

The Art and Science of Education Policy-Making: How to Balance Different Expectations and Interests?

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“There is not the slightest indication that nuclear energy will ever be obtainable. It would mean that the atom would have to be shattered at will”.

- Albert Einstein, in 1932

“We don’t like their sound, and guitar music is on the way out”.

- Decca Recording Co, in 1962

“Touchscreen smartphones will never catch on”.

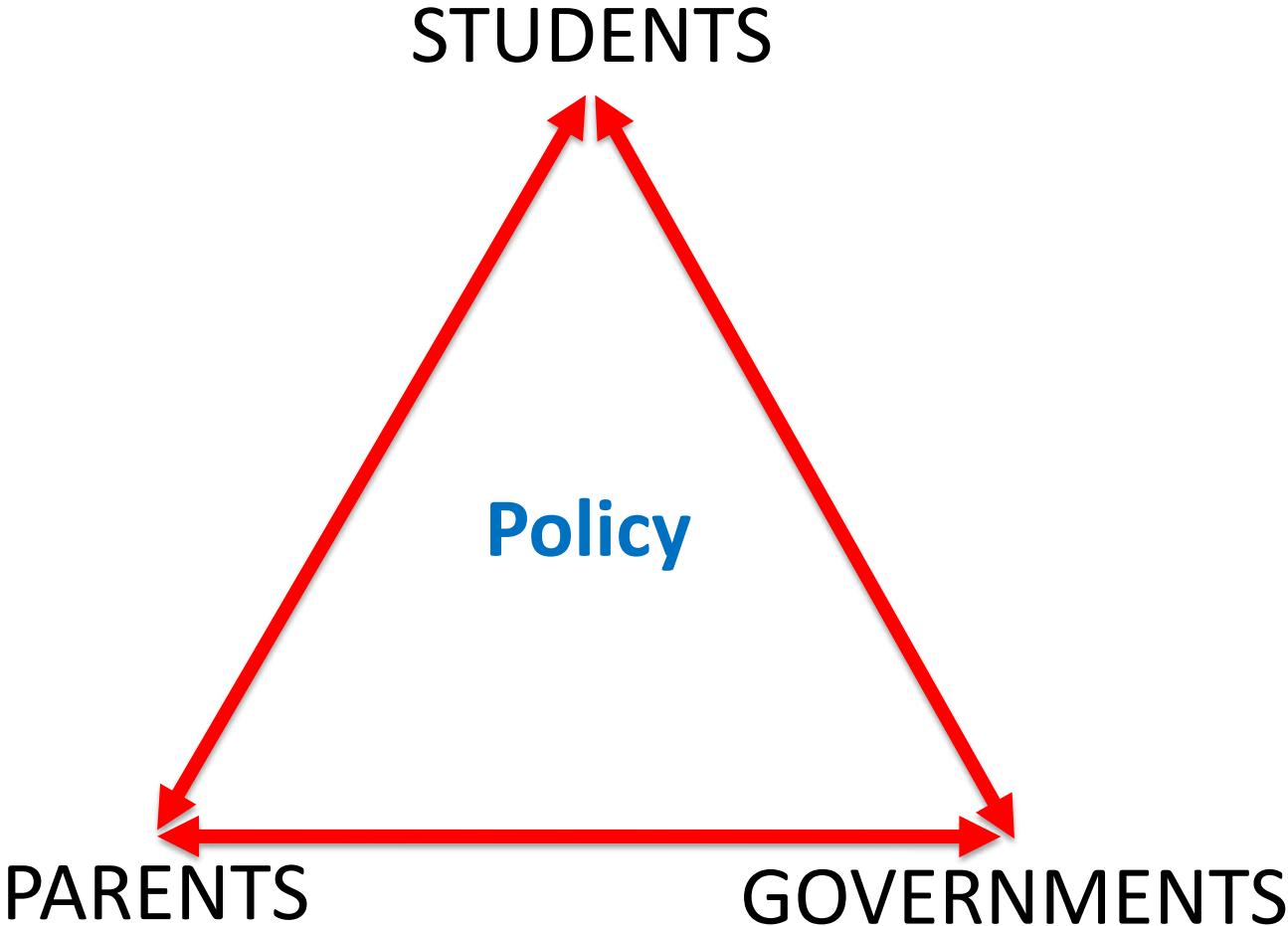
- Nokia, in 2003

GLOBAL TRENDS SHAPING SCHOOLS

#1 Increasing inequalities

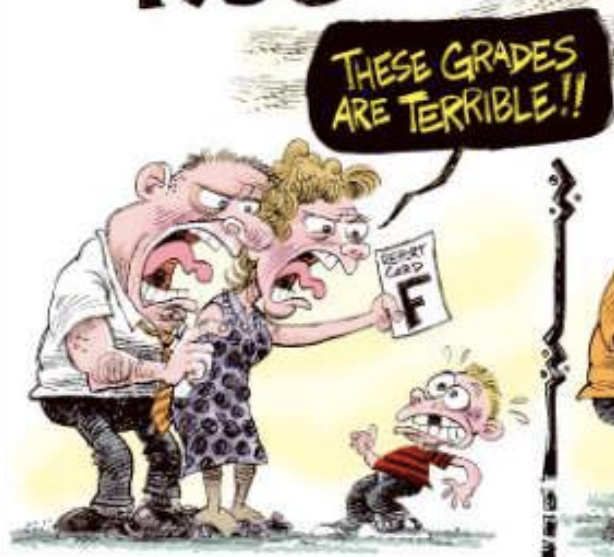
#2 Declining wellbeing

#3 Emerging technologies

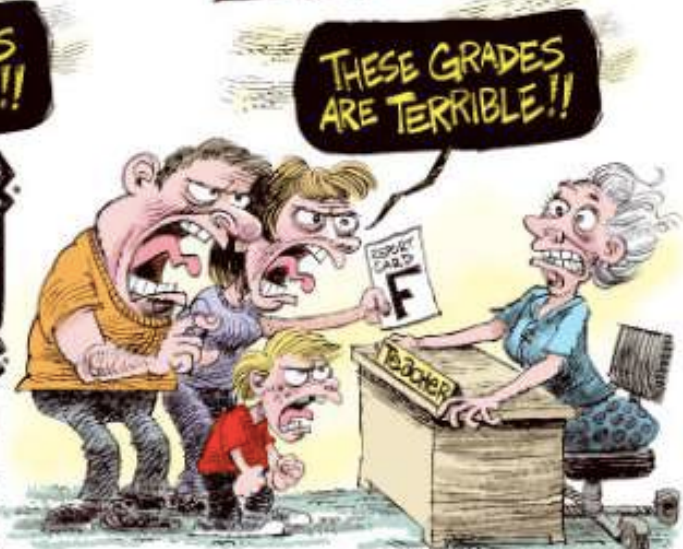


What do parents want?

1960

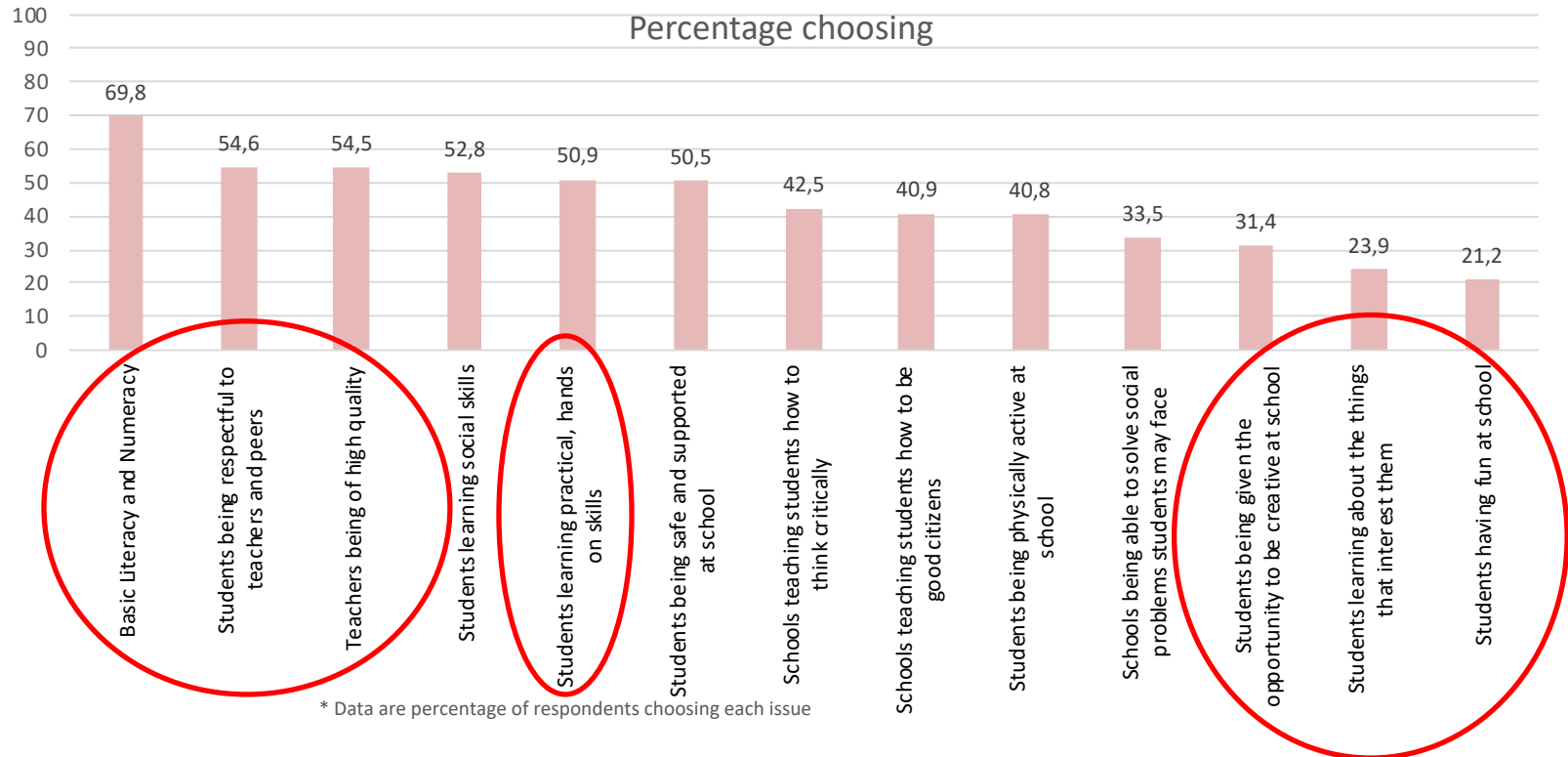


2010



TERRY COLEMAN

Which of the following do you think are most important in relation to children's education?



80%

of Aussie parents believe that children are under pressure to grow up too quickly.

What do students expect?

34%

of Aussie students say they find lessons in school “boring” or “uninteresting”.

51%

of students think they would like to learn more practical recruitment skills in school for getting a job.

What do governments expect?

Governments are often influenced more by parents and public opinion than by the profession or students.

Consequences of government focusing on parent and public opinion over schools:

What gets measured gets noticed

Emphasis on short-term aspects of schooling

Public opinions don't include views of all parents

How can these expectations be included in the best interests of children?

1. Lead with a shared long-term vision
2. Engage the profession in policy-making
3. Use best advisors and critical friends
4. Stay away from bad ideas from outside

THANK YOU!