MAYNOOTH EDUCATION FORUM
Session 1.
Reviewing education policy to develop a shared vision of excellence in education

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Reviewing education policy to develop a shared vision of excellence and innovation

Professor Bob Lingard PhD, FASSA, School of Education, The University of Queensland, Australia. Maynooth Education Forum, National University of Ireland, Maynooth, 27 June, 2014.
Framing and structure of argument

• As a sociologist of education.
• Research of policy (cf research for policy), within a policy sociology framework.
Talking points

• The extent to which educational policy is shaped by short-term and shifting political, economic and social realities versus a longer term strategic vision;

• Is there a coherency in policy decisions across the educational sectors?

• What is the role of stakeholders in driving educational policy? Some stakeholders/interest groups wield greater power than others – how can balance be achieved?
WHAT IF THE CURE
FOR CANCER WAS TRAPPED
INSIDE THE BRAIN OF
SOMEONE WHO CULDN'T
AFFORD A GOOD
EDUCATION?

27-09-13
Framing: socially just education

  - Fraser sees justice as working in three analytically distinct dimensions: socio-economic *(redistributive)*, cultural *(recognitive)* and political *(representative)*.
- Purposes of schooling: economic, citizenship, cultural, other capabilities, opportunity BUT schooling a ‘positional good’ and mechanism for social selection.
Structure and sutures

- policy
- data
- accountabilities
- system
- caveats
Considering policy
Policy: changing conceptualisations

• Policy is the ‘authoritative allocation of values’ (Easton, 1953).

• Authority: legitimate right to exercise power (new spatialities); allocation processes (NPM and network governance); values (globalised education policy discourses/human capital theory).

• Rise of policy as numbers and ‘evidence-based policy’.
• Policy constitutes problems to which the policy is a putative solution.
Three lenses of knowledge and evidence

Policy problem

Political Judgment: diffuse, fluid and adversarial

Professional practices: Organisational knowledge, implementation, practical experience

Scientific Research: systematic approaches, quantitative and qualitative, experimental and action-oriented

Inform and influence policy response

Research is vital, but is only part of the policy story

[source: Head 2008]
A research impact continuum

CONCEPTUAL USE

Awareness

Knowledge & understanding

Attitudes, perceptions, ideas

INSTRUMENTAL USE

Practice & policy change

Sources: Weiss, Nutley
Policy as numbers and global policy field

- Policy as numbers (new) and nation as a commensurate space of measurement (older histories of statistics).
- Statistical alignment: Europe as commensurate space of equivalence.
- Logic extended to globe through PISA, TIMSS and PIRLS: making legible for governing: global education policy field (Lingard and Rawolle, 2011).
- Comparison as central to governance (Novoa and Yariv-Mashal, 2003).
- Globalization and emergence of a global education policy field: challenged ‘traditional’ notions of ‘reference societies; reference societies constructed now against performance on the global field (Finland to Shanghai, ‘Asian century’: Ireland?).
Spatio-temporalities of contemporary education policy

• ‘[E]ducation policy analysis can no longer sensibly be limited to within the nation state – the fallacy of methodological territorialism … policy analysis must also extend its purview beyond the state and the role of multinational agencies and NGO’s to include transnational business practices’. (Ball, 2012, p. 93)

• Spatio-temporalities: globalised education policy discourses; European; temporalities – political time, policy time, school time, class time.
Policy conceptualisations

• ‘Education is considered as always in a process of becoming, constituted in different ways at different times according to the differential multiplicities of forces, discourses and knowledges which act upon and constitute it as both an idea and a material and governable field of practices, culture and learning’. (Bailey, 2013: 6)

• Education: an idea and governable field of practices.

• Philosophical, political, moral, ethical issues become technologies that redefine education and social justice in education.
‘I used to think that policy was the solution. And now I think policy is the problem. To policy makers, every idea about what schools should be doing is as credible as every other idea, and any new idea that can command a political constituency can be used as an excuse for telling schools to do something. Elected officials generate electoral credit by initiating new ideas, not by making the kind of steady investments in people that are required to make the education sector more effective. The result is an education sector that is overwhelmed with policy, conditioned to respond to the immediate demands of whoever controls the political agenda, and not in investing in the long-term health of the sector and the people who work in it’. (Richard Elmore, 2011, pp. 34–35)
Policy: the messages

- Data/research/evidence only ever one element in policy.
- Meta-policy.
- Policy alignments.
- Policy cycle and policy enactment.
- New spatio-temporalities of policy (Irish, European, global).
- Competing times/temporalities: political time v educational change time.
Considering data
A caveat

- Not opposed to quantitative data or quantitative methodologies in social science (including education) research.
- Such data necessary to demonstrating inequalities in educational opportunities and outcomes, used for progressive purposes.
- Richard Wilkinson and Kate Pickett’s (2009) *The Spirit Level: Why equality is better for everyone*.
- Emile Durkheim’s (1894) first rule of sociological method: treat social facts derived from statistics as things: social constructions and reality.
- Richard Selleck (1989, p.7) data ‘are not given they are made’.
- Not opposed to data use for policy making – research- & evidence-informed policy making: but need for policy to drive data.
- Opposed to a new naïve neo-positivism (and data) driving policy.
Other caveats

Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?

Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted. (Albert Einstein)

… a layman’s version of the *de facto* impossibility of ever achieving a complete measure of any given system is provided in a note by Borges. An emperor wishes to have a perfectly accurate map of the empire made. The project leads the country to ruin – the entire population devotes all of its time to cartography.
(F. Lyotard, 1984, p.55)
Policy/politics as numbers

• Desrosieres (1998, p.8): ‘As the etymology of the word shows, statistics is concerned with the construction of the state, with its unification and administration’.

• Governance turn, NPM, ‘audit society’, ‘evaluative state’: enhanced significance of data and numbers in governance; numbers as technologies of governance; governance through comparison.

• Rise also of ‘evidence-based policy’ world wide (Wiseman, 2010).


• Rise of ‘big data’ (Mayer-Schonberger and Cukier, 2013).
Data and the governance turn

• ‘Data production and management were and are essential to the new governance turn; constant comparison is its symbolic feature, as well as a distinctive mode of operation. As a policy instrument data grew – and continue to grow – in strength, speed and scope. The shift to governance is, in fact, heavily dependent on knowledge and information, which play a pivotal role both in the pervasiveness of governance and in allowing the development of its dispersed, distributed and disaggregated form. Data support and create new kinds of policy instrument that organise political relations through communication/information and hence legitimize the organisation’. (Jenny Ozga, 2009, p.150).
Governance through comparison

BLOODY LEAGUE TABLES - IT'S AN ABSOLUTE DISASTER!

I KNOW, I KNOW, APPALLING STATE OF AFFAIRS...

...SO HOW DID WE GO?

JUST CHECKING!

KUDELKA 28.1.2010
Data and the global education policy field

• Transition from government to governance: three explicit shifts in nature and work of state: rescaling of political authority; new regulatory mechanisms associated with new public management; multiple forms of privatisation.
• Rescaling: OECD (PISA), EU.
• PISA: surrogate measure of putative global competitiveness of national economy.
• ‘But what widely available international data on education has done is create an intellectual space where educational policymaking is not geographically or politically bounded but is instead bounded by the extent of the legitimated evidence used to support one decision or policy versus another’. (Wiseman, 2010, p18).
Source: OECD, PISA 2009 Database, Table II.3.2.
StatLink  http://dx.doi.org/10.1787/888932343589
Figure II.1.2

Student performance and equity

- Strength of the relationship between performance and socio-economic status is above the OECD average
- Strength of the relationship between performance and socio-economic status is not statistically significantly different from the OECD average
- Strength of the relationship between performance and socio-economic status is below the OECD average

**Above-average mathematics performance**

<table>
<thead>
<tr>
<th>Mean mathematics score</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
</tr>
<tr>
<td>600</td>
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<td>400</td>
</tr>
<tr>
<td>350</td>
</tr>
<tr>
<td>300</td>
</tr>
</tbody>
</table>

**Below-average mathematics performance**

Source: OECD, PISA 2012 Database, Table II.2.1.

StatLink: http://dx.doi.org/10.1787/888932964794

Percentage of variation in performance explained by the PISA index of economic, social and cultural status

Greater equity
The place of PISA

Map of PISA countries and economies
"Big deal, an A in math. That would be a D in any other country."
OECD and PISA: explanations of differential national system performance

- Overplaying of policy explanations linked to in-school factors (Meyer and Schiller, 2013; Sellar and Lingard, 2013ab).
- ‘In the official presentation and reception of PISA data, non-educational factors are typically ignored or, at best, treated as ‘residual noise’‘ (Meyer and Schiller, 2013, p.210)
- Meyer and Schiller challenge OECD’s over attribution to in-school factors through a consideration of ‘socio-economical and cultural variables’ (p.210)
- Show: together GDP and per pupil spending in secondary schools accounts for two-thirds of the variation in mean PISA scores across participating countries. Stronger impact of GDP than per pupil expenditure.
- ‘These results suggest that a country’s economic wealth is correlated with PISA outcomes independently of how much is spent on schooling, supporting the notion that economic resources are an important out-of-school factor impacting PISA’ (p.211)
- Cultural variables: ‘individualism’ and ‘power distance’: two patterns of high performing countries: ‘a Western ‘individualistic’ pattern (including Finland, Canada and Australia, among others) and an Eastern ‘paternalistic’ group (including Korea, Singapore, Hong Kong and China)’ (p.222)
OECD and PISA: explanations of differential national system performance

• ‘To be successful on PISA a country has to be relatively affluent, individualistic and relatively egalitarian (the western pattern), or affluent and accepting of pronounced power differentials (the eastern pattern). Ethnic homogeneity is a further plus in both groups’ (p.221).

• ‘A central assumption – perhaps the central assumption – underlying PISA comparative work is what we call the ‘Policy and Structures Assumption’ -, i.e. global variation in students’ educational performance is primarily attributable to national educational polices and structures’ (Feniger and Lefstein, 2014, p.2).
### Culture v Policy explanations for PISA performance 2009 maths scores

<table>
<thead>
<tr>
<th>Country/province</th>
<th>Sub-group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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</thead>
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<tr>
<td>Shanghai</td>
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<td>5073</td>
<td>600.24</td>
<td>102.04</td>
</tr>
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<td>Australia</td>
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<td>91.28</td>
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<td></td>
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<td>3862</td>
<td>520.71</td>
<td>95.21</td>
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<td></td>
<td>Chinese origin</td>
<td>45</td>
<td>571.45</td>
<td>97.09</td>
</tr>
<tr>
<td>Feniger and Lefstein (2014, p.5)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Figure II.2.1
Students' socio-economic status and performance, OECD countries

Note: Each dot represents an OECD student picked at random out of ten OECD students.
Source: OECD, PISA 2012 Database.
StatLink: http://dx.doi.org/10.1787/888932964813
Growing inequality 1

• OECD (2011) *Growing Income Inequality in OECD Countries: What drives it and how can policy tackle it?* Paris, OECD.
• OECD (2013, p.44):

‘Many factors related to socio-economic disadvantage are not directly affected by education policy, at least not in the short term. To what extent can schools and school policies moderate the impact of socio-economic disadvantage on student performance? The overall relationship between socio-economic background and student performance indicates the capacity of education systems to provide equitable learning opportunities. However, from a policy perspective, this relationship is even more important, as it indicates how equity is interrelated with systemic aspects of education. Better schools for disadvantaged students can help reduce socio-economic disparities in performance, but countries also need to consider other policies that affect families, such as those to reduce poverty, malnutrition, and inadequate housing, those to improve parents’ education, and other social policies that can also improve student learning’. (p.44)
Growing inequality 2

- Resilient students: another measure of equity: definition - those students in the bottom quartile of socio-economic status who perform in the top quarter of performance: PISA 2003: 6.4% in OECD countries, decreased in 2012 to 6.1%; Ireland below OECD average, but no change 2003 to 2012 in maths (Figure 11.2.14).

- Ireland: 2012 PISA Maths: more than 75% of the variance in performance is explained by the socio-economic status of the students and of the school (cf Chile, Hungary, New Zealand, Peru, Slovenia: reference societies??) (OECD, 2013, p.49 and Figure 11.2.8, p.48); (Ireland almost 80%).


- Useful data for useful policy interventions: variance in student achievement at classroom level, within school, higher aggregation at community and system levels. Variance between communities is important in policy terms. We have to decompose the distribution of variance to properly model the sources of variance in student achievement to design appropriate policy interventions.
Over-attribution to teachers

- **Over-attribution** of school/student learning outcomes to in-school, specifically teacher pedagogical practices, **decontextualisation**.
- **Under-attribution** to contextual factors in the aetiology of school/student performance (policy exception).
- Complex **interplay** between the two.
- Schools are amongst the most ‘**socially embedded**’ of all societal institutions (Granovetter, 1985).
- Condron (2011): uses 2006 PISA data and the *Gini Coefficient* as measure of social inequality (zero represents a perfectly equal distribution of income and 100 a perfectly uneven distribution).
- Finding: the more equal / egalitarian societies, in terms of correlations at least, have higher average educational achievement, a higher percentage of high performing students and a low percentage of very low-skilled students (Finland).
Why over-attribution to in-school factors?

• ‘Suspicion that attention to non-school factors—concentrated poverty, social services, housing and public health—will be used to excuse poor teaching has lead to an accountability system narrowly focused on what happens within school buildings; in the process, we are missing opportunities to build more comprehensive databases that situate accountability for learning within broader social and economic contexts’ (Henig, 2013, p.xi-xii)
Out of school factors, including poverty

*Visible Learning* ‘is not a book about what cannot be influenced in schools – thus critical discussions about class, poverty, resources in families, and nutrition are not included – but this is NOT because they are unimportant, indeed they may be more important than many of the influences discussed in this book.’

(Hattie, 2009, pp. viii-ix).
PISA-based tests for schools

- Two-hour test following PISA format.
- Results comparable with main PISA data.
- Fully-funded by US philanthropic foundations and supported by America Achieves (no Part1/2 funding).
- Trialled in US, UK and Manitoba: oversubscribed in the US.
- Officially launched in April 2013.
- CTB/McGraw Hill the exclusive US administrator.
- Allows schools to differentiate performance from national and system results.
- Allows OECD to have greater policy influence at sub-national levels.
- Aims to provide school-level data to facilitate school improvement.
- Opening to edu-businesses.
Data: the messages

- Focus on learning – systemic and otherwise.
- Policy driving data.
- Need to learn from data, research, evidence, not beg, borrow, steal.
- Set against: goals of Irish education; alignments across sectors in an open-ended way.
- Disaggregate data to enable interventions.
- Encourage data literacy, but…
- Establish research frame.
- Be reflexive about data.
- Allow for innovation and difference.
Considering accountabilities
Top-down test-based accountabilities

• Globalized policy discourse in education: ‘A key purpose of assessment, particularly in education, has been to establish and raise standards of learning. This is now a virtually universal belief – it is hard to find a country that is not using the rhetoric of needing assessment to raise standards in response to the challenges of globalization’. (Stobart, 2008, p.24)

• National testing complement to international testing: high stakes and linked to top-down, test-based accountabilities.

• These top-down accountabilities:
  - hold schools responsible for meeting externally imposed standards; and
  - often fail to recognise much of the good work done in schools that isn’t measured or tested; quantitative measures.

Pasi Sahlberg (2011) GERM.
Rich and intelligent accountabilities

• Rich accountabilities provide an alternative to top-down, test-based accountabilities that:

• Rich accountabilities involve giving accounts, as well as being held to account: Processes that draw on the perspectives of multiple stakeholders and data in various forms to provide complex, contextualised and balanced assessments of teaching and learning. They are designed to inform educational change and improve educational outcomes.

• Communities hold rich perspectives on knowledge that matters in their contexts. Focus on gathering these rich accounts from beyond school and making them curricular.

• ‘Funds of knowledge’ (FoK) research (Moll, 2014).

• Need to see schools linked to their communities through relational, **two-way horizontal accountabilities**:
  – Schools staff accountable for outcomes the community expects.
  – Communities/families accountable for supporting work of schools.
Schools, communities and accountabilities

- Communities hold rich perspectives on knowledge that matters in their contexts. Focus on gathering these rich accounts from beyond school and making them curricular.
- ‘Funds of knowledge’ (FoK) research (Moll and colleagues).
- Need to see schools linked to their communities through relational, **two-way horizontal accountabilities**:
  - Schools staff accountable for outcomes the community expects.
  - Communities/families accountable for supporting work of schools.

**Opportunity to learn standards**: Bottom-up **vertical accountabilities**. Schools and communities hold systems and governments to account for resourcing expected learning outcomes.
What are rich accountabilities?

rich

accountabilities

plentiful
abundant
ample
well-developed

rich X
= abounding in X

responsibility
(giving an account)

accounting
(counting)
What counts?

‘We cannot improve what we cannot measure’...

...but what counts and how it will be counted?

‘A certain Chinese encyclopedia’ in which ‘animals are divided into: (a) belonging to the Emperor, (b) embalmed, (c) tame, (d) suckling pigs, (e) mermaids (or sirens), (f) fabulous, (g) stray dogs, (h) included in the present classification, (i) frenzied, (j) innumerable, (k) drawn with a very fine camelhair brush, (l) et cetera, (m) having just broken the water pitcher, (n) that from a long way off look like flies’.

- Jorge Luis Borges, The analytical language of John Wilkins
What counts?

‘We cannot improve what we cannot measure’…

…but what counts and how it will be counted?

Key point: multiple partial perspectives
Who gives the account?

Unilateral: one-sided; performed by one party.

Multilateral: many-sided; performed by many parties.

Key point: multiple partial perspectives from multiple sides
Making accountability multilateral

Content of accountability: What counts?

Form of accountability: Who accounts and how?

Vertical:
- Top-down
  - 'Opportunity to learn standards''
- Bottom-up

Horizontal

Government(s) → Department → Region

School → Students, Families → School

School → Communities, Employers → School
Rich accountabilities

**A definition:**
Rich accountabilities abound in partial perspectives from multiple sides and increase the veracity of accounts.

**Some principles:**
Parties held to account should be involved in defining the standards to which they are held (what counts).

Parties held to account should be able to give their own account of whether and how they compare with others or with standards (who accounts and how).
- ‘Data’ in various forms to provide complex, contextualised and nuanced accounts.

There are multiple practices, structures and cultures of accountability and we must make these explicit and contestable rather than naturalising one over others:
- e.g. test-based accountability vs trust-based responsibility.

Should inform educational change and the improvement of educational outcomes.

**Question:**
How do we develop richness while avoiding an intensification of accountabilities?
Pursuing Equity through Rich Accountabilities (PETRA.)

Sarah Whatmore (2009); new relations between science and democracy.

The Learning Commission was established and based on the idea of ‘competency groups’ (Whatmore, 2009), which have been formed in English research projects to address issues of significant concern for communities (e.g. flood mitigation). The approach recognises that solutions can be found by connecting scientific or research-based expertise with the diverse range of experiences and expertise held by local communities. Adapting this idea, the PETRA Learning Commission brought together a diverse group of community members who met regularly over a period of eight months to gather evidence that would support insights about how schools and communities could provide multilateral rich accounts of educational expectations and outcomes.

The Learning Commission framed three questions:

1. What do communities expect from schools?
2. How do communities know if expectations are being met?
3. How can schools provide reliable evidence of meeting expectations?

Opportunity to Learn Standards: speaking back to system: system listening.
Accountabilities: the messages

- Link to broad purposes of the system.
- Quantitative and qualitative.
- Multilateral and multidirectional.
- Productive of learning at all levels.
- Defining rich, intelligent forms…
Considering the ‘education system’
What is an education system?

• What is the education system in Ireland?
• Comparative education: Kandell (1933) no single criterion for defining a system: needs either ‘single, central and prescriptive administrative control or a strong national ideal and common purpose’ (Kandel, 1933, pp.83-84 in Lawn, 2013, p.233): central criteria of an education system: equal opportunities, central control, common purpose – ‘all parts of a diverse system should be recognised as constituting a whole’ (Lawn, 2013, p.233).
• Component parts? Alignments? Across sectors?
• ‘legibility as a central problem in statecraft’ (Scott, 1998, p.2).
Performativity and the system

- Lyotard (1994): death of meta-narratives: emergence of ‘performativity’ – ‘be operational (that is commensurable) or disappear’ (Lyotard, 1984, p.xxiv); input-output equation and keeping the system operative.

- ‘Performativity is a technology, a culture and a mode of regulation that employs judgments, comparisons and displays as a means of incentive, control, attrition and change – based on rewards and sanctions (both material and symbolic). The performances (of individual subjects or organisations) serve as a measure of productivity or output or displays of ‘quality’…’ (Ball, 2006, p.144.)

- ‘The issue of who controls the field of judgment is crucial. One key issue of the current educational reform movement may be seen as struggles over the control of the field of judgment and its values’ (Ball, 2006, p.144).

- 1990s to present: post-bureaucratic structures, New Public Management: steering at a distance: systems constructed in and through data at multiple levels, but…
A ‘systemless system’

• ‘The tendency of New Public Management to focus on efficiency, productivity targets and strategic capacities allows the system to be re-imagined through data and, indeed, allows the centre to shape, direct and steer a system that only it fully determines and views as a single, complex system’ (Lawn, 2013, p.232) – reflecting on the English ‘system’ of schooling: speaks of a ‘systemless system’.

• Own research, Queensland rural area: principals talked about the emergence of a ‘systemless system’, that is a schooling system in which much responsibility was devolved to the school and to the principal without commensurate systemic support: their relationship to the system was only through top-down test and data based modes of accountability, 7 page data report on each school, wanted more, wanted recognition of great things they were achieving outside that report; recognition that Performance Indicators could become objectives in a classic case of goal displacement; Melbourne Declaration on Goals for Australian Schools.

• ‘Centre-periphery’ relationships? Top-down and bottom-up, relationships of trust and multilateral modes of accountability; equity concerns.
A world class system of education?

• Meaning?
• ‘The goal of the world-class system of education displaces older descriptions of a national system. It is associated with central control, the ‘pragmatic’ use of commercial partners, performance data and advanced technologies. It displaces or dominates older expressions, such as democracy, local-centre partnership and equal opportunity. A world class system uses data constantly to shape, direct and steer the system, and it is viewed as a single, complex system, reflexively responding to feedback’ (Lawn, 2013, p.238).
• Data; edu-businesses.
• The vernacular in the global.
The state and democratic centralism

• ‘In sum, the legibility of a society provides the capacity for large-scale social engineering, high-modernist ideology provides the desire, the authoritarian state provides the determination to act on that desire, and an incapacitated civil society provides the leveled social terrain on which to build’ (Scott, 1998, p.5).

• ‘As we shall see, the conclusions that can be drawn from the failures of modern projects of social engineering are as applicable to market-driven standardization as they are to bureaucratic homogeneity’ (Scott, 1998, p.8).

• State craft: simplifying the complex: take account of practical/professional knowledge on the ground (*metis*) (cf policy: simplifying: facts/research/evidence – values/discourses/ideology – professional/practical knowledge (*metis*)).

Informed prescription/informed professionalism

• ‘Ultimately, therefore, the challenge for modern education systems is to create a knowledge-rich profession in which those responsible for delivering educational services in the frontline have both the authority to act and the necessary information to do so intelligently, with access to effective support systems to assist them in serving an increasingly diverse client base of students and parents’ (Schleicher, 2008, p.85).

• Re school system: place productive teacher/student relationships and the learning of both at the centre and backward map from there.
Moving towards a 'knowledge-rich educational future'

The future of education needs to be knowledge rich
Including advanced feedback mechanisms in which teachers and schools jointly develop and share knowledge and receive systematic feedback

(c) Informed prescription
(d) Informed professional judgement, the teacher as a 'knowledge worker'

National prescription  Professional

(b) Uninformed prescription, teachers merely implement curricula
(c) Uninformed professional judgement, teachers often feel left alone and isolated

The tradition of education is often knowledge poor
Education systems have not managed to make knowledge the central resource, which teachers share, exchange and jointly develop
The system: the messages

- More than simply structured through data flows.
- Rethink structure (e.g. centre-periphery relationships; informed prescription/informed professionalism) in terms of providing best and most equitable educational provision for all.
- Rethink structure in terms of meta-goal and framed by complementary accountabilities and relationships of professional trust.
- Consider what best located at what levels in the system.
- Role of the centre re equity: need ‘logocentric’ view of system so as to be able address equity.
- Data analysis and research as central element.
Caveats and conclusions

• **Funding**: threshold levels and redistribution.
• **Pedagogies**: teachers: quality pedagogies (intellectual demand, connectedness, supportiveness, working with and valuing difference (Lingard, 2007)).
• **Alignment**: curriculum, pedagogy, assessment.
• **Inequality**: equity in education demands that broader inequalities be addressed Irish situation.
• Good education policy is about making hope practical.
References

- OECD (2011) *Growing Income Inequality in OECD Countries: What drives it and how can policy tackle it?* Paris, OECD.