

**Tomorrow's Schools Review
Independent Taskforce Meeting
23 April 2018**

Attachment 2**Tomorrow's Schools Taskforce supplementary reading list 2018: Part 1**

This is not an exhaustive reading list on the following topics, but is intended to provide the Independent Taskforce with a selection of suggestions that may be of interest. Texts are organised into the following themes:

- Tomorrow's Schools commentary
- Quality teaching and learning
- Accountability
- Education system improvement
- Future-focused learning
- Governance

Sections are ordered alphabetically (by author's surname).

Tomorrow's Schools commentary

<p>Kura Kaupapa Maori: 'Tomorrow's schools' and beyond. An examination of the development of Kura Kaupapa Maori in the context of the 'Tomorrow's schools' reforms and subsequent policy initiatives Appleby, Peter (2001) New Zealand annual review of education, 11, p.105-121</p>	<p>Outlines a literature review that seeks to examine the positions of Kura Kuapapa Maori within the reformed NZ educational environment since 1988. Focuses on the 'Tomorrow's Schools' reforms before giving a briefer review of the 'New Zealand Curriculum Framework', 'Assessment for better learning' and the 'Report of the Literacy Taskforce'. Identifies a number of themes, including the increasing acknowledgment of these schools in policy documents over time, the lack of specific provisions for such schools, and the incongruence of Maori beliefs and aspirations and the philosophical foundations of the policy arena.</p>
<p>Parental choice or school choice: who benefits from the removal of zoning? Beaven, Carrie (2002) New Zealand annual review of education, 12, p.111-126</p>	<p>Considers the issue of parental choice, a key aspect of the Picot Report and 'Tomorrow's Schools' reforms. Seeks to explore two key research questions pertaining to the secondary school sector: firstly, whether the abolition of school zoning leads to greater parental choice and, secondly, whether enrolment schemes create more choice for parents and students. Suggests that amendments to the Tomorrow's Schools policy created less choice for some parents, particularly those who are Maori or of low socio-economic status. Argues that a level of state intervention is required to ensure fair, transparent selection of students in oversubscribed schools in New Zealand's predominantly state school system.</p>
<p>Managing teacher performance in today's schools Chapman, Tricia (1999) New Zealand annual review of education, 9: p.43-62</p>	<p>Outlines the various parties involved in the employment of teachers, boards of trustees, school principals, and the Ministry of Education. Details the conflicts that arise from the different roles that each have resulting from the Tomorrow's Schools reforms. Focuses on the implications of these conflicts for performance management of teachers.</p>
<p>When schools compete: a cautionary tale Fiske Edward, & Ladd, Helen Brookings Institution Press, 2000 https://books.google.co.nz/books/about/When_Schools_Compete.html?id=P_wEyVicHHQC&redir_esc=y</p>	<p>When Schools Compete provides detailed quantitative and qualitative analysis of the New Zealand Tomorrow's Schools reforms, with a view to considering whether similar reforms would improve the performance of the state education system in the United States. Combining the perceptive observations of a prominent education journalist and the analytical skills of an academic policy analyst, this book considers the potential long-term consequences of applying ideas of market competition to the delivery of education.</p>
<p>Tomorrow's Schools an American perspective Fiske, Edward and Ladd, Helen (2000) Institute of Policy Studies, Victoria University of Wellington, 6 http://ips.ac.nz/publications/files/0321666586e.pdf</p>	<p>An introduction of the findings from their book, When Schools Compete: A Cautionary Tale, for New Zealand audiences, with commentary from Janice Campbell, Ron Crawford, Howard Fancy, and Keith Sullivan.</p>

<p>Self-governing schools, parental choice, and the need to protect the public interest Fiske, Edward, and Ladd, Helen</p> <p>http://journals.sagepub.com/doi/10.1177/0031721717728276</p>	<p>Considers lessons learned in the Netherlands, New Zealand, and England, in the context of scaling up Charter School reforms in the United States.</p>
<p>Is School Choice a Sustainable Policy for New Zealand? A review of Recent Research Findings and a Look to the Future Gordon, Liz (1995) New Zealand Annual Review of Education, 4, p.9-24.</p>	<p>This chapter provides an overview of research on school choice and educational markets which has been undertaken in New Zealand over 1993-95. The paper considers how choice should be conceptualised: as 'voice' or 'exit'. It goes on to examine what is being chosen when parents and students look at schools, and notes that choices are severely constrained by a policy context which emphasises 'exit'. The next two parts of the paper examine the relationship between schools choice and the social and racial characteristics for schools and notes the OECD's conclusion that school choice reflects a vertical social hierarchy rather than a horizontal diversity of real educational choices. Implications for both 'loser' schools, and those at the top of the hierarchy are examined next, and there is a discussion of enrolment schemes. The paper concludes with a discussion of the implications of contemporary research for educational policy in this country, with an emphasis on policy sustainability.</p>
<p>'Rich' and 'poor' schools revisited Gordon, Liz (2015) New Zealand journal of educational studies 50 (1): p.7-21 https://link.springer.com/article/10.1007/s40841-015-0011-2</p>	<p>In this article it is argued that the last half century has been bifurcated by the shift from social democratic discourses of equality for all, to a market choice model of schooling after 1989. This article explores the social and institutional effects of the policy change on the schooling system, especially in the context of a more unequal society. Key findings include the general diaspora, especially but not only by pākehā, from low decile schools. Schools in the bottom four deciles are all now much smaller on average than twenty-five years ago, and there is no sign of that unequalising process slowing down. Those schools are likely to be very heavily populated with children whose families live below the poverty line. There are social, ethnic and educational implications of the school population shift. Further, choice models have proven to be remarkably enduring and resilient.</p>
<p>Changing our secondary schools Haque, Bali Wellington: NZCER Press, 2014.</p>	<p>Critiques and analyses major education reforms in New Zealand since 1989. Discusses Tomorrow's Schools, NCEA, the revised New Zealand Curriculum, and National Standards. Explores the roles of the Ministry of Education, the PPTA, and secondary school principals. Looks at how school and teacher quality are defined and measured, and the extent to which schools and teachers can be expected to overcome socioeconomic disadvantage in homes. Talks about the work of the Education Review Office (ERO), the decile system, and ways NCEA results are interpreted with regard to school quality.</p>
<p>'In through the out door': policy developments and processes for Māori Johnston, Patricia Maringi G. (1999) New Zealand journal of educational studies, 34(1) p.77-85</p>	<p>Examines Māori involvement in education policy development. Focuses on three policy developments during the decade: 'Administering for excellence/Tomorrow's Schools', 'Education for the twenty-first century', and the Māori Affairs Select Committee inquiry into Māori educational under-achievement. Critiques the underlying processes, drawing on two approaches, 'Māori-friendly' and 'Māori-centred'. Contends that Māori involvement is increasing and is often in more appropriate forms.</p>
<p>National survey of secondary schools II. Keown, Oliver, Mitchell and McGee Series: Research programme acquisitions series; 419; Monitoring today's schools. Report; no. 15. Hamilton : Monitoring Today's Schools Research Project, University of Waikato, 1993</p>	<p>Presents the results of a survey of New Zealand secondary schools carried out in 1991. The study was concerned with ascertaining the perceptions of the "Tomorrow's Schools" reforms as expressed by principals, trustees, teachers, parents and students in 48 schools representative of the range of New Zealand secondary schools. Areas investigated included resource availability and allocation, aspects of school programmes, communication and relationships, workloads, charters and policies, attention to Māori concerns and the overall impact and value of the reforms. Concerns are held regarding reduced support systems for schools and high workloads and associated stress.</p>
<p>Another day for Tomorrow's Schools Lange, David (1999) Delta 51(1) p.11-22</p>	<p>Describes the way in which education has been shaped by the political process, and the way in which it may still be remodelled through the same process. Gives an account of the democratic model of management which was the basis of Tomorrow's Schools, and how it has been subverted by the competitive element. Discusses the effect of restructuring on the education bureaucracy, considering the aims the process started with and the end results. Looks at what is to be done next.</p>
<p>Tomorrow's schools twenty years on Langley, John (ed). Auckland: Cognition Institute, 2009</p>	<p>Presents a collection of essays on 'Tomorrow's schools' and its outcomes. Includes: Tomorrow's Schools - yesterday's news: the quest for a new metaphor by John Hattie; Re-engineering the shifts in the system by Howard Fancy; Can we dare to think of a world without special education? by Barbara Disley; Schooling improvement since Tomorrow's schools by Brian Annan; Getting more from school self-management by Cathy Wylie; Tomorrow's web for our future learning by Phil Coogan and Derek Wenmouth; and other chapters by John Langley, Harvey McQueen, Wyatt Creech, Elizabeth Eppel, Terry Bates, and Margaret Bendall.</p>
<p>Hear our voices: final report of Monitoring Today's Schools Research Project McGee, Moltzen, Oliver et al. Hamilton : Monitoring Today's Schools, University of Waikato, 1993.</p>	<p>Ministry of Education report monitoring the implementation and impact of the reforms to education administration brought about by the "Picot Report" and "Tomorrow's Schools", and enforced by the Education Act (1989). Offers a summary of the findings and recommendations of the "Monitoring Today's Schools" series of reports. Aimed at education policy workers.</p>

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<p>When yesterday was tomorrow and what do we do today? Middleton, Stuart ED TalkNZ: 23 July 2012 http://www.stuartmiddleton.co.nz/2012/07/talk-ed-when-yesterday-was-tomorrow-and-what-do-we-do-today/</p>	<p>Questions the outcomes of the Tomorrow's Schools reforms and asks what harm can come out of a review. Suggests education districts based on existing regional councils or geographic proximity could work to produce solutions for the district and be less fragmented.</p>
<p>School governance and management : the principal - board of trustees relationship O'Sullivan, Dominic (1998) Waikato journal of education, 4, p.175-189</p>	<p>Considers Tomorrow's Schools with particular reference to its central theme of decentralisation and devolution of power, along with its implications for power relationships and divisions of responsibility within school communities. Also considers the practical implications of the fact that while schools are required to function under a state prescribed model of partnership, its components, governance and management are not clearly defined. Argues that if Tomorrow's Schools is the management model society wishes to adopt then it must be clear about the roles and responsibilities of each of the actors involved with the governance and management of the school.</p>
<p>A blank page approach'? Diverse influences on New Zealand's Picot Taskforce deliberations', 1987-1988 Openshaw, Roger (2013) New Zealand journal of history, 47(1) p.1-21</p>	<p>Argues that the Picot Taskforce that in the late 1980s delivered the Picot Report, 'Administering for Excellence', had its own dynamic, and was not merely a vehicle for neo-liberal views on education. Contends that the Taskforce attempted to respond to diverse educational criticism of the 1970s and 1980s and that neo-liberalism was one of several strands that shaped the Taskforce's deliberations and subsequently influenced the 'Tomorrow's Schools' programme implemented by the Labour Government. Explores how ideologically diverse educational reformers came to share a common discourse of reform.</p>
<p>'A still overcentralised bureaucratic system'? : contesting the role and functions of the New Zealand Ministry of Education : the first five years Openshaw, Roger (2011) Journal of educational leadership, policy and practice, 26(1), p.3-15</p>	<p>Seeks to promote a finer understanding of the complexities in public policy decision making within the education sector. Notes previous reports and policy statements (Picot Taskforce Report, 'Administering for Excellence' followed by the Labour Government's response 'Tomorrow's Schools' reflects the ongoing contest concerned with the balance between central and local control of schools.</p>
<p>Reforming New Zealand secondary education: the Picot Report and the road to radical reform Openshaw, Roger New York: Palgrave Macmillan, 2009.</p>	<p>Traces in detail the radical educational reforms proposed in New Zealand by the Picot Report, Administering for excellence (1987), and the Labour government's policy response, Tomorrow's Schools (1988). Describes the introduction of a two-component system, consisting of a new Ministry of Education and individual learning institutions.</p>
<p>Tomorrow's Schools: Yesterday's Mistake? PPTA Executive A paper to the PPTA Annual Conference from the Executive, 2008 http://ppta.org.nz/dmsdocument/288</p>	<p>The paper argues that administrative and management changes introduced as a result of Tomorrow's School has not led to educational improvement, with no measurable improvement in achievement able to be attributed to it. Devolved units in competition with each other means they are reliant on attracting customers to survive, leading to consumer-driven conservatism with the system providing no encouragement of shared national responsibility for the quality of education. It argues that the capacity of trustees is an issue; and is most significant in the poorest and most isolated communities and that devolved governance has led to inefficiencies. The paper notes that pragmatism has led to some movement from the original intentions of Tomorrow's Schools; with the Ministry of Education taking a more active role and ERO moving to a review and assist model. However the bar for intervention remains relatively high, particularly as the Ministry of Education has few levers and modest operational capacity.</p>
<p>Tomorrow's Primary Schools: Time to evaluate Governance Alternatives Springford, Liz (2006) Policy Quarterly, 2(3), http://ips.ac.nz/publications/files/711c3934ca9.pdf</p>	<p>This paper examines evidence for the effectiveness of primary school Boards of Trustees (in terms of current government expectations for Boards) and suggests how governance may be improved in order to reduce disparity and raise overall achievement. It notes that while it is hard to isolate the impact of school governance, it can be argued that improved the quality of governance would improve school effectiveness. Springford notes the greater vulnerability of schools that are small, low decile, rural or have a higher proportion of Maōri students. Primary school trustees need complex skills to be able to plan and monitor a school's strategic direction and Springford argues that trustee capacity in this area is still relatively limited. Springford also argues that many Boards are uncomfortable with their role as employers, and that on average, trustees perceive that they have relatively low accountability to the government. Springford also shows that communities are relatively powerless in their theoretical partnerships with Boards. Springford outlines three options for improvement: enhanced support for Boards of Trustees; an alternative administrative structure (such as formalised clusters of schools); or piloting new governance arrangements.</p>
<p>Restructuring and Quality: Issues for Tomorrow's Schools Townsend, Tony London: Routledge, 2003</p>	<p>The restructuring of schools systems across the world has been controversial. Have reforms been driven by a desire to cut educational budgets or the need to improve the quality of educational provision? This book explores the restructuring movement, with a particular emphasis on how decentralisation of power has affected the quality of education. It provides a broad and international picture of educational reform. This book presents a selection of case studies from different countries by multiple authors. Chapter 7 is about New Zealand's Tomorrow's Schools policy reforms.</p>

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<p>Southern transformation: searching for educational success in South Auckland. Vester, Bernardine. Wellington: Victoria University Press, 2016.</p>	<p>Argues that public policy-making has contributed to educational underperformance and widening disparities in Ōtara, Papatoetoe, Ōtāhuhu, Māngere, Manurewa, and Papakura. Looks at how local government approaches to community and economic development might support educational reform and raise the achievement of all students in South Auckland. Covers: the importance of family involvement in students' educational success; changes to early childhood education; the impact of Tomorrow's Schools; how the self-governing schools model works in communities in South Auckland; school deciles and inequality; and the transition from school.</p>
<p>Choice, competition and segregation: an empirical analysis of a New Zealand secondary school market, 1990-93. Waslander, Sietske, & Thrupp, Martin (1995) Journal of Education Policy, 10(1), p.1-26.</p>	<p>The impact of the marketization of education on choice and school intakes in 'Greencity', New Zealand is examined. We report a study of a 'lived' market, drawing on both qualitative analyses of the enrolment patterns of almost 9000 secondary school students as well as interviews with school principals. The removal of zoning in Greencity provided more choice only to a small group of families. By enlarging the already sizeable group of higher socio-economic students bypassing their local schools, choice intensified socio-economic segregation between schools. Market reforms were thus found to have a differential impact on schools with some working-class schools entering a spiral of decline while higher socio-economic status schools were relatively unaffected. The responses of schools to the market varied considerably in ways that were related to their initial market position, their ability to change the formal rules of the market and the actions of neighbouring schools. The authors suggest that some state intervention is necessary to moderate the effects of the market.</p>
<p>Vital Connections: Why we need more than self-managing schools Wylie, Cathy NZCER Press, Wellington, 2012</p>	<p>Looks at the social and institutional effects of schooling policy change in New Zealand since Tomorrow's Schools in 1989. Focuses on how the changes have impacted on schools in the bottom four deciles and the children and families they serve. This article argues that the New Zealand education system has shifted from social democratic discourses of equality for all, to a market choice model of schooling after 1989. The article explores the social and institutional effects of the policy change on the schooling system, particularly in the context of a more unequal society. Gordon shows that there has been a slight, especially but not only by pākehā from low decile schools, with low decile schools now much smaller than they were twenty five years ago. Low decile schools also now have greater proportions of disadvantaged children. Whilst it was assumed that under Tomorrow's Schools good schools would grow whilst poor performers would close, social characteristics of the school population is now the primary factor in school choice.</p>
<p>Improving learning opportunities: why schools can't do it on their own Wylie, Cathy (2013) SET: research information for teachers, 1, p.45-49</p>	<p>Critically examines the assumptions and structures that have underpinned the concept of self-managing schools in New Zealand since the introduction of 'Tomorrow's Schools.' Talks about challenges and opportunities regarding schools' connections with each other and the Ministry of Education.</p>
<p>Tomorrow's Schools after 20 years: can a system of self-managing schools live up to its initial aims? Wylie, Cathy (2009) New Zealand annual review of education, 19, p.5-29</p>	<p>Provides a broad overview of the frameworks for school self-management from 1989 to 2009. Talks about the aims of Tomorrow's Schools to improve educational opportunities, particularly for Māori students. Argues that the concept of self-management resulted in the emergence of 'inward looking schools' and a greater emphasis on capability development.</p>
<p>Sustaining School Development in a Decentralised System: Lessons From New Zealand Wylie and Mitchell paper presented at International Congress for School Effectiveness and Improvement, Sydney (2003) http://www.nzcer.org.nz/system/files/11828.pdf</p>	<p>This paper outlines learning from the initial phase of a four year NZCER qualitative study of ten primary schools that had made improvements in the last 3-5 years (with improvement defined as schools that had made deliberate efforts to change their practice). Six principles are suggested as underlying sustainable school development: the creation of self-recognition and the role of positive mirrors (with parental involvement in this); strong leadership; participating in stimulating professional development; developing ownership of school values and the resulting goals and processes; and the role of external support (including professional development, networks of principals and teachers, national organisations and curriculum and assessment resources).</p>

Quality teaching and learning

<p>Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration Alton-Lee, Adrienne Education Counts, June 2003 http://www.educationcounts.govt.nz/publications/series/2515/5959</p>	<p>This report is one of a series of best evidence syntheses commissioned by the Ministry of Education. This best evidence synthesis <i>Quality teaching for diverse students in schooling</i> is intended to contribute to the development of our evidence-base for policy and practice in schooling. The purpose of the synthesis is to contribute to ongoing, evidence-based and evolving dialogue about pedagogy amongst policy makers, educators and researchers that can inform development and optimise outcomes for students in New Zealand schooling. Quality teaching is identified as a key influence on high quality outcomes for diverse students. The evidence reveals that up to 59% of variance in student performance is attributable to differences between teachers and classes, while up to almost 21%, but generally less, is attributable to school level variables. This best evidence synthesis has produced ten characteristics of quality teaching derived from a synthesis of research findings of evidence linked to student outcomes. The central professional challenge for teachers is to manage simultaneously the complexity of learning needs of diverse students. The concept of 'diversity' is central to the synthesis. This frame rejects the notion of a 'normal' group and 'other' or minority groups of children and constitutes diversity and difference as central to the classroom endeavour and central to the focus of quality teaching in Aotearoa, New Zealand. It is fundamental to the approach taken to diversity in New Zealand education that it honours the Treaty of Waitangi.</p>
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<p>The shared work of learning: Lifting educational achievement through collaboration Bentley and Cazaly Mitchell Institute research report No. 01/2015 Australia, May 2015</p>	<p>This report outlines the challenges and pressures facing school systems and the context in which school and community level collaboration has emerged. It provides detailed findings from three case study locations, supported by analysis of relevant literature, performance data, international practice and expert feedback. The report concludes with an agenda for harnessing the educational power of collaboration at scale, through actions designed to run across whole systems. The case studies found that diverse schools serving highly disadvantaged students and families are using collaboration in numerous ways to support student achievement. In all three locations, collaboration results in staff, students and community members gaining access to a network of information, opportunities and expertise that would otherwise be unavailable within the confines of an individual school.</p>
<p>The Complexity of Community and Family Influences on Children’s Achievement in New Zealand: Best Evidence Synthesis Iteration Biddulph, F., Biddulph, J., & Biddulph, C. Education Counts, June 2003 http://www.educationcounts.govt.nz/publications/series/2515/5947</p>	<p>This report is one of a series of best evidence syntheses commissioned by the Ministry of Education. It is part of a commitment to strengthen the evidence base that informs education policy and practice in New Zealand. The influences of families/whanau and communities are identified as key levers for high quality outcomes for diverse children. Outcomes include both social and academic achievement. The focus is on children from early childhood through to the end of secondary schooling. This best evidence synthesis, based on a wide range of New Zealand data (and cautiously informed by a number of overseas studies), has produced findings which have been summarised into four categories. These are family attributes, family processes, community factors, and centre/school, family and community partnerships. The findings are relatively complex. They endeavour to identify what applies to whom and in what circumstances.</p>
<p>Te Kōtahitanga Phase 1: The experiences of Year 9 and 10 Māori students in mainstream classrooms Bishop, Berryman, Tiakiwai & Richardson Education Counts, 2003 http://www.educationcounts.govt.nz/publications/maori/english-medium-education/9977/5375</p>	<p>This research project sought to investigate, by talking with Māori students (and other participants in their education), what was involved in improving their educational achievement. The project commenced with a short scoping exercise that guided the subsequent longer-term project. The longer term project commenced with the gathering of a number of narratives of students’ classroom experience by the process of Collaborative Storying from a range of engaged and non-engaged Māori students in four non-structurally modified mainstream schools. In their narratives the students clearly identified the main influences on their educational achievement and explained how teachers, in changing how they related and interacted with Māori students in their classrooms, could create a context for learning wherein these students’ educational achievement could improve. On the basis of these suggestions from Year 9 and 10 Māori students, the research team developed an Effective Teaching Profile.</p>
<p>2014 AERA Distinguished Lecture: Accelerating How We Learn to Improve Bryk, Anthony 2015 Carnegie Foundation for the Advancement of Teaching</p>	<p>This article suggests an improvement paradigm for education. It joins together the discipline of improvement science with the power of structured networked communities to accelerate learning to improve. These networked improvement communities (NICs) combine analytic thinking and systematic methods to develop and test changes that can achieve better outcomes more reliably. NICs are inclusive in drawing together the expertise of practitioners, researchers, designers, technologists, and many others. And they organize their activities in ways akin to a scientific community. They develop practice-based evidence as an essential complement to findings from other forms of educational research. The point is not just to know what can make things better or worse; it is to develop the knowhow necessary to actually make things better. This essay presents an argument about how educators might accelerate progress in their efforts to improve the educational opportunities afforded our nation’s children.</p>
<p>Developing professional capital in policy and practice: Ontario’s Teacher Learning and Leadership Program Campbell, Lieberman and Yashkina (2016) Journal of Professional Capital and Community, 1(3), p.219-236 https://doi.org/10.1108/JPCC-03-2016-0004</p>	<p>The purpose of this paper is to provide evidence from Ontario’s Teacher Learning and Leadership Program (TLLP) with goals to: support experienced teachers to undertake self-directed professional development; develop teachers’ leadership skills for sharing their professional learning and practices; and facilitate knowledge exchange. TLLP provides an example of developing professional capital, involving: changes in the style and substance of policy making concerning government and unions’ approaches to teachers’ professional development; and the experiences of teachers developing their individual and collaborative professional learning and leadership with benefits for teachers and for students.</p>
<p>Professional capital and collaborative inquiry networks for educational equity and improvement? Chapman, Chestnutt, Friel, Hall and Lowden, Journal of Professional Capital and Community, 1(3), p.178-197 http://www.emeraldinsight.com/doi/pdfplus/10.1108/JPCC-03-2016-0007</p>	<p>The purpose of this paper is twofold, first, it is to reflect on the development of professional capital in a three-year collaborative school improvement initiative that used collaborative inquiry within, between and beyond schools in an attempt to close the gap in outcomes for students from less well-off backgrounds and their wealthier counter parts. Second, this paper will reflect more broadly on the initiative as a whole. The authors found that, over time, relationships within the partnerships developed and deepened. This occurred within individual schools, across schools within the partnerships and beyond the school partnerships. At the same time as these networks expanded, participants reported increases in human, social and decisional capital, not only among teachers, but also among other stakeholders. In addition, through their collaborative inquiries schools reported increased evidence of impact on positive outcomes for disadvantaged students.</p>
<p>The Science of Learning Deans for Impact Austin, TX: 2015</p>	<p>This document identifies six key questions about learning that should be relevant to nearly every educator. Deans for Impact believes that, as part of their preparation, every teacher-candidate should grapple with — and be able to answer — the questions in The Science of Learning. Their answers should be informed and guided by the existing scientific consensus around basic cognitive principles. And all educators, including new teachers, should be able to connect these principles to their practical implications for the classroom (or wherever teaching and learning take place).</p>

<p>The Nature of Learning: Using Research to Inspire Practice Dumont, Istance and Benavides OECD Centre for Educational Research and Innovation, 2010</p>	<p>This book is a milestone in ILE work to follow the first project publication (Innovating to Learn, Learning to Innovate) in 2008. It aims to inform educational policy and practice via evidence-based reflection on how learning environments should be designed. Leading educational researchers and learning specialists were invited to review relevant research findings on a particular slice of the overall picture and to present their key implications.</p> <p>The chapters range over both the current understanding of the nature of learning and different educational applications. They cover the development of how learning has come to be understood, and key insights from the cognitive, emotional and biological perspectives. They look at approaches using, and evidence about, group work, technology, formative feedback and project-based learning, as well as what takes place beyond school settings in families and communities. They consider not only directions to follow but also how change might best be implemented. The volume concludes with a synthesis of the main findings, drawing all into seven key concluding principles and discussing their implications.</p>
<p>Promoting Success for Māori Students: Schools' Progress Education Review Office, June 2010 http://www.ero.govt.nz/assets/Uploads/Promoting-Success-for-Maori-Students-Schools-Progress-2010.pdf</p>	<p>This 2010 report evaluates how schools have promoted success for Māori students since ERO's previous national report in 2006. The success of Māori students at school is a matter of national interest and priority. ERO has published five national evaluation reports on this topic since 2001. These have identified system-wide issues and recommended steps to be taken by schools and by the Ministry of Education to promote success for Māori in education. This 2010 ERO evaluation indicates that not all educators have yet recognised their professional responsibility to provide a learning environment that promotes success for Māori students.</p>
<p>Teachers' Pedagogical Knowledge and the Teaching Profession: Background Report and Project Objectives Guerriero, Sonia (project lead) OECD – undated (but post 2012)</p>	<p>As part of the Innovative Teaching for Effective Learning (ITEL) programme of work within the Centre for Educational Research and Innovation (CERI) at the OECD, this study aims to answer the following questions:</p> <ul style="list-style-type: none"> • Does the knowledge base of the teaching profession sufficiently incorporate the latest scientific research on learning? • Does the knowledge base of the teaching profession meet the expectations for teaching and learning 21st century skills?
<p>Preparing for a Renaissance in Assessment Hill and Barber Pearson, December 2014</p>	<p>The essay articulates that assessment is meant to monitor or to measure what students have learnt. For validity and reliability, and to minimise subjectivity, standardised tests are often adopted and marks are awarded, followed by a process in which test scores are converted into grades. The grades are then recognised as measures of students' learning attainment. The authors argue that what assessment actually means is seldom articulated. Is it a measure of the body of knowledge that a student has acquired, or is it also a measure of other attributes?</p> <p>The authors believe that two game-changers are at work that will shake the foundations of the current paradigm of school education. The first is the push of globalisation and new digital technologies, which are sweeping all before them. The second is the pull inherent in the realisation that the current paradigm is not working as well it should any more. The authors identify six key elements that can revolutionise assessment.</p>
<p>What's Māori about Māori Education? Penetito, Wally Victoria University Press, June 2010</p>	<p>It is relatively easy to critique the New Zealand education system and show how inequalities in the treatment of Māori students have gone on for generations, to the extent that Māori justifiably perceive the system as being inherently biased against them. It is far more difficult to explain why Māori, despite their warrior heritage, persist in seeking out compromise positions with a dominant mainstream, or how they can do this without allowing a kind of refining or 'thinning out' of what it means to be Māori. The slogan popularised in the mid-1900s, following Sir Apirana Ngata's familiar aphorism, 'E tipu e rea' – reinterpreted as 'we want the best of both worlds' – has not diminished in salience, and indeed may even have taken on a more strident note in the contemporary form 'we demand the best of all worlds'. This is a story about what it feels like to be a Māori in an education system where, for more than a century, equality, social justice and fairness for all New Zealanders has been promised but not adequately provided. It was not until the late 1970s and early 1980s that ordinary Māori in a few key communities throughout the country courageously stepped outside the Pākehā system and created an alternative Māori system in order to whakamana (enhance) their own interpretations of what it means to achieve equality, social justice and fairness through education. The question now is, what has the dominant mainstream education system learned about itself from the creative backlash of the Māori 'struggle for a meaningful context', and what is it going to do to address the equally important question of 'what is an education for all New Zealanders?'.</p>
<p>Essential features of effective networks in education Santiago Rincón-Gallardo, Michael Fullan, (2016) Emerald Insight, Journal of Professional Capital and Community, 1(1), p.5-22 https://doi.org/10.1108/JPC-09-2015-0007</p>	<p>The purpose of this paper is to advance clarity and precision around effective action in networks, understood as collaboration that: first, deepens the learning and engagement of students and adults; second, enhances the professional capital of teachers and leaders; and third, becomes a positive force of whole system improvement. It distils eight essential features of effective networks by fleshing out key lessons from existing research and from emerging education network developments in the English-speaking world and Latin America. It then discusses three shifts required for a new partnership between networks and central leadership to turn networks into forces of educational system renewal.</p> <p>This paper presents eight essential features of effective networks: first, focussing on ambitious student learning outcomes linked to effective pedagogy; second, developing strong relationships of trust and internal accountability; third, continuously improving practice and systems through cycles of collaborative inquiry; fourth, using deliberate leadership and skilled facilitation within flat power structures; fifth, frequently interacting and learning inwards; sixth, connecting outwards to learn from others; seventh, forming new partnership among students, teachers, families, and communities; and eighth, securing adequate resources to sustain the work. The three required shifts in the relationship between networks and central leadership are: first, from supply driven to demand driven; second, from compliance oriented to learning oriented; and third, from bureaucracy to movement.</p>

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<p>Valuing our Teachers and Raising their Status: How Communities Can Help Schleicher, Andreas OECD, 15 Mar 2018</p>	<p>There is increasing recognition that teachers will play a key role in preparing students for the challenges of the future. We expect teachers to equip students with the skill set and knowledge required for success in an increasingly global, digital, complex, uncertain and volatile world. This will involve teachers and schools forging stronger links with parents and local communities, building a sense of social responsibility and problem solving skills among their students. It also means that teachers need to adopt effective and individualised pedagogies that foster student learning and nurture their social and emotional skills. How can education systems help them engage in continuous innovation and professional development to enhance their own practice? This report shows how education systems can support teachers to meet these new demands and encourage a paradigm shift on what teaching and learning are about and how they should happen. Education systems need to create the conditions that encourage and enable innovation. They need to promote best practice through policies focused on professionalism, efficacy and effectiveness in order to help build teachers' capacity for adopting new pedagogies. Due attention should also be paid to teachers' sense of well-being so that classroom learning environments remain conducive to students' own well-being and development.</p>
<p>Signal Loss: What we know about school performance Udahemuka, Martine The NZ Initiative, 2016 https://nzinitiative.org.nz/reports-and-media/reports/signal-loss/</p>	<p>Research which demonstrated that, while the New Zealand system produces quality outcomes for many of its students, many students are poorly served by the system. This is particularly as performance in international tests is deteriorating, thousands of students leave school each year without having gained the skills that will propel them into further training and employment, schools in lower socio-economic areas have more students leaving without gaining high school qualifications, and Māori and Pasifika students continue to be over-represented in poor achievement statistics.</p>
<p>Fair and frank, global insights for managing school performance Udahemuka, Martine The NZ Initiative, 2017 https://nzinitiative.org.nz/reports-and-media/reports/fair-and-frank/</p>	<p>The second report in a series of three on school underperformance, investigates how other international school systems and local schools have dealt with persistent school failure.</p>

Accountability

<p>Professional capital as accountability Fullan, M., Rinon-Gallardo, S. & Hargraves, A. (2015) Education Policy Analysis Archives, 23(15), p.1-22</p>	<p>This paper seeks to clarify and spells out the responsibilities of policy makers to create the conditions for an effective accountability system that produces substantial improvements in student learning, strengthens the teaching profession, and provides transparency of results to the public. The authors point out that U.S. policy makers will need to make a major shift from a heavy reliance on external accountability and superficial structural solutions (e.g., professional standards of practice) to investing in and building the professional capital of all teachers and leaders throughout the system. The article draws key lessons from highly effective school systems in the United States and internationally to argue that the priority for policy makers should be to lead with creating the conditions for internal accountability, that is, the collective responsibility within the teaching profession for the continuous improvement and success of all students. This approach is based on the development and circulation of professional capital that consists of three components: individual human capital, social capital (where teachers learn from each other), and decisional capital (developing judgment and expertise over time). In this new professional accountability model, the external accountability that reassures the public that the system is performing in line with societal expectations continues to be an important role of educational systems, but it is nurtured and sustained by the development of strong internal accountability.</p>
<p>Rethinking accountability in a knowledge society Sahlberg, P. Journal for Educational Change. 11(1), 45-61. 2010</p>	<p>Competition between schools combined with test-based accountability to hold schools accountable for predetermined knowledge standards have become a common solution in educational change efforts to improve the performance of educational systems around the world. This is happening as family and community social capital declines in most parts of developed world. Increased competition and individualism are not necessarily beneficial to creating social capital in schools and their communities. This article argues that: (1) the evidence remains controversial that test-based accountability policies improve the quality and efficiency of public education; (2) the current practice of determining educational performance by using primarily standardized knowledge tests as the main means of accountability is not a necessary condition for much needed educational improvement; and (3) there is growing evidence that increased high-stakes testing is restricting students' conceptual learning, engaging in creative action and understanding innovation, all of which are essential elements of contemporary schooling in a knowledge society. Finland is used as an example to suggest that educational change should rather contribute to increasing networking and social capital in schools and in their communities through building trust and strengthening collective responsibilities within and between schools. This would create better prospects of worthwhile lifelong learning in and out of schools. Based on this analysis, the article concludes that education policies should be directed at promoting more intelligent forms of accountability to meet external accountability demands and to encourage cooperation rather than competition among students, teachers and schools.</p>

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<p>A systems perspective on accountabilities in the school system Scott, Graham One of three papers on accountability commissioned by the Treasury, 2016</p>	<p>This report provides a short think piece on school accountability. It considers how the accountability settings in New Zealand’s schooling system should be set to encourage and enable teachers, principals and schools to work in ways which drive sustained improvement in student’s learning outcomes. It also looks at how accountability settings can specifically help to improve learning outcomes for those children most at-risk of not achieving? It considers the behaviours the accountability system is aiming to motivate and enable, alongside the key levers in the accountability system. It also considers the government’s role in building capability and creating the conditions in which professional autonomy and accountability drives continual system improvement.</p>
<p>School autonomy: Necessary but not sufficient Suggett, Dahle (2015) Evidence Base, 1, p.1-26 https://www.exeley.com/exeley/journals/evidence_base/2015/1/pdf/10.21307_eb-2015-001.pdf</p>	<p>School autonomy has become increasingly significant in the politics of education, as well as a central feature of education systems’ reform policies in Australia and globally. This review examines the spectrum of evidence on the impact of school autonomy on student academic achievement, and the features of autonomy that improve or constrain achievement, and discusses the implications of these findings for future policy. There is no definitive or simple conclusion from assessing the impact of autonomy on student achievement, but neither does the evidence reject the contribution of autonomy. Rather, the evidence points to autonomy as a key and necessary component of a mature and high-performing system, as it is in other areas of public administration. However, the wider institutional context matters, and parallel policies like accountability and leadership development need to be in place. Crucially, and counter to popular conception, more rather than less systemic support is needed for the potential of school autonomy to be realised.</p>
<p>Think piece on education accountability Timperley, H. & Mayo, S. The University of Auckland. One of three papers on accountability commissioned by the Treasury, 2016</p>	<p>This think piece, commissioned by The New Zealand Treasury, draws on national and international literature, as well as our knowledge of the New Zealand context, to consider the purposes of accountability systems and how the accountability settings in New Zealand’s schooling system should be set in ways that drive sustained improvement in students’ learning outcomes. It describes accountability levers at different levels of the system. Possibilities for change are considered in the context of New Zealand’s education system in which schools have considerable autonomy. Attention is paid to of the importance the Treasury places on accelerating Māori educational achievement.</p>

Education system improvement

<p>How the world’s best-performing systems come out on top Barber & Mourshed (2007) McKinsey & Company</p>	<p>There are many different ways to improve a school system, and the complexity of this task and the uncertainty about outcomes is rightly reflected in the international debate about how this should best be done. To find out why some schools succeed where others do not, the authors studied 25 of the world’s school systems, including 10 of the top performers. They examined what these high-performing school systems have in common and what tools they use to improve student outcomes.</p> <p>The experiences of these top school systems suggest that three things matter most: 1) getting the right people to become teachers, 2) developing them into effective instructors, and 3) ensuring that the system is able to deliver the best possible instruction for every child.</p> <p>These systems demonstrate that the best practices for achieving these three things work irrespective of the culture in which they are applied. They demonstrate that substantial improvement in outcomes is possible in a short period of time and that applying these best practices universally could have enormous impact in improving failing school systems, wherever they might be located.</p>
<p>Learning to Improve: How America’s Schools Can Get Better at Getting Better Bryk, A., Gomez, L., Grunow, A. & LeMahieu, P. Cambridge, Massachusetts: Harvard Graduate School of Education, 2015</p>	<p>As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In Learning to Improve, the authors argue for a new approach. Rather than “implementing fast and learning slow,” they believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how “networked improvement communities” can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. Learning to Improve offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation’s schools and colleges.</p>
<p>Spread and Scale in the Digital Age: A Memo to the John D. and Catherine T. MacArthur Foundation Coburn, Catterson, Higgs, Mertz, and Morel Prepared for a Convening at the MacArthur Foundation, November 7 and 8, 2013 Updated: December 31, 2013</p>	<p>The Foundation develops a conceptual framework, based on interviews and a comprehensive review of the research, and spent to better understand the nature of the work and the potential challenges involved in spread and scale. In this memo, the Foundation presents a first version of the conceptual framework with a goal to provide clarity around issues of scale and spread, and to develop a tool that can inform strategic thinking by members of the DML community and the broader field. At the heart of the conceptual framework is a typology of conceptions of scale. The interviews and literature review suggest that there are fundamentally different ways of conceptualizing the goals or outcomes of scale. They identify four: adoption, replication, adaptation, and reinvention. Recognizing the differences among these conceptions is critical, as each implies different conditions that are necessary to encourage spread, and the different strategies to foster it. It is also critical to enabling a more productive and generative discussion to improve learning opportunities for youth in a wide range of settings.</p>

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<p>School Leadership and Education System Reform Earley, Peter, and Greany, Toby Bloomsbury, 12 January 2017</p>	<p>Considers the ways in which school leadership and its practice has changed and developed in response to a rapidly changing educational scenario over the last decade to meet the ever-growing and changing demands of children, policy-makers and other stakeholders and considers future developments. Drawing together leading thinkers and researchers in the field of leadership and management this text takes an international perspective to consider what we know about school leadership and learning, and its practice. Theoretically and conceptually informed, the contributors draw on recent empirical research studies into leadership, learning and system reform to explore the key areas of school leadership and management with specific reference to student, adult and organisational learning.</p>
<p>Learning together: the power of cluster-based school improvement Farrar, Maggie (2015) Centre for Strategic Education, Melbourne: Seminar Series Paper No. 249 http://www.cse.edu.au/zfiles/SampleSemPaper249.pdf</p>	<p>Farrar explores some emerging practices, drawing on examples from England and Australia and examines how and why some clusters get stuck and fail to achieve the impact they expected, as well as some of the characteristics of successful partnerships. Farrar examines the emergence of models of cluster-based peer review and the potential this has to build ‘accountability rich cultures’, based on a collective commitment to enquiry, learning and growth. Farrar argues that this approach, which is capable of building ‘trust-based and shared accountability’ within a competitive market-led system, has the potential to create truly sustainable and improving school-led systems.</p>
<p>All Systems Go: The Change Imperative for Whole System Reform Fullan, Michael Corwin Press, Ontario Principals’ Council, Canada, 2010</p>	<p>Changing whole education systems for the better, as measured by student achievement, requires coordinated leadership at the school, community, district, and government level. Based on Fullan’s work with districts and large systems, this resource lays out a comprehensive action plan for achieving whole system reform. This book examines:</p> <ul style="list-style-type: none"> • Successful reform initiatives in the United States and abroad • Actions and conditions that have ensured traction and sustainability • Ways to avoid common errors in action, funding, and policy • New reforms at the national level that can impact learning right now.
<p>Coherence: the right drivers in action for schools, districts and systems Fullan & Quinn Thousand Oaks, CA. Chapter 5 - Securing Accountability, 2016</p>	<p>Complex times call for clear solutions—If initiative overload and fragmentation are keeping your best plans from becoming reality, it’s time to start leading differently. The key to bringing about the kind of successful and sustainable change you need is the Coherence Framework, a dynamic, customizable road map made up of four essential components:</p> <ul style="list-style-type: none"> • Focused direction to build collective purpose • Cultivating collaborative cultures while clarifying individual and team roles • Deepening learning to accelerate improvement and foster innovation • Securing accountability from the inside out
<p>Choosing the wrong drivers for whole system reform Fullan, Michael Centre for Strategic Education Seminar Series 204, Melbourne, April 2011</p>	<p>‘Whole system reform’ is the name of the game and ‘drivers’ are those policy and strategy levers that have the least and best chance of driving successful reform. A ‘wrong driver’ then is a deliberate policy force that has little chance of achieving the desired result, while a ‘right driver’ is one that ends up achieving better measurable results for students. Whole system reform is just that – 100 per cent of the system – a whole state, province, region or entire country. This paper examines those drivers typically chosen by leaders to accomplish reform, critiques their inadequacy, and offers an alternative set of drivers that have been proven to be more effective.</p>
<p>What works best in education: The politics of collaborative expertise Hattie, John London: Pearson, June 2015. Companion paper to The Politics of Distraction (below) https://www.pearson.com/content/dam/corporate/global/pears-on-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf</p>	<p>Hattie argues that we can’t make an overall difference to student achievement by working one teacher at a time. Instead everyone needs to work collectively – teachers, leaders, other adults in schools, parents, students, and policy-makers – using the expertise that exists in each school, across schools and throughout the system. He also argues that we all need to look at our impact through student progress, not simply achievement. He proposes that we frame the idea of progress as ‘every child deserves at least a year’s growth for a year’s input’. He suggests that developing a common understanding of what progress looks like is the key to accelerating progress, and re-emphasises research that the expectations of students and teachers are the greatest influence on learning. The implications section of the paper sums up the attitudes and actions needed from teachers, school leaders and system leaders.</p>
<p>What works best in education: The politics of distraction Hattie, John London: Pearson, June 2015. Companion paper to The Politics of Collaborative Expertise (above) http://visible-learning.org/wp-content/uploads/2015/06/John-Hattie-Visible-Learning-creative-commons-book-free-PDF-download-What-doesn-t-work-in-education_the-politics-of-distraction-pearson-2015.pdf</p>	<p>Hattie identifies five popular education reform approaches that he calls distractions from the real problem. His argument is that an overemphasis on one or all of them creates a distraction from other, more critical, more effective ways to improve education. They might work, but the impact is only mediocre and the costs are high. As in his previous studies (Visible Learning and Visible Learning for teachers) he repeats the point that hardly anything we do in schools harms students. But unless an intervention has an effect size of 0.4 or greater it would be unwise to base decision-making on it (0.4 is the average effect size of more than 140.000 effects Hattie has studied).</p>

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<p>Beyond PD: Teacher Professional Learning in High-Performing Systems, Australian Edition Jensen, Sonnemann, Roberts-Hull & Hunter Washington, DC: National Center on Education and the Economy. 2016</p>	<p>This report analyses the way four high-performing systems (British Columbia (Canada), Hong Kong, Shanghai (China) and Singapore) provide professional learning to their teachers. While these systems are quite different, the key to all of them is that collaborative professional learning (teachers working with other teachers to improve curriculum, instruction, school climate, etc.) is built into the daily lives of teachers and school leaders. This is reinforced by policies and school organizations that: (1) free up time in the daily lives of teachers for collaborative professional learning; (2) create leadership roles for expert teachers who both develop other teachers and lead school improvement teams; (3) recognize and reward the development of teacher expertise; and (4) enable teachers and school leaders to share responsibility for their own professional learning and that of their peers.</p>
<p>Inside-out and downside-up: How leading from the middle has the power to transform education systems. Munby & Fullan Global Dialogue Thinkpiece, 2016 https://michaelfullan.ca/wp-content/uploads/2016/02/Global-Dialogue-Thinkpiece.pdf</p>	<p>The purpose of this think/action piece is to stimulate discussion at our Global Dialogue event, which brings together educators from five countries across three continents to debate the challenges and opportunities presented by cluster-based school collaboration when used as a vehicle for school improvement.</p> <p>In the paper Munby and Fullan start by commenting briefly on what we see as the inadequacies of the status quo; second, they propose a model of school collaboration which they feel has the potential to mitigate this issue; and third, they return to the bigger picture and in particular the role of the Leader in the Middle – the networked leader. These are leaders who link laterally to create change in the middle as they partner upwards with the state and downwards to all schools and communities. In each section, Munby and Fullan have included some questions to the reader as the basis for reflection now and as a stimulus for future debate.</p>
<p>Lessons that matter: What should we learn from Asia's school systems? Zhao, Yong Mitchell policy paper no. 04/2015, May 2015</p>	<p>The lessons from Asian education systems do not relate to what helped them achieve their high scores on international comparative tests, but to the efforts they have engaged in over the past few decades to transform their educational practices. These efforts are often mistaken for policies and practices designed to produce the high academic performances indicated by international tests. In reality, they are intended to create a different kind of education, an education deemed necessary for cultivating citizens in the twenty-first century. In other words, what Asia's high-performing systems have to offer the world is not their past, but the future they intend to create. It is their vision of a new education and the courage to make changes to long-held traditions and cultural practices. This report is based on studies of reform efforts undertaken over the past three decades in Asia's high-performing education systems, specifically Hong Kong, Korea, Singapore and Shanghai. This report is not about 'catching up' to Asian school systems in international rankings, for even if we could learn everything and take 10 years to do so (which is next to impossible), in that time the world will have changed so much that a new order of education will be required.</p>

Future-focused learning

<p>The Worldwide Educating for the Future Index The Economist Intelligence Unit Limited 2017 http://educatingforthefuture.economist.com/</p>	<p>As the world becomes ever more uncertain and volatile, how well is your country educating the next generation with the skills needed for the future? The Worldwide Educating for the Future Index evaluates the extent to which education systems instil "future skills" across 35 economies.</p>
<p>Principles for a future-oriented education system Bolstad, Rachel (2011) New Zealand Annual Review of Education, 21, p.77-95. https://www.victoria.ac.nz/education/research/nzaroe/issues-index/2011-2012/pdf/text_bolstad.pdf</p>	<p>A research project commissioned by the Ministry of Education recently presented NZCER researchers with an opportunity to consider how educational research could contribute to the development of a more future oriented learning system. The goal was to synthesise ideas from the 21st century learning literature with current knowledge about practice issues and future possibilities for innovation in New Zealand education in order to distil a set of themes or principles which a wide audience of educational stakeholders might be able to engage with.</p>
<p>Supporting future-oriented learning and teaching - a New Zealand perspective Bolstad and Gilbert, with McDowall, Bull, Boyd and Hipkins New Zealand Council for Educational Research, 2012</p>	<p>This research report draws together findings from new data and more than 10 years of research on current practice and futures-thinking in education. It was commissioned by the Ministry of Education to support its programme of work to develop a vision of what future-oriented education could look like for New Zealand learners.</p>
<p>The New Work Smarts: Thriving in the New Work Order Foundation for Young Australians, 2017 https://www.fya.org.au/wp-content/uploads/2017/07/FYA_TheNewWorkSmarts_July2017.pdf</p>	<p>By 2030, automation, globalisation and flexibility will change what we do in every job. To prepare young people for this future we must urgently shift our understanding of what it will mean to be smart in the New Work Order. Analysing 20 billion hours of work completed by 12 million Australians each year, this report reveals the most important skills we will need to be work smart in the future.</p>
<p>Thrive: Schools Reinvented for the real challenges we face Hannon with Peterson OECD Innovation Unit, 1 May 2017</p>	<p>Thrive argues that, given the real challenges we face in the world today, it is essential we ask what job we want schools to do? What is learning for now? Thrive presents a case for a new set of purposes for schools, and shows how educators on every continent are transforming learning and learners.</p>

<p>Designing an Education System for the 21st Century Landis, Fiona The McKell Institute, Australia, July 2017</p>	<p>To address Australia’s educational competitiveness slipping behind comparable economies, a new approach is required that instills skills in our children to prepare them for a modern, digitally enabled world. Students need to be engaged in designed learning to prepare them for the skills our workforce needs such as collaboration, communication, critical thinking and creativity.</p>
<p>Future Frontiers – Education for an AI World Loble, Creenaune and Hayes (eds). Melbourne University Press, 2017 https://education.nsw.gov.au/our-priorities/innovate-for-the-future/education-for-a-changing-world/media/documents/future-frontiers-education-for-an-ai-world/Future_Frontiers-Text.pdf</p>	<p>This compilation of essays canvasses perspectives from thought leaders, technology experts and futurists from Australia and around the world. This collection challenges us to think deeply about how education responds to a fast-changing world and encourages us to pursue greater innovation across the education system.</p>
<p>Jobs Lost, Jobs Gained: Workforce transitions in a time of automation Lund, Chui, Bughin, Woetzel, Batra, Ko and Sanghvi McKinsey Institute, December 2017 https://www.mckinsey.com/mwg-internal/de5fs23hu73ds/progress?id=0-97r-j8ziuEkMfm0i1qumjUBiYje0GsrhcYrC_CAYE,&dl</p>	<p>This report examines both the potential labour market disruptions from automation and some potential sources of new labour demand that will create jobs. The authors develop scenarios that seek to address some of the questions most often raised in the public debate. Will there be enough work in the future to maintain full employment, and if so what will that work be? Which occupations will thrive, and which ones will wither? What are the potential implications for skills and wages as machines perform some or the tasks that humans now do? The report is part of the McKinsey Global Institute’s research program on the future of work. The report builds on our previous research on labour markets, incomes, skills, and the expanding range of models of work, including the gig economy, as well as the potential impacts on the global economy of digitization, automation, robotics, and artificial intelligence.</p>
<p>Future directions in New Zealand schooling: the case for transformation McIntosh, Rob Centre for Strategic Education, 2017</p>	<p>The author explores how well New Zealand’s schooling system has been positioning all its young people for success and wellbeing, in an increasingly complex and rapidly changing world. Focusing on the schooling years, he discusses capabilities they will need in future to enjoy individual and collective success and wellbeing; how well we are equipping our young people with these capabilities currently; how teaching and learning need to develop; and how to go about ensuring all young people actually get to experience the teaching and learning they need. He identifies key areas for urgent action and makes recommendations on how to achieve the transformational changes necessary to avoid instances of disadvantage among young people.</p>
<p>Trends Shaping Education 2016 OECD Publishing, Paris, 2016 http://dx.doi.org/10.1787/trends_edu-2016-en</p>	<p>Provides an overview of key economic, social, demographic and technological trends and raises pertinent questions about their potential impact on education. This compilation makes use of a variety of robust international sources of data, including the OECD, the World Bank and the United Nations.</p>
<p>The Future of Jobs and Jobs Training Rainie and Anderson Pew Research Centre, May 2017 http://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training/</p>	<p>As robots, automation and artificial intelligence perform more tasks and there is massive disruption of jobs, experts say a wider array of education and skills-building programs will be created to meet new demands. There are two uncertainties: Will well-prepared workers be able to keep up in the race with AI tools? And will market capitalism survive?</p>
<p>The Future of Learning 3: What kind of pedagogies for the 21st century? Scott, Cynthia Luna UNESCO, 2015 http://unesdoc.unesco.org/images/0024/002431/243126e.pdf</p>	<p>Since the emergence of a global movement that calls for a new model of learning for the twenty first century, it has been argued that formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges. Literature on this topic offers compelling arguments for transforming pedagogy to better support acquisition of twenty-first century skills. However, the question of how best to teach these skills is largely overlooked. Experts recognize that the ‘transmission’ or lecture model is highly ineffective for teaching twenty-first century competencies and skills, yet widespread use of this model continues. In spite of worldwide agreement that learners need skills such as critical thinking and the ability to communicate effectively, innovate, and solve problems through negotiation and collaboration, pedagogy has seldom adapted to address these challenges. This paper, the third and last in a series on the Futures of Learning, explores pedagogies and learning environments that may contribute to the development and mastery of twenty-first century competencies and skills, and advance the quality of learning.</p>
<p>Optimizing Talent: Closing Educational Gaps Worldwide How do we prepare students for a world we cannot imagine? Wiliam, Dylan Institute of Education, University of London</p>	<p>The educational achievement of a country’s population is a key determinant of its economic growth, and so improving educational attainment is an urgent priority for all countries. A number of ways that this might be done have been attempted, including changes to the structure of schooling, to the governance of schools, and to the curriculum, and an increased role for digital technology. While each of these approaches has produced some successes, the net impact at system level has been close to, if not actually, zero. In this paper, I argue that the main reason that most system---wide educational reforms have failed is that they have ignored (1) the importance of teacher quality for student progress; (2) the fact that teacher quality is highly variable; and (3) that teacher quality has differential impact on different students. Teacher quality can be improved by replacing teachers with better ones, but this is slow, and of limited impact. This suggests that the future economic prosperity of each country requires improving the quality of the teachers already working in its schools. We can help teachers develop their practice in a number of ways; some of these will benefit students, and some will not. Developments with the biggest impact appear to be those that involve changes in practice, which will require new kinds of teacher learning, new models of professional development, and new models of leadership.</p>

Governance

<p>Governing Education in a Complex World Burns and Koster OECD Publishing, 2016</p>	<p>What models of governance are effective in complex education systems? In all systems an increasing number of stakeholders are involved in designing, delivering and monitoring education. Like our societies, education systems are increasingly diverse regarding students, teachers and communities, as well as the values and identities we expect education to deliver. These trends have increased the complexity of education systems, leaving decision makers on all governance levels with the question of how to successfully manoeuvre in this highly dynamic policy area.</p> <p><i>Governing Education in a Complex World</i> addresses key challenges involved in governing modern education systems, looking specifically at complexity, accountability, capacity building and strategic thinking. The publication brings together research from the OECD Secretariat and invited chapters from international scholars to provide a state of the art analysis and a fresh perspective on some of the most challenging issues facing educational systems today. Creating the open, dynamic and strategic governance systems necessary for governing complex systems is not easy. This volume challenges our traditional concepts of education governance through work on complexity, collaborative networks and decision-making. In doing so it sets the agenda for thinking about the inclusive and adaptable systems necessary for governing education in today's world. The volume will be a useful resource for those interested in education governance and complexity, particularly policy-makers, education leaders, teachers and the education research community.</p>
<p>Education Governance in Action: Lessons from case studies Burns, Koster and Fuster OECD Publishing, 2016</p>	<p>Governing multi-level education systems requires governance models that balance responsiveness to local diversity with the ability to ensure national objectives. This delicate equilibrium is difficult to achieve given the complexity of many education systems. Countries are therefore increasingly looking for examples of good practice and models of effective modern governance that they can adapt to their own needs. <i>Education Governance in Action: Lessons from Case Studies</i> bridges theory and practice by connecting major themes in education governance to real-life reform efforts in a variety of countries. It builds upon in-depth case studies of education reform efforts in Flanders (Belgium), Germany, the Netherlands, Norway, Poland and Sweden. The case studies are complemented by country examples of efforts to restore and sustain trust in their education systems. Together they provide a rich illustration of modern governance challenges - and successes. The volume highlights the importance of the interdependence between knowledge and governance and focuses on essential components for modern education governance: accountability, capacity building and strategic thinking. It sets the agenda for thinking about the flexible and adaptive systems necessary for governing education in today's complex world. This publication will be of interest to policy makers, education leaders, teachers, the education research community and all those interested in education governance and complexity.</p>
<p>In Our Children Lies Our Future – E Tipu, E Rea. School Governance: Board of Trustees Stocktake. New Zealand School Trustees Association 2008 http://www.nzsta.org.nz/media/1589/nzsta-governance-stocktake-2008-full-report.pdf</p>	<p>The key question addressed in the stocktake is: the extent to which boards are currently supported to focus on directing and supporting student engagement, achievement, and retention in their schools, and what more needs to be done to assist them in this task. The stocktake process involved: a literature review, focus groups, an electronic survey of school boards, submissions from individuals and groups and interviews with kura.</p>
<p>Education Governance in Comparative Perspective Mintrom and Walley Rethinking Education Governance in the Twenty-First Century Conference, Centre for American Progress, December 1, 2011</p>	<p>This chapter surveys education governance in six jurisdictions that have enjoyed high average levels of student attainment on standardized international tests over a sustained period. The survey explores how different governing institutions and relationships shape the content of education policy and school operations. The featured jurisdictions are: Australia, Canada, Finland, New Zealand, South Korea, and the United Kingdom. Wide variation exists among governance arrangements in these jurisdictions, so it is possible to assess whether some specific arrangements generate better student outcomes than others. In fact, links between governance and student achievement are weak, suggesting that intermediary factors have far greater influence than governance itself. The authors claim that governance reforms will serve to promote improved student achievement only when the new governance arrangements make educational effectiveness the central goal. They draw six lessons for governance reformers: (1) Avoid costly political battles, (2) Use appropriate diagnostic tools, (3) Recognise the power of leadership, (4) Focus on classroom practices, (5) Address student preparation; and (6) Address teacher preparation.</p>
<p>Hautū – Māori cultural responsiveness self-review tool for boards of trustees New Zealand School Trustees Association http://www.nzsta.org.nz/professional-development/hautu-maori-cultural-responsiveness-self-review-tool-for-boards-of-trustees</p>	<p>This resource supports boards of trustees to meet their accountabilities by reviewing cultural responsiveness in their school. Hautū is designed to be flexible and to help boards assess, plan and increase their cultural responsiveness no matter what level they are at now. Hautū aligns with the four key areas of governance; Board leadership, representation, accountability and employer roles. By strengthening and fulfilling their roles effectively as trustees, boards will deliver stronger governance. Working with Hautū also supports boards to meaningfully implement Ka Hikitia - Accelerating Success 2013-2017 within their work and to make decisions that support Māori learners to enjoy and achieve education success, as Māori.</p>
<p>Results of the 2016 school audits Office of the Auditor General 2016 https://www.oag.govt.nz/2017/school-audits</p>	<p>Results of the 2016 school audits carried out by the Controller and Auditor General</p>

Agenda

Tomorrow's Schools Review Taskforce

Attachments and readings

Taskforce can request copies of any documents already received from the Secretariat

Item	Title	Received
Item A	Terms of Reference for the Review of Tomorrow's Schools	Attached
Items B, C and F	Hillmaré Schulze and Sam Green (2017). Change Agenda: Income Equity for Māori	Attached
	Helene Ärlestig and Olof Johansson (draft 2017). National and State Education Agencies	Attached
	McKinsey & Company, Mona Mourshed, Chinezi Chijoke & Michael Barber (2010). How the world's most improved school systems keep getting better	Attached
	Ministry of Education System Policy Team McKinsey Report summary paper (2018)	Attached
	OECD (2011). Reviews and Evaluation and Assessment in Education: New Zealand	Attached
	OECD Report (2011) summary, Ministry of Education System Policy Team (2018)	Attached
	OECD (2018). The Future of Education and Skills Education 2030: The Future We Want (2018)	Attached
	Colin James (Feb 2018). Reforming the Public Sector and Parliament Chris Hipkins' Goals, Policy Quarterly – Volume 14, Issue 1, pp. 85-87	Attached
	Openshaw, R. (2009). Reforming New Zealand secondary education: the Picot Report and the road to radical reform. New York: Palgrave MacMillan, pp. 173-184	Attached*
Item G	Tomorrow's Schools Review – Taskforce Approach (Ministry of Education System Policy Team)	Attached
Item G	Wānanga and fono list (Ministry of Education)	Attached
Item H	Facilitator handout (Emmerson Group)	At meeting

Other attachments

1. Tomorrow's Schools contextual piece paper intended for Advisory Panel 15 May meeting, Ministry of Education System Policy Team Attached
2. Supplementary reading list, Ministry of Education System Policy Team Attached

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