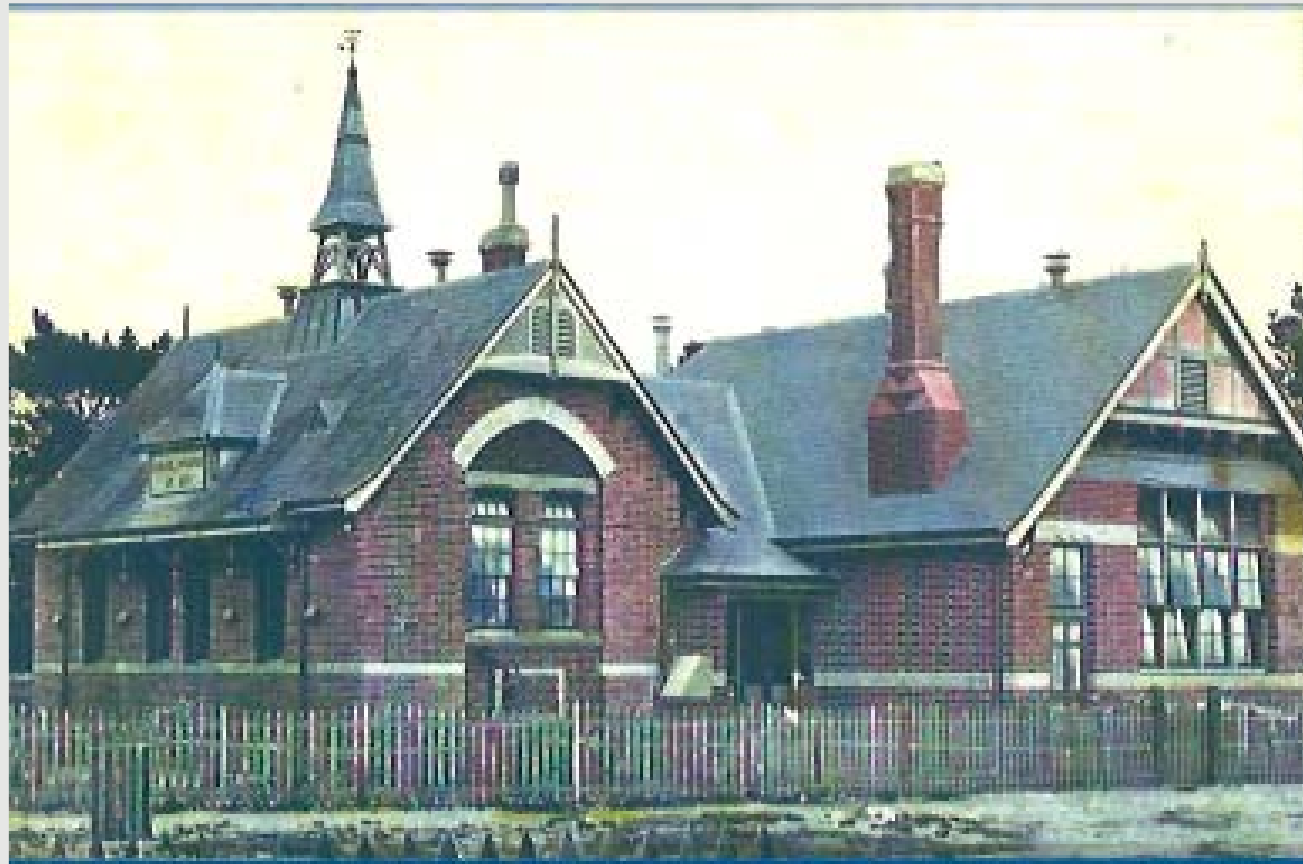


Educational Leadership

Power, Politics and Principles

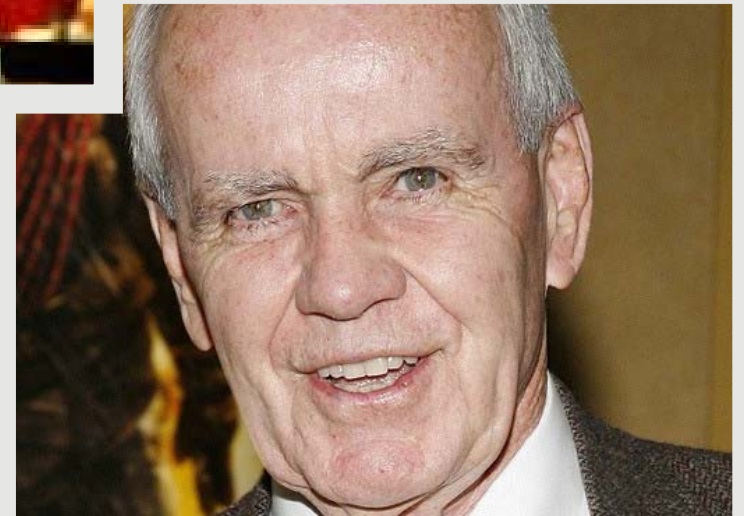
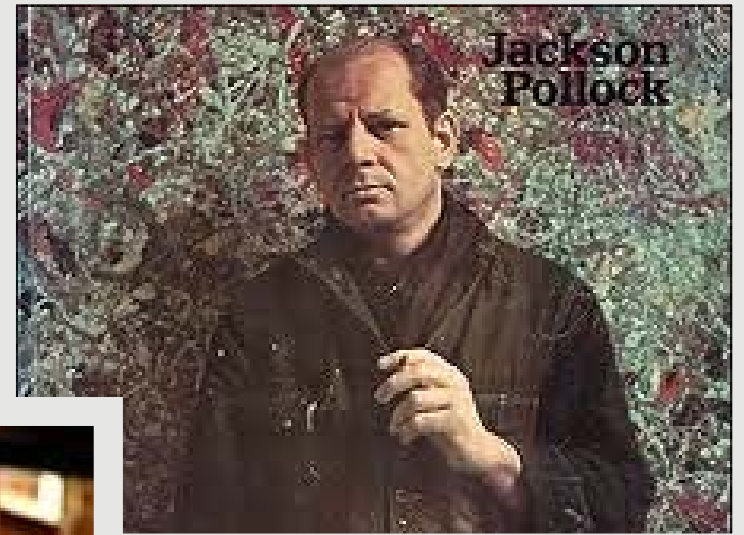
Ken Boston



SACPPA Conference
Barossa Valley 2013



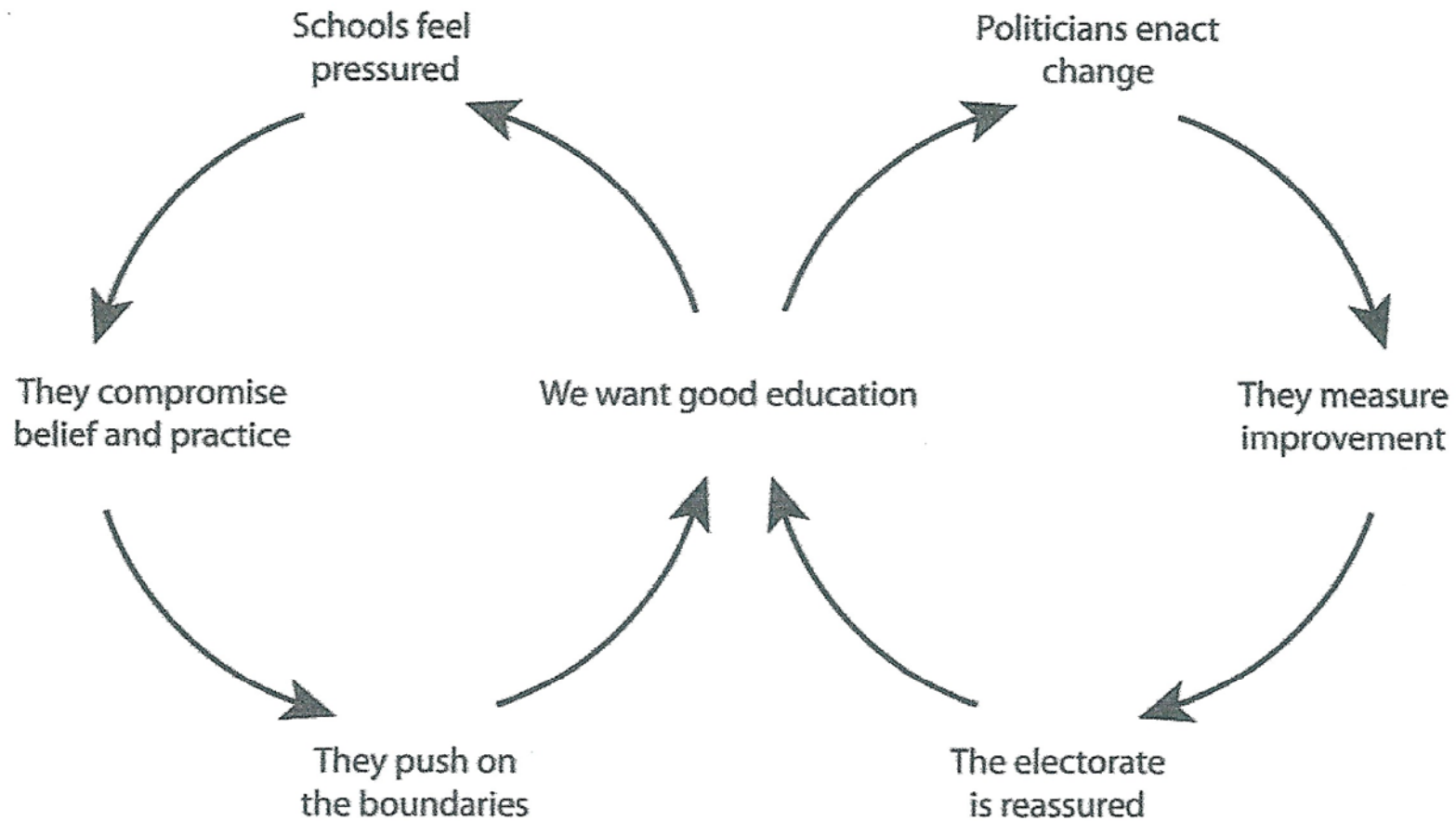
1944 photo of teachers with the Head Teacher Gerald Hardy and his dog Tup.



Sources of Soft Power

- Modelled commitment to principles and values
- Knowledge freely granted and shared
- Expertise in delivery
- Conspicuous self-discipline
- The art of persuasion
- Validation by audiences

THE PROFESSIONAL/POLITICAL TENSION



Purposes for which key stage test results have been used in England

1. To determine whether national performance in English, mathematics and science has improved since last year, or deteriorated
2. To determine whether an individual student is making sufficient progress in relation to attainment targets
3. To judge the value of an individual child's achievements
4. To judge whether a school is effective or ineffective
5. To identify learning needs and guide further teaching
6. To diagnose learning difficulties

Purposes for which key stage test results have been used in England

7. To determine whether a child meets eligibility criteria for special education provision
8. To place children in ability groups
9. To identify the needs of students transferring to new schools
10. To inform school selection
11. To decide whether institutional performance - relating to individual teachers, classes or schools - is rising or falling in relation to expectations or targets; and hence to allocate rewards or sanctions

Purposes for which key stage test results have been used in England

12. To identify institutional needs and allocate resources

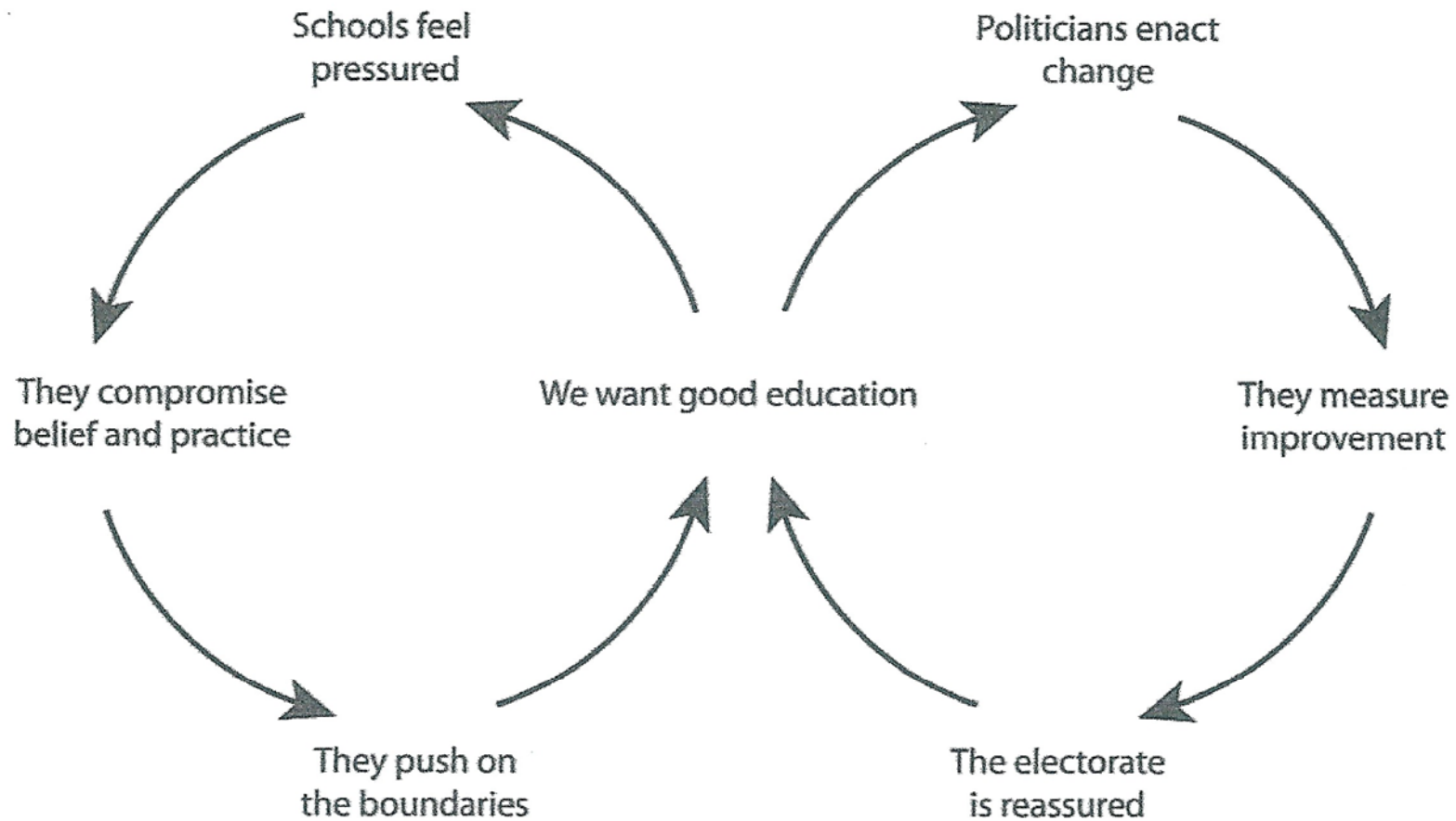
13. To identify institutional failure and hence the need for intervention

14. To evaluate the success of educational programs or initiatives, nationally or locally

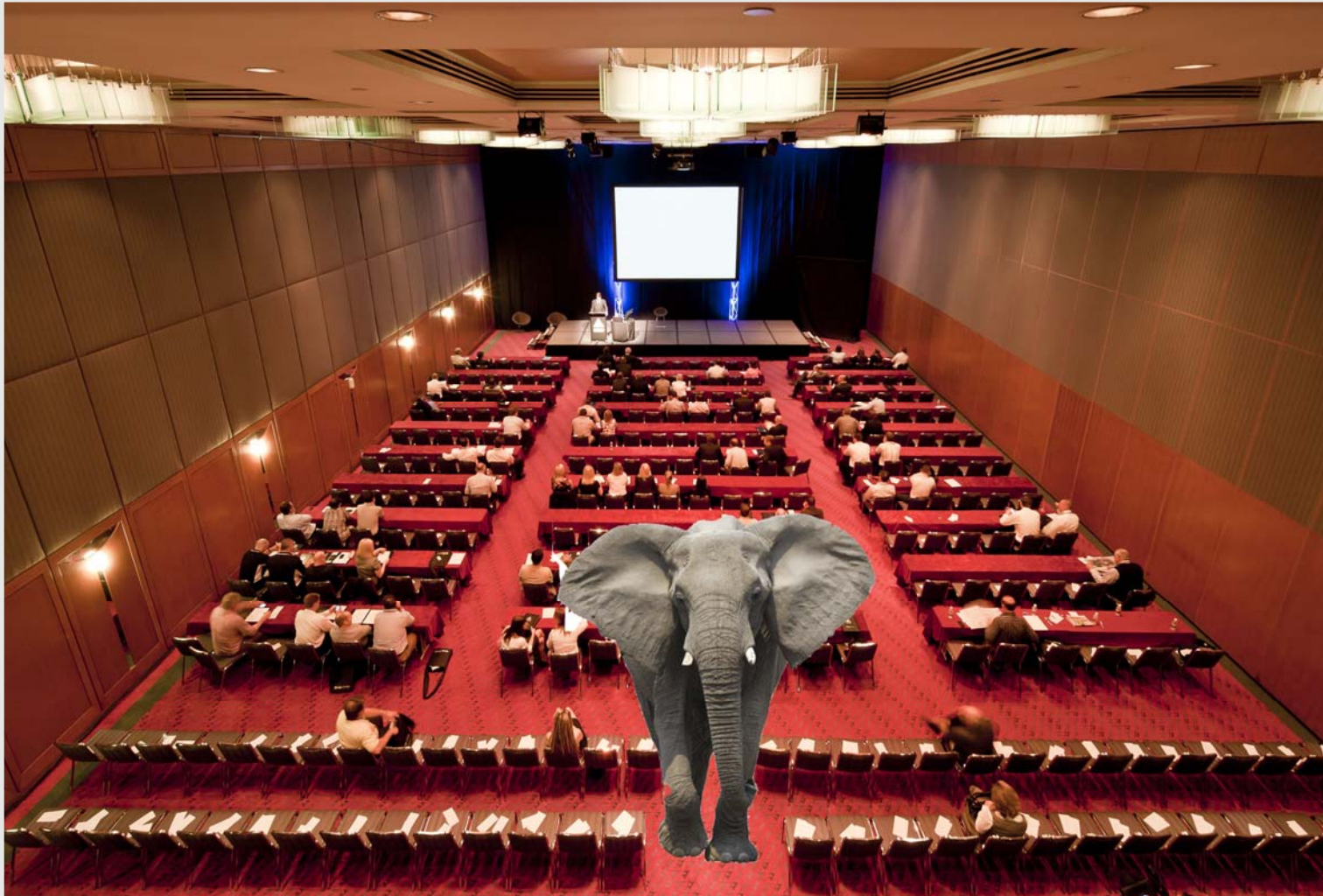
15. To guide decisions on the comparability of examination standards for later assessments in the basis of cohort performance in earlier ones

16. To 'quality adjust' education output indicators for the purposes of national accounting

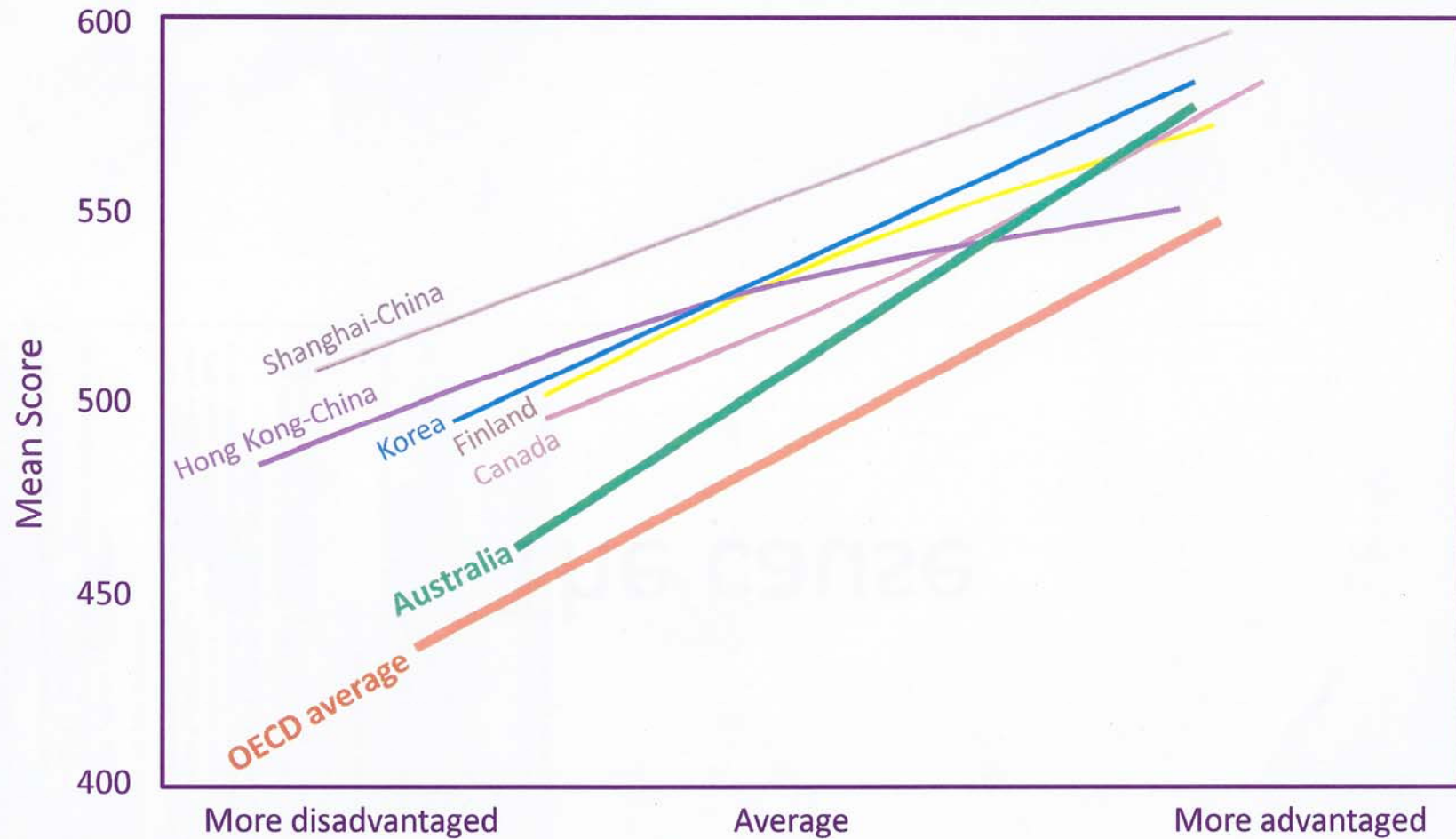
THE PROFESSIONAL/POLITICAL TENSION



Is education a public good for all, or a positional good for the few?



Social gradients in PISA reading literacy by country, 2009





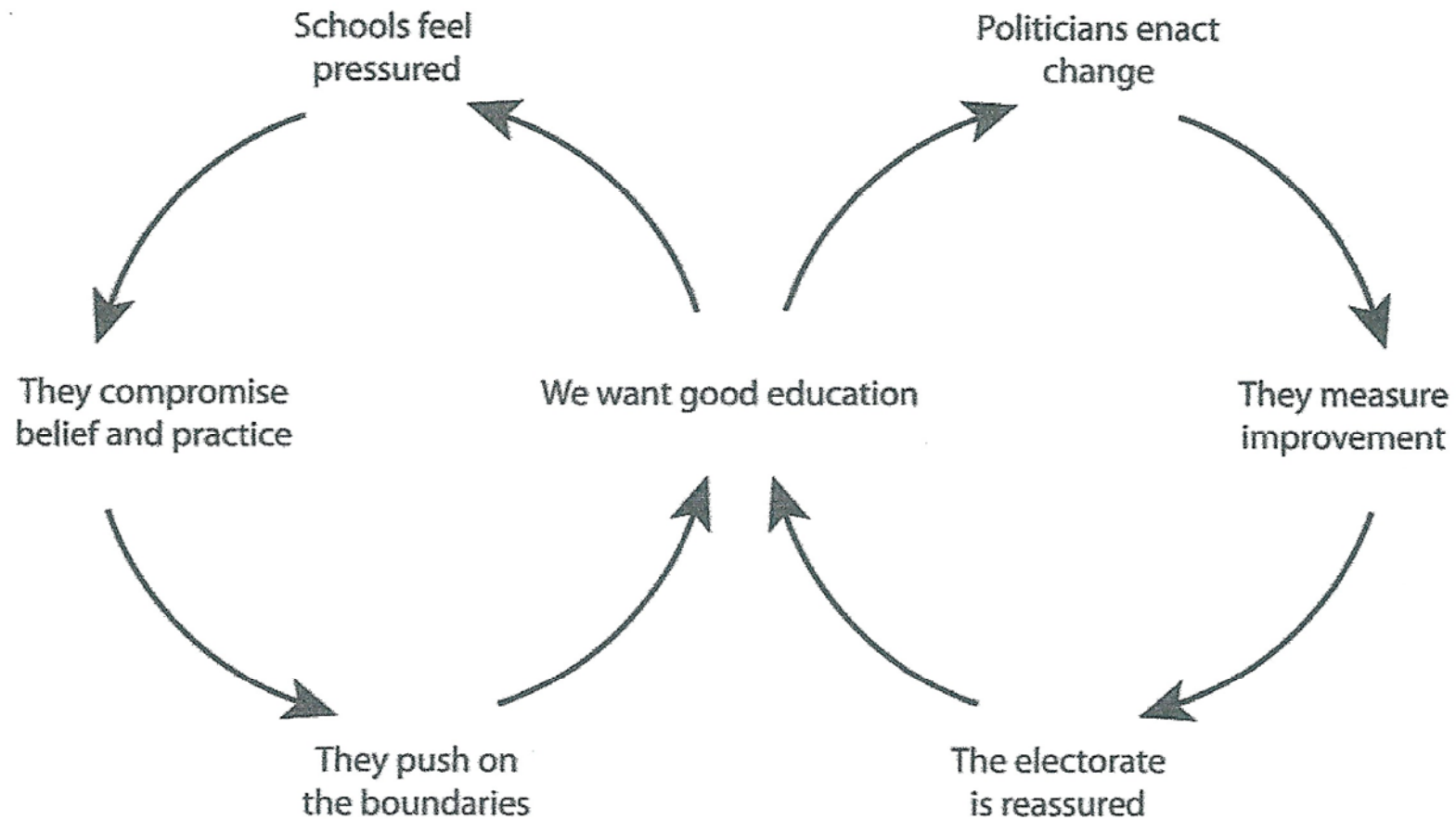
Australian Government



Review of Funding for Schooling

Final Report | December 2011

THE PROFESSIONAL/POLITICAL TENSION





Teaching and Learning Audits

As part of an initiative to improve student learning in Queensland state schools, Teaching and Learning Audits are conducted in every Queensland state school to provide quality feedback on how the school is performing and to inform school planning processes.

The audits are usually carried out every four years or following the appointment of a new school principal. A school community may request another audit within the four-year cycle, however no more than one audit will be conducted at the same school within a 12-month period.

During the audit, an independent, experienced school principal visits the school to collect a range of data and information about school practices, programs and procedures in the area of teaching and learning.

Interviews will also be conducted with staff, students and the P&C President to gather a range of perspectives on school strategies and practices.

The audit will usually take one to two days, depending on the school's context and size. The school will receive the auditor's report within 15 days and key findings will be discussed with the principal, the school's leadership team and the school staff.

From this report, the executive summary and eight-page profile will be made available to parents and caregivers on the school's web site. The principal will work with the school community to include any recommendations in the school's forward planning.

For further information about Teaching and Learning Audits, please contact your child's school or visit www.education.qld.gov.au/nationalpartnerships/teach-learn-audits.html.

Re-Imagining Australian Education

Ken Boston

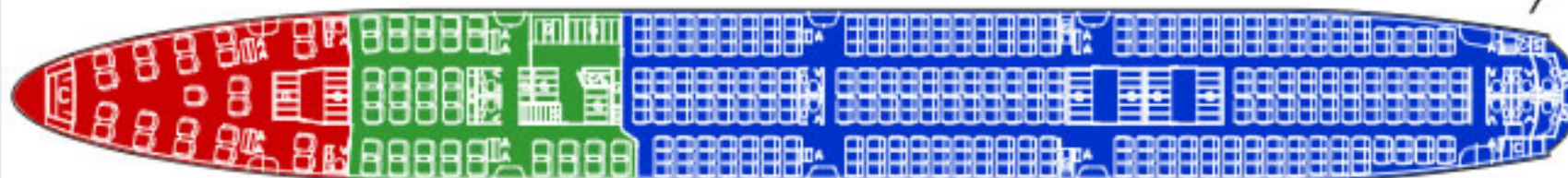
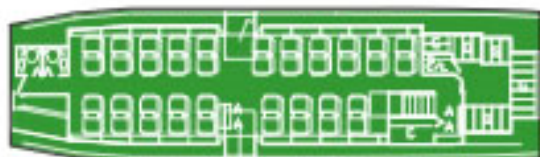


SACPPA Conference
Barossa Valley 2013

Is education a public good for all, or a positional good for the few?



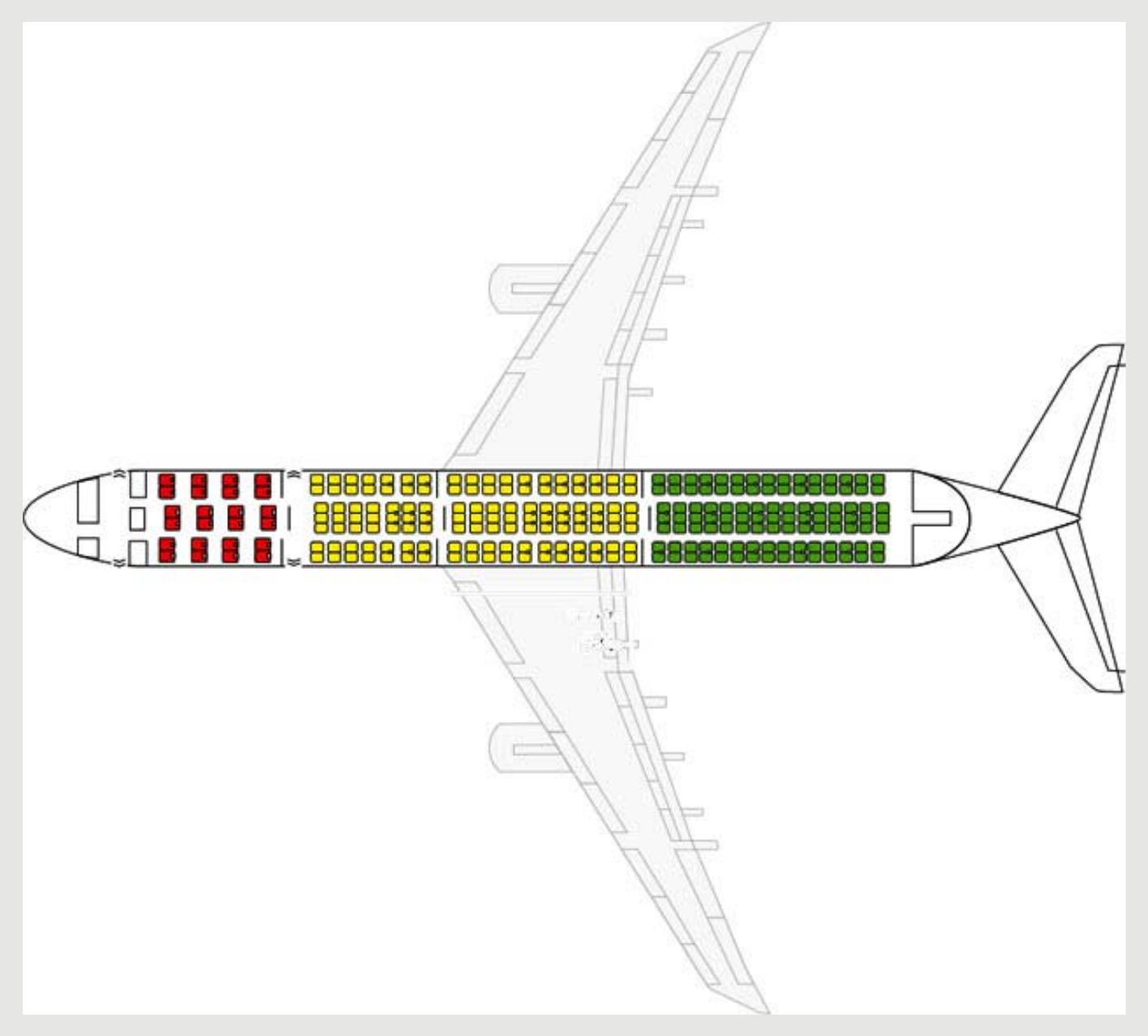
747-400/-400ER
416 passengers



23 first
61-in pitch

80 business
39-in pitch

313 economy
32-in pitch



C



C-Class Sedan

A stylish performer that embodies sophistication and intelligence.

Starting at **\$34,800***



C-Class Coupe

Bold styling, sporty performance and competitive spirit in two doors.

Starting at **\$37,220***

E



E-Class Sedan

Distinctive styling, class-leading safety and trailblazing technology.

Starting at **\$50,490***



E-Class Coupe

An alluring silhouette, with the performance and amenities to match.

Starting at **\$49,800***

E



E-Class Cabriolet

All-season rooftop convertible, with classic styling and comfort for four.

Starting at **\$57,720***



E-Class Wagon

The quintessential luxury wagon has versatility and innovations to spare.

Starting at **\$57,150***

S



S-Class Sedan

A leader in luxury, performance and safety – and of an entire industry.

Starting at **\$91,850***

CL



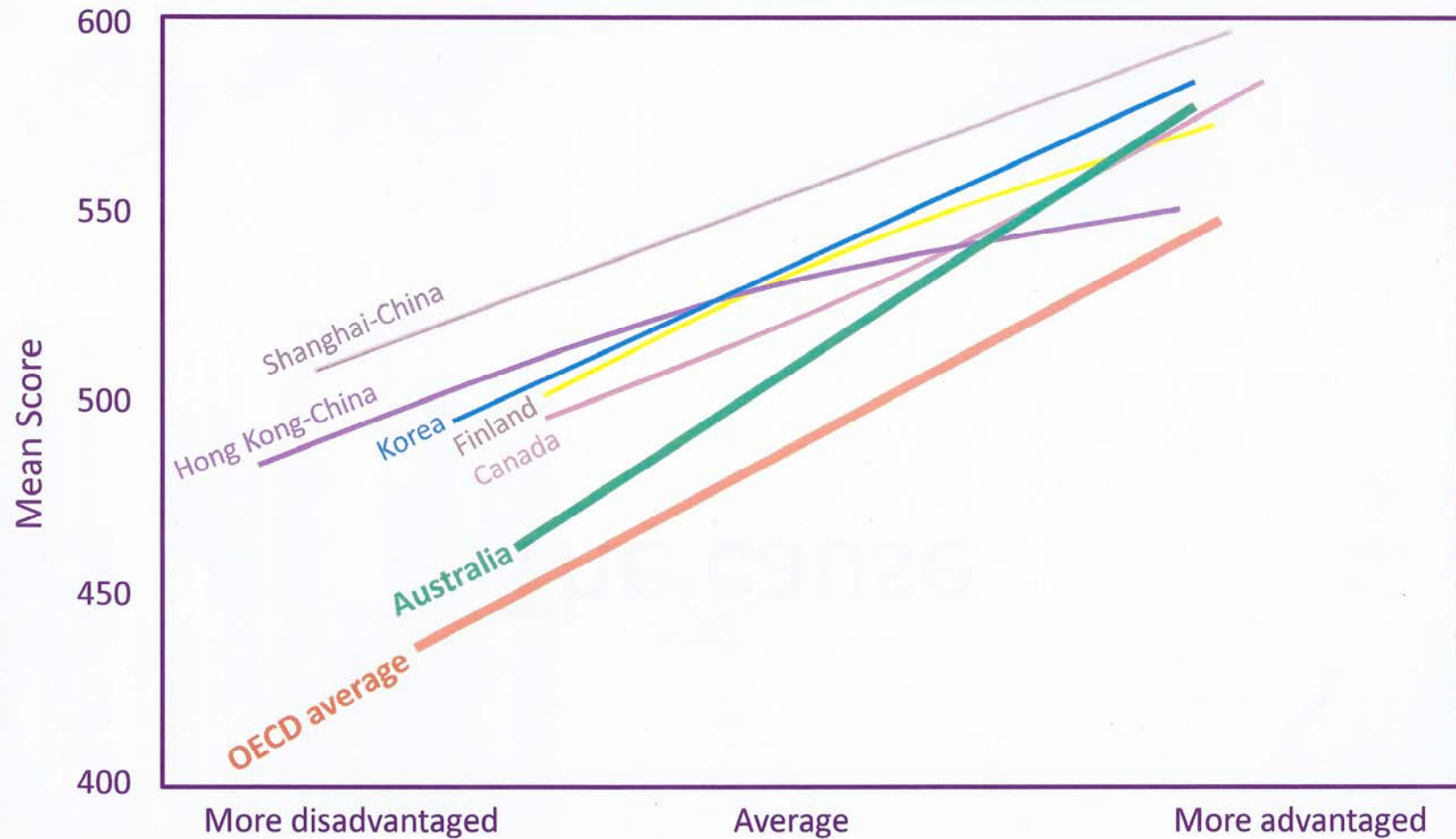
CL-Class Coupe

Seductive style and prodigious performance in an uncompromising coupe.

Starting at **\$114,100***

If education is a positional good that confers benefit on the possessor, how can we ensure that all those capable of high achievement receive it?

Social gradients in PISA reading literacy by country, 2009





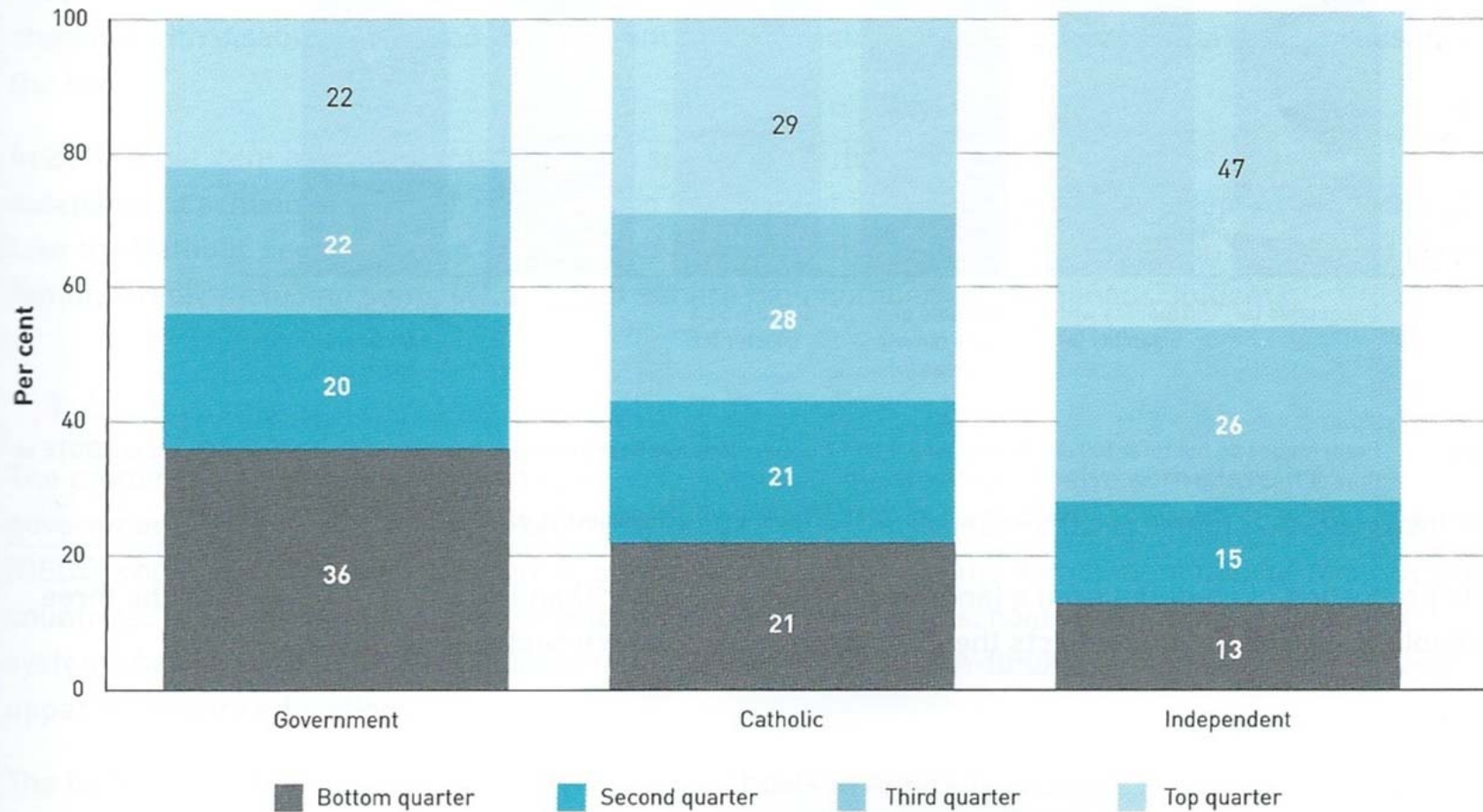
Australian Government



Review of Funding for Schooling

Final Report | December 2011

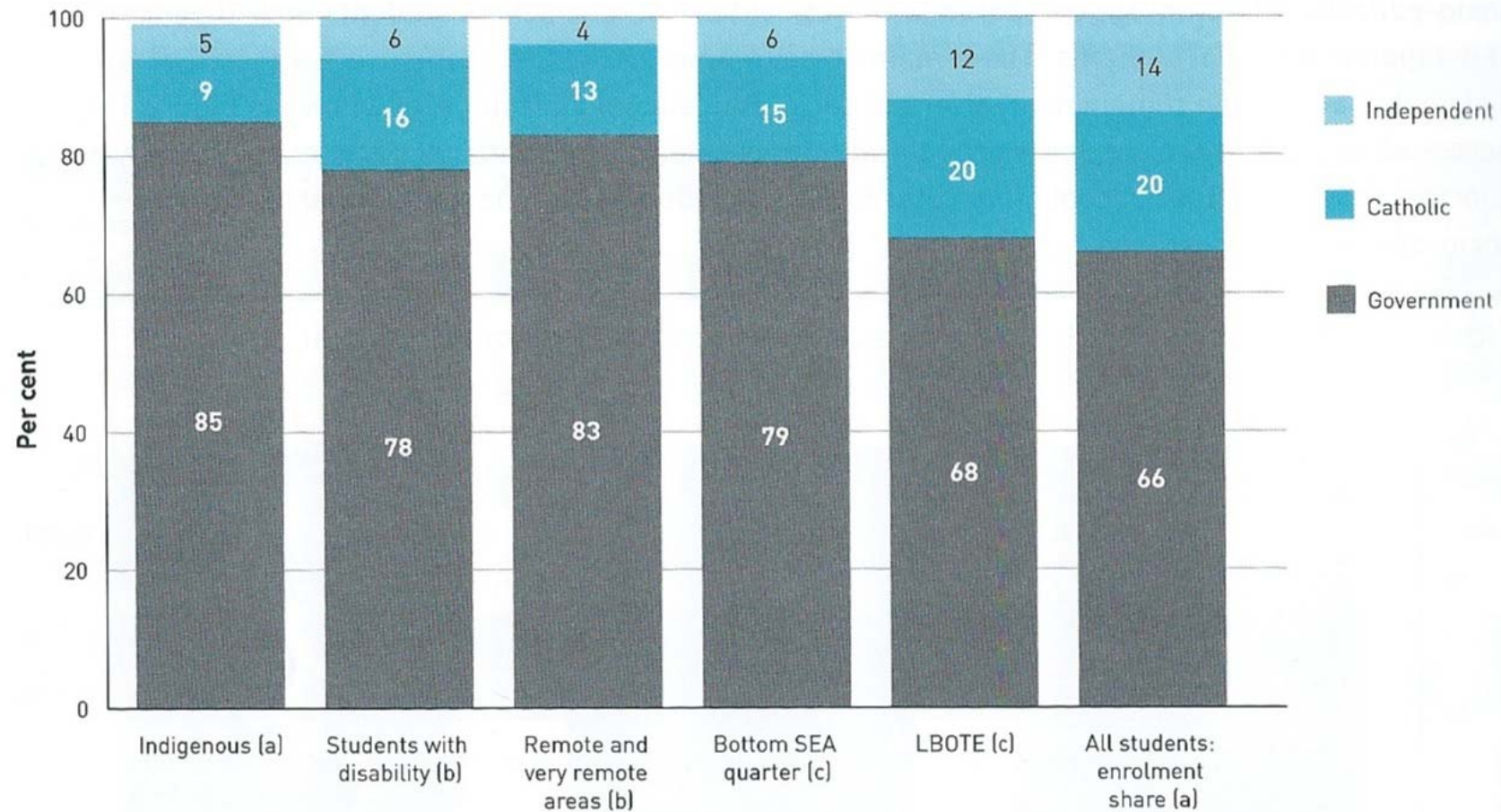
Figure 1: Distribution of students by socio-educational advantage quarter, by sector, 2010



Note: Percentages do not total 100 due to rounding.

Source: ACARA dataset 2011.

Figure 2: Proportion of students by disadvantage group, by sector, 2010



Note: Percentages do not total 100 due to rounding. LBOTE proportions are based on the proportion of students identifying as LBOTE at time of NAPLAN testing.

Sources: (a) ABS 2011c, *Schools, Australia, 2010*, cat. no. 4221.0; (b) DEEWR administrative data 2010; (c) ACARA dataset 2011.

Figure 25: Funding levels under the SES model

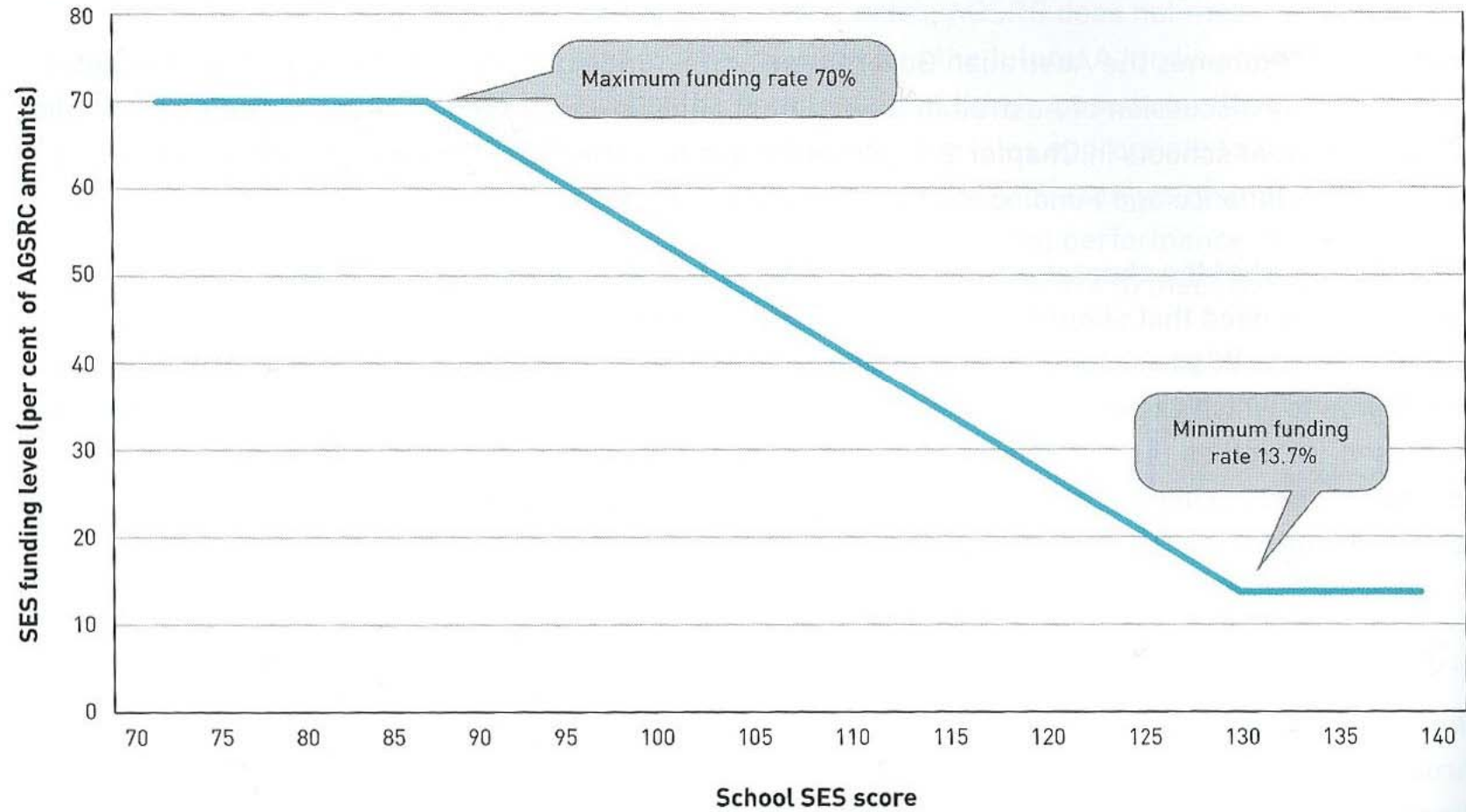


Figure 50: Outline of the schooling resource standard

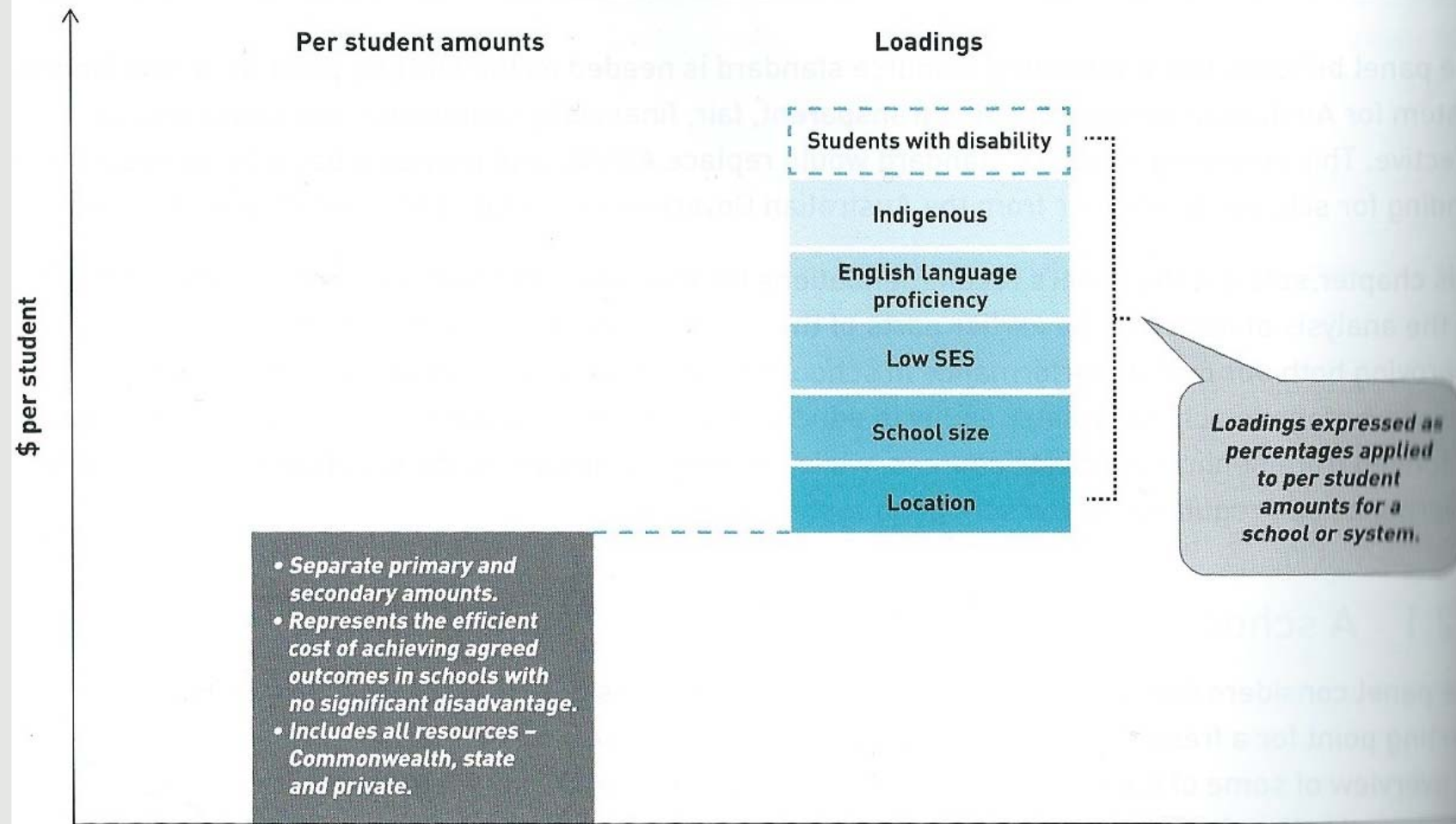
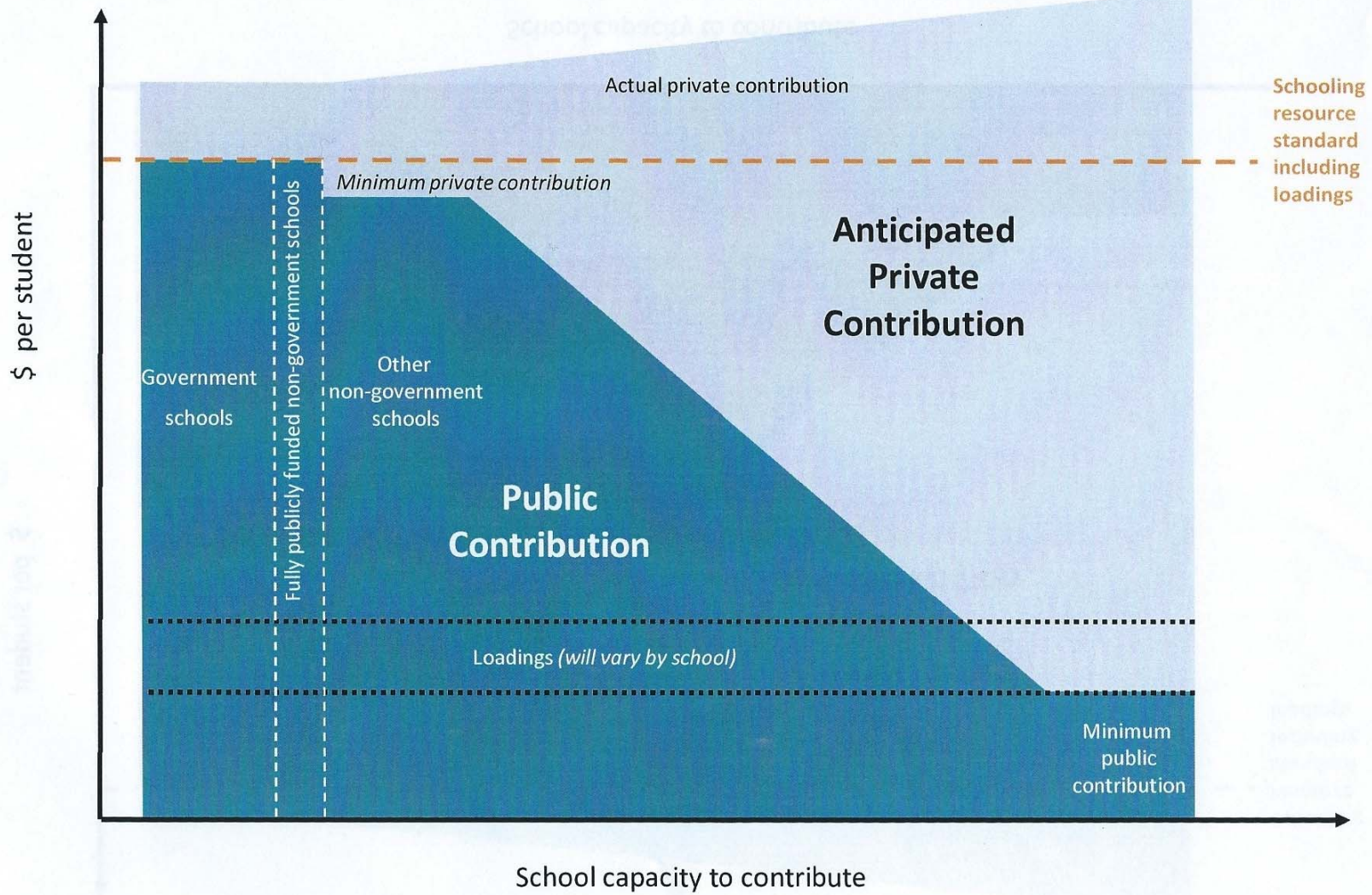
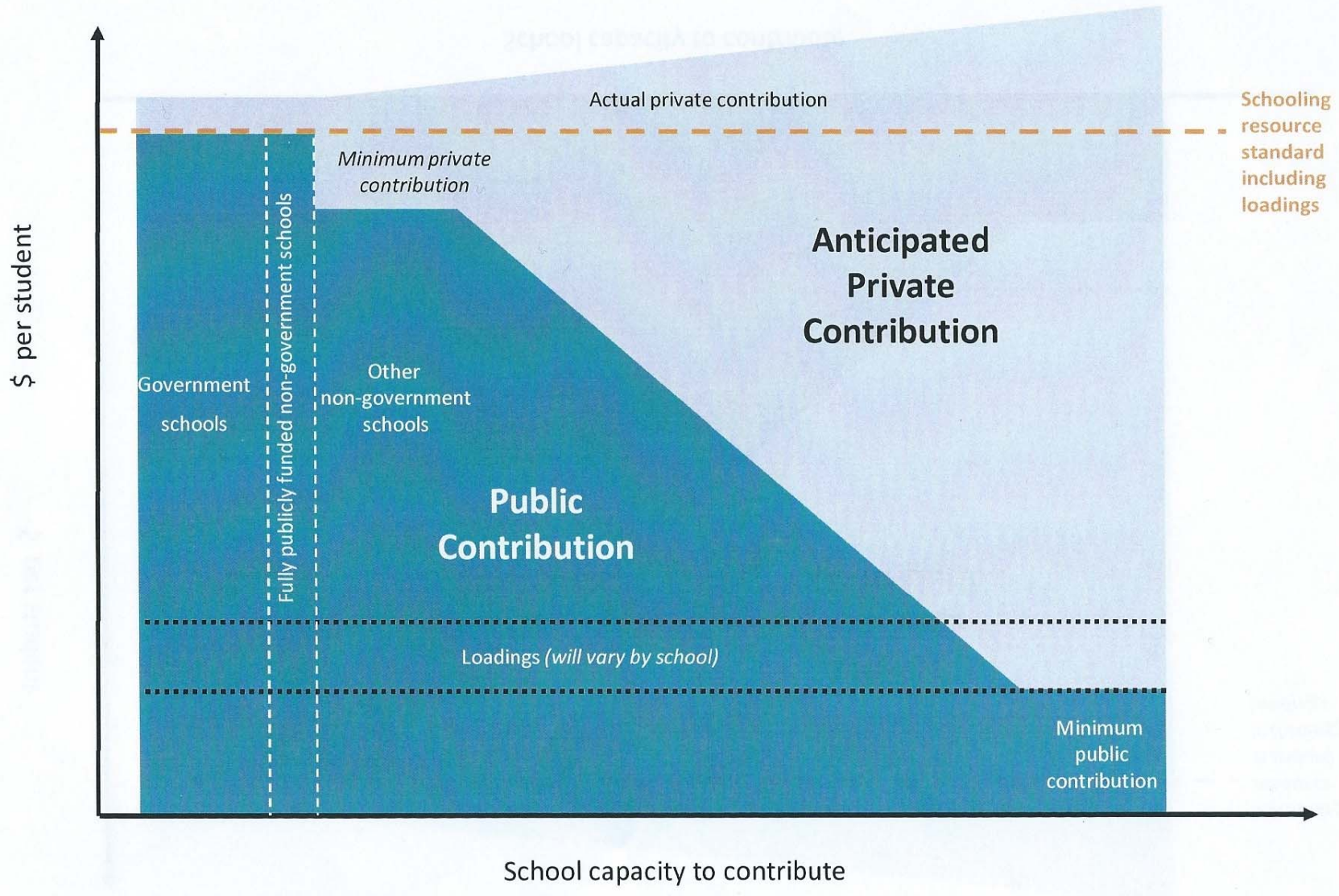
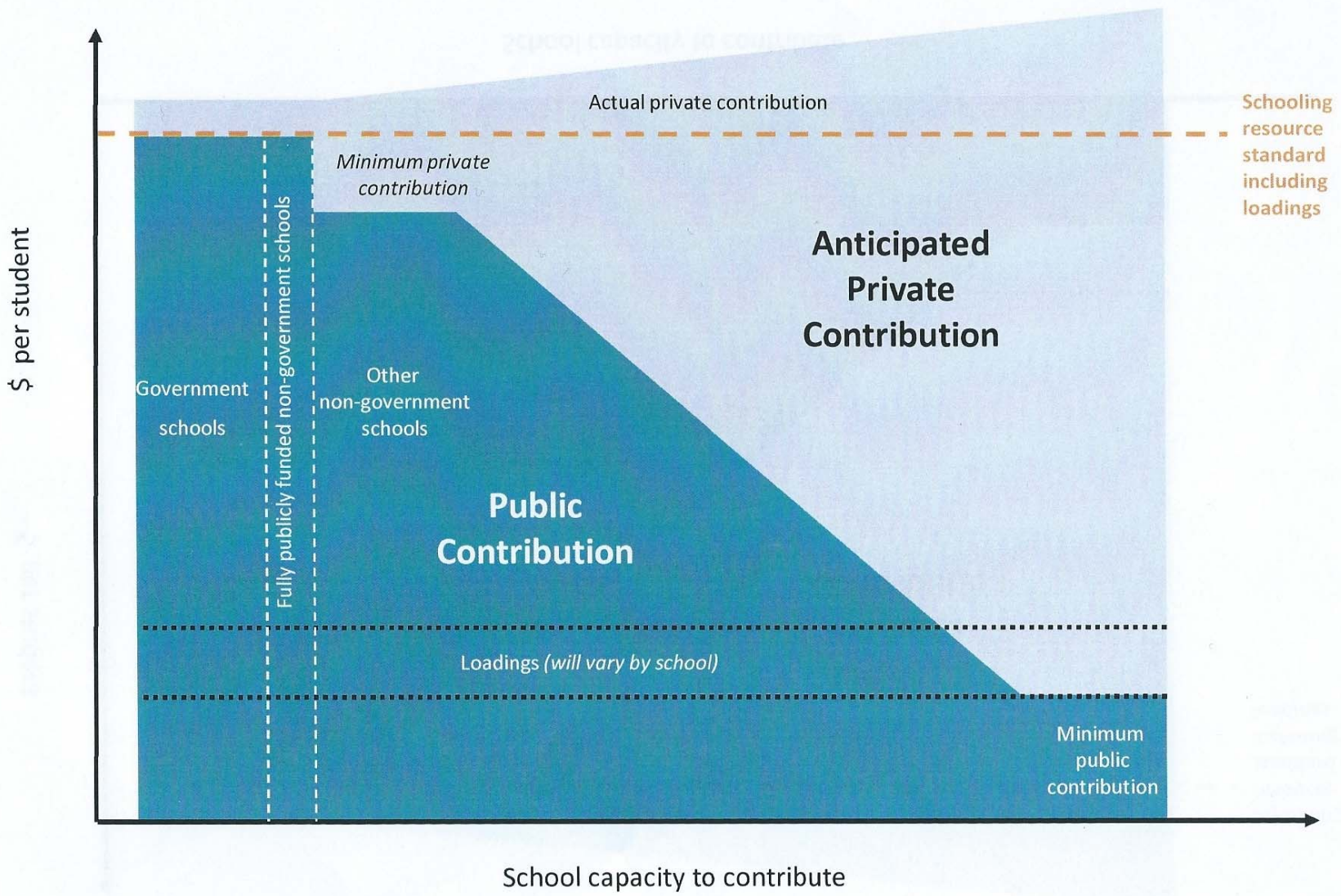


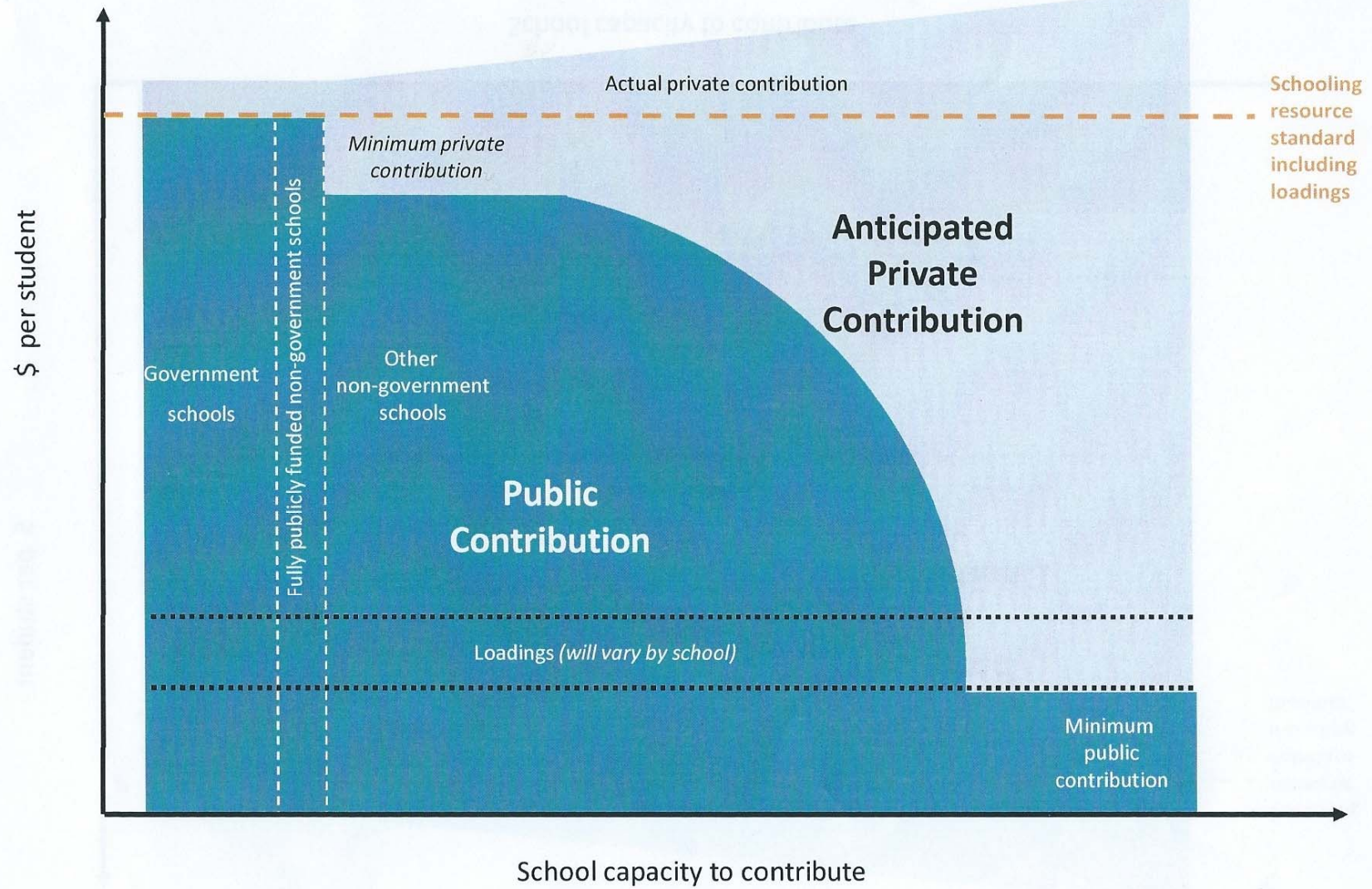
Table 20: Schooling resource standard loadings – indicative ranges

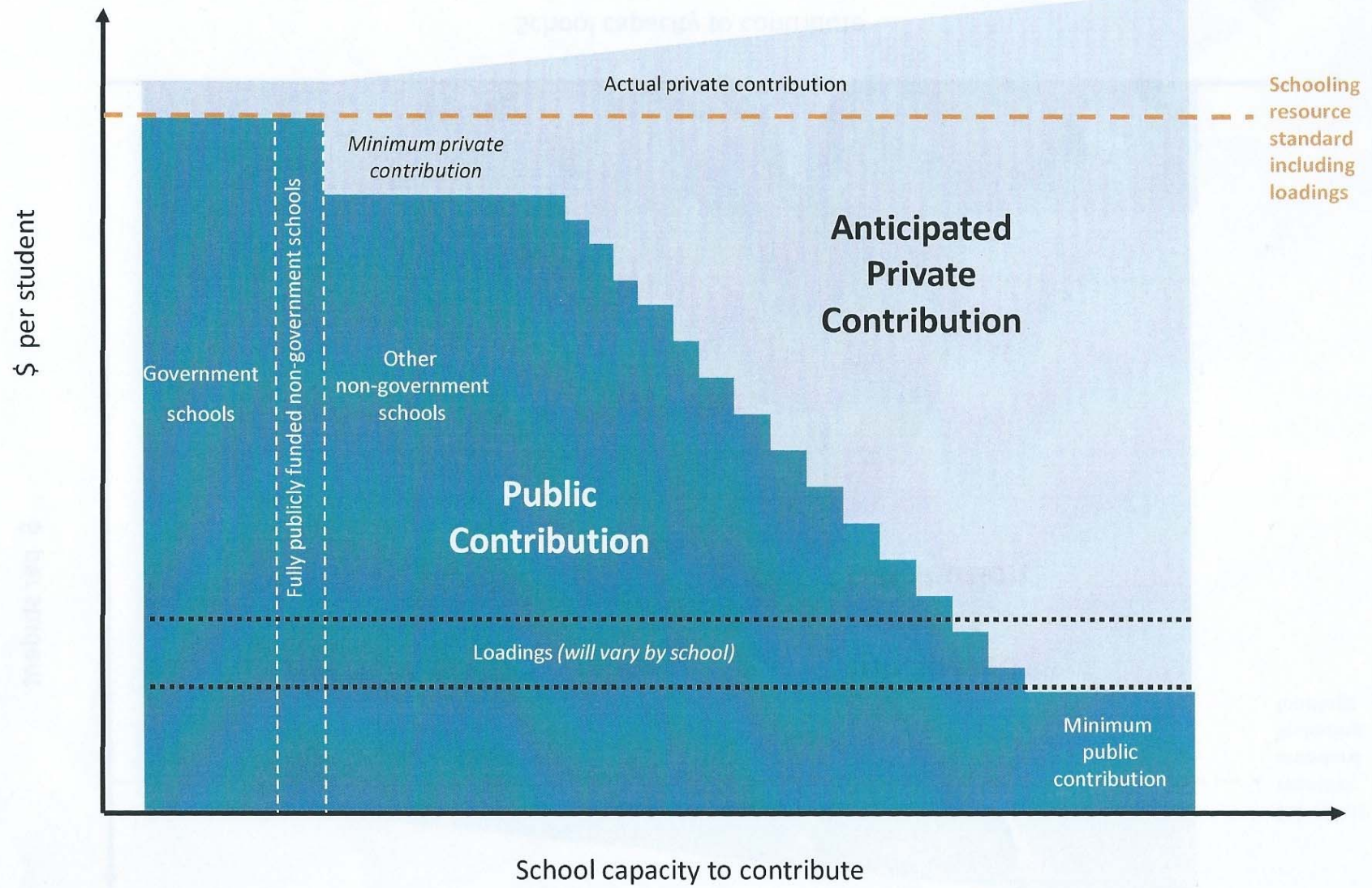
	From (lower end of range)	to (upper end of range)
School size and location	10% <i>for medium-sized schools in remote locations</i>	100% <i>for very small schools in very remote locations</i>
Low socioeconomic status	10% <i>for each low SES student in schools with under 10% of students in the lowest SES quarter</i>	50% <i>for each low SES student in schools with more than 75% of students in the lowest SES quarter</i>
Indigeneity	40% <i>for each Indigenous student in schools with between 5% and 25% of students who are Indigenous</i>	100% <i>for each Indigenous student in schools with more than 75% of students who are Indigenous</i>
Limited English language proficiency	15% <i>for each student with limited English proficiency</i>	25% <i>for each student with limited English proficiency (for example, recently arrived refugees)</i>



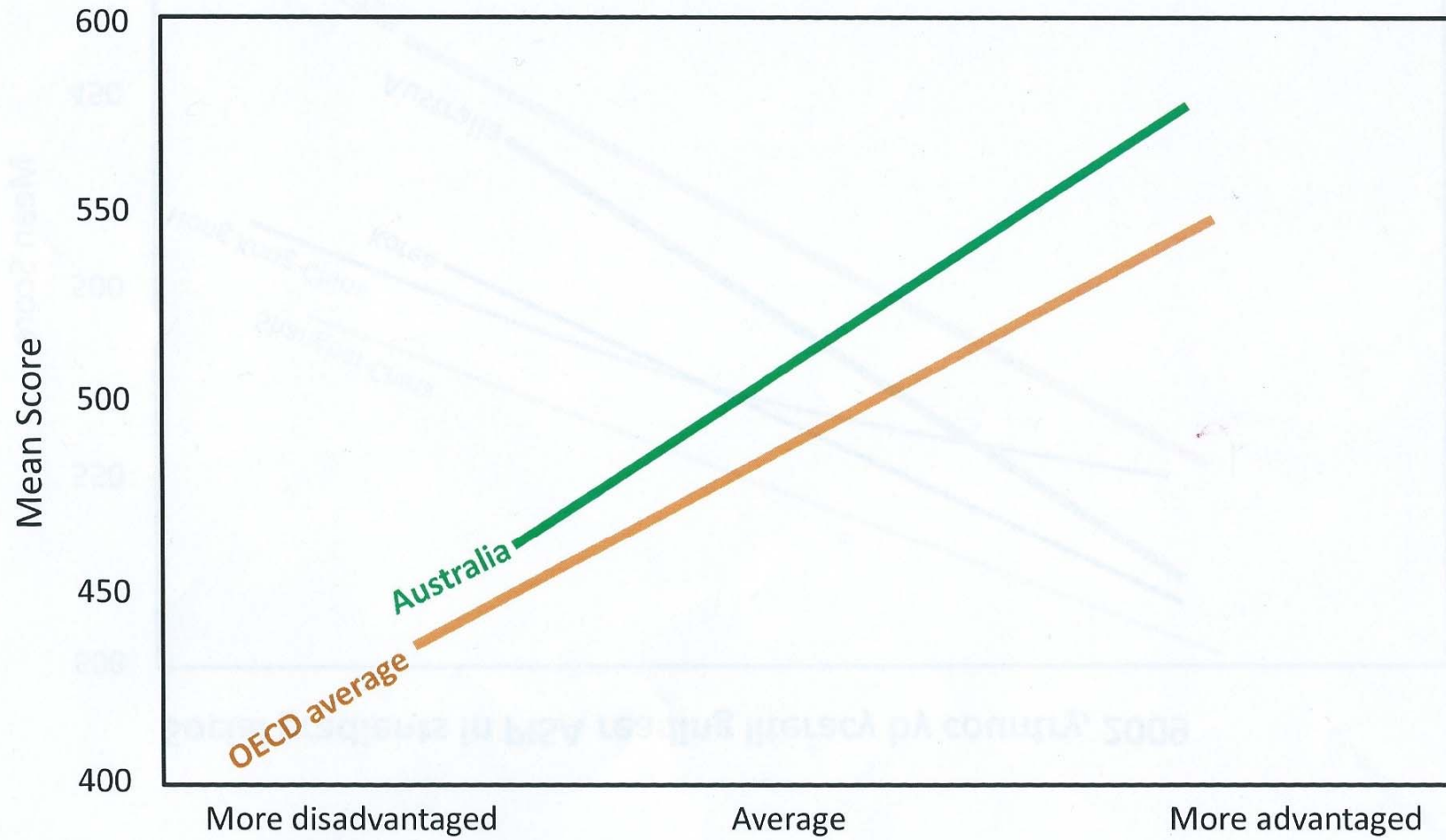








Social gradients in PISA reading literacy by country, 2009



'Forgotten' Recommendations

- Establishment of a national schools resourcing body by the commonwealth and state governments, jointly
- A loading of students with disability to be fully publicly funded in all schools, regardless of sector
- Increased commonwealth funding for capital works
- Cross-sectional school planning authorities to develop facilities standards and co-ordinate developments

What went Wrong?

- No national schools resourcing body
- No constituency built on matters of principle
- Commonwealth assertion of responsibility for monitoring educational outcomes
- Funding to come from cuts to universities
- Political bidding war
- **RESULT:** Promise of more commonwealth funding but no real commitment that it will be distributed according to a sector-blind needs-based formula

What remains?

- The certainty of continued decline in Australian education, if needs-based funding is not introduced
- Gonski as a moral and ethical argument