ASSOCIATION OF BOYS’ SCHOOLS NEW ZEALAND
MAY 2016

Research Project:
Building Excellence
in Boys’ Education

Dr Phil Cummins

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education

- Working with over 1,750 schools internationally
- Achieving better outcomes for more learners by building cultures of excellence in leadership and learning in communities of inquiry
- An educational agency that equips, empowers and enables schools and school leaders through consultancy and educational services
- Strategic alliances with tertiary bodies (including University of Tasmania) and professional associations including AHISA, AGSA and IBSC
- Partnership with ABSNZ since 2016
- Creating educational software solutions for improving school performance including Touchstones

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A leader… has to engage people in confronting the challenge, adjusting their values, changing perspectives, and learning new habits.

RA Heifetz & DL Laurie, *The work of leadership*, HBR, 1997

1. Reviewing fit for purpose 21C school culture
2. A draft framework for great schools for boys
3. Building excellent schools for boys
1. Reviewing fit for purpose 21C school culture
REVISITING 21C LEARNING THEORY

21C learning culture

- Learning culture and technology research
- International educational progress
- Ideas, models and frameworks

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Learning culture: the congruence of vision, intention, action and output in that which schools are meant to do best – to help learners to achieve better outcomes throughout and by the end of their time at school than they did when they entered it.

These outcomes might be academic, social, emotional, developmental, physical and even spiritual.

They might also encompass character, values, attitudes and behaviours.

And other things too …
MODEL FOR 21st CENTURY EDUCATION
CENTER FOR CURRICULUM REDESIGN
January 2016

Knowledge
"What we know and understand"
- Interdisciplinarity
- Traditional (i.e., Mathematics)
- Modern (i.e., Entrepreneurship)
- Themes (i.e., Global Literacy)

Skills
"How we use what we know"
- Creativity
- Critical Thinking
- Communication
- Collaboration

Character
"How we behave and engage in the world"
- Mindfulness
- Curiosity
- Courage
- Resilience
- Ethics
- Leadership

Meta-Learning
"How we reflect and adapt"
- Metacognition
- Growth Mindset

© Center for Curriculum Redesign

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A CIRCLE FRAMEWORK FOR LEARNING

1 Who Am I? Learning Values That Equip
   – **Hope**: Inspiring learners by mandating and maintaining a positive tone and attitude
   – **Care**: Displaying an enthusiasm for excellence by striving for better outcomes for more learners
   – **Research**: Cultivating a disposition for investigation by identifying and responding to evidence
   – **Review**: Seeking continuous improvement of outcomes and process by focusing on outputs, evaluating rich data and honing in on what works – impact
   – **Creativity**: Promoting innovation by harnessing perspective, conceptual thinking, iteration and attention to detail

2 Where Do I Fit In? A Curriculum of Empowerment
   – **Language**: Developing shared culture and practice with a consistent vocabulary for learning
   – **Structure**: Aligning ends, means and intentions through backwards design of learning
   – **Flexibility**: Progressing learners through clear, logical and adaptable curriculum structures and matrices
   – **Evaluation**: Recognising how and when to give feedback within assessment for learning, assessment of learning, and assessment through learning
   – **Challenge**: Challenging learners to grow by coaching for achievement and success

3 How Can I Best Serve Others? A Pedagogy of Engagement
   – **Context**: Teaching learners as they present in the right environment
   – **Motivation**: Encouraging discipline and commitment by boosting mastery, autonomy and purpose
   – **Personalisation**: Enhancing individuals by respecting and responding to difference
   – **Inquiry**: Consolidating meaning by asking the right questions and providing the right tools to answer them
   – **Capability**: Building confidence and competence by strengthening knowledge, capacity, understanding and process

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LEARNING CULTURE NEEDS

- **Student engagement**: Promote student engagement with a focus on attendance, motivation, self-belief, a disposition to learning, perseverance, problem-solving and performance, enhanced by positive student-teacher relationships, equitable distribution of resources and less stratification of students.

- **Teacher partnership in reform**: Enable a relentless, practical focus on learning, and a strong culture of teacher openness, research and learning.

- **Professional learning**: Implement formal induction, feedback, professional development and mentoring systems for all levels of teachers with systems that are primarily focused on improving student outcomes.

- **Positive teaching climate**: Promote teacher involvement in decision-making, the use of active teaching practice, teacher cooperation and collaboration, and opportunities to improve teachers’ classroom management.

- **Value-added educational measures**: Track educational performance and provide the technology that empowers this as a key focus of strategies to improve instruction and programs.

- **Distributed instructional leadership**: Prepare teachers to enter school leadership through formal training programs and support distributed school leadership and instructional leadership, especially in building school professional learning plans, identifying and implementing essential outcomes for all students, holding students, staff and parents accountable for outcomes, encouraging and coaching teachers to use teaching strategies that improve educational outcomes for all students and assessing student progress in important areas.

- **Improved accountability**: Augment cultural change with increasing trend towards regulation in terms of teacher qualifications, professional standards, conduct and behaviour.


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TECHNOLOGY-DRIVEN EDUCATIONAL NEEDS

- Education paradigms are shifting internationally to include online learning, hybrid learning and collaborative models, social media is increasing its presence in all aspects of society.

- The abundance of resources and relationships available because of new technologies is compelling a fundamental rethink of the role of educators, while openness as a concept and an expectation is changing perceptions of how education should function.

- Significant challenges to education include the increasing importance of ongoing professional learning of staff, the constraining impact of institutional culture on adoption of new technologies, the challenge to traditional educational modes and institutions offered through technology as alternative sources of education, the requirement to blend formal and informal modes of learning K-12 and the inadequacy of current technologies to meet expectations relating to personalisation of learning.

- Specific technologies include cloud computing, mobile technology and the use of student-specific data to customise curricula and resources as a near horizon focus, learning analytics and open content as a mid-horizon focus, and 3D printing and virtual laboratories as far-term horizons, while Bring Your Own Device (BYOD) is fast becoming the preferred model for facilitation of devices and therefore requiring shifts in attitudes to access and permissibility of smartphone technology.

NMC Horizons (2014)
SHOULD "SCHOOL" LOOK AND FEEL VERY DIFFERENT?

- ALTSCHOOL
- HIGH TECH HIGH
- KEN ROBINSON AND CREATIVITY
- PETER GRAY AND PLAY THEORY
- SUGATA MITRA AND THE HOLE IN THE WALL
- BLENDED LEARNING
Fit for purpose 21C learning culture:
stepping forward into a preferred future where ...

1. Vision and vocabulary shared
2. Value proposition agreed by clients and consumers
3. Velocity, shape, and trajectory of change designed and implemented to meet the needs of internal and external contexts
Learning culture: the congruence of vision, intention, action and output in that which schools are meant to do best – to help learners to achieve better outcomes throughout and by the end of their time at school than they did when they entered it. These outcomes might be academic, social, emotional, developmental, physical and even spiritual. They might also encompass character, values, attitudes and behaviours.

The purpose of learning culture: The notions of improvement and attainment are endemic to this core business: how we can help learners be better at what they do so that they might be able to apply their learning to enter the pathways of their choice during and beyond school, and conduct lives that are more productive and meaningful as a result of their education. In other words, if we see our major role in educational leadership as that of conserving the past and facilitating a sustained status quo, we miss the point of living in our times.

Fit for purpose learning culture: To these ends, our essential role as educational leaders is to conceive of what education must become and give priority to those things that will assist our schools and others educational institutions to step forward into the future, as opposed to privileging the preservation of structures and practices that may well have served us well in the past but which no longer have the relevance or currency that obviates their continued institutionalisation.

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FIT FOR PURPOSE LEARNING CULTURE

• Does any of this sound new?
  – It shouldn’t

• Are we good at doing this?
  – Probably not as good as we should be or we might like to be

• Do we like being exceptional? Do we strive for fit for purpose?
  – Maybe we prefer being the same and seek to emulate best practice

• What 3 things might we do to build a fit for purpose learning culture?
  1. Build a vision and a vocabulary for 21C learning culture
  2. Establish the value proposition for 21C education
  3. Design the velocity, shape, and trajectory of change in a school for 21C
EFFECTIVE DRIVERS FOR SCHOOL IMPROVEMENT

Michael Fullan, *Strong Performers and Successful Reformers: Lessons from PISA*, July 2011 – international research establishes what works in helping schools to change their practice effectively:

**Wrong vs right drivers:**
- Accountability vs Capacity Building
- Individual vs Teamwork
- Technology vs Pedagogy
- Piecemeal vs Systemic

**Essential conditions:**
- Intrinsic motivation
- Engage students and teachers in continuous improvement
- Inspire teamwork
- Affect 100% of students and teachers

Sequence, alignment and cohesion are essential in synthesising and implementing these. With respect to accountability, it means colleagues working as peers in a transparent way to get results, supported and monitored by the centre.
Fit for purpose 21C learning culture: focusing on strategic drivers of ...
1. Capacity building
2. Teamwork
3. Pedagogy
4. Systems

Fit for purpose 21C learning culture: employing strategic levers that help us to build ...
1. Leadership
2. Strategy
3. Learning culture
4. Culture
5. Performance
6. Systems and processes

Fit for purpose 21C learning culture: stepping forward into a preferred future where ...
1. Vision and vocabulary shared
2. Value proposition agreed by clients and consumers
3. Velocity, shape, and trajectory of change designed and implemented to meet the needs of internal and external contexts

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Why do so much education and training, management consulting, and business research and so many books and articles produce so little change in what managers and organizations actually do?

1. Why before How: Philosophy is important
2. Knowing comes from doing and teaching others how
3. Action counts more than elegant plans and concepts
4. There is no doing without mistakes – what is the response?
5. Beware of false analogies: fight the competition, not each other
6. Measure what matters and what can help turn knowledge into action
7. What leaders do, how they allocate their time and how they allocate resources matters

2. A draft framework for excellence in 21C boys schools
CIRCLE’S 21C SCHOOL GRADUATES – THE POTENTIAL FOR OUR BOYS

<table>
<thead>
<tr>
<th>Local, Regional and Global Citizens</th>
<th>Contemporary Leaders and Future Builders</th>
<th>Continuous Learners and Unlearners</th>
<th>Individuals of Character</th>
<th>Team Creators and Cultivators</th>
<th>Solution Architects</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want graduates to have an abiding sense of their responsibility to contribute to local, regional and international context through being part of enterprise, business, joint ventures, service entities, government, and not-for-profit organizations</td>
<td>We want graduates with the reflectiveness, sensitivity and strength to lead in a way that brings out the best in others and enhances the future for all of us.</td>
<td>We want graduates who embrace the need to adopt a change mindset and engagement in continuous learning and unlearning.</td>
<td>We want graduates with the strength of character to navigate our world with kindness, empathy and consideration</td>
<td>We want graduates to emerge from their schooling with the capacity to collaborate meaningfully and productively with others through care, context and compassion</td>
<td>We want graduates to be equipped with the competencies to design and do what they need to do really well in a world that’s not really sure what it wants from them yet but knows that it expects a lot – possibly more than has been expected of any generation before it.</td>
</tr>
</tbody>
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CIRCLE’S 21C COMPETENCIES – THE KNOWLEDGE, SKILLS AND CHARACTER OF OUR BOYS

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Communication</th>
<th>Change Readiness</th>
<th>Character</th>
<th>Collaboration</th>
<th>Creative and Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic competency begins in social responsibility and community-mindedness, and in an appreciation of the social, cultural, economic and environmental interconnectedness within and across local, national and global communities. In an increasingly complex world, effective contribution to the wellbeing of others requires the knowledge, skills and character strengths associated with global competence.</td>
<td>Competent communicators express themselves clearly and accurately, and in appropriate ways for different audiences and purposes. Effective communication is at the heart of strong leadership.</td>
<td>Change readiness describes the capacity of the learner to approach situations with an open and agile mind, to assemble and master a body of knowledge, to evaluate quickly and decisively the need for solutions based on a combination of past practice, current experience and the anticipation of future needs.</td>
<td>Character competency involves the cultivation and practice of those values, dispositions and attitudes associated with “moral character” and “performance character”.</td>
<td>Collaboration is the expertise to work effectively, responsibly and respectfully within diverse teams towards the accomplishment of a goal.</td>
<td>Critical thinkers effectively analyse and evaluate evidence, arguments, claims, beliefs and alternative viewpoints. They are problem-solvers, tackling different kinds of unfamiliar problems in conventional and innovative ways, asking significant questions that lead to better solutions. Creative thinkers value collaboration and continuously reflect on their thinking processes thought to reality. A creative mindset includes dispositions such as inquisitiveness and perseverance, and it also involves discipline, focus and hard work.</td>
</tr>
</tbody>
</table>
## CIRCLE’S STRATEGIC LEVERS FOR 21C SCHOOLS – HOW WE BUILD GREAT SCHOOLS FOR BOYS

<table>
<thead>
<tr>
<th>Building School Strategy</th>
<th>Building Leadership Culture</th>
<th>Building Learning Culture</th>
<th>Building School Culture</th>
<th>Building Systems and Operations</th>
<th>Building Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>How we describe the trajectory of a school strategy that is inherently dissatisfied with the status quo and which normalises a tendency to redesign the vision, direction, structures and processes required to create a great school.</td>
<td>How we apply models and frameworks of positive and solution-focused leadership that builds cultures of excellence in leadership and learning.</td>
<td>How we might institutionalise the desire to learn from all of our experiences to achieve better outcomes for more learners.</td>
<td>How we cultivate a healthy and supportive community that balances the need to honour the past and address the demands of the present while prioritising looking forward to a future of growth and improvement.</td>
<td>How we use systems and operations to create and support opportunities to connect people better through a community of practice.</td>
<td>How we can envision and appreciate the importance of evidence-based high performance as a point of focus, inquiry and research for the school.</td>
</tr>
</tbody>
</table>
### CIRCLE’S GREAT SCHOOL DOMAINS – WHERE WE LOOK TO RECOGNISE GREAT SCHOOLS FOR BOYS

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Communication</th>
<th>Evaluation</th>
<th>Reputation</th>
<th>Relationships</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the schools mission, realize the school’s vision and demonstrate the school’s values in action</td>
<td>Listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21st century learning</td>
<td>Routinely gathers and evaluates data-based evidence of agreed school outcomes that relate to the core learning, leadership, character, service, sport, co-curricular and developmental activity of the school in particular, as well as the financial, governance and business stewardship of the those resources needed to attain the educational mission of the school</td>
<td>Earns a strong reputation as a great school that exceeds expectations with relation to the quality of it outcomes, the efficiency and efficacy of its processes, its engagement with its community, the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships, communications and initiatives</td>
<td>Builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world</td>
<td>Privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes</td>
</tr>
</tbody>
</table>
## CIRCLE’S GREAT SCHOOL CRITERIA – WHAT WE USE TO JUDGE A GREAT SCHOOL IN ITS DOMAINS

<table>
<thead>
<tr>
<th>Strategic Intent</th>
<th>Community Engagement</th>
<th>Planning</th>
<th>Ethos</th>
<th>Processes</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided by a common understanding of and judgment about its strategic intent that is most visible in the close and mutually supportive relationship between its strategic vision, leadership, operations, governance, and culture.</td>
<td>Energised by deliberate, targeted and intentional approaches to community engagement that is informed by an both understanding of the relationships between what stakeholders what and need, and what the school promises and delivers on an ongoing basis,</td>
<td>Driven by a relentless passion for and shared practice in for setting, planning for, attaining, and (where possible) improving the school’s capacity to deliver better outcomes for more learners by building cultures of excellence in leadership and learning.</td>
<td>Strengthened by the robustness and resilience of its ethos, particularly through the alignment of its stated and unstated culture as demonstrated in the connections between its community’s words and its deeds, particularly the daily activity of students, staff and leaders.</td>
<td>Enhanced by routine habits of researching, identifying and implementing the best possible teaching and learning, research and development, information recording and tracking, evaluation and decision-making, and resourcing and other business processes, based on cumulative internal data-gathering, regular programs of review and external research of other available options.</td>
<td>Commitment to the identification of the broad and deep nature of community satisfaction with the school by testing the validity of parent assumptions and anecdote against key data about performance in the key academic, pastoral and business outcomes of the school.</td>
</tr>
</tbody>
</table>
**CIRCLE’S INDICATORS OF GREAT SCHOOLS FOR BOYS – THE CRITICAL COMPONENTS**

<table>
<thead>
<tr>
<th>Strategic Clarity and Connection</th>
<th>Effective and Engaging Communication and Reporting</th>
<th>Robustness and Consistency of Standards</th>
<th>Resilience of Consensus Around Ethos</th>
<th>Focused and Committed Community of Practice</th>
<th>Tangible Outcomes for Students and Programs that Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforces strategic clarity and connection in school activity by promoting intentional, aspirational and practical values that provide concrete direction for the school.</td>
<td>Ensures desired school culture and strategy are aligned and translated into daily operations and community engagement through effective communication and reporting.</td>
<td>Strengthens the robustness and consistency of school standards by setting expectations, providing support, monitoring progress, recognizing success, and encouraging accountability.</td>
<td>Reinforces the resilience of the consensus about shared values, intentions and principles that enable the community to withstand the challenges of conflicting goals and hidden assumptions about educational design and delivery.</td>
<td>Prioritises the establishment and continuous refinement of process, systems and structures that nurture a school-wide community of practice that unlocks defensive default positions, and support individual and collective improvement in formal and informal learning culture and practice.</td>
<td>Establishes and achieves both process and product outcomes for students and programs are appropriate to both the context of the learning environment and the deliberate and targeted focus of learning.</td>
</tr>
</tbody>
</table>
3. Building excellent schools for boys
CIRCLE’s work in education over the past three decades has allowed us to draw some conclusions about what great practice in schooling might mean when mapped against our domains of school improvement and performance standards.

The context of boys’ education provides a unique lens by which these standards of educational excellence might be framed and examined, particularly in six key areas by which the culture of a great boys’ school might be assessed in depth:

- student care and character;
- learning culture across the curriculum and co-curriculum;
- student leadership culture;
- design and delivery of student programs and pathways;
- the promotion of student voice, diversity and identity;
- innovation and future readiness.

Stretching over two years (Semester 2 2017 to Semester 2 2019) and involving a target figure of at least 20 ABSNZ schools, the proposed research project would significantly deepen and broaden our preliminary framework for excellence in boys’ education. It would generate substantially more data at the global level to develop and articulate this framework and to document best practices in boys’ schools across New Zealand.
OUR PROJECT OVERVIEW

CIRCLE is enjoying working in the context of boys’ schools in New Zealand. Over the past two years, we have discussed with ABSNZ the opportunity to collaborate in a significant piece of longitudinal research in the area of becoming a great school for boys with three dimensions:

• **Research project**: conducting longitudinal research for you with boys' schools in New Zealand to refine our framework, with a deliverable of a significant report into the nature of boys' schools in New Zealand relative to this framework.

• **Evaluative measure/tool**: developing and testing a tool to help schools assess their own performance and strategic alignment in relation to this framework, with a deliverable that makes this tool (and flow-on analytical reporting based on it) available to individual schools and/or your group of schools for commercially competitive rates.

• **Professional learning**: providing blended professional learning in the practice and leadership of boys' education (linked to the framework), with a deliverable of a program of formal professional learning via CIRCLE’s online platform, face-to-face workshops and online performance development system (with the possibility of linking this with a recognised accreditation scheme), again available at commercially competitive rates.
OUR PROJECT FOCUS

The project would focus on the following key questions:

• What might be the goals and associated outcomes for education in New Zealand boys’ schools in six key areas of student care and character, learning culture across the curriculum and co-curriculum, student leadership culture, the design and delivery of student programs and pathways, the promotion of student voice, diversity and identity, and innovation and future readiness.

• How can these goals and outcomes be situated in the context of 21st century competencies and skills?

• What are best practices in educational programs and pedagogy in New Zealand boys’ schools?

• What are authentic and meaningful professional standards for teachers as educators of boys?

• What are the design features of high-performing boys’ schools?

• How is boys’ education best embedded in and aligned with school strategy?

• How can school leaders foster a high-performing culture for boys’ schools?

• What is the role of school tradition and history in advancing the education in boys’ schools?
OUR DELIVERABLES

In addition to reporting a set of findings from the research, the report would articulate and make recommendations about a framework for excellence in boys’ education in schools. The framework would:

• provide ABSNZ schools with a methodology and a set of survey instruments to evaluate excellence in boys’ education, especially with respect to student care and character, learning culture across the curriculum and co-curriculum, student leadership culture, design and delivery of student programs and pathways, the promotion of student voice, diversity and identity, and innovation and future readiness.

• provide ABSNZ schools with a design model for developing excellence in boys’ education;

• provide schools with a shared vocabulary, strategies and best practices for establishing outcomes for excellence in boys’ schools;

• provide schools with a model for professional learning and performance review in excellence in boys’ education; and

• indicate ways that a school community can engage in regular, evidence-based review and renewal of goals and practices for excellence in boys’ education.

The research process would also support the following outcomes:

• connect schools in the ABSNZ community in meaningful collaborative research, as a benefit of ABSNZ membership;

• demonstrate the collective expertise of boys’ schools in service to schools and boys in any setting;

• provide the ABSNZ with research of immediate and practical benefit and value to member schools; and

• provide the ABSNZ with opportunities to engage with other organizations in the realm of excellence in boys’ education.

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OUR PROCESS

• **Phase 1: Getting Started** – select and orientate participants (MAY-SEPTEMBER 2017)

• **Phase 2: Discovery and Culture Capture Process** – conduct online surveys and artefact studies, and report out at workshops/presentations at ABSNZ Conference(s) (SEPTEMBER 2017 TO JUNE 2018)

• **Phase 3: Developing a Draft Framework for Excellence in Boys’ Education** – build/confirm framework through workshops and prepare draft final report (JUNE 2018 TO JANUARY 2019)

• **Phase 4: Refining the Draft Framework for Excellence in Boys’ Education** – respond to draft final report, submit report and present to ABSNZ Conference(s) (JANUARY TO MAY 2019)

This process follows the pattern and methodology of the CIRCLE-IBSC Character Education project currently being undertaken with 49 boys’ schools world wide.

The research leaders for the project are Dr Phil Cummins, Managing Director of CIRCLE, and Brad Adams, Director – CIRCLE Education. They are assisted by CIRCLE staff and associated external experts.

Based in Sydney, Australia, CIRCLE – the Centre for Innovation, Research, Creativity and Leadership in Education is an executive agency in education that connects to 1700 schools and other organizations primarily in Australia, New Zealand and Asia-Pacific, and also in North America, South Africa and Europe, through publications, workshops and conferences, and consulting and research services to mainly the K-12 sector. Details can be reviewed at [https://circle.education/](https://circle.education/)
OUR COMMITMENTS

Each project school would agree to:

• appoint a project coordinator for communication and planning with CIRCLE
• facilitate and enable surveys, focus groups, interviews and other research activities according to the phases of the two-year project
• in the second year of the project, send a small group of teachers to a regional research workshop
• coordinate with CIRCLE an internal process to review and provide feedback on draft findings and recommendations for a framework for excellence in boys’ education
• Contribute NZD2 per student to the overall cost of the project

CIRCLE will commit to provide:

• Written updates at project milestones as established by CIRCLE and the ABSNZ
• A report to the ABSNZ, summarizing the key findings from the research, and presenting a framework for excellence in boys’ education
• An archive of materials on effective programs and practices related to the project
• Presentations and reports at ABSNZ workshops and conferences during the project timeframe
• Monthly and quarterly reporting throughout the duration of the project
• Individualized reporting for project schools and individualised data (if required), as well as access to the full reporting suite – project schools would also receive project updates and briefings during the project lifespan.

ABSNZ is supporting the coordination of the project and contributing NZD10K seed funding.

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
We want you to think about this and then stick your hand up to take part in this important project!
Your questions?
Remember that when you leave this earth, you can take with you nothing that you have received...only what you have given: a full heart enriched by honest service, love, sacrifice, and courage.

Francis of Assisi

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Do you have other questions?
Do you want to know more?

Dr Phil Cummins phil@circle.education

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