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Robust Accountabilities Beyond Performativities: Purposes, Principals, Pedagogies and Schooling

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In his address Professor Lingard created a robust definition of accountabilities for schools. This definition stretched the usual administrative and educational constructions of accountability, ranging well beyond vertical accountabilities to consider horizontal, temporal, cultural, social, ethical and moral accountabilities in the context of rapid postmodernist change. Such a definition also challenged many of the superficial “performativities” associated with the contemporary politics of schooling. In so doing, Professor Lingard considered the ways in which pressures from globalisation and associated changes place pressure on traditional constructions of the purposes of schooling. The work of Principals in schools in relation to such pressures and to a robust redefinition of accountabilities was also addressed.

The question was asked: What ought “principal-ing” mean in these contexts?

Professor Lingard sustained an argument for a need to build organisational capacity through dispersal of leadership, involving teachers and school community so as to operate in an accountable manner.

Finally, and beginning from the premise that good schools are the result of effective pedagogies and their alignment with curriculum goals and assessment practices, the centrality of teachers and their pedagogies to robust educational accountabilities was addressed. This involved a consideration of the concept of productive pedagogies.

**Accountable and good schools today need to link the ongoing learning of teachers
with that of students.**

A full transcript of Professor Lingard's paper was not available at the time of printing. The paper will be forwarded to delegates and added to the Anglican Schools Office Conference website as soon as it is available.