

# TOWARD A NEW ENTERPRISE LOGIC IN PUBLIC EDUCATION

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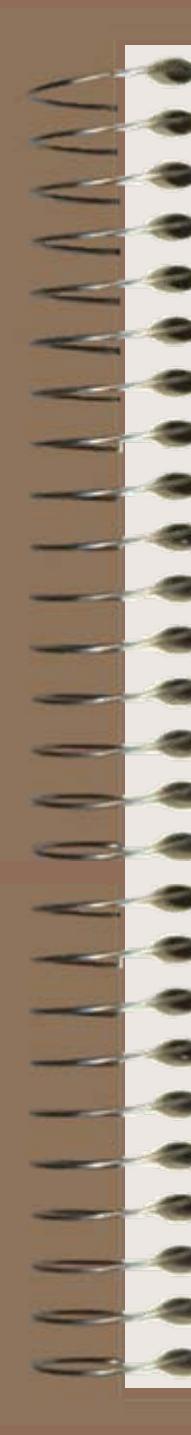




# Outline

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- The heart of the matter
- Review of progress in Australia
- England as the benchmark in boldness
- A new enterprise logic in public education



## The heart of the matter

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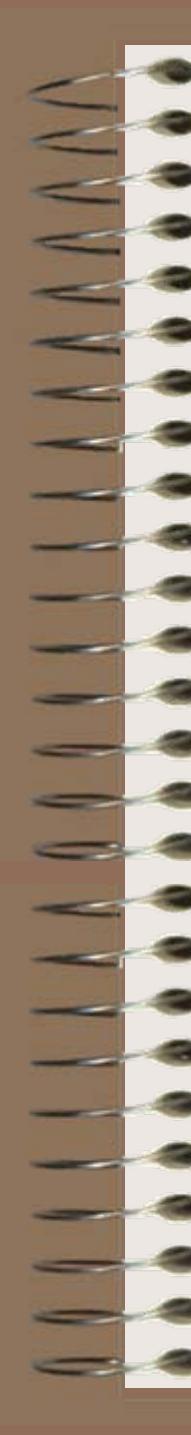
- PISA, TIMSS and disparities in achievement
- Meeting national economic and societal requirements
- Quality of teaching



## Review of progress

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- State Government initiatives
- Australian Government initiatives
- Constraints include fragmentation, timidity and under-resourcing



# England as the benchmark in boldness

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- Personalising learning in a five-year strategy
- Remodelling teaching as a profession
- 200 academies after success in 20
- Outsourcing services in 9 of 150 LEAs
- 2000 secondary schools now specialist
- Outstanding performance of specialist schools
- Links across public and private sectors
- Social entrepreneurship is flourishing
- Contestation and the election season but . . .
- England is moving up the rankings



## Re-building the system

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- Building Schools for the Future: Rebuild or renew every secondary school over 10-15 years in a 50:35:15 pattern through PPP
- £9.2 billion for 9200 primary schools that are to be extended 8 am to 6 pm
- ‘The most significant building and refurbishment program since the Victorian era’ (Ruth Kelly – Secretary of State)

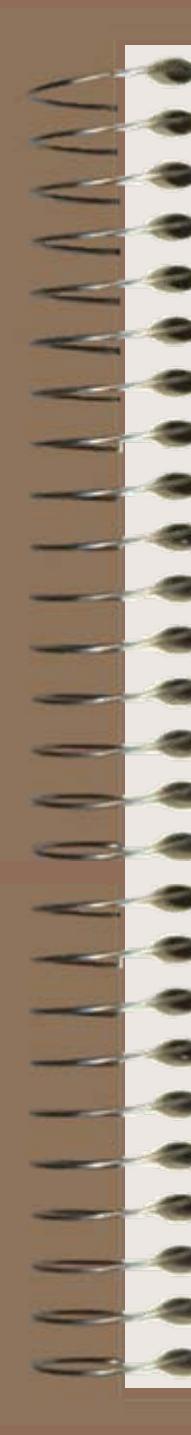


# Confederation of British Industry

## The Business of School Improvement

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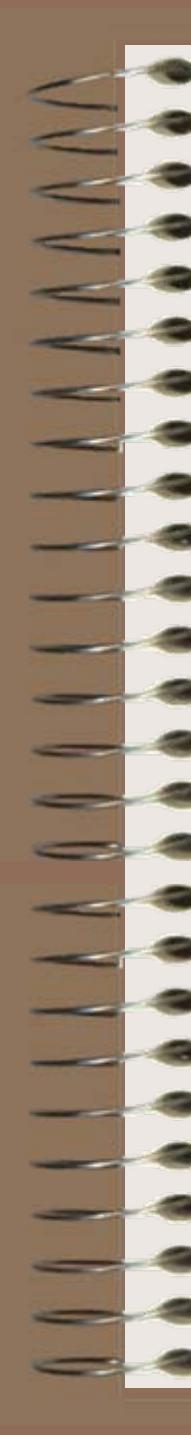
- Positive impact on all indicators of outsourcing in 9 of 150 LEAs but . . .
- ‘Commercial capacity within the DfES [Department for Education and Skills] needs to be strengthened through the creation of a dedicated commercial team with the skills, competencies and authority to understand and make interventions in the management of the public sector education market’ (CBI, 2005, p. 6).



# New Enterprise Logic in Public Education

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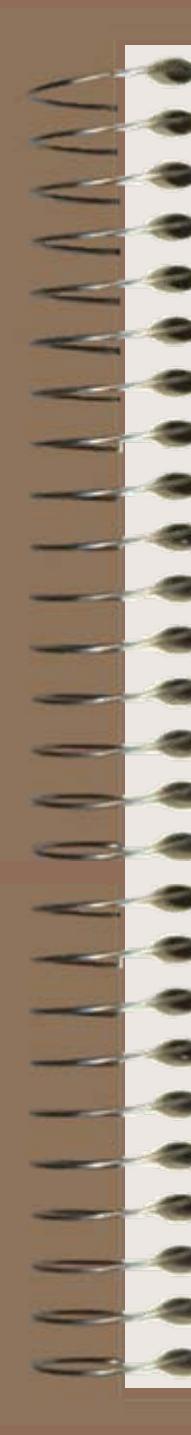
- Focus on personalising learning
- ‘These new voices rise from the United States to the United Kingdom, from Canada to New Zealand, and across Western Europe. They have gathered force in the offices and classrooms of Santiago, Istanbul, and Prague. They form a new society of individuals who share a claim to psychological self-determination – an abiding sense that they are entitled to make themselves’ (Zuboff and Maxmin, 2004 in *The Support Economy*)



# New Enterprise Logic for Schools

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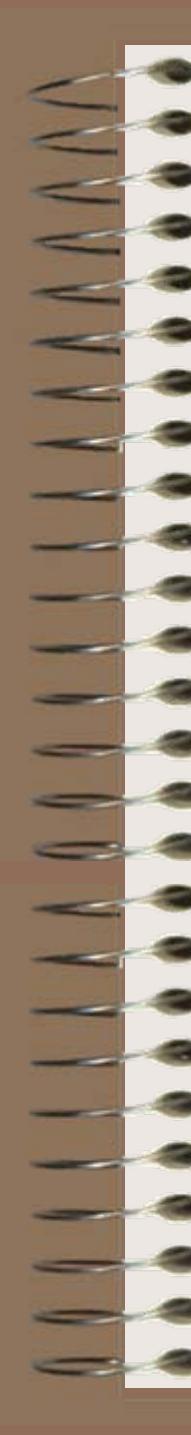
- Student is the most important unit of organisation
- Schools cannot achieve expectations by acting alone or in a line of support from the centre of a school system – implications for the lateral transfer of knowledge through networks and federations
- Leadership in networks and federations
- New resource models for allocations to schools and within schools



# New Enterprise Logic for Systems

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- A department of education cannot operate alone in its efforts to direct and support the work of schools. A range of public private partnerships is required and a commercial capacity must be embedded in its operations to determine appropriate interventions to secure improvement in services.
- ‘In the new era, public services will need to be capable of rapid change, involved in partnerships with the business sector, publicly accountable for the services they deliver, open to diversity, seeking out world class benchmarks, and constantly learning’ (Barber, 2003).



# Toward the Tipping Point

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- ‘What must underlie successful epidemics, in the end, is a bedrock belief that change is possible, that people can radically transform their behaviour or beliefs in the face of the right kind of impetus’ (Gladwell, 2004 in *The Tipping Point*).
- This ‘bedrock belief’ must exist at all levels. For governments to hold such a belief, they must be assured that schools have the capacity to deliver. For practitioners to believe, they must be confident in their capacities and be assured that the policy settings are the right ones.
- The challenge for Australia