Expectations have been raised in Australia and comparable countries for an ‘education revolution’ that will secure success for all students in all settings. Such a revolution must ensure the alignment of educational outcomes, the skills required for a strong economy, and the needs of a harmonious society. Why not the Best Schools? offers a ten-point, ten-year strategy that will ensure that, when all is said and done, people will look back and say a revolution has occurred and all schools can be fairly described as ‘best schools’.

This book draws on a five-year study culminating in The International Project to Frame the Transformation of Schools conducted in Australia, China, England, Finland, the United States and Wales. The findings are consistent with the McKinsey & Company report on the world’s best performing school systems and those arising from OECD’s Program for International Student Assessment (PISA). It goes beyond system characteristics to provide an in-depth account of how transformation occurs in schools. Fifty indicators are provided to help shape strategies for policymakers and practitioners in schools and school systems. Guidelines for leadership and governance ensure a future-focus for those who are determined to ensure that all students will succeed in the 21st century.

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The Finland Report

Why not the Best Schools?

Toni Saarivirta

The Finland Report is part of a set of six country reports that support Why not the best schools?

The Finland Report contains five case studies of successful schools in Finland and examines the reasons for their success. Through interviews with principals, other school leaders and analysis of school reports, the reports examine how these schools achieved transformation and success by actively developing and building strength in four kinds of capital: intellectual, social, financial and spiritual — and aligning them to their mission through outstanding governance.

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