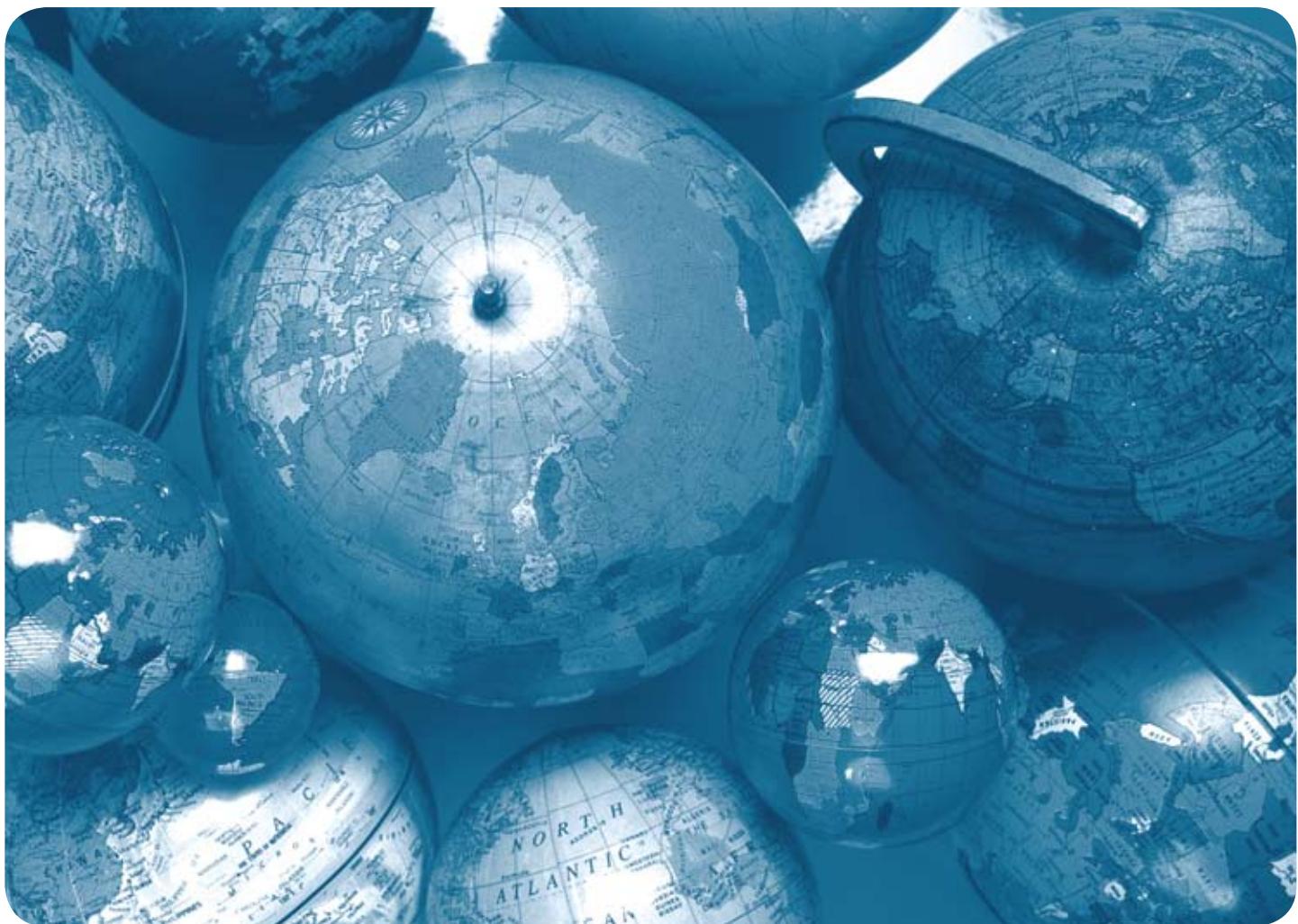




Specialist Schools and Academies Trust

iNet Charter for Action

Drawn up at the 2nd iNet International Workshop
for Transformation and Innovation, June 2009



Charter for leaders in an era of transformation and innovation

We are 65 principals and other school leaders from seven countries who have deliberated for three days on the **essential skills for living, learning and working in an era of globalisation**. Drawing on the rich and diverse experience in our schools and what we have learned from networking knowledge with colleagues around the world, we have agreed on how school leadership should be exercised in the years ahead to ensure success for all students in all settings.

This charter constitutes a shared commitment that will shape our own practice and which we recommend as a way forward for others in the rapidly expanding project of International Networking for Educational Transformation (iNet). The charter will be of immediate interest to policymakers but, consistent with a foundation principle of iNet, it is at its heart a charter 'for schools by schools'.

Our starting point at the 1st International Workshop

The 1st International Workshop for School Leaders was conducted in Beijing in October 2006 when 100 outstanding principals from 14 countries shared information about transformation in their own countries and developed an agenda for the future of schooling. There was agreement on five 'self-evident truths': **endemic inequality across the globe, globalisation and a 'shrinking world', the different talents of learners and the task of educators to nurture them, the need for school leaders to be at the forefront of transformation and innovation, and differences in cultures and contexts**. Participants pledged their support of policymakers and the wider community in the discharge of their responsibilities, but at the same time they urged them to recognise the urgency of action; to help disseminate best practice; to remove historical impediments to change; to attract the best people to the profession and prepare them well; to provide schools with authority, responsibility and the resources to help them respond to the unique mix of needs in local settings; and to ensure that 'moral purpose' was at the fore in debate. This 'moral purpose' is 'a compelling drive to do right for and by students . . . to learn with and from each other as we live 'together in this world'. This is what we call global interdependency.

It was resolved following Beijing that there should be another workshop to build on these outcomes, to determine in more detail and reach agreement on the particular implications for transformation and innovation, and to propose a course of action for school leaders around the world. The island nation of Mauritius, a model to the world of social cohesion, was chosen as the setting, being a country that is determined to thrive in an era of globalisation and to transform its schools.

As a leader in a globalised world I agree to reflect the following in my work and to recommend to my colleagues around the world that they do the same:

1. To engage in global collaborations to transform schools and network knowledge in every way possible, with trust that comes through a commitment to a common cause and with the highest levels of professionalism and respect for the circumstances of others
2. To participate in and contribute to networks at different levels – local, national and international – according to circumstance and opportunity
3. To respect the differences and diversities in settings within and between countries
4. To recognise that countries are at different points in the journey to transformation and that, while there is an agreed view on the direction of change, there will be different rates of progress
5. To acknowledge that with the explosion of knowledge and the way it is acquired and disseminated, there may be dramatic changes in the design of facilities, where schooling takes place, how it is organised and in the nature of teaching and learning
6. To respond to the special challenges of education in settings where growing numbers of children live in deep poverty, polarisation and exclusion
7. To recognise that networking and globalisation are more than a sharing of knowledge; they are about breaking down racial and other barriers and creating a climate in which meaningful and collegial dialogue can flourish
8. To help create a global movement of educators who help children to come to terms with globalisation that calls for strong values that engender respect and empathy and celebrate diversity
9. To lead the development and delivery of curriculum that responds to the aptitudes, passions, interest and needs of all students; calls for a high level of professional skill, a capacity to learn from and form partnerships with other schools, listen to and learn from students who are at ease with new technologies, and that is innovative in organising learning by stage of development rather than age
10. To accept that the nature of society and schooling in the medium to long term cannot be predicted with certainty, thus calling for extraordinary adaptability and flexibility on the part of all who work in or for the school
11. To become outward facing, drawing strength from, encouraging and supporting parents and others in the wider community to understand and appreciate what is occurring, and helping them to embrace an agenda for change and transformation.

As a leader for transformation and innovation I agree to reflect the following in my work, and to recommend to my colleagues around the world that they do the same:

1. To raise the esteem of the profession to the point that it attracts the best people to its ranks
2. To prepare students to be leaders and agents of change in a climate in which the voice of students is sought and honoured
3. To create an environment and an empowering framework that enables creativity and innovation to flourish
4. To create new ways for professionals throughout the school to become more globally aware; to become brokers and navigators of learning for students; to work in teams, often project-based; and to encourage mindsets and language skills that will help position the school for sustained success in an era of globalisation
5. To ensure that new professional capacities are supported and sustained through structured opportunities for professional development; exemplary approaches to mentoring and coaching, with honest and open feedback; distributed leadership, succession planning, and high levels of professionalism
6. To ensure that a coherent set of values drives transformation and innovation, personally valuing a 'no blame culture', and striving to be models for deep professional learning, problem solving, courage, boldness, collaboration and accountability
7. To challenge traditional ways of doing things – to determine new 'default settings' – building confidence in new ways and resisting reversion to the traditional settings
8. To join with other leaders in making a moral commitment to supporting schools in developing countries and their communities.

In equipping every learner for the 21st century I agree to reflect the following in my work, and to recommend to my colleagues around the world that they do the same:

1. To be driven by unrelenting commitment to ensuring success for all students in all settings, including and especially for children with profound and complex learning needs who have equal rights as global citizens
2. To fully embrace personalising learning and to share knowledge on strategies for achieving it; personalisation, diversity, choice and variety are features of curriculum in the 21st century
3. To accept that a global curriculum requires a different range of pedagogies; ensures students are aware of what it means to be a global citizen; is scientific, creative and philosophical; appreciates historical contexts; and ensure that digital literacy for students enables them to become the new creators in global technological advances.
4. To ensure that all students build capacity in problem solving, creativity, flexibility, adaptability, mental agility and life skills, acknowledging that these mean more cross-disciplinary learning and teaching than has traditionally been the case
5. To change the culture of learning to include a higher level of co-construction by teacher and student and the incorporation of local, national and global perspectives
6. To expose students to the worlds of work in the widest sense, accepting and preparing them for a future where these worlds may be remarkably different from the present
7. To lead and support richer and more relevant approaches to assessment for and of learning that embraces the full range of intelligences and capacities; strengthens the focus on requirements for learning in the 21st century; engages a wide range of stakeholders in the processes of assessment; ends the damage to good education of teaching to the test and thereby assists parents and policymakers to understand and accept the benefits of these richer approaches
8. To provide the strongest possible guidance, counselling and other forms of support for all students as they navigate increasingly complex pathways of learning, especially for students who fall behind or are not experiencing success
9. To ensure intelligent and safe use of new technologies in learning
10. To trust students to be independent learners, taking responsibility for their own learning, and to ensure a good fit between the 'students' world' and the 'educators' world'.

Iaccept the call to action set out in this charter, supporting the major themes that shall drive my actions:

1. To re-examine continually the concept of the school as a place of learning – a learning community for the whole community
2. To accept that creative capacity building is the core business of the school in the 21st century
3. To create cultures, structures and processes that enable these changes to occur through new and often radically different approaches to the acquisition and deployment of resources, adoption of new pedagogies, formation of new partnerships, abandonment of past practices that do not support these transformations, and new and more powerful approaches to assessment
4. To endorse a role for iNet in providing the structures and fostering the networks that will ensure the commitments in this charter will be realised in local, national and international settings.



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Educators around the world have pledged their support for the iNet Charter for Action. To see the current list and to offer your support please visit www.ssat-inet.net