

Improving Education

Using international insights to manage complexity

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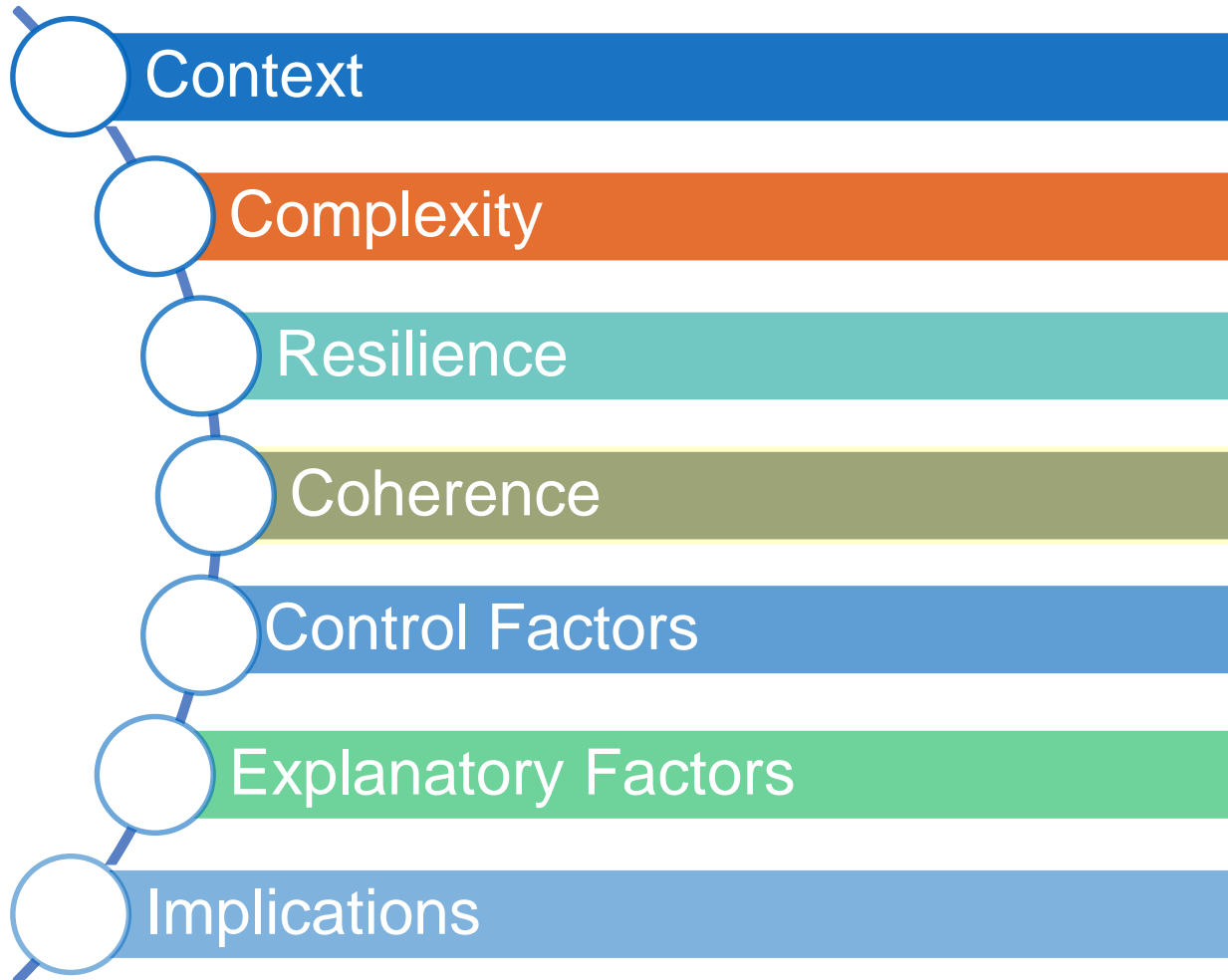


Using international insights

- ▶ International research and evidence-based
- ▶ Caution regarding re-using solutions from elsewhere
- ▶ Comparison of high performing jurisdictions show extreme differences but management of relations between elements
- ▶ Experience in working across many countries and contexts



Improvement journey



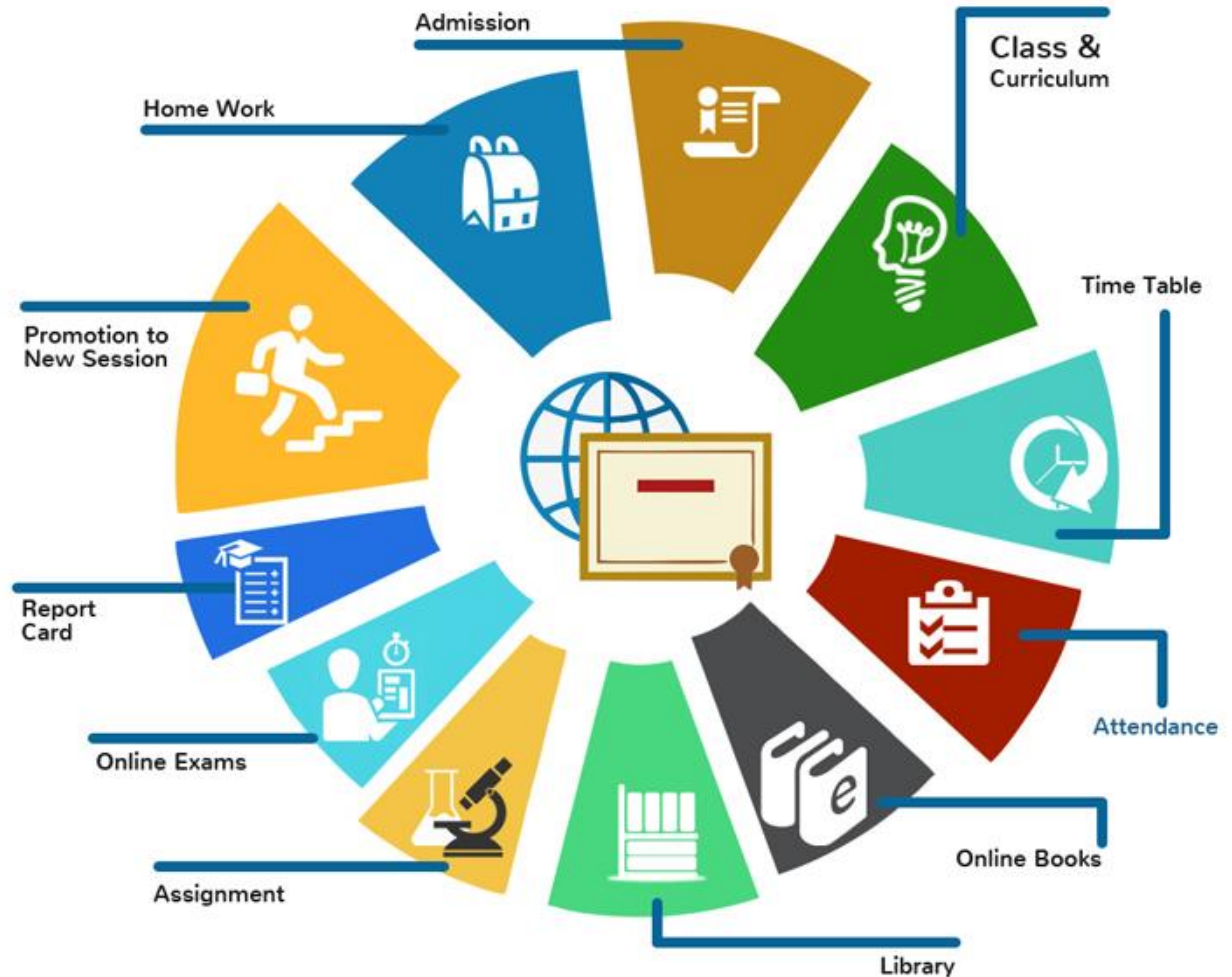
Importance of Context

- ▶ Reform effort focused on international comparisons and efforts to use something which worked well in one country can result in disappointment when used in another
- ▶ Targeting policy very specifically can fail to achieve desired improvements
- ▶ A principal reason for this is a failure to understand the **context**
- ▶ Once context has been considered, highly focused intervention IS possible



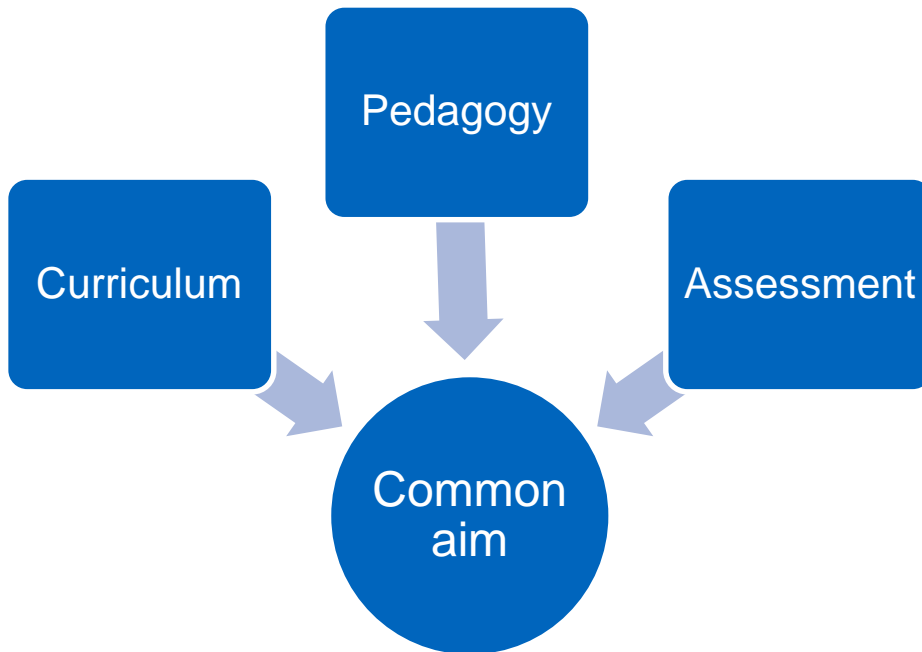
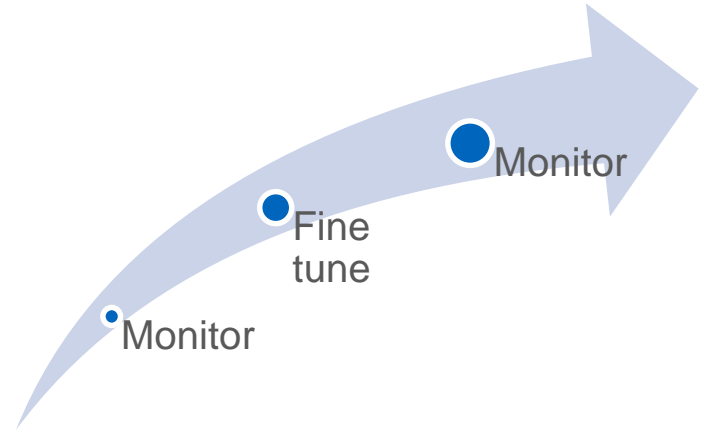
Impact of Complexity

- ▶ A complicated system has predictable outcomes
- ▶ A complex system has outcomes which are not a simple function of the interaction of parts



Complexity has two important implications

- ▶ Constant monitoring and fine tuning is required as there is not a static ideal end state

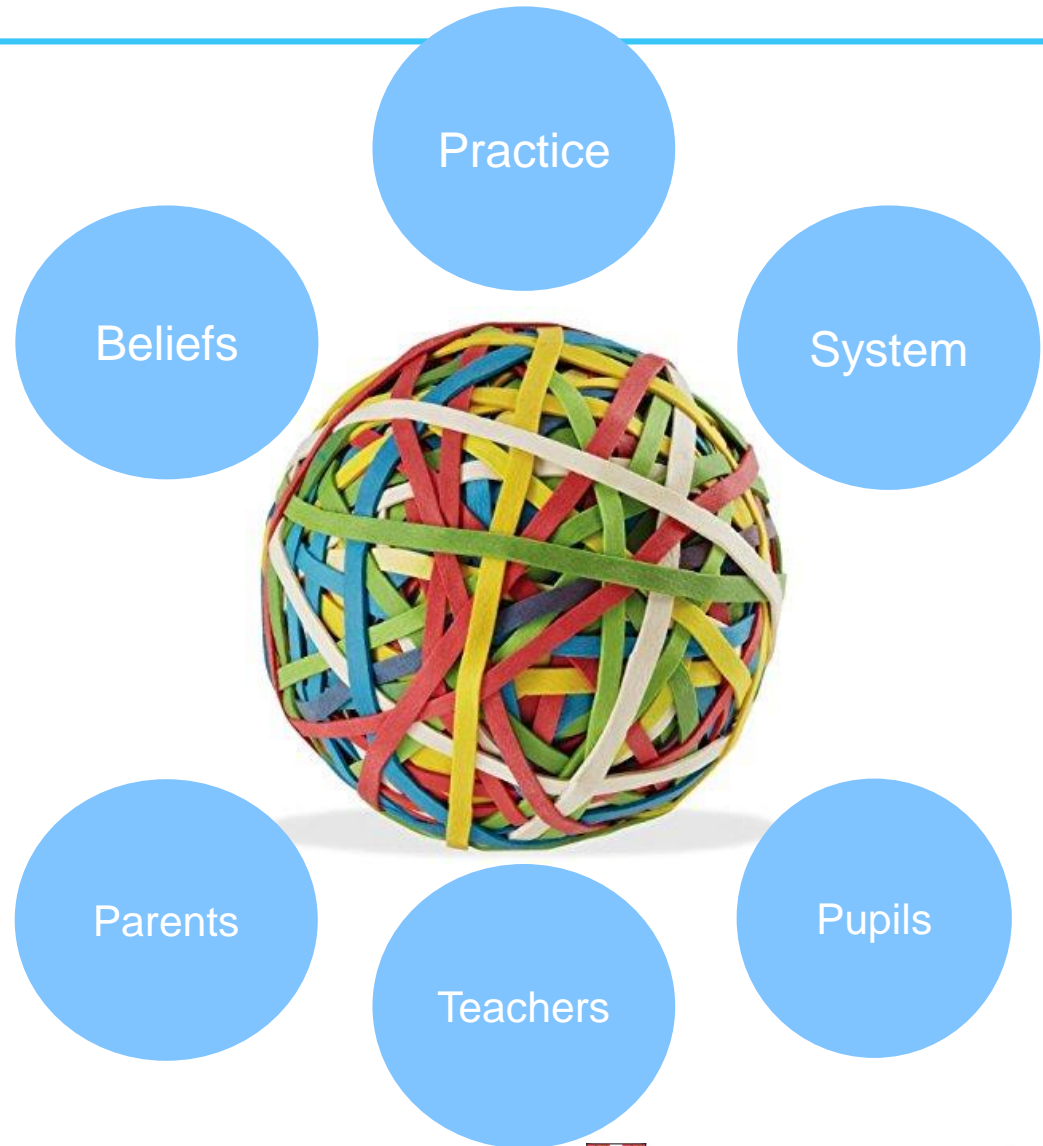


- ▶ No single aspect will secure a perfect system: alignment should be deliberate



Challenge of Resilience

- ▶ The complexity of education systems gives rise to an important feature **resilience**
- ▶ ‘ability ...to spring back into shape; elasticity’
- ▶ Coherent and effective change requires consistency and effort over time
- ▶ Implications for policy implementation

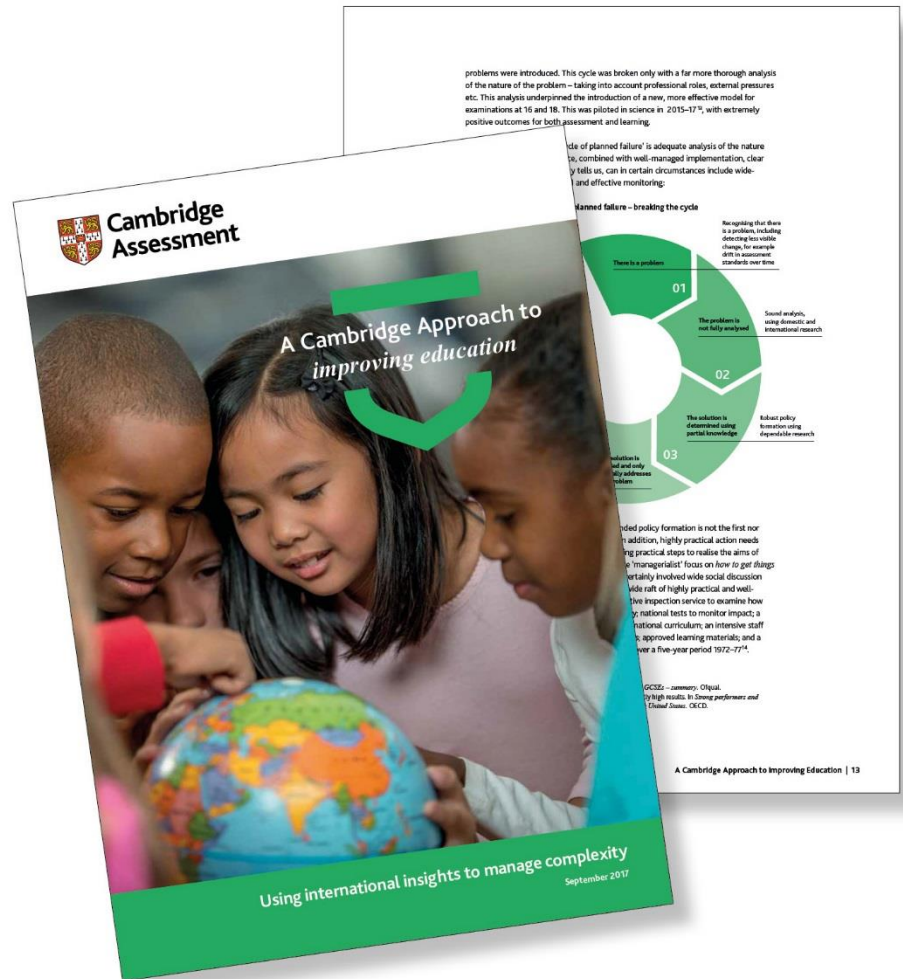


Coherence

“A system is regarded as **‘coherent’** when the national curriculum content, textbooks, teaching content, pedagogy, assessment and drivers and incentives are all **aligned and reinforce** one another.”

Tim Oates, CBE

Group Director for
Assessment Research and
Development,
Cambridge Assessment



Achieving coherence

- ▶ Studies have shown that control is necessary to promote coherence
- ▶ Control need not come from top-down measures
- ▶ Elements of the system should interact in ways that reinforce each other



Categorisation

Control
factors

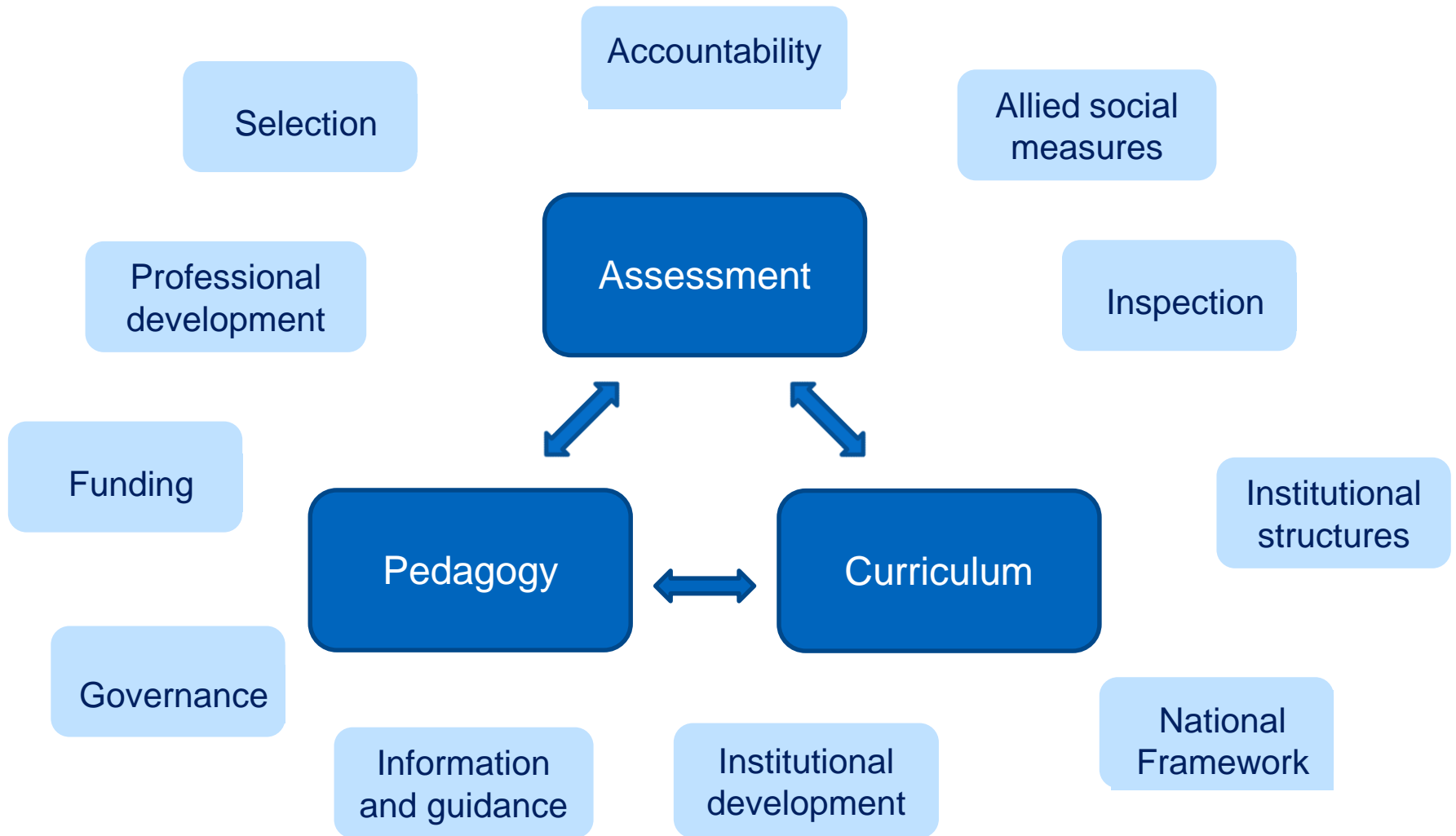
**Factors which
can be
influenced by
policy action**

Explanatory
factors

**Factors which
condition the
context but are
resistant to
direct action**



Control factors



Control factors

Selection

Accountability

Allied social
measures

Professional
development

Assessment

Inspection

Funding

Pedagogy

Curriculum

Institutional
structures

Governance

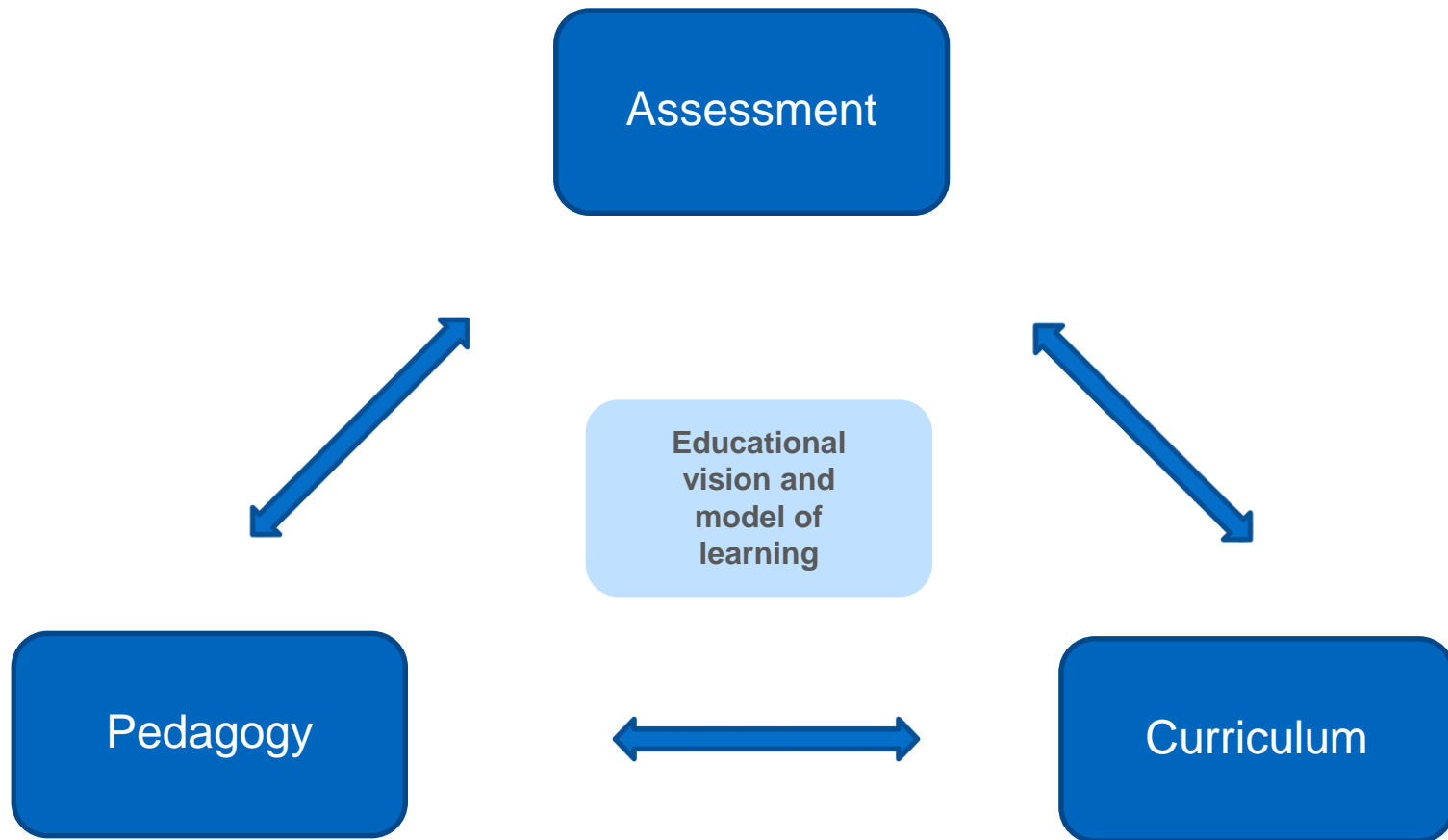
Information
and guidance

Institutional
development

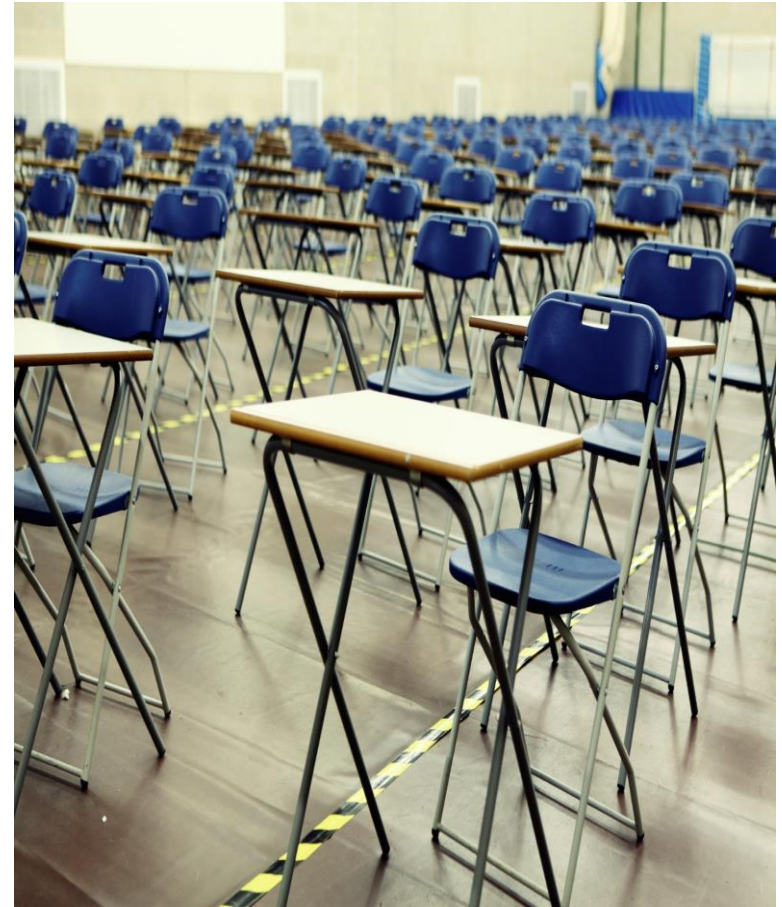
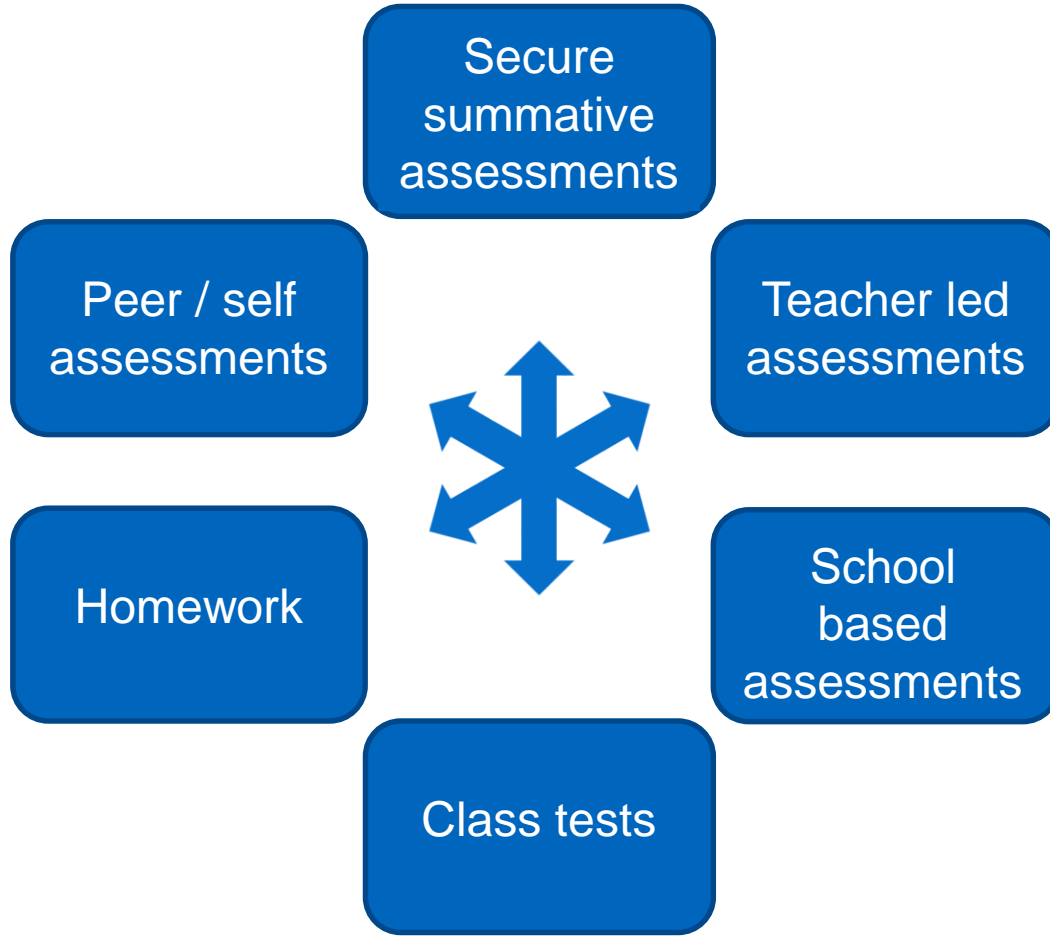
National
framework



Coherence with educational vision



Coherence of assessments



Explanatory factors

Global
economy

Domestic
economy

Culture

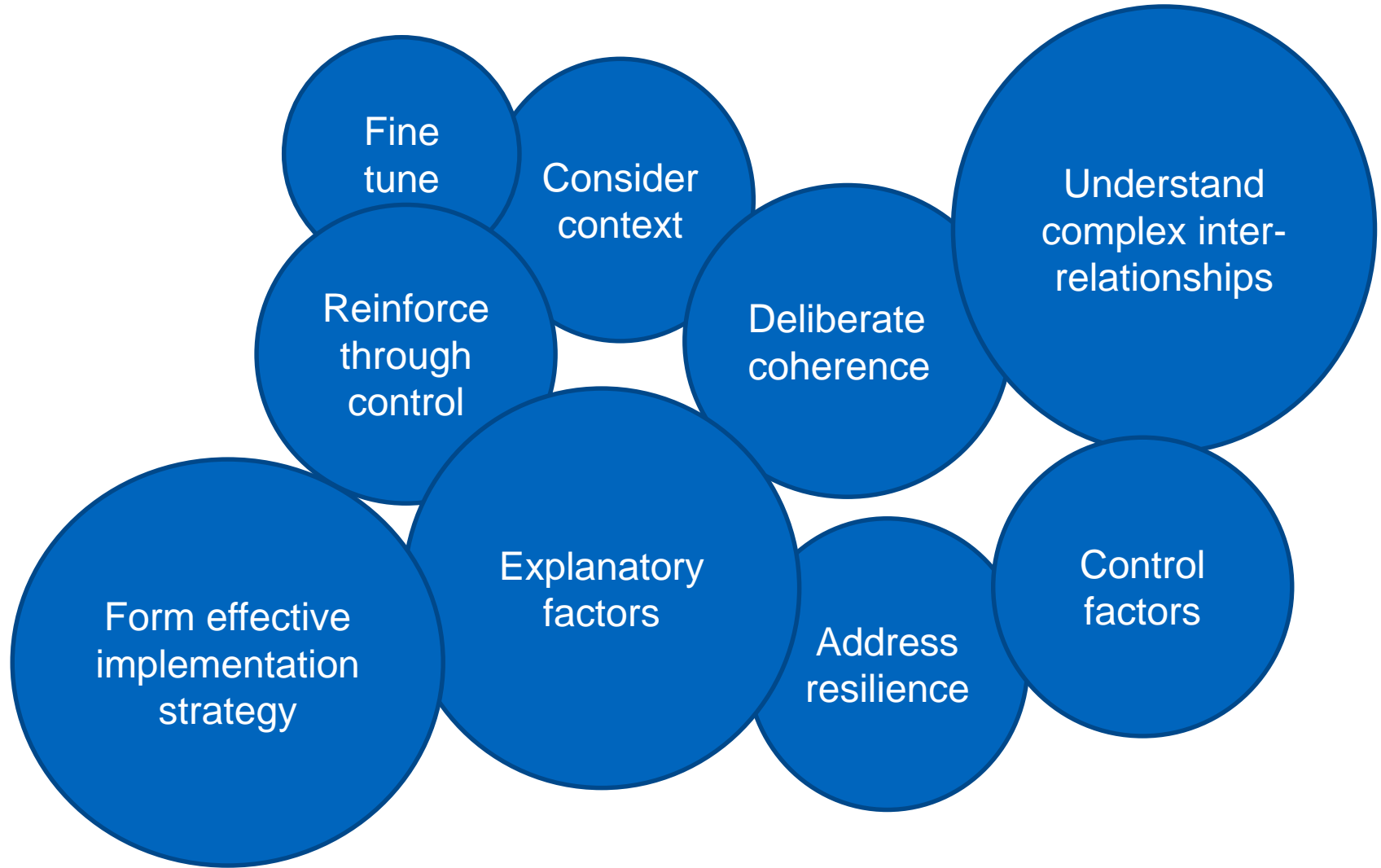
Political
structure and
commitment

Historical
contingencies

Natural
environment



Some implications for policy formation



Thank you

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