

Education: A Global Contest

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Education policy priorities

- System perspective – policies & levers for change
- Most important national resource – human capital:
 - Early childhood, literacy & numeracy, transitions, adult skills
- Critical pressure points – the “burning platform”:
 - Knowledge & skills for 21st century
 - Education workforce: respected knowledge professionals
 - Tackle persistent inequities

Challenge of global knowledge economy

Three great eras of globalisation: Globalisation 1.0 was about *countries and muscle* ... how much horse power your country had to deploy ... Globalisation 2.0 was about *multinational companies* ... with the movement of goods and information ... and shrank the world from medium to small ... Globalisation 3.0 is about *individuals'* power to collaborate ... and has shrunk the world from small to tiny and is happening at an extraordinary pace

Thomas Friedman

Would you believe you are going to work permanently with people who work for you but are not your employees?

Information will replace authority

Peter Drucker

Global challenge and education

How can Australia not have:

- Total population fully educated – post secondary
- Capability to compete on skills, innovation & value-add
- Intensely capable individuals in skills of *know-how* not just *know-what*
- Consensus around improving education like Finland & Ireland
- Acute awareness of others' international capabilities in education:
 - *European Union target – 10% tertiary students study abroad programs*
 - *USA – target 1 million studying overseas – around half the number of bachelor's and associate degrees awarded annually*
 - *Australia – less than 1% of domestic tertiary students study abroad*

Burning platform 1: the rate of global change could be outstripping schools' capacity to provide the knowledge & skills we need

Moral compass in the postmodern world

An unsound approach to teaching

How we lost the plot in reading

Outcomes we can do without

Weird and wacky but not terribly scientific

No need to back pointless studies

It's all depths and deconstruction

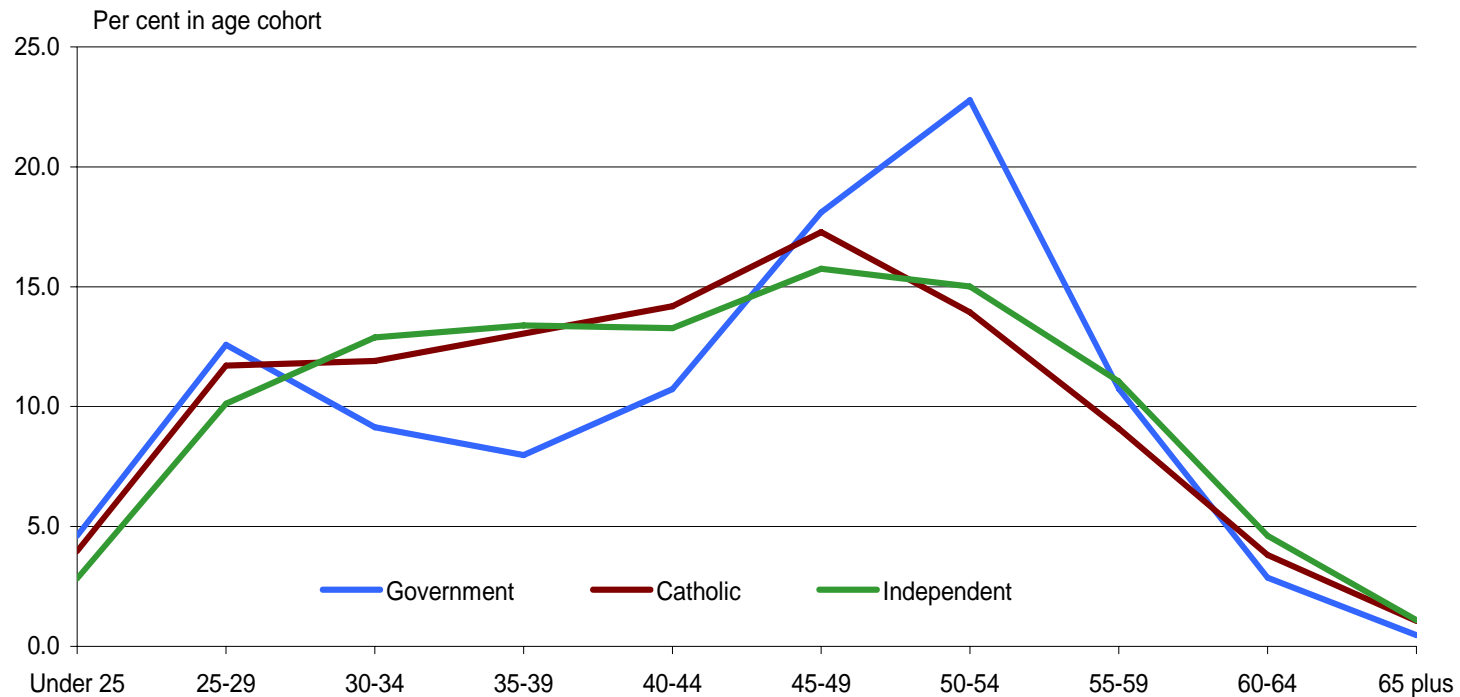
Question: what is worthwhile knowing to thrive in the future & make full use of a rapidly increasing knowledge base: what is the best way to teach what is worthwhile?

- Some progress in Victoria
- Teachers juggle three aspects:
 - Content choice – visible; cultural transmission
 - Know-how skills / problem solving – easily undercut
 - Engagement factor – easily devalued as soft options

Profession needs to be confident & coherent

Burning platform 2: challenge of demographics & ageing workforce; workforce rigidities & teachers' skills; keeping pace with global requirements

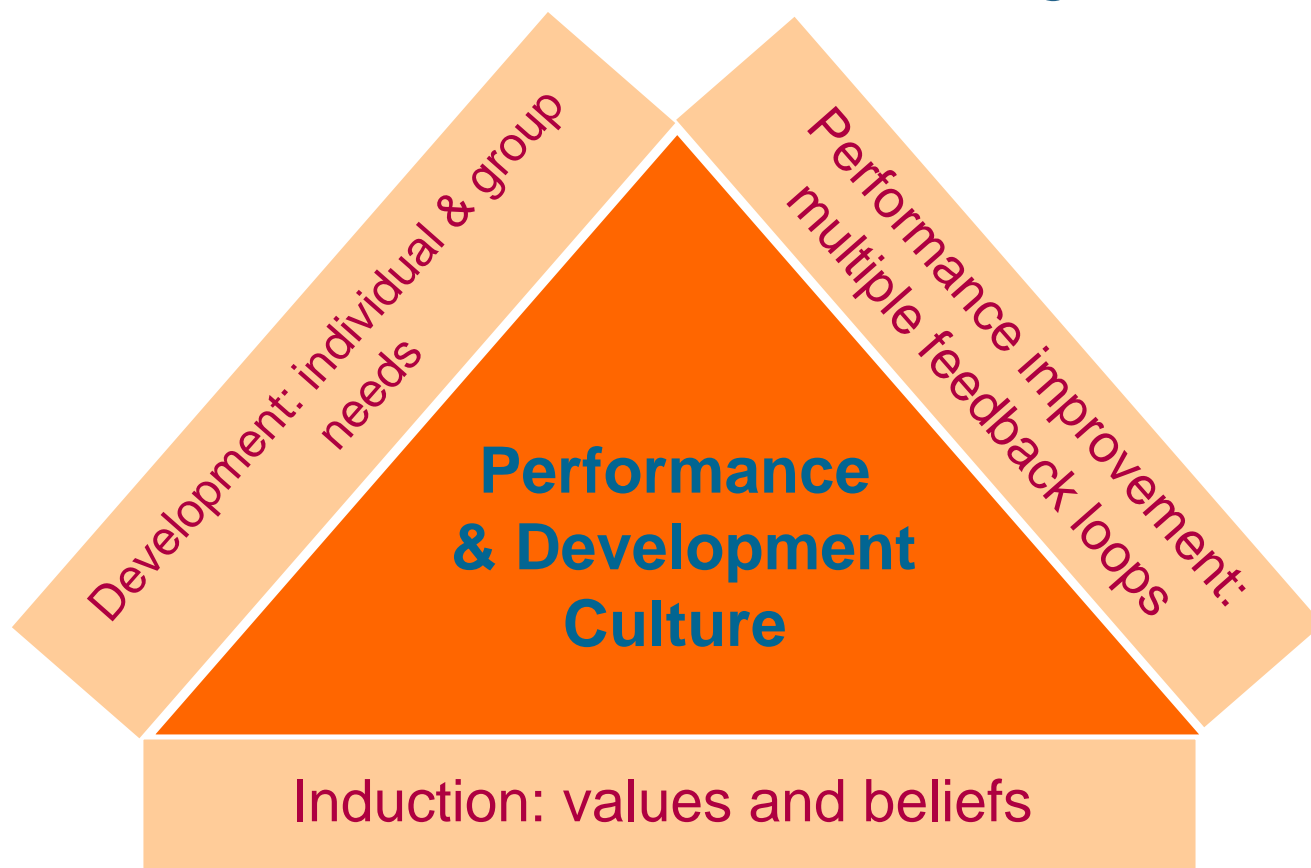
FIGURE 1: TEACHING SERVICE STAFF BY SECTOR AND AGE GROUP, 2006



Source: VIT / RSB

Question: how to establish teachers as valued professionals & schools as trusted, high performing contemporary workplaces?

Professional services analogy – Victorian Performance & Development Culture scheme a breakthrough

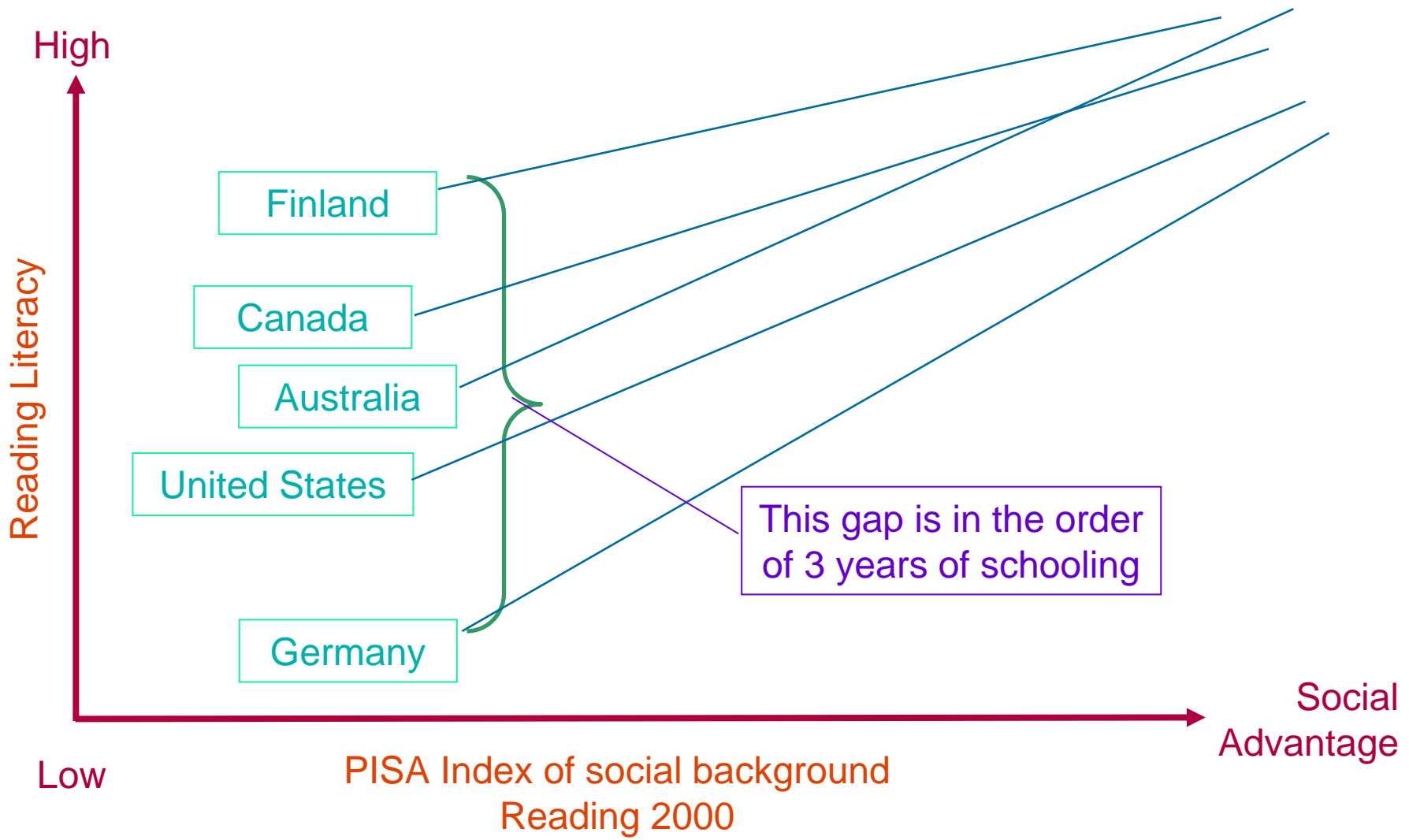


- Further potential – recruitment, global knowledge management, & financial incentives
- Elmore’s view of professional responsibility
- International initiatives: UK remodelling; US financial incentives, teacher retention & retraining; “Teaching America”
- Beyond input measures to quality indicators

Burning platform 3: a persistent pattern of inequity in Australian education outcomes, despite our improvement in quality

- Nationally, inequity pattern has not changed 1975 to 1998
- PISA data – story of Australia’s high-quality and low-equity
 - Others improve quality (eg Korea, Hong Kong) as well as equity (Finland, Canada)
- 70% of the variation between schools in Australia due to effect of social background

Tackling persistent inequities



Question:

Why are the same patterns of educational inequities being perpetuated in Australia when other countries have improved: what do we need to do?

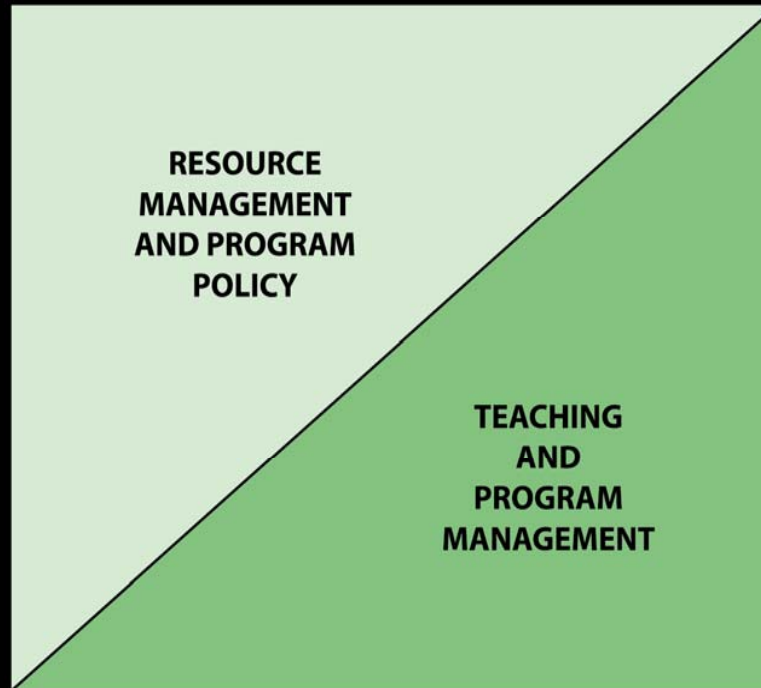
- Culture? Finland – teachers skilled & valued; schools autonomous & focused; industry also highly innovative; national focus on success
- Dimensions of inequality broadening – others recognise this
 - *Economic to information rich and information poor*
 - To global capability – “*global nous*”
- Victorian research – Richard Teese’s analysis of a group of low socio-economic schools
 - Tackle as integrated program provision and pedagogy
 - As in “Building Futures” capital program

TEACHING AND PROGRAM MANAGEMENT



TEACHING
AND
PROGRAM
MANAGEMENT

OPERATING CONDITIONS



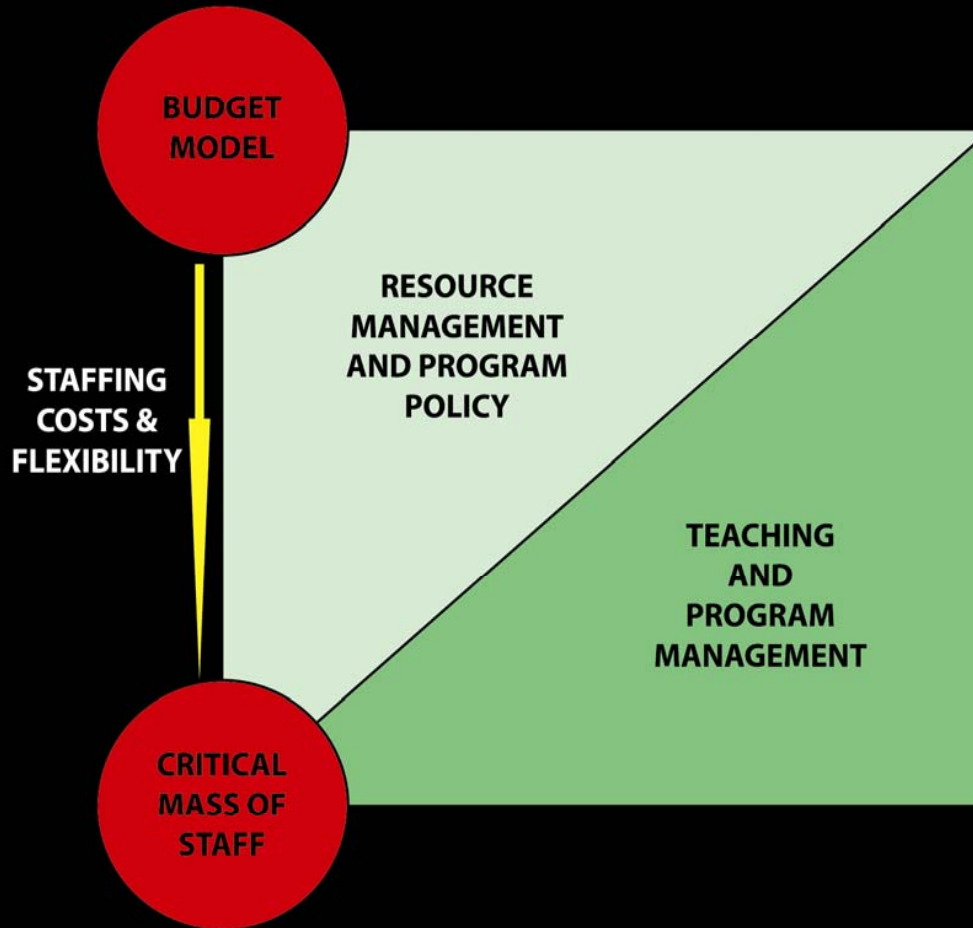
OPERATING CONDITIONS

**BUDGET
MODEL**

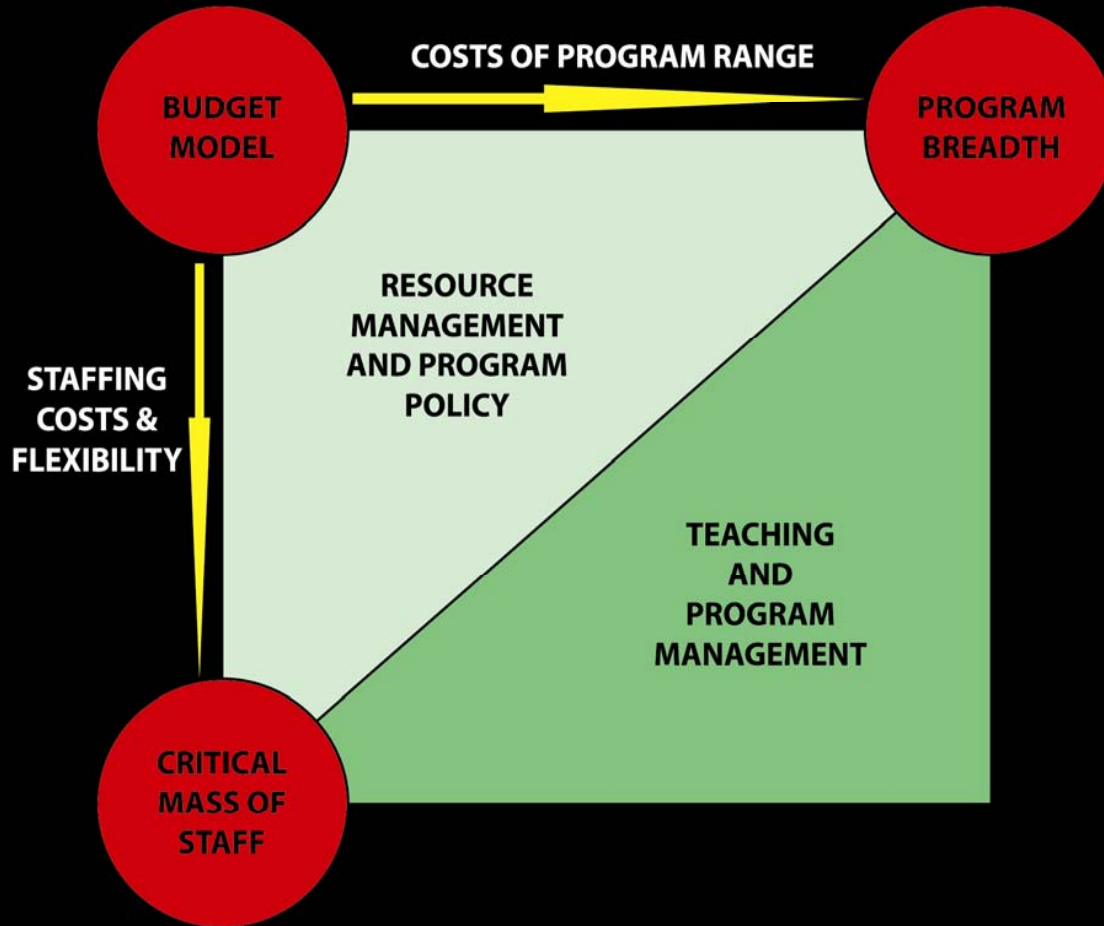
**RESOURCE
MANAGEMENT
AND PROGRAM
POLICY**

**TEACHING
AND
PROGRAM
MANAGEMENT**

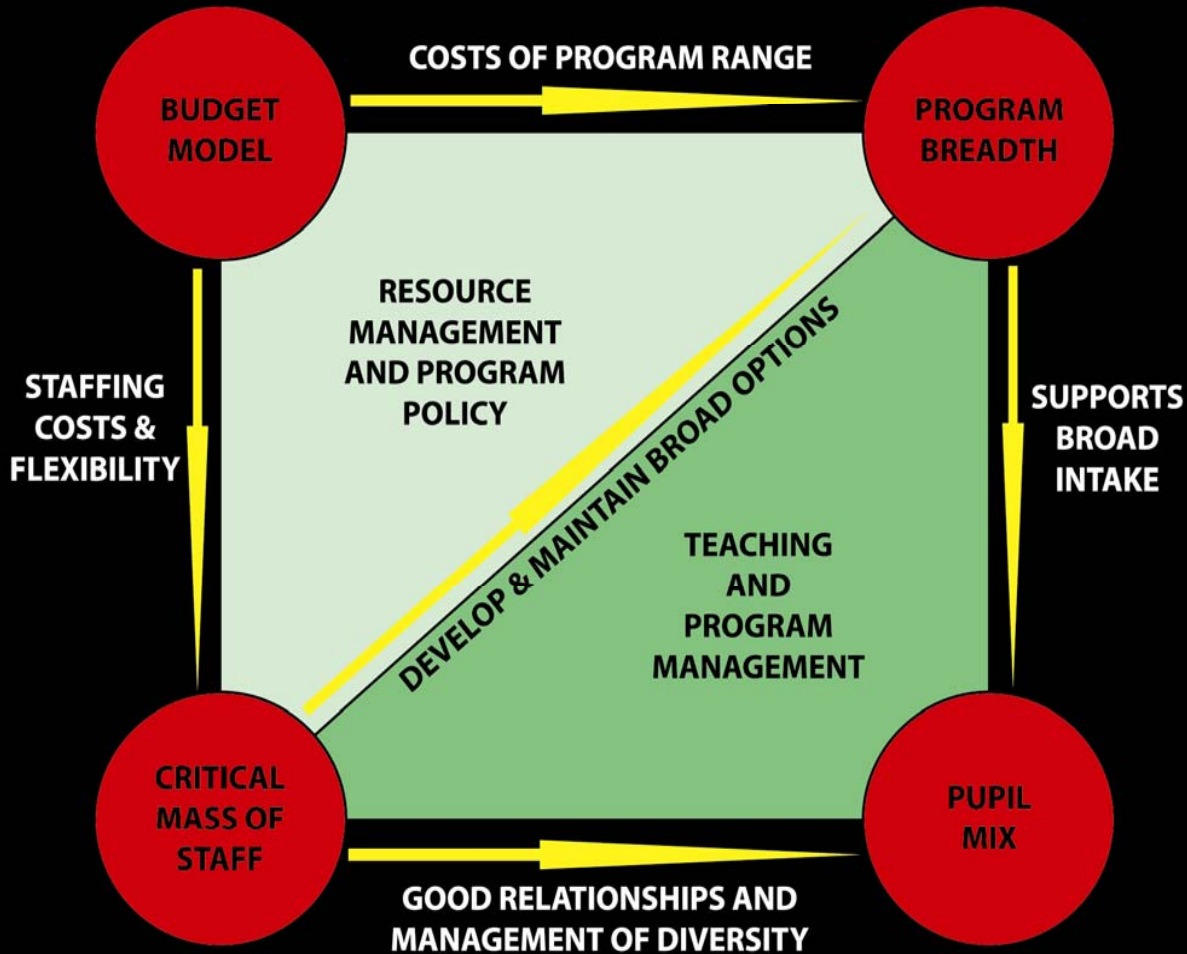
OPERATING CONDITIONS



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Summing up

- Education being challenged to contribute to economic and social prosperity in a global environment:
- Individuals and collaboration key themes
- Three essential areas
 - Knowledge & skills
 - Education workforce
 - Tackling persistent inequities
- Victoria has made a start on each
 - Student learning reforms
 - Performance & Development Culture, leadership
 - Building Futures, 10 Year Investment Plan

BUT

- Now a national opportunity