Who's in the game now, and what are the new rules?

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- **with Bob Harrison & John Hattie**

THE UNIVERSITY OF MELBOURNE

POSTERA CRESCAM LAUDE

A policy workshop

- Purpose: To clarify an education policy perspective on ecosystems, networked governance and policy entrepreneurialism

- Structure: Snapshot on literature; our questions; case studies; interactive discussion

- Cases: Digital Policy (Bob Harrison) and the Evidence Industry (John Hattie)

Background

- … the private sector now occupies a range of roles and relationships within the state and educational state in particular, as sponsors and benefactors, as well as working as contractors, consultants, advisers, researchers, service providers…sponsoring innovations (by philanthropic actions) and selling policy solutions and services to the state, sometimes in related ways (Ball, 2012, p.112)

- These proposed changes (Gonski 2.0), particularly those resting on technological advancements, will powerfully open the door to edu-businesses. They will also create new opportunities for edu-preneurs whose work seeks to profit from translating 'what works' into action in the classroom (Savage, 2018)

Power, politics and influence

Three approaches

- Ecosystem literature (e.g. Hannon): Optimistic and forward looking; multiple and fluid interdependencies among many players; builds strong learning systems and innovation.

- Governance networks literature (e.g. Savage): Problematic future; opaque multi dimensional environment; 'disassembly' of public services.

- Public administration literature: (e.g. Alford & O'Flynn): More accommodating; focus on how governments organise for and benefit from structured partnerships and strategic collaborations.

Framing questions: New context- new rules

- **Policy entrepreneurship**: Why, by whom and how is a problem being generated? How to determine if 'crises' are real or manufactured?

- **Global and local**: How to balance global definitions of 'what works' with localism and 'what might work **here'?**

- **Connectivity, boundary crossing and mobility of ideas**: How can we understand and participate in the fluid communication processes and new roles; do they emerge or are they planned?

- **Governance configurations**: are there choices - 'small government' or 'meta governing' or not governed?

Digital policy

- Moe and Chubb: technology can accomplish what politics and bureaucracy are encoded to block
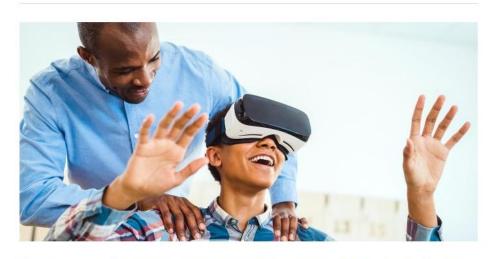

Press release

EdTech Strategy marks 'new era' for schools

Leading tech companies to work with schools and colleges to cut teacher workload, support professional development and improve student outcomes

Education Secretary Damian Hinds has called on the tech industry to help transform education by showing how the use of technology in the classroom can be rolled out nationwide backed up by evidence of its impact in schools, colleges and universities.

In a speech to the World Education Fo... currently taking advan... tackle the five biggest...

Cisco Collaboration for Education
At a Glance
Cisco Public

Cisco Collaboration for Education

Cisco Collaboration Benefits for Educators:

- **Improve learning outcomes:** Optimize and personalize learning to equip all students to succeed
- **Extend teaching beyond classroom walls:** Connect students, educators, and researchers around the globe
- **Increase efficiency:** Streamline communication

A New Era of Teaching & Learning

Schools, colleges, universities, and research institutions everywhere are facing the myriad demands of enhancing teaching and learning for a new generation of students.

Today's students are hyper-connected digital natives who expect instruction to be tailored to their unique learning styles. They want to learn anytime, anywhere, and on any device. Most of all, they want to be connected. To the Internet. To each other. To experts around the globe. To all the information, instruction, and perspectives they can unearth.

Bob Harrison's perspective

- Roles as teacher, lecturer, governor in schools and vocational colleges
- 16 years as Toshiba's education advisor
- Member of British Computer Society/Royal Academy of Engineering ICT curriculum working group
- Chair, Teaching Schools New Technology Advisory Board
- Member, Ministerial Educational Technology Action Group
- Judge, BETT awards
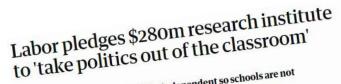- Links with Stanford University, USA

Digital policy

- **Policy entrepreneurship**: can technology accomplish what governments can't?

- Global and/or local solutions?

- How can we understand the nature of **connectivity**, boundary crossing and **mobility** of ideas?

- Governance: is it needed?

- Your experience?

The 'evidence industry'

Labor pledges $280m research institute to 'take politics out of the classroom'

Tanya Plibersek says body will be independent so schools are not 'ideological battlegrounds'

- Deeble: Evidence for Learning '… independent from all schools, systems, governments, academic institutions and program suppliers'

- Fraser: *EEF* '…we need more researchers …brave enough to pin their colours to the mast and declare… the causal mechanism of their approach so that decision makers can evaluate (according to) their own context

An evidence broker for Australian schools

Matthew Deeble and Tanya Vaughan

- Ashenden: '…research on effectiveness is grossly overdone… there is no case for more but for different'

- Hattie: 'Evidence should be a contested word … how do we avoid piles of evidence and instead build evaluative interpreters of evidence?'

Evidence industry: The right solutions to the right problem?

- **Policy entrepreneurship**: why and by whom is the evidence crisis being generated; is there a gap; is the problem the right one?

- **Global and local solutions**: Why is global evidence about 'what works' so compelling? How to shift to what might work **here'?**

- **Mobility of ideas**: How can we understand the nature of new forms of connectivity and boundary crossing; when is it of strategic value – can there be too much collaboration?

- **Governance configurations**: why is relationship with government so problematic for not-for profits and others; do we have governance choices - 'small government' or 'meta governing'?

Laureate Professor John Hattie

- Professor, University of Melbourne Graduate School of Education

- Chair, Australian Institute for Teaching and School Leadership

- Former member of the independent advisory group reporting to the NZ Minister of Education

- Author, Visible Learning (2009)

Video clip: https://youtu.be/-HlJah334xM

Thank you

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