

School of Government

MAPP 552
EDUCATION POLICY
(15 Points)

Trimester One 2007

COURSE OUTLINE

Contact Details

Course Coordinator: **Professor Gary Hawke**
Room RH 818, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5794, 027 563 5794
Fax: (04) 463 5454
Email: gary.hawke@vuw.ac.nz

Other Contributors: **Guest practitioners**

Administrator: **Darren Morgan**
Room RH 802, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463-5458
Fax: (04) 463-5454
Email: darren.morgan@vuw.ac.nz

Module Dates, Times and Locations

Module One: Friday 23 February 2007 8.30am – 6.00pm

Module Two: Friday 20 April 2007 8.30am – 6.00pm

Module Three: Friday 8 June 2007 8.30am – 6.00pm

Location: Classes will normally be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to each module by email.

Course Objectives

By the end of the course, students should:

- 1 Understand the concepts and techniques that have been important in recent developments in education policy internationally;
- 2 Understand the elements of the history of educational policy in New Zealand which continue to be important for educational and policy developments;
- 3 Be able to apply tools of policy analysis to issues in New Zealand educational policy.

Syllabus

This course will provide an overview of issues in education policy, with an opportunity for students to focus on specific issues at the primary, secondary or tertiary levels. Emphasis will be given to the role of government in the funding, purchasing, provision and regulation of education. A key theme will be the relationships among inputs, outputs and outcomes in education and associated accountability arrangements.

Topics will include:

- Concepts and frameworks for education policy;
- The role of government and markets in education - economic and political perspectives;
- Models of governance and finance for primary, secondary and tertiary education, drawing on international evidence as well as the NZ experience;
- Accountability issues: regulation, monitoring and evaluation in education;
- Responsiveness to communities; and
- Qualifications frameworks.

Learning Commitment

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

Readings

Readings are built into topics given below.

You should read widely. Among policy analysts, political “nous” is much valued. A reputation for political “nous” is often earned by wide reading, a good memory, and an ability to see connections between situations - history seldom repeats itself, but an aspect of a past

event may give an indication of what is to be expected from a looming event, and ability to recognise that is what is appreciated as “nous”.

“Education policy” is a subset of “public policy”. So the reading relevant for MAPP 552 includes all the reading for the “core” public policy papers. Look for opportunities to employ techniques of analysis from those papers, whether from political science, or economics, or some other discipline. And be alert to the relevance to education policy of the major issues of policy development generally; for example, all the discussion that flows from Allen Schick *The Spirit of Reform* (SSC, 1996).

In all countries, “learning by doing” is important and a great deal can be gained by reading the papers which lead directly to “doing”. New Zealand lacks specialised writers about education policy, and it is even more important than in many other countries to read the original documents. It would be hard to have a good understanding of how education policy is developing in New Zealand without having read some of the basic documents of the last 10 years, from the “Picot Report” onwards (there is a good bibliography in Simon Smelt *Today’s Schools* which is listed below). *New Zealand Annual Review of Education* provides a useful source of policy-related material on educational issues in NZ during the 1990s. Do not overlook, either, the value of the annual reports of bodies like the Ministry of Education, NZQA, ERO and Skills NZ.

Not all the required reading for particular sessions is repeated below. And even though the categories here are more general than the way the class sessions are organised, there is still a good deal of material which crosses the boundaries used here.

The Field of Education Policy

J. Boston *The Future of New Zealand Universities* (Wellington: IPS, 1988)

Graham and Susan Butterworth *Reforming Education: The New Zealand Experience 1984-1996* (Palmerston North: Dunmore Press, 1998)

Centre for Educational Research and Innovation *Education Policy Analysis 1997* (OECD, 1997)

John Codd and Keith Sullivan (eds) *Education Policy Directions in Aotearoa New Zealand* (Southbank, Vic: Thomson Learning Australia, 2005)

David Corson (ed) *Education for Work: Background to Policy and Curriculum* (Palmerston North: Dunmore, 1988)

John Gibson *Ethnicity and Schooling in New Zealand: An Economic Analysis using a Survey of Twins* (Wellington: Institute of Policy Studies, 1998)

G.R. Hawke (ed) *A Modest Safety Net?* (Wellington: Institute of Policy Studies, 1991)

G.R. Hawke (ed) *Sharks and Splashes: the future of Education and Employment, Lectures by Sir Christopher Ball* (Wellington: Institute of Policy Studies, 1991)

Norman LaRocque *Who should Pay: Tuition fees and tertiary education financing in New Zealand* (Wellington; Education Forum, 2003)

Simon Marginson *Educating Australia: Government, Economy and Citizen since 1960* (Melbourne: CUP, 1997)

The Human Capital Model

David Ashton and Francis Green, “Human Capital and Economic Growth” *Policy Options* (July/August, 1997). pp. 14-16

Nicholas Barr *Student Loans: The Next Steps* (Aberdeen: Aberdeen University Press, 1989)

- Centre for Educational Research and Innovation *Human Capital Investment: An International Comparison* (OECD 1998)
- Zvi Griliches, "Education, Human Capital, and Growth: A Personal Perspective" *Journal of Labour Economics* 15 (1) (1997), pp. 5330-5344
- Sholeh Maani *Investing in Minds: The Economics of Higher Education in New Zealand* (Wellington: IPS, 1997)
- Charles Perrings *The Cost of Tuition and the Options for Reform in the Public Funding of New Zealand Universities* (Wellington: IPS, 1988)
- Alison Preston "Where are we Now with Human Capital Theory in Australia?" *Economic Record* 73 (220) (March, 1997), pp. 51-78
- David A.A. Stager *Focus on Fees: Alternative Policies for University Tuition Fees* (Toronto: Council of Ontario Universities, 1989)
- Andrew Weiss "Human Capital vs Signalling Explanations of Wages" *Journal of Economic Perspectives* 9(4) (Fall 1995), pp. 133-54

Institutional Processes, Governance and Accountability

- Dale Ballou and Michael Podgursky *Teacher Pay and Teacher Quality* (Kalamazoo, Mich: W.E. Upjohn Institute for Employment Research, 1997)
- Jonathan Boston "The Funding of Tertiary education: Enduring Issues and Dilemmas", ch. 11 of Jonathan Boston, Paul Dalziel and Susan St John (eds.) *Redesigning the Welfare State in New Zealand* (Auckland: OUP, 1999)
- Gary Burtless *Does Money Matter: The Effect of School Resources on Student Achievement and Adult Success* (Washington: Brookings Institution, 1996)
- Ruth Butterworth and Nicholas Tarling *A Shake-up Anyway* (Auckland: AUP, 1994)
- Centre for Educational Research and Innovation *Schools under Scrutiny* (OECD, 1995)
- Judith Davey (ed.) *Social Assessment and Central Government* (Wellington: Institute of Policy Studies, 1995)
- Education Review Office *Improving Schooling in Mangere and Otara* (August 1996)
- Ken Gannicott *Taking Education Seriously: A Reform Program for Australian Schools* (Sydney: CIS, 1997)
- David Hood *Our Secondary Schools Don't Work Any More* (Auckland: Profile, 1998)
- Helen F. Ladd (ed) *Holding Schools Accountable: Performance-Based Reform in Education* (Washington: Brookings Institution, 1996)
- Helen F. Ladd and Edward Fiske *When Schools Compete: A Cautionary Tale* (Washington: Brookings Institution, 2000)
- Paul E. Peterson "Top Ten Questions Asked about School Choice", in Diane Ravitch (ed.) *Brookings Papers on Education Policy 1999* (Washington DC: Brookings Institution Press, 1999), pp. 371-418
- Michael Peters and Mark Olssen "Compulsory Education in a Competitive State", ch. 10 of Jonathan Boston, Paul Dalziel and Susan St John (eds.) *Redesigning the Welfare State in New Zealand* (Auckland: OUP, 1999)
- Henry Rosovsky *The University: An Owner's Manual* (New York: Norton, 1990)
- Simon Smelt *Today's Schools* (Wellington: IPS, 1997)
- John W. Sommer (ed) *The Academy in Crisis: The Political Economy of Higher Education* (New Brunswick: Transaction Publishers, 1995)
- Liz Springford "Tomorrow's Primary Schools: Time to Evaluate Governance Alternatives?" *Policy Quarterly* 2(3) (2006) pp. 32-39.
- Martin Thrupp "Shaping a Crisis: The Education Review Office and South Auckland Schools", and "School Mix and the Outcomes of Educational Quasi-Markets" in Mark

Olssen and Kay Morris Matthews *Education Policy in New Zealand: the 1990s and beyond* (1997), pp. 145-61, 372-90
Deborah Willis "Educational assessment and accountability: a New Zealand case study" *J. Education Policy* 7 (2) (1992), pp. 205-21

Workloads and Assessment Requirements

The course requirements and assessment standards are designed with the intention that a student with average aptitude and experience should gain an average result with 100 hours of systematic and well-organised coursework.

The course focuses on education *policy*, that is on decisions about what in the field of education should be done collectively and how that interacts with private decisions about education. Use of analysis of the role of the state or of particular policy analysis techniques from the core MPP papers is welcome.

The basic teaching technique will be discussion. Class-contact hours are concentrated, and there is no room for waste. They will therefore proceed on the assumption not only that assigned readings have been completed, but that participants in the discussion have thought about them. Individuals may be asked, with or without notice, to lead discussion for particular topics. Particular exercises are built into some of the topics below. Written responses to them may be collected, essentially as a way of defining where learning difficulties have occurred, but they inevitably contribute to an assessment of participation.

Between the first and second modules, an essay (of about 1000-1500 words) on one of the topics listed below will be required. This is due before the second module. We will end the first module with some exploration of the area covered by the essays, which is essentially policy research, the application of general ideas to the field of education policy and the identification of policy problems, and begin the second module with a quick review of similar material. The basic techniques of essay writing do not differ from other areas of knowledge, and the essays will be assessed on the basis of analysis of the prescribed topic, selection of a suitable range of relevant reading, and development of an individual argument in response to the prescribed topic. However, contexts do differ and what is looked for in essays for MAPP 552 is an exploration of how ideas should influence the recognition and analysis of policy issues, explained to an interested but busy manager in a clear and brief manner.

Between the second and third modules, a policy paper is required. Alternative topics are listed below. Students are welcome to co-operate in developing their analysis, but independent papers are required. The model intended is essentially a Cabinet paper, defining the options open to government, explaining the advantages and disadvantages of each option, and recommending which option the government should take. The paper should take as given the political and policy stances of the government as defined by whatever government is in office when the exercise is started.

As this is a paper reviewing a significant area of policy, a length of up to 3000 words will be tolerated (length in itself is a cost and earns no credit). There should be a cover page akin to that prescribed in the Cabinet Manual, explaining what consultation has been undertaken and an executive summary of no more than two pages (with 10 point New York or equivalent type

and no unorthodox spacing) which gives all the information which most Cabinet ministers will have seen when they make decisions.

The first session of the third module on Friday 8 June 2007 will be modelled on a Cabinet Committee, a particular one, the last one before Christmas. Each paper will be presented by its writer in no more than 5 minutes and for about 10 minutes they will respond to the questions of other members of the class in the role of Cabinet ministers - Cabinet ministers anxious to preserve room for their own spending proposals and sceptical of any other suggested initiatives. At this Cabinet Committee, the Prime Minister is notoriously grumpy, thinking (rightly) that government departments use it to clear their desks by adding to the pile of Prime Ministerial reading material. It is also not uncommon to hear the responses (sometimes simultaneously), "What are we supposed to do with this OECD-type soft-headedness?" (to suggestions such as that there should be more partnership between government and the community) and "What is the use of detailed suggestions like this without an appropriate context and intellectual framework?", followed by "Take it away and do it properly."

The papers must be available to me (in the role of Cabinet Office) by noon **Tuesday 5 June 2007** although, as is realistic, Cabinet ministers will receive copies of the executive summaries only as they arrive for the committee meeting. It should be recalled that there are strict rules about late submission of Cabinet papers, and the Prime Minister is fanatically unwilling to add to the agenda of the last pre-Christmas meeting. Papers which do not meet the deadline have to wait until the next year. Furthermore, participation in the Cabinet committee proceedings is essential to satisfying the course requirements. Any illness will have to be timed accordingly.

Assessment

A pass in the course reflects satisfaction of the course objectives defined above, and the grade reflects the extent to which requirements in the quality of argument have been exceeded. A pass in the course requires submission of an adequate essay and of an adequate policy paper, including presentation and defence of the latter. It also requires adequate participation in the class sessions, "adequate" in the sense of "thoughtful, and based on an understanding of the prescribed reading" - mere noise is not sufficient. Responses to specified exercises also contribute to adequacy of preparation.

While an essay must be completed, the reality and appearance of justice cannot be satisfied if one member of the class can benefit from assessment provided to another member. Essays are due at **5.00pm Friday 13 April 2007**. Essays which reach me between 7 April 2007 and Noon Wednesday 18 April 2007 will be accepted, but the assessment will be reduced by one grade (A to A-, A- to B+, etc) as the price for the extra time taken relative to other students. For essays received by the due date, assessments will be provided on 20 April 2007 and thereafter no essays on the same topic can contribute to final assessment (essays received subsequently can therefore merely satisfy the course requirements. But see the note about alternative essay topics below). Notice that these arrangements are consistent with the spirit of the School's general Late Assignment Policy.

Policy papers are due on **Tuesday 5 June 2007** and the very limited flexibility about that, and the absence of flexibility about participation in the last module, is explained above in the analogy with the last Cabinet Committee meeting of the year. (I expect the course to be available again in 2008 but no guarantee can be given - government goes on, but policy

development is sometimes made redundant by election results, or by changes in course offerings. The curriculum, as distinct from the syllabus, of policy studies appropriately includes managing tight and inflexible deadlines).

Various tests will be employed as teaching devices, mostly to establish the state of prior learning from which we can proceed. Few of us really explore the limits of our knowledge until we are called on to use one of them, and even fewer of us can force ourselves to ask questions of ourselves to find out where those limits are - we wait for others to ask us. These tests will not be primarily assessment devices but they inevitably contribute to my general assessment of each student's performance. Notice that the first module will include such a teaching test related to human capital formation. Some others are listed in the timetable below, but not all will be pre-announced.

Some substitution might be possible in response to uncontrollable events like illness and employment-demands. But take careful note of the limitations which are imposed by the basic course design.

In constructing a course grade, each of the course objectives will be evaluated according to what is achieved in the essay (provided it is available for internal assessment) and the policy paper. Class participation will contribute essentially as modest upward modification where this is appropriate. Where it seems desirable, an opportunity may be provided within the third module to demonstrate a higher level of competence than has been achieved until then. This would be negotiated with each student, and would be essentially voluntary.

In addition to the three learning outcomes specified as course objectives, MAPP 552 aims to develop the generic skills required for conscious critical reasoning, such as ability to recognise and construct consistent logical argument, ability to locate empirical evidence and to bring it to bear within logical argument in a particular context, positive valuation for honesty in argument, etc. The principal links between the formal workload and these objectives can be displayed as:

<u>Learning Outcomes</u>	<u>Generic</u>	<u>Objective 1</u> <u>Concepts</u>	<u>Objective 2</u> <u>Context</u>	<u>Objective 3</u> <u>Application</u>
<i>Essay</i>				
Analysing topic	•	•		
Selecting material	•		•	
Independent argument	•		•	
<u>Policy Paper</u>				
Define options	•		•	
Evaluate options	•	•		•
Recommend	•		•	•
Present/defend				•
<u>Class work</u> (mostly modest upward modification)				
Module 1 test(s)		•		
Module 2 exercise(s)			•	•
Other	•	•	•	•

(only the major elements are noted)

An evaluation will be made for each student on the generic skills and each of the specified course objectives at something like the upper quartile of the available evidence. A simple average of the four - the columns above - will then provide the overall course grade. Note that this implies the policy paper is about one and a half times as influential as the essay - learning is cumulative (count the dots).

At the end of the course, quantitatively-minded students can tell me the nature of my preference function; a few may decide whether they should have trusted me, and most will recognise the mixture of reason and intuition which is characteristic of policy development.

Essay Topics (1000-1500 words; due at **5.00pm Friday 13 April 2007**. Email delivery is fine)

Either (a)

What instruments are available to government to influence the school curriculum?
What are the most important constraints on the use of those instruments?

Or (b)

In what ways has New Zealand education policy responded to “globalisation”?
Has the response been sufficient? What aspects of New Zealand education should remain distinct from global trends?

Or (c)

How can government influence the quality of learning in tertiary education institutions?

You can, if you wish, propose an alternative essay topic. It must be related to the same area of the curriculum - the application of ideas to issues of educational policy - and you will have to satisfy me that you have sufficient knowledge of the general context and of the available literature to make the proposed topic a viable one. That is, you are offered a trade-off between the greater interest of choosing your own essay topic and the work involved in checking that the topic is viable. I would be reluctant to approve an alternative topic closer than 20 days to the due date, although in special circumstances, an alternative essay topic can resolve some of the issues around internal assessment. I will complete my assessment of MAPP 552 on 17 June 2007.

The work for the essay will mostly occur between the February and April modules. Each student is required to inform me by email, mail or voice-mail, by **Friday 14 March 2007** which essay topic has been chosen and what approach is envisaged. I am very ready to comment on drafts - not to assess them but to make suggestions for reading or lines of thought which might be followed up. The more substance there is in a draft, the more useful such consultation is likely to be.

Note that essay-writing has to be combined with mastering the required reading for the discussions of module 2. At the time of the mid-way “report-in”, **Friday 14 March 2007**, I should be glad of an assurance that about half the reading for the second module has been completed.

Policy Paper (up to 3000 words; with “Cabinet Office” cover sheet and executive summary of no more than 2 pages; due **Tuesday 5 June 2007, *inflexible***)

The government, while maintaining its adherence to its current statement of strategic priorities (specify which issue you are assuming), has decided to review its stance in the following areas. Prepare a Cabinet paper for the Minister of Education to take to Cabinet Committee.

1. What national qualifications should be provided by schools?
2. Should early childhood education be integrated with the school sector?
3. How can government ensure the tertiary system is diversified while maintaining the autonomy of tertiary education institutions?

The work for the policy paper will mostly occur between the April and June modules. I should be glad to know from each student, by email, mail or voice-mail, by **Friday 11 May 2007**, which topic has been chosen and what approach is being envisaged. I am very ready to comment on drafts - not to assess them but to make suggestions for reading or lines of thought which might be followed up. The more substance there is in a draft, the more useful such consultation is likely to be. Collaboration is encouraged, and would be noted on the “cover page”, but each student must submit a paper which has been written independently.

Please post / hand-in ALL assignments to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the Course Coordinator at the start of the course.

Class Sessions

I expect that there will be modifications as the course proceeds, including presentations by visiting speakers, but this will give a good indication of the preparation that will be expected. In all cases, you should check for more recent relevant material on the websites of Minedu, ERO, NZQA, etc.

Friday 23 February 2007

8.30am I. Introductions; objectives for the course; the role of government in relation to education.

In addition to being equipped to discuss the nature of human capital, you should have thought about how and why the government is involved in the education sector. You will need to be familiar with material such as that in Barr *Economics of the Welfare State* chapters 4 & 12, and R.J. Stephens "Financing Education" *NZ Annual Review of Education* 3 (1993), pp. 9-35. Note too that there is some relevant material in the references we will use more intensively in the next two sessions. You should also have read enough to have a general idea of the history of education policy in New Zealand. Check material such as annual reports, Ministry of Education *Research Bulletin* and "briefing papers" for the incoming government, from the Ministry of Education and Education Review Office at www.minedu.govt.nz and www.ero.govt.nz.

Exercise: Explore government websites – minedu, beehive etc – and find the most succinct statement of government objectives in education. Check consistency with statements of other government aims in e.g. health, industry policy that have educational implications. Distinguish government statements from statements of individual ministers, political persuasion and statements by interest groups that purport to declare government policy.

9.30am II. The current state of NZ education - what does international research tell us?

The over-riding question is how would we know when we had a world-class education system? Don't forget the need for wide contemporary reading; in addition to what is listed below, try to find recent material from international studies of literacy and mathematics and the OECD/PISA studies of reading, mathematical and scientific literacy. The Executive Summary of *Education at a Glance: OECD Indicators 2005* (OECD, 2005, available at www.sourceoecd.org/education) is very helpful. Keep your eyes open for both "teacher-bashing" and undue sensitivity on the part of educationists. And distinguish analysis from advocacy.

Background reading: *In time for the Future: A Comparative Study of Mathematics and Science Education* (Wellington: ERO, June 2000); *CERI Education Policy Analysis 1997* (OECD, 1997); *CERI Human Capital Investment: An International Comparison* (OECD 1998) are particularly useful, now "historical" documents. G.T. Crocombe, Michael J. Enright and Michael E. Porter *Upgrading New Zealand's Competitive Advantage* (Auckland, 1991), pp. 99-111 was the core reference for a great deal of New Zealand discussion of the "economic" role of education. Read it critically, but also read critically the critiques of it.

Class test on the human capital model (see above)

10.30am Coffee

11.00am III. A market in education services? Choice: a case study of Maori education

We shall use the issue of whether there should be a distinct Maori education policy, a separate Maori education policy agency, and a separate Maori education delivery system to further explore all the issues of sessions I and II.

Required reading: John Gerritsen “A Separate Reality” “Agenda” *NZ Education Review* 21 October 1997 will be the basic text. You should also have read in the general literature of both education policy and Maori education, especially on the Minedu website.

12.00pm Impromptu exercise (no preparation is required and no further explanation will be provided)

12.30pm Lunch

1.30pm IV. Curriculum issues

Why does the government seek to control curriculum at some levels and not others? What determines the right balance between central prescription and teacher autonomy? Is it right to think that as far as the economy is concerned attendance at school is what is important and what is done there is irrelevant? What is the case with the “social cohesion” role of education? If it is generic skills that is important, why is so much planning done in terms of traditional subjects?

Required reading: Henry M. Levin, “Educational Performance Standards and the Economy” *Educational Researcher* 27 (4) (May 1998), pp. 4-10.

Exercise: Review the latest draft of the NZ Curriculum on the Ministry of Education website. Consider claims for the desirability of including specific material in the compulsory curriculum – learning of te reo, foreign languages, civics education, values education, financial literacy, sport and physical exercise and so on. How should a responsive government respond?

2.30pm V. Employment, social cohesion, individual development

What are the implications for education policy of the observation that most members of the labour force of the next 30 years are already in the labour force?

Required reading: Anne Jones “Skills and Employment Trends” and David Hood “Response” in Gary Hawke (ed) *Employment and the Future of Work* (Wellington: IPS, 1995), pp. 57-80

Exercise: Explore the Department of Labour website for material on desirable workplaces, promotion of productivity, and implications for educational policy.

3.30pm Tea

4.00pm VI. Research

Does the role of research in relation to education policy differ in any significant way from the role of research in policy development in general? You will probably find it useful to be familiar with Ministerial Task Force on Applied Social Science Capacity *Drawing on the Evidence: Social Science Research and Government Policy* (Ministry of Research, Science & Technology, 1995). It would be advantageous to be familiar with some of the work of NZCER. Consider too the place of research in the outputs of tertiary education institutions.

5.30pm Reflections and anticipations

6.00pm End of module 1

Friday 20 April 2007

8.30am Reflections and anticipations from module 1

Review of essays - ideas and policy

9.00am VII. Governance

School choice or parental choice.

Required reading: Simon Smelt *Today's Schools: Governance and Quality* (Wellington: IPS, 1998); ERO *Annual Report 1 July 1998 to 30 June 1999* pp. 3-18, and the most recent ERO annual report.

Exercise: Review Liz Springford "Tomorrow's Primary Schools: Time to Evaluate Governance Alternatives?" *Policy Quarterly* 2(3) (2006) pp. 32-39. Locate material in Ministry and other sources on how individual schools have been collaborating in recent years (Look especially for material on the East Coast and Mangere-Otara areas). To what extent is the "self-managing school" an obstacle to collaboration?

10.30am Coffee

11.00am VIII. Accountability and responsiveness

Are educational outcomes determined by socio-economic status? Should we persist with education policy?

Required reading: Helen F. Ladd and Edward Fiske *When Schools Compete: A Cautionary Tale* (Washington: Brookings Institution, 2000), pp. 275-313, Martin Thrupp "Shaping a Crisis: The Education Review Office and South Auckland Schools", and "School Mix and the Outcomes of Educational Quasi-Markets" in Mark Olssen and Kay Morris Matthews *Education Policy in New Zealand: the 1990s and beyond* (1997), pp. 145-61, 372-90; ERO *Annual Report 1 July 1997 to 30 June 1998* pp. 3-24 and the most recent ERO annual report.

12.30pm Lunch

1.30pm IX. Monitoring and evaluation

Perhaps the most common complaint about policy development in New Zealand is that there is too little evaluation. Why then is the Education Review Office unpopular?

Required reading: *Achieving Excellence: A Review of Education External Evaluation Services* - the "Austin review" (December, 1997). *A Review of the Roles and Responsibilities of the Education Review Office* - the "Rodger report" (December 2000)

Exercise: Explore the ERO website for material on "assess and assist" and the basic strategy of current evaluation processes in the school sector. Explore the NZVCC website for information on the Academic Audit Unit. Are the differences in the university and school sectors justified?

3.30pm Tea

4.00pm X. Qualifications

Should the government role go beyond including claims about educational qualification in the Fair Trading Act?

Required reading: *A Future Qualifications Policy for New Zealand* (Green Paper, June 1997); *Tertiary Education in New Zealand: Policy Directions for the 21st Century* (White Paper, November 1998); "Strategic Risks and Opportunities: A Review" - the "Laking report"

(NZQA, December 1996). Check recent material on National Certificate for Education Achievement (NCEA).

5.30pm Reflections; thoughts on policy papers

Friday 8 June 2007

8.30am "Cabinet committee"

10.30am Coffee

11.00am "Cabinet Committee" resumed

12.30pm Lunch

1.30pm XI. A Contemporary issue

Free of any thoughts of student evaluation¹, we will take one or more contemporary education issues and together, in smaller groups, or individually, we will apply the processes around which this course has been built and see what they contribute to our understanding of the issues, choices, and implementation problems involved. If we were selecting topics in February 2003, we might ask whether we are satisfied with the level of public understanding of education revealed in the Knowledge Wave conference or whether education is well integrated into the government's economic development and social inclusion policies. But we will choose salient issues in April-May 2007. In recognition of what is involved in the Cabinet paper exercise, no specific preparation will be required, but there will be e-mail discussion of the issues to be addressed and you will be expected to be informed about them.

3.30pm Tea

**4.00pm Completion of XI.
XII. Review**

Has the course provided what you sought? If so, did you seek the right things? If not, why not?

(Depending on numbers, there might be some readjustment of time between the "Cabinet Committee" and the final session.)

6.00pm Concludes

¹ It is possible that, after receipt of preliminary evaluation of the policy paper, and immediate feedback on the presentation during the "Cabinet committee" some students will want an opportunity to show that their achievements as assessed do not properly reflect their capability. We may then organise, by agreement, an alternative to all or part of session XI or some other exercise to be completed between 9 and 14 June.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due date, unless you have been granted an extension;
2. Attend all contact sessions of the course. If you are unable to attend a session, you must inform the Course Coordinator as soon as possible and you may be required to submit a further item of assessment.

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.

- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at www.vuw.ac.nz/policy/studentconduct. The Policy on Staff Conduct can be found on the VUW website at www.vuw.ac.nz/policy/staffconduct.

Academic Grievances

If you have any academic problems with your course, you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean. VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/academicgrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- An oral or written warning
- Cancellation of your mark for an assessment or a fail grade for the course
- Suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine Turnitin (www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building (telephone (04) 463

6070, email disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and Faculty delegates. The Education Office (telephone (04) 463 6983 or (04) 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or telephone (04) 463 5233 extension 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.