New Vision of School-based Management:
Globalization, Localization, and Individualization

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Abstract

In the past ten years, school-based management became a major international trend of school reform that emphasized decentralization to the school level as the major means to promote effective decision making and use of resources to meet the diverse school-based needs in education. This line of thinking in school restructuring is necessary but now not sufficient to face up the challenges in an era of globalization and information technology.

Echoing the paradigm shift in education, this paper aims to present a new vision of school-based management in the new millennium. School-based management should aims to facilitate a new paradigm of education that emphasizes the development of students' "Contextualized Multiple Intelligences" (CMI) through the process of "Triplization" including globalization, localization, and individualization in education. Through globalization and localization with the help of information technology and networking, the school can bring in different types of resources and intellectual assets from local community and different parts of the world to support world-class teaching and learning in each classroom for each teacher and each student. Through individualization, human initiative and motivation of each student can be promoted to develop his/her economic, social, political, cultural and learning intelligences more effectively.

At the end, the paper points out that the new school-based management should aim not only to improve internal school process but also to create new educational goals and enhance the relevance of education to the future through triplization. In other words, school-based management is not only value added but also value created in the new millennium. It is hoped that new school-based management can support each student to become a contextualized multiple intelligence citizen who will be engaged in life long learning and will creatively contribute to building up a multiple intelligence society and a multiple intelligence global village.

Introduction

International Trends towards SBM

Coping with the challenges from the rapidly changing environment in 1990s and the 21st century, numerous educational reforms and school restructuring movements have been implemented to pursue educational effectiveness and school development not only in the West such as Canada, USA, and UK, but also in the Asia-Pacific regions such as Australia, New Zealand, Mainland China, Singapore, Malaysia and Hong Kong (Cheng & Townsend, 2000). The search of effective schools, the shift to school-based management, the emphasis on development planning in school, the assurance of school education quality, the implementation of new curriculum programs and the application of information technology in education are typical examples of efforts on reform movements (Caldwell & Spinks, 1992, 1998; Stringfield, Ross, & Smith, 1997; Murphy & Beck, 1995; Reynolds & Cuttance, 1992; Hargreaves & Hopkins, 1991; Cheng, 1996; 2001a, b; MacGilchrist, B., Mortimore, P., Savage, J., Beresford, C., 1995).

Among all these reforms, school-based management (SBM) is one of the most salient international trends of school reform, that emphasizes decentralization to the school level as the major means to promote effective decision making, improvement of internal processes, and use of resources in teaching and learning to meet the diverse school-based needs in education. Even though there have been different types of challenges, difficulties and problems met in implementation of SBM, the school reforms towards SBM have created numerous opportunities for involved schools, teachers, parents, educators, education officers and even education leaders to re-think education practices, develop themselves, change roles, make innovations, and improve education outcomes of their schools (Cheng & Cheung, 1999; Cheng & Chan, 2000).

School-based Management and Improvement of Internal Process

In the past decade of implementation of SBM, how to improve or even re-engineer the internal school process such that the school as a whole can add value in school effectiveness is often a key issue. The answer to this issue needs a new knowledge base about the internal school process that can inform how a school can maximize the use of the internal resources to achieve optimal conditions for operation and continuous development in management, teaching and learning, in such a

changing environment in the new century.

Integrating from my previous research on school effectiveness and school-based management (Cheng, 1996; 1998), a new knowledge framework of internal school process can be proposed to guide the practice of school-based management for internal improvement and development. This new framework includes the following types of knowledge, as summarized in Table 1:

1. Principles of School-based Management
2. Knowledge of School Healthy Functioning Profile
3. Knowledge of Strategic Management
4. Knowledge of Multi-Level Self Management in School
5. Knowledge of Dynamic Process
6. Knowledge of Layer Management
7. Knowledge of Congruence in School
8. Knowledge of Total Home-School Collaboration and Community Support
9. Knowledge of Transformational Leadership

It is hoped that through the practice of SBM with this framework, schools can facilitate continuous learning and development of students, staff and schools themselves, increase support from parents and the community, improve technology in education and management, and meet the needs and challenges in the rapidly changing education environment.

Table 1.   A Knowledge Framework of Internal School Process for SBM

The New Knowledge Framework of Internal School Process		Key Elements to be achieved in School Reengineering
1. Principles of School-based Management	• Principle of Equifinality • Principle of Decentralization • Principle of Self-Managing System • Principle of Human Initiative	• **School Autonomy & Self-Initiative**
2. Knowledge of Healthy School Profile	• A Positive Profile on: ◊ School Mission ◊ Nature of School Activities ◊ Management Strategies ◊ Use of Resources ◊ Roles ◊ Human Relations ◊ Quality of Administrator ◊ Evaluation of Effectiveness • Monitoring Education Quality in School	• **Healthy & Smooth School Functioning**
3. Knowledge of Strategic Management	• Including Critical Components: ◊ Environmental Analysis ◊ Planning and Structuring ◊ Staffing and Directing ◊ Implementing ◊ Monitoring and Evaluating ◊ Participation and Leadership • A Cyclic Process of Continuous Learning, Action, and Development	• **Continuous Organizational Learning & School Development**
4. Knowledge of Multi-level Self Management	• School Self Management • Group Self Management • Individual Self Management • Self Learning & Development of Individuals and Groups • Mutual Influence and Support among Individuals, Groups, and the School	• **Human Initiative of Individuals, Groups, & the School**
5. Knowledge of a Dynamic Process for Multiple School Effectiveness	• Awareness of Unbalanced Situation • Adaptability and Flexibility to set up Priority • Maximizing Effectiveness on Multiple Functions in a long run	• **Multiple Effectiveness on Five School Functions**
6. Knowledge of Layer Management	• Matrix of School Process • Layers: Administrator , Teacher & Student • Layer as Comprehensive Unit • Management, Teaching, & Learning as Holistic Processes • Development Cycles on Layers	• **Holistic School Education and Maximum Opportunity for Teaching & Learning**

7. **Knowledge of Congruence in School Process**	• Congruence in School Process: ◊ Across actors, domains, & levels ◊ Between-Layer ◊ Within-Layer • Congruence in Technology: ◊ Between-Types ◊ Within-Type • Congruence in Culture: ◊ Between-Types ◊ Within-Type	• **Reducing Internal Wastage, Increasing Synergy & Maximizing Effectiveness**
8. **Knowledge of Home-School Cooperation & Community Support**	• Total Parental Involvement in School Education • Total Family Education as a Strong Partner • Community Support	• **Provision of Necessary Resources, Ideas, and Legitimacy in Education and Management**
9. **Knowledge of Transformational Leadership**	• Shift to Transformational Leadership • Shift to Multi-dimensions of Leadership: Structural, Human, Political, Cultural, & Educational	• **Driving Force for Developing Members & Re-engineering School**

Challenges to SBM in a New Era

The drastic impacts of information technology, economic globalization, international market competition, worldwide concerns for pollution and peace, as well as increasing local social-political demands have induced rapid changes and developments in nearly every society in the different parts of the world (Cheng & Townsend, 2000). In such a fast changing era, schools and teachers have to face numerous new problems, uncertainties, and challenges rising from their internal and external environments. They are often expected to perform a wide range of new functions to support the rapid developments in individuals, local communities, societies, and international relations (Cheng, 1996; Tsui & Cheng, 2000).

In the last decade, policy-makers and schools had implemented numerous initiatives in education with aims to improve school performance. Although a lot of efforts have been done in this aspect, people, if not disappointed, still doubt very much whether the performance of teachers and schools can meet the challenges and needs in the new century, even though schools and teachers have already worked very hard. Recently, there is rapid worldwide economic transformation towards information-based economy or knowledge-based economy. The new generations are expected to be more self learning, creative and adaptive to the changing environment with multiple intelligence and global outlook. People begin to be aware of the limitations of the traditional paradigms and efforts on educational quality and are

concerned very much with the relevance of existing education aims and practices to the future in a new era of globalization and information technology (Cheng, 2000a, b). In these few years, paradigm shifts of education are strongly urged in education reforms in some countries and areas, for example, US, UK, Australia, Hong Kong, and other (Cheng, 2001a, b).

Undoubtedly, the current efforts of SBM are necessary and important to improvement and enhancement of internal school process. To a great extent, SBM represents the advancement and application of human knowledge to school management and educational practice. When taking the tremendous impacts of globalization and information technology on every aspect of human life in the new century into consideration, we believe, paradigm shift in education is a necessary. We believe, SBM should have a new vision that aims to facilitate paradigm shift in education, establish new education paradigm and develop new education aims and practices for the future of new generations. Therefore, this paper aims at presenting a new vision of SBM, that can further support all ongoing efforts of SBM in the challenging new millennium.

New Paradigm of Education

Different parts of the world are now in the process of globalization in technological, economic, social, political, cultural, and learning aspects (Cheng, 1999). The world is moving very fast to become a global village, in which different parts of the world are rapidly networked and globalized through internet and different types of IT, communications, and transportation (Albrow, 1990; Naisbitt, & Aburdence, 1991). Most countries and regions have more and more common concerns and sharing. Also, the interactions between nations and people become boundless, multi-dimensional, multi-level, fast, and frequent. They become more and more mutually dependent with international collaborations, exchanges, and interflows. According to Cheng (1999), the human nature in a social context of the new millennium will be a multiple person, as technological person, economic person, social person, political person, cultural person, and learning person in a global village of information, high technology, and multi-cultures. Both individuals and the society need multiple developments in the technological, economic, social, political, cultural, and learning aspects. Life-long learning and learning society (or knowledge society) are necessary to sustain the continuous multiple developments of individuals and the society in a changing new century (Drucker, 1993, 1995). The society has to become towards a multiple intelligence and learning society that can provide the necessary knowledge and intelligence base and driving force to support the multiple

developments. And the individuals have to become towards a multiple intelligence citizen who can contribute to the development of a multiple intelligence society.

In such a context, there is an emerging paradigm shift in education. According to Cheng (1999, 2000a), the paradigm should be shifted from the *Traditional Site-bounded Paradigm* to a *New Triplization Paradigm.* The new paradigm will emphasize the development of students' contextualized multiple intelligences (CMI) (including technological, economic, social, political, cultural, and learning intelligences) and the processes of triplization (including globalization, localization and individualization) in education. (for the detail of contextualized multiple intelligences, please refer to the appendix of this paper).

Triplization in Education

Globalization: It refers to the transfer, adaptation, and development of values, knowledge, technology and behavioral norms across countries and societies in different parts of the world. The typical phenomena and characteristics associated with globalization include growth of global networking (e.g. internet, world wide e-communications, and transportations), global transfer and interflow in technological, economic, social, political, cultural, and learning aspects, international alliances and competitions, international collaboration and exchange, global village, multi-cultural integration, and use of international standards and benchmarks.

Implications of globalization for education should include maximizing the global relevance, support, intellectual resources, and initiative in schooling, teaching, and learning (Caldwell & Spinks, 1998; Daun, 1997). Some examples of globalization in education are web-site learning; learning from the Internet; international visit/immersion programs; international exchange programs; international partnership in teaching and learning at the group, class, and individual levels; interactions and sharing through video-conferencing across countries, communities, institutions, and individuals; and new curriculum content on technological, economic, social, political, cultural, and learning globalization.

Localization: It refers to the transfer, adaptation, and development of related values, knowledge, technology, and behavioral norms from/to the local contexts. It has two types of meanings: first, it can mean the adaptation of all related external values, initiatives, and norms to meet the local needs at the society, community, or site levels; second, it can also mean the enhancement of local values, norms, concern, relevance, participation, and involvement in the related initiatives and actions. Some

characteristics and examples of localization are as follows: local networking; adaptation of external technological, economic, social, political, cultural, and learning initiatives to local communities; decentralization to the community or site level; development of indigenous culture; meeting community needs and expectations; local involvement, collaboration, and support; local relevance and legitimacy; and concern for school-based needs and characteristics and social norms and ethos (Tam, Cheng, & Cheung, 1997; Kim, 1999; Cheng, 1998).

The implications of localization to education are to maximize the local relevance, community support, and initiative in schooling, teaching, and learning. Some examples for practice of localization include community and parental involvement in school education; home-school collaboration; assurance of school accountability; implementation of school-based management, school-based curriculum, and community-related curriculum; and development of new curriculum content on technological, economic, social, political, cultural, and learning localization.

Individualization: It refers to the transfer, adaptation, and development of related external values, knowledge, technology, and behavioral norms to meet the individual needs and characteristics. The importance of individualization to human development and performance is based on the concerns and theories of human motivation and needs (e.g. Maslow, 1970; Manz, 1986; Manz & Sims, 1990; Alderfer, 1972). Some examples of individualization are the provision of individualized services; emphasis of human potentials; promotion of human initiative and creativity; encouragement of self-actualization; self-managing and self-governing; and concern for special needs. The major implication of individualization in education is to maximize motivation, initiative, and creativity of students and teachers in schooling, teaching, and learning through such measures as implementing individualized educational programs; designing and using individualized learning targets, methods, and progress schedules; encouraging students and teachers to be self learning, self actualizing, and self initiating; meeting individual special needs; and developing students' contextualized multiple intelligences.

With the concepts of triplization, students, teachers, and schools can be considered to be *globalized, localized, and individualized during the process of triplization*. Or, simply, they are *triplized*. The major features of the new triplization paradigm on learning, teaching and schooling are completely different from the

traditional site-bounded paradigm. In order to facilitate development of SBM towards new paradigm of education, these features are introduced in following paragraphs.

Figure 1:   Globalization, Localization, and Individualization
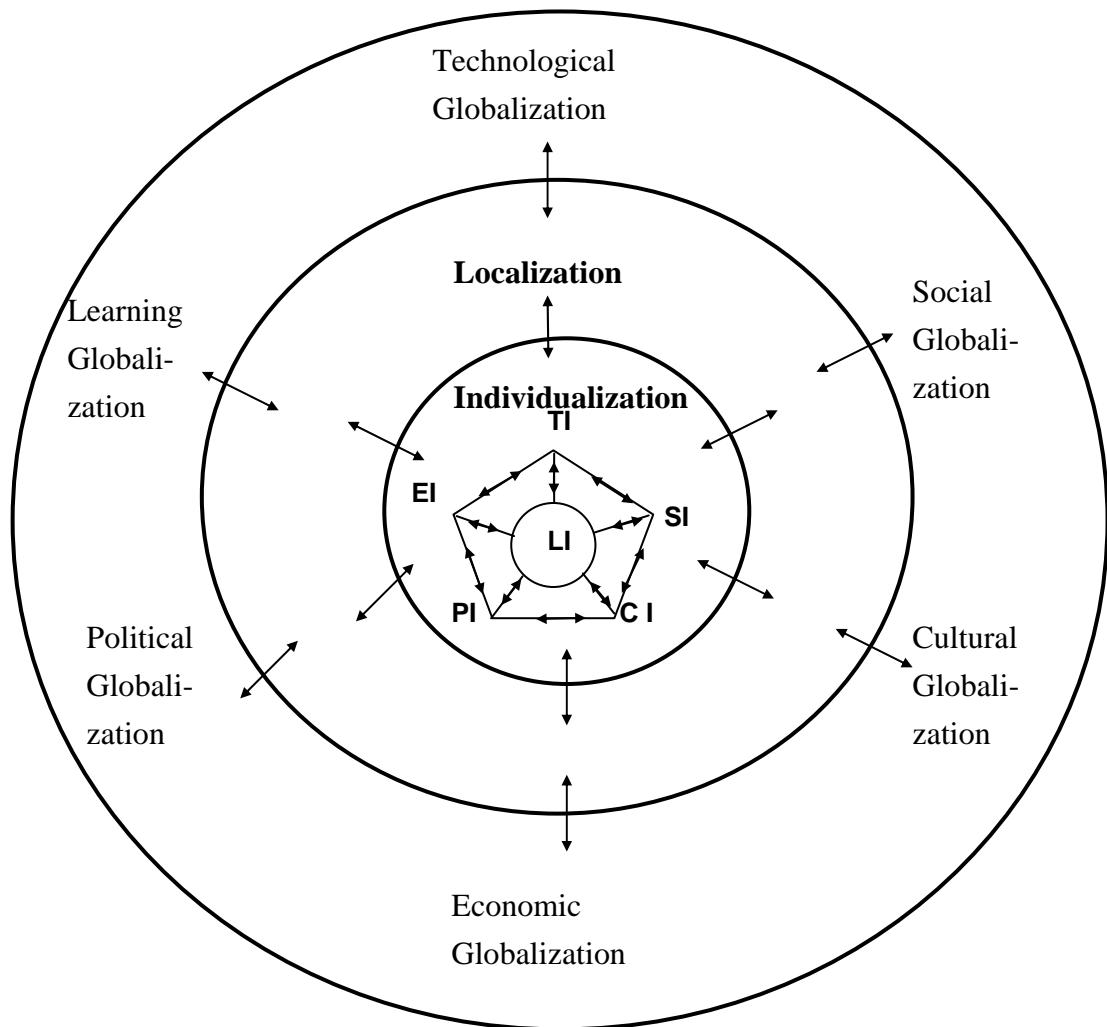
New Paradigm of Learning.

In the new paradigm of school education, students and their learning should be individualized, localized, and globalized (Cheng, 2000a). (Table 2)

Individualized Learning: It assumes that student is the centre of education. Students' learning should be facilitated in a way such that all types of transfer, adaptation, and development of related values, knowledge, technology, and norms during learning process can meet their needs and personal characteristics. Their potentials particularly contextualized multiple intelligences (CMI) can develop in an optimal way. Different students can learn in different style. Individualized and tailor-made programs (including targets, content, methods, and schedules) for different students is necessary and feasible. Students can be self-motivated and self-learning with appropriate guidance and facilitation, and learning is a self-actualizing, discovering, experiencing, and reflecting process. Since the information and knowledge are accumulated in a unbeliverable speed but outdated very quickly, it is nearly impossible to make any sense if education is mainly to deliver skills and knowledge, particularly when students can find the knowledge and information easily with the help of information technology and Internet. Therefore, the new century paradigm emphasizes that the focus of learning is on learning how to learn, think, and create. In order to sustain learning is life long, learning should be facilitated as enjoyable and self rewarding.

Localized and Globalized Learning: Students and their learning should be facilitated in such a way such that local and global resources, support, and networks can be brought to maximize the opportunities for their developments during learning process. Through localization and globalization, there are multiple sources of learning. Students can learn from multiple sources inside and outside their schools, locally and globally, not limited to a small number of teachers in their schools. Participation in local and international learning programs can help them achieve the related community and global outlook and experiences beyond schools. Also their learning is a type of networked learning. They will be grouped and networked locally and internationally. Learning groups and networks will become a major driving force to sustain the learning climate and multiply the learning effects through mutual sharing and inspiring. We can expect that each student can have a group of life long partner students in different corners of the world to share their learning experiences.

It is expected that learning happens everywhere and is life-long. School education is just the start or preparation for life-long learning. Learning opportunities are unlimited. Students can maximize the opportunities for their learning from local and global exposures through Internet, web-based learning, video-conferencing,

cross-cultural sharing, and different types of interactive and multi-media materials (Education and Manpower Bureau, 1998). Students can learn from world-class teachers, experts, peers, and learning materials from different parts of the world. In other words, their learning can be a world-class learning.

Table 2: Two Paradigms of Learning

New Triplization Paradigm	Traditional Site-Bounded Paradigm
Individualized Learning: • Student as the Centre • Individualized Programs • Self-Learning • Self-Actualizing Process • How to Learn • Self Rewarding	**Reproduced Learning**: • Student as the Follower • Standard Programs • Absorbing Knowledge • Receiving Process • How to Gain • External Rewarding
Localized and Globalized Learning: • Multiple Sources of Learning • Networked Learning • Life-long and Everywhere • Unlimited Opportunities • World-Class Learning • Local and International Outlook	**Site-Bounded Learning:** • Teacher-Based Learning • Separated Learning • Fixed Period and Within School • Limited Opportunities • School Bounded Learning • Mainly School Experiences

Traditional Paradigm of Learning.

In the traditional thinking, students and their learning are part of the reproduction and perpetuation process of the existing knowledge and manpower structure to sustain developments of the society, particularly in the social and economic aspects (Cheng & Ng, 1992; Blackledge & Hunt, 1985; Hinchliffe, 1987; McMahon, 1987).   It is not a surprise that education is perceived as a process for students and their learning being "reproduced" to meet the needs of the society.   The profiles of student and learning are clearly different from those in the new paradigm (see Table 2).

Reproduced Learning: In school education, students are the followers of their teacher. They go through standard programs of education, in which students are taught in the same way and same pace even though their ability may be different. Individualized programs seems to be unfeasible.   The learning process is characterized by absorbing certain types of knowledge: students are "students" of their teachers, and they absorb knowledge from their teachers. Learning is a disciplinary, receiving, and socializing process such that close supervision and control on the learning process is necessary. The focus of   learning is on how to gain some

knowledge and skills. Learning is often perceived as hard working to achieve external rewards and avoid punishment.

Site-Bounded Learning: In the traditional paradigm, all learning activities are school-bounded and teacher-based. Students learn from a limited numbers of school teachers and their prepared materials. Therefore, teachers are the major source of knowledge and learning. Students learn the standard curriculum from their textbooks and related materials assigned by their teachers. Students are often arranged to learn in a separated way and are kept responsible for their individual learning outcomes. They have few opportunities to mutually support and learn. Their learning experiences are mainly school experiences alienated from the fast changing local and global communities. Learning happens only in school within a given school time frame. Graduation tends to be the end of students' learning.

New Paradigm of Teaching.

In the new triplization paradigm, teachers' teaching should be triplized: individualized, localized, and globalized. (Table 3)

Individualized Teaching: Teachers and their teaching are facilitated to maximize their potentials to facilitate students' learning in an optimal way. Teaching is considered a process to initiate, facilitate, and sustain students' self-learning and self actualization; therefore, teachers should play a role as a facilitator or mentor who support students' learning. The focus of teaching is to arouse students' curiosity and motivation to think, act, and learn. Also, teaching is to share with students the joy of the learning process and outcomes. To teachers themselves, teaching is a life long learning process involving continuous discovery, experimenting, self actualization, reflection, and professional development. Teachers should be a multiple intelligence teacher who can set a model for students in developing their multiple intelligences. Each teacher has his/her own potential and characteristics, and different teachers can teach in different styles to maximize their own contributions.

Localized and Globalized Teaching: The new paradigm emphasizes that teachers and their teaching should be facilitated in such a way such that local and global resources, supports and networks can be brought in from local communities and different parts of the world to maximize the opportunities for their developments in teaching and their contributions to students' learning. Through localization and globalization, there are multiple sources of teaching, for example, self learning programs and packages, web-based learning, outside experts, and community experiential programs, inside and outside their schools, locally and globally. Teachers can maximize the opportunities to enhance effectiveness of their teaching from local and global networking and exposure through Internet, web-based teaching,

video-conferencing, cross-cultural sharing, and different types of interactive and multi-media materials (Education and Manpower Bureau, 1998). With their help, students can learn from the world-class teaching materials, experts, peers, and teachers in different parts of the world such that their teachers' teaching can become world-class teaching. Through participation in local and international development programs, teachers can achieve global and regional outlook and experiences beyond schools.   Furthermore, their teaching is a type of networked teaching.   Teachers are grouped and networked locally and globally to develop and sustain a new professional culture and multiply their teaching effects through mutual sharing and inspiring. They become a world class and networked teacher through localization and globalization. It is not a surprise that each teacher can have a group of life long partner teachers in other parts of the world to continuously share and discuss their experiences and ideas of professional practice.

Traditional Paradigm of Teaching.

As discussed in the traditional site-bounded paradigm of learning, teachers' teaching is often perceived as part of the reproduction and perpetuation process of the existing knowledge and manpower structure to sustain developments of the society.

Reproduced Teaching.   Teachers are the centre of education. They have some technical, social, and professional competencies to deliver knowledge to students. Teachers teach in some standard styles and patterns to ensure standard knowledge to be taught to students even though teachers' potentials and personal characteristics may be different. Their major task is to transfer some knowledge and skills they previously have to students, and therefore teaching is often a disciplinary, delivery, training, and socializing process. Also, teaching is often perceived as hard working to achieve some external standards in examinations.

School-bounded Teaching: In the traditional paradigm, teachers and their teaching are bounded within the school.   Schools are the major venue for teaching and teachers are the major source of knowledge. Teachers are often arranged to teach in a separated way and are kept responsible for their teaching outcomes. They have few opportunities to mutually support and learn.   Their teaching is bounded such that teachers teach the standard curriculum with their textbooks and related materials assigned by their schools and the education authority.   The teachers and their teaching are often alienated from the fast changing local communities or international contexts.   From this traditional perspectives, teachers are clearly school-bounded and separated, who will rarely have any global and regional outlook to develop a world-class education for their students in the new century.

Table 3:   Two Paradigms of Teaching

New Triplization Paradigm	Traditional Site-Bounded Paradigm
Individualized Teaching • As Facilitator • Multiple Intelligence Teacher • Individualized Teaching Style • Arousing Curiosity • Facilitating Process • Sharing Joy • As Life-long Learning	**Reproduced Teaching** • As Centre • Partially Competent Teacher • Standard Teaching Style • Transferring Knowledge • Delivery Process • Achieving Standard • As a Practice of Previous Knowledge
Localized and Globalized Teaching: • Multiple Sources of Teaching • Networked Teaching • World-Class Teaching • Unlimited Opportunities • Local and International Outlook • As World-Class and Networked Teacher	**School-bounded Teaching:** • School-Bounded • Separated Teaching • Bounded Teaching • Limited Opportunities • Mainly School Experiences • As School-bounded and Separated Teacher

New Paradigm of Schooling.

Similarly, the characteristics of schooling of the new triplization paradigm are also contrastingly different from those of the traditional paradigm as shown in Table 4 (Cheng, 2000a). School is perceived as a facilitating place to support students' learning.   School itself should be a contextualized multiple intelligence environment for supporting students to develop their multiple intelligences. Each school has its own strengths, potential, and characteristics. Based on their strengths, different schools can conduct and manage schooling in different styles to maximize their own contributions to students' learning. The focus of schooling is to arouse curiosity and motivation of both students and teachers to think, act, and learn in a multiple intelligence way. Schooling is also an open process to initiate, facilitate, and sustain self learning and self-actualization of students and teachers.   It provides opportunities to share the joy of learning and teaching among teachers and students. To face up the challenges in the new century and pursue contextualized multiple intelligences, school is a continuously learning and developing organization, involving institutional continuous discovery, experimenting, actualization, reflection, and development.

Schools and their schooling should be managed and facilitated in such a way to bring in local and global resources, supports, and networks for maximizing the opportunities for their developments and their contributions to students' learning and teachers' teaching.   In addition to the school itself, there are multiple sources of

teaching and learning – self-learning programs and packages, web-based learning, outside experts, community experiental programs, etc. - inside and outside the school, locally and globally. Parents and communities, including social services, business, and industry, are actively involved in schooling. The partnership with them is necessary to support effective networked schooling and multiple sources of learning. Locally and globally networked schooling can provide a wide spectrum of learning experiences and maximize opportunities for teachers and students to benefit from various settings and cultures. With the help of globalized schooling, students can learn the world-class experiences from different parts of the world. Schools can maximize the opportunities for teachers and students to enhance the quality of teaching and learning from local and global networking and exposure. Schools in the new century paradigm are conceptualized as world-class and networked schools.

Traditional Paradigm of Schooling.
Traditionally, a school is perceived as a place of reproduction and perpetuation of the existing knowledge and structure, and therefore schooling is a process for "being reproduced or reproducing". It is reproduced from the existing key social elements such as traditional values, beliefs, knowledge and structures in the society. And, the school itself is reproducing or perpetuating these social elements to next generations through teaching and learning. A school is assumed as the central place of education and source of knowledge and qualifications, which delivers some knowledge and skills to students, socializes them into given norms, and qualifies them if they meet the specified standards. Schools should be organized and managed in some standard styles and patterns to ensure standard knowledge and norms to be delivered to students, even though schools' characteristics and strengths may be different. The major task of schooling is to transfer some knowledge and skills to students, and teachers are labors of transfer. Therefore, schooling is a disciplinary, delivery, training, and socializing process to qualify students to satisfy the manpower needs in the society. Inevitably, schooling is hard working for both students and teachers to achieve some external standards in examinations. It is not a surprise that a school is a stable bureaucracy equipped with designed structure, policies, and procedures to ensure the standards of teaching and learning outcomes.

From the traditional perspective, a school is almost like an isolated island bounding all activities of schooling, teaching, and learning in a very narrow way. There is no clear need to have strong community linkage and parental involvement as the school is the major source of knowledge and qualifications. Parents and communities are just receivers of educational outcomes. Schools are often arranged to manage in a separated way in order to be kept accountable for their schooling

outcomes. Schools, even within the same community, have few opportunities to mutually support and learn. Schools can provide standard environment, curriculum, textbooks, and related materials for teachers and students to teach and learn. The opportunities for learning are quite limited. School life and its activities are alienated from the rapidly changing external "real" environment or local communities. Schools are bounded and separated from the outside world.

Table 4: Two Paradigms of Schooling

New Triplization Paradigm	Traditional Site-Bounded Paradigm
Individualized Schooling • As Facilitating Place • Multiple Intelligence School • Individualized Schooling Style • Place for Curiosity • Open Process • Sharing Joy • As a Learning Organization	**Reproduced Schooling** • As Central Place • Source of Knowledge and Qualifications • Standard Schooling Style • Place for Transfer • Qualifying Process • Achieving Standard • As a Bureaucracy
Localized and Globalized Schooling: • Coupled with Multiple Sources • Community and Parental Involvement • Networked Schooling • World-Class Schooling • Unlimited Opportunities • Local and International Outlook • As a World-Class and Networked School	**Bounded Schooling:** • Isolated School • Weak Community Linkage • Separated Schooling • Site-Bounded Schooling • Limited Opportunities • Alienated Experiences • As a Bounded and Separated School

New Vision of School-Based Management

Decentralization, school autonomy, site-based decision making, and flexible use of resources themselves are the means but not the final aims of school-based management. The above paradigm shift in education inevitably requests the ongoing school-based management efforts to have a new vision in the new millennium, in addition to the existing targets at improvement of internal school process.

If we believe, in the new millennium, our world is moving towards multiple globalizations and becoming a global village with boundless interactions among countries and areas, our new generations should be expected as a multiple intelligence (MI) person in such a fast changing and interacting global village. The development

of the society should be multiple towards a multiple intelligence (MI) society. The SBM should have a new vision to provide a learning environment for developing students as a MI citizen who will creatively contribute to the formation of a MI society and a MI global village with multiple developments in technological, economic, social, political, cultural, and learning aspects.

Therefore, **the new vision of SBM** is to facilitate paradigm shift from the *traditional site-bounded education* towards the *new triplization education* and to provide a triplized (i.e. globalized, localized, and individualized) learning environment, with the support of information technology and various types of local and global networking, for developing students' triplized self learning ability and their multiple intelligence.

We expect, SBM should help our schools, teachers, and students to be triplized in the new century. Our learning, teaching, and schooling will be finally globalized, localized, and individualized with the help of the information technology and boundless multiple networkings. We will have unlimited opportunities and multiple global and local sources for life-long learning and development of both students and teachers. New curriculum and pedagogy should facilitate the triplized learning and make its process interactive, self-actualizing, discovery, enjoyable, and self-rewarding. New curriculum and pedagogy should be triplized and also multiple intelligence-based, that can provide world-class learning for students. Students can learn from the world-class teachers, experts, peers, and learning materials from different parts of the world in any time frame and get local, regional, and global exposure and outlook as a MI citizen. We believe, the new vision of SBM will help to transform school education as triplized and world-class learning for students to meet the challenges and needs in the new millennium.

With this new vision, the success of school-based management implementation is schools will be assessed by the following major questions:
1. Through SBM, how well learning, teaching, and schooling are triplized? (This question aims to ensure SBM can support student learning, teacher teaching, and schooling in a globalized, localized, and individualized environment.)
2. Through SBM, how well students' learning opportunities are maximized through the IT environment, networking, teachers, and schools? (This question intends to ensure SBM maximizing of opportunities for students' learning and development in a triplized MI environment.)

3. Through SBM, how well students' self learning is facilitated and sustained as potentially life long? (This question tries to ensure the maximized opportunities through SBM for students' self-learning are sustainable to life long.)

4. Through SBM, how well students' MIs and their ability to triplize their self learning are developed ?   (This question focuses on ensuring the relevance of SBM to outcomes of student learning in terms of multiple intelligences and ability of triplizing self-learning.)

Conclusion: Value Added and Created by SBM

The new vision of SBM brings important implications for policy formulation and implementation at both school and system levels. SBM in the new millennium aims not only to improve internal process for achieving some given school goals but also to ensure the relevance of educational practice to the future and the new paradigm of education and create new school goals for their students.

Value Added through SBM. For improving internal process through SBM, we can use the new knowledge framework of internal process including: Principles of School-based Management, Knowledge of School Healthy Functioning Profile, Knowledge of Strategic Management, Knowledge of Multi-Level Self Management in School, Knowledge of Dynamic Process, Knowledge of Layer Management, Knowledge of Congruence in School, Knowledge of Total Home-School Collaboration and Community Support, and Knowledge of Transformational Leadership. With the improvement of internal school process through SBM, the school can achieve a greater extent of the given school goals such that it adds value in school effectiveness from time T1 to time T2, as shown in area A in Figure 2. This is what we call "*Value Added*" in school effectiveness in current education reforms.

Value Created through SBM.   For ensuring and enhancing the relevance of educational practice to the future through the new vision of SBM, we should facilitate paradigm shift of school education to the new paradigm with emphasis on the development of students' multiple intelligences and capability for life long self learning and the process of triplization in schooling, teaching and learning. We believe, the processes of globalization, localization and individualization in education can bring in international and local resources and intellectual assets to each classroom,

each teacher and each student for creating new educational goals relevant to the future and maximizing opportunities for their learning and development. While the school improves its internal process and enhances the relevance of school goals or creates new education goals, the school can create new values (different from given school goals) in school effectiveness from time T1 to time T2, shown in area B in Figure 2. This is "*Value Created*" in school effectiveness through new vision of SBM. (Here, it is assumed that enhancement of goals relevance or development of new goals will only go through improvement of internal process.)

Figure 2:
SBM for "Value Added" and "Value Created" in School Effectiveness
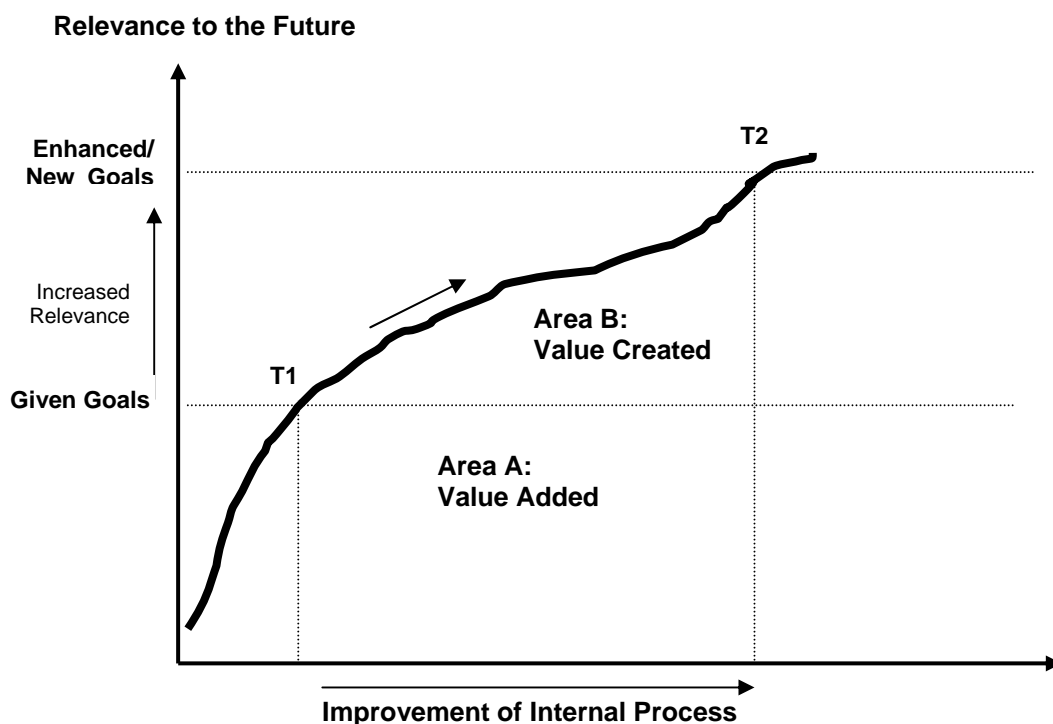
We hope, all SBM schools will become value-added and value-created schools in Israel or other parts of the world. Finally, I have a dream: after the great efforts of SBM in every school,

- All our students will become *Triplized MI Students*. They fully enjoy life-long self-learning and actualization and become contextualized multiple intelligent citizens.

- All our teachers will become *Triplized MI Teachers*. They share the joy of

triplized learning and teaching with their students and pursue life-long learning and professional development.

- All our schools will become *Triplized MI SBM Schools.* All educators and teachers are dedicated to make contribution to triplization in learning, curriculum and pedagogy and create unlimited opportunities for all students' life-long learning and development in different parts of the world in the new century.

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Appendix:

Contextualized Multiple Intelligences

From Cheng (2000a)

In the light of the biological origins of each problem-solving skill, Howard Gardner (1993) suggested that there are seven human intelligences, including musical intelligence, bodily-kinesthetic intelligence, logical-mathematical intelligence, linguistic intelligence, spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. This biological perspective of multiple intelligences may be useful to understand individual's cognitive competence in terms of a set of basic abilities or "intelligences" (Gardner, 1993). When we want to design a curriculum and pedagogic methods to develop students' related abilities and intelligences to survive a context of complicated technological, economic, social, political, and cultural environments, however, this perspective may be too " basic" and limited and does not have a strong and direct relevance to such a context in the new century. Comparatively, it is useful to design curriculum and pedagogy for early children education or lower primary education to develop their basic abilities, but it is not so sophisticated enough for higher form education that should be highly

contextualized to the social, economic, political, cultural, and technological developments (Berman, 1995; Guild & Chock-Eng, 1998; Guloff, 1996; Mettetal & Jordan, 1997; Teele, 1995).

My previous research on school effectiveness (Cheng, 1996) has shown that there are five different types of school functions in the new century, including the economic/structural functions, social functions, political functions, cultural functions, and educational functions. All these functions represent the different contributions of education to development of   individuals, the school as an institution, the community, the society, and the international community in these areas. To achieve these functions, education should develop students' intelligence in the areas of these five functions. Further,   taking into consideration the traditional assumptions of human nature in social contexts (Bolman & Deal, 1997; Schein, 1980), as well as the importance of technology to development, we can assume that human nature can be represented by a typology, including *Technological Person, Economic Person, Social Person, Political Person, Cultural Person,* and *Learning Person* in a complicated context of the new century.   Therefore, human intelligence should be contextualized: that is, in a context of the technological, economical social, political, cultural and learning environments in the new millennium. As such, the human intelligence can be categorized into the following six *Contextualized Multiple Intelligences* (CMIs), including *Technological Intelligence, Economic Intelligence, Social Intelligence, Political Intelligence, Cultural Intelligence,* and *Learning Intelligence*.

Contextualized Multiple Intelligences

	Contextualized Multiple Intelligence	Definition of the Contextualized Multiple Intelligence
• **Learning Person**:	• **Learning Intelligence**:	• It refers to the ability to learn and think creatively and critically and to optimize the use of biological/ physiological abilities
• **Technological Person**	• **Technological Intelligence**	• It refers to the ability to think, act and manage technologically and maximize the benefits of various types of technology
• **Economic Person**	• **Economic Intelligence**	• It refers to the ability to think, act and manage economically and to optimize the use of various resources
• **Social Person**	• **Social Intelligence**	• It refers to the ability to think, act and manage socially and to effectively develop harmonious interpersonal relationship
• **Political Person**	• **Political Intelligence**	• It refers to the ability to think, act and manage politically and to enhance win-win outcomes in situations of competing resources and interests
• **Cultural Person**	• **Cultural Intelligence**	• It refers to the ability to think, act, and manage culturally, to optimize the use of multi-cultural assets and to create new values

Based on these contextualized multiple intelligences, a Pentagon Theory of CMIs development for reforming education, curriculum and pedagogy can be proposed to meet the developmental needs in the new millennium. It suggests that

school education should be re-designed basing on the premises of a new paradigm - as depicted in the following Figure - as follows:

1. **Relevant to the Development of CMIs.** The development of students' contextualized multiple intelligences is the basic condition for the development of individuals, institutions, communities, societies, and international communities in the complex local and global contexts, particularly in the technological, economical, social, political, cultural and learning aspects. Therefore, the curriculum, pedagogy, and school education should be reformed with clear relevance and concrete linkages with the development of CMIs.

2. **Encouraging CMI Interactions**: The relationships among these six CMIs are interactive and mutually reinforcing with the Learning Intelligence at the central as shown by a pentagon as in the Figure. The design of school education should encourage and facilitate such interactions and reinforcements among CMIs. This has strong implications for the needs of balanced curriculum and pedagogy not only in lower grades of primary and secondary education but also in tertiary education, if we want to have citizens with a broad mind sets or multiple intelligences to deal with the diverse challenges in the new era.

3. **Facilitating Intelligence Transfer:** *Intelligence transfer* from one type to other types (e.g., from economic intelligence to political intelligence or social intelligence) should be encouraged and facilitated to achieve a higher level of intelligence or meta-thinking. The transfer itself can represent a type of intelligence creativity and generalization. It is hoped that inter-intelligence transfer can be transformed into a dynamic, ongoing and self-developing process not only at the individual level but also at the group, institutional, community, society, even international levels. This will be very important to the creation of a high level knowledge-based and thinking society or an intelligent global village.

4. **Taking Learning Intelligence at the Central**. To accelerate the development of all other CMIs, the development of Learning Intelligence can play a central role (the Figure). Instead of teaching and learning huge volume of information and factual materials, the content of curriculum and the process of pedagogy should put emphasis on developing students' ability to persistently learn how to learn systematically, creatively, and critically. This may partly reflect why the current educational reforms in different parts of the world emphasize the ability and attitude to life-long learning in curriculum and pedagogy (Education Commission, 1999; Townsend & Cheng, 1999).

5. **Developing CMI Teachers and CMI School:** The success of implementing CMI education for students depends heavily on the quality of teachers and the school. Whether teachers themselves can develop and own a higher level of CMI and whether the school can be a multiple intelligence organization and can provide a MI environment for teaching and learning will affect the design and implementation of CMI education. Therefore, in the reform of school education, how to develop teachers as *Multiple Intelligence Teachers* and schools as *Multiple Intelligence Schools* through staff development and school development inevitably become an important agenda and necessary component.

6. **Globalization, Localization, and Individualization of Education:** In order to maximize the opportunities for development of CMIs for students, teachers, and the school, globalization, localization, and individualization in schooling, teaching, and learning are important and necessary to the reform of school education, curriculum, and pedagogy in the new era. The following paragraphs will highlight their conceptions and implications for development of CMIs.

Figure A:

Pentagon Theory of CMI development
For Redesign of Curriculum and Pedagogy
(with Globalization, Localization, and Individualization)

New Vision of SBM