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Educational outcomes are primarily linked to socio economic class and patterns of disadvantage. The main areas for consideration are therefore linked to the long term social and cultural development of the state. For example the power of postcode discrimination based on the clear ghettoization of the lower working class both in urban and rural areas.

Any solutions to educational issues must therefore be considered holistically along side income disparity and disadvantage in the community as a whole.

Some specific areas to be considered include the quality of recruitment and professional support of teachers, the enablement of professional entrepreneurship in teachers and school leaders, and the design of broader standards to guide curriculum delivery and assessment.

The quality of teachers, school leaders and support staff is a critical component as Prof Hattie as consistently argued. The quality of support and professional development is also essential particularly for more isolated members of the profession.

Higher levels of professional performance and the use of evidence based decision-making enables empowered practitioners and school leaders to be professionally entrepreneurial. The fast paced nature of change in the social and economic spheres means one size fits all and predictable programmes need to be replaced by fast failure and just in time planning based on current and future repertoires of practice.

The prescriptive and over detailed nature of curriculum and assessment documents need to be replaced by broad standards focussed on big picture outcomes and future focussed repertoires of practice. The flawed public policy approach of drafts, long periods of consultation followed by years of implementation creep is outmoded in a digitally disrupted world with fast paradigm shifts. Fastfooted professional entrepreneurs not need to be empowered to make fast adjustments to curriculum and assessment.