
Future Trends in Education

Dr. David Warner

*Director
Redland Community College*

Thank you for the invitation to address a session of your Conference on the topic "Future Trends in Education". I am not sure of the basis of my expertise to address such a topic. It is a topic normally reserved for the gurus of academia and of educational bureaucracies. Perhaps, however, the invitation is in relation to the role of the College with which I am associated in being at the "leading edge" of developments in post-compulsory education in Australia.

Perhaps before I say anything, I should direct attention to my belief in the capacity of people to respond to need. Yesterday, I sat with two of our teachers who had taken themselves off to help the centre develop their "detention activities" into credit courses associated with courses at our College and then provide completion experiences on Saturdays and at the end of children's sentences. There is hope.

The structure of this paper will be to describe one experience in educational change to illustrate the possibilities of "dreaming a little" and the difficulties associated with such "dreaming". I will then point to a range of future trends, before proposing a view which will suggest that there is a whole body of institutional thought and behaviour which will make it very difficult for us to realise some of the "dreams" and/or to counteract some of the negative trends which are emerging.

I am Director of a College which represents the most radical departure in post-compulsory education ideology and practices yet witnessed in Australia. While some will point to our diverse curriculum, offering viable alternatives to all post-compulsory age clients, we direct attention to our different attitudes to teaching and learning.

I emphasise this because I believe that any future trend in education will depend, for its success, on some radical changes to attitudes about institutional education and the student client for whose benefit the institutions exist.

Perhaps if I depart from the theme for a moment, to give a pen-picture of our College people might better appreciate why I point to changed attitudes as the key to the future.

ALEXANDRA HILLS COLLEGE (Warner, 1988b)

The first Queensland Senior College was set up at Hervey Bay at the beginning of 1986. The

College was to be a 'trial' in post-compulsory education. The concept of 'Senior' College grew out of the lessons of the transition and PEP schemes and was a response to reports such as those of Blackburn in Victoria and Queensland's *Education 2000*. The College combined traditional Year 11 and 12 courses and TAFE accredited vocational courses on the one campus. The College, and the two which followed, were given a brief which allowed for the development of a broad "Community College" concept.

The Colleges were initially a hybrid of two divisions of the Education Department: TAFE and Secondary and so too, were the staff. Each had different union affiliations, conditions, procedures, expectations and experiences. To proceed with the trial a post-compulsory attitude to education had to begin with merging of staff. A unique industrial agreement was reached so that teachers were all Senior College teachers and not seen as either Secondary or TAFE teachers. The Colleges were not to be restricted by normal departmental authorities. There were no inspectors and, apart from a Management and Policy Committee, no Divisional authority imposed on them. The Colleges had their own budgets and control of staffing including staff selection. Student intake was restricted only by budget and facilities. A three year evaluation project was designed to record the progress of the Colleges.

Now the Redland Community College, Alexandra Hills Senior College commenced operation in January 1987. The initial enrolment was 530 Year 11 students, 300 adult matriculation students and during the year some 1200 adult students participated in Personal Enrichment programs. There were 50 full-time teaching staff. In 1988, the College has 1100 Year 11/12, 700 adult matriculation, 140 Associate Diploma, 40 Certificate in Arts students and, to date, some 1500 students have participated in Personal Enrichment courses. There are some 140 full and part-time teachers. In one year, therefore, the College more than doubled its size. Of the Year 11/12 students, about 43% are seeking a Tertiary Entrance Score, 35% a full Vocational Certificate and the remainder are seeking a Senior Certificate and accredited awards towards TAFE courses.

Approximately 12% of Year 11/12 students are mature-age. The College also offers short vocational courses and traineeships.

However, it was neither the courses nor the population which alone produced the label "a new concept in post-compulsory education". The new concept has much to do with the attitude to what teaching and learning should be about and the social learning environment created. A campus-type environment was created in which the student is regarded as the adult decision maker and the teacher seen as the professional decision-maker. Traditional middle-management positions did not exist and the administration was set up to provide educational leadership as opposed to bureaucratic management. The College day runs from 8.00 a.m. to 9.30 p.m., with most full-time courses ending at 5.30 p.m. The College is also open Saturday morning and Sunday afternoon. There are no student rules, but rather Courses Requirements and College Expectations of all members. Across the whole College community the notion of "equal humanity" prevails, with teachers to earn respect through their particular expertise and their ability to relate as people. The College also has direction from a Community Council.

Central to the College philosophy are the principles that people are of first importance and deserving of support and care.

The concept of the development of the autonomous learner is encased within the belief that the College's mission is the encouragement of the autonomy of the individual within a sense of the well-being of the community.

Emerging from the mission are a number of issues:

- the right to negotiate
- student decision making and acceptance of consequences
- teacher acceptance of full curriculum and teaching responsibility
- teaching for learning
- open access to recourses for learning
- teachers assuming a care and support role
- student and teacher freedoms
- participation of all members in consensus management
- students and teachers as equal partners
- the importance of self-worth and success.

The College curriculum is divided across six Schools. Each has a Head Of School who is responsible for curriculum and resource management. Teachers, however, are College teachers and are not attached to Schools. Great importance, therefore, is attached to the role of the teacher and teaching team.

The College operates as an open institution. There is the strong belief that post-compulsory education is for all, without distinction as to previous experience or background, and that education and training are about helping people acquire and develop the knowledge and skills needed to assume creative control over their own learning as well as over their own working and individual lives. The College philosophy involves providing people with the opportunity to acquire and develop knowledge which can be built upon and transferred to a wide range of life and work experiences.

The preceding has provided a brief overview of the Queensland post-compulsory College concept as a backdrop to the description of the issues which have arisen as a consequence of this degree of educational change. The major issues relate directly to the problems associated with teacher transition.

Shortly after College commenced one teacher summed up the feelings of many. She said:

'I expected 500 of the best and most enthusiastic Year 11 students I'd ever seen to walk through the front gate. I got a shock. They were just like the Year 10 students I'd known before, but a little older'.

Teachers had not accepted that this new College had attracted and accepted on a 'first-in first-served' basis the full range of students who had completed year 10 or who previously left school. An ex-TAFE teacher explained that in TAFE, pre-vocational students were a bit older and they had to do what they were told. 'If they didn't turn up, we just told the senior and he would handle it'.

The Executive was asked frequently over those first few weeks whether there could be a student assembly, 'to set them straight on what is expected'.

Teachers were concerned about absenteeism. It was not high, but students consistently took time off from class, although most still did their work. Chasing-up absentees became an issue of real concern for many and they also believed that this was an administration task. There was still the belief that the classroom and, therefore, the teacher were the major resources for learning. Despite having developed a student centred care model which was based on the relationship of tutor with the individual students, teachers expected students to turn up at a timetabled time as a care group. Many students did not want care in this fashion and so did not turn up as a group. 'How can I care for students if they don't do their part by turning up?'

A number of teachers wanted to change the model to only have students whom they taught. Students were organised, however, so that all care groups had a full range of students emphasising the equality of student, course and teacher. Students also had a penchant for smoking (by the end of the year it had reduced quite dramatically) everywhere and not just in designated places. This really irked ex-secondary teachers, while ex-TAFE teachers could not see a problem.

While the concept of the student becoming an autonomous learner was accepted in principle, attitudes and activities associated with the

process became major issues. Many teachers realised that they did not have strategies to respond, others just expected independence in students as a fait accompli and some did not believe that students of this age could be able to negotiate with students and teach them the skills of negotiating. This was not found the case. Negotiation became a confused issue. Most teachers failed to negotiate except in traditional teacher/student parameters. Students tended to try and bargain rather than negotiate after the event (missed class or late assignment) rather than before. It was discovered then, that few teachers had detailed negotiable areas in the work expectations of their subjects at the beginning, so many students were really unaware of teachers' expectations and vice-versa.

An interesting problem came to light in relation to the concept of the professional teacher as curriculum and teaching decision maker. A majority of teachers had not really experienced this aspect of their role. Subject Masters or Senior Teachers had always provided direction and provided most major curriculum decisions. Further, senior people were the ones who had held assessment. Teachers did not have the details of this information. It was also found that teachers had little real knowledge or skill in team-work, in budgeting and in resource management.

One of the sad things about this was that teachers, in the main, also wanted to return to their previous situation of common programs and solutions to problems. For example, in subject areas they tended to want to have common content and assessment procedures followed by all teachers and classes. The notion of goals-based assessment was not commonly held, that is, where there could be different routes to achieving the same goals. This produced a great deal of tension in some areas.

Associated, was the absence of procedures for referring problems upwards as in a line-management system.

The teacher was regarded as the person responsible for all teaching matters, unless a problem became serious enough to warrant students being asked to actively consider their options of continuing or not. Senior staff had a counselling role in that they were always available to discuss issues and help teachers look at alternative strategies, but they would not take the problem away from the teacher.

Students quickly adapted to the open and friendly attitude of the Executive. They come into offices and discussed issues with us.

For some teachers, this became an issue because they came to feel that we were "siding with students". It took some time for them to recognise that students were advised to negotiate and discuss problems with teachers without any intervention.

As students came to recognise that they were individual learners, particularly through so much access to teachers on campus outside of class time and through assignment work, teachers began to feel another form of classroom interaction stress. They discovered that classes were not groups, but collections of individual students working on different assignments and at different stages in their work progress. Students in class were asking different ques-

tions, seeking different types of assistance and requiring of teachers, differentiated instruction.

This in turn, added a new dimension to the planning process for teachers as well as a different approach in class. Teachers were finding that traditional classrooms were becoming more like practical classrooms and classrooms more associated with teaching students with special learning difficulties.

In their care role, teachers came upon another difficulty. They had very few conscious skills of counselling. In reality they had very good skills, but had rarely used them in a counselling as opposed to a teaching situation. Many became frustrated because they were more accustomed to telling rather than guiding.

There were relevant differences between College teachers. Teachers from Secondary and TAFE shared similar "control" problems in making the transition. Novice teachers and those from outside the two systems, however, had fewer problems.

Teachers perceived the new environment through their existing knowledge base and, therefore, attempted to solve problems on the basis of their previous experience. This came out so often in the statement: 'At... we did...'. Teachers were frustrated by the repeated insistence that 'We are not a secondary school or a College of TAFE. We have to find our own answers'.

For many, this involved a period of grief at their perception that their previous experiences were not being recognised or, indeed, of much help to them unless they could take them out of the context of their previous teaching situations.

Each of the teachers at the College was selected through an intensive process of shortlisting, contacting referees and interview. They were and are excellent teachers. Further, they were given the opportunity to consider the new concept and their roles prior to making a decision to join the staff. These teachers were excited by the challenge, wanted to be involved in this new scheme and were enthusiastic about their opportunities. I would challenge any institution to present a more competent and committed teaching staff. They were people who felt challenged by the concept of change and most had challenged their previous institutions through their open attitudes and innovations.

Yet, the process of changing and its demands for them to make a major transition in teaching-learning philosophy, was very difficult.

Intellectually, most were able to articulate the new concept of post compulsory education and expressed high degrees of comfort with our descriptions of what it would be like. They were exposed to various strategies designed to help them make the transition before students commenced. However, the reality was a totally different thing. Cognitively, the reality was not appreciated. It did not become part of their thinking about teaching until they were in the middle of it. **If these teachers are as capable as I have described, then it is little wonder that educational change, in most situations where there is little choice in teachers, is so slow.**

My paper, to this point, has used one educational innovation to direct attention to the potential for real change and the difficulties associated with change. I will refer to the outcomes later.

There is, however, a contrast which needs to be put before going onto a discussion of future trends.

Future trends and educational change are not synonymous terms. Resistance to change can lead to a reactionary state which sees education in increasingly narrow terms and which in itself, proves a more comfortable state for many in education and educational institutions. For example, several high schools have responded to the Senior College projects by adopting more traditional and restricted curriculum and teaching patterns, further divorcing their students' schooling from the realities of the social and economic world. This, in itself, is a concern for those seeking a better future for the student client.

FUTURE TRENDS

You will need to forgive the natural bias of the speaker in being selective. However, if I am not selective we could be here all day.

I would like to present two positions. The first, is to suggest that there is evidence which points to a continuation of conservative, bureaucratic attitudes to education and schooling. In the second, I will direct attention to trends, which if realised, will help bring about a fundamental re-orientation of thinking. Those of you who don't fall asleep will notice some major contradictions.

The Conservative trends are being directed by people in Governments, Educational bureaucracies, Teachers Unions, higher education institutions, business and some parent groups. Sometimes this direction comes singularly and at other times, through co-operative effort. The recent meeting of state non-labour Education Ministers singled a conservative push in a number of areas. At the same time, they are trying to establish a co-operative effort against Federal Government encroachment on State Rights.

The trends which foreshadow educational change in relation to social and economic conditions are being directed from a number of fronts. The Federal Government, for example, is foreshadowing significant change through the Green/White Papers on Higher Education, the agenda for a National Curriculum and links between education and the economy. Of course, there is also some inherent conservatism in their proposals. Change is being sought by elements of the educational bureaucracies, but they are caught in a bind: trying to promote change while trying to conserve traditional structures. There also are significant movements for change coming from educators and various community, parent and educational groups. The Children's Bureau of Australia is one such group.

So we are faced with a confusion in direction and to some extent, some very important contradictions. I am not sure how we go about dealing with the contradictions. Perhaps the best illustration of a contradiction is in the challenges for change promoted by the Federal Government in higher education and school curriculum. In the Green Paper on Higher Education it is argued that "... if Australia is to prosper as a nation, there must be changes in attitude, practices and processes in all aspects of national life. The education section, especially higher education, is seen as playing a leading role in promoting the required change".

However, changes will be structured within a bureaucratic system that seeks "efficiency of management and outcome". While we recognise the need for increasing accountability for the education dollar (and the public purse), we need to be very wary of bureaucracies in education which place **efficiency before effectiveness**.

What are some of the emerging trends?

1. There will be an increasing emphasis on higher education places and funding.

- Major changes in higher education to include a large increase in places for students by 2001 — 125,000 graduates per year (increase of 30%).

- Increased adult participation, through completing tertiary preparation, in higher education. Therefore, large numbers of adults returning to some form of schooling. At AHC, for example, some 30 per cent of our EFTSU is adult. Between now and 2001 there will be a marked downturn in the 16–18 year old population.

- Increased role for TAFE in higher education and preparation for higher education.

- Greater variety in funding sources for higher education, including some form of fee structure.

- There is an increasing concern for equity — "A fair chance for all" — particularly in higher education. This is also to be seen in changes to TAFE. e.g. NSW Adult Tertiary Preparation Program which singles out financially disadvantaged groups, aborigines, migrants and women.

2. Governments are looking to greater accountability for the educational dollar. There is a concern that demand for efficiency will be greater than that for effectiveness. This will be seen in a number of ways which may, on the surface, appear to be educationally defensible.

For example, the new Minister for Education in NSW, Dr. Terry Metherell, said in a recent paper to teacher educators (July 18, 1988) —

'We do disadvantaged students a disservice if we allow their curriculum to contain soft options that neither instruct, nor challenge, nor develop real skills and personal qualities latent in every student. We do them a great disservice if they complete schooling with credentials devoid of useful or clearly understood information and conveying no community respect'.

It appears fine until put into the context of his call for a strengthening of traditional curriculum which allows students the chance of success regardless of their background or abilities.

3. There is also a trend, perhaps better to say, a strengthening of the trend back to basics.

The meeting of non-labour ministers, reinforced this with their decisions: to promote statewide testing of literacy and numeracy, publication of results and comparisons year by year; to strengthen traditional subject areas at the expense of a broader curriculum which might provide relevance for all; to seek more rigorous work and achievement stan-

dards by not recognising those areas which may assist people towards success at their own levels. Thus, they emphasize the subject centred as opposed to the learner centred curriculum.

4. Credentialism is emerging as a major focus of government and employer concern. At the same time as we are looking for increased retention to Years 11 and 12, there are moves to strengthen the Year 10 credentiality process in relation to a traditional schooling environment: a curriculum and environment about which we should have serious reservations in terms of a large section of the school-age population.

If however, we are able to translate alternative curriculum options and schooling arrangements so that the community understands them, we may be able to mount a case for "a fair go for all".

5. There is no doubt that there is increasing pressure to create a more tangible link between education, industry and employment. In the national interest, strong links should be forged, but whether they are forged in partnership or through government and industry pressure will depend on the attitudes and resolve of educators and the community.

Whether this trend becomes one of partnership will depend on our capacity to communicate with a common language of understanding. Much will depend on the willingness of the educational community to change, to talk and to listen. I have strong reservations when in schools we still promote the notion of general education and argue against vocational education.

6. However, I believe that an important trend is that of Vocational Education. How it is defined, however, is the key. If it becomes synonymous with **training** and preparation for a narrow vocational experience then we will move away from developing an educated community. The trend in attitude, outside of traditional schooling is for a broader definition to encompass the capacity for independent learning, transfer of skill and knowledge and multi-skilling.

Minister Metherell's concerns for example, do not seem to suggest this need nor does the attitude of many in the School system — but for very different reasons.

7. The area of post-compulsory education is one of increasing interest. Most states have commissioned reports and/or trials of different types of post-compulsory arrangements. The trend in thinking is towards separate, more adaptable, more adult environments for students beyond Year 10 and a more appropriate curriculum offering. The combination of school and part-time work should become a reality and there will be more opportunity for "stepping out and back in". The greatest obstacles to this development are teachers, teacher unions and costs.

The illustration of my own College gives some indication of the possibilities at this level.

If we are to respond to the trend of increased retention beyond the compulsory years, we will need to seriously reflect on the shortcomings of traditional secondary schools and look to alternatives.

8. A disturbing trend and one also related to increased retention is the increasing fixation on **discipline** and the power of schools and teachers to deal with indiscipline.

The trend is to look for ways of coping with a problem, rather than looking to the root causes of the problem. Teacher Unions are strongly behind increased disciplinary procedures, some governments are suggesting special institutions and increased school powers of suspension and unfortunately, parents and the wider community are joining in the chorus. Such responses, I believe, are destined to exacerbate the problem. There is a danger that for an increasingly larger proportion of the school age population, schools will become even more irrelevant. I believe that this is a trend which people are not seeing or refuse to see. The vocal people are those whose interest lies in a well-ordered school environment, catering through a traditional curriculum, for the middle class.

This trend, merges with another social trend which has a direct relationship with education. I believe that we will see an increasing number of school age students fall into the categories of drop-outs and runaways. Neither home nor school is providing a sufficiently understanding, caring or supportive environment to enable these young people to come to terms with themselves and their possible futures. I do not see a trend in education, beyond rhetoric, which is directed towards "saving kids from the streets, drugs, alcohol, prostitution or suicide".

While there are many Reports and learned articles directed to these problems, the institutionalised schooling we provide has not responded. Phillip Adams sums it up.

"Imagine being 10 and locked out of childhood, or being thrown onto the streets amongst the dead and the dying of the flesh and the drug traders, imagine being "socially constituted" by the street culture".

9. However, and in contradiction, I believe that the word CARE in schooling is being used more. The opening statement on the new "Mission Statement" for Senior Secondary Schooling in Queensland says: 'Senior Secondary schooling provides within caring learning environments...'

However, it still needs to be translated into practice. While I believe that teachers, in the main, are very caring people, it is still a limited understanding of the term Care. Care still means "for your own good as I see it" and that basically is middle class care with all its inequalities and prejudices. It has not become a widespread notion of care for a student client, regardless of background and capacity.

Further, I believe there will be increasing pressure on schools to assume a greater role in care and welfare generally. My concern is that they will not have the support structures to support this adequately, while at the same time they may have to respond to legal responsibilities.

10. There is a trend towards recognising the need for national transportability of schooling and credit. The Federal Government

has talked about a National Curriculum and the three non-labour states have suggested a common recognition of credentials. If we can overcome the reservations of individual states and their protectionist attitudes, we may see some hope for the 450,000 students who move locality annually, many interstate (*Courier-Mail*, Tuesday, July 26, 1988).

11. There will continue to be a move towards the integration of special education students into mainstream schools. Whilst I think that we all agree with such a trend, much needs to be done at the level of attitude for it to really succeed. Without a concerted effort to have people reflect on their own attitudes, integration may well do more harm than good.
12. There seems to be emerging a trend towards the greater, not lesser, bureaucratisation of schools and the school system. Associated with this trend and that towards efficiency, is a trend towards seeing teachers and teacher education as scapegoats for a system of schools which is not coping.

CONCLUSION

I have not presented a very hopeful image of "Future Trends in Education". I could have looked only at those trends which suggest hope and promise and which direct attention to change and increased participation. However, I believe that such an approach would have been false.

While there are many reasons for this state, I would like to promote just two:

First, education is managed, in fact, controlled through bureaucratic procedures which generally prevent educators, students and parents from coming to terms with the real issues of teaching and learning.

Ogilvie (1988:103) explains that bureaucracy is "... an inhibitory organisation wherein members concede authority to those in official positions in preference to being self-managing".

To illustrate with reference to schooling, we have a situation in Australia where schools are not responsible to the client group, but to a central authority or head-office. Efficiency, conformity and submission are key terms.

However, we cannot blame the bureaucracy because we allow it to function as it does, that is, as a sole entity not in partnership with ourselves. While as parents, we may become involved in schools (and few do), we are still controlled by the powers which the school does not have.

Second, the ideology of schooling is collectivism (Ogilvie, 1988:100). It is best seen in that which we call the classroom which is about group cohesion and management and, where learning occurs, group learning.

Schooling has not faced up to the responsibility for the individual except in terms of recognising basic individual differences which still have to conform to expectations of the group.

There are few instances of schooling responding to the encouragement of the creativity, autonomy and capacity of individuals to grow within the broad parameters of community well-being.

Education seems to be more about inducting students into what we perceive as our established civilisation.

Can I, in my concluding remarks, return to the illustration with which I started: my own College. Teachers, students, parents and the community have responded to change and indeed, been part of that change. Further, they have come to recognise the importance of the on-going change process in ensuring that the student client can develop as the creative, autonomous individual "with a strong sense of self-worth who can respond with appropriate experiences and attitudes to the demands of rapid technological and social change... with the knowledge and skills needed to assume control over their own learning, as well as their working and individual lives". (Warner, 1988a).

What strategies were employed to assist the transition process?

The major strategy was one of patience. People needed time to come to terms with many of the issues themselves. Associated with time, was the need to create a climate of support and of trust in the Executive. Teachers needed to be able to feel that the management of the College was supportive and prepared to listen and provide counsel. Further, we had to be able to help people realise that the transition process for both teachers and students would take time. Teachers needed to be reassured that they were on the right track and that students would adapt if the teachers were patient and able to establish good relationships.

This strategy of patience involved senior staff, particularly the Executive, in modelling ways of relating and working with students. It was important that teachers saw us with students around the campus. Much of our work was, and is, being with the College community and operating an open door policy. As mentioned before, this caused some anxiety for teachers as they feared we were interfering in the teaching-learning process. However, our non-intervention or at times, our non-threatening discussions, helped teachers to recognise that we were about working to ensure a relaxed and informal client centred environment.

Modelling involved, in particular, accepting students for what they were and where they were at, rather than what or where we would like them to be. People came to recognise that we believed in our philosophies of autonomy and students' growing and changing at their own pace.

Associated with patience, was that of deliberate challenge. Rather than allowing people to settle or revert to known ways, senior management and key staff challenged people to look for alternatives. **Nowhere in the process, therefore, was there a place for consolidating or identifying a "right answer"**. We stressed the notion that we are different and that people are looking to us for creative responses to the problems of post-compulsory education. Several Senior people played a key role in maintaining teacher anxiety states at a level which prompted critical thinking without producing distress.

Important in this whole process, was the establishment of a climate in which teachers could accept the Executive and Senior Staff as support people who could be trusted. Senior Staff



were not people with the answers nor were they the decision-makers. Again time was important in allowing teachers to recognise themselves as the decision-makers and as partners with others (students and senior staff) in seeking consensus.

Part of this process was in breaking down traditional perceptions of the "Principal and Senior Staff". To some extent this involved teachers going through a stage of perceiving us as "weak" and not making decisions. It was the process of establishing trusting relationships and the element of time which proved successful.

There were important people roles in the College which were specifically developed to support people and, in particular, teachers. These roles related to the principle that if we had teachers who were satisfied in their work and feeling good about themselves, then the environment for students would be rewarding. These roles were part of the human resource management role of supporting people. Associated with this were the Counselling Services where the major role was in helping teachers come to terms with caring for and supporting students.

The teacher care/support program was an important process. It was modelled somewhat on the instructional model established by Lois Sprinthall (1983) and based on the theories of adult developmental stages of Sprinthall (1983). The Associate Director (Services) developed this as part of a total College care program. It provided a process for the group support and sharing.

At the same time it allowed the group leader to provide some degree of supervision and coaching to those most in need. The Senior Staff team were involved also in the process of identifying

and working with individuals and small groups of teachers.

Unfortunately, the process requires time and that is somewhat scarce in new institutions. For example, Alexandra Hills only has nine senior staff in a total full-time teaching staff of 106. Perhaps its greatest value, however, was in establishing an atmosphere of support.

The strategies were generally successful, although there was considerable variation between teachers in the length of the transition period. However, the process should be seen as a continuing one of on-going challenge to change and support during the transition phases. There is a deliberate strategy to maintain the process of change and ensure that as members of a teaching team, we continue to "dream a little" and look for creative ways to realise those dreams.

This one illustration provides the argument that we can, if we have the determination, adaptability and perseverance, take control of the emerging future trends in education and create teaching-learning environments responsible to the needs of the individual student client within the context of the well-being of the community. In the way, we may be able to establish a national agenda for an educated community.

I believe that our educational future is about attitude. My own experience is that given the conditions, attitudes can change and people can respond to the challenges of education for the 21st Century. However, if we simply seek structural and curriculum change and accept consequent procedures for accountability, without looking to our attitudes about teaching and learning, then we will continue to have a lot more of what we have now, perhaps with a little more efficiency.

REFERENCES

- Adams, p. (1988) "Principles in practice to some kids". *Weekend Australian*, July 2-3, 1988.
- Boomer, G. (1988) "Skilling Australia" the role of education". *Q.T.U. Professional Magazine*, 6.1 pp 8-12.
- Green Paper on Higher Education*, December, 1987.
- Metherell, T. (1988) "Address to the Annual Conference of S.P.A.T.E. Sydney, July.
- Ogilvie, D. (1988) "The purpose of schooling". *Unicorn*, 14, 2 pp 100-106
- Department of Education (Queensland), (1988) *Senior Secondary Schooling in Queensland - A Mission Statement*.
- Cranston, N. & Rose, K. (1987) *Alexandra Hills College: A Report of Students' and Teachers' Perceptions and Attitudes, and Other Aspects to Emerge during the First Year*. Queensland Department of Education, November.
- Sprinthall, N.A. and Thies-Sprinthall, L. (1983) "The Teacher as an Adult Learner: a cognitive developmental view". In G. Griffin (ed) *Staff Development*. 82nd Yearbook, Part II, of the National Society for the Study of Education. Chicago, III: University of Chicago Press.
- Thies-Sprinthall, L. (1983) "Promoting developmental growth of supervising teachers, theory, research, programs and implications". *Journal of Teacher Education*, 34, 3.
- Warner, D. (1988) "The College Mission". *Wynnum-Redland Herald*, April 13.
- Warner, D. (1988b) "New attitudes to post-compulsory education in Queensland". Paper prepared for the Annual Conference of SPATE, July.