



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

Mauritius on the move

Re-imagining school leadership

Report of the first project for Mauritius schools in International Networking for Educational Transformation (iNet)

Brian J Caldwell
Rajayswur Bhowon
Soobass C Daby
Jessica Harris

With a foreword by The Hon Dharambeer Gokhool
Minister of Education and Human Resources

2008

iNet Principal Supporter

HSBC 
The world's local bank

Authors

Brian J Caldwell, managing director of Educational Transformations Pty Ltd; professorial fellow in the Faculty of Education at the University of Melbourne; and associate director, International Networking for Educational Transformation (iNet) of SSAT

Rajayswur Bhowon, iNet Consultant, Mauritius

Soobass Daby, Adviser to the Minister of Education and Human Resources, Mauritius

Dr Jessica Harris, Director of Research, Educational Transformations; author of a comparative study of education in Australia and Finland

Editor

Peter Chambers

Mission

The Specialist Schools and Academies Trust works to give practical support to the transformation of secondary education in England by building and enabling a world-class network of innovative, high performing secondary schools in partnership with business and the wider community.

Audience

Leaders at all levels of education

Aims

- To provide an insight into the Mauritian Government's vision of a world-class quality education for all its students, and how this is being implemented
- To describe the outcomes of workshops involving school leaders in Mauritius
- To demonstrate the benefits of international cooperation in transforming education, for which affiliation to iNet is playing a significant part

© Specialist Schools and Academies Trust, 2008

Abstracting is permitted with acknowledgement to the source.

For other copying or general enquiries contact:

Specialist Schools and Academies Trust, 16th Floor, Millbank Tower, 21–24 Millbank, London SW1P 4QP

Tel: 020 7802 2300 Fax: 020 7802 2345 Email: info@ssatrust.org.uk

Websites: www.ssatrust.org.uk www.schoolsnetwork.org.uk www.ssat-inet.net

Charity no. 296729. Registered in England. Company no. 2124695.

CONTENTS

- Foreword.....4**
The Hon Dharambeer Gokhool

- Preface.....5**
Brian Caldwell, Rajayswur Bhowon, Soobass Daby, Jessica Harris

- 1 World-class quality education for all..... 7**

- 2 Setting the stage.....10**

- 3 Leader voice..... 16**

- 4 Schools on the move..... 23**

- 5 Re-imagining school leadership.....30**

- Annex.....32**
Summaries of responses in workshops

- References.....43**

Foreword

The Hon Dharambeer Gokhool



This Government took office in July 2005 with a clear mandate to carry out fundamental reforms in education. The vision was to provide a world class quality education to enable young Mauritians to be employable in new sectors of the economy, to have fulfilling jobs and also to be competitive at the international level.

In line with this vision and in keeping with the Government's initiatives to internationalise education to enable our children to live in a world environment, I was pleased to sign a memorandum of understanding with the Specialist Schools and Academies Trust (SSAT) for the block affiliation of all schools in Mauritius, Rodrigues and the Agalega Islands to International Networking for Educational Transformation (iNet).

This monograph is based on the launching of iNet Mauritius in the presence of Mrs Elizabeth Reid, the Chief Executive of the SSAT. This event was followed by a series of six workshops by Professor Brian Caldwell for all heads of primary and secondary schools of Mauritius on the theme: re-imagining school leadership. It is critical to develop outstanding educational leaders at all levels in our system.

I sincerely hope that the collaboration between the Ministry of Education and Human Resources and the SSAT and iNet will go a long way towards the internationalisation of Mauritian schools and the making of a global citizen out of every Mauritian child.

The Hon Dharambeer Gokhool

Minister of Education and Human Resources
Republic of Mauritius

31 July 2007

Preface

All the primary and secondary schools of Mauritius have been affiliated to International Networking for Educational Transformation (iNet). The memorandum of understanding (MOU) was signed on 29 January, 2007 by The Hon Dharambeer Gokhool, Minister of Education and Human Resources, and Mrs Elizabeth Reid, the Chief Executive of the Specialist Schools and Academies Trust in the presence of Mr Tony Bloxham, Head of iNet. This event was followed in February 2007 by six workshops on leadership for all heads of schools. This is a historic moment for education as the schools will get the opportunity to share experiences and good practice with other countries and particularly with England to achieve nationwide excellence and relevant education fit for the global world.

This initiative had the wholehearted support of Dr The Hon Navinchandra Ramgoolam, Prime Minister of Mauritius, and Hon Dharam Gokhool, Minister of Education and Human Resources. Mauritius has embarked upon a fundamental reform programme aimed at building a world class quality education and a knowledge hub in this part of the world. This vision is reflected in the creation of cyber cities and new socio-economic relationships with fast developing economies like China and India. Free education at primary and secondary levels and the recent policies with respect to free transport for all students are in line with the Government's drive towards the consolidation of the welfare state.

iNet will provide access to experiences in education that are challenging and purposeful and will improve the achievement of all children. It will enhance the capacity of young people to continue their education and to pursue self-directed learning. We shall create a world environment for our children to live in, to demonstrate friendship and partnership, and to exchange cultural and educational experiences that will enhance understanding of other cultures and history. Mauritius is strategically located between Africa and Asia and is a unique ethnographic nation, with an indigenous spirituality that binds all the diverse ethnic groups. This may well serve as a showcase for many countries in the region. The transformation envisaged by iNet will accommodate more adequately the social, economic and cultural diversity of students; and promote self-confidence, independence and a sense of autonomy essential in all students within a democratic setting.

We hope that this monograph will provide an insight into the Government's vision and the new alliances it is developing in the field of education, which is the pivot for all development. We are grateful to iNet for engaging Mauritius in this enterprise and hope that the journey will be beneficial to all. We also hope that members of iNet around the world will read the monograph and appreciate the progress made in Mauritian education.

We dedicate this monograph to three groups of people: first, to the headteachers and other leaders of schools in Mauritius, hundreds of whom participated in the workshops in February. International Networking for Educational Transformation is above all a network 'by schools, for schools.' The launch of iNet in Mauritius marked the first occasion that all schools in a single nation have been involved. We are especially grateful to the headteachers who made presentations at the workshops and the nine who subsequently prepared summaries that are incorporated in the monograph. Second, we dedicate this monograph to the teachers and other dedicated professionals who provide direction and support at all levels of the system. These people provide the intellectual capital to drive the transformation of schools. It is their knowledge and skills, as well as the knowledge and skills of their leaders, whose efforts are celebrated in these pages. Third, and above all, we dedicate this monograph to the students of Mauritius, who shall benefit from efforts to provide a world class education and, as global citizens, are central to the success of the nation.

Brian Caldwell

Rajayswur Bhowon

Soobass Daby

Jessica Harris

31 July 2007

1 World-class quality education for all

The purpose of this chapter is to explain the momentous changes underway in Mauritius. A broad description of events unfolding in society and economy in an era of globalisation is followed by a summary of recent developments in education, with a focus on schools. The chapter concludes with excerpts from recent statements by the Minister of Education and Human Resources and also the Prime Minister that outline the commitment of the Government of Mauritius to a world-class high quality education for all students.

Mauritius on the move

A visitor returning to Mauritius in 2007 after an absence of 10 or 20 years would be astonished at the changes that have occurred, not only within the country but also in the way the country faces and interacts with the rest of the world. Fortunately, some things remain the same, including the beauty of the country and the warmth and hospitality of its people. It is a model for the rest of the world of how different cultures and most of the great religions can live and work side-by-side in peace and harmony.

A decade or two ago the main industries were sugar cane, tourism and textiles. While still an important part of the economy, the sugar cane industry has experienced deep and profound change. From 259 factories in 1858 only seven remain. In 2003 the industry shed one-third of its workforce under a voluntary retirement scheme. The reason of course is mechanisation and a response to the liberalisation of trade by the World Trade Organisation resulting in the fall of sugar prices by 36%. The tourism industry is booming, with one of the largest concentrations for four and five star hotels in any nation. After a slump, the textile industry has recovered.

For many visitors, Mauritius is synonymous with sun-drenched beaches and the energy of the local indigenous dance Sega. Closer examination reveals that Mauritius is joining a global economy and seeks to establish its place in the sun. A stroll through the streets of Port Louis or along the beaches will find teenagers with their cellphones and iPods like their counterparts in China and India, a clear indication that technology is shaping the new society.

The lecture by Brian Caldwell hosted by the Minister of Education and Human Resources, together with the first two of six workshops, were conducted in magnificent facilities at the Cyber City in Ebene, a rapidly expanding precinct that accommodates a growing number of industries in the knowledge economy, including some overseas companies that have outsourced their operations to Mauritius. The other four workshops were held at the Mauritius Examinations

Syndicate, the institution responsible for all public examinations in Mauritius. All heads of primary and secondary schools as well as the technical staff from the four Zonal Directorates participated in the workshops. This was a unique event in the history of education in Mauritius as all the 450 heads of schools put their 'heads' together to participate in these workshops. All of these developments present remarkable challenges and opportunities for schools, which are playing a critical role in preparing learners for life in a rapidly changing society and economy. It is helpful at this point to describe the education system as it has developed in recent years and conclude the chapter with a statement of intentions for the transformation of education.

Recent developments

Since July 2005, the new Government, under the leadership of Dr N Ramgoolam, is spearheading fundamental reforms in the education sector. Initiatives include the revision of the primary curriculum to provide more flexible learning; and the promotion of science and technology in education.

The reform of the primary school curriculum has brought new challenges for primary teachers. From 2003, primary school teachers have been offered in-service training to support the activity-based curriculum, which does not use prescribed textbooks, and to meet the needs of all students in mixed-ability groupings. Teachers trained in remedial education are encouraged to collaborate with class teachers, under the Education Action Zones Project, to develop innovative pedagogical practices.

While these training procedures have been put in place, the 2004 National Report indicates that there is limited training available for headteachers. The Ministry of Education and Human Resources offers some training in educational leadership and management for newly appointed heads. But most of the training programmes are run by the Mauritius Institute of Education, the body charged with teacher education, curriculum development and research. It runs a number of courses for primary headteachers, including the advanced certificate in educational management, a diploma in supervision and inspection and a diploma in special education needs. Headteachers in secondary schools can complete a Post Graduate Certificate in Education (PGCE) at the MIE and a Master's in Education at the University of Mauritius in association with the University of Brighton, UK.

Plans for the future

The workshops were framed by the Government's vision of a world class quality education, as articulated by the Minister of Education and Human Resources, Hon Dharambeer Gokhool, in his statement introducing **Quality initiatives for a world class quality education 2006**: 'There is today a national consensus for fundamental reforms in our education sector, with an overall emphasis on quality education for all. Quality is a dynamic concept and in the context of education, it invariably incorporates notions of relevance in the socio-cultural circumstances, greater equity of access as well as achievements, learning environments, processes and resources, community support and parental involvement, strong management

and leadership' (Gokhool, 2006a). In his foreword to **Empowering the nation's children: towards a quality curriculum**, the Minister stated: 'We are ready to take up the daunting challenge of transforming our society. Every stakeholder in education has a responsibility to contribute to the materialisation of this vision. Education in the 21st century and beyond has to reflect a shift from achievement at high levels of a few to achievement at high levels for all' (Gokhool, 2006b).

The Prime Minister, Dr The Hon Navinchandra Ramgoolam, showed the way in his message to students on National Day, 9 March 2006: 'It is my conviction that you, the youth of this country, deserve the best – world-class education and career paths, and a better quality of life.' He continued: 'The vision that I have for the country requires that you be able to realise fully your potential. Together we shall build a nation of achievers able to compete with the best in the world.'

The sentiments of the Prime Minister are consistent with intentions in iNet and the view of transformation that has been adopted, as set out in chapter 2. The Prime Minister also included two key concepts that framed the workshops: human capital and alignment. 'The future prosperity and well-being of the nation will be increasingly linked with the quality of its human capital. Indeed, it is our people who have always been the driving force behind our progress. We shall now have to ascertain that our knowledge, skills and talents are aligned with the emerging local and global challenges and opportunities.'

The iNet workshops of February 2007 thus address the intentions of the Prime Minister and Minister. Chapter 2 introduces the key concepts that framed the workshops.

2 Setting the stage

The purpose of this chapter is to set the stage for reports on the workshops. The first part describes the vital importance of iNet in the context of priorities for Mauritius. The second part summarises the major themes presented by Brian Caldwell in the lecture hosted by the Minister on 8 February 2007 at the Cybercity in Ebene, which was attended by all the heads of primary and secondary schools in Mauritius. The themes were explained in more detail in short keynote presentations during the subsequent workshops.

The significance of iNet for Mauritius

In his message on the occasion of the launch of iNet Mauritius on 30 January 2007, The Hon Dharambeer Gokhool, Minister of Education and Human Resources, stated: 'The fundamental reforms that are underway are aimed at providing a World Class Quality Education for children in all settings and are in line with iNet. In order to achieve this goal, schools are required to undergo a transformation, adopt and replicate good practices. This includes a growing partnership of schools and organisations world-wide, committed to achieving excellent outcomes for all students.'

The MOU signed on 29 January 2007 between the Ministry of Education and Human Resources and SSAT outlined the broad directions for partnership. The launch was also addressed by Mrs Elizabeth Reid, Chief Executive of SSAT, and Dr The Hon Rasheed Beebeejaun, Acting Prime Minister. Mr Tony Bloxham, Head of iNet, described the work of iNet around the world and how it will deliver benefits to students in Mauritius. Mrs Sylvia Paddock, Head of the CPD (Continuing Professional Development) Network for SSAT, spoke on the theme of sustaining innovation through professional development. Dr Rajayswur Bhowon, iNet Consultant, who helped lay the groundwork for the initiative, also addressed the meeting. Mr Soobass Daby, Adviser to the Minister, acted as Master of Ceremonies.

Major themes

The major themes of the workshops were introduced to an audience comprising 450 heads of primary and secondary schools, in a lecture by Brian Caldwell hosted by the Minister of Education and Human Resources on 8 February 2007 under the title 'Re-imagining school leadership'. These themes were taken up in the six workshops conducted from 12 to 15 February 2007 on the theme 'Mauritius on the move'.

The world is flat

Writing in **The world is flat**, triple Pulitzer Prize winner Thomas Friedman described 10 forces – ‘the flatteners’ – that converged over the last 15 years. The first was the opening of the Berlin Wall in 1989. The others were the release of Netscape in 1995, integration of work flow, out-sourcing, off-shoring, open-sourcing, in-sourcing, supply-chaining, in-forming, and using ‘steroids’ – building an enhanced capacity in a mobile digitalised world. He suggests that the tipping point was reached around 2000.

‘The net result of this convergence was the creation of a global, Web-enabled playing field that allows for multiple forms of collaboration – the sharing of knowledge and work – in real time, without regard to geography, distance, or, in the near future, even language. No, not everyone has access to this platform, this playing field, but it is open today to more people in more places on more days in more ways than anything like it ever before in the history of the world.’ (Friedman, 2005, pp. 176-177)

This describes one of three convergences that account for the flattening of the world. The second is that there is stronger alignment between the capacities of an enterprise and the potential that is available as a result of the first convergence. There has been impressive progress in schools over the period that Friedman covers but, in general terms, it is fair to say that it is taking time for work practices in schools to align with the possibilities of a world that is flat.

The third convergence, in Friedman’s eyes, is that the flatteners are now at work and alignment has occurred in parts of the world that were previously ‘frozen out’ ... ‘Save for a tiny minority, these 3 billion people had never been allowed to compete and collaborate before, because they lived in largely closed economies with very vertical, hierarchical political and economic structures. I am talking about the people of China, India, Russia, Eastern Europe, Latin America, and Central Asia.’ He concludes that ‘it is this triple convergence – of new players, on a new playing field, developing new processes and habits for horizontal collaboration – that I believe is the most important force shaping global economics and politics in the early twenty-first century’ (Friedman, 2005, pp. 181-182).

Mauritius is now able to thrive in a world that is ‘flat’ and this presents exciting opportunities for schools and for participation of Mauritius in iNet.

Re-imagining the nation and its schools

Singapore celebrated its 40th anniversary in 2005. Addressing the National Day Rally on 21 August, shortly after becoming Prime Minister, Lee Hsien Loong (son of founding Prime Minister Lee Kuan Yew) issued a challenge ‘What will Singapore be like 40 years from now? I can’t tell you. Nobody can. But I can tell you it must be a totally different Singapore because if it is the same Singapore as it is today, we’re dead. We will be irrelevant, marginalised, the world will be different. You may want to be the same, but you can’t be the same. Therefore, we have to remake Singapore – our economy, our education system, our mindsets, our city’ (Lee, LH, 2005).

In 2005, the Ministry of Education in Singapore released **Nurturing every child: flexibility & diversity in Singapore schools**, a policy that called for a more varied curriculum, a focus on learning rather than teaching, the creation of specialist schools, and more autonomy for schools and teachers (Ministry of Education, Singapore, 2005). Many would ask why Singapore should embark on such a change. After all, Singapore ranked first among 49 nations in each of grade 4 and grade 8 for both mathematics and science in the 2003 programme of the Trends in Mathematics and Science Study (TIMSS).

Singapore is a nation whose chief if not sole resource is its human resource. It realises there is a need to 'remake the nation' and accepts that it must also 'remake the school' if it is to achieve that end. Prime Minister Lee expressed it this way in his contribution to a special edition of **Newsweek** on the theme 'The knowledge revolution: why victory will go to the smartest nations & companies': 'We are remaking ourselves into a key node in the global knowledge network, securing our place under the sun' (Lee, LH, 2006).

Each of the challenges presented by Prime Minister Lee is a challenge for other nations determined to thrive in the decades ahead, including each of the nations whose schools are participating in iNet. In each of the above statements, 'Mauritius' may well be substituted for 'Singapore', and the challenges and opportunities are the same.

Transformation

Educational transformation is defined as change – especially under challenging circumstances – that is significant, systematic and sustained, resulting in high levels of achievement for all students in all settings. It seems that every nation is signing up to an agenda for change along these lines. It is an agenda that has not been successfully implemented at any time in the history of education as far as outcomes are concerned, hence the choice of the concept of transformation. It is a view of transformation that has been adopted for iNet and embraced by the Minister of Education and Human Resources The Hon Dharam Gokhool.

An almost pure example of transformation is presented in the case of Bellfield Primary School, which serves the Melbourne suburb of West Heidelberg, a community characterised by high levels of aggression, gambling, alcohol and drug abuse. Enrolment is about 220 and remains steady. About 80% of children's families receive the Education Maintenance Allowance (an indicator of socio-economic status), nearly 60% of students come from single parent families, and slightly more than 20% are from non-English speaking backgrounds. Many of these students are refugees from Somalia. There is an indigenous (aboriginal) enrolment of about 20 students. It is one of the most disadvantaged schools in Victoria.

The transformation at Bellfield is reflected in remarkable improvement in students' performance. Trends in results on statewide tests in grade 1 illustrate what has been accomplished at Bellfield when comparisons are made with schools in similar settings, with all schools across the state, and with results in 1998.

Grade 1: Percentage reading with 100% accuracy at level 15

Bellfield 2004	Like schools 2004	State-wide 2004	Bellfield 1998
100	26.3	35.9	34.6

The former principal of Bellfield, John Fleming, explained the reasons for the transformation in **Re-imagining educational leadership** (Caldwell, 2006). These included building the knowledge and skills of teachers to enable them to teach all children to read well (described below as intellectual capital), gaining the support of parents and the wider community (described below as social capital), and securing the commitment of all to the view that all students can succeed no matter what their circumstances (described below as spiritual capital).

The new enterprise logic of schools

Experience around the world in nations where transformation has occurred or good progress is being made suggests that a new 'logic' is shaping the way a school is organised and operated. The student is the focus of every effort. The concept of 'new enterprise logic' was coined by Zuboff and Maxmin (2004). Adapted to schools, it has six key elements.

1. The student is the most important unit of organisation – not the classroom, not the school, and not the school system – and there are consequent changes in approaches to learning and teaching and the support of learning and teaching
2. Schools cannot achieve expectations for transformation by acting alone or operating in a line of support from the centre of a school system to the level of the school, classroom or student. Horizontal approaches are more important than vertical approaches, although the latter will continue to have an important role to play. The success of a school depends on its capacity to join networks to share knowledge, address problems and pool resources
3. Leadership is distributed across schools in networks as well as within schools, across programmes of learning and teaching and the support of learning and teaching
4. Networks involve a range of individuals, agencies, institutions and organisations across public and private sectors in educational and non-educational settings. Leaders and managers in these sectors and settings share a responsibility to identify and then effectively and efficiently deploy the kinds of support that are needed in schools. Synergies do not just happen of their own accord. Personnel and other resources are allocated to energise and sustain them
5. New approaches to resource allocation are required under these conditions. A simple formula allocation to schools based on the size and nature of the school, with sub-allocations based on equity considerations, is not sufficient. New allocations take account of developments in the personalising of learning and the networking of expertise and support

6. Intellectual capital and social capital are as important as other forms of capital related to facilities and finance

Particular attention in the workshops was given to the building of intellectual and social capital.

Alignment

Experience around the world confirms that there must be a high level of coherence among strategies at school and system levels if there is to be transformation (significant, systematic and sustained change that secures high levels of success for all students in all settings). Piecemeal change is destined to fail. Each of the four kinds of capital must be aligned, one with the other, with the focus on the student as the most important unit of organisation. Securing alignment between these different types of capital calls for outstanding governance. The entire enterprise must succeed in a context of change – local, national and international.

A simple model to illustrate alignment for transformation is illustrated in figure 1 (see Caldwell and Spinks, 2008, forthcoming, for details of the model).

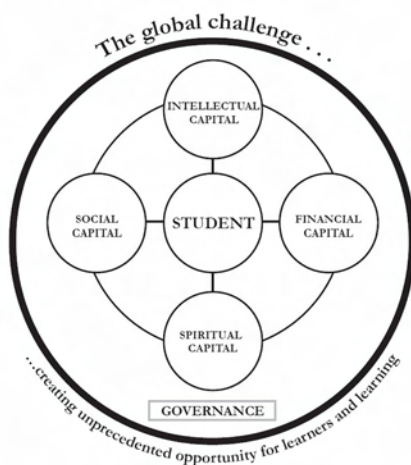


Figure 1: Alignment for transformation

Intellectual capital refers to the level of knowledge and skill of the professionals working as part of the school organisation. Those who work in or for the school must remain at the forefront of knowledge and skill.

Social capital refers to the strength of formal and informal partnerships and networks involving the school and all individuals, agencies, organisations and institutions that have the potential to support and be supported by the school.

Spiritual capital refers to the strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning.

Financial capital refers to the monetary resources available to support the school as it seeks to achieve transformation to secure high levels of achievement for all of its students.

Governance is concerned with the formal decision-making processes of the school and their interaction with civil society, considered here to be the network of mutually supporting relationships between government, business, industry, education and other services in the public and private sectors, community, home and voluntary agencies and institutions.

At the end of the workshops, participants were invited to give their subjective assessments of the strength of each form of capital in their schools, and to judge the extent to which they are aligned. It was suggested that a more systematic approach could be adopted in discussions of the school development plan.

3 Leader voice

This chapter contains summaries of discussions by school and school system leaders at the six workshops conducted in Mauritius in February 2007. After a brief description of the approach at each event, the responses to five key questions are summarised and explained. This chapter contains the combined responses from the six workshops. Summaries for each of the six workshops are set out separately in the annex.

Approach

Each workshop featured short keynote presentations by the zone directors, presentations by two or three school leaders on innovative practice in their schools, and discussions among participants on two key or three questions. Each group of five to eight participants recorded its deliberations by keyboard entry, with responses from all groups displayed on a large screen for subsequent analysis. All responses and analyses are available as MS Word documents; the annex contains summaries for each workshop. The technology, known as Zing, was developed by Sydney educator John Findlay and is used by students in the classroom, among other settings. It has wireless and internet capability.

Features of the technology include the speed at which very large numbers of responses are generated, the manner in which all responses are displayed, and the preservation of anonymity: only the person or the group making each response knows its source.

Key questions

The key questions reflect important elements in the new enterprise logic of schools described in chapter 2, and themes in **Re-imagining educational leadership** (Caldwell, 2006).

1. What differences would a visitor observe if your school is offering a world-class education in 2012 (vision)?
2. What new knowledge and skills are needed by teachers at your school if this vision is to be realised (intellectual capital)?
3. In what ways can individuals, organisations and institutions not currently involved help your school in its efforts to offer a world-class education (social capital)?
4. What changes in values, beliefs and attitudes are needed in your school and its community if the school is to be supported in delivering a world-class education (spiritual capital)?
5. What changes will be required in the roles of school leaders (leadership and governance)?

All six workshops addressed question 1, five addressed question 2, two addressed question 5 and one addressed questions 3 and 4.

Vision

The first question asked school leaders at each of the workshops to describe their vision on what changes may be made in Mauritian schools in order to reach their goal of offering a world-class education to all students by the year 2012. Responses are summarised in table 1.

The highest number of school leaders' responses concerned the use of modern technologies in the classroom (21%). This shows that school leaders and schools are embracing the potential of technology, and the Government's goal of establishing Mauritius as a 'cyber island' for students of the 21st century.

The second highest number of responses (17%) illustrates school leaders' focus on the provision of high quality education facilities for all Mauritian students.

School leaders suggested different, flexible approaches at all levels of schooling: the community level (11%), the level of school management (11.5%), and in the classroom (16%). Each of these changes in approach shares a focus on supporting schools to provide high quality, holistic and personalised learning for their particular student body.

Table 1

Summary of responses at all workshops to the question 'What differences would a visitor observe if your school is offering a world-class education in 2012?'

Themes	Examples	Number of responses	%
ICT	Access to internet; a computer on each table	60	21
Infrastructure	Better premises; facilities for sports and extra-curricular activities	52	17
Pedagogy and classroom issues	More creativity, less chalk and talk; more group work in classes	46	16
School management	More autonomy in managing our schools; longer school hours	33	11.5
Networking and communication	Learning through networks; community involvement	32	11

Themes	Examples	Number of responses	%
Student outcomes	Full participation of pupils; Improvement in academic results	25	9
Student-teacher ratio	Fewer students per class; greater individual attention to pupils	22	7.5
Training	Continuous teacher training; all teachers must be graduates	17	6
Total		287	99

Intellectual capital

School and system leaders at five of the six workshops were asked to share their opinions on the knowledge and skills required by school staff members to provide a world-class quality education. Responses are summarised in table 2. The highest number of responses to this question (36%) dealt with the dual issues of pre-service training and teachers' continuing professional development (CPD). Participants also focused on teachers staying at the forefront of professional knowledge by sharing best practice and current research findings (13.5% of responses). These responses relate directly to the idea of schools building their intellectual capital by ensuring that all staff members are highly qualified and continuously update their professional knowledge.

The goal of establishing Mauritius as a 'cyber island' was also a theme in responses to these questions. Seventeen percent of responses stressed the importance of teachers having knowledge about how to use modern technologies as a tool within the 21st century classroom. As with the previous question (table 1, above), the responses demonstrate the value that participants place on being computer and technologically literate.

Table 2

Summary of responses at five of six workshops to the question 'What new knowledge and skills are needed by teachers at your school if this vision is to be realised?'

Themes	Examples	Number of responses	%
Training and research skills	Variety of teaching strategies; should be up-to-date with the latest research in education	72	36

Themes	Examples	Number of responses	%
ICT skills	Computer literate; able to use internet and ICT facilities	33	17
Attitudes	Teachers must be committed; attitude, approach and work ethic	33	17
Pedagogy and classroom issues	Must set high expectations for pupils; modern pedagogical tools	33	17
Communication and networking	Sharing of knowledge among teachers; good communication skills	27	13.5
Total		198	100.5

Social capital

Question 3 was designed to prompt participants at one workshop to think about how relationships with individuals, private companies, academic institutions or any other type of organisation could support schools in providing a world-class quality education. The largest number of responses referred to financial assistance (40%), which is not surprising as individual schools in Mauritius, particularly schools in the Zone d'Education Prioritaire (ZEP) programme, gain financial or resource support from various organisations. The ZEP schools comprise 30 primary low performing schools that receive more resources than the mainstream schools; ZEP teachers are given a special incentive allowance. Relationships of this kind, therefore, are familiar to school leaders.

Twenty-six percent of responses summarised in table 3 indicated that individuals, organisations or institutions could help schools by sharing their expertise with students and teachers through training sessions, lectures and in-kind support. The participants in this workshop also indicated that individuals and organisations could support the provision of world-class education by modelling moral behaviour (17%) and using their organisational capabilities to extend extra-curricular activities and the schools' relationships with the community (17%).

Table 3

Summary of responses at one workshop (Zone 1 Primary) to the question 'In what ways can individuals, organisations and institutions, not currently involved, assist your school in its efforts to offer a world-class education?'

Themes	Examples	Number of responses	%
Resource support	Providing financial support to upgrade infrastructure; sponsorship	12	40
Sharing expertise	Training to pupils and teachers; deliver talks	8	26
Values	Acting as models for students; moral and spiritual development	5	17
Organisational assistance	Acting as a link between school and the community; organising recreational activities	5	17
Total		30	100

Spiritual capital

The teaching of personal values in Mauritian schools is one area of education that has received strong support from The Hon Dharambeer Gokhool, Minister for Education and Human Resources, and his ministry. The responses to this question, which asked participants to consider the spiritual capital of their schools, highlight the importance of personal values and attitudes. Table 4 summarises responses at the one workshop where the question was posed. Personal values, including tolerance, honesty and respect, made up over half (55%) of all of the responses and did not refer to any specific group within the school community (such as students, staff or the wider community). The understanding that these personal values are not necessarily linked with any one religion or religious activity is suggested in these responses, only 4% of which referred to religion.

Working in cooperation with the wider community was raised in 23% of responses, indicating the participants' understanding of the benefits of outside support for schools and students' education. To a lesser extent (18%), participants referred to the professional values and attitudes of teachers and other school staff.

Table 4

Summary of responses at one workshop (Zone 2 Primary) to the question ‘What changes in values, beliefs and attitudes are needed in your school and its community if the school is to be supported in its efforts to deliver a world-class education?’

Themes	Examples	Number of responses	%
Personal values	Confidence; honesty; sense of belonging	27	55
Cooperation between school and community	Greater partnerships with school community; positive attitudes towards school	11	23
Professional values	Job dedication, vision and target at goals, results driven	9	18
Religion	Religious interaction	2	4
Total		49	100

Roles of leaders

Question 5 required participants in two workshops to envisage changes that school leaders may need to make in order to provide a world-class quality education in Mauritius. Responses are summarised in table 5. One-quarter of these responses (25%) focused on the personal skills and attributes of school leaders, with a high number of these responses advocating the use of creativity and innovation in the school leadership role. Seventeen percent of the responses suggest the need for the devolution of some responsibilities to the school level to provide school leaders with the freedom to implement creative ideas.

Over a third of these responses indicated the need to establish strong relationships, both within a school leadership team (18%) and outside the school community (17%). The responses in these categories imply that school leaders should be open to collaborating with and learning from the experiences of others.

In responding to this question, participants have also indicated that changes need to occur in the roles of school leaders in Mauritius in order to support them in being better trained in management skills (6%) and ICT skills (3%), and being more open to change (7%).

Table 5

Summary of responses at two workshops (Zone 2 Secondary and Zone 4 Primary and Secondary) to the question 'What changes will be required in the roles of school leaders?'

Themes	Examples	Number of responses	%
Personal skills	Creativity; be proactive and innovative	18	25
Distributed leadership	Developing team spirit; teamwork and collaboration with other leaders of the school	13	18
Networking and communication	Networking at national and international levels; strong partnership and communication with other schools	12	17
More autonomy in school leadership and management	More freedom to take decisions at the school level; more financial independence	12	17
Realising vision	Transforming the school into a learning organisation	5	7
Attitude to change	Ready to accept and adapt to changes; accept new challenges	5	7
Training	'Trained manager', with relevant training in new educational fields	4	6
ICT skills	Computer literate	2	3
Total		71	100

A three-day workshop on 'Re-imagining school leadership' was held at the Human Resource Centre at Malabar, island of Rodrigues, 5–7 July, 2007, attended by all the heads, deputies and teachers of the 13 primary and five secondary schools, as well as the administrative staff from the Education Commission of Rodrigues. The workshop was opened by Mr Roussety, the Chief Commissioner of Rodrigues and conducted by Dr Rajayswur Bhowon and Mr Soobass Daby.

4 Schools on the move

Thirteen headteachers made short presentations in the six February workshops on efforts to achieve change in their schools. Each presenter was invited to provide short summaries of the major features of their presentations and additional information on the theme of transformation at their schools. This chapter is based on nine of those summaries. Taken together these constitute short case studies of 'schools on the move' in Mauritius.

Case 1: Srimati Indira Gandhi State Secondary School, Quartier Militaire

'A new culture is evolving in the positive direction and the school is gaining a new identity that reflects enormous progress in terms of its public image.'

This secondary state school is in the central part of the island. It was built to serve the rural areas under The World Bank secondary school assistance programme in education. It provided access to a larger number of children especially after the proclamation of free secondary education in 1976.

The rector was transferred to this school about four years ago. He is of the view that the previous school was 'a five star hotel' with 'great disparity in the infrastructural facilities'. His first task was to 'improve the tone of the school in order to make it more attractive and create an environment that is more conducive to effective teaching and learning.' Thus he gave a 'fresh coat of paint' and persuaded the parent teacher association (PTA) to finance the transformation of a wasteland at the back of the school into level grounds where playgrounds would be created. This development was intended also serve as a deterrent for students shirking classes and hiding in the area.

The senior management team supports the rector, especially with the implementation of the school development plan: he believes that the collaborative 'good mix' of senior and junior teachers is doing 'a wonderful job'. However, during the last three years, except for a brief period of three months, the rector had to manage the school without a deputy rector. A school with a population of over 800 students needs a deputy so as to 'do full justice to all the duties of the rector, especially to visit classes and play more effectively the role of facilitator and adviser to the classroom teacher . . . Closer monitoring of the teaching-learning situation is imperative in the pursuit of academic excellence' and it is 'difficult to offer a world class quality education without the tools required.' The rector also feels the constant need to reply to correspondence from the education ministry's head office created an excessive volume of work; the replacement of the higher executive officer and the clerical officer made matters worse.

An area in which the rector has focused quite extensively was to 'inculcate a sense of belonging to the school among both teachers and students.' The chosen strategy was to make the best use of the morning school assembly and the monthly staff meeting. These two meetings were very carefully prepared, resulting in a 'significant improvement in discipline'. The school's public image gradually improved; it became 'a high demand school' whereas four years before, it had been a third or fourth choice in the region and many parents were unwilling to send their children to the school.

Today, the school is doing very well, as demonstrated by the Cambridge School Certificate results, which have improved from 83% to reach a peak of 96.6% success in 2006. This success was largely attributed to the hardworking attitude of non-teaching as well as teaching staff, and parents' keen interest in ensuring their children's achievement through constant monitoring of homework and participation in PTA meetings. Staff morale is high, and the junior staff members are 'dynamic . . . with great potential'. The rector is optimistic that other changes and benefits will come with the introduction of iNet in his school.

Case 2: Bon Accueil Government Primary school

The headteacher considers the staff to be the key decisive actors at his school. 'The success of any project depends on the involvement of the staff. This is the biggest and most important resource we have at school . . . the staff must be taken on board or else we fail.' The staff showed unity and forged ahead towards high level achievements at the Certificate of Primary Education.

The major thrust of the school development plan (SDP) for the year 2003-4 was 'to promote an ICT culture among the staff, pupils and the parents'. Activities included a science exhibition mounted by pupils and teachers, with support from local secondary school teachers. The National Computer Board (NCB) supported this project by providing an IT coach. During one week, pupils, parents and teachers were initiated in ICT and the internet. A unique feature of this project was that, for the first time, 15 schools from the region visited the exhibition. This event provided an opportunity for the pupils to interact with pupils from other schools.

In 2005, another ICT week was organised for parents, pupils and teachers who were introduced to ICT and e-learning. The NCB coach was at school for the whole week to provide information on computer literacy. A private company called NetWork Plus demonstrated its Nomad Card, which provides an internet linking facility.

In 2006, the school organised a week on ICT, e-learning and e-government for parents and pupils. The inauguration at the school of the 'Mediatheque' by Hon D Gokhool, Minister of Education and Human Resources, was an important part of the event. Mediatheque comprised a library supported by CDs, CD ROMs and other audiovisual materials. The Mauritius College of the Air (MCA), a parastatal body charged with distance education in Mauritius, also took part. The headteacher is confident that such developments will be instrumental in eventually making the school a 'cyber school'.

Case 3: Shri Rajiv Gandhi Government Primary School

The school's mission statement is to 'provide an education that will make the children worthy citizens of tomorrow in an environment conducive to the teaching and learning process'. It also includes the statement that 'children do not come to school to get academic knowledge only'. The wellbeing of each child and society at large is considered essential for better citizenship recognising that 'education that does not mould character is absolutely worthless' (Mahatma Gandhi).

The headteacher stated that he should put into practice whatever he preached as a leader. It is his duty to 'motivate staff to new technologies in the teaching and learning process rather than only talk and chalk.' He further stressed the need to incorporate some valuable ideas acquired during in-service courses. More time will have to be devoted to preparatory work before entering the classroom.

The headteacher has introduced a plan to reduce the negative impact of those – including teachers – who are resistant to change, creativity and innovation. The plan comprises:

- A practical science class with the help of sponsors and the PTA
- Provision of one television and one DVD for each of the six standards (levels) in the school
- Provision of a reading room in the library to encourage teachers and children to do action research and to be in the forefront of knowledge
- Renovation of the school environment to better meet the needs of the children and encourage them to attend school regularly; e.g. creation of two handball and two badminton playing courts, and measures to reduce injuries in the school yard
- Collaboration with parents to reduce obesity and diabetes in children to enhance the well-being of all children and to reduce failures at the CPE (Certificate of Primary Education)

Case 4: Jean Lebrun Government Primary School

This primary school with a population of about 1000 is in the Capital City of Port Louis. This school has many similarities in terms of yearly intake, staffing and results at the CPE with Doorgachurn Hurry Government Primary School, which is located in the village of Goodlands in the North of Mauritius (see below). The headteacher has also compared the results of Raoul Rivet GS, and Villiers Rene GS, which are the two best schools in Port Louis. He is working hard through planning and with the support of teachers and parents to achieve parity with these schools.

The headteacher describes the word SCHOOL as: S to represent the microcosm of society; C the community, H the history of the school, O as organisation, O as organisational structures, and L as learning outcomes. He maintains that 'each and everyone in our school is putting their full competence into play to unlock and develop the potentials of our learners to the maximum through awareness of the

shared school culture and ethos in function.’ This he does through ‘sharing our individual and personal values’ and setting performance indicators ‘to achieve our vision and goals’. Further he ensures that the ‘overarching core values of the curriculum are well understood by each and everyone,’ to ensure ‘the commitment of each and every person in the team in the implementation process’ and to have the ‘necessary mindset’ for the progress of the institution, especially ‘in the daily governance of the school aiming at maximising its performance.’

The school development plan (SDP) has focused on four domains: school management and organisation, learning and teaching, school support and school ethos, and student performance. Parent and community involvement is a recent addition to the domains. This school is believed to be unique in having a librarian appointed by the PTA. The community has sponsored a project called ‘The best performing class’ and it is supporting the purchase of a photocopier for producing supplementary teaching materials and qualitative and quantitative data on the school, especially on the school’s CPE results to ‘assure a real networking’.

Case 5: Doorgachurn Hurry Government Primary School, Goodlands

The motto of Hurry School is ‘Discipline, dedication, respect, responsibility, trust and tolerance showed by the staff result in a value-based culture’. The headteacher involves all the staff fully in the activities of the school. He lets them know his expectations, gets feedback, ‘keep(s) a checklist and keeps on instructing, inspiring and inviting innovative ideas.’

The school, in the north of the island, has an annual intake of 160; its population in 2007 is 1040, with 26 general purpose teachers. Two deputy headteachers are responsible for the Asian languages. Hindi, Tamil, Telegu and Marathi are ancestral languages brought from different parts of India. They are a part of the curriculum in Mauritius and taught by full-time teachers: children with a Hindi background will be taught Hindi, those with Tamil will be taught Tamil, and so on. Mauritian schools also teach Mandarin and Hakka to those children with Chinese ancestry. Urdu and Arabic are taught to children with Indian ancestry but who are Muslims.

At Hurry School, Hindi is taught by eight teachers, Urdu by three teachers, Tamil by two teachers, Telegu by one teacher and Marathi by one teacher.

(The country’s unique mix of languages does not stop there: Creole [pidgin French] is spoken by most Mauritians; Bhojpuri [pidgin Hindi] is spoken mostly by people of Indian origin. However, neither or these are taught subjects.)

There are six caretakers and two general workers for the cleaning of classrooms and upkeep of the environment. Two ICT teachers are on a full-time basis and one ICT teacher attends school once weekly. Two specialised units, namely a school for the deaf with 14 children and a special education needs school with 24 handicapped children, are attached to the school. There is also the Ortiz Patino Pre-Primary Unit with 50 pupils below age five, which has three female teachers. This unit bears the

name of an Italian tourist who visited this school and donated 30,000 Mauritian Rupees to set it up.

‘The members of both teaching and non-teaching staff want to achieve their personal best,’ the headteacher maintains. ‘They set high, but realistic goals. The staff are eager to get involved in quality improvement schemes. They show a belongingness to the school projects . . . They adapt quickly to create opportunities to achieve their potential.’

The staff create ‘a climate of openness’ and engage in co-curricular activities, namely, literary activities (competitions, poems, essay writing, story telling, creative drawing); drama club; music; dance and other cultural activities; sports; fun day; inter-school tournaments; values education; and environment protection, preservation and promotion.

Ongoing projects include the Arpege Project initiated by the Indian Ocean Commission in collaboration with the Mauritius Institute of Education and the Ministry of the Environment. This project includes reducing litter on the roads and school gardening. Another project is the Compost Project set up by the Ministry of the Environment, the Mauritius Institute of Education and Young Farmers Association. The school was the winner of the National Award for the first edition of InnovEd in 2005.

The PTA is dynamic. The president and the members are ‘committed and collaborative’. The headteacher commends the parents’ sustained support , noting that they always respond positively to requests, they are engaged in fundraising activities and contribute to school and project funds.

Case 6: Dr Regis Chaperon State Secondary School

This school was named after the late Minister of Education. The mission of the school is ‘to achieve excellence at all levels’ and to transform the students into ‘digital young men . . . and global citizens’. The teachers are always encouraged to update their pedagogical knowledge in order to meet students’ multiple needs. Thus ‘the complex becomes fluid, the abstract is made transparent, and the unpractical becomes practical, bringing richer gains through global networking.’ Information technology cuts across all subjects in the school.

The school also promotes sports and games at national, regional and international levels, with one student winning the bronze medal at the World Boxing Competition in India. It is in the process of establishing links with other schools in the vicinity, especially with the private schools.

Case 7: Sodnac State Secondary School

The motto of this school is ‘Soar above all through education’ through a mission to ‘Prepare students to face adult life; achieve academic excellence; acquire high moral values.’

This is a girls' school that started in January 2003. It is a very high-demand school. The school excelled in the poster competition organised by the Ministry of Education and Human Resources. It competed with other schools nationwide and won the Science Project Prize set up by the Rajiv Gandhi Science Centre. It also won several literary competitions conducted under the aegis of the Ministry of Youth and Sports. Several students have ranked among the 10 best nationwide in French language and literature organised by l'Alliance Francaise, Mauritius.

Several innovations have taken place at the school. These are:

- No soft drinks have been sold since the school opened in 2003
- No hawkers are allowed within the school precincts
- Teachers are given as far as possible two afternoons off to reduce absenteeism and this is working well
- Blood tests (thumb prick) for early diagnosis of anaemia and diabetes were conducted in 2004
- Students are encouraged to eat fruits, yogurt and cereal bars and these items are sold at school by parent teacher association funded personnel
- Environment and health clubs have been set up to, respectively, help preserve and promote the environment and assist in the promotion of better health

Case 8: Sir Veerasamy Ringadoo Government Primary School

This is a primary school built in 1990 to serve mostly the families that have been settled in the newly extended township of Quatre Bornes located in the central part of the island. This is a very high-demand school. The results at the certificate of primary education for the last three years have been almost 100% pass. The headteacher finds it difficult to manage such a school mainly because of the 'sky high' expectations of the parents in terms of achievement and also the immense pressure they put on him during admission time.

The headteacher of this very highly successful school considers leadership, effective management and good communication to be cardinal criteria for success. He also considers critical areas contributing to the success of the children are: monitoring the teaching-learning process generally and specifically the schemes of work; teachers' work planning; and the marking of pupils' workbooks. He also points out the importance of discipline in order to inculcate good citizenship in the children. Good marks and good citizenship are both required.

The headteacher finally considers that the success of the school depends on all the stakeholders putting their heads together: the teachers, pupils, parents, headteacher, inspectors and the community at large. The main objective 'should be the welfare of the child, and the headteacher should in no way forget about it despite pressures from various quarters.'

Case 9: Lady Sushill Ramgoolam State Secondary School

The school was named after the wife of the first Prime Minister, Sir S Ramgoolam, who is the father of the current Prime Minister. The vision statement of the school is 'We are a centre of excellence where we strive for perfection with a pure heart and beauty of action with the determination to serve the country and pave the way for it to shine on the international platform'. This vision is translated into the mission statements of the school:

- To have faith in our students and help them to discover their potential and worth through harmonious intellectual, physical and moral development
- To build a spirit of togetherness among the staff and the students on the joyful journey of learning
- To set the tone of a high standard of pupils' academic achievement, supported by the combined efforts of teachers and parents
- To learn to share and participate in community activities as responsible citizens of our country by opening the doors of the school to the world
- To learn to live as one people and as one nation, in peace, justice and liberty

According to the rector, school managers are 'lead figures' who are at the 'heart of a moral debate', engaged in coming to terms with what is right and with what is proposed in the current reform for a world class education. There is always hope as the activities of the school help them to 'capture the richness and vitality of the human spirit (which) is a matter of thinking, working and seeing differently.' 'Management is about people: management arrangements are what empower people' (D Hargreaves, 1996).

The rector indicated that he initiated some notions of school-based management in order to build an 'empowered school'. He designed and developed the school structure to ensure that it fits the strategies put in place from time to time. He designed a delegated structure and assigned to the staff duties in line with their capabilities. He knew the staff well. He also set up a 'smart planning' initiative, which involved the parents in various school activities; regular parent teacher association meetings take stock of progress. The parents also show a high level of commitment and, especially, ensure that their children do their homework and submit their assignments on time.

The rector has secured a motivated and dedicated team who move along with him in the 'journey of change'. He always seeks the views of his staff so as to have a consensus as much as possible whenever he is proposing and implementing an innovation. Success stories are celebrated internally before they are disseminated in the community. Finally, he has developed clear communication channels with the four zone directors as they represent a critical level in decision-making and support to the schools.

5 Re-imagining school leadership

The enduring image from the workshops is the extraordinary energy and the flow of creative ideas that came from participants, most of whom were headteachers and other leaders in schools. What a wonderful resource for the people of Mauritius and their government, which has made a commitment to put the nation on the map in offering a world-class education!

Chapter 3 demonstrates that the Government's vision is shared, through participants' responses on what they would like visitors to observe if they visited their schools in 2012. They would like them to see excellent use of ICT in upgraded fit-for-purpose facilities, with teachers having the necessary skills in the required pedagogies. Participants acknowledged that the most important resources are the teachers and other professionals who will provide the intellectual capital for transformation. The importance of continuous professional development was recognised, with a focus on the pedagogies of the classroom and the use of ICT, extending to skills in research and an attitude that it can all be achieved. There was realisation that schools can't do these things alone and that support from others is important, including in the form of money, expertise, values and role models, as well as guidance in creating the kinds of organisations that are needed in world-class enterprises. Participants were therefore comfortable with the idea that social capital is important.

The kinds of values and beliefs that will be important in achieving change on the scale of transformation were explored. We called this 'spiritual capital' although the concept need not be limited to religion. Participants highlighted what would generally be regarded as the core human values of confidence, honesty and belonging. Also important are valuing links with the community and professional values such as dedication.

An important question related to the preferred roles of school leaders in the future. Participants want to be creative and innovative, sharing their leadership with others in the school (distributed leadership), with the opportunity for networking. They would welcome the opportunity to take on more authority and responsibility.

We saw such leaders in action in the many presentations at the workshops, with summaries of nine presented in chapter 4. Their focus was on lifting the achievement of students, building the capacity of staff, adopting where possible the latest technologies, strengthening engagement with parents and other members of the community and above all, building commitment to a shared vision of what lies ahead. They are making it possible to achieve such vision. It was evident that some of the strategies adopted by these leaders called for creativity and some

risk-taking, but that is part of the new image of the educational leader, as described in **Re-imagining educational leadership** (Caldwell, 2006), the key themes from which shaped the programme. All of these things are occurring and will continue to occur within a framework of policies and priorities set by the Government under the leadership of the Prime Minister and the Minister, with direction and support from skilled professionals at the zone level.

The workshops modelled the kind of high level professional activity that is possible through the networking of ideas, nationally as well as internationally. Ideas from around the world were shared each day but participants had the opportunity to test these and explore current achievements and future possibilities in the local setting in the intensive technology-assisted discussions. Participation in International Networking for Educational Transformation (iNet) enables the free flow of ideas across national borders and encourages activities of the kind that occurred in these workshops.

There are many implications for policy and practice, with new possibilities for leadership at every level. An example is the possibility that some outstanding headteachers will be trained to serve as 'system leaders' in the new sense of the term, as it is being taken up in England and other countries. That is, they become leaders of the system as a whole, or in parts of the system, still based in their schools but working with their counterparts to build capacity to do the things that are high priority for government and are part of the vision that workshop participants have for 2012. This is an instance of 're-imagining educational leadership' as everyone comes on board to move the system to world-class.

There is more to share as a result of the further work that has been undertaken in several countries in the months since the workshops were held. For example, 10 indicators have been identified for each form of capital in the model for alignment that framed the workshops. Six countries are involved in a study of how outstanding schools are building strength and achieving alignment in each instance. The findings will be reported in late 2007. It may be that Mauritius can participate in an extension of the project, enabling a wider audience to see how Mauritius is indeed **On the move!**

Annex

Summaries of responses in workshops

Workshop 1: Zone 1 primary

What differences would a visitor observe if your school is offering a world-class quality education in 2012?

Themes	Examples	Number of responses	%
Infrastructure	Well-equipped classrooms; audiovisual facilities	10	19
Pedagogy, curriculum and class resources	New teaching initiatives; updated curriculum	10	19
ICT	Access to computers and the internet; computer literacy	9	17.5
School staffing	Adequate staffing; committed staff; autonomous headteacher	9	17.5
Networking and relationships	Parental involvement; learning through networks	8	15
Student behaviour and outcomes	Full participation of pupils; accuracy in reading	6	12
Total		52	100

What new knowledge and skills are needed by teachers at your school if this vision is to be realised?

Themes	Examples	Number of responses	%
CPD and training	Specialist teachers; ongoing professional development	13	38
ICT skills	ICT literate; computer literate	6	17.5
Pedagogy	Child-centred approach; class management	6	17.5

Themes	Examples	Number of responses	%
Personal skills and values	Teachers must be committed; ready to accept ideas from pupils	5	15
Networking and outsourcing	Sharing knowledge on a national and international level; outsourcing	4	12
Total		34	100

In what ways can individuals, organisations and institutions, not currently involved, assist your school in its efforts to offer a world-class quality education?

Themes	Examples	Number of responses	%
Resource support	Providing financial support to upgrade infrastructure; sponsorship	12	40
Sharing expertise	Training to pupils and teachers; deliver talks	8	26
Values	Acting as models for students; moral and spiritual development	5	17
Organisational assistance	Acting as a link between school and the community; organising recreational activities	5	17
Total		30	100

Workshop 2: Zone 2 primary

What differences would a visitor observe if your school is offering a world-class quality education in 2012?

Themes	Examples	Number of responses	%
Pedagogy	More group work in classes; holistic approach	15	25
Infrastructure/resources	Modern classrooms; available resources	13	21
Technology/ICT	Access to internet	10	16
Curriculum and outcomes	Success rate will increase; syllabus will be changed	8	13
Teacher: pupil ratio	Reduce the number of pupils in classes	6	10
Communication/networking and school management	More involvement of the community; more independence	6	10
Teacher training	Continuous teacher training	3	5
Total		61	100

What new knowledge and skills are needed by teachers at your school if this vision is to be realised?

Themes	Examples	Number of responses	%
Specific skills and attitudes	Research skills; variety of teaching strategies	12	34
ICT and technology	IT skills; digital storage and retrieval of data	8	23
Training and CPD	Intensive staff development programmes	8	23
Networking and communication	Sharing teaching experience; clustering	4	11
Pedagogy and class resources	Must set high expectations for pupils	3	9
Total		35	100

What changes in values, beliefs and attitudes are needed in your school and its community if the school is to succeed in its efforts to deliver a world-class quality education?

Themes	Examples	Number of responses	%
Personal values	Confidence; honesty; sense of belonging	27	55
Cooperation between school and community	Greater partnerships with school community; positive attitudes towards school	11	23
Professional values	Job dedication, vision and target at goals, results driven	9	18
Religion	Religious interaction	2	4
Total		49	100

Workshop 3: Zone 1 state secondary and private secondary schools

What differences would a visitor observe if your school is offering a world-class quality education in 2012?

Themes	Examples	Number of responses	%
Re-imagining the system of education	Four cardinal points of education; going beyond examination-oriented mindset	16	28.5
Networking/working with the community	Parents as active participants; community and school linkages	11	20
Technology/ICT	School wired; virtual library	9	16
Infrastructure	Modern infrastructure; better premises	8	14
Teacher training	Teachers with new mindset; better qualified teachers	7	12.5
Student/teacher ratio	Less crowded classrooms; greater individual attention to pupils	5	9
Total		56	100

What new knowledge and skills are needed by teachers at your school if this vision is to be realised?

Themes	Examples	Number of responses	%
Teacher training	Professional training in teaching; real workshops	11	19
Psychology and behaviour management	Trained in psychology; crisis management	11	19
Communication and networking	Team working; sharing of best practice worldwide	10	17.5
Teacher attitude and personal skills	Attitude, approach and work ethics; generosity	10	17.5

Themes	Examples	Number of responses	%
Pedagogy and classroom skills	Modern pedagogical tools; socio-pedagogical tools	8	14
ICT	Fully computer literate; computer assisted skills in teaching	5	9
Specialised areas of education	Remedial education; special needs education	2	4
Total		57	100

Workshop 4: Zone 2 state secondary and private secondary schools

What differences would a visitor observe if your school is offering a world-class quality education in 2012?

Themes	Examples	Number of responses	%
Student behaviour and outcomes	More responsible students; students will be more independent	11	25
Teachers and leaders	More dedicated teachers; strong leadership	10	22
Networking and communication	Communicating with schools around the world; more interaction between teachers and students	7	16
ICT	A computer for each student; quick access to information	6	13
Student-teacher ratio, pedagogy and curriculum	Practically-based science lessons; fewer students per class	6	13
Infrastructure	Physical infrastructure at par with world-class standards	5	11
Total		45	100

What new knowledge and skills are needed by teachers at your school if this vision is to be realised?

Themes	Examples	Number of responses	%
Communication and leadership	Communication and leadership skills; sharing of knowledge among teachers	10	30.5
Pedagogy and content skills	Mastery of content; they need to acquire latest pedagogical skills	10	30.5

Themes	Examples	Number of responses	%
Training and research skills	Should be up-to-date with the latest research in education; inquiry techniques	7	21
ICT	Teachers should possess high ICT skills; ICT facilities	6	18
Total		33	100

What changes will be required in the roles of school leaders?

Themes	Examples	Number of responses	%
Distributed leadership	Delegation of powers; team work and collaboration with other leaders of the school	9	26
Training and personal qualities	Creativity; 'trained manager', who is more of a trouble-shooter	8	23
Networking and communication	Strong partnership and communication with other schools	7	21
Autonomy	More freedom to take decisions at the school level	5	15
Realising vision	Transforming the school into a learning organisation	5	15
Total		34	100

Workshop 5: State primary, state secondary and private secondary

(this workshop was conducted in two hours rather than three)

What differences would a visitor observe if your school is offering a world-class quality education in 2012?

Themes	Examples	Number of responses	%
Infrastructure	Modern infrastructure; facilities for sports and extra-curricular activities	14	33
Classroom issues and pedagogy	Interactive classes; decreased class size	10	23
ICT	More technologies will be available; use of technology	9	21
Curricular and extra-curricular activities	Longer hours at school; major changes in extra-curricular activities	5	12
Staff and training	All teachers must be graduates; no replacement problem	4	9
Networking and communication	Community involvement	1	2
Total		43	100

What new knowledge and skills are needed by teachers at your school if this vision is to be realised?

Themes	Examples	Number of responses	%
Training	Academic qualifications; develop specialist teachers in schools	12	31
Professional skills	Good leadership and communication skills; mentoring skills	11	28
ICT skills	Be computer literate; able to use internet	8	20.5
Personal	More creative; time management	8	20.5
Total		39	100

Workshop 6: Zone 4 state primary, state secondary and private secondary (this workshop was conducted in two-and-a-half hours rather than three)

What differences would a visitor observe if your school is offering a world-class quality education in 2012?

Themes	Examples	Number of responses	%
Technology	A computer on each table; video conference in classrooms	17	55
Classroom behaviour and pedagogy	More creativity, less chalk and talk; fieldwork	9	29
Infrastructure	New buildings with relevant amenities; better infrastructure	2	6.5
More autonomy	Flexible management at school level; more autonomy in managing our schools	2	6.5
Networking	Community involvement	1	3
Total		31	100

What changes will be required in the roles of school leaders?

Themes	Examples	Number of responses	%
Personal skills	Be proactive and innovative; an all-rounder	11	30
More autonomy	More empowerment to be given to school leaders; more financial independence	7	19
Networking and communication	Networking at national and international levels; more links with the community	5	13.5
Attitude to change	Ready to accept and adapt to changes; accept new challenges	5	13.5

Themes	Examples	Number of responses	%
Distributed leadership	Ability to share, delegate and empower; developing team spirit	4	11
Training	Have relevant training in new educational fields; upgrading of skills	3	8
ICT skills	Adapt themselves to new technologies; computer literate	2	5
Total		37	100

References

Caldwell, BJ (2006). **'Re-imagining Educational Leadership'**. Camberwell: ACER Press and London: Sage.

Caldwell, BJ and Spinks, JM (2007). **'Raising The Stakes: From Improvement To Transformation In The Reform Of Schools'**. London: Routledge (published in July 2007)

Friedman, TL (2006). **'The World Is Flat – The Globalised World In The Twenty-First Century'**. Clays Ltd. St Ives plc.

Gokhool, D (2006a). **'Quality Initiatives For A World Class Quality Education 2006'**. Statement by the Hon D. Gokhool, Minister of Education and Human Resources, Mauritius.

Gokhool, D (2006b). **'Empowering The Nation's Children: Towards A Quality Curriculum'**. Foreword by Hon D. Gokhool, Minister of Education and Human Resources, Mauritius.

Lee, HL (2005). National Day Address at National University of Singapore (NUS). August 21.

Lee, HL (2006). **'The Singapore Way'**. Newsweek special edition: **'The Knowledge Revolution: Why Victory Will Go To The Smartest Nations & Companies.'** January-March.

Ministry of Education (Singapore) (2005). **'Nurturing Every Child: Flexibility & Diversity In Singapore Schools'**. Singapore: Ministry of Education.

Zuboff, S and Maxmin, J (2004). **'The Support Economy'**. New York: Penguin Books.

iNet, International Networking for Educational Transformation, is the international arm of the Specialist Schools and Academies Trust



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

© **Specialist Schools and Academies Trust 2008**

Specialist Schools and Academies Trust, 16th floor,
Millbank Tower, 21-24 Millbank, London SW1P4QP

Tel: 020 7802 2300 Fax: 020 7802 2345

Email: info@ssatrust.org.uk

Websites: www.ssat-inet.net
www.schoolsnetwork.org.uk

ISBN 1-905150-97-0

