EDUCATION: THINKING THROUGH THE BIG ISSUES

MARK SCOTT
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THREE THINGS TO CONSIDER

+ Why education matters more than ever
+ The role of the leader
+ Making the decision to grow
DEPARTMENT DEMOGRAPHICS

2,200 schools

Almost 800,000 students

86,000 staff
EYES ON THE FUTURE

2017
Kindergarten

2029
Higher School Certificate

2033
University graduation

2082
Retirement

Children in Kindergarten today will spend the majority of their working lives in the second half of the 21st century.
EDUCATION’S MOMENT

1. ECONOMICALLY
2. SOCIA LLY
3. INDIVIDUALLY
ECONOMIC GROWTH

25 years of Economic Growth

JUNE 1991, PERIOD OF SUBSTANTIAL GROWTH BEGINS

Source: ABS


Growth in economic output over 25 years, starting from 117.80 in March 1975 and reaching 421.70 in June 2016.
PERFORMANCE IN PISA

NSW and Australia have experienced declining performance in all three PISA domains

SOURCE: CENTRE FOR EDUCATION STATISTICS AND EVALUATION
NSW NAPLAN data shows little improvement, and a narrowing gap between NSW and Australian scores overall.

SOURCE: CENTRE FOR EDUCATION STATISTICS AND EVALUATION
We need to improve education ... because of the profound changes that are taking place in society and work. Our world is becoming more and more complex, and so higher and higher levels of educational achievement will be needed to be in control of one’s own life, to understand one’s culture, to participate meaningfully in democracy, and to find fulfilling work.

– Dylan William
The profound changes ahead in the nature of work demands an education approach that lifts the proficiency of all students if we are to ensure that they have the level of cognition, confidence and skill required to navigate a more complex world. We will also need to lift our top performers to a level of cognitive skill higher that previously anticipated to harness the opportunities of the innovation economy.

OUR MINDSET

We prepare young people to lead rewarding lives in an increasingly complex world

+ A foundation in literacy and numeracy
+ Strong content knowledge
+ Ability to learn, adapt and be responsible citizens
If we want things to stay as they are, things will have to change

The Leopard
CESE: WHAT WORKS BEST

1. High expectations
2. Explicit teaching
3. Effective feedback
4. Use of data to inform practice
5. Classroom management
6. Wellbeing
7. Collaboration
We need to create a culture in which every teacher ... accepts the need to improve – not because they are not good enough but because they can be even better – and when teachers do their jobs better, their students are healthier, live longer and contribute more to society.

– Dylan William
It’s hard to know how to lift an education system – because every system is so different and complex – but great leaders know how to lift a school.

Lift the schools – lift the system.
INSTRUCTIONAL LEADERS

+ ‘Powerful principals are obsessed with the instructional core of personalising learning and getting results for each and every student. They make instruction a priority. They deal effectively with distracters. They create a culture of job-embedded learning.’

EVERYONE CAN IMPROVE

EVERYONE CAN AND WILL IMPROVE

every student, every teacher, every school, every leader, every year
The future is not a place we are going, it’s a place we are making. The paths to the future are made, not found, and the process of making them changes both us and our final destination.

John Schaar
We teach best what we most need to learn

Richard Bach
What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention, and a need to allocate that attention efficiently among the overabundance of information sources that might consume it.

Herbert Simon
To remain valuable in our economy, therefore, you must master the art of quickly learning complicated things. This task requires deep work. If you don’t cultivate this ability, you’re likely to fall behind as technology advances...

To succeed you have to produce the absolute best stuff you’re capable of producing – a task that requires depth. To summarize these observations more succinctly: If you can’t learn, you can’t thrive. To learn hard things quickly, you must focus intensely without distraction.

DEEP WORK: RULES FOR FOCUSED SUCCESS IN A DISTRACTED WORLD by Cal Newport
Winifred Gallagher,
RAPT: ATTENTION AND THE FOCUSED LIFE

Susan David,
EMOTIONAL AGILITY
“We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.”

TS Eliot
“Life can only be understood backwards; but it must be lived forwards.”

Soren Kierkegaard