

# CURRICULUM AND PEDAGOGY FOR THE 21<sup>ST</sup> CENTURY:

## CHALLENGES FOR SCHOOL LEADERS

Brian J. Caldwell and Fiona Longmuir<sup>1</sup>

A national curriculum is long overdue. It will play an important role in ensuring that Australia's schools prepare students for individual success and thereby contribute to a vibrant society and strong economy in the years ahead. It reflects intentions in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008).

The merits of the national curriculum are not challenged in this presentation unless it is claimed to be the be-all and end-all of curriculum and pedagogy for schools in the 21<sup>st</sup> Century. We are not aware that such a claim has been made. We offer one qualification, however, repeating a theme in *Why Not the Best Schools* (Caldwell & Harris, 2008), included in a 10-point, 10-year strategy for an 'education revolution': the national curriculum must be 'broad enough and sufficiently adaptable to ensure the professional judgement of a highly skilled profession will prevail at the school level' (Caldwell & Harris, 2008, p. 170). We return to this theme in the final section of the paper.

The purpose of this presentation is to demonstrate that the best of curriculum and pedagogy in the 21<sup>st</sup> Century can be achieved at the same time that the demands of the national curriculum, NAPLAN and My School are satisfied. We show how to frame the learning experience to ensure such an outcome. Disengagement is minimised. Innovation and creativity are nurtured. Enriching activities found in many schools are affirmed.

A pre-condition is that the kinds of approaches to teaching and learning described by John Fleming in his presentation (Fleming, 2010) are implemented in all schools. He has demonstrated in dramatically different settings that they work. They need not dominate or even be a major part of school experience for young Australians. We endorsed these approaches in *Re-imagining Educational Leadership* (Caldwell, 2006) and re-affirm that endorsement in the light of the detailed explication in John Fleming's book *Towards a Moving School* (Fleming & Kleinhenz, 2007) and his contribution to this forum.

Achieving the outcomes described by John Fleming and providing the rich range of curriculum and pedagogy required in the learning society of the 21<sup>st</sup> Century presents a major challenge for school leaders. It is often difficult to work out how this can be done under the pressures of NAPLAN, My School and limited resources. It demands a capacity to 'think outside the square' so to speak. The second Cisco report (*The Learning Society*) calls for 'new models of education' but warns that:

Formal education systems have proved too hard to reform from within. To meet the present challenge, governments, societies, and learners must look elsewhere – to other sectors and around the world, often in unlikely places (Cisco, 2010, iv).

At Educational Transformations we had an opportunity to do this when we were

---

<sup>1</sup> Brian J. Caldwell is Managing Director and Principal Consultant, Educational Transformations, and Professorial Fellow at the University of Melbourne where he was Dean of Education from 1998 to 2004. Fiona Longmuir is Consulting Researcher (Melbourne) at Educational Transformations. This paper was presented in the Leadership in Education Forum at the Annual Conference of the Queensland Studies Authority (QSA) on the theme of 'Shared Vision: An Australian Curriculum P-12', Brisbane Convention and Exhibition Centre. 29 April 2010.

commissioned to develop an educational framework for programs in a non-school setting. After completing the task we applied the framework to the school setting, as we demonstrate in this paper. In other words, we worked 'outside the square' to arrive at a framework that will assist school leaders respond to the challenge described above.

There are several challenges for school leaders in providing curriculums and pedagogies that are so important in the 21<sup>st</sup> Century. Four are presented in the second part of the paper.

## **A NEW FRAMEWORK FOR CURRICULUM AND PEDAGOGY IN THE 21<sup>ST</sup> CENTURY**

Educational Transformations was commissioned by OSHClub, a leading provider of Outside School Hours (OSH) programs, to develop an educational framework that would inform the development of its programs for 2010 and beyond. Information was gathered from several sources: (1) research in related programs in Australia and other countries; (2) research and reports of emerging policies and practices in curriculum and pedagogy, with a focus on requirements and expectations in the 21<sup>st</sup> Century; and (3) site visits to eight OSHClub programs in Victoria and Queensland.

The educational rationale is explained in the pages that follow. Illustrations are provided in the related PowerPoint presentation but are not included in the written paper because of copyright restrictions. The starting point is the current shift in the balance in Outside School Hours programs, away from childcare alone toward an educational experience, but not necessarily a school experience. Indeed, parents in our research made it clear that they valued an educational experience in OSH settings but one that was 'not like school'.

### **National and international policy perspectives**

It is apparent that the balance of childcare and education in OSH settings is shifting towards the latter in Australia, as it is in other countries. There is a significant policy shift occurring in Australia with current interest in the possibilities of 'Extended School' programs, including those to support students in literacy and numeracy. The Smarter School National Partnerships agreement between federal and state governments includes 'Extended Service Models in Schools' as a major initiative (DEEWR, undated).

Internationally, Finland includes before- and after-school care as one part of a comprehensive plan for education (Ministry of Education, Finland, undated). In England, the introduction of Extended Services / Extended Schools has been an important aspect of educational policy since 2003. It is a significant element of the *Every Child Matters* reforms in England launched by the Blair Government in 2004 (DfES, 2004).

National and international trends that recognise the value of high quality extended schooling programs make the development of an educationally appropriate and sound framework both innovative and timely.

### **Educational focus**

With policy on extended schools emerging as a major interest of government, it is timely to consider the educational focus that these settings are best placed to support. It is important to note that 'educational' is not synonymous with 'school'. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parent.

The nature of OSH settings is an important consideration. These are usually found in informal, child-focused environments. They are not governed by curriculum guidelines or learning outcome requirements. Government regulations are provided through the Outside School Hours Care Quality Assurance Quality Practices Guide (Australian Government, 2003). These regulations are more closely aligned with Child Care Services than Education Services at this time (although the overlap between these areas is becoming greater for all age groups).

OSH programs normally cater for 4 to 12 year-olds and the number of hours that students might access the programs in a particular week may range from 1 to 20. Programs need to provide high levels of flexibility and a relaxed atmosphere to cater for student needs at these times of the day. Such factors make OSH settings ideally placed to focus not on learning outcomes in a narrow academic sense, but rather to develop students as learners in a broader sense with scope to address requirements for learning in the 21<sup>st</sup> Century. These broader educational factors may impact on achievement within a traditional school setting and also more broadly for a productive and fulfilling life.

### **Skills for the 21<sup>st</sup> Century**

The Cisco first report on *Equipping Every Learner for the 21<sup>st</sup> Century* (Cisco, 2008) identified skills required by students in the 21<sup>st</sup> Century and an update was provided in its second report on *The Learning Society* (Cisco, 2010):

1. Gathering, synthesizing, and analysing information
2. Working autonomously to a high standard with minimal supervision
3. Leading other autonomous workers through influence
4. Being creative and turning that creativity into action
5. Thinking critically and asking the right questions
6. Striving to understand others' perspectives and to understand the entirety of an issue
7. Communicating effectively, often using technology
8. Working ethically, firmly based in both your own society and the planet as a whole (Cisco, 2010, p. 7)

These skills are consistent with the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008) and permeate the proposed national curriculum.

However, the second report argued that *more* and *better* focused educational reforms need to be replaced to a large extent by *different* reforms. Simply providing more schools, more classes and more teachers will not meet the changing needs of learners, nor will the current preference for identifying 'best practice' and replicating it. It is time to be 'different' (Cisco, 2010, p. 21).

OSH settings can make a contribution to the development of so-called 21<sup>st</sup> Century skills, and providers that understand their potential are well placed to take the lead, as is the case with OSHClub which commissioned our work. The second Cisco report suggested that the 'different' approaches that are needed for education in the 21<sup>st</sup> Century will not come from within traditional educational systems, but rather from sectors that are able to innovate and focus on student needs free from the constraints of entrenched systems (Cisco, 2010, p. 19). OSH is one such sector and the pedagogical framework we developed for that sector can be translated to the school sector.

### **FRAMEWORK**

The educational framework is summarised in the pages that follow. While OSH was the setting for the developmental work, the intention is to demonstrate wider

applicability across the years of schooling, supporting and enriching the delivery of the curriculum. This cross-sectoral application should sit comfortably in current state-based curriculum frameworks as well as the national curriculum. Some of the terminology is drawn from these and will be immediately recognisable. For example, we have utilised some of the terminology from the Victorian Essential Learning Standards (VELS). Moreover, many schools already frame their pedagogies in ways that are consistent with what we describe and illustrate below.

The framework has two main parts. First, there are four core principles. Second, the framework is organised into three domains each of which has three dimensions. Each dimension contains a number of elements related to learning. Venn diagrams are used to illustrate these intersections. The domains, dimensions and elements may be presented in a mind map. These are illustrated in the accompanying PowerPoint presentation (restricted copyright).

### **Core Principles**

At the core of the framework are the principles that underpin the activities that students should experience: Play, Discover, Share and Engage.

#### *Play*

Play has the potential to improve all aspects of children's well-being: physical, emotional, social, and cognitive (Burdette & Whitaker, 2005; Scarlett, 2005)

The importance of play to children's learning is well researched and supported, including by some of the 'giants' of learning theory such as Piaget (1999) and Vygotsky (cited in Lindon, 2001). With students spending much of their day in the normally highly structured learning environment of a classroom, a focus on play in the hours outside school time is essential (Monro-Miller, 2001). The value of play is reflected in the United Nations Convention on the Rights of the Child (1989). Article 31 recognises 'the right of the child to rest and leisure (and) to engage in play and recreational activities'.

#### *Discover*

The opportunity for students to learn through their own discoveries has been an important aspect of theory in education for many decades. Exploring and making sense of the world are powerful learning experiences. Bruner (1977, p. 20) stated that an important ingredient of meaningful learning is 'a sense of excitement about discovery – discovery of regularities about previously unrecognised relations and similarities between ideas, with a resulting sense of self-confidence in one's abilities'.

Time and space to explore areas of interest with appropriate levels of guidance from adults is essential to learning through discovery. This principle is particularly applicable to OSH learning environments where students' interests can regularly contribute to the planning of activities and their enthusiasm for an idea or project can be accommodated through the flexible nature of the setting.

#### *Share*

The social context of learning is another well researched area of education. There is general agreement that learning with others contributes to effective understanding. A particularly important value of learning together is the opportunity for students to engage in talking about their experiences. Vygotsky (1978) studied the connections between language and thought and suggested that children develop intellectual function through internalising social communications. Dewey (1916) suggested that thinking and learning together is the only way that individual learning can be fully realised.

An OSH setting is inherently social because relationships are regularly entered into with other students and carers. As well as students interacting with peers from the same age group when participating in activities and projects, they are also often interacting with younger and / or older students. The sharing of ideas, achievements, concerns and backgrounds is a naturally occurring feature of OSH programs.

### *Engage*

Engagement improves the likelihood of learning by adding to the depth and quality of the experience (Loader, 2007, p. 27). Learning is likely to be internalised if students are engaged in activities in which they have an interest. Further, engagement has a self-perpetuating aspect. If students are interested, and receiving intrinsic reward from their engagement in an activity, they are more likely to continue or extend their experiences and therefore develop deeper understandings.

The first Cisco report suggests that 'active facilitation and authentic, hands-on activities can lead to higher levels of student participation and engagement, which are prerequisites for better outcomes in the long term' (Cisco, 2008, p. 15). The key words, 'active facilitation and authentic, hands-on activities' are descriptors of the types of experiences that OSH programs can provide (and schools should provide). Through the practice of allowing students choice in what, where and how they participate in activities, and also involving students in planning them, engagement becomes an important principle of OSH programs.

## **Domains**

### *Thinking and learning*

The child who has gained proficiency in thinking skills is not merely a child who has grown, but a child whose very capacity for growth has increased (Lipman, Sharp & Oscanyan, 1980, p.16)

A focus on Thinking and Learning skills is widely accepted as a key component of modern educational practice. Achievement in this domain enhances a student's capacity to participate in education throughout their lives. The focus is on skills that will support life-long learning.

The dimensions within this domain are Creative and Critical Thinking, Curiosity and Exploration, and Discovering and Using Knowledge. These dimensions reflect an understanding that in the 21<sup>st</sup> century navigating knowledge is more important than knowing facts:

The continuous rise of the Internet means that value lies not in knowing a fact, but in knowing where to find knowledge, being able to critically distinguish between different sorts of evidence, knowing who can help you, and then being able to convey what you've found out (Cisco, 2010, p. 7).

### *Personal Growth*

This domain focuses on aspects of the educational program that directly strengthen the emotional and physical capacities of students. It is generally understood and confirmed in research that learning is optimised when students are physically and emotionally well prepared to participate. In the 21<sup>st</sup> Century it is becoming increasingly important that these skills are fostered as pressures from technology and changes in social values are impacting on children's emotional and physical health.

The dimensions within this domain are Resilience, Healthy Living, and

Independence. Non-cognitive skills such as these have been shown in research into school and career achievement to be important (Cisco, 2010, p. 7). They are an important and necessary complement to disciplinary and interdisciplinary skills.

### *Working Together*

The ability to interact with one another in proactive and positive ways is essential to the well-being of all individuals and the wider society, both locally and globally. As the world that students live in continues to 'shrink' and change, these skills become even more important. This phenomenon is highlighted in documents from two significant international events. The G100 conference of 100 school principals from 14 countries held in Beijing issued a communiqué that stated that to enhance cooperation between education systems throughout the world is a 'self-evident truth':

Global economic integration and the advancement of information, communication, and transportation technologies have shrunk the world into an interdependent and interconnected village. Harmony in this village is vital to the continuation and further prosperity of the human race (Specialist Schools and Academies Trust, 2006).

The Delors Report on education for the 21<sup>st</sup> century proposed 'learning to live together' as one of the four pillars of education:

Learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996).

The dimensions within this domain are Communication, Collaboration, and Community. These dimensions focus on the important competencies of developing identity and getting along with others in ways that will benefit students in all situations.

### **Summary**

The policy context in Australia and around the globe is moving toward recognition of the educational value of OSH programs. Providers that act on this recognition are well placed to accept the challenge set by organisations such as Cisco to focus on the needs of the 21<sup>st</sup> Century society:

Building the *Learning Society* means assembling a new coalition that can draw innovations from all sectors of society for the benefit of learners. It needs to mobilise new structures, new approaches and new technology to deliver a new balance of skills to a lifelong learning population (Cisco, 2010, v).

The framework for OSH programs is a contribution to meeting requirements for a learning society in the 21<sup>st</sup> Century including the emotional, physical, social and intellectual needs of individual students. The challenge and opportunity for schools is to utilise the same framework.

### **THE GREAT DEBATE**

The need for a framework along the lines presented here and the manner in which it addresses 21<sup>st</sup> Century skills is the subject of debate, and leaders at all levels including schools have a role to play in managing and moderating that debate. Consider, for example, the argument of eminent education historian Diane Ravitch:

The latest fad to sweep K-12 education is called '21<sup>st</sup> Century Skills'. States . .

. are adding them to their learning standards, with the expectation that students will master skills such as cooperative learning and critical thinking and therefore be better able to compete for jobs in the global economy. Inevitably, putting a priority on skills pushes other subjects, including history, literature, and the arts to the margins, But skill-centred, knowledge-free education has never worked. The same ideas proposed today by the 21<sup>st</sup> Century Skills movement were iterated and reiterated by pedagogues across the 20<sup>th</sup> century (Ravitch, 2009).

Are the two positions of Cisco and Ravitch mutually exclusive? They need not be. The common ground is that the best teachers in the subject areas of the national curriculum will provide (and always have provided) opportunities for 'problem solving and decision making; creative and critical thinking; collaboration, communication and negotiation; intellectual curiosity and the ability to select, structure and evaluate information' (included in the 21<sup>st</sup> Century Skills described in the Cisco Reports). They may also provide opportunities for students to undertake 'project-based, cross-disciplinary tasks that encourage innovation and cross-cultural collaboration, and apply their knowledge and creativity to solve real-world problems' (as also described in the Cisco Reports).

Expectations for the national curriculum, the pedagogical framework presented in this paper, and the manner in which 21<sup>st</sup> Century skills are addressed are consistent with the recent work of Howard Gardner, who is well known to educators around the world for his landmark work on multiple intelligences (Gardner, 1983). He suggests that the future demands five frames of thinking, and proposes *Five Minds for the Future* (Gardner, 2006), summarised as follows:

- The Disciplined Mind: employing the ways of thinking associated with the major scholarly disciplines and major professions.
- The Synthesising Mind: selecting crucial information from the copious amounts available; arraying that information in ways that make sense to self and others.
- The Creating Mind: going beyond existing knowledge and syntheses to pose new questions, offer new solutions, fashion works that stretch existing genres or configure new ones.
- The Respectful Mind: responds sympathetically and constructively to differences among individuals and among groups; seeking to understand and work with those who are different; extending beyond mere tolerance and political correctness.
- The Ethical Mind: abstracting crucial features of one's role at work and one's role as a citizen and acting consistently with those conceptualisations; striving toward good work and good citizenship.

It is fair to ask how schools can make a contribution to developing these capacities if serious attention to them is delayed until late in the secondary years or beyond, or if the demands of NAPLAN and My School lead to a preoccupation with literacy and numeracy and a narrowing of curriculum and pedagogy in the early years. We contend that these dysfunctions need not occur and that school and school systems have a major role to play.

## **CHALLENGES AND OPPORTUNITIES FOR SCHOOL LEADERS**

Four inter-related challenges are described. They should be seen as opportunities to be seized more than problems to be addressed. Before presenting them we need to make clear that, while the framework described in these pages emerged from research in the OSH setting, we are not proposing that schools become more like OSH or that OSH become more like schools. We are, however, suggesting that there is a framework for learning that is common to both settings. Moreover, it can support

a broad curriculum that includes the national curriculum. It is a framework for a pedagogy that addresses 21<sup>st</sup> Century skills.

The first challenge is to commit to approaches of a kind described by John Fleming in his contribution to the forum. There is convincing if not unassailable evidence that they can raise levels of achievement and close the gap between high and low-performing students, especially in literacy. What some see as the pitfalls in or narrowness of NAPLAN can be avoided, allowing schools to move with confidence to a broader and richer curriculum. There are powerful implications for initial teacher education and ongoing professional development. There is an immediate need for intensive programs to rapidly build capacity.

The second challenge is to encourage and support innovation and creativity in curriculum and associated pedagogy. We have proposed a framework that can guide the effort. This will mean that some schools and their leaders can shake off the constraints they experience or fear in the current climate of testing and transparency.

We acknowledge that the best schools do not feel constrained in this way, either by disposition or in the manner they set priorities and allocate resources. There is remarkable innovation and creativity in schools around Australia. Moreover, the frames of mind proposed by Gardner are already addressed in the best of current curriculums that foster disciplinary and inter-disciplinary approaches and are implied in the proposed national curriculum. The framework we describe may assist all schools to build the same capacity.

We acknowledge that some of the fears we expressed at the outset about early childhood programs and extended school days being extensions of traditional schooling have been allayed in some settings. Ontario, Canada, for example, has announced a curriculum for its full-day kindergarten program. 'It's a little bit kindergarten, a little bit day care and a whole lot of play'. It is 'contrary to what some have feared – a sort of Grade 1 lite with tests and homework'. It introduces the basics of language, mathematics, science, arts, physical activity and personal development 'all through activity rooted in play' (Education News, 2010).

The third challenge is concerned with the way school systems and schools understand and implement the national curriculum. It may indeed be a challenge for the Australian Curriculum, Assessment and Reporting Authority (ACARA) itself as it continues its work, because the national curriculum is an online resource, lending it to a high degree of specification if not prescription that is not intended.

Educational Transformations conducted the International Project to Frame the Transformation of Schools in 2007 and 2008, reviewing strategies for school reform and conducting case studies in schools in six countries (Australia, China, England, Finland, United States and Wales). The findings were reported in *Why Not the Best Schools* (Caldwell & Harris, 2008). The study was completed as the 'education revolution' was taking shape in Australia so the findings of the international project formed the basis of a 10-point 10-year strategy in the final chapter that drew on international experience. The first strategy was concerned with a national curriculum, which should be 'broad enough and sufficiently adaptable to ensure the professional judgement of a highly skilled profession will prevail at the school level' (Caldwell & Harris, 2008, p. 170).

The challenge for school and school system leaders is to interpret and implement the national curriculum in this manner, as do your counterparts in high performing countries like Finland, which contributed to the International Project to Frame the Transformation of Schools. Your efforts will be aided by an integrated pedagogical framework along the lines we have described in this paper.

The fourth challenge is for both systems and schools; for systems to provide more

autonomy for schools, and for schools to use that autonomy. While much can be accomplished through current approaches to governance that provide limited autonomy, the benefits will flow faster if schools can be freed to be more innovative and creative as they utilise the framework we have described. This theme is taken up and extended in tomorrow's feature presentation (Caldwell, 2010).

## ACKNOWLEDGEMENTS

Appreciation is extended to Scott Bull, Chief Executive of OSHClub for permission to include an overview of its educational framework and to Dr Jessica Harris, Post-doctoral Fellow, University of Queensland and Senior Consulting Researcher (Brisbane) at Educational Transformations for her support in the Queensland component of the research that underpinned the development of the framework.

## REFERENCES

Australian Government (2006). *Outside School Hours Care Quality Assurance Handbook*. Second Edition. Surry Hills NSW: National Childcare Accreditation Council.

Bruner, J. (1977). *The Process of Education*, USA: Harvard University Press.

Burdette, H.L. & Whitaker R.C. 'Resurrecting Free Play in Young Children, Looking beyond Fitness and Fatness to Attention, Affiliation and Affect'. *Archives of Paediatrics and Adolescent Medicine*. Vol. 159, pp. 46-50.

Caldwell, B.J. (2010). School Autonomy and National Curriculum: Tensions, Dilemmas, Solutions. Invited Featured Speaker presentation at the Annual Conference of the Queensland Studies Authority (QSA) on the theme of 'Shared Vision: An Australian Curriculum P-12', Brisbane Convention and Exhibition Centre. 29 April 2010.

Caldwell, B.J. & Harris, J. (2008). *Why not the Best Schools?* Melbourne: ACER Press.

Cisco. (2008). *Equipping Every Learner for the 21<sup>st</sup> Century*. Accessed at [www.cisco.com/web/about/citizenship/socio-economic/docs/GlobalEdWP.pdf](http://www.cisco.com/web/about/citizenship/socio-economic/docs/GlobalEdWP.pdf) on 30 March 2010.

Cisco. (2010). *The Learning Society*. Accessed at [www.cisco.com/web/about/citizenship/socio-economic/docs/GlobalEdWP.pdf](http://www.cisco.com/web/about/citizenship/socio-economic/docs/GlobalEdWP.pdf) on 30 March 2010.

DEEWR (Department of Education, Employment and Workplace Relations) (no date). Smarter Schools National Partnerships website. Accessed at <http://www.deewr.gov.au/schooling/programs/smarterschools/Pages/default.aspx> on 31 March 2010.

Dewey, J. (1916). *Democracy and Education*, New York: Macmillan.

DfES (Department for Education and Skills) (England) (no date). Website. *Every Child Matters*. Accessed at [www.everychildmatters.gov.uk/ete/extendedschools](http://www.everychildmatters.gov.uk/ete/extendedschools) on 5 April 2010.

Education News (2010). Ontario unveils full-day kindergarten curriculum. Accessed at [www.educationnews.org/global/89678.html](http://www.educationnews.org/global/89678.html) on 23 April 2010.

Fleming, J. & Kleinhenz, E. (2007). *Towards a Moving School: Developing a Professional Learning and Performance Culture*. Melbourne: ACER Press.

- Fleming, J. (2010). Leading Change in Schools. Presentation in the Leadership in Education Forum at the Annual Conference of the Queensland Studies Authority (QSA) on the theme of 'Shared Vision: An Australian Curriculum P-12', Brisbane Convention and Exhibition Centre. 29 April 2010.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. NY: Basic Books.
- Gardner, H. (2006). *Five Minds for the Future*. Boston: Harvard Business School Press.
- Lindon, J. (2001). *Understanding Children's Play*, Cheltenham: Nelson Thomas.
- Lipman, M., Sharp, A.M. & Oscanyan, F.S. (1980) *Philosophy in the Classroom*. Second Edition. Philadelphia: Temple University Press.
- Loader, D. (2007). *Jousting for the New Generation, Challenges to Contemporary Schooling*. Camberwell: ACER Press.
- Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). (2008). *The Melbourne Declaration for Educational Goals for Young Australians*. Melbourne: Curriculum Corporation.
- Ministry of Education (Finland) (no date). Website. Accessed at [www.minedu.fi](http://www.minedu.fi) on 16 September 2009.
- Monro-Miller, R. (2001). *Presentation to the National OSCAR (Out of School Hours Care and Recreation) Conference*. Accessed at [http://www.noshsa.org.au/articles/rmm\\_keynote\\_nz.doc](http://www.noshsa.org.au/articles/rmm_keynote_nz.doc) on 8 November 2009.
- Piaget, J. (1999). *Play, Dreams and Imitation*, London: Routledge.
- Ravitch, D. (2009). 'Critical thinking? You need knowledge'. *Boston Globe*. 15 September.
- Scarlett, W. G. (2005). *Children's Play*. London: Sage.
- Specialist Schools and Academies Trust (SSAT) (2006). 'Transformation and Innovation: International Workshop for School Principals: The G100 Communiqué'. Report from the G100 Conference of 100 principals conducted in Beijing as part of the iNet (International Networking for Educational Transformation) project of SSAT. Accessed at [www.ssat-inet.net/Docs/G100Communiqué\\_final.doc](http://www.ssat-inet.net/Docs/G100Communiqué_final.doc) on 14 November 2009.
- United Nations (1989). *Conventions on the Rights of the Child*. Accessed at <http://www2.ohchr.org/english/law/crc.htm> on 9 November 2009.
- UNESCO (United Nations Educational, Scientific and Cultural Organisation) (1996). *Learning: The Treasure Within*. Highlights. Accessed at [http://www.unesco.org/delors/delors\\_e.pdf](http://www.unesco.org/delors/delors_e.pdf) on 9 November 2009.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Order Psychological Processes*. USA: Harvard University Press.