Positive	Total Negative	NET
That grounds beautification be carried out and include the provision of more covered seating	+6		+6		0		+7		0		+1		0		0		0		21	0	+20
The co-ordination of computer resources (hardware & software) be more efficient.	+3		0		0		+2		0		+6		+3		0		+2		16	0	+16
Implement behaviour management strategies.	10		10		8		10		10		10		0		5		10		73		73
Research & Implement options for effective teaching.	10		4		3		8		6		10		10		10		10		71		71
Clear goals, high expectations.	+10		+10		7		6		10		8		10		10		10		81		81
Flexible teaching practices and structures.	+3		-5		+7		0		10		10		10		10		10		60	5	55
That there be an I.T. skill acquisition program in use in subject disciplines.	+5		-2		0		0		+10		+10		-2		+4		+5		+34	-4	+30
That there be a fully utilised, independent access to it to enhance own learning.	+8		0		+2		0		+5		+10		0		+2		+5		+32	0	+30
That there be a review of curriculum options for all students at all levels.	+10		-4		+2		+5		+5		+10		+10		+2		+5		+47	-4	+43

Table 16 - Cross Impact Analysis - Weaknesses

WEAKNESSES (Disadvantages, problems)	Curriculum too narrow		Physical resources are inadequate		Inadequately catering for cultural diversity		Environment too sheltered		Unquestioning of traditions		Lack of adequate communications		Inadequately catering for the gifted and talented				IMPACT		
OPTIONS																	Total Positive	Total Negative	NET
That grounds beautification be carried out and include the provision of more covered seating	0		-5		0		0		0		0		0					5	-5
The co-ordination of computer resources (hardware & software) be more efficient.	-4		-4		0		0		0		-3		-6					17	-17
Implement behaviour management strategies.	0		0		5		0		0		0		2				7		7
Research & Implement options for effective teaching.	10		0		6		0		6		0		10				32		32
Clear goals, high expectations.	-10		-8		-3		-2		-6		-8		-1				0	38	-38
Flexible teaching practices and structures.	0		-8		-3		-5		-8		-8		-2				0	34	-34
That there be an I.T. skill acquisition program in use in subject disciplines.	-2		+10		0		0		0		0		-2				+10	-4	+6
That there be a fully utilised, independent access to it to enhance own learning.	0		+10		0		0		+5		0		_2				+15	-2	+13
That there be a review of curriculum options for all students at all levels.	0		+4		0		0		+7		+10		0				+21	0	+21

Table 17 - Cross Impact Analysis - Opportunities

OPPORTUNITIES (Undeveloped options, openings, markets services)	Curriculum optimisation	Develop unity in diversity	School co-operation with: other schools - High School and Primary; Tertiary; Industry	Develop staff as educators	Develop student centred service	Focus on technology	Involve community	Promote professionalism in teaching	Promote value of education		IMPACT		
OPTIONS											Total Positive	Total Negative	NET
That grounds beautification be carried out and include the provision of more covered seating	0	0	0	0	0	0	+2	+1	+1		4	0	+4
The co-ordination of computer resources (hardware & software) be more efficient.	+7	+1	0	+5	+5	+8	0	+3	+2		31	0	31
Implement behaviour management strategies.	0	7	3	10	10	0	8	8	4		50	0	50
Research & Implement options for effective teaching.	8	10	7	10	10	7	8	8	7		75		75
Clear goals, high expectations.	+10	+10	+8	+10	+10	+3	+8	+8	+10		77		77
Flexible teaching practices and structures.	+10	+10	+9	+10	+10	+7	+6	+8	+6		76		76
That there be an I.T. skill acquisition program in use in subject disciplines.	+10	+8	+8	+10	+5	+10	0	+3	+3		+57	0	+57
That there be a fully utilised independent access to it to enhance own learning.	+10	+2	0	0	+10	+10	+3	+3	+6		+45	0	+45
That there be a review of curriculum options for all students at all levels.	+10	+2	+10	+5	+10	0	+6	+3	0		+46	0	+46

Table 18 - Cross Impact Analysis - Threats

THREATS (external competition, govt. policies, macro-change processes)	Decreasing funds to education		Limitations of buildings		Increasing expectation that school can fix social ills/problems		Overemphasis on competitive individualism		Unchecked extension of teacher's responsibilities		Lack of futures relevance		Limitations on professional development		Changing societal values		Increasing legislative and accountability requirements		IMPACT		
OPTIONS																			Total Positive	Total Negative	NET
That grounds beautification be carried out and include the provision of more covered seating	0		-3		0		0		0		-3		0		-1		0		0	7	-7
The co-ordination of computer resources (hardware & software) be more efficient.	0		0		0		-2		0		-5		0		0		0		0	7	-7
Implement behaviour management strategies.	0		0		4		0		0		3		2		5		10		24		24
Research & Implement options for effective teaching.	0		0		0		5		0		5		2		5		10		27		27
Clear goals, high expectations.	-6		-2		+2		-5		-8		-7		-10		0		+7		9	-38	-29
Flexible teaching practices and structures.	-9		-4		+3		0		-5		-8		-10		+2		+5		10	-36	-26
I.T. Skill Acquisition Program	+10		+8		0		0		+10		-10		-5		0		0		+28	-15	+13
Independent Access	+10		+8		0		-5		+10		-10		0		0		+4		+32	-15	+17
Curriculum Review	+5		0		+5		0		+10		+3		+7		-3		-3		+30	-6	+24

Table 19 - Strategic Options - Net SWOTS

OPTION	Net SWOTS				Decision	
	Strength	Weaknesses	Opportunities	Threats	Total	Rank Order
That clear goals and high expectations be communicated to the school community	81	-38	77	-29	91	6
That flexible teaching practices and structures be developed	55	-24	76	-26	71	7
That grounds beautification be carried out and include the provision of seating	20	-5	4	-7	12	9
That the coordination of computer resources (hardware and software) be more efficient	16	-5	31	-7	35	8
That behaviour management strategies be implemented	73	7	50	24	154	2
That options for effective teaching be researched and implemented	71	32	75	27	205	1
That there be an information technology skill acquisition program in use in subject disciplines	30	6	57	13	106	5
That there be fully utilised independent access to Information Technology to enhance own learning	32	13	45	17	108	4
That there be a review of curriculum options for all students at all levels	43	21	46	24	134	3

The rank order with respect to the chance of successful implementation was established as follows with the strategic option with the highest chance of success being number 1. (See below.)

5.6.1 Strategic Options

1. That options for effective teaching be researched and implemented.
2. That behaviour management strategies be implemented.
3. That there be a review of curriculum options for all students at all levels.
4. That there be an information technology skill acquisition program in use in subject disciplines.
5. That there be fully utilised independent access to Information Technology to enhance own learning.
6. That clear goals and high expectations be communicated to the school community.
7. That flexible teaching practices and structures be developed.
8. That the coordination of computer resources (hardware and software) be more efficient.
9. That grounds beautification be carried out including the provision of covered seating.

5.6.2 Evaluation of Strengths, Weaknesses, Opportunities and Threats (SWOTS) Analysis and the Cross Impact Process

Remembering that 'the most important thing in the study is not the resulting report but what has happened in the minds of those that have been involved in the thought process it

has engendered' (Godet, 1989:54) participants were invited to comment on the process to detect any qualitative change in the nature of comments that could demonstrate a shift in the way participants think about the future.

Participants were asked, 'What benefits did you gain from the workshops?' Of those who responded, the following comments were made.

> It was very helpful to my thinking to participate with and listen to Richard Slaughter. I do believe it helped focus on the task and reinforce our need to plan together for a shared future.
>
> Real insight into the need for long term planning; the need for diverse planning groups. The opportunity to articulate things that I had thought about.
>
> Clarification of issues - raised further issues that need to be addressed.

To the question, 'in what ways has the workshop altered your views?', some participants said in did not alter their views but clarified the importance of this type of planning while others found it 'broadened outlook', but overall the participants found the workshop very useful in defining 'the direction that we may proceed'.

Examination of comments by participants included responses such as 'our need to plan together for a shared future' along with 'real insight into a need for long term planning'. While these comments are limited, the participation in futures oriented activities has produced some development in futures thinking for these particular participants.

5.6.3 Comparison of Strategic Options Generated by the Cross Impact Analysis with the Priority Areas for Action Generated by Round 5 of the Policy Delphi

The Strategic Options generated by the Cross Impact Analysis Process from the Round 3 Data of the Modified Policy Delphi process, when compared with the Round 5 Priority Areas for Action (Page 135), demonstrated similarities in results, however, the purpose of a particular planning exercise would have an effect on the process selected. A higher level of analysis of the particular context is undertaken when utilising the Strengths, Weaknesses, Opportunities and Threats Analysis (SWOTS) followed by the Cross Impact Analysis in the preparation of Strategic options than is required in utilising the expert panel opinion in the development of priority options through consideration of feasibility and urgency. The strategic options developed through the higher level analysis are broader and therefore could include aspects that possibly would not be dealt with in the priority order.

If the aim of the planning exercise is to develop futures thinking in the participants as well as developing strategic options, as was the case at Corinda High School, the process that included SWOTS and Cross Impact Analysis is the most suitable choice. However, if the aim of the planning exercise is to simply process the ideas generated to a priority order, the feasibility rounds of the Delphi could be selected.

Consequently, the Cross Impact Analysis process, which dealt with the Delphi data along with the Strength, Weaknesses, Opportunities and Threats, which increased the analytical skills of the participants and, consequently, in terms of the research question of assisting the development of futures thinking in teachers, parents, school students and community

members, contributed more effectively to the development of futures thinking among participants, was selected. Similarly with respect to the development of vision this process also assisted the development of a shared vision as participants consider the nature of the school in greater depth. The anticipation and facilitation of change even though it is in the short term in this process has assisted the development of the decision making processes. These outcomes are beneficial to the total school community.

5.6.4 Summary - Cross Impact Analysis

The cross impact analysis highlighted the strategic options where the participants believed there could be most impact and the greatest chance of success in relation to the strengths, weaknesses, opportunities and threats of the school.

More importantly, the process enhanced the development of a futures perspective among the participants. To develop a futures orientation in an organisation through individuals in that organisation moving from an existing short term thinking mode, an exercise such as this is an essential element of future planning processes.

5.7 SCENARIOS

Scenarios or descriptions of alternative futures provide the decision making group with coherent, in depth pictures of likely, possible, achievable or desirable developments (Tydeman, 1987:48). A scenario is a way of allowing the systematic exploration of possible futures in order to understand change and evaluate the implications of proposed

change. Scenarios are grounded in assumptions and the analysis of these assumptions is critical in assessing the possible scenarios.

Scenarios have become increasingly popular tools for planning and evaluation within corporations and society in general. Scenarios can be extrapolative or normative (Masini, 1992:90). Extrapolative scenarios use data mainly taken from the present, sometimes from the past, and follow trends leading to possible and probable futures. Normative scenarios describe the possible alternative states of the system in analysis, taking account of desirables and hence the goals, of the system that lead to choice in present day actions. Normative scenarios are appropriate to this research.

As previously mentioned, typical steps in the construction of scenarios include the identification of the events or developments which might occur within a planning time frame and that could result in positive or negative consequences, the design or estimate of a range of values for each key variable selected, the determination of the resulting interactions between these variables and the development of descriptions of the future under various sets of operating conditions. The five basic attributes of scenario construction are coverage, structure, size of scenario and information requirements, time period and techniques (Tydeman, 1987:48).

Using the information from a cross impact matrix along with some imagination the elements can be synthesised into a written scenario that draws together many seemingly

unconnected consequences into a conceptual image of the central trend. Scenarios can be written in the past tense or in the present tense as if by a future scribe.

Scenario writing is a process which draws upon divergent, convergent, and evaluative thinking, creative writing, forecasting and planning skills, and information retrieval. It is adaptable to all groups and delivers insights all individuals need to develop the future (Whaley, 1990:56). Decisions made today have their major impact on the future of the organisation. Normative forecasting begins with desired future goals and works backwards towards the present.

The scenario is a device for giving substance to alternative futures once their properties have been identified by methods such as the Delphi. This involves a bringing together of all available data by a researcher or group where there is expertise, credibility and reputation.

Such futures are relevant to the present organisation of schools and if they were to be pursued they could be achieved by moving from the existing base. Decisions being made now will construct the future.

5.7.1 Scenario Generation

Using data generated by the Corinda School community in the Future Directions Project and utilising the values developed in the School mission statement, alternative futures were generated as described below.

The scenario - generation procedure (After Mitchell, Tydeman and Geogiades, 1979:415) was as follows:

1. Normative Environmental Scan - Future Directions Project

   The Delphi Future Directions Scan previously described provided the first stage information based on desirable and urgent statements in the areas of Management, Studies, Human Resources and Resources.

2. The Mission Statement with beliefs and values was prepared by bringing together all data generated in futures directions project along with evaluating an earlier mission statement and considering the Charter of Values of the Queensland Curriculum Review. The values espoused in the school mission statement were of particular importance in providing the basis for preparation of alternative futures, recognising that there could be a discrepancy between present values and future values.

3. Possible futures within which the preferred future could lie were researched by means of literature review.

Future Scenarios and Visions were investigated (See Chapter 2) with three societal futures being selected as representing the community context. These were:

i. Business as Usual with the operating assumptions of the present industrialised culture (Slaughter, 1995:125) dominating.

ii. A Wise Future with the operating assumptions of a Wise Culture (Slaughter, 1995:125) dominating.

iii. A future with assumptions based on the Goal Value System of the Visions of Australia (Campbell, et al., 1992).

4. Three Educational scenarios were constructed utilising the above three societal futures and the Mission Statement beliefs and values.
5. Implementation/causal decision points for each scenario to be considered in the 1990s in the program management areas of management, human resources, studies and resources are described.
6. An exploratory fourth scenario was developed to more closely meet the needs of the stakeholders of Corinda State High School.

5.7.2 Scenarios for Corinda State High School

The futures oriented Mission Statement and beliefs and values of Corinda State High School take on different meanings when different groups of assumptions about the future are placed around them. These assumptions can vary from the operating assumptions of the western industrial culture driven by science, technology and instrumental reason (Slaughter, 1995:125) a 'business as usual' value system to the operating assumptions of a wise culture value system where transformations take place and where technology is reshaped (Slaughter, 1995:125) to the assumptions of the goal value system proposed in Visions of an Australian Society (Campbell, et al., 1993:54).

Three different future scenarios each consistent respectively with the assumptions of each of the above, and the beliefs and values of the school established previously, were developed for the school. The scenarios are written in the style of a writer looking back from the Year 2025.

FUTURE IN YEAR 2025 BASED ON THE OVERALL DESIRES OF THE WHOLE COMMUNITY SEATED IN A BUSINESS AS USUAL SCENARIO WITH THE OPERATING ASSUMPTIONS OF THE PRESENT WESTERN INDUSTRIALISED SOCIETY DOMINANT.

General Societal Scenario (After Slaughter, 1995)

Over the past few years, increasing alienation in society has taken place with relationships between people being exploitive and exclusive. There is great division between the people. There are those who have jobs and resources and those who have neither jobs nor resources. Those with the jobs also have access to power. There is open antagonism between the groups of people. Those with the greatest resources are now in receipt of the greatest amount of government support through such avenues as tax deductions, voucher systems and welfare payments.

Growth is rapid and no limits have so far been imposed or emerged. There is no population policy for Australia. Cities are large and impersonal. Freeways, while facilitating mass movement, have had negative effects in terms of pollution, noise and community division. Industry has become increasingly automated consequently jobs are not available to many of those who seek positions. Community violence is increasing with alienation of its members.

Governments have taken further responsibility for ethics, morality and spirituality in the society with legislation being put in place. The educational climate reflects the tensions of the community.

Corinda State High School

Corinda State High School, with its values and beliefs, sits uneasily within a society that does not value such ideals. The school promotes social justice through school organisation, the curriculum of the school and student management practices whilst societal structures promote exploitive and exclusive relationships between people.

The caring, considerate and cooperative atmosphere which provides all students with a setting in which to develop intellectually, emotionally, physically, culturally, morally and spiritually and achieve a positive self concept is becoming difficult to sustain as students become sceptical and many believe that the rule of law rather than that of individual responsibility is the only possible way for the society to function. The philosophy of competition continues to alienate large numbers in the community. This impacts on the school as students seek to gain any advantage that they can one over another. Those with power use it to their own ends with little responsibility or concern for others. The voucher system, whereby all parents have the same amount of government funding allocated to them for

the education, regardless of their ability to pay has led to a privileged private sector while government schools struggle.

As immigration has continued unabated, the diversity of the student population of the school has increased while resources have decreased. The school buildings have continued to deteriorate with little hope of the problem being redressed. The pursuit of excellence in the school as a whole is actively encouraged but ingenuity is required to attract and keep quality teachers at the school. Paraeducationists who cost much less than teachers to employ are increasingly taking on educational tasks in the school.

While the school appears to be moving in the desired direction slowly, the soul of the school, the feeling of working together to achieve common goals is under increasing pressure. The spiritual drive of the school is struggling in the context of restrictive government legislation. Conflict has resulted from there being a rule for everything rather than an intrinsic knowledge of right and wrong for many issues. The shared vision for the school is no longer firmly in place as different stakeholders in the community have lost confidence that the teachers and administrators of the school will act responsibly within the framework of common values.

Implementation/causal decision points to be considered in the 1990s

To prepare for the 'business as usual' scenario, the following implementation/causal decision points should be considered in the 1990s.

Management

The major issue for Corinda High School as a government school is long term financial viability as it appears that Government is no longer committed to government schools and private schools now have equal access to funding without the constraints that are placed on government schools in terms of ability to enforce standards by sanctions against those students behaving badly or not taking their studies seriously.

The stakeholders in the community need to consider action to maintain and hopefully build the financial support. The difference in values held by the general community and the shared core values of the school need constant review to ensure that the school remains in step with the community.

Studies

Investigations need to be undertaken to establish the best combinations of courses and subjects to maintain and develop in the light of reduction of personnel and physical resources. Cost of delivery is an important factor.

The introduction of futures studies along with the study of values and ethics is an imperative if the fracturing of society is to be averted.

Human Resources

Morale of the teaching staff continues to be a major issue. Steps must be taken to counter this debilitating concern.

The welfare of students is an issue in terms of their beliefs that Corinda High School is a good school where they will receive a quality education. There is a need to lobby Government to change their attitude to State Schools before a second class system develops that seriously disadvantages the more vulnerable members of the community.

Resources

A resources plan for the school is a major imperative. This should include a long term replacement/refurbishment plan particularly for the parts of the school built in the 1960s. This plan needs to be publicised and used to lobby government.

FUTURE IN THE YEAR 2025 BASED ON THE OVERALL DESIRES OF THE WHOLE COMMUNITY WHERE THE OPERATING ASSUMPTIONS OF A WISE CULTURE ARE DOMINANT

General Societal Scenario (After Slaughter, 1995)

A wise culture has developed in Australia. Growth has been limited and there is no longer an expectation of continuous growth. Population figures have reached the preferred level and the job market has stabilised. Part time work has become the norm with the community in harmony in nature. Ethics, morality and spirituality are of major importance in the community. Members of the community have an inbuilt sense of right and wrong.

Technology is appropriate, peaceful and supportive of the community. Relationships in the society are important. There is participation by all members.

Corinda State High School

Corinda State High School is valued by the whole community. The school is fully supported by the government. The shared core values of the school community are apparent in the nature and the climate of the school. Principles of social justice are promoted through appropriate school curriculum design, student management and administrative practices. The school has a caring, considerate and cooperative atmosphere and provides all students with a setting in which they develop intellectually, emotionally,

physically, culturally, morally and spiritually. Because individuals are responsible, goals as stated are adhered to by all members of the community. Achievement by individuals is applauded by the whole school community. Success comes with common goals. The traditions of the school are highly valued particularly when moves are made to strengthen the school. Community involvement in the school is extensive where students as well as teachers are assisted by experts in specialist areas. The time is now available for this with part time work being the norm for most members of the community. The youth of the community is valued and it is regarded as a privilege to be involved in their education. The courses and subjects are developed with an understanding of the world we live and work in, particularly with respect to an understanding of the economic, social, political, technological and cultural changes that are powerful and enduring. The outstanding and creative achievements in the classrooms are regularly recognised by the whole school within year groups and by the whole community. Educational programs are provided for students with special needs and are supported by volunteers. There are yearly meetings of groups of interested teachers, parents, community members to discuss the current status of events and to brainstorm future directions. A complete building renovation scheme has been undertaken, with community assistance, to cope with the latest subjects and teaching practices. This was initiated and carried out by the school building projects office which is staffed by members of the community.

The school is a peaceful, happy place, well regarded educationally within the wise culture of the present day society. All parents, students and staff act responsibly. There is a spiritual richness.

Implementation/causal decision points to be considered in the 1990s

Management

The major issues for Corinda High School are planning timelines to ensure the major developments desired by the school community in the future directions project are achieved.

Human Resources

In the climate of this scenario, motivational issues may become important for students. There is a need to develop in students an understanding of the importance of all aspects of education and the importance of their role in developing a wise society.

Development of an understanding of the role of the community in the school would be essential to assist a smooth transition. Through the late 1990s and the early 2000s, a building of this role should take place.

Studies

Curriculum design for this scenario would require careful thought about any change that might be necessary to the curriculum of the 1990s so as to

prepare students for lifetime learning in what will be essentially a part time work scenario. This will require working towards valuing in the 1990s the importance of cultural development and the development of the spirit.

Resources

Planners from the community of the 1990s could assist in drawing up professional plans for the school to help people visualise what the school will be like in the long term.

FUTURE IN THE YEAR 2025 BASED ON THE OVERALL DESIRES OF THE WHOLE COMMUNITY WHERE THE OPERATING ASSUMPTIONS ARE THOSE OF THE GOAL VALUE SYSTEM OF VISIONS OF AUSTRALIA

General Societal Scenario (After Campbell, McMeniman and Baikaloff 1992)

A highly developed goal value system has dominated Australian society for the past ten years. There is an intrinsic valuing of persons in a morally responsible, just and caring society. International responsibility and ecological responsibility are valued alongside the rights of the individual whose development takes place in terms of a sense of personal control, rationality, spirituality, empathy and knowledge. There is cohesion and cooperation in the community. Families and neighbourhoods provide a framework of supportive networks while global, national and regional identities are mutually supportive.

There is a robust economy that is intellectually driven and has a diversified base with an emphasis on value added products.

Corinda State High School

Within this framework the school, in promoting the principles of social justice, is in harmony with the community. The dominant paradigm in the society with its high level of personal responsibility has reduced the need for the school to be stating goals and expectations except with reference to the schools service to its clients. While a voucher system has been put in place, parents of the students are more than happy to pay additional fees to maintain a high quality school. Scholarships are available for those students with limited financial means. The courses and subjects are developed with an understanding of the world in which we live and work, in particular with repsect to an understanding of the economic, social, political, technological and cultural changes that are powerful and enduring. The outstanding and creative achievements in the classrooms are regularly recognised by the whole school within year groups. Educational programs are provided for students with special needs, with the community making the decisions as to funding needs and then making funds available. There are yearly meetings of groups of interested teachers, parents, community members to discuss the current status of events and to brainstorm future directions. The school has a prominent place and is valued in society with a balance of spirituality and

economic reality. The students are sought after as employees and achieve high standards in tertiary institutions.

Implementation/Causal decision points to be considered in the 1990s:

Management

As the future environment is still essentially competitive, state of the art management practices, including marketing, collaborative decision making and information technology, need to be in place.

Studies

Future society is competitive consequently courses as well as teaching and learning practices must be evaluated, reviewed and then developed so that the school can be at the leading edge educationally.

Human Resources

While the valuing of people is of prime importance in the community the development of the individual teaching staff is an imperative so that they remain enthusiastic and committed to excellent teaching practice.

Resources

Lobbying government for support for the resourcing of government schools is an imperative. Support from parents and community in building resources is an essential element.

Reflections on Scenarios

When embedding the mission statement and the beliefs and values of Corinda High School in the possible societal futures, many elements remained the same but different decision points emerged in each of the program areas for each different scenario. It is possible to see that this process could be a useful means of moving school planning to consider longer term scenarios.

Common themes that can be drawn from each of these scenarios indicate that strategically in the 1990s issues to be considered particularly include long term financial planning for the management of resources for the development of the school. While lobbying government, state schools should not assume that funding will continue in its present form.

The importance of flexibility and the continued review of shared core values is underlined so as to ensure that the school remains in step with community needs. Motivation of students utilising every possible means should be undertaken. Staff need to work with a clearly defined purpose. Parents must be encouraged to value the school and education and

this attitude will then be evident in their students. Analysis in terms of cost benefits should be undertaken.

5.7.3 Preferred Future for Corinda State High School

Whilst alternative futures have been constructed based on different assumptions about the future of society, the Corinda High School community needed assistance to arrive at a simpler statement more closely related to their time frames. Consequently, a simple exploratory scenario of a preferred future for Corinda State High School was constructed to allow stakeholders to move forwards from where they are at the moment. This statement was incorporated as a motivational statement in the School Development plan. Under the guidance of the School Advisory Committee this statement drew upon all information that had been derived by the planning process as well as information retrieval. It is derived from the upbeat scenario guidelines developed by Habana (1993) previously mentioned, hence it includes positive assumptions and positive drivers such as enhanced cultural, economic and social developments, dependent on problems being resolved, and using the positive items from the Delphi process.

CORINDA STATE HIGH SCHOOL

YEAR 2005

Corinda State High School is greatly valued in the community.

- Students, through their parents, seek entry and acceptance to the school based on their commitment to ideals of the school.

- Students are successful in academic, vocational, aesthetic, cultural and agricultural pursuits.

- Corinda State High School has a fully established active learning centre responding to the needs of all students.

- Parents are involved in bringing in individual expertise to the school.

- The Community is involved in bringing individual expertise to the school.

- The grounds are excellent and the sporting facilities are of a high standard (see model). Students are involved in maintenance of standards of the grounds.

- The resources of the school are first class provided by the yearly major projects over the past 10 years.

- The school ethos is caring and firm with clear goals and high expectations.

- The uniform is worn by all students with a sense of pride and belonging.

- Size of the school has been limited to maintain quality.

- Major projects completed over the 10 years to 2005 are:
  - Refurbishment of the tennis courts.
  - Replacement and upgrading of the art imaging laboratory and the business education centre.
  - Installation of virtual library facilities with connection to each classroom with student computers able to plug in.
  - Gymnasium has been built on the Pratten Street Oval.
  - Independent learning facilities are a feature of the school (freedom with structure).
  - The Performing Arts Centre is fully operational built on the back of the hall overlooking the tennis courts and including orchestral rehearsal areas.
  - Full replacement of all toilet facilities in the school meeting with current health and hygiene standards.
  - A staff amenities block has been completed which includes a staff common room and proper toilet facilities - further all staff rooms have been upgraded.
  - The Administration block now includes external entry to all Deputy Principals' offices.
  - There is electronic connection to all classrooms to allow full AV/computer connection up to the minute record of all students in the school.
  - Wheelchair access to the stage has been built.
  - A minibus has been purchased for the school.

Finally, the school has a staff that has been part of and committed to the development model of the school over the past ten years and upon whom excellence is dependent.

Godet (quoted in Bishop, 1994:454) describes the technique used in preparing this scenario as the marriage of the painting of alternative futures or forecasting with the planning which he regards as selecting the best option for future conditions. This guidance for future action provides excellent direction for a school.

5.7.4 Implications of Scenario Development

Following the development of the preferred futures it was then possible to draw up a development plan for the school using government imperatives and information from the Collaborative School Review along with these Future Directions. (See table below.)

Questions asked in drawing up the plan to assist implementation included:

- What will be the necessary changes to administration to move to the preferred future?
- What will be the times lines for such changes?
- What skills will administrators need?
- What inservice will be required for teachers to bring change about?
- Will the present teaching methods suit the proposed teaching frame?
- How might teaching methods change?
- What will the curriculum design be?
- What resources will be required to achieve the desired outcomes?

It could be expected that the implications of scenario development would, as the participants develop a futures perspective, take on the broader view and laws, structures, regulations, artefacts and activities would come under scrutiny.

5.8 SUMMARY OF FINDINGS FROM CROSS IMPACT ANALYSIS AND SCENARIO BUILDING

1. SWOTS analysis was beneficial to the organisation because it provided a basis for decision making along with an improvement in awareness of the nature of the organisation.

2. Some participants were not clear about the purpose and outcomes of the process.

3. While it is possible to draw up alternative futures for an organisation the use of these futures for decision making is limited by the short term thinking of the stakeholders.

4. Developing the thinking of the participants even to the level of a single preferred future was a first step. Real alternative futures could be developed as futures thinking is developed.

5. The importance of shared core values in decision making is underlined alongside the need for flexibility and continued review so that the school remains in step with the community.

6. To draw up alternative futures the first step would be to list aspects of the organisation that would need delineation and then questions can be formulated.

5.9 THE SCHOOL DEVELOPMENT PLAN

Utilising all of the information generated through the school development planning process and considering the government and education department imperatives, the School Advisory Committee was then able to draw up the School Development Plan for the Years 1994-1996.

5.10 SUMMARY

The discussion in this chapter has outlined futures processes that can be utilised in a school for the development of school plans. There is a need to reconceptualise the Delphi for use at a school level. Combining attributes of the conventional Delphi with those of the policy Delphi provide a useful model. Conceptualising alternative futures may well be a possibility for the school community at a later stage of the development of futures thinking in the community but at this stage a lesser statement had to be accepted to guide planning for which this study provides a prototype. The importance of understanding the role of values in decision making is underlined along with the need for flexibility and review in the light of changing values.

The predominant short term elements within the planning processes give credibility to the planning process for the stakeholders. However, the introduction of the long term elements to the stakeholders provides the first step in developing a true futures perspective in organisational planning.

It is a major undertaking for school personnel to understand the advantages of taking a futures perspective to planning and to move from the pragmatic response mode to a more integrated response. The continuous planning model with a futures perspective utilised required constant adjustment but had the overall desired effect and provided a major contribution to school practice.

Whilst futures thinking in policy development in a school has been considered, the question becomes one of how to develop further futures thinking in the school. The next chapter discusses futures thinking and processes in organisational and policy development in the broader context, and how these might be developed. It also considers how futures thinking might be developed further in the curriculum in schools.

CHAPTER 6

FUTURES THINKING IN AUSTRALIAN EDUCATION

The majority of the study in the previous pages addressed the first three research questions. However, to properly address the last two research questions which concern the wider community, information from other sources was sought. This chapter therefore extends the search for evidence of futures thinking to the wider community through sources involving futures oriented education organisations, futures oriented curriculum and prominent Australian futurists. It then considers implications of the pedagogy of futures teaching.

Three types of evidence were researched for the purposes of this chapter. These were documentary evidence from educational organisations, interview data from Australian futurists, and an examination of futures oriented education practice including the interviewing of appropriate persons. The literature is used as a documentary source and integrated into the evidence rather than as providing background or supporting theory such as occurred in the literature review in Chapter 2. From these sources common themes and elements have been extracted and synthesised. This has enabled the researcher to look forward in a coherent and connected way in addressing the substance of the research question which seeks to examine the manifestation of futures thinking in the Queensland State Education system. The researcher has also examined the extent to which alternative futures, vision and development of decision making and futures thinking can provide a futures oriented model of educational planning for the State of Queensland.

A question of substance to be addressed was how the education system might bring about an increase in futures thinking in education organisational structures as well as futures thinking in schools that could lead to an increase in foresight in the general population.

As discussed in the literature review, futures thinking incorporates both good thinking skills and an understanding of values as well as a futures perspective which is a creative response to change and uncertainty. Futures thinking has the potential to bring an understanding of alternative futures to give direction to present choices. In considering futures oriented educational organisations, one futures oriented university, two futures oriented schools, and futures oriented curricula were examined with a view to pursuing this purpose.

6.1 FUTURES ORIENTATION IN EDUCATIONAL ORGANISATIONS

Education, by its very nature, is future oriented and should be presented in such a fashion (Whaley, 1990:i). Futures studies are a direct and creative response to change and uncertainty and recognise that there are risks, problems, dangers and choices ahead which have few precedents (Slaughter, 1992:60). If the future is to be shaped rather than be allowed to simply happen, certain skills and abilities must be developed.

An approach to design of a futures oriented curricula could utilise the goal value system designed by Campbell, et al. (1993) to teach the required principles, skills and higher order procedures explicitly in appropriate content areas (Stevenson, 1993:9).

Futures studies provide a means to think (dream, vision) ahead through facilitating contexts and at a deeper level are about the renegotiation of certain fundamental meanings and assumptions (Slaughter, 1992:68). Slaughter proposes a model of futures curriculum as a starting point for organising content. It includes the concepts, theories, perspectives, methodologies and issues such as values, change and global perspectives that could assist the understanding of futures perspectives in all the disciplines.

As previously mentioned, the literature contains descriptions of futures curriculum such as that of the Future Schools in Montclair, New Jersey in the United States (Haddock, 1980). At Grove Street Future School it was realised that the entire primary school

> could explore the relationship between basic core curriculum and the dynamics inherent in reconstructing the past, present and future

This forward looking initiative ceased when a particular superintendent departed. Nevertheless, the relationship between the core curriculum and futures studies was established. Similarly, the Bicentennial Education Futures Project, an initiative of the Commission for the Future in Australia in which many schools and teachers participated in lighthouse projects during 1986-1988, was undertaken. However, contact by the researcher with each of the nine schools involved in the project found that not one of these lighthouse projects has endured. Materials from this project can, however, give guidance on strategies for use in classrooms.

A major concern in designing the curriculum for the future to include the elements of futures education as well as thinking skills, is the need for inclusion of these elements in

the overarching philosophy as well as in the actual syllabus documents. There must not be dependence upon an enthusiastic, capable and often charismatic teacher or principal for continuation.

In considering the design of a future oriented curriculum, Ornstein (1989:47) recommends six areas of study:

- having access to information
- thinking logically
- communicating effectively
- understanding the physical environment
- understanding the individual and society
- enhancing personal competence

Overall, curriculum design must take account of societal needs as well as the needs of the child. An understanding of the rich mosaic of the past to provide a sound basis for the future is essential in these studies. Curriculum design must take account of the type of society, the values cherished and the desired educational aims (Ornstein, 1989:48).

The evidence to date suggests that initiatives undertaken at particular times that are not enshrined in official educational policy, such as at a state system level, are unlikely to survive in the longer term. Consequently, if futures thinking is to develop through the curriculum in Queensland schools, a futures perspective would need to be officially enshrined in the policies and syllabuses.

6.1.1 Futures Orientation at the University of New South Wales

Design of the curriculum at the University of NSW (UNSW 1993) has a mandated futures perspective which is aimed at preparing the students for what was regarded as the Contemporary Challenge where the curriculum is the vehicle which will equip students to function not only as competent professionals but also as responsible people and citizens capable of participating in a democratic way in the understanding, design and management of their world. Each student working towards an undergraduate degree embarks upon two streams of study. One is the concentrated stream of study which contains the core professional or major requirements and professional contextual requirements, while the other is the comprehensive stream of study which contains a general education requirement. The latter is made up of category A which includes the understanding of various environments, and Category B which includes critical awareness of cultural traditions and assumptions. Additionally, there is an integrating component of the curriculum, Category C, which includes consideration of social purpose, social responsibility, and professional ethics. This component attempts to address systematically and answer, democratically, the question:

> for what social and human purposes should the resources of knowledge and technological ingenuity available, be deployed and how can this best be done? (UNSW Handbook, 1993:5, P2)

More specifically, it asks how students can be prepared for the questions to be faced as citizens of the world in the future, and includes predicting probable futures, imagining possible futures and designing preferable futures, so providing a strategic orientation in the governing conceptions for education in a technological culture. The overarching philosophy embodied in this design is one of responsibility for the future with key issues

of social justice and environmental preservation considered and asking to what extent prevailing cultural, social and economic conceptions contribute to the problems now faced. (UNSW Handbook, 1993:5). This model of an integrated Futures perspectives as well as its philosophy can be extended to the curriculum for schools.

Two futures oriented schools, one primary and one secondary, were surveyed. Each has a futures perspective consciously integrated within the structures of the school and the curriculum. The first of these was Kimberley Park State School and the second, Brisbane Girls Grammar School.

6.1.2 Kimberley Park State School

Kimberley Park State School, situated south of Brisbane, opened in 1985 and, since its foundation, has implemented innovative futures based curriculum programs supported by a congruent school organisation.

The school was reviewed by the Ministerial Council for Curriculum in 1992. The philosophy of education, as perceived by the teachers at Kimberley Park State School, is valued and used as the teachers' driving force. This philosophy has some specific futures elements but is compatible as a whole with a general futures perspective. The statements made by teachers during that review reflected this philosophy and included the following:

- all children have individual rights and needs
- children learn best in safe stable environments where teachers constantly strive to improve their own knowledge, skills and effectiveness.
- children need to learn for themselves, setting their own goals.
- we are responsible for the development of an individual who is thinking, feeling, changing and of prepared individuals who can

cope with the future and change, hence the need for futures education.
- teachers need to be adaptive and flexible.
- there should be equity for all regardless of age, gender, race, religion, customs, etc.
- there should be a balance between the social, emotional, physical, intellectual and aesthetic aspects of education.

(MCCC 1992:88)

These comments provide insights from a school with a futures orientation that can usefully be translated to other settings.

The curriculum areas that have been developed at the school are as follows:

- foreign languages - Japanese and Spanish
- environmental education
- teaching of thinking
- performing arts
- futures education

This school is strongly influenced by a charismatic principal who maintains its futures orientation, but the principal acknowledges that if he were transferred that the school would probably change within two years (MCCC 1992:75). This school provides a model of a futures orientation in its total organisation which has been developed over ten years but the underlying vulnerability identified by the principal is reflective of overseas experiences of futures oriented schools such as the Magnet Schools previously mentioned.

6.1.3 Brisbane Girls Grammar School

Brisbane Girls Grammar School is an independent girls high school situated in central Brisbane. The school aims to provide a liberal education that promotes academic achievement and excellence, entry to tertiary education and the practice of religious

tolerance (BGGS, 1993). The school has adopted a model of incremental change for the integration of key topics across all curriculum areas (Williams, 1993).

The model adopted is based upon the professional development of teachers. The Resource Faculty of the school is regarded as being at the heart of the learning process and assists innovation and change by giving direct support to teachers. It is recognised that for effective change there is a need for both people and time and that the classroom teacher has very little time beyond the classroom for reflection. The Resource Faculty has two teachers who spend their time, exclusively, planning for and supporting the implementation of change. Where needed, external experts are contracted to conduct inservice for staff members.

Using this organisational model it has been possible to develop policies to improve the quality of teaching and learning by integration of Language, Technology, Core Skills, Thinking Skills and now the challenge of Ethics across the curriculum is being undertaken. Alongside these developments a Learning Centre project associated with the National Project on the Quality of Teaching and Learning is underway also using the Resource Faculty as the agent of change.

Other factors that have assisted change in this school, as described by the Deputy Principal of the school when interviewed by the researcher (Williams, 1993), are the vision and purpose of the principal, the nature of the student population who come to the school for particular reasons, the flat organisational structure with a number of leadership positions, the emphasis on professional development of teachers and the stability of staffing.

The futures principles evident in this school, with vision and a well developed integrated program of thinking skills along with the development of teachers, provide a model for consideration by other educational organisations.

Reflections on the Educational Organisations Reviewed

The educational organisations reviewed demonstrated the presence of a definite futures orientation.

The model demonstrated by the University of NSW could usefully be translated to schools. In the two schools reviewed, the futures orientation of the school is dependent upon the present principal.

In considering the organisational aspects of the integration of a futures orientation into curriculum, success could depend upon instituting system-wide, futures-oriented organisational structures, policies and curriculum. Further, teacher development is a critical factor. Without these elements, dysfunction and a lack of coherence and connectedness could result.

6.2 Futures Oriented Curriculum in Queensland

To assess the extent of futures thinking and futures teaching already in schools in Queensland, an examination of official syllabuses was undertaken. In 1995 only one syllabus contained a component with an identifiable futures emphasis.

6.2.1 Senior Geography

A futures unit is included in the Board of Senior Secondary School Studies Geography Syllabus and the integration of this unit into the Senior Geography at Corinda High School has focussed some of the issues associated with teaching and learning futures. To assist in the development of understanding about the integration of futures studies in the curriculum, students and teachers who had just completed this unit were interviewed. (See Appendices 10 and 11.)

Two classes undertook the futures unit of studies. One class was with a teacher who had no previous experience of futures studies and the other with a teacher who had previously taught the subject. Each teacher was asked to select a sample of six from their class. Each sample included two high achieving students, two average achieving students and two low achieving students. A total of twelve students were interviewed. The two classroom teachers were then interviewed.

Students, initially, found it difficult to see why the future was to be studied in Geography. In the words of a teacher

> Another problem I found was when I first presented the unit the kids would react saying 'what's this got to do with Geography?' Often they would get almost quite hostile ..... The first week of lessons is solely just getting the kids used to the idea of studying the future, the fact everything they do has an input into the future and, in fact, everything that they do and the fact that they're here at school studying for a future, they're already committed to the future. It's just that changing of their perceptions around to see that .... they are not just living for today, they are living for the years to come ..... I .. find the more I could devise on gently introducing kids to study of the future, certainly the better and smoother it has become. I mean just hitting them with material straight off really does not work - they need some

> sort of introduction, they need a values clarification exercise to begin and once they've got that under their belt, it runs a lot more smoothly.

This teacher placed considerable importance on an understanding by the students of values and their impact before futures could be considered.

The other teacher reflected upon the outcomes for students

> .... some of the students were very surprised at the futures they ended up with. Every decision they made whether they decided ... size of family, whether they decided to have one car or be a non-car family, all of these decisions fed into the ultimate future that they would end up with .... I think they enjoyed it .... They understand more about their potential role in the future.

The teacher came to the conclusion that the students enjoyed studying the futures unit, particularly when they understood more about their role in creating the future.

Students' responses to questions about their studies of the future varied greatly from those who were optimistic to those who were pessimistic and felt they did not have the power to influence the future. One student commented

> I think you can sort of create your own future with what you do and how you want it to be but your future isn't going to be the same as someone else's future even though you're all living in the same place and the same time, it is all going to be different ..... you have to put yourself on the line - be an optimist or a pessimist - the pessimist is like the future's going to be bad or the resources are going to run out and everything and the optimist tells you there are enough resources and the future is going to be good ... they only agree on two things - that resources need to be conserved and that changes to the socio-economic practices need to happen. So its like to try and find yourself where you are ... I'm like in the middle ..... mostly everyone was on the optimist's side.

A less articulate, pessimistic and low achieving student believed power was is the hands of government which made all the decisions and that there was no possibility of influencing such decisions. Another student demonstrating development of thinking remarked:

> Well I think that ..... before I did the course on the future, you don't give much thought to it, but it's made me aware of possible outcomes that might happen in twenty five years. I haven't given it much thought whether its going to affect me or not. I just think ... its just made me aware ... the futures coming we have to look ahead now, to predict, to plan, to make sure we get something .... I guess that when I first heard about doing this with the future I sort of hesitated because you are going into something where you are not quite sure about. You know we did an exercise where you had to use things to work out what your own future would be ..... I was a bit hesitant ... because ... I might come up with a really bad future ..... when we started working through what the unit was about. It made me stop and think ... Yeah, this could happen, this could happen. Well, I'd better stop and think before we go too far.

There is a fear of the future in this student comment, demonstrating a need for a futures perspective that would provide a creative response to uncertainty thus helping to reduce fear.

Both teachers and students interviewed felt that future studies should be integrated into all subjects rather than be a stand alone subject which would have problems of transfer of knowledge to other areas. One commented that mathematics might have some problem in having a futures perspective. Overall, Futures Studies as integrated into Senior Geography, was a positive experience for both teachers and students that could be repeated in all subjects.

Based on the experience of the two classroom teachers and the twelve students interviewed it is possible to suggest at this point from the data generated that the successful integration

of Futures Studies is dependent upon values clarification as well as the inclusion of thinking skills in all curricula.

Support material for the Senior Geography syllabus was designed by the Queensland Education Department. Teaching For Ecologically Sustainable Development was prepared for schools as Guidelines for Years 11-12 Geography. This document states that young voters and future decision makers should be encouraged to think and act in holistic and far-sighted ways. The document provides classroom material to assist teachers with the Geography unit when they might have had little experience in the futures field. It is reasonable to assume that similar documents could be prepared for all subject areas.

6.2.2 Futures - the Board of Senior Secondary School Studies Syllabus

During 1992, a senior subject called Futures: Personal, Social and Global was developed in a Brisbane senior college. Approval was sought from the Board of Senior Secondary School Studies (BSSSS) for this syllabus to be recognised as a subject which contributed to the Tertiary Entrance Score. While approval was not given to this original futures subject subsequent work during 1994 at the BSSSS produced a syllabus that was approved by the Board in 1995. This syllabus is being trialled in six Queensland Schools during 1996.

The four major areas of study in the syllabus are the Futures Field, Social Innovation and Personal Empowerment, State of the Planet, and Towards Sustainability.

Whilst it is difficult to see that this separate subject will attract significant numbers of students due to the already extensive choice in the curriculum it has established the knowledge base of futures studies in schools. Further, it has given futures thinking a valuable profile in the Education system, thus developing a consciousness that the future can be considered in a structured way in curriculum.

6.3 WHAT SOME AUSTRALIAN FUTURISTS SAY ABOUT FUTURES IN EDUCATION

In considering the possibility of including a futures perspective in the curriculum in schools some Australian futurists were interviewed. These futurists were selected based on their recognised interest in futures and in education along with their willingness to be interviewed. They were:

- Dr. Robyn Williams, Chairman of the Commission of the Future, Melbourne, who is responsible for the Science Show for the Australian Broadcasting Commission
- Dr. D. Wadley, of the Geography Department of the University of Queensland, who lectures in Futures in Geography
- Associate Professor T. Stevenson, Professor of Communication, Queensland University of Technology, who is the present Secretary General of the World Futures Federation
- Associate Professor Ian Lowe, former Chairman of the Commission of the Future, Griffith University

- Mr. G. Tickell, Institute of Educational Administration, formerly of the Commission of the Future
- Mr. P. Kirby, Ministry of Education, Victoria, formerly of the Commission of the Future
- Dr. C. Emerson, former Director-General of the Department of the Environment and Heritage, Queensland, and initiator of the 2020 Vision series in Queensland
- Dr. Peter Ellyard, Preferable Futures, Melbourne, formerly of the Commission of the Future.

In the interest of eliciting evidence from the futurists interviewed, a schedule was prepared (See Appendix 12). The schedule was aimed at keeping the interview focussed to elicit informed general opinion rather than interview data on highly structured questions. As suggested by Stenhouse (1982:52) meaning was ascribed to the information obtained in interview by critical interpretation.

After setting the scene and advising the futurists of the purpose for which their information was to be used, the seven futurists were asked the two key questions. The first of these was:

What does a futures perspective mean in a formal curriculum?

Lowe argued that a futures perspective is fundamentally liberating, enabling rather than preparing for a preconceived future while Tickell talked of the importance of overlays on the curriculum and the need to reshape the curriculum in the light of current intellectual

processes and values. Stevenson commented on the need to develop shared meanings along with critical thinking skills and he thought that students need to think of consequences of decisions and the possibilities available to them. Kirby likewise commented on the need to create a vision of probable and preferable futures along with what thinking processes are needed. Emerson noted that during the Vision 2020 series held in Brisbane during 1993/1994, it was stated time and time again that the solution to finding a vision for Australia was through education. Further, he underlined the importance of students believing that they can make a difference and then they will put energy into it even though Australians are rattled by the pace of change.

The second question posed for consideration by the futurists was:

> There are number of ways in which futures might feature in school curricula that is, as a particular subject, integrated or as an elective. How would you view these possibilities?

Lowe, Stevenson, Wadley, Kirby, Tickell and Emerson all advised that a futures perspective should be integrated into existing subjects rather than be specific or separate but concern was expressed by Stevenson that he could not see how it could happen as teachers continue to teach as they are taught. Lowe argued that teaching tended not to be about things that are fuzzy and uncertain but rather about things that are concrete often presented as an archaean form of trivial pursuits. Tickell argued that there should be some scope in the upper secondary curriculum for students who particularly wanted to investigate futures thinking or work intensively on aspects of futures studies but noted that a futures perspective should be written into curriculum guidelines. Emerson expressed concern that it may be difficult to integrate a futures perspective into all courses but he thought that all

students should speculate about the future. Kirby noted that the curriculum was already too crowded to do other than integrate but reflected on the need to embed a futures view in future training and also in personal development once teachers were trained. Williams thought that there is a need for problem solving equipped through the rigour of traditional education. He further commented on the need for disciplined imagination.

In conclusion, futurists interviewed in this study believed that futures studies should be integrated into the existing disciplines along with development of critical thinking skills. A small number believed that futures studies could be a stand alone subject in the senior high school even though it is recognised that it is unlikely to get the attention it deserves in an already crowded curriculum. The futurists overall gave strong advice that in preparing young people for the 21st Century to make sure that Queensland students are not left in a backwater of the world, as the rest of the world accelerates into the future, by formally integrating future studies and thinking skills into the subject disciplines and not leaving a futures perspective to a few enthusiasts.

6.4 PEDAGOGY AND FUTURES STUDIES

A futures oriented model for Education in the State of Queensland would be incomplete unless consideration were given to issues surrounding pedagogy and the inclusion of futures studies in the curriculum. Consequently, pedagogy and futures studies were examined.

> In view of the continuing proliferation of technosocial, global developments it has become increasingly important for educators to extend and to supplement their grasp of the future and its significance for the schools curriculum today. (Longstreet and Shane, 1993:165)

When considering Futures Studies in the Curriculum pedagogy, the function, work or art of teaching, becomes an essential element. In the words of Beare and Slaughter (1993:130).

> ... the futures perspective is not an add on, but something which interpenetrates the fabric of teaching and learning. It is style of mind rather than a curriculum module ..... deliberate things teachers and parents can do to build the balanced way of seeing which this generation need for survival ..... watch your imagery; teach for wholeness, for balance; teach for identification, connectedness, integration; teach children not to accept blindly the value sets other people try to foist on us; teach about visualisation; give particular attention to visions of the future; distinguish between faith and hope; tell stories, apocryphal stories; teach and learn how to celebrate; carefully select from and use the available tools.

This advice gives clear direction to classroom teachers as to pedagogy and involves their own style of mind.

The pedagogy of the recently introduced trial Senior Futures syllabus is emergent and challenging. Evaluation of this trial is currently in progress. Issues are being addressed through teachers' conferences and monitoring of Year 11 students' folios. These issues include the nature of work programs, establishment of standards in assessment, level of difficulty of content, and validation of group work assessment.

Futures Studies is dependent upon good thinking. While including Futures Studies in the curriculum, good thinking skills cannot be implied or just taken for granted. Thinking skills must equally be enshrined in the curriculum and must be taught. By doing this, students will have the opportunity to develop the skills necessary for success today and in the future as they compete for educational opportunities, jobs, recognition and rewards

(Nickerson, 1987:30). This will result in Australia having effective citizens and the necessary workforce to successfully compete internationally. It must be recognised that there can be argument that some employers might not want thinking employees and that thinking skills must be taught within a framework of values and standards or moral and ethical principles.

Thinking skills can be defined in a number of ways such as critical, reflective, creative, effective, dialectical while another way can be to consider that a good thinker is one who is characterised in terms of knowledge, abilities, attitudes and habitual ways of behaving (Nickerson, 1987:29). The ways in which people know their world impact significantly upon their thinking skills and as a result on the teaching and learning process. These ways of knowing (Eisner, et al., 1985) can be aesthetic, interpersonal, intuitive, intellectual, narrative, paradigmatic, formal or practical. Futures Studies processes allow the contribution of these differing ways of knowing to enhance overall decision making processes.

In the past, students have been given opportunities to develop their own thinking skills but it is now recognised that thinking skills need to be taught explicitly in all subject areas. A number of Queensland schools have taken initiatives with the inclusion of thinking skills programs in the curriculum. These programs include the CoRT thinking program and the Atkins program. The CoRT thinking program is put forward as helping to broaden students' perception and creativity by teaching them the art of effective thinking and shows them how to apply the skill to virtually any academic subject as well as the day to day

problems outside the classroom. It is a teacher directed approach. The Atkins approach of strategies for effective learning is more directed at teachers understanding of the processes of thinking and then developing the thought processes of students.

A needs analysis study of the Priority Country Area Program in Queensland (Crowther, Postle and Walton, 1990:55), involving parents, students and teachers, found a low present emphasis and a high ideal emphasis on learning how to learn. This high level concern has been taken up as a National Element of the Country Areas Program by the Federally Funded Learning Skills Project for Country Secondary Students which is being carried out by the Studies Directorate of the Queensland Department of Education. This project has developed materials which include development of thinking skills, information skills, problem solving, analysis, informed decision making and critical reflection. A later stage of the project is to embed the listed skills into the course materials for secondary students. These materials could be useful in mainstream school.

With thinking skills development already a priority in a number of Queensland schools and with the Learning Skills Project already underway, the incremental step would be to take this groundswell and facilitate extension to the syllabuses of all subjects in all schools through futures perspectives.

If a futures perspective is to be enshrined in all curricula as it is already in Senior Geography, so as to make the curriculum dynamic, proactive as well as responsive, it cannot be assumed that teachers have the knowledge, skills or interest to effectively carry

out such requirements. It cannot be assumed that teachers are futures oriented. An essential element in introducing a different perspective into the curriculum is the preparation of teachers and ongoing support. There is a real concern, in that, as argued by Holbrook (1993:3) these deficiencies in futures education are in no small way due to the absence of a clearly articulated, theoretically sound futures pedagogy. There is little research into how individuals think about the future and there is little research about the ability or predisposition of people to switch to futures mode. Holbrook states (op.cit.) that people basically extrapolate from the present a very short distance into the future and tended to be retrospective in focus. Much of what people discuss tends to be topical and familiar, more concerned with the operational issues. As argued by Horne (1988), these pragmatic ways of thinking have been good so far for Australia but are now negatively influencing development.

A rationale for teacher preparation could rest on the following premises. First, there is the inherent value to society and the individual in the extension and development of skills necessary to explore and operationalise future orientation, the ability to image the future, and the ability to engage in critical analysis of alternative futures. Second, there is considerable potential for the use of futures concepts and methods in a wide variety of classroom, curriculum, educational management and research contexts (Holbrook, 1993:7). Further, the philosophy and tradition behind Futures Studies is imbued with a sense of the importance of individuals as active planners and potential agents of change, not merely as spectators.

At times, it has been found that the rhetoric regarding teachers' participation in futures oriented teaching in both schools and tertiary institutions, does not match the reality in that some teaching staff find a futures perspective difficult. There is presently little evidence of planned provision in teacher pre-service courses with most of the courses presently offered being at a post-graduate level. While such courses must continue to be offered, inservice and pre-service offerings are essential.

A final aspect of the pedagogy of the inclusion of futures studies in the curriculum to be considered is the belief held by Speight (1987:15) that there are optimum times when futures studies can best be included in the curriculum. It is suggested that the upper primary level is where students are able to develop understanding and respect for all people, their cultures, values and ways of life and the senior secondary level is where students have gained the capacity to verbalise concepts and the sophistication to see links and relationships between events, the trends and themes that make up our history, that explain our contemporary setting and will probably influence our future. This factor could influence syllabus design. However, Page (1993) argues that the early childhood curriculum is particularly well suited to adopting a futures focused orientation for four reasons:

1) The early childhood curriculum combines the practical with the theoretical in a manner which is directly relevant to futures issues.
2) Change and adaptation are particularly significant in the context of early childhood curriculum.

3) The early childhood curriculum is, or should be, flexible and adaptable in its scope and application.

4) Curriculum construction is by nature inherently futures oriented.

These considerations support the enshrinement of a futures perspective in curriculum designed for early childhood, primary and secondary sectors which could be best represented as P-12 with coherence and connectedness. Students will enhance their view of the future and be able to contribute during their lifetime as future oriented citizens.

Further, as teachers become more consciously futures oriented through teaching with a futures perspective their contribution to planning for the future will be of greater value to the organisation as well as to society in general.

6.5 SUMMARY OF FINDINGS FROM ORGANISATIONS, SCHOOLS AND AUSTRALIAN FUTURISTS

Australian futurists interviewed believe that Futures Studies should be integrated into all the existing disciplines. The successful integration of Futures Studies is dependent upon the valuing and inclusion of critical thinking skills in all curriculum. Futures studies are dependent upon a clear understanding of values and their impact. The inclusion of a futures perspective should not be left to chance but rather be enshrined in all syllabus documentation. Futures based organisational structures and planning processes should be put in place in both school and system organisation. Planning in both the school and the system organisation would benefit from the use of futures methodologies. The members

of both organisations, supported by appropriate inservice, develop an individual futures perspective through futures processes. A shared vision can develop within an organisation as all members of the organisation work to implement a futures perspective in the curriculum. Teachers and students noted positive outcomes from taking on a futures perspective in the teaching and learning process.

If these findings are put in place there would be development of futures thinking and vision in teachers, parents, school students and ultimately in community members thus developing decision making processes.

6.6 QUEENSLAND CURRICULUM REVIEW

As previously mentioned, a Review of the Queensland Curriculum, chaired by Professor K. Wiltshire, was conducted in 1993 and reported in 1994. During 1993 (O'Rourke, 1993), the researcher, advised the review, based on this research, that a futures perspective should be integrated into all school syllabuses along with the development of good thinking skills. It was further advised that organisational structures should take on a futures perspective.

Subsequently, the Review report, *Shaping the Future* (1994:39), recommended that:

R3.1 Every syllabus have a futures perspective so as to provide a dynamic, proactive and responsive curriculum that will prepare our youth for the 21st Century.

R3.2 Every syllabus have critical thinking skills included so as to provide a sound basis for the problem solving and decision making that is essential in futures study. Relevant elements of each syllabus should seek to develop higher order thinking, creative solutions and problem solving.

R3.3 Education organisations, whether they be at a state regional or school level, work to a clearly stated vision that is shared

by all stakeholders, with possible, preferable and probable alternative futures considered.

R3.4 A futures perspective be included in pre-service education courses as well as being embedded in the in-service programs for new syllabuses.

R3.5 Queensland's new curriculum structures have a strong research base, with good international and Australia-wide links, along with periodic reviews of curriculum content and process to keep abreast of change.

However, it is reported to the researcher that the final Queensland Government cabinet decision document, which is not available for perusal, instructed that there be formal integration of a futures perspective into all syllabusses in Years 1-10. This process is now underway and in the long term it could be expected that there will be development of futures thinking and vision.

6.7 SUMMARY

This chapter has examined futures in education organisations and in the curriculum in Australia and included consideration of the thinking of Australian futurists with respect to how futures thinking should underpin education in Australia.

The conclusion that was drawn was that a futures perspective should be included in the syllabuses of all disciplines.

Futures oriented educational organisations have been constructed but still are dependent upon enthusiastic and charismatic individuals. The Queensland Department of Education continues to state a vision of excellence (*Education Views*, 1995) that stakeholders are still coming to terms with.

The pedagogy of including the futures perspective in the curriculum was discussed and the results of teachers developing a futures perspective was considered. Restricting futures thinking among stakeholders of organisations to those times when stakeholders are actually participating in formal planning processes is intermittent and, consequently, insufficient. Enshrining a futures perspective in all disciplines, as recommended by the Queensland Curriculum Review, would provide for the development of futures thinking in teachers as well as in students and through this avenue to the wider community. In the next chapter there is a review of the study.

CHAPTER 7

REVIEW OF THE STUDY

In this chapter, the findings derived from the five rounds of the Modified Policy Delphi questionnaires, the Cross Impact Matrices and Scenarios at Corinda High School, along with the curriculum issues (Chapter 6), are reviewed within the context of the Queensland Education System and the broader frameworks of the literature review.

Thinking about the Future, Chapter 2, presented the theoretical background to futures studies and basic concepts of futures thinking were introduced. In terms of the research question a futures perspective forces thinking about the possible directions and the impact of choice. With the pragmatic nature of the materialistic approach to decision making employed by Australians, it has not occurred to many that there is a choice, that they are able to exercise that choice, and that they can, therefore, influence the future.

7.1 POLICY DEVELOPMENT IN PUBLIC ORGANISATIONS

Davis, et al. (1993), discussed the development of policy in any public organisation, whether it be a government department or a government school, as an interplay of values, interests and resources mediated by politics. In terms of establishing which initiatives should occur in a school, hence policy for the school, futures methodologies provided a sound basis. Too often in education and, particularly in schools, there is little acknowledgment that the issues that drive policy development can be the interests and

values of just a few stakeholders. Those stakeholders can be the ones with the most persistent and loudest voices at a meeting, while other stakeholders remain unheard, with little notice taken of their ideas.

7.2 MODIFIED POLICY DELPHI

Consequently, the Modified Policy Delphi technique proved useful in involving all stakeholders in the decision making processes. This process allowed individual stakeholders to generate their own ideas without influence from powerful others, to respond to the ideas of others anonymously without pressure to conform or acrimony, to be proactive and to have a sense of completion at the end of the process (McGaw, et al., 1976; Helmer, 1994).

Issues for the school were sought from all stakeholders and all issues, no matter who put them forward, had equal initial status. The Modified Policy Delphi allowed the selection of the most useful aspects of the conventional Delphi, as far as the school was concerned, to be merged with aspects of the Policy Delphi. The conventional Delphi seeks consensus and a rank ordering while the Policy Delphi keeps all of the issues on the table. In this study, all issues have been retained but consensus has allowed a rank ordering to be established, thus providing an immediate basis for action.

The preparation of the documentation for the opinionnaire and the questionnaires presented challenge. Difficulties arose as a balance was sought between keeping the language simple and understandable to all, while not losing the value of the issues as defined. Some

reviewers argued for the lowest common denominator in language but the level of language was selected by asking parents who were not used to educational jargon to give editorial comment upon documents after preparation. Modifications were then undertaken before sending the questionnaire to all stakeholders. This was an essential step when seeking to involve as many stakeholders as possible as the expert panel. The difficulties experienced by particular minority groups in the school in understanding documentation were alleviated by involving a member of a particular community to act as a communicator. However, participation of these groups in the school decision making was still very low. It is thought that there may be cultural blocks to participation; for example, in the Vietnamese community, the school is held in high esteem and parents tend to accept, more easily, decisions made by the school.

The increase in participation by stakeholders after Round 1 of the Delphi demonstrated a change in attitude when teachers, in particular, realised that their ideas were being included. The literature suggests that there should be a collapsing of ideas so as to simplify the whole process by reducing the number of ideas that require a response. However, in this case, such a reduction would have had a negative effect on the confidence of the stakeholders who had felt unable to influence the direction of the school. Many stakeholders needed to see their particular ideas actually in the Round 2 documents and when they did it appears they then told other stakeholders who had not participated up to that point and the rate of participation increased from Round 1 to Round 2.

There are deeply entrenched beliefs in schools that policy decisions in general are made by people outside schools who do not have an up to date idea of what the issues of the classroom are. Consequently, maintenance of integrity with respect to the stakeholders was a major imperative.

Difficulties arose from the large number of statements in Round 2 in terms of fatigue of participants and the time taken to respond. The number of pages in the document was a concern. However, it was decided that the benefit of including the intent of all statements far outweighed the problems. As a result, confidence was generated in the process with participants able to see that their suggestions made in Round 1 were included in Round 2 or the few that were not there had been dealt with immediately. This confidence in the process proved to be a valuable commodity.

The literature generally did not speak of confidence but rather of integrity. Reference was made in the literature to a lack of confidence when the Institute of the 21st Century, an organisation supported by UNESCO, specifically stated that it does not support futures studies where governments are involved as the Institute believes that governments will always leave out issues that are politically unpalatable. This notion was supported by Godet (1992). The concern was reflected in the school community.

After Round 2, the participants were given the opportunity in Round 3 to receive feedback and to change their opinions. In actual fact, there was little change of opinion between Round 2 and Round 3. Consequently, in future scans within the school it would be useful

on this basis to limit the number of rounds. However, in the longer term, futures thinking could develop and this aspect could change.

Particularly useful was the overall rank ordering resulting from Round 3. Difference in opinion between parents and staff highlighted issues of importance for the school community. Agreement between parents and teachers in rank ordering provided strong direction for action.

The use of all stakeholders as the expert panel in the study resulted in there being little evidence of medium and long term thinking in the school community. The examination of timeframes, with respect to urgency, showed that 61.5% of statements were deemed urgent, that is, should be completed within two years. Schools work in a context of an annual State Government Budget, along with the fact that parent and student stakeholders expect only a short term involvement with the school. This involvement would be a maximum of five years for each student. The advent of School Councils for state schools in Queensland, which are presently being trialled, could change this if longer term involvement of individual community members is encouraged. Further, there was evidence of reactive rather than proactive thinking, as had been suggested by Horne (1988). These factors create significant barriers to the development of futures thinking.

However, whilst the Delphi is a futures methodology, the outcomes of the process provided data that gave credibility to decision making processes in the school and some stakeholders

immediately implemented change where it was evident that there was strong support from other stakeholders.

In future studies, a three round Delphi would retain the level of commitment and interest of the stakeholders. SWOTS analysis, followed by Cross Impact Analysis, could more effectively replace the 4th and 5th rounds of the Delphi. Further, the three round Delphi allows the retention of all of the original statements, particularly the statements that may not have been strongly supported at a particular stage but, in a changing environment, might become important.

In this research, the validation of the simple method of weighted calculation provided an enhancement for schools. There is now an easy to use, validated, reliable method for analysis of data that does not require the use of a sophisticated computer package to produce results.

Communication among stakeholders has been improved, thus the building of a core sense of belonging. Advocacy in the organisation has been revived. The school community is aware of the need for values to be shared. A shared vision in the community is growing.

7.3 DEVELOPMENT OF VISION

The Department of Education documentation reviewed when describing the context of the study showed that vision was considered at an organisational level but it was as described by Bennis and Nanus (1985), viz, the commodity of leaders, and was essentially a top down view where the leaders of the organisation write about vision. However, this vision did not

bear much relationship to the everyday lives of the members of the organisation or the clients of the organisation whether they be the staff, parents, community or the students themselves. The comments by some participants in the latter part of the study showed that, through their participation in the process, they believed that they were sharing a vision. Even the fact that the language of futures studies was now being used in the school was a significant change.

Because vision is influenced by such basic understandings as philosophy, core meanings, values and beliefs, movement to a shared vision does not come easily. The struggle that exists in government schools arises from the lack of shared vision as schools have become an implement of politicians. To this end, school issues are often used to pacify particular pressure groups rather than focussing on a preferred future for schools and what the task of schools and schooling systems should be in the future. While it is possible to obtain a commitment from a particular school community, this shared vision can be battered by the impact of political decisions that force actions that do not make sense to that school community. However, knowing what the school community believes in, and what the shared vision is, can provide focus for the community efforts to seek to change those decisions.

The profound distrust of the participants towards rhetoric and hypnotic enticements of leaders referred to by Jones (1990) was evident in the study. Members of the community who had not wanted to participate in the first round of the Delphi sought to be involved when they realised that the changes and innovations put forward in the first round were included, that there was no interference with the ideas put forward and all were taken as being of value.

The need for implementers (in this case it is the staff of the school) of policy to hold a deeply held version of the meaning and importance of vision, mission, values and beliefs, cannot be overstated. Changes that have actually taken place three years down the track are epitomised in the reflection of one staff member (the resource teacher) who said that the support for the incorporation of thinking skills in the curriculum in the original Future Directions Survey gave her confidence to introduce programs in 1993 on thinking skills.

The vision of the participants in the study appeared to stay at the pragmatic level rather than be elevated to matters of mind and spirit as suggested in Vision 2 of Campbell, et al. (1992). Such a transition is slow and dependent on the belief by the stakeholders that they can envisage a preferred future and that decisions made and implemented in the present actually lead to the achievement of that preferred future.

Fullan's (1991) notion that shared vision that is central to reform is better thought of as a journey in which peoples' sense of purpose is identified and considered and continuously shaped and reshaped, fits the process that has been undertaken and is continuing at Corinda State High School. Change has not been a top down mandate (Fullan, 1994) but a process that recognises the importance of individuals. However, change in an organisation must have a person who is a leader/facilitator/manager who holds the process together and maintains its vitality without dominating the direction of change.

Within the study, contrasting views of change varied among stakeholders; for example, from the optimism of the high ability student in Geography thinking about the future, to the pessimism of the lower ability student who believed that the government would do what

they want to anyway, provided insight into the level of futures thinking. The development of a futures perspective among the students through the study of a futures unit within the subject discipline of Geography practically demonstrated outcomes from an integrated model of futures studies in the curriculum.

In the Delphi process, one of the important outcomes was the response of participants when they realised that they could influence change by participating. While the thinking was shown to be short term, this small movement that occurred was a critical and necessary precursor to the development of futures thinking. The participants were making meaning and gaining understanding within their own framework.

With the rapid changes that are occurring, some of which have ethical implications, the participation of the general population in decision making becomes an imperative. However, the general mainstream population has yet to develop a sense of the power they have to bring about change and create the future.

7.4 USE OF SCENARIOS IN SCHOOL PLANNING PROCESSES

In reviewing the literature on alternative futures and scenario writing, it seemed quite possible that alternative future scenarios would be able to be written for the school. However, when the time came, it was apparent that there was a need to write a simple exploratory future for Corinda State High School that was within the understanding of the stakeholders, rather than utilising normative alternative scenarios as a basis for planning. The step required to write alternative futures as a planning exercise was unable to be

undertaken by the decision making group at that point and the scenarios were prepared by the researcher. However, in the next decision making round in 1996, that step will be trialled by a representative group. This is because the staff and some parents of Corinda High School have continued to participate in futures activities in the intervening years and the creation of coherent, in-depth pictures of preferred futures is closer to being understood and valued in the decision making process. The alternative futures written by the researcher and described in Section 5.7 were developed to provide a basis for consideration when the School Development Plan was constructed.

Long time lines are often needed to change those aspects of the present essential to reach a preferred future. For example, a sustainable future, requiring environmental change, often demands change in the thinking and actions of the present population as well as providing viable options that the community will respect and seek to implement.

Consideration of scenarios for Australia generated by such groups as the Commission for the Future, the Visions of a Future Australia generated by Campbell, et al. (1992) and the operating assumptions about the future generated by Slaughter (1995) provide clear statements and a basis to develop futures thinking. However, the timing of the introduction of such scenarios is important so as to prevent their dismissal by participants in planning processes before they can be seen as being useful tools. Utilising scenarios for decision making is a major step for school communities. There appears to be little understanding of the variety of possible scenarios at the time of writing.

As previously mentioned, scenario development was not utilised to its fullest. The short to medium term scenario developed for the school was kept to the preferred future that grew out of the Delphi study and the Cross Impact Analysis. Drawing up the preferred scenario for the school for the Year 2005 provided a future that was still very much embedded in the present. To go further, at this stage, would be regarded as unreal and therefore of little value by key stakeholders but using the very simple notion of describing the school in the year 2005 was a step towards utilising scenarios in more sophisticated ways in future planning processes. This would include more detail than achieved by the present study in focussing on causal processes and decision points.

The acceptance of this scenario for the Year 2005 by the participants was significant as a step forward in the decision making process as the decisions being made now were heading for the first time towards a shared vision. However, this shared vision, located within the business as usual social scenario, did not take account of changes that could possibly take place in the interim. In fact, this is probably quite realistic but, as a futures planning exercise, is a short term view and, if it is desired to achieve longer term change, then possible scenarios for the future need to be more effectively utilised.

It is expected that the participants' scenario development for the school will be more sophisticated when the next development plan is drawn up. It could be quite possible to suggest, as Fowles (1977) did, that stakeholders will be able to hazard guesses about future values and create a plan that has periodic reviews and that accommodates the future value changes.

Understanding by the school community of the international scenarios for schools of the future such as those generated by Haas (1986) was much easier to achieve. This could be due to the fact that many of the scenarios have already been discussed in the media or in the educational community. Consequently, the discussion of possibilities and the exclusion of particular outcomes was addressed at a more concrete level of understanding.

Alternative futures seemed unreal to stakeholders. Even though there can be an intellectual understanding, transfer of that understanding into practice is a major undertaking. The need to be seen as immediately useful diverts attention from long term plans that might not have immediate outcomes. It is possible that there could be a feeling of uselessness of the activity and that could cause a withdrawal of stakeholders' support from the process.

If planning leaders go ahead and force decisions about preferred futures before the stakeholders are ready, at a personal level, to participate, the possibility of a shared vision is diminished.

The way forward is to expose the stakeholders to the thinking of alternative futures and gradually assist them to feel sufficiently powerful to include such futures thinking in planning.

Sustainability, whilst emerging in the curriculum as a significant issue, appears in the planning process only within the mission statement, and does not translate beyond that point at this time. Nevertheless, it was a significant step to achieve this inclusion. A brief,

informal survey of school mission statements shows that no others included such a direction in their mission statements.

However, while sustainability is regarded as a worthy goal, the difficulties of maintaining the standard of living in Australia and being sustainable at the same time, is widely recognised. The discussion centres on tensions between the business lobby and the environment lobby with writers such as Doherty (1991) calling for creative thinking to break the stagnation resulting from the conflict.

7.5 DOMINANT SOCIAL PARADIGM

Understanding and utilising foresight so as to develop alternative futures through the decision making process is a proactive paradigm that is very different from the operating pragmatic paradigm of Australians. A paradigm shift in a population is a slow process hence moving a school community has been a slow process and, after three years, even small change such as evidence of a change in thinking through the appearance of futures language in responses is important.

Examination of the assumptions made through recognition of critical futures, in which there is an understanding of power relationships and whose interests are being pursued, requires further development in a school setting. The dominant social paradigm in Australia is one which values pragmatism (Horne, 1988) and pays little attention to the future. This paradigm can be recognised when working with a school community where there are powerful forces operating, seeking to maintain the status quo and ensure that the youth of

today have the same education afforded to the youth of yesterday, without considering what might be the best education for the world of tomorrow. This is a concern rooted in a belief that there could be a reduction in the rigour of courses studied, particularly in the core disciplines such as English and Mathematics. However, in examining the suggestions put forward in the study, the need for different educational responses emerged in Round 1. Computing skills were strongly supported, along with the need for Technical and Further Education courses. There was recognition that the resources needed for schooling can no longer be simply provided for by purchasing a single book.

Further, the need was acknowledged for the introduction of a behaviour management policy which may have been regarded as unnecessary ten to fifteen years ago. At that time, the rules were there and it was accepted that they would be and could be enforced. Behaviour management was not the subject of discussion of rights and responsibilities. It was regarded as self evident in a good school where there were rules in place to be enforced even with the selective use of physical punishment. The paradigm shift that is necessary for some members of the community will come slowly as their idea of what education should be is embedded in the past with little concern that education in the 1990s is for a world very different from the one in which they grew up. Even though there are continuities when considering the future, such as human frailties and the weather, there are significant differences, such as media dominance of information, bioethical considerations and large scale unemployment, that must be addressed during the education process to prepare our young people for their lives in the 21st Century.

This study underlined the importance of recognising that incoherence in systems comes about when the thinking of some stakeholders is embedded in one paradigm and it is not recognised that reality of other stakeholders in embedded in another paradigm (Milbrath, 1994). The top down model of vision presently demonstrated in education department documentation is not accepted by those responsible for implementation as it appears to bear little relationship to the reality of their working lives.

Effective communication among all stakeholders is essential to build confidence that change can be for the better and the quality of education will be improved. Then vision, which can be thought of as a journey in which a stakeholder's sense of purpose is identified, considered, shaped and reshaped (Fullan, 1992), is accepted and shared and the dominant social paradigm might gradually become modified and ultimately change.

7.6 THINKING SKILLS AND VALUES

The development of thinking skills in the curriculum of the school was put forward as a future direction for the school. This statement was highly valued by the participating stakeholders. Examination of the changes that have actually taken place in the school as a result of the project show that thinking skills programs introduced have continued to the present.

In the research, values were defined as the priorities that individuals and societies placed on different beliefs, experiences and objects. Different values were apparent as some stakeholders regarded some ideas as very desirable, while the same ideas were regarded as

not desirable by other stakeholders. While Fowles (1977) argued that values complicate planning, values are also a basic human quality that must be worked with if the exercise is to be owned by the stakeholders. Even with the diversity of values that exist in a government high school, it is possible to seek unity in this diversity with respect to what the stakeholders require of the school and with respect to what it is possible to deliver.

It was apparent that futures thinking is value laden and that moving towards a shared vision of the future does not happen easily. This planning process, however, provided for the development of ownership that allowed the evolution of a shared vision.

7.7 FUTURES PERSPECTIVE

A futures perspective which provides a proactive response to uncertainty was slow to develop in the school community. Even to get participants to value the process as useful was an important and a not easily taken step. In the busy workplace of the school and the busy lives of those in the general community, it was more productive to put in place futures tools and the mechanisms of futures study and to take the long term view that it was better to achieve commitment at every step than to try complete a whole process. This became particularly important in the last stage of the process where fatigue was an issue and completion of the process became a goal.

The corporate values of the Queensland Education system likewise need to take on a futures perspective and go beyond the current political framework which is regarded as primarily economic rationalist in nature. Education is a long term enterprise and it is not possible to

measure true outcomes in the present. The quality assurance strategies currently utilised reflect contemporary thinking with measurement and immediate valuing of outcomes. Immediate solutions are sought for problems that are poorly defined. Whilst awaiting outcomes of long term studies, such as the one currently being undertaken by the Australian Council for Educational Research, a futures perspective can provide a response to uncertainty.

In policy development, the critical futures perspective assists evaluation and makes it possible to consider whose interests are being served and what assumptions are being made in the development of policy. In future planning processes in the school, there could be more detailed examination of this aspect.

While this research started as a planning development exercise, it became apparent that there were steps beyond planning exercises alone that would enhance futures thinking in schools and, following from that, in the whole community. Consequently, an examination of how futures studies could be included in the total curriculum in schools was investigated. Those schools and institutions that claimed to have a futures perspective were studied and recognised Australian futurists were asked how they thought that this could be done.

7.8 CURRICULUM

With respect to curriculum itself, there are serious questions to be addressed as to whether students are being prepared for the challenges of the next 25 to 50 years. As education is essentially futures oriented, the need becomes apparent for an understanding of futures to

be included in the curriculum for all students of the 1990s. Consequently, there are questions of how to include futures in the curriculum to be addressed.

As mentioned in the literature review, citing cases such as the Bicentennial Education Futures Project, there is a long history of a futures perspective being introduced to the curriculum of schools around the world. However, this introduction was dependent upon enthusiasts and died when the particular advocate moved on. Futures in education must go beyond the tacit, token and taken for granted (Gough, 1988) and be formally enshrined in the organisation as well as in the curriculum.

With this in mind, a selection of Australian Futurists were interviewed. They generally believed that a futures perspective should be integrated into all syllabuses in all disciplines. There was a continuing concern that school syllabuses presently focus predominantly on the past with some reflection on the present when, in fact, the task of schools is to educate students for the dual purpose of contributing to society as well as their individual lives that will be lived predominantly in the 21st Century. However, in writing such syllabuses, it is also necessary to include values and critical thinking skills.

In 1994, the Queensland Government acted upon the recommendations given by the Queensland Curriculum Review, as advised by the writer, and implementation of a futures perspective in all school syllabuses from Years 1 to 10 in Queensland is now required. The Queensland Curriculum Council has been charged with this task.

During 1995, the Queensland Board of Senior Secondary School Studies has prepared a trial Futures syllabus for Senior students. This syllabus provides the knowledge base for futures studies and will make the integration of a futures perspective in other school syllabuses an easier task. It is being trialled in 1996 in six Queensland schools.

There are benefits from this approach for the whole Australian community. When students consistently take home understandings about possible futures and the creation of preferred futures then Australians wil become less subject to the whims of the global society, and become less reliant on pragmatic approaches to problems.

In the light of findings presented, it seems reasonable to suggest that the futures perspective, which is an active response to uncertainty when built into the curriculum, should gradually extend into the total community as choices are made that create a preferred Australian future.

7.9 FUTURES IN EDUCATION ORGANISATIONS

The examination of the organisational documents of the Queensland Education Department showed some evidence of awareness that vision is an element (for example, in Focus on Schools [1990]), but this notion does not translate to the more detailed operational documents such as the Guidelines for Collaborative School Review (1992). This mismatch in the organisation is leading to dysfunction. Operational documents tend to be embedded in the past, showing little suggestion of creating a better future for schools. Generally, these documents are prepared by particular units that do not interact, resulting in a lack of

coherence and connectedness of the organisation. A common philosophical base is lacking and there is not a common view of what the schools that are being created by policy decisions should look like. At an organisational level there is a need for a preferred future for the Government Schools of the State of Queensland.

Finally, there is the possibility of reinventing the Department of Education itself by nominating a futures thinker to attend all important meetings with the explicit role of considering future implications of any decisions as was done by the Great Council Iroquois Nation (Mander, 1991:236).

7.10 SUMMARY

This chapter has reviewed the study in the present education context, as well as in the context of the literature review. The final chapter summarises the study, draws conclusions that could guide the further development of a futures perspective in education as well as in the general community, and makes recommendations for further research.

CHAPTER 8

SUMMARY, CONCLUSIONS AND FUTURE RESEARCH

8.1 SUMMARY OF THE STUDY

The use of planning processes in education has undergone development over the past decade but examination shows that existing processes are mostly short term. This short term thinking is a reflection of the pragmatic response in which Australians take pride. However, this strategy is failing in a rapidly changing society. This is particularly so for education where outcomes are essentially long term and dysfunction occurs when planning is not connected to a long term view.

The overall purpose of this research has been to develop a futures oriented framework for secondary education that is symmetrical with the meanings and understandings of principal school based stakeholders, thus providing a means of clarifying what Queenslanders want from their education system. These understandings are recognised as being dynamic and responsive to changes occurring in society. This study has addressed the issue through an examination of the development of thinking in a school through a process of future planning. Additionally, it has selectively examined the nature of futures thinking evidenced in education organisations, policies, and school curricula and, as well, through accessing the thinking of prominent Australian Futurists. The study concludes with an overall Agenda for the 21st Century that is consistent with the findings of the study and which provides a way forward for education as well as having relevance for the wider community.

8.2 STATEMENT OF THE PROBLEM

Planning processes in education in Queensland have remained review and evaluation based and are essentially rooted in past practice. This research takes the process into a forward looking mode while valuing and understanding what has gone before.

The research addressed the general question:

> What could be a coherent, acceptable vision for a State High School in a rapidly changing Queensland society?

In particular, it set out to:

1. assist the development of futures thinking and vision in teachers, parents, school students and community members;
2. develop the decision making processes within a State High School in Queensland by anticipating and facilitating change;
3. identify and assess implications of possible alternative futures for a State High School in Queensland;
4. examine the impact of futures thinking in a school and its manifestation in the Queensland State Education System;
5. examine the extent to which alternative futures, vision and development of decision making and futures thinking can provide a futures oriented model of educational planning for the State of Queensland.

8.3 RESEARCH FRAMEWORK AND DESIGN

This research assessed the ways people think about the future, what is their reality, what is their way of knowing and what are the values that individuals bring to their assertions in considering future possible actions and in deciding what is desirable and undesirable.

An underlying understanding of public policy systems has been essential to this study in recognising the impact of political influence, policy stakeholders and policy environments with analysis including political, legal, social and economic judgements bringing together values, interests, resources, institutions and politics (Davis, et al., 1993:13).

The major research was conducted at Corinda State High School over a period of three years. The study comprised a multi stage design that involved a five round Delphi study preceded by a pilot study to test the instruments to be used for data collection and followed by Strengths, Weaknesses, Opportunities and Threats (SWOTS) Analysis, Cross Impact Analysis and Scenario generation leading to a School Development Plan. The purpose of these steps was to identify innovations and changes that the principal stakeholders wanted to occur at the school by the Year 2000 and to gain an understanding of the extent of futures thinking in the school community. The final stage involved speaking to Australian Futurists and viewing their comments in the light of the opinions of the school experts; visiting schools that have developed futures perspectives; and then using this information as additional background from which to draw conclusions and design possible future directions in the school and in the community. Initial stages of the research included an extensive search of the literature to engage the detail of futures work.

In futures studies, expert knowledge has traditionally come from recognised experts in particular fields, rather than from those directly involved such as, in this case, teachers, parents and students in schools. This study has examined the possibility of redefining the expert and the outcome of assuming teachers, parents and students are the experts. The study was designed to tap the expert knowledge of teaching professionals as well as that of the parent and student body of Corinda State High School for the purpose of looking at the possibilities for future directions for the school.

As detailed in Section 7.2, the Delphi method, with its iterative process, was selected because the use of a Delphi has much to recommend it in a school setting. Since many interested stakeholders do not attend meetings, the perspective developed from such meetings can be narrow and unrepresentative. The process was applied in two phases. The first phase consisted of three rounds which included all stakeholders with emphasis on the general expertise of stakeholders. The second phase consisted of the two final rounds where feasibility was introduced and the expert panel consisted of stakeholders with detailed knowledge of the curriculum, resourcing, personnel and management of the school. The study included an evaluation of the process by a number of participants. The findings of the Delphi were immediately important in the Collaborative School Review conducted at the school during 1993. The first round Delphi material was examined to determine just how many of the changes and innovations suggested were, in fact, long, medium or short term oriented.

During 1994, the actual Plan for the future of the school was drawn up using Strengths, Weaknesses, Opportunities and Threats (SWOTS) and Cross Impact Analysis. Evaluation by stakeholders was conducted at the end of these processes.

This study examined the extent to which typical participants managed to move beyond the survival mode of everyday living to allow their knowledge to be extended and tapped. The thinking of recognised experts is often global but lacks the operational view which is so valuable and so valued by the mainstream community in organisations. To move forward, there is a need for the meeting of the ways for the overall benefit of the organisation. Initiatives that could develop a futures perspective were examined, recognising that it is not possible to mandate change (Fullan, 1993), and that real change is dependent on the members of an organisation having a shared vision as a focus for initiating change. At the same time, the organisation itself requires a futures perspective as demonstrated by forward looking strategic imperatives resulting from that shared vision.

A shared vision is predicated upon agreed values for the organisation. Agreed values are difficult to establish as they need to be general enough to be accepted by a diverse community and specific enough to have impact. The values of the school were clarified through discussion to provide a basis for the development of a futures perspective.

Australian Futurists were interviewed together with teachers and students in schools which are participating in futures studies. An overall plan for the development of a futures perspective in schools was generated to begin to change the way of thinking of the

community in general from the narrow, pragmatic view to a broader understanding of ambiguity, risk and probable, possible and preferable futures.

8.4 ADDRESSING THE RESEARCH QUESTIONS

A coherent and acceptable vision for a State High School in Queensland was constructed in this study. Alternative futures were generated by embedding the desired futures of the parents, teachers and students of Corinda State High School as reflected in the values of the school and in futures constructed by Australian Futurists. These alternatives provided a way of thinking about the future in Corinda High School and thus assisted the decision making processes. More specifically, in relation to Research Question 1, this study assisted the development of futures thinking and vision in parents, teachers, school students and the community through a futures oriented planning process.

With respect to Question 2, the development of a futures orientation in decision making processes in the school introduced the notion that it is possible to anticipate and facilitate change. The methodology developed through the process utilised futures tools. These futures tools were the Modified Policy Delphi, SWOTS Analysis, Cross Impact Analysis and Scenario Generation. Simplified processes were developed for the school setting, in particular, the use of weighted scoring in the Delphi was validated.

The five round Delphi process produced fatigue in the participants. A three round Delphi would maintain greater interest by participants in the process and thus increase the level of commitment. There was particular concern that students did not participate fully. Their

interest waned after the first stage. Steps should be taken in future planning processes to gain greater involvement of students.

There is a further real advantage in the school in utilising a three round policy Delphi rather than a five round Delphi because all issues remain under consideration. In the modified version, the two later rounds retained only the most desirable ideas. The issues that are poorly supported could be of long term significance.

The Modified Policy Delphi procedure provided immediate support for change, giving credibility and standing to desired changes, thus allowing decisions to be made and implementation to take place very early in the process. The procedure provided a sound basis for the decision making processes that could be extended beyond the school to the educational system. In this study, the Modified Policy Delphi was a useful tool to develop futures thinking in a school thus creating a base for the identification of possible alternative futures, and it could be expected that it would be similarly useful to other educational organisations.

The introduction of SWOTS Analysis, along with Cross Impact Analysis to the school planning process, was a significant step as an understanding of futures thinking emerged. A few stakeholders were not clear as to the purposes of the processes but this could gradually be overcome through continued participation in futures processes.

The Cross Impact Analysis particularly developed the thinking processes of participants as the most desirable options were rated against the SWOTS of the school. The resultant rank order of strategic options was highly regarded as a basis for planning decisions.

Moving to Research Question 3, the construction of alternative futures in the research allowed the assessment of implications for decision making in the school for each of the alternatives. It could be anticipated that, as futures thinking develops in the school community, this aspect of the futures process would become increasingly useful in decision making.

To construct alternative futures, the values embodied in the desired futures of the participants, as expressed in the school mission statement, were embedded in societal futures constructed by leading futures thinkers. This support of the expert knowledge of stakeholders in the preparation of scenarios with the knowledge of expert futurists through utilising the future scenarios that the futurists had already created, provided a futures view for Corinda High School that might not otherwise have been possible. This process could be developed in subsequent planning exercises further developing the futures thinking skills of stakeholders and enhancing their contributions as experts. This view is supported by the literature where the idea is developed that human beings naturally have foresight (Slaughter, 1995) but utilisation of this quality is limited in our rapidly changing society.

At this stage, a single, simple preferred future was constructed for the school so the process remained aligned with the understandings of the stakeholders. The methodology developed in this study can be utilised in the present pragmatic Australian environment.

Once the alternative futures were established, assessment of the implications for decision making were not difficult. For Government schools in Queensland, their long term existence is in question, particularly in terms of Government funding support and how they are valued by the community. In terms of the curriculum of schools, uncertainty can be minimised as future alternatives are clarified.

With respect to Research Question 4, there was little evidence of medium and long term thinking in the general school community at this time. This was demonstrated by the short timeframe of just about all of the desired initiatives and changes. The use of all stakeholders as the expert panel contributed to these short term thinking results. This is not surprising considering pragmatism is a dominant social paradigm in Australia. However, this concern needs to be balanced against the development of shared vision in the school community which, of necessity, goes hand in hand with the development of longer term thinking. It was also shown that there was an improvement in futures thinking through the participation in the process as suggested by Godet (1989).

The issue of utilising stakeholders as a source of expert knowledge was important in the study. Along with a critical futures view, a clear understanding of the values of the stakeholders and their impact upon futures thinking was highlighted. In the school, a

knowledge as to whose interests were being served and whether stakeholders were being disenfranchised received attention. The differences demonstrated on particular issues between parents and staff on issues such as supervision of teaching practice and provision of further extra curricular activities were apparent but there were many areas of absolute agreement, particularly on issues such as behaviour management and quality of resources in the school, reflecting some common values. It could be expected, based upon the experience of the study, that members of the school community, supported by appropriate inservice, would develop an individual futures perspective through utilisation of futures methodologies in planning processes.

In relation to Research Question 5, to provide a futures oriented model for the State of Queensland, initially, a futures perspective, consistent with the views of the Australian Futurists, should be integrated throughout the school curriculum. This futures perspective would include futures thinking, and a critical futures view which would be introduced firstly to teachers through inservice, and then to students in the classroom. This would ultimately result in the whole community being influenced.

The development of a shared vision within the school would be further enhanced as all stakeholders work to implement a futures perspective in the curriculum. Teachers and students noted positive outcomes from taking on a futures perspective in the teaching and learning process.

A strategic model for the development of futures thinking in the State of Queensland was constructed to allow a movement beyond the currently favoured social paradigm of short term economic rationalist thinking. With futures thinking embedded in the curriculum, there would be an increase in awareness of the values that drive single issue and sometimes conflicting interest groups that seek to influence the decision making process. Remembering that any system with inherent physical momentum (Meadows and Meadows and Randers, 1992) needs to be looking decades ahead, this type of planning is appropriate.

Overall, from consideration of research questions, it is possible to conclude that there was development of vision in some teachers and some parents through the process. A futures methodology for school planning was developed and applied. The decision making process in the school was enhanced by the use of futures methodologies to anticipate change. Proposals for the wider educational organisation and the community were made.

8.5 SIGNIFICANCE OF THE RESEARCH

School education is under constant challenge with many interest groups in society having often well documented views about what should be taught in schools, how schools should be organised, and how funds should be expended. In many cases, these groups are powerful and able to achieve their particular ends. To date, there exists little research into the development of thinking in less powerful groups or into the development of effective avenues through which their expert knowledge can contribute. This research examined the contribution that less powerful groups can make and how they can be empowered.

Presently, the future for education is being shaped with limited consideration of the views of this mainstream population. At Corinda High School, this study brought futures thinking to the general school community while recognising that many teachers and parents are just surviving and finding it difficult to think beyond the present. A shared vision was developed, in a limited way, through the use of futures tools and techniques. There was an empowerment of all stakeholders through this process.

This study reinforced the notion that planning processes undertaken by an organisation which utilises futures methodologies, in fact, develop the futures thinking of the individuals in that organisation, as suggested by Godet (1989). The approach utilised a version of case study genre that used a variety of sources of evidence including qualitative and quantitative data as well as documentary evidence. A major component of the methodology involved the reconceptualisation of the Delphi Probe, whereby the Modified Policy Delphi utilised the notion of consensus of the conventional Delphi but retained all of the ideas generated, was effective. Further, the undervalued (by the stakeholders) maverick idea which could be the insight needed for the future progress of the organisation, was retained. This reconceptualised methodology can usefully be taken up by other schools and similar organisations.

Futures studies were represented in the study as being orderly and systematic, as stated by Tydeman (1987) and, as a result, assisted in building confidence among stakeholders in ways of thinking about the future.

Talk of vision during the study certainly produced the scepticism discussed by Jones (1990) and the researcher found it productive to utilise language closer to the day to day experiences of the participants whilst, at the same time, seeking to develop a willingness to participate in discussion about future possibilities. The value of a shared vision (Fullan, 1991) became apparent as two participants commented upon its development, while others began talking about the preferred future for the school.

It was strongly evident in the study, as suggested by the Australian House of Representatives Standing Committee for Long Term Strategies (1992), that Australians are preoccupied with the short term, simple and physical, and avoid or evade the long term, complex and theoretical. Considerable change must take place to advance significantly from this position.

The study challenged the notion that human beings, in general, look ahead in the longer term (Slaughter, 1995). In fact, the participants in the study demonstrated short term thinking only. This factor militated against the effective use of normative scenarios and an exploratory scenario, that depended very much upon the present structures and looked forward from the present, was generated for the school.

This study developed the notion that all stakeholders can be used as the expert panel and demonstrated the benefits of involving all stakeholders in the planning process, thus developing ownership of change as it was happening. The development of futures thinking skills of participants improved decision making.

The application of the simpler weighted calculation for the process of rank ordering the statements, generated through the Modified Policy Delphi, was validated. This easily understood method allows the process to be used by practitioners who might not have understanding of statistical methods and who do not have access to suitable computer packages.

When considering that the central purpose of future studies is to indicate alternative paths to the future (Masini, 1992; Slaughter, 1991), this purpose was shown to be achieved in a limited way when all stakeholders are involved. The single exercise, as reported in this study, was insufficient to develop a total futures perspective in the organisation. As a long term strategy, there is reason to be optimistic that continued use of the process will develop the futures thinking skills to a higher level.

However, to truly develop futures thinking in the school in the first place, and in the broader community in the longer term, the development of a futures perspective in all curriculum is a way forward. As the futures orientation is embedded in the curriculum as an every day way of thinking, young Australians and their teachers will be in the forefront to drive this nation into the 21st Century.

The major contribution that this research has made is to educational policy development in highlighting the importance of the development of futures thinking in schools as a vehicle through which an understanding that present decisions create the future, whether it be in education or any other field. In fact, this research has already created an impact because the recommendations that were made by the researcher to the Queensland Curriculum Review, based on this research, to include a futures perspective in all curricula

have been taken forward. In the Report of the Queensland Curriculum Review - Shaping the Future (1994), it was recommended to the Queensland Government that a futures perspective be enshrined in all Queensland school curriculum documents and, in particular, all syllabuses in all subject areas. These recommendations were endorsed by the Queensland Government and now are included in specifications for the writing of all syllabuses for Years 1 to 10 in Queensland schools.

This may be far from solving the concerns of Horne (1991) that the idea of the nation itself is an intellectual vacuum but the proposal, which has been accepted, that a futures orientation be enshrined in all school syllabuses is a step that could, in the long term, be of major significance.

This study contributes to the development of futures thinking in Queensland. As futures thinking is built into school syllabuses, it will become part of the thinking of the general community.

Finally, during this study stakeholders became motivated and personal commitment to a shared vision for the school was developed as described in previous chapters, with decision making based on agreed shared core organisational values. The researcher, as the principal, facilitated the work of the stakeholders as the shared vision was achieved. This has resulted in the organisation being transformed from a hierarchical command type organisation to one of collaborative participation where the wants, needs, values and aspirations of the stakeholders interact to achieve the shared vision. This has continued in the longer term. There has been a shift in the cultural norm of the organisation. This change is consistent

with the writings on transforming leadership which are perhaps best expressed by Owens, (1995:127), who states that

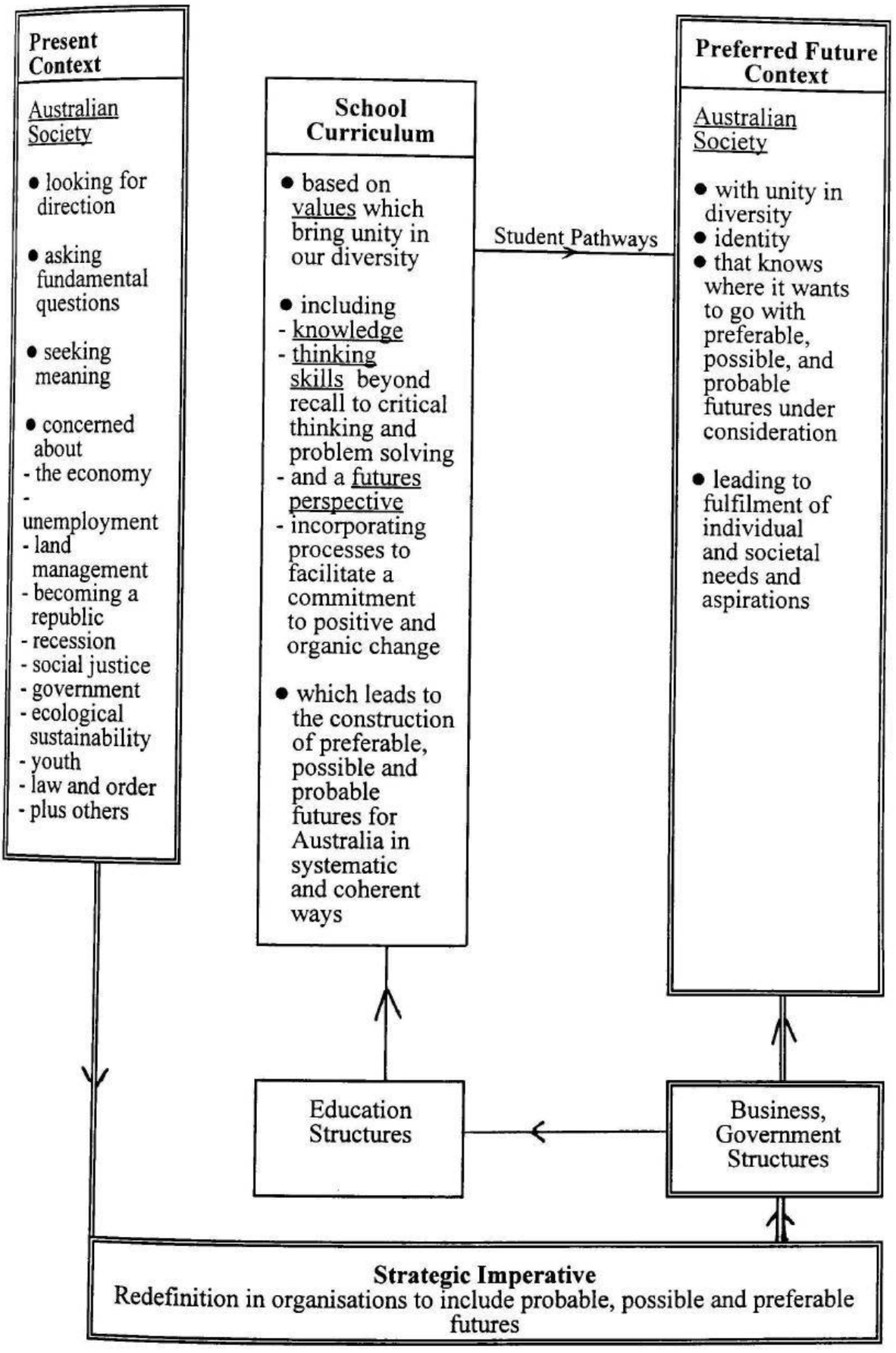
> a higher level of functioning is transforming leadership in which leaders and followers mutually engage in a common cause cohered by their shared aspirations and values.

8.6 CONCLUSION

The future is the only place where humans can have an impact and it is essential that the future is seen in terms of alternatives. It is only by learning to look ahead and understand the alternatives that the future can be optimistically thought about and vision developed in a rapidly changing society. The importance of considering the future globally has been taken up by the United Nations and other major international organisations, and global issues are impacting upon Australia. Sustainability is a major issue for Australia in economic as well as ecological and social terms. The changing nature of work and economic considerations are impacting. Important decisions are being made about Australia's future and there is increasing interest by the whole community, including our youth, in the decision making process and in taking responsibility for our future.

In moving towards the 21st Century, the following agenda based on the outcomes of this study is proposed so as to provide a coherent plan. (See Figure 8.4). In the present context, Australian society is looking for direction, asking fundamental questions and seeking meaning. There are concerns about the economy, unemployment, becoming a republic, land management, the recession, social justice, Government, sustainability, youth, and law and order, to name but a few.

Figure 8.4 **AGENDA FOR THE 21st CENTURY**
A COHERENT PLAN



The driving force that can provide momentum to change from the present context to a preferred future context would be a redefinition of Government and business organisation so as to allow the consideration of strategic imperatives in decision making of possible, preferable and probable futures as solutions are sought to the nation's problems. The preferred future context could be one where Australian society has a shared vision of unity in diversity, of identity, and of knowledge of where it wants to go that will lead to fulfilment of individual and societal needs.

Education can very much be part of helping to design preferred futures for Australia. Education organisational structures require a futures perspective in planning at all levels that would be reflected in policy documents and guidelines.

Overall, the study provided future directions for the school but it is now apparent that further steps need to be taken at an organisational level to prepare all participants in critical thinking and development of a futures perspective so that a shared vision, both at the organisational level and at the school level, is established to lead to effective short, medium and long term planning. This imperative, when undertaken, sets the tone and direction of the organisation. An initial shared vision will develop as the organisation grows and changes in response to the needs of its clientele, and to the environment in which it operates. Vision for an organisation is not established at the beginning of strategic planning but it is dynamic and must be shared by all stakeholders.

In bringing together a coherent plan for the 21st Century, the school curriculum can make a significant contribution. This school curriculum would be based on values that could bring unity in our diversity and would include knowledge and thinking skills, along with a futures perspective that would incorporate processes that facilitate a commitment to

positive organic change. Students travelling through this pathway would, in time, help to build a preferred future context.

Educational institutions are already involved in preparing youth for their future which will probably be very different from that experienced by previous generations. However, the missing element in this process is the inclusion of a definite futures perspective in schooling. This inclusion has occurred, successfully, in some schools with positive experiences for both students and teachers. A futures perspective is needed in all disciplines as a way of thinking so that there is a movement to think beyond the short term, simple and physical, and move to the long term, complex and theoretical. Futures Studies are essential if a dynamic, proactive and responsive curriculum is to be developed in Queensland.

Developmental support for teachers is necessary if a futures perspective is to become a style of mind. As discovered in this research, many teachers are already bringing thinking skills development to students in their classrooms, which has been welcomed by students. Review of organisational structures in schools, such as stability of staffing, can contribute directly to desired outcomes.

This process of education would ultimately be learner driven as students mature and become lifelong learners. In this framework, students can be motivated to optimistically create their own future as well as contribute to the future of others in both a national and global context. An exemplary system of education, thus developed, where preparation for the future is a priority, would, in each area of essential learning or discipline, be able to respond rapidly to change.

Designing alternative futures for secondary schooling in Queensland remains, at the moment, in the hands of the politicians, a few influential people and a few educators but interest is great among stakeholders to participate in processes and influence outcomes. With futures thinking being developed in schools, the chance of success of these stakeholders can be greatly increased.

8.7 FUTURE RESEARCH

Implications from this study for future research occur at both the general and specific levels.

1. That research continue in the long term with futures methodologies being used in educational organisational planning, with tracking of development in futures thinking of the participants a major focus.

2. That the extent of the inclusion of a futures perspective in organisational planning processes be researched on a continuing basis.

3. That there be an examination of the trial School Council's documentation to determine the extent of futures thinking and to allow futures oriented recommendations to be made in establishing guidelines for future operations.

4. That research be undertaken to examine the development of futures thinking in students as a futures perspective is enshrined in the curriculum.

5. That research be undertaken to examine what are the common values in communities that could lead to the development of shared vision in a diverse community.

6. That there be large scale research into alternative futures for Queensland schools undertaken by the Queensland Education Department.

As suggested by Godet (1989), 'the most important thing in a study is not so much the resulting report but what has happened in the minds of those who have been involved in the thought processes engendered'. The major contribution of this research is the movement in thinking that occurred both in the school where there was an acceptance of futures thinking in planning, and in government where there was an acceptance of the importance of futures thinking in the curriculum of schools.

This acceptance does not necessarily secure a futures oriented society but perhaps rather as suggested by Botkin (1979),

> **Looking into the future and therefore futures studies is at the same time and as a consequence, a way of thinking, a way of constructing our minds, a way of conceptualising life, our everyday actions, our every decision. It is a way of thinking about the world, about society, about the relationship of society with nature. This way of thinking leads to the possibility of educating ourselves and others towards the future, towards the fact that the future is a part of our whole life as a sort of anticipation of the future itself.**
>
> **(Botkin, 1979 in Masini, 1992:3)**

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APPENDIX 1

PILOT OPINIONNAIRE

23 March 1992

The attached letter, information sheet and survey forms are to be sent to all families, year 12 students, staff and community members during April.

To evaluate the effectiveness of the communication could you please answer the following questions:-

1. Can you understand the letter?

2. If not can you suggest how the letter be improved to get better understanding?

3. Can you understand the information sheet?

4. If not can you suggest how the information sheet be improved for better understanding?

5. Can you understand what is requested on the survey forms?

6. Would you prefer to fill out:-

Survey Form 1 ☐

Survey Form 2 ☐

No Preferences ☐

Please tick appropriate box.

Please indicate if you are responding as a:-

PARENT ☐ STUDENT ☐ TEACHER ☐ COMMUNITY MEMBER ☐

Thank you.

B. O'Rourke
Principal

Dear Parents, Students, Teachers and Community members.

The school motto of Corinda State High School is:-

HODIE QUOQUE CRAS

which means - *Not only for today but for tomorrow also.*

Will you help us continue planning the best possible future for our young people of today as well as those of tomorrow at Corinda State High School.

The school has been involved in a whole school planning process for the last two years. The purpose of this process is for the school to become even more effective. We can do this by providing better educational programs to generate improved learning outcomes for all students.

At this point it is essential that the whole school community looks to the future of Corinda State High School and identifies the issues, needs, dreams, hopes and wants of parents, teachers, students and community members for the delivery of quality education to our students.

We are inviting you to participate in the development of our school. This will involve you in giving a little of your time to complete three questionnaires during the coming weeks. On the first form you are asked to give your opinion about those changes that you would like to see happen at Corinda State High School by the year 2000. This is round one which is gathering opinions. In the two later rounds you would indicate the importance and the feasibility that you would place on the opinions generated in the first round.

Attached is some background information describing characteristics of an effective school.

Would you please complete the attached form. We look forward to receiving your ideas as to the direction that Corinda High School should take as we move towards the year 2000. All information will be treated as confidential. We would be pleased if you could return the form <u>by April 10, 1992</u> so that we may derive the list of statements for the next round as soon as possible.

Thanking you in anticipation,

Yours sincerely

B. O'Rourke
Principal

CHARACTERISTICS OF AN EFFECTIVE SCHOOL

Effective schools have been studied and the following significant characteristics related to leadership and planning have been identified -

. curriculum focussed school leadership which works on quality and choice
. orderly climate within the school which allows students to develop and learn
. a strong emphasis on improving the quality of teaching and learning
. clear goals and high expectations for all students in achievement, behaviour and citizenship
. a focus on regular evaluation of policies and programs
. a curriculum which is co-operatively designed and implemented
. ongoing staff development
. parent, teacher, student and community involvement in decision making
. resources directed to priority areas.

Whole school planning

. generates a shared vision of the of the schools future development
. builds on current strengths, grows out of a regular evaluation process
. integrates all policies and initiatives into a cohesive long term plan that reflects that vision
. develops an annual plan consisting of agreed priority areas, program plans and a professional development plan
. devises action plans which ensure that priorities are met and tasks completed and develops strategies to achieve goals.

This enables the school to

. recognise what is being done well and ensure that successful programs are supported and continued
. make the most effective use of school resources, both human and material, by linking them to goals and priorities
. maximise participation of all members of the school community
. provide continued focus for evaluation and reporting
. document plans,processes and outcomes for use in informing and reporting to the school community.

(Developed from a statement by Western Metropolitan Region, Vic. 1991)

SURVEY FORM 1

CORINDA STATE HIGH SCHOOL
SCHOOL DEVELOPMENT ADVISORY COMMITTEE

FUTURE DIRECTIONS FOR CORINDA STATE HIGH SCHOOL
ROUND 1

AS THE YEAR 2000 APPROACHES I WOULD LIKE TO SEE THE FOLLOWING INITIATIVES TAKEN OR CHANGES MADE AT CORINDA STATE HIGH SCHOOL.

AN INITIATIVE IS SOMETHING NEW THAT DOES NOT HAPPEN AT THE MOMENT WHILE A CHANGE WOULD BE SOMETHING ALREADY HAPPENING THAT COULD BE IMPROVED.

INITIATIVE OR CHANGE	REASON

I have responded to this questionnaire as a:-

PLEASE TICK (/) THE APPROPRIATE BOX

PARENT		TEACHER	
STUDENT		COMMUNITY MEMBER	

If you would like to participate in the further rounds of the Future Directions initiative please write down your name and address below:-

NAME:-	
ADDRESS:-	POSTCODE:-
TELEPHONE NUMBER:-	

Thank you for your participation,

Yours sincerely,

B. O'ROURKE
PRINCIPAL

SURVEY FORM 2.

CORINDA STATE HIGH SCHOOL
SCHOOL DEVELOPMENT ADVISORY COMMITTEE

FUTURE DIRECTIONS FOR CORINDA STATE HIGH SCHOOL
ROUND 1

As the year 2000 approaches I would like to see the following initiatives addressed a Corinda State High School. An initiative would be something new that does not happen a the moment.

	INITIATIVE	REASON
1		
2		
3		

As the year 2000 approaches I would like to see the following changes made at Corinc State High School. Here a change would be something already happening that could b improved.

	CHANGE	REASON
1		
2		
3		

I have responded to this questionnaire as a:-

PLEASE TICK (/) THE APPROPRIATE BOX

PARENT		TEACHER	
STUDENT		COMMUNITY MEMBER	

If you would like to participate in the further rounds of the Future Directions initiati please write down your name and address below:-

NAME:-

ADDRESS:- POSTCODE:-

TELEPHONE NUMBER:-

Thank you for your participation,

Yours sincerely,

B. O'ROURKE
PRINCIPAL

APPENDIX 2

Phone 379 4170 — 379 8766
Fax 379 6958

Corinda State High School

PRATTEN STREET, CORINDA, 4075

Dear Parents, Students, Teachers and Community members.

The school motto of Corinda State High School is:-

HODIE QUOQUE CRAS

which means - ***Not only for today but for tomorrow also.***

We would value your help as we continue planning the best possible future for our young people of today ,as well as those of tomorrow, at Corinda State High School.

The school has been involved in a whole school planning process for the last two years. The purpose of this process is for the school to become even more effective. We can do this by providing better educational programs to generate improved learning for all students.

At this point it is essential that the whole school community looks to the future of Corinda State High School and identifies the issues, needs, dreams, hopes and wants of parents, teachers, students and community members for the delivery of quality education to our students.

We are inviting you to participate in the development of our school. This will involve you in giving a little of your time to complete three questionnaires during the coming weeks. On the first form you are asked to give your opinion about those changes that you would like to see happen at Corinda State High School by the year 2000. This is round one which is gathering opinions. In the two later rounds you would indicate the importance and the feasibility that you would place on the opinions generated in the first round.

Attached is some background information describing characteristics of an effective school.

Would you please complete the attached form. We look forward to receiving your ideas as to the direction that Corinda High School should take as we meet the challenge of the future. All information will be treated as confidential. We would be pleased if you could return the form **by April 16, 1992** so that we may derive the list of statements for the next round as soon as possible.

Thanking you in anticipation,

Yours sincerely

B. O'Rourke
Principal
(For the Community Involvement Committee)

THIS SHEET GIVES SOME IDEAS TO HELP YOU TO THINK ABOUT EFFECTIVE SCHOOLS. WE WOULD LIKE TO CONSIDER THESE IDEAS, AS WELL AS ANY OTHERS YOU MIGHT HAVE, IN RELATION TO CORINDA STATE HIGH SCHOOL.

CHARACTERISTICS OF AN EFFECTIVE SCHOOL

Effective schools have been studied and the following significant characteristics related to leadership and planning have been identified -

- school leadership that examines the course/subjects offered and works for quality and choice
- orderly atmosphere within the school which allows students to develop and learn
- a strong emphasis on improving the quality of teaching and learning
- clear goals and high expectations for all students in achievement, behaviour and citizenship
- a focus on regular review of policies and programs
- parent, teacher, student and community involvement in decision making
- courses and subject which are co-operatively designed and put in place
- ongoing staff development
- resources directed to priority areas.

Whole school planning

- builds a shared vision of the schools future development
- builds on current strengths and grows out of a regular review process
- brings together all policies and initiatives into a long term plan that includes that vision
- develops an annual plan consisting of agreed priority areas, program plans and a professional development plan
- creates plans for action which ensure that tasks are completed and priorities met

This enables the school to

- recognise what is being done well and ensure that successful programs are supported and continued
- make the most effective use of school resources, both human and material, by linking them to goals and priorities
- maximise involvement of all members of the school community
- provide a continued focus for reviewing and reporting
- record plans,processes and outcomes for use in informing and reporting to the school community.

(Developed from a statement by Western Metropolitan Region, Vic. 1991)

FUTURE DIRECTIONS FOR CORINDA STATE HIGH SCHOOL
ROUND 1

As the year 2000 approaches I would like to see the following initiatives addressed at Corinda State High School. An initiative would be something new that does not happen at the moment.

	INITIATIVE	REASON
e.g.	. That a textbook hire scheme be introduced . That more creative ways be found to cater for individual student needs	. Textbooks cost too much for individuals to buy . To allow students to achieve maximum potential without teacher burnout
1		
2		
3		

As the year 2000 approaches I would like to see the following changes made at Corinda State High School. A change would be something already happening that could be improved.

	CHANGE	REASON
e.g.	. That the hall be extended to accommodate all school assemblies	. Students should not be standing in the sun during assembly
1		
2		
3		

I have responded to this questionnaire as a:- **PLEASE TICK (/) THE APPROPRIATE BOX**

PARENT ☐ **TEACHER** ☐ **STUDENT** ☐ **COMMUNITY MEMBER** ☐

If you would like to participate in the further rounds of the Future Directions initiative please write down your name and address below:-

NAME:-

ADDRESS:-

POSTCODE:-

TELEPHONE NUMBER:-

PLEASE RETURN THIS SHEET TO THE SCHOOL OFFICE BY:- APRIL 16, 1992

APPENDIX 3

Fax 379 6950

Corinda State High School

PRATTEN STREET, CORINDA, 4075

25 May 1992

Dear Parents, Teachers, Community Members and Students,

Thanks to all who responded to Round 1 of the Future Directions Project for Corinda High School. It has resulted in a wide variety of views, some of which are contradictory, about education and possible future directions. We now wish parents, students community members and teachers to express their opinions with respect to these views. You may strongly approve of some views and strongly disapprove of others. We need your opinion on these matters.

There are a number of people who for various reasons were unable to return the form for round 1. Therefore we are including in the second round those who did not participate in round 1. If you are one of these people please feel free to complete the attached Round 2 questionnaire. The statements in the round 2 questionnaire are derived from the first round responses. All responses have been carefully read, analysed and sorted into a number of categories dependent on the main ideas expressed. Where many people have similar ideas a single statement combining all of the ideas has been made. Some changes can be implemented immediately and did not need further evaluation e.g. that teachers supervise toilets more frequently.

These statements have been organized into:

Management	**M coding for the numbers,**
Studies	**S coding,**
Human Resources	**H coding and**
Resources	**R coding.**

This is the same as the organization of the Education Department which has been incorporated in the approved Corinda School Development Plan. Please complete the round 2 questionnaire by rating each statement for desirability and urgency by placing the appropriate number in the appropriate space.

The five ratings for desirability are as follows:

1. ***VERY DESIRABLE*** *will have a positive effect and little or no negative effect, extremely beneficial, justifiable on its own merit.*

2. ***DESIRABLE*** *will have a positive effect and little or no negative effect, beneficial, justifiable.*

/2...

3. *UNDESIRABLE* *will have a negative effect, is harmful or is not justifiable.*

4. *VERY UNDESIRABLE* *will have a major negative effect, is extremely harmful or is not justifiable.*

5. *NO OPINION*

The six ratings for **URGENCY**, which means that the idea/statement should be implemented by a stated time, are as follows:

1. 1992	4. 1998
2. 1994	5. 2000
3. 1996	6. Never

For each statement write a number 1 - 5, in the Desirability column representing the level on the Desirability scale, and a number 1 - 6, representing the degree of urgency on the Urgency scale.

If you wish to make a comment on any statement please do so in the comment column.

At the top of the first page is an example of how to respond to a statement. Please complete and return the forms to the office by **Friday June 5.**

Thank you for you thoughts and your time.

Yours sincerely

B.P. O'Rourke
(For The Community Consulative Committee)

CORINDA STATE HIGH SCHOOL

FUTURE DIRECTIONS PROJECT
ROUND 2

NAME: _____ ADDRESS: _____ _____	DESIRABILITY: (Effectiveness/benefits) 1. Very desirable 2. Desirable 3. Undesirable 4. Very undesirable 5. No opinion	URGENCY: (Should be implemented by stated time) 1. 1992 2. 1994 3. 1996 4. 1998 5. 2000 6. Never

PARENT TEACHER STUDENT COMMUNITY MEMBER

PLEASE COMPLETE THE ABOVE TO ALLOW FEEDBACK TO YOU OF THE RESULTS OF THIS ROUND

	STATEMENT	REASON	COMMENT	DESIRABILITY	URGENCY
	EXAMPLE: That a swimming pool/gymnasium complex be built.	To give Corinda students first class facilities.		2	5
M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.	The whole school community must have unity of purpose			
M2	That there be more real discussion about educational philosophy/values similar to discussion about achievement	Knowledge held by teachers and parents on these issues must be tapped.			
M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.	Teachers/parents must actively examine the future that we are preparing our students for.			
M4	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.	Teachers, administrators and parents must acknowledge change and prepare students appropriately.			
M5	That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.	Awareness will assist in making informed decisions.			
M6	That quality education remain a top priority for Corinda High School.	High expectations will produce results.			
M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.	To move effectively forward the frameworks of the past must be built upon not discarded.			
M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.	Students must know what is required.			
M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.	This information is necessary for the School Advisory committee to enable constant evaluation of progress and future planning.			

M10 That school size be reduced.	To reduce ·ain on physical resources, to allow roo: r specializations and to allow a better social/learning environment.			
M11 That there be several smaller "schools" within the school to accommodate different teaching/ learning mixes.	It is important to be able to respond to the differences/variety of students and encourage them according to their own capabilities.			
M12 That class sizes be decreased to 20 - 25 per class in all years	With a wide variation of behaviours/abilities it is better for students and teachers with lesser numbers and it would allow teachers to give more individual attention.			
M13 That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.	Barriers to the educational fulfilment of students should be removed.			
M14 That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.	There is a need for teachers to develop suitable teaching practices for students with special needs.			
M15 That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.	The major barrier for students with special needs to full education appears to be inflexible curriculum and structures imposed on the school by the department.			
M16 That students do not enter high school until an agreed standard of literacy and numeracy is achieved.	If Australia is to be a clever country literacy and numeracy must be addressed.			
M17 That there be marketing of the school in the foyer of the new Admin building.	The school office and environs often provides the first impression to a newcomer. Marketing with changing displays of student work and bulletin boards with names and photos of faculty members could occur.			
M18 That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term.	There is much evidence of boys dominance in classroom interaction.			
M19 That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.	This would encourage a sense of pride and recognition for the excellent work that is done in our classrooms. Achievements in sport, music etc are rightfully regularly recognised. The same should be so for achievements in the classroom with displays of student work and performances recognised as a regular part of year group parades.			
M20 That a policy on what constitutes an appropriate student assessment load be developed.	All subjects do not seem to carry equivalent assessment loads.			

STATEMENT	REASON	CO NT	DESIRABILITY	URGENCY
M21 That the summative/testing assessment driven emphasis in secondary education be reduced	The intrinsic value of much secondary level study is lost because there is so much emphasis on assessment.			
M22 The there be better gradings of results	There is difficulty understanding the present gradings.			
M23 That the school become a focus for learning in the community	The school represents a huge investment of resources that are scarcely used out of school hours.			
M24 That consideration be given to extending the school day.	To cater for increased demand and allow maximum use of limited resources e.g. Science Labs, theatre space.			
M25 That the school timetable becomes more flexible e.g. longer periods or three period day.	Some subjects particularly Art, Science and TAFE access would be enhanced by longer periods and allow Year 8 to ease into the high school system and to capture and hold the enthusiasm that comes from Primary school.			
M26 That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thurs. evening	To cater for individual needs. Encourage independence and preparation for adult learning which is essential to post-school education but still allow for traditional course of schooling. To give responsibility to students and assist them to grow.			
M27 That streaming of students occur according to ability level, especially with high ability students.	To allow for excellence and encouragement of ability.			
M28 That there be sport for the whole school on Wednesdays.	To allow all students at all levels to participate and to develop school spirit.			
M29 That Wednesday sport be optional for all students.	Students (seniors) should be allowed to go home in the afternoon to study rather than study at school.			
M30 That HPE sport be undercover during the heat of the day.	Health reasons - skin cancer.			
M31 That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials	To help students achieve. There are parents who are unable to help and guide their students simply because of insufficient English or knowledge of what course content is.			
M32 That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.	Students need the chance to appreciate the full education available here, to develop poise and gain confidence in formal behaviour and to develop a sense of belonging and knowledge of the traditions of the school.			
M33 That year co-ordinators be introduced for each year level.	Students will be given better care in smaller groups.			

M34 That staff development demands made in out of school time be reduced.	Staff are ver burdened.			
M35 Teacher development and training courses should occur out of school time, especially when effecting years 10 and 12 classes.	Teachers of years 10 and 12 especially cannot afford to be away from their classes.			
M36 That teaching teams be initiated to allow better review of progress.	There is less conflict or potential in situations of teacher/ student tension.			
M37 That teachers should regularly be assessed for performance in a classroom situation	Teachers could be shown how well their techniques work and be encouraged to add interest to their lessons.			
M38 That teachers be encouraged to be innovative in their academic performance	To enthuse students to learn etc.			
M39 That there be given responsible class panel assessments of teachers.	A new perspective for teachers, to help pinpoint weaknesses and to highlight strengths.			
M40 That there be a new format for parent/teacher interaction (not parent/teacher interviews).	To counter implied conflict when irregular formal contact is made.			
M41 That there be a continuing program for first and second year teachers with administration	To develop knowledge of expectations. To have a feeling of belonging - social/professional and to provide support in stressful times.			
M42 That Corinda liaise with close schools so that subjects with small numbers are not duplicated.	To allow more efficient use of staff and buildings.			
M43 That an equity policy be developed	To prevent harassment, improve behaviour, and encourage inclusion.			
M44 That there be more participation of parents and teachers in decision making.	Parents need more say in finances.			
M45 That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.	Future government funding for education is not going to increase. Better facilities and resources need extra funding and there is a need to reduce financial demands on parents.			
S1 That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.	. senior students can learn more effectively in longer blocks of time . some students need to support themselves.			

STATEMENT	REASON	MENT	DESIRABILITY	URGENCY
S2 That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.	. not all students are interested in going on to tertiary education . students could learn marketable skills and enhance self-esteem . this would be motivational.			
S3 That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.	Learning could be more relevant . students could receive accreditation for modules successfully studied . a more economical process than having the student travel to the TAFE College.			
S4 That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.	The school does not have the facilities to offer some courses.			
S5 That the school investigate the possibility of TAFE modules taught across a number of subject areas.	This could increase the relevance of the subjects that a student undertakes.			
S6 That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.	In years to come, it will be essential for all employees to have such certified skills.			
S7 That subjects prepare students for the needs of industry as well as tertiary institutions.	Not every student wishes to go on to tertiary study.			
S8 That one or more study periods per week be introduced for students in Years 11 and 12.	Importance of study in senior years.			
S9 That more electives be offered in Senior Art.	To cater for the range of student interest and ability.			
S10 That a Maths subject intermediate in difficulty between Maths 1 and Maths in Society be introduced.	To cater for the variety of levels of ability.			
S11 That a basic mechanics course be offered in Manual Arts.	Will be of value to our students when they become car owners.			
S12 That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.	To learn skills at a young age. Australia is not up to world standard in these sports.			
S13 That more work experience be offered to students.	Some students would find this beneficial.			
S14 That any proposed changes for the senior school are co-ordinated with the needs of the junior school.	The needs of younger students can be quite different from the needs of senior students. Catering for one group should not unduly disadvantage the other.			

S15 That all students should acquire knowledge about the basic laws of our society and institutions.	This is ential for good citizenship.			
S16 That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.	Students have different abilities so need varying amounts of time to cover a set amount of work or a course. This will cater for the students who have difficulties in learning at the same time as we challenge and extend the gifted students.			
S17 Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.	Students need these skills and they are more relevant if included in subject areas.			
S18 That students should receive instruction in independent learning skills.	To develop effective study skills for Years 11 and 12 and for post-secondary education.			
S19 That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.	This would recognise the differences in the students' abilities: . the better students could be extended . the slower students would not continually be exposed to work they can't handle.			
S20 That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.	Too many students are just drifting through the system and not acquiring basic skills.			
S21 That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.	These are much-needed skills for life.			
S22 That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.	Ours is an increasingly multi-cultural society. We need to understand other cultures.			
S23 Year 9 HRE should be an integrated extended program as originally planned.	Because none of the topics were intended to be taught in isolation. At present, sexuality is taught as a separate component.			
S24 That students who have a severe learning disability need more help to develop specific skills through a special course.	Present insistence that these students continue with curriculum cores is wasteful. They need to leave school with specific skills. Some slower students may need extra time in class or additional experienced help.			

STATEMENT	REASON	CONTENT	DESIRABILITY	URGENCY
S25 That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.	There is a need for continuity in a program from year to year and for students to realise that it is OK to be 'bright'. We should nurture gifted and talented students and develop a climate to enable them to feel comfortable with their abilities.			
S26 That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.	Every child should have learning experiences in the Arts area.			
S27 That all subjects in Year 8 have equal time and equal resources.	To remedy the imbalance that currently exists between subjects.			
S28 That two separate HEC subjects be offered in Years 9 and 10 - one for food studies, the other for textile studies.	Some students wish to study only one of the two aspects of Home Economics.			
S29 That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)	To cater for students' interests and backgrounds.			
S30 That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.	They will be building on earlier learning and can reasonably be expected to reach a higher standard of proficiency.			
S31 That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.	They will be building on earlier learning while extending their experience of languages,customs and cultures.			
S32 That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.	To allow students to develop a better appreciation of their own and other languages, cultures and customs, as well as to enable them to make a more informed choice of language/s for continued studies.			
S33 That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.	. this would give students a choice . it is preferable that students will get a firm foundation in one LOTE rather than a smattering of two.			
S34 That the school have more computers and make them more readily available to students and teachers.	. students could have access to them to prepare for assignments . knowledge of computers is essential now and in the future . there are employment opportunities in these fields . helpful to students with writing problems.			

S35 That computer rooms be upgraded with better machines and more appropriate furniture.	. use of [illegible] computer should be as easy as using [illegible]ncil . students should experience modern machinery.			
S36 That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.	These are essential skills nowadays.			
S37 That a technical assistant be employed to maintain the computers and peripheral equipment.	The school will have a considerable capital investment in computers, etc. Regular maintenance will be essential.			
S38 That a computer club be established to operate at lunchtime and after school.	. utilise expertise available at school not available at home . to challenge and encourage students with a special interest.			
S39 That all Year 8 students should be able to achieve competence in keyboarding.	The ability to type is an essential skill in this computer age - the present time allocation is too little.			
S40 That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.	On public occasions such as Anzac Day and Speech Night, the students' performance of such songs should be a highlight.			
S41 That there should be an advanced strings group in the instrumental program.	Having only one strings group for all levels of the school does not motivate the advanced string players to improve their skills.			
S42 That the subject Instrumental Music be introduced.	. Students would not have to miss other classes . Music teachers are now trained as Instrumental teachers . the trend in music teacher training implies introduction of the subject.			
S43 That Corinda High School establish a full school orchestra.	The students have the talent.			
S44 That "assignment" policy within the school be made more uniform.	Consistency in approach will lead to an increase in student confidence.			
S45 That students be given clear reasons for the marks awarded on assignments.	Some students don't know why they lose the marks they do.			
S46 That assignments be spread out over a period of time.	Allow more concentration on each assignment.			
S47 That students should have a choice of topics for assignments.	Not to have a choice can restrict the student's creativity.			
S48 That subject teachers have greater involvement in giving advice about subject selection and career education.	. These are too important to leave to only a few people . students will only have positive feelings about school if these things are done well.			
S49 That a more extensive Religious Education program be introduced.	To increase the input of the important spiritual aspects of life.			

STATEMENT	REASON	C[illegible]NT	DESIRABILITY	URGENCY
S50 That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.	This will encourage students to work regularly and assist parents to monitor their students' efforts.			
S51 The school community should encourage more students to participate in extra-curricular activities.	. These activities are important in promoting social cohesion in the school community . Far too often these "extras" wither because of lack of support			
S52 That coaching classes be held before and after school for sports such as tennis.	This caters for student interest and will improve the standard of school sport.			
H1 That there is more frequent informal interaction between teachers and students (e.g. sports, games)	To provide opportunities for interaction in a wider variety of situations than the classroom. This helps to build better relationships between students and teachers.			
H2 That the school promotes the full range of student welfare services and processes available in the school.	Students and staff are often unaware of the range/scope/access and impact of such services and processes.			
H3 That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.	This provides stability and continuity for students giving them a sense of belonging in a large complex school.			
H4 That senior students be given responsibility and control within the school.	So that opportunities are provided to develop more leadership skills in students.			
H5 That students should be engaged in peer tutoring schemes.	To encourage co-operative learning amongst students.			
H6 That the number of plain clothes days' be increased from the current 4 to 10-12 per year.	This is an effective means of fund raising to improve school resources.			
H7 That more fund raising activities are undertaken by students, teachers and parents.	To reduce the financial demands of education on parents.			
H8 That the wearing of a school hat be compulsory for all students.	Queensland has an alarming incidence of skin cancer and students should be required to wear appropriate protective headwear.			
H9 That the girls uniform includes clothing which allows girls to participate fully in all physical activities.	It is important that the participation of girls in physical activity is not inhibited by uniform requirements.			
H10 That a total image for our students be created through the introduction of items such as a school bag.	This develops a greater sense of pride in the school and a smarter image is presented to the community.			
H11 That all items of school uniform be available for purchase from the tuckshop.	This would be a 'one stop shop'. More convenient for parents and create further revenue for our school.			

H12 That the school uniform be abolished.	Students ...uld appreciate the opportunity to expre... heir individuality through means of ...ress.			
H13 That we make better use of community resources and personnel by forging links with business/industry.	Students and teachers develop a better understanding of the 'real' world and what it offers/demands. Education becomes more meaningful.			
H14 That more emphasis be placed on individual needs in relation to subject selection and subject changes.	General policy over subject choice and change is important, however consideration of individual needs makes an institution caring.			
H15 That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.	This would cater more effectively for the diverse needs and interests of our students.			
H16 That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.	To provide greater assistance to the parent and student in finding a path in life that is realistic and achievable.			
H17 That greater opportunities for extra-curricular learning and activities be developed.	Students need to have clubs and activity areas for before school and lunch hour programmes.			
H18 That "Radio-active" operate more frequently in the hall.	To provide more opportunities for students to provide lunch hour entertainment for their peers.			
H19 The number of interschool sporting teams be increased e.g. cricket.	To provide greater opportunities for student involvement in competitive sport.			
H20 That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.	The venue should be special to complement the students' formal attire.			
H21 That the night on which the school socials are held be reviewed.	The current mid-week Wednesday nights make it difficult for students to concentrate on classroom activities the following day.			
H22 That students be involved in a program of service to the community.	To provide students with the opportunity to develop an awareness of and help others in need.			
H23 That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management	This would provide peer support for teaching staff and free the Administration team for developmental work.			
H24 That teachers communicate regularly with parents on issues of concern regarding student behaviour.	Parents need to be kept informed of their student's progress and be encouraged to work with teachers for improved outcomes for the student.			
H25 That a whole school approach to discipline be developed by students, teachers and parents.	Consistent and realistic expectations for all concerned. Enhance negotiation and co-operation skills in students.			
H26 That we implement and monitor all the school rules and eliminate those no longer seen as appropriate all relevant.	Students and teachers require clear guidelines which must be observed all of the time.			

STATEMENT	REASON	IENT	DESIRABILITY	URGENCY
H27 That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs	Students who are having problems at home or at school need someone to talk to and sometimes their parents do too.			
H28 That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system	In today's society, many students are having psychological problems which affect school performance and behaviour. The guidance officer could attend to problems solely relating to academia (courses etc.), the psychologist to psychological problems.			
H29 That there should be more realistic career path guidance for each student.	Currently some student expectations are unrealistic e.g., some students are given to thinking they will achieve tertiary entrance when this may be an impossible goal.			
H30 That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.	. value of current program dependent upon interest and effort of presenters . time and energy expended on one period per week seems disproportionate to the outcomes.			
H31 That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.	. some topics have been covered previously. There is a problem associated in motivating students . lack of time to include literacy in an already crowded curriculum.			
H32 That the Class Senior system be retained for Year 8 classes only.	The role performed by Class Seniors is most appropriate to Year 8 students.			
R1 That the music block be extended to include a large permanently set up band rehearsal area.	Larger bands have difficulty fitting into existing accommodation. Continual rearranging of furniture required from classroom layout to rehearsal layout and back again.			
R2 That tuckshop service rate be upgraded. A new method of delivery might be appropriate.	A considerable amount of student time is spent waiting for service.			
R3 That chairs and tables for students and teachers be available in areas close to the tuckshop.	Students and teachers should have a quality place to relax after learning and teaching.			
R4 That recycling programs for all manner of recyclable materials be introduced on a wide scale.	To foster care of and a working knowledge of the environment and the pressure on resources.			
R5 That a common room be made available for Year 12 students in which to study and relax.	The Library is often too noisy and crowded. Seniors should have access to an environment suited to their age group and needs.			

R6	That more covered areas with seating be constructed.	Students must be able to find shelter from sun and rain and have pleasant places to sit and talk. It is inappropriate for students to sit on the ground.			
R7	That a textbook hire scheme be introduced.	Cost of books and equipment are excessive. A greater range of resources can be made available to students.			
R8	That equipment such as calculators and graphics instruments be hired to students.	Ensure all students have access to these essential items.			
R9	That the library be extended to cater for more students and house a larger resource collection.	Library is often crowded. A modern well resourced library encourages increased use by students.			
R10	That the library hours be extended.	Many students arrive on buses from 7.30 am and would appreciate library access at this time. Students would like to use morning recess time to complete loan transactions.			
R11	That the library loan system be computerised.	Use of modern technology is of benefit to staff and students.			
R12	That further budget allocations be made to increase the number of volumes on the library shelves.	Collection is small and old. Popular books are difficult to access.			
R13	That a section of the library be reserved for senior students.	Assignment load is often large and this would guarantee access for senior students.			
R14	That a video library be established.	Students can borrow videos on various topics which helps better understanding of the topic.			
R15	That the wheelchair ramp at the end of G block be covered.	Students cannot gain access to upper levels without being drenched during wet weather.			
R16	That the hall stage be made permanently wheelchair accessible.	A permanent solution is required for wheelchair accessibility.			
R17	That better facilities be made available for students in wheelchairs.	Higher standards of facilities are required for this group of students.			
R18	That a better gym be constructed.	The existing gym is inadequate.			
R19	That change room facilities be provided for student use.	Students can then wear day uniform except when at sport, current facilities are inadequate for change room purposes.			
R20	That a school swimming pool be installed.	More time can be devoted to swimming and life-saving lessons and less time on travel.			

	STATEMENT	REASON	COM	DESIRABILITY	URGENCY
R21	That indoor facilities be provided for as many sports as possible.	Students should be able to be involved in sporting activities in the shade and in wet weather.			
R22	That existing sports facilities be up-graded.	Problems of safety occur at the Cricket nets (rough surface), Basketball courts (water lies after rain), no permanent Soccer goals or Australian Rules goal posts.			
R23	That a proper athletics field be constructed on the main oval.	A synthetic track and jump approach surfaces will encourage more students to be involved in athletics and better performances will result.			
R24	That one oval be allocated to playing sport at lunch time.	Practices tend to dominate the ovals at lunch-time.			
R25	That more rooms be allocated to staffroom accommodation.	Staffrooms are crowded at present. Little room available to store teaching materials.			
R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.	Many rooms in a state of disrepair. Furniture is uncomfortable, paint is dull, quality of fittings is poor.			
R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.	A need for improved specialist facilities such as a performing arts centre, restructured home economics facilities, safe, modern science laboratories, agriculture classrooms. Students benefit via access to modern equipment, higher motivation, greater learning.			
R28	That a program of repair and upgrading of the schools drainage system be undertaken.	Pathways, ovals and basketball courts, all become flooded during heavy rain.			
R29	That adequate and pleasant toilet facilities be available for staff and students.	Present standard is poor and there are no toilets near the oval. There are issues of hygiene and privacy at stake.			
R30	That resources used in class rooms be upgraded to industry standard.	Students will benefit significantly from the use of industry standard equipment e.g. utensils and fixtures in kitchens, biology, chemistry, physics apparatus, video editing equipment.			
R31	That the hall be extended to include a kitchen.	Increase use of hall via rental and for Corinda S.H.S. functions.			
R32	That the sound box equipment be upgraded and the sound box be soundproofed.	Improve quality of service provided and enable workers in sound box to communicate when performances are taking place.			
R33	That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.	To provide sufficient seating in the hall for the entire student body and quality areas for speech and drama performance, music groups and oral presentations.			

R34	That a drama block be built.	To accomm te a theatre, dressing rooms, sound prc ehearsal rooms, darkened rooms etc. to develop drama skills in students to an optimal level.			
R35	That lockers be provided for students in years 11 and 12.	To minimise the weight of books students have to carry at any time and provide secure storage for possessions.			
R36	That lockers be provided for students in all years.	To minimise the weight of books students have to carry at any time and provide secure storage for possessions.			
R37	That the grounds beautification, tree planting and landscaping program be extended.	To increase the aesthetic appearance of school, "soften" the environment and instil a greater pride and sense of belonging in students and staff. To provide more shade and a more pleasant study environment.			
R38	That form classes each be given an area of responsibility in maintaining and improving school appearance.	Shared responsibility, leads to shared pride. Maintenance of school appearance as a whole school responsibility.			
R39	That the Manual Arts Department be more involved in upgrading facilities.	Uses talent and skills within the school community to lead these projects.			
R40	That improved lighting be provided around the hall and library and the adjacent car parks.	Needed to ensure safe access to buildings and carparks when coming to night meetings.			
R41	That more ingrounds parking be made available for staff and visitors.	To provide increased security of staff and visitors vehicles and to reduce competition for scarce on road parking at the start and end of the school day.			

APPENDIX 4

Phone 379 4170 — 379 6700
Fax 379 6958

Corinda State High School

PRATTEN STREET, CORINDA, 4075

4th August, 1992

Dear Participant,

Thank you for the considerable amount of thought and time spent in completing the second round questionnaire. This is the third and final round .You should find this task easier.Enclosed are the results of the second round.

There are two steps left

1. Your consideration of the results of the second round in this third round.

2. Final reporting to you of total group opinion and rank ordering of statements as soon as possible after the return to the school of the third round questionnaire.

Sending these results back to you for your consideration and possibly changed opinion is a way of having a discussion with you .The strength of this process is that it exposes different points of view and areas of uncertainty.Alternatives or differences in views of the future are very important.

The responses received in the second round for each statement have been analysed. For each statement the group opinion is given for both desirability and urgency with parents group opinion reported to parent participants , staff group opinion reported to staff participants and community, including students, group opinion reported to student and community participants.The numbers represent the percentages of people choosing each number code.The majority group opinions have been underlined.

If you wish to change your opinion after consideration of the majority group opinion please fill in your changed opinion according to the coding in the changed opinion box. If you STRONGLY DISAGREE with the group opinion could you please state your reason briefly.Your previous response sheet has been included to assist.

The comments for each statement on Round 2 have been collated. They are extensive. If you wish to read these comments they are available in the school office and the school library.

Please return both the Round 2 and the Round 3 sheets in the enclosed envelope to the school by the 17th AUGUST.Both are needed to check and record correctly any changes

I am proposing to use some results from this project as part of my Doctor of Philosophy research at the University of Queensland.The topic is Alternative Futures for Secondary Education in Queensland. The Department of Education has given permission for this research.Attached is a letter from the University of Queensland indicating that the research is taking place.This is an ethical requirement. All material is treated confidentially and if you do not wish to participate further please just let me know.

If you wish to discuss any aspect of this project with me please phone the school . If I am not available leave a message and I will contact you.

Thanking you again for your participation and hoping for your continued support.

B.P.O'Rourke
(For the Community Consultative Committee)

FACULTY AND DEPARTMENT OF EDUCATION

Dean and Head: Professor Paige Porter
Deputy Dean: Associate Professor Peter Galbraith
Administrative Officers: Mrs J.D. Munro, Mrs H.J. Owens

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31 July 1992

To whom it may concern

Re: Research at Corinda High School by Mrs B O'Rourke

This letter is to verify that this research will form a central part of her PhD thesis "Alternative Futures for Secondary Education".

Yours sincerely

Peter Galbraith

Associate Professor Peter Galbraith
Acting Head/Dean
Department/Faculty of Education

CORINDA STATE HIGH SCHOOL
FUTURE DIRECTIONS PROJECT - *ROUND 3*
STAFF RESPONSES

NAME: _____

ADDRESS: _____

_____

DESIRABILITY:
(Effectiveness/benefits)
1. Very desirable
2. Desirable
3. Undesirable
4. Very undesirable
5. No opinion

URGENCY:
(Should be implemented by stated time)
1. 1992
2. 1994
3. 1996
4. 1998
5. 2000
6. Never
7. No response

NUMBER OF RESPONDENTS: 145

Parents	56
Staff	73
Students	6
Community	10

INSTRUCTIONS: *The results are reported as percentages. The MAIN GROUP OPINION has been indicated by underlining. After considering this group opinion, if you would like to respond further please put a number in the "changed opinion" boxes corresponding to your view using the number codes above.*

STATEMENT	Group Opinion													Changed Opinion		Reasons
	Desirability					Urgency								Desirability	Urgency	If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	1	2	3	4	5	1	2	3	4	5	6	7				
	PERCENTAGE OF RESPONSE					PERCENTAGE OF RESPONSE										
M1 That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.	40	**47**	3	1	9	**44**	26	12	4	3	1	10				
M2 That there be more **real discussion** about educational philosophy/values similar to discussion about achievement	26	**58**	7	1	8	33	**41**	8	1	3	4	10				
M3 That courses/subjects be developed with a better understanding of the world that our students will live and work in.	**52**	44	-	-	4	29	**53**	7	1	4	-	6				
M4 That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.	40	**51**	1	1	7	31	**44**	10	3	1	1	10				
M5 That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.	36	**59**	-	-	5	**53**	34	7	-	-	-	6				
M6 That quality education remain a top priority for Corinda High School.	**88**	4	1	-	7	**84**	10	1	-	-	-	5				
M7 That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.	**66**	25	3	-	6	**71**	16	1	-	-	-	11				
M8 That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.	**84**	14	-	-	2	**84**	10	-	-	-	-	6				

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		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.	33	**55**	6	-	6	**40**	**40**	7	-	1	1	11				
M10	That school size be reduced.	33	**41**	18	3	5	19	**33**	14	6	6	7	15				
M11	That there be several smaller "schools" within the school to accommodate different teaching/ learning mixes.	18	**38**	19	10	15	6	**34**	10	3	3	19	25				
M12	That class sizes be decreased to 20 - 25 per class in all years	**75**	23	-	-	2	43	**44**	6	4	1	-	2				
M13	That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.	36	**53**	3	3	5	22	**41**	12	3	3	3	16				
M14	That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.	19	**63**	7	3	8	22	**42**	16	-	3	1	16				
M15	That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.	34	**45**	6	3	12	21	**40**	16	-	4	3	16				
M16	That students do not enter high school until an agreed standard of literacy and numeracy is achieved.	**30**	26	25	7	12	18	**25**	12	2	3	15	**25**				
M17	That there be marketing of the school in the foyer of the new Admin building.	**43**	33	7	7	10	**48**	26	6	-	1	3	14				
M18	That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term.	14	20	23	**27**	16	12	22	4	3	2	**30**	27				
M19	That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.	**53**	38	6	-	3	**70**	19	1	-	1	2	7				
M20	That a policy on what constitutes an appropriate student assessment load be developed.	30	**47**	8	3	12	29	**38**	6	1	1	6	19				

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		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
M21	That the summative/testing assessment driven emphasis in secondary education be reduced	19	**37**	17	8	19	16	30	4	6	1	11	**32**			
M22	That there be better gradings of results	12	26	26	1	**34**	10	24	8	1	-	10	**47**			
M23	That the school become a focus for learning in the community	14	**60**	8	2	16	12	**27**	15	15	8	2	21			
M24	That consideration be given to extending the school day.	22	**45**	16	7	10	16	**38**	16	3	1	12	14			
M25	That the school timetable becomes more flexible e.g. longer periods or three period day.	26	**32**	14	14	14	10	**33**	14	2	2	18	21			
M26	That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thurs. evening	27	**38**	14	10	11	14	**34**	16	7	3	8	18			
M27	That streaming of students occur according to ability level, especially with high ability students.	**37**	30	18	6	9	17	13	11	-	8	19	**32**			
M28	That there be sport for the whole school on Wednesdays.	22	22	18	15	**23**	16	14	11	-	8	19	**32**			
M29	That Wednesday sport be optional for all students.	20	15	**32**	22	11	23	11	3	1	3	**30**	29			
M30	That HPE sport be undercover during the heat of the day	25	**48**	11	1	15	22	**30**	10	3	4	8	23			
M31	That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials	14	**56**	10	4	16	15	**30**	14	7	6	6	22			
M32	That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.	26	**33**	26	4	11	**27**	**27**	6	1	2	12	25			

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		1	2	3	4	5	1	2	3	4	5	6	7				
M33	That year co-ordinators be introduced for each year level.	38	**45**	4	3	10	30	**45**	3	3	1	2	16				
M34	That staff development demands made in out of school time be reduced.	26	**38**	16	4	16	**34**	25	3	-	1	8	29				
M35	Teacher development and training courses should occur out of school time, especially when effecting years 10 and 12 classes.	19	**34**	22	-	25	30	21	1	3	1	11	**33**				
M36	That teaching teams be initiated to allow better review of progress.	7	36	14	3	**40**	4	21	10	2	6	14	**43**				
M37	That teachers should regularly be assessed for performance in a classroom situation	12	**41**	18	10	19	16	18	11	4	4	14	**33**				
M38	That teachers be encouraged to be innovative in their academic performance	**40**	37	4	1	18	**41**	25	1	4	-	3	26				
M39	That there be given responsible class panel assessments of teachers.	6	22	30	11	**31**	8	12	7	6	2	21	**44**				
M40	That there be a new format for parent/teacher interaction (not parent/teacher interviews).	12	33	16	3	**36**	10	28	7	4	4	7	**41**				
M41	That there be a continuing program for first and second year teachers with administration	**47**	33	3	1	16	**53**	27	3	-	1	2	14				
M42	That Corinda liaise with close schools so that subjects with small numbers are not duplicated.	27	**33**	11	2	27	14	**38**	7	4	4	8	25				
M43	That an equity policy be developed	**38**	29	8	2	23	**37**	29	7	-	1	4	22				
M44	That there be more participation of parents and teachers in decision making.	16	**45**	10	2	27	18	**34**	12	1	1	10	24				
M45	That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.	22	**44**	8	2	24	20	**34**	8	4	3	8	23				

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	Desirability					Urgency								Desirability	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
S1 That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.	32	**38**	10	6	14	18	**38**	12	-	2	8	22				
S2 That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.	34	**50**	3	3	10	22	**46**	11	4	1	1	15				
S3 That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.	41	**48**	1	-	10	27	**43**	14	1	1	-	14				
S4 That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.	38	**45**	3	1	12	34	**36**	8	2	1	1	18				
S5 That the school investigate the possibility of TAFE modules taught across a number of subject areas.	37	**40**	1	1	21	27	**43**	4	1	2	-	23				
S6 That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.	**43**	37	4	-	16	15	**43**	14	3	2	1	22				
S7 That subjects prepare students for the needs of industry as well as tertiary institutions.	**44**	38	4	2	12	25	**40**	12	1	-	3	19				
S8 That one or more study periods per week be introduced for students in Years 11 and 12.	23	27	**29**	4	17	25	23	6	2	4	10	**30**				
S9 That more electives be offered in Senior Art.	4	34	4	2	**56**	4	19	7	1	4	3	**62**				
S10 That a Maths subject intermediate in difficulty between Maths 1 and Maths in Society be introduced	15	27	12	6	**40**	12	23	3	1	2	12	**47**				
S11 That a basic mechanics course be offered in Manual Arts.	10	**45**	1	1	43	7	29	3	1	3	3	**44**				

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		1	2	3	4	5	1	2	3	4	5	6	7				
S12	That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.	10	27	19	6	**38**	1	18	7	7	7	10	**50**				
S13	That more work experience be offered to students.	15	**40**	29	6	11	11	25	12	4	7	11	**30**				
S14	That any proposed changes for the senior school are co-ordinated with the needs of the junior school.	37	**44**	1	-	18	27	29	7	1	3	3	**30**				
S15	That all students should acquire knowledge about the basic laws of our society and institutions.	36	**49**	5	-	10	21	**44**	12	4	-	3	16				
S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.	34	**47**	6	4	9	14	**32**	20	3	4	7	20				
S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.	**45**	30	10	6	9	**35**	30	8	1	1	3	22				
S18	That students should receive instruction in independent learning skills.	41	**44**	4	1	10	29	**43**	10	-	-	-	18				
S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.	**44**	37	5	3	11	34	**36**	2	3	-	3	22				
S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.	**45**	29	7	4	15	**33**	29	4	3	-	4	27				
S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.	**53**	32	4	1	9	**54**	27	3	-	-	-	16				

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S22	That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.	26	**53**	7	-	14	22	**34**	14	6	-	3	21				
S23	Year 9 HRE should be an integrated extended program as originally planned.	14	30	10	-	**46**	8	27	11	-	-	2	**52**				
S24	That students who have a severe learning disability need more help to develop specific skills through a special course.	37	**47**	1	1	14	**36**	**36**	10	-	-	1	17				
S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.	**51**	34	14	1	10	**47**	37	7	-	-	1	8				
S26	That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.	18	**34**	14	1	33	8	30	8	1	3	7	**43**				
S27	That all subjects in Year 8 have equal time and equal resources.	15	18	**32**	15	20	10	15	3	1	4	22	**45**				
S28	That two separate HEC subjects be offered in Years 9 and 10 - one for food studies, the other for textile studies.	11	30	7	5	**47**	6	20	11	4	4	7	**48**				
S29	That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)	6	**38**	18	14	24	1	29	16	3	1	14	**37**				
S30	That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.	16	**45**	15	4	20	7	**40**	10	4	1	7	31				
S31	That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.	14	33	14	3	**36**	7	32	8	1	-	7	**45**				

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	1	2	3	4	5	1	2	3	4	5	6	7				
S32 That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.	18	34	7	4	**37**	19	25	10	-	3	-	**43**				
S33 That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.	16	**32**	21	4	27	8	26	8	-	1	10	**47**				
S34 That the school have more computers and make them more readily available to students and teachers.	**60**	34	-	1	5	**43**	41	11	-	-	-	5				
S35 That computer rooms be upgraded with better machines and more appropriate furniture.	**58**	29	3	1	9	37	**38**	8	-	-	-	16				
S36 That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.	**57**	34	3	2	4	40	**43**	10	-	-	1	7				
S37 That a technical assistant be employed to maintain the computers and peripheral equipment.	**55**	32	4	-	9	36	**37**	7	4	1	-	15				
S38 That a computer club be established to operate at lunchtime and after school.	36	**41**	3	1	19	30	**38**	7	-	2	-	23				
S39 That all Year 8 students should be able to achieve competence in keyboarding.	**58**	32	4	-	6	40	**41**	3	-	1	1	14				
S40 That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.	**38**	33	4	3	22	**44**	22	3	-	1	1	29				
S41 That there should be an advanced strings group in the instrumental program.	12	33	3	3	**49**	11	23	10	3	4	1	**48**				
S42 That the subject Instrumental Music be introduced.	18	**40**	4	1	37	11	37	8	1	1	3	**39**				
S43 That Corinda High School establish a full school orchestra.	22	**44**	6	-	28	8	**41**	14	-	1	2	34				

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	1	2	3	4	5	1	2	3	4	5	6	7				
S44 That "assignment" policy within the school be made more uniform.	**53**	22	4	3	18	**49**	26	4	-	-	2	19				
S45 That students be given clear reasons for the marks awarded on assignments.	**59**	22	1	1	17	**66**	8	2	-	-	1	23				
S46 That assignments be spread out over a period of time.	**33**	26	7	2	32	**45**	14	-	-	-	3	38				
S47 That students should have a choice of topics for assignments.	15	**41**	10	3	33	29	27	4	-	-	6	**34**				
S48 That subject teachers have greater involvement in giving advice about subject selection and career education.	25	**41**	10	-	24	**32**	**32**	4	1	3	4	24				
S49 That a more extensive Religious Education program be introduced.	6	19	26	7	**42**	6	14	11	2	7	12	**48**				
S50 That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.	**44**	29	6	-	21	**58**	18	3	-	1	1	19				
S51 The school community should encourage more students to participate in extra-curricular activities.	18	**45**	8	1	28	20	**34**	7	1	-	6	32				
S52 That coaching classes be held before and after school for sports such as tennis.	12	37	6	3	**42**	11	29	10	5	1	4	**40**				

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	1	2	3	4	5	1	2	3	4	5	6	7				
H1 That there is more frequent informal interaction between teachers and students (e.g. sports, games)	16	**51**	7	1	25	18	30	8	4	2	4	**34**				
H2 That the school promotes the full range of student welfare services and processes available in the school.	**44**	36	4	-	16	**42**	26	4	3	1	3	21				
H3 That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.	11	**44**	15	3	27	8	34	11	3	-	8	**36**				
H4 That senior students be given responsibility and control within the school.	25	**37**	11	6	21	22	**30**	10	3	-	7	29				
H5 That students should be engaged in peer tutoring schemes.	26	**46**	4	3	21	24	**37**	7	1	1	4	26				
H6 That the number of plain clothes days' be increased from the current 4 to 10-12 per year.	8	11	**27**	**27**	25	8	8	3	1	1	32	**47**				
H7 That more fund raising activities are undertaken by students, teachers and parents.	6	23	**29**	16	26	-	15	10	6	4	18	**47**				
H8 That the wearing of a school hat be compulsory for all students.	33	**38**	11	4	14	**32**	25	11	3	1	6	22				
H9 That the girls uniform includes clothing which allows girls to participate fully in all physical activities.	**53**	33	-	-	14	**47**	29	6	1	-	-	18				
H10 That a total image for our students be created through the introduction of items such as a school bag.	14	**42**	15	10	19	11	29	10	7	-	7	**37**				
H11 That all items of school uniform be available for purchase from the tuckshop.	**41**	**41**	2	-	16	**34**	29	11	1	1	3	21				
H12 That the school uniform be abolished.	3	4	18	**59**	16	1	1	1	4	4	**55**	33				

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		1	2	3	4	5	1	2	3	4	5	6	7				
H13	That we make better use of community resources and personnel by forging links with business/industry.	30	**52**	1	-	16	23	**44**	12	-	-	-	21				
H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.	**40**	36	4	-	20	**37**	30	7	1	-	4	21				
H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.	27	**54**	3	-	16	19	**43**	17	1	1	-	19				
H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.	**44**	42	-	-	14	**47**	26	8	-	-	-	19				
H17	That greater opportunities for extra-curricular learning and activities be developed.	25	**55**	4	-	16	11	**38**	19	1	-	4	27				
H18	That "Radio-active" operate more frequently in the hall.	8	33	12	10	**37**	11	20	4	6	2	6	**51**				
H19	The number of interschool sporting teams be increased e.g. cricket.	11	31	12	6	**40**	4	24	6	8	-	7	**51**				
H20	That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.	25	25	8	3	**39**	22	22	4	1	1	6	**44**				
H21	That the night on which the school socials are held be reviewed.	15	25	19	3	**38**	25	12	1	3	2	12	**45**				
H22	That students be involved in a program of service to the community.	25	**52**	4	3	16	18	**41**	8	4	1	7	21				
H23	That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management	30	**35**	11	3	21	**37**	22	4	-	3	7	27				
H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.	**48**	41	1	-	10	**52**	23	4	-	-	-	21				
H25	That a whole school approach to discipline be developed by students, teachers and parents.	**55**	32	3	3	7	**52**	22	4	4	-	2	16				

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		1	2	3	4	5	1	2	3	4	5	6	7			
H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.	**49**	41	2	-	8	**53**	29	6	-	-	-	12			
H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs	**37**	36	4	-	23	**34**	25	8	3	2	2	26			
H28	That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system	34	**37**	3	1	25	**30**	26	7	5	2	3	27			
H29	That there should be more realistic career path guidance for each student.	37	**41**	1	-	21	**44**	25	-	4	1	3	23			
H30	That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.	**36**	23	15	4	22	**38**	15	4	-	1	6	36			
H31	That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.	32	**36**	6	4	22	**36**	24	3	3	-	1	3			
H32	That the Class Senior system be retained for Year 8 classes only.	**28**	22	19	6	25	22	28	1	1	3	4	**41**			

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	1	2	3	4	5	1	2	3	4	5	6	7				
R1 That the music block be extended to include a large permanently set up band rehearsal area.	14	**42**	11	1	32	7	18	18	7	8	1	**41**				
R2 That tuckshop service rate be upgraded. A new method of delivery might be appropriate.	12	38	8	3	**39**	12	30	6	1	3	3	**45**				
R3 That chairs and tables for students and teachers be available in areas close to the tuckshop.	14	**56**	11	1	18	14	**40**	4	8	4	1	29				
R4 That recycling programs for all manner of recyclable materials be introduced on a wide scale.	**50**	41	21	-	8	37	**38**	6	3	-	1	15				
R5 That a common room be made available for Year 12 students in which to study and relax.	18	**33**	22	8	19	14	22	10	1	7	12	**34**				
R6 That more covered areas with seating be constructed.	41	**51**	1	-	7	32	**46**	11	1	-	-	10				
R7 That a textbook hire scheme be introduced.	**36**	35	10	4	15	**33**	26	7	1	-	4	29				
R8 That equipment such as calculators and graphics instruments be hired to students.	22	25	14	13	**26**	16	18	8	1	1	11	**44**				
R9 That the library be extended to cater for more students and house a larger resource collection.	**51**	40	1	1	7	26	**38**	10	8	4	-	14				
R10 That the library hours be extended.	**45**	33	4	-	18	**42**	26	4	1	1	-	26				
R11 That the library loan system be computerised.	**51**	35	3	-	11	**41**	26	8	2	3	1	19				
R12 That further budget allocations be made to increase the number of volumes on the library shelves.	**51**	37	1	-	11	**44**	29	10	-	1	-	16				
R13 That a section of the library be reserved for senior students.	**32**	30	14	7	17	26	25	7	1	4	7	**30**				
R14 That a video library be established.	22	**56**	6	-	16	22	**33**	8	7	4	1	25				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desirability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
R15	That the wheelchair ramp at the end of G block be covered.	**61**	32	-	-	7	**52**	30	7	-	-	-	11				
R16	That the hall stage be made permanently wheelchair accessible.	**54**	34	1	-	11	**37**	34	8	2	-	-	19				
R17	That better facilities be made available for students in wheelchairs.	33	**41**	3	1	22	25	30	8	4	1	-	**32**				
R18	That a better gym be constructed.	29	**41**	4	3	23	10	23	19	10	8	1	**29**				
R19	That change room facilities be provided for student use.	26	**46**	7	3	18	15	28	12	10	1	3	**31**				
R20	That a school swimming pool be installed.	10	**51**	15	8	16	4	8	14	18	23	6	**27**				
R21	That indoor facilities be provided for as many sports as possible.	22	**55**	5	3	15	6	11	23	18	15	3	**24**				
R22	That existing sports facilities be up-graded.	19	**58**	4	1	18	8	**34**	15	7	7	1	28				
R23	That a proper athletics field be constructed on the main oval.	15	**38**	12	3	32	4	18	14	10	10	4	**40**				
R24	That one oval be allocated to playing sport at lunch time.	15	30	6	1	**48**	14	21	4	3	3	1	**54**				
R25	That more rooms be allocated to staffroom accommodation.	**45**	37	4	2	12	33	**34**	10	3	1	1	18				
R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.	**56**	33	1	-	10	**38**	25	16	-	2	-	19				
R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.	**62**	27	-	-	11	**33**	**33**	12	6	1	-	15				
R28	That a program of repair and upgrading of the schools drainage system be undertaken.	**43**	38	1	-	18	**32**	30	14	1	4	1	18				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
R29	That adequate and pleasant toilet facilities be available for staff and students.	**68**	25	-	1	6	**53**	29	6	-	-	-	12			
R30	That resources used in class rooms be upgraded to industry standard.	**49**	34	1	-	15	**37**	26	16	-	1	1	19			
R31	That the hall be extended to include a kitchen.	25	**55**	3	-	18	10	**37**	25	3	1	1	23			
R32	That the sound box equipment be upgraded and the sound box be soundproofed.	16	**55**	1	-	28	7	**34**	22	3	3	1	30			
R33	That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.	19	**45**	4	25	7	8	23	28	7	3	1	**30**			
R34	That a drama block be built.	22	**37**	8	1	32	6	27	21	7	1	3	**36**			
R35	That lockers be provided for students in years 11 and 12.	16	**37**	16	4	27	11	25	12	6	4	12	**30**			
R36	That lockers be provided for students in all years.	12	**34**	14	12	28	10	12	14	7	6	15	**36**			
R37	That the grounds beautification, tree planting and landscaping program be extended.	**45**	44	3	1	7	**40**	36	10	4	-	-	10			
R38	That form classes each be given an area of responsibility in maintaining and improving school appearance.	27	**33**	11	1	28	**32**	27	3	3	1	7	27			
R39	That the Manual Arts Department be more involved in upgrading facilities.	15	19	14	11	**41**	15	22	-	3	-	15	**45**			
R40	That improved lighting be provided around the hall and library and the adjacent car parks.	30	**52**	-	-	18	**32**	27	14	7	4	-	16			
R41	That more ingrounds parking be made available for staff and visitors.	23	**49**	7	3	18	21	**30**	14	8	4	1	22			

CORINDA STATE HIGH SCHOOL
FUTURE DIRECTIONS PROJECT - *ROUND 3*
PARENTS RESPONSES

NAME: _____

ADDRESS: _____

_____

DESIRABILITY:
(Effectiveness/benefits)
1. Very desirable
2. Desirable
3. Undesirable
4. Very undesirable
5. No opinion

URGENCY:
(Should be implemented by stated time)
1. 1992
2. 1994
3. 1996
4. 1998
5. 2000
6. Never
7. No response

NUMBER OF RESPONDENTS: 145
Parents 56
Staff 73
Students 6
Community 10

INSTRUCTIONS: *The results are reported as percentages. The MAIN GROUP OPINION has been indicated by underlining. After considering this group opinion, if you would like to respond further please put a number in the "changed opinion" boxes corresponding to your view using the number codes above.*

STATEMENT	Group Opinion		Changed Opinion		Reasons
	Desirability 1 2 3 4 5	Urgency 1 2 3 4 5 6 7	Desirability	Urgency	If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	PERCENTAGE OF RESPONSE	PERCENTAGE OF RESPONSE			
M1 That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.	**45** 34 - - 21	**34** 27 14 4 2 4 15			
M2 That there be more **real discussion** about educational philosophy/values similar to discussion about achievement	**39** **39** - - 22	**39** 30 7 2 2 - 20			
M3 That courses/subjects be developed with a better understanding of the world that our students will live and work in.	**59** 29 - - 12	**39** 36 11 - - - 14			
M4 That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.	**41** 39 2 - 18	25 **39** 14 - - - 22			
M5 That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.	**48** 36 - - 16	**61** 23 2 - 2 - 13			
M6 That quality education remain a top priority for Corinda High School.	**64** 21 - - 15	**64** 21 4 - - - 11			
M7 That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.	**66** 23 4 - 7	**63** 25 2 - - - 10			
M8 That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.	**75** 18 - - 7	**79** 11 2 - - - 8			

STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	Desirability					Urgency								Desir-ability	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
M9 That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.	**43**	41	-	2	14	**48**	32	5	-	-	-	15				
M10 That school size be reduced.	34	**39**	14	2	11	25	**30**	11	4	5	7	18				
M11 That there be several smaller "schools" within the school to accommodate different teaching/ learning mixes.	**32**	29	16	5	18	21	**34**	5	4	4	13	19				
M12 That class sizes be decreased to 20 - 25 per class in all years	**64**	28	4	-	4	**48**	34	12	-	2	-	4				
M13 That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.	**50**	38	2	2	8	**37**	32	12	2	4	-	13				
M14 That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.	**41**	**41**	4	5	9	**36**	30	9	5	2	2	16				
M15 That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.	**46**	41	-	-	13	32	**39**	11	-	4	-	14				
M16 That students do not enter high school until an agreed standard of literacy and numeracy is achieved.	**38**	29	14	5	14	**32**	29	7	2	7	7	16				
M17 That there be marketing of the school in the foyer of the new Admin building.	29	**46**	5	4	16	**43**	29	9	2	2	2	14				
M18 That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term.	16	23	16	18	**27**	18	**27**	5	5	4	25	16				
M19 That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.	**43**	39	2	7	9	34	**44**	9	2	-	2	9				
M20 That a policy on what constitutes an appropriate student assessment load be developed.	38	**39**	7	-	16	30	**32**	14	5	2	2	15				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
M21	That the summative/testing assessment driven emphasis in secondary education be reduced	18	27	20	4	**31**	21	27	5	-	-	9	**38**			
M22	That there be better gradings of results	29	**34**	11	2	24	**36**	28	2	-	4	2	28			
M23	That the school become a focus for learning in the community	**38**	35	9	-	18	21	**37**	12	4	2	4	20			
M24	That consideration be given to extending the school day.	21	**38**	21	4	16	14	**34**	11	-	11	9	21			
M25	That the school timetable becomes more flexible e.g. longer periods or three period day.	27	**30**	20	7	16	18	**36**	9	2	2	12	21			
M26	That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thurs. evening	21	25	**30**	11	13	10	**23**	16	4	7	20	20			
M27	That streaming of students occur according to ability level, especially with high ability students.	32	**38**	13	7	10	25	**27**	11	3	11	9	14			
M28	That there be sport for the whole school on Wednesdays.	**32**	**32**	13	5	18	**23**	**23**	21	4	4	5	20			
M29	That Wednesday sport be optional for all students.	**27**	25	16	14	18	**30**	16	12	2	4	14	22			
M30	That HPE sport be undercover during the heat of the day	**43**	40	7	2	8	**43**	22	11	12	5	2	5			
M31	That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials	27	**52**	9	2	10	27	**38**	14	13	-	-	8			
M32	That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.	18	**38**	21	9	14	**34**	32	7	2	2	11	12			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
M33	That year co-ordinators be introduced for each year level.	**52**	36	2	-	10	**45**	41	2	-	2	-	10			
M34	That staff development demands made in out of school time be reduced.	21	**30**	13	5	31	25	21	7	-	4	9	**34**			
M35	Teacher development and training courses should occur out of school time, especially when effecting years 10 and 12 classes.	**50**	29	7	5	9	**59**	21	2	2	-	-	16			
M36	That teaching teams be initiated to allow better review of progress.	30	**41**	4	2	23	21	**37**	14	-	5	-	21			
M37	That teachers should regularly be assessed for performance in a classroom situation	**54**	32	2	3	9	**50**	25	5	-	5	2	13			
M38	That teachers be encouraged to be innovative in their academic performance	**52**	38	5	-	5	**54**	23	5	4	4	-	10			
M39	That there be given responsible class panel assessments of teachers.	**36**	**36**	5	2	21	**34**	27	11	2	-	4	22			
M40	That there be a new format for parent/teacher interaction (not parent/teacher interviews).	13	34	5	-	**48**	29	**30**	7	-	-	5	29			
M41	That there be a continuing program for first and second year teachers with administration	27	30	-	-	**43**	32	**36**	5	4	4	2	17			
M42	That Corinda liaise with close schools so that subjects with small numbers are not duplicated.	20	29	5	4	**33**	25	**32**	9	2	3	9	20			
M43	That an equity policy be developed	39	21	-	-	**40**	**46**	27	7	-	-	2	18			
M44	That there be more participation of parents and teachers in decision making.	16	30	11	4	**39**	23	**32**	11	4	4	5	21			
M45	That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.	18	29	7	2	**44**	29	**32**	11	-	-	2	26			

STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	Desirability					Urgency								Desir-ability	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
S1 That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.	29	**41**	13	5	12	16	**43**	11	2	9	7	12			
S2 That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.	**43**	**43**	4	-	10	30	**52**	7	-	4	-	7			
S3 That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.	**48**	38	2	-	12	**39**	36	9	2	2	-	12			
S4 That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.	**39**	**39**	4	2	16	**43**	30	5	-	5	-	17			
S5 That the school investigate the possibility of TAFE modules taught across a number of subject areas.	**55**	27	4	-	14	**40**	34	2	4	4	-	16			
S6 That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.	**46**	30	2	-	22	21	**45**	7	2	4	-	21			
S7 That subjects prepare students for the needs of industry as well as tertiary institutions.	**57**	25	2	-	16	**50**	36	2	-	-	-	12			
S8 That one or more study periods per week be introduced for students in Years 11 and 12.	**39**	31	10	4	6	**36**	25	4	7	2	3	23			
S9 That more electives be offered in Senior Art.	29	**38**	-	4	32	21	**32**	4	4	7	3	29			
S10 That a Maths subject intermediate in difficulty between Maths 1 and Maths in Society be introduced	29	**48**	7	-	16	27	**46**	5	2	2	2	16			
S11 That a basic mechanics course be offered in Manual Arts.	34	**39**	5	2	20	21	**52**	5	4	-	-	18			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
S12	That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.	20	**36**	16	2	26	13	**34**	13	1	9	-	30				
S13	That more work experience be offered to students.	**34**	27	14	2	23	20	**39**	9	-	4	-	28				
S14	That any proposed changes for the senior school are co-ordinated with the needs of the junior school.	29	**39**	10	2	21	29	**38**	9	2	-	2	20				
S15	That all students should acquire knowledge about the basic laws of our society and institutions.	37	**45**	4	2	12	34	**43**	2	5	2	-	14				
S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.	30	**32**	7	7	24	20	**41**	11	4	5	5	14				
S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.	**43**	39	4	2	12	**59**	25	3	2	2	-	9				
S18	That students should receive instruction in independent learning skills.	34	**43**	2	-	21	**54**	30	5	-	2	-	9				
S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.	**55**	32	4	2	7	38	**43**	4	-	5	-	10				
S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.	**54**	29	2	2	13	**46**	30	5	2	2	2	13				
S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.	34	**46**	2	-	18	**46**	32	9	2	-	-	11				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
S22	That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.	29	**46**	5	4	16	25	**41**	16	2	-	4	12			
S23	Year 9 HRE should be an integrated extended program as originally planned.	**30**	**30**	6	4	**30**	**30**	29	-	4	11	-	26			
S24	That students who have a severe learning disability need more help to develop specific skills through a special course.	**38**	32	7	2	21	**45**	29	4	1	1	-	20			
S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.	**45**	39	2	-	14	**48**	25	9	-	2	-	16			
S26	That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.	23	**46**	9	2	20	**34**	32	13	2	5	4	10			
S27	That all subjects in Year 8 have equal time and equal resources.	21	**30**	16	4	29	13	**36**	5	5	5	2	34			
S28	That two separate HEC subjects be offered in Years 9 and 10 - one for food studies, the other for textile studies.	16	38	4	3	**39**	18	27	9	5	7	4	**30**			
S29	That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)	12	36	13	2	**37**	9	31	14	5	7	2	**32**			
S30	That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.	34	**39**	9	-	18	26	**39**	9	-	4	4	18			
S31	That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.	21	**32**	18	4	25	5	**30**	20	4	9	9	23			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
S32	That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.	20	**34**	11	1	**34**	11	29	14	7	5	2	**32**				
S33	That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.	30	**39**	13	2	16	20	**29**	14	5	1	2	**29**				
S34	That the school have more computers and make them more readily available to students and teachers.	**46**	34	4	-	16	**54**	32	2	-	-	-	12				
S35	That computer rooms be upgraded with better machines and more appropriate furniture.	**54**	28	2	-	16	**50**	32	2	-	2	-	14				
S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.	**54**	30	4	-	12	**63**	21	5	-	-	-	11				
S37	That a technical assistant be employed to maintain the computers and peripheral equipment.	**48**	25	4	-	23	**48**	25	5	-	2	-	20				
S38	That a computer club be established to operate at lunchtime and after school.	**46**	39	6	-	9	**41**	36	9	-	-	-	14				
S39	That all Year 8 students should be able to achieve competence in keyboarding.	**45**	34	5	-	16	**50**	30	5	-	-	-	15				
S40	That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.	**34**	29	13	1	23	**32**	21	16	4	7	2	18				
S41	That there should be an advanced strings group in the instrumental program.	36	**37**	7	-	20	23	**34**	7	7	5	2	22				
S42	That the subject Instrumental Music be introduced.	34	**43**	2	1	20	27	**38**	7	5	5	2	6				
S43	That Corinda High School establish a full school orchestra.	**39**	36	2	-	23	25	**34**	7	4	5	-	25				

STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	Desirability					Urgency								Desir-ability	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
S44 That "assignment" policy within the school be made more uniform.	**34**	30	4	2	30	**34**	30	4	-	2	-	30				
S45 That students be given clear reasons for the marks awarded on assignments.	**59**	27	4	1	9	**66**	18	4	-	-	-	12				
S46 That assignments be spread out over a period of time.	34	25	5	-	**36**	**45**	27	2	2	2	2	20				
S47 That students should have a choice of topics for assignments.	25	28	13	2	**32**	**36**	32	5	2	2	-	23				
S48 That subject teachers have greater involvement in giving advice about subject selection and career education.	27	30	9	-	**34**	**38**	32	7	3	-	2	18				
S49 That a more extensive Religious Education program be introduced.	7	12	19	9	**53**	14	9	14	5	11	16	**31**				
S50 That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.	34	23	7	-	**36**	**50**	21	5	-	-	4	20				
S51 The school community should encourage more students to participate in extra-curricular activities.	14	**43**	2	-	41	18	**46**	7	2	2	-	25				
S52 That coaching classes be held before and after school for sports such as tennis.	11	**45**	5	-	39	18	**45**	14	5	-	-	18				

STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	Desirability					Urgency								Desir-ability	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
H1 That there is more frequent informal interaction between teachers and students (e.g. sports, games)	20	**59**	7	-	14	27	**41**	9	-	4	-	19				
H2 That the school promotes the full range of student welfare services and processes available in the school.	29	**54**	5	-	12	**36**	**36**	11	-	4	-	13				
H3 That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.	25	**41**	18	-	16	**29**	**29**	11	1	4	5	21				
H4 That senior students be given responsibility and control within the school.	23	**43**	14	2	18	20	**37**	9	2	5	4	23				
H5 That students should be engaged in peer tutoring schemes.	20	**54**	9	5	12	20	**45**	11	2	3	5	14				
H6 That the number of plain clothes days' be increased from the current 4 to 10-12 per year.	11	**29**	20	13	27	18	14	9	5	11	14	**29**				
H7 That more fund raising activities are undertaken by students, teachers and parents.	11	**46**	16	2	25	12	27	13	4	7	7	**30**				
H8 That the wearing of a school hat be compulsory for all students.	**43**	38	9	2	8	**54**	21	5	4	2	2	12				
H9 That the girls uniform includes clothing which allows girls to participate fully in all physical activities.	**50**	25	5	2	18	**55**	26	-	4	-	-	15				
H10 That a total image for our students be created through the introduction of items such as a school bag.	16	**41**	20	5	18	20	**25**	13	5	9	7	21				
H11 That all items of school uniform be available for purchase from the tuckshop.	29	**48**	9	2	12	**43**	34	5	-	4	2	12				
H12 That the school uniform be abolished.	2	7	14	**57**	20	1	-	5	16	4	**54**	20				

	STATEMENT	Group Opinion												Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency							Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
H13	That we make better use of community resources and personnel by forging links with business/industry.	16	59	5	4	16	14	55	9	4	4	2	12			
H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.	34	45	2	-	19	23	45	5	-	4	2	21			
H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.	39	41	4	2	14	25	55	4	-	4	-	12			
H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.	46	38	2	2	12	48	32	7	-	2	-	11			
H17	That greater opportunities for extra-curricular learning and activities be developed.	39	36	5	2	18	27	39	8	2	4	-	20			
H18	That "Radio-active" operate more frequently in the hall.	29	37	7	5	22	27	25	11	4	9	1	23			
H19	The number of interschool sporting teams be increased e.g. cricket.	27	37	7	2	27	27	30	11	-	7	-	25			
H20	That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.	38	30	4	4	24	36	27	2	-	11	-	24			
H21	That the night on which the school socials are held be reviewed.	45	28	7	2	18	41	21	7	5	2	4	20			
H22	That students be involved in a program of service to the community.	25	46	11	4	14	27	45	5	4	5	-	14			
H23	That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management	25	46	5	-	24	34	34	7	-	4	-	21			
H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.	59	29	-	2	10	68	21	-	-	-	-	11			
H25	That a whole school approach to discipline be developed by students, teachers and parents.	59	30	2	-	9	61	27	2	2	-	-	8			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.	**48**	39	2	-	11	**50**	38	2	-	2	-	8			
H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs	**52**	27	-	-	21	**48**	27	4	-	4	-	17			
H28	That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system	30	**39**	5	-	26	**34**	32	11	2	5	-	16			
H29	That there should be more realistic career path guidance for each student.	**43**	29	5	2	21	**48**	23	11	-	2	-	16			
H30	That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.	18	29	13	4	**36**	18	21	7	4	9	5	**36**			
H31	That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.	14	32	4	2	**48**	21	**32**	2	2	9	2	**32**			
H32	That the Class Senior system be retained for Year 8 classes only.	18	29	11	4	**38**	16	31	7	2	7	5	**32**			

STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	Desirability					Urgency								Desir-ability	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
R1 That the music block be extended to include a large permanently set up band rehearsal area.	34	**39**	4	-	23	**30**	27	11	4	11	-	18				
R2 That tuckshop service rate be upgraded. A new method of delivery might be appropriate.	**30**	**30**	7	4	29	**32**	29	7	-	5	-	27				
R3 That chairs and tables for students and teachers be available in areas close to the tuckshop.	32	**47**	7	7	7	**38**	32	10	2	7	2	9				
R4 That recycling programs for all manner of recyclable materials be introduced on a wide scale.	**43**	**43**	4	-	10	**50**	36	4	2	-	-	8				
R5 That a common room be made available for Year 12 students in which to study and relax.	36	**41**	7	2	14	29	**39**	7	5	4	-	16				
R6 That more covered areas with seating be constructed.	**54**	26	4	2	14	**57**	29	2	1	2	-	9				
R7 That a textbook hire scheme be introduced.	**46**	21	11	2	20	**54**	18	14	-	2	-	12				
R8 That equipment such as calculators and graphics instruments be hired to students.	**41**	30	9	2	18	**32**	27	13	1	6	1	20				
R9 That the library be extended to cater for more students and house a larger resource collection.	**59**	30	2	-	9	**39**	38	11	2	-	-	10				
R10 That the library hours be extended.	**54**	26	4	-	16	**61**	25	5	-	2	2	5				
R11 That the library loan system be computerised.	**50**	38	2	-	10	**48**	32	9	-	-	-	11				
R12 That further budget allocations be made to increase the number of volumes on the library shelves.	**43**	20	2	-	35	**50**	25	7	-	-	-	18				
R13 That a section of the library be reserved for senior students.	27	**39**	7	5	21	**36**	29	9	2	2	2	20				
R14 That a video library be established.	30	**45**	5	2	18	**38**	30	9	4	1	2	16				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
R15	That the wheelchair ramp at the end of G block be covered.	**46**	36	4	-	8	**50**	27	7	-	2	-	14				
R16	That the hall stage be made permanently wheelchair accessible.	**52**	29	2	-	17	**45**	34	5	-	-	-	16				
R17	That better facilities be made available for students in wheelchairs.	**46**	30	4	-	19	**43**	30	5	-	2	-	20				
R18	That a better gym be constructed.	34	**39**	4	-	3	**32**	23	9	7	13	-	16				
R19	That change room facilities be provided for student use.	**36**	32	10	2	20	27	**38**	7	4	1	3	20				
R20	That a school swimming pool be installed.	23	**29**	20	3	25	13	**27**	14	7	13	7	19				
R21	That indoor facilities be provided for as many sports as possible.	36	**38**	1	-	25	21	**36**	11	5	9	-	18				
R22	That existing sports facilities be up-graded.	30	**54**	-	-	16	30	**41**	9	2	4	-	14				
R23	That a proper athletics field be constructed on the main oval.	16	**52**	7	-	25	7	**39**	18	7	5	-	24				
R24	That one oval be allocated to playing sport at lunch time.	**38**	28	4	4	26	**32**	28	5	2	6	2	25				
R25	That more rooms be allocated to staffroom accommodation.	**39**	34	-	2	25	26	**38**	7	2	2	-	25				
R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.	**52**	38	2	-	8	**43**	35	7	4	-	-	11				
R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.	**45**	43	-	-	13	**41**	32	11	4	4	-	8				
R28	That a program of repair and upgrading of the schools drainage system be undertaken.	**38**	33	1	1	27	**32**	**32**	9	-	2	-	25				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
R29	That adequate and pleasant toilet facilities be available for staff and students.	**59**	29	-	-	12	**59**	23	7	-	-	-	11				
R30	That resources used in class rooms be upgraded to industry standard.	32	**41**	2	-	25	30	**43**	9	2	-	-	16				
R31	That the hall be extended to include a kitchen.	30	**46**	2	-	22	25	**37**	13	9	2	-	14				
R32	That the sound box equipment be upgraded and the sound box be soundproofed.	27	**39**	4	-	30	20	**43**	7	2	5	-	23				
R33	That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.	16	**45**	4	-	35	14	**43**	14	11	4	-	14				
R34	That a drama block be built.	13	34	13	-	**40**	11	**30**	23	4	7	2	23				
R35	That lockers be provided for students in years 11 and 12.	**32**	30	5	2	31	**44**	27	9	4	-	2	14				
R36	That lockers be provided for students in all years.	**34**	27	5	4	30	**36**	27	16	5	-	5	11				
R37	That the grounds beautification, tree planting and landscaping program be extended.	**34**	**34**	4	-	28	**43**	32	14	2	2	-	7				
R38	That form classes each be given an area of responsibility in maintaining and improving school appearance.	29	32	4	2	**33**	**43**	30	11	-	2	-	14				
R39	That the Manual Arts Department be more involved in upgrading facilities.	30	29	4	-	**37**	32	**38**	12	-	-	-	18				
R40	That improved lighting be provided around the hall and library and the adjacent car parks.	**34**	32	-	-	**34**	**48**	32	6	-	-	-	14				
R41	That more ingrounds parking be made available for staff and visitors.	20	**36**	5	-	29	21	**43**	10	2	2	-	22				

CORINDA STATE HIGH SCHOOL
FUTURE DIRECTIONS PROJECT - *ROUND 3*
COMMUNITY RESPONSES

NAME: _____

ADDRESS: _____

_____

DESIRABILITY:
(Effectiveness/benefits)
1. Very desirable
2. Desirable
3. Undesirable
4. Very undesirable
5. No opinion

URGENCY:
(Should be implemented by stated time)
1. 1992
2. 1994
3. 1996
4. 1998
5. 2000
6. Never
7. No response

NUMBER OF RESPONDENTS: 145

Parents	56
Staff	73
Students	6
Community	10

INSTRUCTIONS: *The results are reported as percentages. The MAIN GROUP OPINION has been indicated by underlining. After considering this group opinion, if you would like to respond further please put a number in the "changed opinion" boxes corresponding to your view using the number codes above.*

	STATEMENT	Group Opinion: Desirability 1	2	3	4	5	Group Opinion: Urgency 1	2	3	4	5	6	7	Changed Opinion: Desirability	Changed Opinion: Urgency	Reasons (If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.)
		PERCENTAGE OF RESPONSE					PERCENTAGE OF RESPONSE									
M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.	6	31	19	6	**38**	19	**38**	19	6	12	6	-			
M2	That there be more **real discussion** about educational philosophy/values similar to discussion about achievement	31	**44**	-	-	25	**69**	25	-	-	-	-	6			
M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.	31	**44**	13	-	12	**44**	37	6	-	13	-	-			
M4	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.	25	**56**	6	-	13	**38**	31	12	-	13	-	6			
M5	That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.	19	**56**	6	-	19	**44**	25	13	6	6	-	6			
M6	That quality education remain a top priority for Corinda High School.	**44**	19	12	6	19	**75**	19	-	-	-	-	-			
M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.	32	**44**	12	6	6	**50**	25	6	13	-	-	6			
M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.	**56**	31	6	-	7	**75**	19	-	-	-	-	6			

	STATEMENT	Group Opinion												Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency							Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.	25	**44**	12	-	19	32	**38**	12	-	12	6	-			
M10	That school size be reduced.	19	**31**	25	12	13	**44**	19	12	-	-	25	-			
M11	That there be several smaller "schools" within the school to accommodate different teaching/ learning mixes.	19	**38**	6	-	37	**50**	6	13	6	12	-	13			
M12	That class sizes be decreased to 20 - 25 per class in all years	**38**	**38**	6	6	12	**38**	31	6	13	6	-	6			
M13	That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.	38	**50**	6	-	6	19	**44**	19	6	6	-	6			
M14	That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.	31	**56**	-	-	13	**63**	25	6	-	6	-	-			
M15	That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.	19	**38**	12	6	25	25	**31**	25	-	13	-	6			
M16	That students do not enter high school until an agreed standard of literacy and numeracy is achieved.	19	**37**	13	6	25	**38**	32	6	6	12	6	-			
M17	That there be marketing of the school in the foyer of the new Admin building.	13	**43**	19	6	19	**31**	25	19	-	13	-	12			
M18	That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term.	-	19	12	**44**	25	25	6	6	6	19	**31**	7			
M19	That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.	-	**31**	19	**31**	19	19	**44**	-	6	25	-	6			
M20	That a policy on what constitutes an appropriate student assessment load be developed.	18	**38**	13	13	18	**31**	**31**	13	6	6	-	13			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
M21	That the summative/testing assessment driven emphasis in secondary education be reduced	6	**25**	31	**25**	13	25	**31**	6	-	19	13	6				
M22	That there be better gradings of results	19	**31**	6	13	**31**	**56**	19	6	-	-	6	13				
M23	That the school become a focus for learning in the community	6	31	**38**	-	25	19	**31**	19	13	-	6	12				
M24	That consideration be given to extending the school day.	**19**	**19**	12	**19**	1	**38**	25	6	-	6	6	19				
M25	That the school timetable becomes more flexible e.g. longer periods or three period day.	25	19	**31**	19	6	**31**	25	6	13	19	6	-				
M26	That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thurs. evening	**38**	6	25	25	6	19	**25**	13	**25**	12	6	-				
M27	That streaming of students occur according to ability level, especially with high ability students.	**44**	25	12	6	13	13	19	**38**	6	6	6	13				
M28	That there be sport for the whole school on Wednesdays.	31	**44**	6	6	13	**32**	12	12	19	19	-	6				
M29	That Wednesday sport be optional for all students.	25	**44**	6	19	6	**44**	13	6	19	-	19	-				
M30	That HPE sport be undercover during the heat of the day	**31**	25	25	-	19	**50**	19	6	19	6	-	-				
M31	That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials	19	25	**37**	13	6	19	6	25	**37**	13	-	-				
M32	That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.	6	19	**44**	19	12	**31**	19	25	6	13	-	6				

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		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
M33	That year co-ordinators be introduced for each year level.	25	**38**	12	-	25	**50**	25	13	-	6	-	6				
M34	That staff development demands made in out of school time be reduced.	19	19	19	12	**31**	12	**19**	**19**	6	**19**	6	**19**				
M35	Teacher development and training courses should occur out of school time, especially when effecting years 10 and 12 classes.	**44**	25	-	12	19	**44**	25	-	-	12	-	19				
M36	That teaching teams be initiated to allow better review of progress.	19	**38**	12	6	25	12	**32**	19	6	19	-	12				
M37	That teachers should regularly be assessed for performance in a classroom situation	19	**56**	6	-	19	**75**	6	6	6	7	-	-				
M38	That teachers be encouraged to be innovative in their academic performance	**44**	37	12	-	7	**44**	**44**	6	-	6	-	-				
M39	That there be given responsible class panel assessments of teachers.	-	**50**	25	-	25	**50**	12	19	6	-	-	13				
M40	That there be a new format for parent/teacher interaction (not parent/teacher interviews).	-	19	-	6	**75**	**31**	**31**	6	-	6	7	19				
M41	That there be a continuing program for first and second year teachers with administration	-	19	6	-	**75**	**44**	6	19	6	6	-	19				
M42	That Corinda liaise with close schools so that subjects with small numbers are not duplicated.	6	31	-	6	**57**	13	14	**19**	6	6	-	12				
M43	That an equity policy be developed	19	19	6	-	**56**	44	**50**	6	-	-	-	-				
M44	That there be more participation of parents and teachers in decision making.	19	19	-	6	**56**	**32**	**32**	12	6	6	6	6				
M45	That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.	19	19	6	-	**56**	**44**	31	6	-	13	-	6				

	STATEMENT	Group Opinion												Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency							Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
S1	That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.	**38**	25	6	6	25	31	**38**	19	-	6	6	-			
S2	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.	**38**	31	19	-	12	**50**	38	-	6	6	-	-			
S3	That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.	**63**	25	6	6	-	38	**56**	-	6	-	-	-			
S4	That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.	**50**	31	6	-	13	25	**56**	6	-	6	-	7			
S5	That the school investigate the possibility of TAFE modules taught across a number of subject areas.	38	**50**	-	-	12	31	**38**	13	6	-	-	12			
S6	That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.	**63**	19	12	-	6	31	**44**	6	-	-	-	19			
S7	That subjects prepare students for the needs of industry as well as tertiary institutions.	38	**44**	6	-	12	38	**44**	6	-	6	-	6			
S8	That one or more study periods per week be introduced for students in Years 11 and 12.	**69**	31	-	-	-	**38**	12	19	19	6	-	6			
S9	That more electives be offered in Senior Art.	**38**	19	12	-	31	**31**	**31**	6	-	7	6	19			
S10	That a Maths subject intermediate in difficulty between Maths 1 and Maths in Society be introduced	**38**	31	19	-	12	**44**	31	19	-	6	-	-			
S11	That a basic mechanics course be offered in Manual Arts.	6	**50**	6	-	38	**31**	**31**	25	-	6	-	7			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
S12	That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.	**50**	25	6	13	6	12	**38**	6	6	19	-	19				
S13	That more work experience be offered to students.	**44**	12	19	12	13	**38**	25	6	-	6	6	19				
S14	That any proposed changes for the senior school are co-ordinated with the needs of the junior school.	**31**	**31**	19	6	13	31	**50**	13	-	-	-	6				
S15	That all students should acquire knowledge about the basic laws of our society and institutions.	25	**44**	12	6	13	31	**38**	25	-	6	-	-				
S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.	**38**	19	12	6	25	**25**	**25**	19	13	-	12	6				
S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.	25	**50**	-	6	19	**63**	19	12	-	-	-	6				
S18	That students should receive instruction in independent learning skills.	31	**44**	6	-	19	44	**50**	6	-	-	-	-				
S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.	**44**	31	-	19	6	31	**44**	7	6	6	-	6				
S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.	**56**	38	6	-	-	**50**	44	6	-	-	-	-				
S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.	19	**56**	6	-	19	**38**	31	25	6	-	-	-				

	STATEMENT	Group Opinion												Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency							Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
S22	That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.	**50**	38	12	-	-	13	**44**	25	6	12	-	-			
S23	Year 9 HRE should be an integrated extended program as originally planned.	19	**31**	6	13	**31**	6	19	13	12	19	-	**31**			
S24	That students who have a severe learning disability need more help to develop specific skills through a special course.	12	38	6	-	**44**	31	**38**	6	13	-	-	12			
S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.	19	**25**	19	12	**25**	**63**	6	12	19	-	-	-			
S26	That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.	6	25	6	25	**38**	**44**	6	19	6	6	13	6			
S27	That all subjects in Year 8 have equal time and equal resources.	25	**38**	6	-	31	25	**31**	12	13	6	-	13			
S28	That two separate HEC subjects be offered in Years 9 and 10 - one for food studies, the other for textile studies.	**31**	19	13	6	**31**	**31**	25	13	6	6	-	19			
S29	That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)	19	19	-	6	**56**	25	**38**	-	6	6	6	19			
S30	That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.	**44**	13	6	12	25	**25**	**25**	6	6	6	13	19			
S31	That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.	**31**	25	6	19	19	**19**	6	**19**	12	6	**19**	**19**			

	STATEMENT	Group Opinion												Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency							Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
S32	That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.	25	25	19	-	**31**	31	**38**	13	12	-	-	6			
S33	That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.	19	**44**	12	6	19	19	**31**	13	12	13	6	6			
S34	That the school have more computers and make them more readily available to students and teachers.	**31**	**31**	7	-	**31**	**69**	19	6	-	-	-	6			
S35	That computer rooms be upgraded with better machines and more appropriate furniture.	**69**	25	-	-	6	**63**	25	6	-	-	-	6			
S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.	25	**50**	-	6	19	**56**	38	6	-	-	-	-			
S37	That a technical assistant be employed to maintain the computers and peripheral equipment.	38	**56**	-	-	6	**38**	31	25	-	-	-	6			
S38	That a computer club be established to operate at lunchtime and after school.	**69**	12	6	-	13	**50**	25	6	-	13	-	6			
S39	That all Year 8 students should be able to achieve competence in keyboarding.	**44**	38	6	-	12	**56**	19	19	-	-	-	6			
S40	That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.	13	**44**	12	-	31	**44**	25	6	13	6	-	6			
S41	That there should be an advanced strings group in the instrumental program.	25	**50**	6	6	13	-	**63**	-	6	12	-	19			
S42	That the subject Instrumental Music be introduced.	12	**44**	6	13	25	25	**44**	13	-	12	6	-			
S43	That Corinda High School establish a full school orchestra.	**38**	31	6	6	19	25	**38**	12	-	13	6	6			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
S44	That "assignment" policy within the school be made more uniform.	25	19	13	-	**44**	**56**	19	6	6	-	-	13				
S45	That students be given clear reasons for the marks awarded on assignments.	**56**	31	7	-	6	**75**	25	-	-	-	-	-				
S46	That assignments be spread out over a period of time.	31	13	-	-	**56**	**69**	25	6	-	-	-	-				
S47	That students should have a choice of topics for assignments.	19	13	6	6	**56**	**44**	19	19	6	6	-	6				
S48	That subject teachers have greater involvement in giving advice about subject selection and career education.	-	31	6	-	**63**	25	**38**	6	6	12	-	13				
S49	That a more extensive Religious Education program be introduced.	13	6	6	19	**56**	12	**25**	6	13	12	13	19				
S50	That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.	6	12	6	13	**63**	**31**	19	25	6	-	13	6				
S51	The school community should encourage more students to participate in extra-curricular activities.	-	19	6	6	**69**	19	**31**	19	6	6	-	19				
S52	That coaching classes be held before and after school for sports such as tennis.	6	25	6	-	**63**	19	**38**	12	6	12	-	13				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
H1	That there is more frequent informal interaction between teachers and students (e.g. sports, games)	**31**	25	13	6	25	**31**	19	12	13	12	-	13				
H2	That the school promotes the full range of student welfare services and processes available in the school.	19	**69**	-	-	12	12	**44**	19	-	6	-	19				
H3	That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.	25	**37**	19	6	12	13	19	12	-	19	6	**31**				
H4	That senior students be given responsibility and control within the school.	25	**44**	6	6	19	**44**	19	13	6	-	12	6				
H5	That students should be engaged in peer tutoring schemes.	25	**38**	6	6	25	**25**	19	12	6	13	12	13				
H6	That the number of plain clothes days' be increased from the current 4 to 10-12 per year.	**38**	19	6	6	31	**31**	12	19	-	19	6	13				
H7	That more fund raising activities are undertaken by students, teachers and parents.	**50**	31	6	-	13	**31**	25	25	6	-	-	13				
H8	That the wearing of a school hat be compulsory for all students.	**44**	19	6	-	31	**69**	13	6	6	-	-	6				
H9	That the girls uniform includes clothing which allows girls to participate fully in all physical activities.	**44**	19	-	12	25	**75**	13	6	-	-	-	6				
H10	That a total image for our students be created through the introduction of items such as a school bag.	**38**	19	19	12	12	12	13	**31**	-	13	12	19				
H11	That all items of school uniform be available for purchase from the tuckshop.	**31**	**31**	6	13	19	**44**	19	-	-	6	6	25				
H12	That the school uniform be abolished.	6	12	19	**38**	25	-	-	-	**50**	13	31	6				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
H13	That we make better use of community resources and personnel by forging links with business/industry.	25	**38**	12	-	25	**25**	**25**	19	-	12	-	19				
H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.	19	**44**	12	6	19	31	**38**	6	13	-	-	12				
H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.	**44**	31	6	6	13	31	**50**	6	6	-	-	7				
H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.	25	25	19	-	**31**	**50**	38	6	-	-	-	6				
H17	That greater opportunities for extra-curricular learning and activities be developed.	**56**	38	-	-	6	**31**	25	25	6	-	-	13				
H18	That "Radio-active" operate more frequently in the hall.	**50**	25	13	6	6	**25**	19	19	6	6	6	19				
H19	The number of interschool sporting teams be increased e.g. cricket.	19	**31**	19	6	25	**31**	25	13	6	-	6	19				
H20	That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.	**56**	31	-	6	7	**44**	25	6	6	6	-	13				
H21	That the night on which the school socials are held be reviewed.	**63**	31	-	-	6	**56**	25	-	6	7	-	6				
H22	That students be involved in a program of service to the community.	19	**31**	13	6	**31**	25	**44**	6	-	12	-	13				
H23	That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management	19	25	6	6	**44**	19	**25**	19	-	12	-	**25**				
H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.	**31**	25	12	13	19	**38**	31	13	6	-	-	12				
H25	That a whole school approach to discipline be developed by students, teachers and parents.	**56**	25	-	-	19	**31**	25	25	-	-	-	19				

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.	**63**	12	-	6	19	**50**	25	-	6	-	-	19				
H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs	**44**	25	6	-	25	**50**	13	25	-	6	-	6				
H28	That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system	19	**31**	13	6	**31**	25	19	**31**	6	6	-	13				
H29	That there should be more realistic career path guidance for each student.	**31**	25	6	19	19	**69**	12	13	6	-	-	-				
H30	That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.	25	25	13	6	**31**	**38**	6	19	6	19	6	6				
H31	That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.	19	25	19	6	**31**	25	**38**	6	12	6	-	13				
H32	That the Class Senior system be retained for Year 8 classes only.	12	**38**	-	25	25	**31**	25	12	-	6	13	13				

	STATEMENT	Group Opinion												Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency							Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
R1	That the music block be extended to include a large permanently set up band rehearsal area.	19	**38**	25	-	18	25	**31**	13	13	6	-	12			
R2	That tuckshop service rate be upgraded. A new method of delivery might be appropriate.	**38**	**38**	-	6	18	**31**	**31**	6	6	7	-	19			
R3	That chairs and tables for students and teachers be available in areas close to the tuckshop.	32	19	6	6	**37**	**50**	25	6	-	6	-	13			
R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale.	**50**	38	6	-	6	**50**	38	-	-	6	-	6			
R5	That a common room be made available for Year 12 students in which to study and relax.	**56**	19	6	13	6	**56**	32	6	-	-	6	-			
R6	That more covered areas with seating be constructed.	**44**	19	-	12	25	**75**	-	19	-	-	-	6			
R7	That a textbook hire scheme be introduced.	**38**	19	12	6	25	**56**	12	-	-	13	-	19			
R8	That equipment such as calculators and graphics instruments be hired to students.	**56**	19	6	13	6	**25**	**25**	6	6	13	6	19			
R9	That the library be extended to cater for more students and house a larger resource collection.	**75**	25	-	-	-	**75**	25	-	-	-	-	-			
R10	That the library hours be extended.	**44**	19	-	-	37	**75**	25	-	-	-	-	-			
R11	That the library loan system be computerised.	**56**	19	6	-	19	**56**	19	-	6	-	-	19			
R12	That further budget allocations be made to increase the number of volumes on the library shelves.	31	19	-	-	**50**	**63**	25	6	-	-	-	6			
R13	That a section of the library be reserved for senior students.	**44**	25	6	6	19	**69**	13	-	6	6	-	6			
R14	That a video library be established.	**38**	31	13	6	12	31	**44**	6	6	-	-	13			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
R15	That the wheelchair ramp at the end of G block be covered.	**44**	31	13	12	-	**75**	6	-	-	6	6	7			
R16	That the hall stage be made permanently wheelchair accessible.	**63**	31	-	-	6	**63**	25	-	-	-	-	12			
R17	That better facilities be made available for students in wheelchairs.	38	**44**	-	-	18	**50**	25	6	-	-	-	19			
R18	That a better gym be constructed.	**44**	19	13	6	18	**38**	**38**	12	-	-	-	12			
R19	That change room facilities be provided for student use.	**31**	25	19	13	12	**31**	25	19	6	13	-	6			
R20	That a school swimming pool be installed.	**38**	19	12	6	25	19	**32**	25	6	6	6	6			
R21	That indoor facilities be provided for as many sports as possible.	**63**	25	-	-	12	**38**	**38**	12	-	-	-	12			
R22	That existing sports facilities be up-graded.	**44**	38	6	-	12	25	**50**	19	-	-	-	6			
R23	That a proper athletics field be constructed on the main oval.	31	**38**	-	6	25	13	**63**	6	6	6	-	6			
R24	That one oval be allocated to playing sport at lunch time.	**63**	37	-	-	-	19	**50**	6	6	6	-	13			
R25	That more rooms be allocated to staffroom accommodation.	31	**32**	6	6	25	31	**38**	-	-	6	6	19			
R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.	**69**	25	-	-	6	**50**	31	13	-	-	-	6			
R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.	**38**	**38**	6	-	18	**38**	**38**	18	-	-	-	6			
R28	That a program of repair and upgrading of the schools drainage system be undertaken.	**44**	31	13	-	12	**50**	25	13	-	6	-	6			

	STATEMENT	Group Opinion													Changed Opinion		Reasons If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
		Desirability					Urgency								Desir-ability	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7				
R29	That adequate and pleasant toilet facilities be available for staff and students.	**81**	19	-	-	-	**75**	19	-	-	-	-	6				
R30	That resources used in class rooms be upgraded to industry standard.	31	**32**	6	6	25	**44**	31	12	-	-	-	7				
R31	That the hall be extended to include a kitchen.	**31**	**31**	7	-	**31**	31	**44**	6	6	-	-	13				
R32	That the sound box equipment be upgraded and the sound box be soundproofed.	**44**	31	6	-	19	**44**	31	13	-	6	-	6				
R33	That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.	25	19	-	-	**56**	**44**	38	12	-	-	-	6				
R34	That a drama block be built.	13	31	-	-	**56**	32	**44**	6	6	6	-	6				
R35	That lockers be provided for students in years 11 and 12.	19	12	-	6	**63**	**56**	19	6	-	-	6	13				
R36	That lockers be provided for students in all years.	13	6	6	6	**69**	**50**	25	-	-	6	6	13				
R37	That the grounds beautification, tree planting and landscaping program be extended.	25	19	-	-	**56**	**62**	19	13	6	-	-	-				
R38	That form classes each be given an area of responsibility in maintaining and improving school appearance.	6	31	-	-	**63**	32	**44**	6	6	6	-	6				
R39	That the Manual Arts Department be more involved in upgrading facilities.	19	25	-	-	**56**	**44**	**44**	6	-	6	-	-				
R40	That improved lighting be provided around the hall and library and the adjacent car parks.	19	25	-	-	**56**	25	**63**	6	-	-	-	6				
R41	That more ingrounds parking be made available for staff and visitors.	25	6	6	-	**63**	38	**44**	-	6	-	-	12				

APPENDIX 5

CORINDA STATE HI
FUTURE DIRECTIONS PROJECT

RANK ORDER - OVERALL

RANK ORDER MANAGEMENT		STATEMENT
1	M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.
2	M6	That quality education remain a top priority for Corinda High School.
3	M12	That class sizes be decreased to 20 - 25 per class in all years
4	M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.
5	M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.
6	M5	That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.
7	M19	That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.
8	M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.
9	M4	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.
10	M13	That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.
11	M33	That year co-ordinators be introduced for each year level.
12	M38	That teachers be encouraged to be innovative in their academic performance
13	M2	That there be more **real discussion** about educational philosophy/values similar to discussion about achievement
14	M14	That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.
15	M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.
16	M15	That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.
17	M17	That there be marketing of the school in the foyer of the new Admin building.
18	M10	That school size be reduced.
19	M20	That a policy on what constitutes an appropriate student assessment load be developed.

RANK ORDER	STATEMENT
20	M30 That HPE sport be undercover during the heat of the day.
21	M27 That streaming of students occur according to ability level, especially with high ability students.
22	M35 Teacher development and training courses should occur out of school time, especially when effecting years 10 and 12 classes.
23	M31 That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials
24	M37 That teachers should regularly be assessed for performance in a classroom situation.
25	M41 That there be a continuing program for first and second year teachers with administration
26	M16 That students do not enter high school until an agreed standard of literacy and numeracy is achieved.
27	M23 That the school become a focus for learning in the community
28	M32 That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.
29	M43 That an equity policy be developed
30	M24 That consideration be given to extending the school day
31	M26 That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thurs. evening
32	M25 That the school timetable becomes more flexible e.g. longer periods or three period day.
33	M11 That there be several smaller "schools" within the school to accommodate different teaching/
34	M28 That there be sport for the whole school on Wednesdays.
35	M34 That staff development demands made in out of school time be reduced.
36	M45 That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.
37	M29 That Wednesday sport be optional for all students.
38	M22 That there be better gradings of results
39	M44 That there be more participation of parents and teachers in decision making.
40	M42 That Corinda liaise with close schools so that subjects with small numbers are not duplicated.
41	M36 That teaching teams be initiated to allow better review of progress.

RANK ORDER	STATEMENT
42	M39 That there be given responsible class panel assessments of teachers.
43	M21 That the summative/testing assessment driven emphasis in secondary education be reduced
44	M18 That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term
45	M40 That there be a new format for parent/teacher interaction (not parent/teacher interviews).

RANK ORDER STUDIES	STATEMENT	
1	S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.
2	S34	That the school have more computers and make them more readily available to students and teachers
3	S45	That students be given clear reasons for the marks awarded on assignments.
4	S35	That computer rooms be upgraded with better machines and more appropriate furniture.
5	S39	That all Year 8 students should be able to achieve competence in keyboarding.
6	S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.
7	S3	That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.
8	S37	That a technical assistant be employed to maintain the computers and peripheral equipment.
9	S2	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.
10	S7	That subjects prepare students for the needs of industry as well as tertiary institutions.
11	S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.
12	S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.
13	S38	That a computer club be established to operate at lunchtime and after school.
14	S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.
15	S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.
16	S15	That all students should acquire knowledge about the basic laws of our society and institutions.
17	S18	That students should receive instruction in independent learning skills.
18	S4	That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.
19	S5	That the school investigate the possibility of TAFE modules taught across a number of subject areas.
20	S24	That students who have a severe learning disability need more help to develop specific skills through a special course.
21	S6	That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.

RANK ORDER		STATEMENT
22	S44	That "assignment" policy within the school be made more uniform.
23	S22	That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.
24	S14	That any proposed changes for the senior school are co-ordinated with the needs of the junior school.
25	S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.
26	S40	That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.
27	S1	That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.
28	S8	That one or more study periods per week be introduced for students in Years 11 and 12.
29	S50	That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.
30	S30	That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.
31	S43	That Corinda High School establish a full school orchestra.
32	S46	That assignments be spread out over a period of time.
33	S48	That subject teachers have greater involvement in giving advice about subject selection and career education.
34	S13	That more work experience be offered to students.
35	S42	That the subject Instrumental Music be introduced.
36	S26	That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.
37	S47	That students should have a choice of topics for assignments.
38	S33	That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.
39	S10	That a Maths subject intermediate in difficulty between Maths 1 and Maths in Society be introduced
40	S11	That a basic mechanics course be offered in Manual Arts.
41	S51	The school community should encourage more students to participate in extra-curricular activities.
42	S41	That there should be an advanced strings group in the instrumental program.

RANK ORDER	STATEMENT	
43	S32	That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.
44	S31	That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.
45	S23	Year 9 HRE should be an integrated extended program as originally planned.
46	S27	That all subjects in Year 8 have equal time and equal resources.
47	S12	That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.
48	S52	That coaching classes be held before and after school for sports such as tennis.
49	S29	That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)
50	S9	That more electives be offered in Senior Art.
51	S28	That two separate HEC subjects be offered in Years 9 and 10 - one for food studies, the other for textile studies.
52	S49	That a more extensive Religious Education program be introduced.

RANK ORDER HUMAN RESOURCES		STATEMENT
1	H25	That a whole school approach to discipline be developed by students, teachers and parents.
2	H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.
3	H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.
4	H9	That the girls uniform includes clothing which allows girls to participate fully in all physical activities.
5	H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.
6	H2	That the school promotes the full range of student welfare services and processes available in the school.
7	H8	That the wearing of a school hat be compulsory for all students.
8	H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.
9	H11	That all items of school uniform be available for purchase from the tuckshop.
10	H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.
11	H29	That there should be more realistic career path guidance for each student.
12	H17	That greater opportunities for extra-curricular learning and activities be developed.
13	H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs
14	H13	That we make better use of community resources and personnel by forging links with business/industry.
15	H22	That students be involved in a program of service to the community.
16	H5	That students should be engaged in peer tutoring schemes.
17	H28	That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system
18	H23	That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management
19	H4	That senior students be given responsibility and control within the school.
20	H1	That there is more frequent informal interaction between teachers and students (e.g. sports, games)
21	H21	That the night on which the school socials are held be reviewed.
22	H3	That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.

RANK ORDER	STATEMENT
23	H20 That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.
24	H10 That a total image for our students be created through the introduction of items such as a school bag.
25	H31 That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.
26	H30 That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.
27	H32 That the Class Senior system be retained for Year 8 classes only.
28	H18 That "Radio-active" operate more frequently in the hall.
29	H19 The number of interschool sporting teams be increased e.g. cricket.
30	H7 That more fund raising activities are undertaken by students, teachers and parents.
31	H6 That the number of plain clothes days' be increased from the current 4 to 10-12 per year.
32	H12 That the school uniform be abolished.

RANK ORDER RESOURCES	STATEMENT	
1	R29	That adequate and pleasant toilet facilities be available for staff and students.
2	R15	That the wheelchair ramp at the end of G block be covered.
3	R9	That the library be extended to cater for more students and house a larger resource collection.
4	R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.
5	R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale.
6	R6	That more covered areas with seating be constructed.
7	R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.
8	R16	That the hall stage be made permanently wheelchair accessible.
9	R11	That the library loan system be computerised.
10	R10	That the library hours be extended.
11	R37	That the grounds beautification, tree planting and landscaping program be extended.
12	R12	That further budget allocations be made to increase the number of volumes on the library shelves.
13	R25	That more rooms be allocated to staffroom accommodation.
14	R28	That a program of repair and upgrading of the schools drainage system be undertaken.
15	R30	That resources used in class rooms be upgraded to industry standard.
16	R14	That a video library be established.
17	R17	That better facilities be made available for students in wheelchairs.
18	R7	That a textbook hire scheme be introduced.
19	R22	That existing sports facilities be up-graded.
20	R40	That improved lighting be provided around the hall and library and the adjacent car parks.
21	R3	That chairs and tables for students and teachers be available in areas close to the tuckshop.
22	R31	That the hall be extended to include a kitchen.
23	R13	That a section of the library be reserved for senior students.
24	R21	That indoor facilities be provided for as many sports as possible.
25	R19	That change room facilities be provided for student use.
26	R5	That a common room be made available for Year 12 students in which to study and relax.

RANK ORDER	STATEMENT
27	R18 That a better gym be constructed.
28	R32 That the sound box equipment be upgraded and the sound box be soundproofed.
29	R38 That form classes each be given an area of responsibility in maintaining and improving school appearance.
30	R8 That equipment such as calculators and graphics instruments be hired to students.
31	R41 That more ingrounds parking be made available for staff and visitors.
32	R35 That lockers be provided for students in years 11 and 12.
33	R1 That the music block be extended to include a large permanently set up band rehearsal area.
34	R33 That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.
35	R2 That tuckshop service rate be upgraded. A new method of delivery might be appropriate.
36	R23 That a proper athletics field be constructed on the main oval.
37	R24 That one oval be allocated to playing sport at lunch time.
38	R20 That a school swimming pool be installed.
39	R36 That lockers be provided for students in all years.
40	R34 That a drama block be built.
41	R39 That the Manual Arts Department be more involved in upgrading facilities.

APPENDIX 6

CORINDA STATE HIGH SCHOOL
FUTURE DIRECTIONS PROJECT

RANK ORDER - PARENTS & STAFF

RANK ORDER MANAGEMENT		STATEMENT	
PARENT	STAFF		
1	1	M8	That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.
2	3	M12	That class sizes be decreased to 20 - 25 per class in all years
3	4	M7	That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.
4	2	M6	That quality education remain a top priority for Corinda High School.
5	20	M38	That teachers be encouraged to be innovative in their academic performance
6	14	M33	That year co-ordinators be introduced for each year level.
7	38	M37	That teachers should regularly be assessed for performance in a classroom situation.
8	7	M3	That courses/subjects be developed with a better understanding of the world that our students will live and work in.
9	5	M19	That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.
10	6	M5	That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.
11	36	M35	Teacher development and training courses should occur out of school time, especially when effecting years 10 and 12 classes.
12	15	M13	That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.
13	25	M30	That HPE sport be undercover during the heat of the day.
14	10	M9	That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.
15	17	M15	That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.
16	16	M14	That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.
17	31	M31	That there be a volunteer scheme of people who can assist with homework, general course problems e.g. with night/weekend tutorials
18	9	M4	That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.

RANK ORDER		STATEMENT	
PARENT	STAFF		
19	12	M2	That there be more **real discussion** about educational philosophy/values similar to discussion about achievement
20	18	M20	That a policy on what constitutes an appropriate student assessment load be developed.
21	19	M10	That school size be reduced.
22	13	M17	That there be marketing of the school in the foyer of the new Admin building.
23	8	M1	That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.
24	29	M16	That students do not enter high school until an agreed standard of literacy and numeracy is achieved.
25	28	M23	That the school become a focus for learning in the community
26	45	M39	That there be given responsible class panel assessments of teachers.
27	21	M27	That streaming of students occur according to ability level, especially with high ability students.
28	26	M32	That there be more full school assemblies occurring on a regular basis with guest speakers, and with clear directions being given beforehand on appropriate behaviour.
29	41	M22	That there be better gradings of results
30	44	M36	That teaching teams be initiated to allow better review of progress.
31	39	M28	That there be sport for the whole school on Wednesdays.
32	22	M43	That an equity policy be developed
33	23	M24	That consideration be given to extending the school day
34	35	M11	That there be several smaller "schools" within the school to accommodate different teaching/learning mixes.
35	33	M25	That the school timetable becomes more flexible e.g. longer periods or three period day.
36	40	M29	That Wednesday sport be optional for all students.
37	11	M41	That there be a continuing program for first and second year teachers with administration
38	24	M26	That there be a flexible approach to senior schooling - part time - changed hours to allow part time employment e.g. Thurs. evening
39	27	M34	That staff development demands made in out of school time be reduced.

RANK ORDER		STATEMENT	
PARENT	STAFF		
40	30	M45	That a major fund raising program be put in place to establish a building fund or an endowment fund to provide finance for recurring expenditures.
41	32	M44	That there be more participation of parents and teachers in decision making.
42	34	M42	That Corinda liaise with close schools so that subjects with small numbers are not duplicated.
43	43	M40	That there be a new format for parent/teacher interaction (not parent/teacher interviews).
44	44	M18	That there be single sex classes in some subjects e.g. Maths, Science - not necessarily for long term
45	37	M21	That the summative/testing assessment driven emphasis in secondary education be reduced

RANK ORDER STUDIES		STATEMENT	
PARENT	STAFF		
1	10	S45	That students be given clear reasons for the marks awarded on assignments.
2	2	S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.
3	17	S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.
4	22	S38	That a computer club be established to operate at lunchtime and after school.
5	18	S7	That subjects prepare students for the needs of industry as well as tertiary institutions.
6	15	S2	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.
7	6	S35	That computer rooms be upgraded with better machines and more appropriate furniture.
8	16	S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.
9	1	S34	That the school have more computers and make them more readily available to students and teachers
10	4	S39	That all Year 8 students should be able to achieve competence in keyboarding.
11	3	S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.
12	8	S3	That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.
13	21	S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.
14	24	S5	That the school investigate the possibility of TAFE modules taught across a number of subject areas.
15	7	S37	That a technical assistant be employed to maintain the computers and peripheral equipment.
16	13	S15	That all students should acquire knowledge about the basic laws of our society and institutions.
17	5	S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.
18	14	S4	That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.
19	12	S18	That students should receive instruction in independent learning skills.

RANK ORDER		STATEMENT	
PARENT	STAFF		
20	34	S30	That students who have commenced the study of a foreign language at primary school will continue with that language at a more advanced level for the full year when they enrol in Year 8.
21	39	S26	That all students in the junior school study a subject from the Arts area e.g. Art, Music or Drama.
22	11	S24	That students who have a severe learning disability need more help to develop specific skills through a special course.
23	20	S6	That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.
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28	47	S41	That there should be an advanced strings group in the instrumental program.
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30	27	S14	That any proposed changes for the senior school are co-ordinated with the needs of the junior school.
31	42	S11	That a basic mechanics course be offered in Manual Arts.
32	38	S44	That "assignment" policy within the school be made more uniform.
33	28	S1	That a more flexible timetable be implemented for the senior school. Some features might be an earlier start on some mornings to permit a two hour lesson - an early finish on some days to allow for visits to the State Library or for part-time work.
34	25	S40	That the music program for Year 8 include teaching students to sing songs such as the National Anthem and the school song.
35	40	S33	That all students have the opportunity to choose any one of the language programs offered in Year 8 and study it for the full year.
36	23	S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time- tabling.
37	30	S46	That assignments be spread out over a period of time.

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PARENT	STAFF		
38	19	S50	That homework diaries be checked regularly by parents and teachers to encourage students to use them for the correct purpose.
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40	29	S48	That subject teachers have greater involvement in giving advice about subject selection and career education.
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42	50	S12	That more Theory & Practice of Sport subjects be offered e.g. basketball, soccer.
43	48	S23	Year 9 HRE should be an integrated extended program as originally planned.
44	52	S9	That more electives be offered in Senior Art.
45	31	S51	The school community should encourage more students to participate in extra-curricular activities.
46	44	S52	That coaching classes be held before and after school for sports such as tennis.
47	43	S31	That students who have commenced the study of a foreign language at primary school will continue that language for one semester only in Year 8 and then choose another of the foreign languages available.
48	45	S27	That all subjects in Year 8 have equal time and equal resources.
49	38	S32	That all students have the opportunity to choose any two of the quality language programs offered in Year 8 and study them for one semester each.
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51	41	S29	That a wider range of Languages other than English (LOTE) be offered to Corinda students. (At present the school offers instruction in French, German and Japanese.)
52	51	S49	That a more extensive Religious Education program be introduced.

RANK ORDER HUMAN RESOURCES		STATEMENT	
PARENT	STAFF		
1	4	H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.
2	2	H25	That a whole school approach to discipline be developed by students, teachers and parents.
3	1	H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.
4	5	H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.
5	12	H8	That the wearing of a school hat be compulsory for all students.
6	3	H9	That the girls uniform includes clothing which allows girls to participate fully in all physical activities.
7	6	H2	That the school promotes the full range of student welfare services and processes available in the school.
8	14	H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs
9	11	H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.
10	10	H29	That there should be more realistic career path guidance for each student.
11	7	H11	That all items of school uniform be available for purchase from the tuckshop.
12	15	H17	That greater opportunities for extra-curricular learning and activities be developed.
13	27	H21	That the night on which the school socials are held be reviewed.
14	22	H1	That there is more frequent informal interaction between teachers and students (e.g. sports, games)
15	16	H5	That students should be engaged in peer tutoring schemes.
16	8	H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.
17	18	H28	That the school have a guidance officer, as well as a school psychologist, somewhat akin to the American system
18	9	H13	That we make better use of community resources and personnel by forging links with business/industry.
19	17	H23	That Heads of Department take a greater role in the behaviour management of students for minor breaches of discipline providing support for teachers with classroom management
20	13	H22	That students be involved in a program of service to the community.

RANK ORDER		STATEMENT	
PARENT	STAFF		
21	25	H3	That a system of Pastoral Care be established where teachers, become carers for a grade level following that grade through 5 years of schooling.
22	20	H4	That senior students be given responsibility and control within the school.
23	26	H20	That the Year 12 Graduation Dinner and Formal be combined and held at a "special" function facility.
24	29	H18	That "Radio-active" operate more frequently in the hall.
25	28	H19	The number of interschool sporting teams be increased e.g. cricket.
26	24	H10	That a total image for our students be created through the introduction of items such as a school bag.
27	30	H7	That more fund raising activities are undertaken by students, teachers and parents.
28	31	H6	That the number of plain clothes days' be increased from the current 4 to 10-12 per year.
29	23	H32	That the Class Senior system be retained for Year 8 classes only.
30	19	H31	That the Life Skills program be reviewed making major modifications e.g. include literacy, emphasis on study skills etc.
31	21	H30	That the efficiency of the Life Skills program be reviewed with a view to abandoning the program.
32	32	H12	That the school uniform be abolished.

RANK ORDER RESOURCES		STATEMENT	
PARENT	STAFF		
1	1	R29	That adequate and pleasant toilet facilities be available for staff and students.
2	7	R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.
3	8	R9	That the library be extended to cater for more students and house a larger resource collection.
4	15	R10	That the library hours be extended.
5	6	R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale.
6	11	R11	That the library loan system be computerised.
7	4	R6	That more covered areas with seating be constructed.
8	2	R15	That the wheelchair ramp at the end of G block be covered.
9	5	R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.
10	9	R16	That the hall stage be made permanently wheelchair accessible.
11	21	R17	That better facilities be made available for students in wheelchairs.
12	22	R3	That chairs and tables for students and teachers be available in areas close to the tuckshop.
13	36	R8	That equipment such as calculators and graphics instruments be hired to students.
14	23	R22	That existing sports facilities be up-graded.
15	18	R7	That a textbook hire scheme be introduced.
16	31	R5	That a common room be made available for Year 12 students in which to study and relax.
17	17	R14	That a video library be established.
18	19	R31	That the hall be extended to include a kitchen.
19	3	R37	That the grounds beautification, tree planting and landscaping program be extended.
20	10	R12	That further budget allocations be made to increase the number of volumes on the library shelves.
21	13	R30	That resources used in class rooms be upgraded to industry standard.
22	14	R28	That a program of repair and upgrading of the schools drainage system be undertaken.
23	12	R25	That more rooms be allocated to staffroom accommodation.
24	16	R40	That improved lighting be provided around the hall and library and the adjacent car parks.

RANK ORDER		STATEMENT	
PARENT	STAFF		
25	34	R35	That lockers be provided for students in years 11 and 12.
26	25	R19	That change room facilities be provided for student use.
27	24	R13	That a section of the library be reserved for senior students.
28	35	R1	That the music block be extended to include a large permanently set up band rehearsal area.
29	28	R21	That indoor facilities be provided for as many sports as possible.
30	27	R18	That a better gym be constructed.
31	40	R24	That one oval be allocated to playing sport at lunch time.
32	26	R38	That form classes each be given an area of responsibility in maintaining and improving school appearance.
33	39	R36	That lockers be provided for students in all years.
34	37	R2	That tuckshop service rate be upgraded. A new method of delivery might be appropriate.
35	29	R32	That the sound box equipment be upgraded and the sound box be soundproofed.
36	41	R39	That the Manual Arts Department be more involved in upgrading facilities.
37	38	R23	That a proper athletics field be constructed on the main oval.
38	30	R33	That a theatrette and dressing rooms be built onto the rear end of the hall including a larger stage and storage facilities.
39	20	R41	That more ingrounds parking be made available for staff and visitors.
40	33	R20	That a school swimming pool be installed.
41	32	R34	That a drama block be built.

APPENDIX 7

Phone 379 4170 — 379 8766
Fax 379 6958

Corinda State High School

PRATTEN STREET, CORINDA, 4075

12 October 1992

Dear

Thanks to all who have been working on the Future Directions Project up to this point. I would now like to invite you to be part of the expert panel to examine the feasibility of the top 77 statements.

The statements selected have a 75% or above desirability rating and must now be considered for feasibility at Corinda High School.

These statements have been organized into:

Management	**M coding for the numbers,**
Studies	S coding,
Human Resources	H coding and
Resources	R coding.

This is the same as the organization as the Education Department which has been incorporated in the approved Corinda School Development Plan.

Please complete the round 4 questionnaire by rating each statement for feasibility and urgency by placing the appropiate number in the appropriate space.

The five ratings for feasibility (practicality) are as follows:

1.	*DEFINITELY FEASIBLE*	*No hindrance to implementation. No research and development required. No political roadblocks. Acceptable to the public.*
2.	*POSSIBLY FEASIBLE*	*Some indication this is implementable, Research and Development required. Further consideration of preparation to be given on political or public reaction.*
3.	*POSSIBLE UNFEASIBLE*	*Some indication this is unworkable. Significant unanswered questions*
4.	*DEFINITELY UNFEASIBLE*	*All indications are negative. Unworkable. Cannot be implemented.*
5.	*NO OPINION*	

...2/

The seven ratings for **URGENCY**, which means that the idea/statement should be implemented by a stated time, are as follows:

1. 1992
2. 1994
3. 1996
4. 1998
5. 2000
6. Never
7. No opinion

For each statement write a number 1 - 5, in the Feasibility column representing the level on the Feasibility scale, and a number 1 - 7, representing the degree of Urgency on the Urgency scale.

If you wish to make a comment on any statement please do so in the comment column.

Please complete and return the forms to the **B. O'Rourke by November 1st.**

Thank you for your thoughts and your time.

B.P. O'Rourke
For the Community Consultative Committee

CORINDA STATE HIGH SCHOOL
FUTURE DIRECTIONS PROJECT - ROUND 4

NAME:	FEASIBILITY (Practicality) 1 Definitely Feasible 2 Possibly Feasible 3 Possibly Unfeasible 4 Definitely Unfeasible 5 No opinion	URGENCY (*Should be implemented by stated time*) 1. 1992 4. 1998 2. 1994 5. 2000 3. 1996 6. Never 7. No response	
STATEMENT	**FEASIBILITY**	**URGENCY**	**COMMENTS**
M1 That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.			
M2 That there be more **real discussion** about educational philosophy/values similar to discussion about achievement			
M3 That courses/subjects be developed with a better understanding of the world that our students will live and work in			
M4 That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.			
M5 That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.			
M6 That quality education remain a top priority for Corinda High School.			
M7 That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.			
M8 That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.			
M9 That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.			
M12 That class sizes be decreased to 20 - 25 per class in all years			
M13 That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.			
M14 That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.			
M15 That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.			

	STATEMENT	FEASIBILITY	URGENCY	COMMENTS
M19	That there be a system where outstanding/creative achievements in classroom tasks is regularly recognised by whole school within year groups.			
M20	That a policy on what constitutes an appropriate student assessment load be developed			
M30	That HPE sport be undercover during the heat of the day.			
M33	That year co-ordinators be introduced for each year level.			
M38	That teachers be encouraged to be innovative in their academic performance			
S2	That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.			
S3	That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.			
S4	That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.			
S5	That the school investigate the possibility of TAFE modules taught across a number of subject areas.			
S6	That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.			
S7	That subjects prepare students for the needs of industry as well as tertiary institutions.			
S14	That any proposed changes for the senior school are co-ordinated with the needs of the junior school.			
S15	That all students should acquire knowledge about the basic laws of our society and institutions.			
S16	That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.			
S17	Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.			
S18	That students should receive instruction in independent learning skills.			

	STATEMENT	FEASIBILITY	URGENCY	COMMENTS
S19	That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.			
S20	That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.			
S21	That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.			
S22	That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.			
S24	That students who have a severe learning disability need more help to develop specific skills through a special course.			
S25	That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.			
S34	That the school have more computers and make them more readily available to students and teachers			
S35	That computer rooms be upgraded with better machines and more appropriate furniture.			
S36	That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.			
S37	That a technical assistant be employed to maintain the computers and peripheral equipment.			
S38	That a computer club be established to operate at lunchtime and after school.			
S39	That all Year 8 students should be able to achieve competence in keyboarding.			
S45	That students be given clear reasons for the marks awarded on assignments.			

	STATEMENT	FEASIBILITY	URGENCY	COMMENTS
H1	That there is more frequent informal interaction between teachers and students (e.g. sports, games)			
H2	That the school promotes the full range of student welfare services and processes available in the school.			
H5	That students should be engaged in peer tutoring schemes.			
H8	That the wearing of a school hat be compulsory for all students.			
H9	That the girls uniform includes clothing which allows girls to participate fully in all physical activities.			
H11	That all items of school uniform be available for purchase from the tuckshop.			
H13	That we make better use of community resources and personnel by forging links with business/ industry.			
H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.			
H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.			
H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.			
H17	That greater opportunities for extra-curricular learning and activities be developed.			
H22	That students be involved in a program of service to the community.			
H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.			
H25	That a whole school approach to discipline be developed by students, teachers and parents.			
H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.			
H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs			

	STATEMENT	FEASIBILITY	URGENCY	COMMENTS
R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale.			
R6	That more covered areas with seating be constructed.			
R9	That the library be extended to cater for more students and house a larger resource collection.			
R10	That the library hours be extended.			
R11	That the library loan system be computerised.			
R14	That a video library be established.			
R15	That the wheelchair ramp at the end of G block be covered.			
R16	That the hall stage be made permanently wheelchair accessible.			
R17	That better facilities be made available for students in wheelchairs.			
R21	That indoor facilities be provided for as many sports as possible.			
R22	That existing sports facilities be up-graded.			
R25	That more rooms be allocated to staffroom accommodation.			
R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.			
R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.			
R28	That a program of repair and upgrading of the schools drainage system be undertaken.			
R29	That adequate and pleasant toilet facilities be available for staff and students.			
R30	That resources used in class rooms be upgraded to industry standard.			
R31	That the hall be extended to include a kitchen.			
R37	That the grounds beautification, tree planting and landscaping program be extended.			

APPENDIX 7

Phone 379 4170 — 379 8766
Fax 379 6958

Corinda State High School

PRATTEN STREET, CORINDA, 4075

7th September,1992.

Dear Participant,

Thank you for all the time and effort that you have put into this Future Directions Project.

Enclosed are the results.An overall list of statements, ranked in order of importance in each of the four areas - Management, Studies, Human resources and Resources, has been compiled. As well, enclosed is a rank order list that shows where parents and staff differ in the order of importance placed on particular statements.

This information will now be used in planning Future Directions in the school and in the next School Development Plan which must be prepared during 1993 for the 1994 -1996 Triennium.

If you wish to discuss this project further with me please do not hesitate to do so.

Thanking you once again

I remain,

Yours faithfully,

B.P.O'Rourke
for the Community Consultative Committee

APPENDIX 8

Phone 379 4170 — 379 8766
Fax 379 6958

Corinda State High School

PRATTEN STREET, CORINDA, 4075

25th November, 1992

Dear

Thank you for the considerable amount of thought and time spent in completing this final round questionnaire.

These results are sent back to you for your consideration and possibly changed opinion .

The responses received in the fourth round for each statement have been analysed. For each statement the group opinion is given for both feasibility and urgency. The numbers represent the percentages of participants choosing each number code.The majority group opinions have been underlined.

If you wish to change your opinion after consideration of the majority group opinion please fill in your changed opinion according to the coding in the changed opinion box. If you STRONGLY DISAGREE with the group opinion could you please state your reason briefly.Your previous response sheet has been included to assist.

The comments for each statement on Round 4 have been collated and are available for you to read at the office.

Please return both the Round 4 and the Round 5 sheets to B.O'Rourke by the 4th of December.Both are needed to check and record correctly any changes.

This final information will now be used both for the Collaborative School Review conducted during Term 1 1993 and the new School Development Plan.

If you wish to discuss any aspect of this project with me please do not hesitate to do so.

Thank you once again for your thoughtful participation in this part of the school's developmental process.

B.P.O'Rourke
(For the Community Consultative Committee)

CORINDA STATE HIGH SCHOOL
FUTURE DIRECTIONS PROJECT - ROUND 5

NAME: _____

FEASIBILITY (Practicality)
1 Definitely Feasible
2 Possibly Feasible
3 Possibly Unfeasible
4 Definitely Unfeasible
5 No opinion

URGENCY
(Should be implemented by stated time)
1. 1992
2. 1994
3. 1996
4. 1998
5. 2000
6. Never
7. No response

INSTRUCTIONS: *The results are reported as percentages. The MAIN GROUP OPINION has been indicated by underlining. After considering this group opinion, if you would like to respond further please put a number in the "changed opinion" boxes corresponding to your view using the number codes above.*

STATEMENT	Group Opinion												Changed Opinion		Reasons
	FEASIBILITY					URGENCY							Feasibility	Urgency	If you STRONGLY DISAGREE with the group opinion please state your reasons, briefly, here.
	1	2	3	4	5	1	2	3	4	5	6	7			
M1 That a Mission Statement be consultatively developed to publicise the vision for Corinda S.H.S.	80.0	16.0			4.0	24.0	64.0			4.0		8.0			
M2 That there be more real discussion about educational philosophy/values similar to discussion about achievement	64.0	24.0			12.0	36.0	52.0					12.0			
M3 That courses/subjects be developed with a better understanding of the world that our students will live and work in	48.0	44.0	4.0		4.0	12.0	56.0	20.0				12.0			
M4 That understanding be developed of the economic, social, political, technological and cultural changes that are international and enduring and that will influence in powerful ways changes in education.	16.0	56.0	12.0	8.0	8.0	4.0	40.0	28.0			8.0	20.0			
M5 That the National Goals of Education and the Departmental five year plan be published for all parents, teachers and students.	68.0	16.0	4.0	4.0	8.0	52.0	28.0	8.0			4.0	8.0			
M6 That quality education remain a top priority for Corinda High School.	100.0					96.0	4.0								
M7 That the traditions of Corinda High School be highly valued as moves are made to strengthen this good school.	88.0	8.0			4.0	88.0	4.0					8.0			
M8 That clear goals and high expectations for all students in achievement, behaviour and citizenship be established.	84.0	16.0				64.0	36.0								
M9 That there be yearly meetings of a group of interested teachers, parents, community members and students to discuss the current status of events etc. at Corinda High and brainstorm future directions.	48.0	48.0			4.0	32.0	64.0					4.0			
M12 That class sizes be decreased to 20 - 25 per class in all years	16.0	24.0	52.0	4.0	4.0	24.0	44.0	4.0	4.0	4.0		20.0			
M13 That the school establish as a priority the goal of providing educational programs to meet the requirements of students with special needs.	40.0	48.0	4.0	4.0	4.0	20.0	44.0	16.0	4.0			16.0			
M14 That the school establish a mechanism to develop teaching practices to assist students with special needs e.g. peer and cross age tutoring.	32.0	52.0	16.0			8.0	64.0	4.0			8.0	16.0			
M15 That the school develop proposals to be put to the Education Department to seek appropriate changes to curriculum and teaching policy and resourcing to assist students with special needs.	32.0	52.0	8.0		8.0	12.0	52.0	16.0	4.0			16.0			

STATEMENT	GROUP OPINION													CHANGED OPINION		REASONS
	FEASIBILITY					URGENCY								Feasibility	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
M19 That there be a system where outstanding/ creative achievements in classroom tasks is regularly recognised by whole school within year groups.	76.0	24.0				56.0	40.0					4.0				
M20 That a policy on what constitutes an appropriate student assessment load be developed	56.0	32.0	4.0		8.0	24.0	64.0					12.0				
M30 That HPE sport be undercover during the heat of the day.	8.0	48.0	32.0	12.0		20.0	40.0	8.0	8.0	4.0	8.0	12.0				
M33 That year co-ordinators be introduced for each year level.	68.0	32.0				36.0	48.0	4.0			4.0	8.0				
M38 That teachers be encouraged to be innovative in their academic performance	64.0	24.0			12.0	48.0	40.0					12.0				
S2 That the school forge stronger and closer links with industry to meet the needs of industry as well as tertiary institutions.	36.0	52.0	4.0	4.0	4.0	12.0	68.0	4.0	4.0	4.0	4.0	4.0				
S3 That the school further develop its links with TAFE Colleges by offering TAFE modules as part of our school subjects.	52.0	36.0	4.0		8.0	20.0	60.0	4.0			4.0	12.0				
S4 That the school further develop its links with TAFE Colleges by continuing to have students attend courses at TAFE Colleges.	68.0	20.0	4.0		8.0	60.0	20.0	4.0			4.0	12.0				
S5 That the school investigate the possibility of TAFE modules taught across a number of subject areas.	52.0	28.0	8.0		12.0	24.0	52.0				4.0	20.0				
S6 That work programs be re-arranged to allow students in the senior school to gain accreditation for National Industry Standard Modules that relate to particular subjects.	24.0	40.0	16.0	4.0	16.0	12.0	52.0	4.0	4.0	4.0	4.0	20.0				
S7 That subjects prepare students for the needs of industry as well as tertiary institutions.	36.0	48.0	8.0		8.0	8.0	56.0	12.0	4.0		4.0	16.0				
S14 That any proposed changes for the senior school are co-ordinated with the needs of the junior school.	60.0	32.0	8.0			44.0	36.0	12.0				8.0				
S15 That all students should acquire knowledge about the basic laws of our society and institutions.	40.0	48.0			12.0	28.0	36.0	8.0				28.0				
S16 That the school timetable enable students to progress at a rate that suits their particular ability and needs e.g. a student could be studying Year 9 Science and English but do Year 10 Mathematics while another of the same age is studying Year 9 English and Year 8 Maths and Science. This is often called vertical time-tabling.	28.0	52.0	12.0		8.0	4.0	60.0	16.0	4.0			16.0				
S17 Introduction of a course in study skills and assignment writing as part of the curriculum, particularly for Year 8.	60.0	28.0	4.0	4.0	4.0	32.0	52.0	4.0			4.0	8.0				
S18 That students should receive instruction in independent learning skills.	76.0	20.0			4.0	44.0	52.0					4.0				

STATEMENT	GROUP OPINION													CHANGED OPINION		REASONS
	FEASIBILITY					URGENCY								Feasibility	Urgency	
	1	2	3	4	5	1	2	3	4	5	6	7				
S19 That, whenever possible, three or four classes of the same subject be on at the same time so that students could be arranged in ability groupings e.g., one advanced class, two ordinary classes and a remedial class.	40.0	48.0	4.0		8.0	52.0	36.0					12.0				
S20 That students be required to "pass a subject" before being allowed to continue on to a higher level of the subject.	24.0	28.0	32.0	8.0	8.0	16.0	48.0	4.0	4.0			28.0				
S21 That in curriculum there be continued emphasis on the development of thinking skills especially critical thinking, decision making and problem solving.	76.0	16.0	4.0		4.0	60.0	32.0					8.0				
S22 That, wherever possible, school subjects should give students information about the cultures of other countries, societies or religious groups.	24.0	56.0	8.0		12.0	20.0	28.0	20.0	4.0			28.0				
S24 That students who have a severe learning disability need more help to develop specific skills through a special course.	28.0	52.0	8.0		12.0	24.0	48.0	8.0				20.0				
S25 That there be an increased emphasis on catering for gifted and talented students in a structured, on-going manner.	64.0	32.0			4.0	48.0	44.0					8.0				
S34 That the school have more computers and make them more readily available to students and teachers	64.0	32.0			4.0	44.0	40.0	4.0				12.0				
S35 That computer rooms be upgraded with better machines and more appropriate furniture.	68.0	28.0			4.0	44.0	44.0	4.0				8.0				
S36 That at some stage of their secondary schooling, all students be given instruction in the use of word processing, databases and spread-sheeting programs.	80.0	20.0				52.0	44.0					4.0				
S37 That a technical assistant be employed to maintain the computers and peripheral equipment.	52.0	48.0				64.0	36.0									
S38 That a computer club be established to operate at lunchtime and after school.	40.0	52.0	4.0		4.0	32.0	44.0					24.0				
S39 That all Year 8 students should be able to achieve competence in keyboarding.	68.0	28.0			4.0	52.0	40.0					8.0				
S45 That students be given clear reasons for the marks awarded on assignments.	92.0	4.0			4.0	80.0	12.0					8.0				

	STATEMENT	GROUP OPINION												CHANGED OPINION		REASONS
		FEASIBILITY					URGENCY							Feasibility	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
H1	That there is more frequent informal interaction between teachers and students (e.g. sports, games)	40.0	32.0	16.0		12.0	20.0	32.0	12.0	4.0		4.0	28.0			
H2	That the school promotes the full range of student welfare services and processes available in the school.	64.0	28.0	4.0		4.0	60.0	28.0	8.0				4.0			
H5	That students should be engaged in peer tutoring schemes.	28.0	48.0	12.0	4.0	8.0	12.0	52.0				4.0	32.0			
H8	That the wearing of a school hat be compulsory for all students.	36.0	20.0	36.0	8.0		56.0	16.0				12.0	16.0			
H9	That the girls uniform includes clothing which allows girls to participate fully in all physical activities.	64.0	16.0	4.0		16.0	52.0	24.0	4.0			4.0	16.0			
H11	That all items of school uniform be available for purchase from the tuckshop.	60.0	24.0			16.0	40.0	40.0					20.0			
H13	That we make better use of community resources and personnel by forging links with business/ industry.	32.0	64.0			4.0	28.0	52.0	8.0				12.0			
H14	That more emphasis be placed on individual needs in relation to subject selection and subject changes.	48.0	36.0	8.0		8.0	36.0	40.0	4.0				20.0			
H15	That the senior school curriculum be broadened to incorporate more TAFE co-operative programmes.	16.0	48.0	16.0		20.0	16.0	52.0	4.0			4.0	24.0			
H16	That information be made available to parents and students as to jobs and courses available to the students who are not high achievers academically.	72.0	28.0				68.0	28.0					4.0			
H17	That greater opportunities for extra-curricular learning and activities be developed.	8.0	76.0	12.0		4.0	16.0	60.0			4.0	4.0	16.0			
H22	That students be involved in a program of service to the community.	16.0	48.0	20.0	4.0	12.0	12.0	44.0	8.0			8.0	28.0			
H24	That teachers communicate regularly with parents on issues of concern regarding student behaviour.	44.0	40.0	4.0		12.0	56.0	24.0	4.0				16.0			
H25	That a whole school approach to discipline be developed by students, teachers and parents.	60.0	32.0	4.0	4.0		44.0	40.0	4.0			4.0	8.0			
H26	That we implement and monitor all the school rules and eliminate those no longer seen as appropriate or relevant.	76.0	20.0			4.0	60.0	36.0					4.0			
H27	That more guidance officers be employed. Currently there is insufficient time available to cater for students' needs	12.0	44.0	32.0		12.0	32.0	28.0	4.0	4.0			32.0			

	STATEMENT	GROUP OPINION												CHANGED OPINION		REASONS
		FEASIBILITY					URGENCY							Feasibility	Urgency	
		1	2	3	4	5	1	2	3	4	5	6	7			
R4	That recycling programs for all manner of recyclable materials be introduced on a wide scale	48.0	44.0	4.0		4.0	36.0	48.0	8.0				8.0			
R6	That more covered areas with seating be constructed.	52.0	36.0	8.0		4.0	28.0	56.0	8.0				8.0			
R9	That the library be extended to cater for more students and house a larger resource collection.	16.0	56.0	20.0		8.0	20.0	28.0	24.0				28.0			
R10	That the library hours be extended.	20.0	64.0	12.0		4.0	36.0	40.0	4.0				20.0			
R11	That the library loan system be computerised.	80.0	12.0			8.0	76.0	12.0	4.0				8.0			
R14	That a video library be established.	52.0	36.0	8.0		4.0	32.0	44.0	12.0		4.0		8.0			
R15	That the wheelchair ramp at the end of G block be covered.	52.0	36.0	4.0		8.0	52.0	32.0	8.0				8.0			
R16	That the hall stage be made permanently wheelchair accessible.	60.0	32.0		4.0	4.0	56.0	36.0	4.0			4.0				
R17	That better facilities be made available for students in wheelchairs.	32.0	44.0	4.0		20.0	20.0	28.0	20.0				32.0			
R21	That indoor facilities be provided for as many sports as possible.	16.0	40.0	28.0	4.0	12.0		32.0	20.0	12.0	8.0		28.0			
R22	That existing sports facilities be up-graded.	16.0	64.0	8.0		12.0	8.0	28.0	20.0	12.0	4.0		28.0			
R25	That more rooms be allocated to staffroom accommodation.	36.0	20.0	28.0		16.0	40.0	20.0	12.0				28.0			
R26	That all classrooms be upgraded as a matter of urgency in an imaginative fashion.	36.0	40.0	16.0		8.0	40.0	36.0	8.0				16.0			
R27	That a complete building/renovation scheme be undertaken so as to have facilities to cope with 1990's subjects and teaching practices.	20.0	40.0	24.0	4.0	12.0	28.0	28.0	24.0		4.0		16.0			
R28	That a program of repair and upgrading of the schools drainage system be undertaken.	56.0	36.0			8.0		44.0	32.0	12.0			12.0			
R29	That adequate and pleasant toilet facilities be available for staff and students.	80.0	20.0				64.0	32.0	4.0							
R30	That resources used in class rooms be upgraded to industry standard.	24.0	52.0	16.0		8.0	20.0	36.0	16.0	4.0			24.0			
R31	That the hall be extended to include a kitchen.	20.0	64.0	8.0	4.0	4.0	8.0	32.0	28.0	4.0	4.0	4.0	20.0			
R37	That the grounds beautification, tree planting and landscaping program be extended.	60.0	40.0				24.0	52.0	4.0	4.0	8.0		8.0			

APPENDIX 9

INTERVIEW SCHEDULE

PURPOSE

The purpose of this interview is to test the investigate the perceptions of the effectiveness of the Delphi process in determining the issues of importance for future strategic planning in a school and in assisting in the development of a shared school vision from the point of view of parents, teachers ,students and community members.

The interview is semi -structured. A set of questions have been prepared so as to provide a guide for eliciting responses while still allowing some flexibility to digress.

INTERVIEW

During 1992 we conducted a five round Delphi process so as to determine the issues of importance for the future development of Corinda High School. There is a need to evaluate this process to determine how we will use the process in future years.

Today we will look at ,from your point of view ,the process itself, the outcomes and what we should do in the future.

However ,first of all could I get a few factual details from you

How long have you been teaching/ interested in education/ involved in education?

How long have you been teaching / involved at Corinda High?

Have you been involved in such a planning process before?

1. In what ways did you see the process to be effective? In what ways did you see the process to be ineffective?

Probes
. Was the process clearly explained to you?
. Was the documentation clear?
. Could you understand the language?
. Did the large number of ideas in Round 1 surprise you?

. Did you think that all the ideas from Round 1 should be included in the statements of round 2?

. Would you have been happy if the management group had reduced the number of issues?
. Did you find the statements ambiguous?
. Did you understand the process and reason for the feedback of data?
. Did you feel able to respond ?
. Did you read the collated comments to assist your decision making?
. Were you concerned about anonymity?

2. Did you think the outcomes of th process were a real reflection of the opinion of the schocl community?

Probes
. Which in your mind were the most significant issues for the school that came out of the process?
. Did you think that there are any issues that did not come out of the process? Why? Why not?
. Did you think that we obtained a quality product?
. What is your understanding of how the results will be used in the planning process?
. Do you have confidence in the results?Why? Why not?

3. Has this process helped the school community to look forward and perhaps begin to develop a shared vision?You are aware that a vision for the future is one of the operating principles of Focus on Schools where they say that " the organisation is directed by a vision for the future. An education system with a vision for the future that has been consultatively developed and which focuses on students learning and welfare will have unity of purpose and a staff committed to its achievement. A shared vision helps ensure that staff find their work is relevant and meaningful and are confident that their contributions to the organisation are worthwhile."

Probes
. In what ways has this process helped you to think about the future of the school?
. How do you think about the future?
. Do there seem to be alternatives to you?
. In what ways do you think the process has encouraged the school community to become involved in decision making?

4. As this is part of our total planning process that must be carried out every three years what do you think we should do in two years time to scan the environment?

Probes . Should we use the same process?
. Should we modify the process?

APPENDIX 10

INTERVIEW WITH TEACHERS WHO HAVE RECENTLY COMPLETED THEIR FIRST FUTURES PROGRAMME.

THE PURPOSE OF THE INTERVIEW IS TO GAIN UNDERSTANDING OF THE IMPLICATIONS OF FUTURES EDUCATION IN SCHOOLS.

1.HOW DID YOU COME TO INCLUDE A FUTURES PERSPECTIVE IN YOUR PROGRAMME

Is futures studies in the syllabus?
Did you write futures studies into the work programme?
How did you learn to run this programmme?

2. HOW DO YOU THINK STUDENTS REACTED TO THE PROGRAMME?

Did it help them to think about the future in general and about their future in particular?

3.WHAT WERE THE OUTCOMES FOR THE STUDENTS?

How did you measure these outcomes?

4.WERE THERE ANY OUTCOMES FOR YOU FROM THE PROGRAMME?

Has conducting the course affected the way that you think about things?
Has conducting the course had any impact on the way you go about your future choices?

5.DO YOU THINK THAT FUTURES PERSPECTIVES CAN BE EXTENDED TO OTHER SUBJECTS? HOW?

Is the integrated model that you are using the best way to conduct futures studies? Could it be a stand alone subject?
Are there any areas that might find this particularly difficult?

APPENDIX 11

INTERVIEW WITH STUDENTS WHO HAVE RECENTLY COMPLETED A FUTURES PROGRAMME

THE PURPOSE OF THIS INTERVIEW IS TO GAIN UNDERSTANDING OF THE IMPLICATIONS OF FUTURES STUDIES IN SCHOOLS FOR STUDENTS.

I AM REALLY INTERESTED IN TALKING TO YOU ABOUT THE FUTURES STUDIES YOU ARE JUST COMPLETING .

1. DOES YOUR FUTURE LOOK ANY DIFFERENT NOW THAT YOU HAVE DONE THE COURSE?

What time frame are you talking about when you talk about the future - next 25 years,your career

2.IF IT IS A QUESTION OF CONTROL DO YOU THINK IT IS POSSIBLE TO CREATE THE DIRECTIONS IN WHICH YOU WOULD LIKE THE FUTURE TO MOVE?

If you dont consider the future who do you think is going to do it for you

Looking at the next twenty five years do you think that you will have much impact

Do you think that you might mould the future for the next generation

How do you bring this into focus.

What are the probabilities; how do you rank the probabilities;

What are the implications if there is a major shift/ change

3. DO YOU THINK THAT THE PREDICTIVE MODEL HAS GREAT VALIDITY?

4. CAN YOU RELATE ANY OF WHAT YOU HAVE DONE TO OTHER SUBJECTS IN THE CURRICULUM?

5. HAS THE COURSE HAD ANY IMPACT ON THE WAY IN WHICH YOU GO ABOUT YOUR FUTURE CHOICES?.

6. HAS THE COURSE AFFECTED THE WAY YOU THINK ABOUT THINGS?

APPENDIX 12

INTERVIEW

1. THERE ARE COMPETING DEFINITIONS OF FUTURES AND FUTURES STUDIES . HOW WOULD YOU DEFINE THESE TERMS?

How would you define future in an educational context - what would it mean?

2.HOW DOES YOUR IDEA OF FUTURES LINE UP WITH THE NATIONAL AND INTERNATIONAL VIEW?
What possible (or preferable)scenarios do you see for Australia?

3.WHAT DOES A FUTURES PERSPECTIVE MEAN IN A FORMAL CURRICULUM?
THE PRINCIPLES THAT ARE BEING DEVELOPED AT THE MOMENT IN THE CURRICULUM REVIEW INCLUDE K-12 ,VALUES, CHANGE AND FUTURES AND ALSO THE NEED OF THE CURRICULUM TO BE DYNAMIC AND CAPABLE OF RESPONDING TO RAPID SOCIETAL CHANGES INCLUDING THOSE OF THE LABOUR MAKET IN AN INFORMATION AGE .What do you see as a futures perspective in the formal curriculum?

4. THERE ARE A NUMBER OF WAYS IN WHICH FUTURES MIGHT FEATURE IN THE SCHOOL CURRICULA, AS A PARTICULAR SUBJECT, INTEGRATED OR AS AN ELECTIVE?
WOULD YOU HAVE A VIEW ON THESE POSSIBILITIES?
WHAT SORT OF THINGS WOULD YOU SEE COULD BE IN A FUTURES CURRICULA?
DO YOU HAVE ANY COURSES THAT ARE BEING PURSUED HERE THAT COULD BE OF INTEREST FOR SCHOOLS?
5. GENUINELY ,TO WHAT EXTENT DO YOU THINK A FUTURES PERSPECTIVE IS IMPORTANT IN SCHOOL CURRICULUM?

6.WHAT MIGHT BE USEFUL CHARACTERISTICS FOR FUTURE HUMANS TO EXIST?

7. DO YOU KNOW EFFECTIVE PRACTITIONERS IN BRISBANE WHO WORK AS CONSULTANTS TO ASSIST ORGANISATIONS TO DEVELOP PREFERRED FUTURES THROUGH SCENARIOS.
How do you think decision makers can be developed to think with a futures perspective?

APPENDIX 13

Affirming a belief that each person is uniquely valuable, the Queensland curriculum will value:

individual self-respect and pride in identity
honesty and personal integrity
acceptance of, respect for, and care of, others
empathy with others
open-mindedness to the views and experiences of others
social justice
each person realising their full potential as a human being

Affirming a belief that we all share a responsibility to contribute to the welfare of our society, the Queensland curriculum will value:

Cooperation, democratic processes, and effective participation in society
ethical behaviour that is socially responsible
recognition of, and respect for, the variety and uniqueness of what different groups bring to society
partnership between school, home and community
accountability for the use of social resources

Affirming a belief that all people interdependently share stewardship of the earth and its resources, the Queensland curriculum will value:

ecological sustainability
economic and social development for the benefit of all
international understanding and cooperation
processes to shape a better future

Affirming that all people share a need for knowledge and meaning, the Queensland curriculum will value:

curiosity, questioning and insight
logical, critical and reflective thinking
intuition and creativity
a search for truth
a variety of ways of knowing and of learning
the importance of lifelong learning

Schools will assist students to acquire the knowledge, skills, attitudes and values they need to enable them to put such commitments into practice, and will also encourage students to develop a concern for the community and the care of its members.

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