

1989 – Confronting Change

President – Ruth Readford; **Vice President** – Carol Preece; **Secretary** – Mary Armstrong; **Research Officer** – Bruce Bensley.

Major Papers/Reports

- The Scott Review briefing paper – ‘Schools Renewal: A Strategy to Revitalise Schools Within the NSW State Education System’, June 1989 (see attachments pages 7, 9, 12).
- The Carrick Report – ‘Report of the Committee of Review of New South Wales Schools: Summary of Conclusions and Recommendations’, September 1989 (see attachment page 10).
- The Government White Paper on curriculum reform – ‘Excellence and Equity: NSW Curriculum Reform’, November 1989 (see attachment page 11).
- ‘The Fair Discipline Code’.
- ‘Draft Policy and Guidelines for the Community Use of School Facilities’.
- ‘Girls Education Strategy’.

Major Impacts on DoE, Schools and Principals

- Copies of the speech, ‘The NSW Government’s program for Education Renewal’, presented by the Minister (Terry Metherell) at the Institute of Public Affairs Conference in May 1989, were later distributed to principals by the Director-General of School Education (DG), Fenton Sharpe. Key points from the speech included:
 - “Leaders in education always need to be reformers”.
 - The concept of choice would allow zoning to be extended to all NSW primary and secondary schools from 1990.
 - Promoting diversity within the Government school system would include the Technology High Schools that were currently being developed.
 - The Computer Education Program included a commitment for an additional \$40 million towards classroom computer education over the following four years.
 - Dr Brian Scott (currently undertaking the Management Review of the NSW Education System) believed that the school, not the bureaucracy, was the key element in providing quality education.
 - Under a restructured DoE, schools would manage themselves.
 - The DoE Satellite Education Centre would enable satellite/video linkup with schools.
 - School Councils would provide guidance on key policy, budget matters and the issuing of a school prospectus.
 - Savings were to be made through better budget management.
- The Scott Management Review briefing paper on ‘Schools Renewal’ was released in June with major implications for senior staff in the DoE, and for the structures and operation of Regions and schools. Implementation, to commence in 1990, would occur over the next five years.
- DG Fenton Sharpe advised that Regions would be given maximum autonomy and control as a smaller State Office would focus more on policy. He saw Regional Principals’ Councils taking an increasingly important role but reiterated that the SPC would still speak on matters of state-wide significance.
- Ian Wakeham, from Kirrawee High School, was selected as the secondary principal on the DG’s Taskforce to plan the implementation of the Schools Renewal program. He was to be in “consultation with representative principals state-wide, immediately and continuously”. The DG on 21st June stated, “The High School Principals’ Council has a significant role to play in this regard and I would value its participation and regular contribution to the planning process. The Review will bring about a massive change in direction and principals will be the key factor. It is an opportunity for principals to upgrade their status and remuneration as well as their role and function.”

- The Council was advised that while dezoning would mean an increased workload for schools in August/September each year, this would be offset by more definite information on their Year 7 intake being available earlier than ever before. It should also put an end to the need for additional classes in the new year or the collapse of timetabled classes and reallocation of students. How many students might opt for non-local placement was an unknown. The proximity and friendliness of the local school would continue to be an attraction to most students – technology and selective high schools notwithstanding.

Council Matters

- In a letter to all Regional Presidents, Management Committee representatives and members of the Executive at the end of 1988, President Ruth Readford thanked all for their confidence in her to represent them in negotiations with the Minister and DG. She spoke of a breakthrough, in that the Minister had invited principal comments on the draft 'Fair Discipline Code', and she asked principals to submit appropriate comment by the end of the year. However, she requested those already involved in the preparation of Council's submission to the Carrick Committee to concentrate on that first. As a result of the Council's submissions the draft Fair Discipline Code was significantly altered.
- 190 principals attended Annual Conference at the Panthers Club, Penrith. The topics discussed included the effective deployment of ancillary staff, staff development and the Leading Teacher, the Staying On program, the Fair Discipline Code, the Needy Students Assistance Scheme, comparative assessment, and pupil retention and the new curriculum. Dr Brian Scott spoke to the Conference on Schools Renewal.
- At Annual Conference the following resolutions were passed unanimously:
 - Council believes that the Board, as presently constituted, has functioned effectively and cohesively. The present system of using representatives of different interest groups has greater advantages in terms of balanced debate, appropriate consultation, and meaningful communication than the structure suggested on p.22 of the Scott Report.
 - That the Council welcomes the process of trialling and consultation in the Scott Report and requests a clear definition of the role this Council is to play in this process.
 - That the Council discontinue the practice of presenting awards to the first four students in government schools in the HSC. Regional Councils were urged to present awards to outstanding students and to publicise these presentations.
 - **That the Council amend its constitution to change its name from the 'NSW Council of High School Principals' to the 'NSW Secondary Principals' Council'.**
- Later that year the Constitution was also changed to include two vice-presidents and restrict the term of the President to a maximum period of two years (this was at the suggestion of the current President, Ruth Readford).
- Global budgeting had been introduced as a pilot program. One school estimated that \$60,000 would be allocated for relief but only received \$40,000, as it had previously recorded below-average use of relief. The allocations had been made on the record of provided relief, not required relief.
- The Council was represented at two national conferences:
 - National Testing and Assessment
 - Pathways to Reform.
- Funds were made available through Services Directorate for groups of principals to carry out investigative research or draft major papers for the Council, including:
 - 'Leading Teachers: The background of candidates, assistance to applicants, selection processes and possible future roles' (led by North Coast Region)
 - 'The analysis of the Scott Review' (led by Council Research Officer, Bruce Bensley)
 - 'The curriculum for Years 7-10' (coordinated by SPC President Mary Armstrong, who was also one of the two SPC representatives on the Board of Secondary Education)

- 'The curriculum for Years 11-12' (coordinated by Keith Ison, who was the other SPC representative on the Board of Secondary Education).

Relationships with the Department

- The proposed \$3.5 million cut by Minister Metherell to DoE positions was extended to \$5 million with most seconded staff being sent back to schools. Bridge Street Head Office was to be vacated by February 1990 and a small central executive was to be developed in Market Street for 200-250 people including the Minister, his staff, The Ministry and DoE Executive.
- The Council told DDG Brian Gillett it was pleased with the positive steps that had been taken to assist comparative assessment candidates in their preparation for interview, and for principals and inspectors in the execution of their related responsibilities. These procedures would produce greater consistency and the Council's involvement in the preparation of the course on 'Report Writing' had been profitable and appreciated.

The listed criteria to be used by assessment panels provided valuable guidance. Whilst principals accepted the additional work implicit in the new procedures as part of the changing pattern of responsibility and accountability, they wanted it understood that they operated within a particularly sensitive framework of human relationships, relevant to both the individual teachers concerned and the ongoing management of the school.

- The Council was advised that the twenty designated Technology High Schools, to commence in 1990, would remain community-based and meet Board requirements with a particular emphasis on aspects of technology. They would have extensive links with TAFE and with local industry, with additional equipment and funding, hopefully provided by industry. The DoE was looking at providing increased numbers of specialist learning spaces for Year 8, 9 and 10 students, including an electronics laboratory and a design laboratory at each school.
- Late in 1989 DoE conducted awareness raising courses for principals on:
 - Organisational Restructuring
 - School Renewal Planning
 - Performance Appraisal.
- Senior Executive Service positions (including Cluster Directors and Regional executive) attracted over 1000 applicants with each applying on average for 10 different positions, whilst at the same time Dr Scott and the DG were still refining the role of the Cluster Director.

Changes to School Organisation

- The Needy Students Scheme –
A Needy Students Scheme was to be introduced to replace bursaries, with small school committees being introduced to assess student need. Principals from low socioeconomic areas expressed concern that this could adversely affect relationships between schools/parents/students and put strain on the school's administrative resources. The DoE accepted the Council's proposal to change 'The Needy Students Scheme' to 'The Student Support Scheme'.
- The Computer Education Program –
 - The \$40 million now allocated over four years to this program would complement the \$12 million allocated previously.
 - Some money would be set aside to develop software and training, to place an additional consultant in each Region to encourage professional development, and to provide guidance to schools on how to spend their money in this area.
 - The Computer Education Unit would have limited capacity after having a \$5 million cut. The \$2 million previously going to Regions was to go to schools, and moneys earmarked for schools to use in specific ways was to be freed up for school-determined needs.

- Secondary schools would get a school computer co-ordinator plus 0.2 allowance to assist with computer education. For the first time schools would be able to take this as cash to meet their own priorities, as there were significant funds in the program for the development of school coordinators.
- There would be an upgrading of computer rooms in some schools as decision making about significant maintenance was being devolved to schools.
- Schools would be offered a series of computer learning packages (at cost) for teachers, but principals could decide whether to utilise these courses or bring in outside expertise.
- School Councils –
 - The Council made a submission to ADG Dr Terry Burke on suggested amendments to the guidelines on ‘Community Use of School Facilities’.
 - Eighteen principals, from across the State, participated in an initial course on establishing School Councils.
 - The SPC expressed concern to the DG that it was premature to conduct these courses whilst the guidelines on School Councils were being reviewed.
- Staffing –
 - The Council was advised that the money provided by Treasury for casual relief would be divided up between schools on a per-capita basis and any left at the end of the year would be available for the school to use for other purposes.
 - The Council was also advised that most principal appointments should be finalised by August 21. When vacancies occurred in selective high schools, technology high schools, schools with high Aboriginal enrolments, disadvantaged schools and one school in each Region identified as having specific management needs, the Regional Director would seek applicants for the principal’s position, the appointment would be managed locally, and it may take longer to fill these positions.
- Ancillary staffing –

Council Treasurer Brian Loader appeared as a principal witness before Justice Macken in the Industrial Commission, and again when the matter came to the Full Bench. Council’s ongoing concerns included:

 - The increase in workload due to new roll marking procedures and the sending out of an absentee note after two days.
 - Restoration of the right of the principal to decide on the composition of ancillary staff.
 - The ancillary staff formula should consider not only student enrolments but the school’s grounds, the age of buildings and the size of the teaching staff.
 - The need to make provision for absences of less than six days.
 - The problem of a lack of typing skills, as well as the low typing speed, required for employment.
 - The role and salary of senior clerical assistants should be upgraded to accept some of the perceived roles of a bursar.
 - The anomaly where boys’ high schools effectively had an extra School Assistant, as other schools had to assign one position to Home Economics.

Industrial Issues

- Memorandum 89/040-1: ‘Procedures for the Use of Extras to cover Teacher Absences’ –
 - In the SPC History paper ‘1988 – Tumultuous Times’ there was reference to Justice Macken in the Industrial Commission who was not prepared to rule that the termination of the Meadowbank agreement was part of the 4% wage rise. However, he did say that “if the principal decides that a teacher should do a particular duty and the teacher, in his professional judgement, believed some other duty should be done, the teacher has the right to decide.”
 - Memorandum 89/040-1 was issued late in 1998 without consultation with the Council. Because of its significance, the President asked the Met North Principals’ Council in February 1989 to urgently

review the memorandum and report back to the executive. In its report-back, Met North referred to the comments by Justice Macken and indicated that it found the memorandum and its interpretation by DoE was unworkable.

- The Council suggested that principals hold meetings with staff to convey both the contents of memorandum from the DG and the oral interpretation of it by Assistant Regional Directors. Considering the review by Met North Regional Council and its reference to the comments of Justice Macken, they should ask head teachers to have their staff detail the professional duties they perform during their non-face-to-face teaching periods.
 - Subsequently, the Council advised the DG that pending discussion of the numerous practical issues involved, principals would not be able to implement the 'extras procedures' they had been directed to follow, as they could not adhere to the guidelines set down in the award judgement. If in the long run teachers agreed to take these extras, there should be no doubt some classes would have supervision but not teaching. The DG replied that while the Departmental requirement was that they were 'taught', he was prepared to withdraw the memorandum for further consultation so that it could be successfully implemented.
 - Representatives of the Council pointed out to DoE that several teacher absences were departmentally generated, including compulsory field work, debating and CHS activities. Amongst ideas discussed were the possibility of pupil free days, compensatory days off, payment for extras or a financial grant to employ casual relief. The Council's preferred solution was in-built relief.
 - After discussions with the DoE and Teachers Federation, principals were advised that when extras were being given, those refusing to sign the extras slip were to be told they were being taken off the payroll. They might be restored if they agreed to resume a full range of duties. Principals were advised that the reorganisation of duties (in lieu) was not to be considered an extra.
 - Later in 1989 when considering the Meadowbank issue, the Industrial Commission determined that all teachers are required to teach 28 periods or their equivalent. This was a change to their teaching load which traditionally had been 27/28 periods (27 for one third of the staff, 28 for the others). The Judge went on to say, "It is reasonable, realistic and practical for teachers to teach periods where they would have otherwise had Year 12." The Commission determined that this had been part of the negotiations by the Federation for the 4% salary rise.
- Teachers Federation paper on teacher supervision –
 - This paper suggested that Federation members refuse to allow principals into classrooms to observe their teaching, citing several examples that were causing concern. In response the DG wrote to the Teachers Federation explaining the circumstances of each case referred to in the paper.
 - The DG reminded principals to be courteous but said, "You are responsible for the school and may go into any part at any time for whatever purpose." The SPC asked the DG to issue a memo reinforcing the roles and responsibilities of the Principal as set out in the 'Managing the School' document.
 - The DG advised that DoE would support any principal who carried out normal teacher supervision, but when Council executive gave examples of principals denied access to a classroom, including a head teacher's report overriding the principal's report and a case where a principal was not allowed to speak during an interview which a District Inspector held with a teacher whose efficiency was being called into question, the DG agreed to follow those matters up.

The Board of Secondary Education

- The introduction of a Science Reference Test was deferred to 1990.
- Schools were advised that students would now be able to change course levels within English and Maths during Year 11.
- The Board advised that HSC exam papers in Art would continue to be printed in black and white due to the cost of colour printing, but unseen artworks would be reproduced in colour on a separate A4 sheet.

- Syllabuses in Business Studies and Maths in Practice were approved, and Applied Science was renamed 'Science for Life'.
- The Board also advised that 3 Unit Society and Culture and 2 Unit Board Determined Joint Schools/TAFE courses would be introduced in 1990, and Drama and Dance syllabuses would be drawn up.

Other Matters

- The DoE issued a draft policy and guidelines on 'Community Use of School Facilities'.
- The 'Girls Education Strategy', including the working party report from the EEO Unit into the 'Teaching Girls Strategy', was released for implementation in schools.
- The Government approved the introduction of fee-paying overseas students for government schools. Whilst some schools were nominated to accept these students, overseas students were also able to request placement at any school. Of the \$8000 fee, \$2000 would be passed on to the host school.

Please see below for these appendices:

- ❖ *The Scott Management Review of the NSW education system – 'Schools Renewal: A Strategy to Revitalise Schools within the NSW State Education System', June 1989 (page 7)*
- ❖ *The Scott Review – Implications for principals (page 9)*
- ❖ *The Carrick Report – 'Report of the Committee of Review of New South Wales Schools: Summary of Conclusions and Recommendations', September 1989 (Chair: Sir John Carrick) (page 10)*
- ❖ *NSW secondary principals' responses to the NSW Government's curriculum reform discussion paper (page 11)*
- ❖ *'The role of the Principal within the current context of significant educational change' (page 12)*

The Scott Management Review of the NSW education system – ‘Schools Renewal: A Strategy to Revitalise Schools within the NSW State Education System’, June 1989

Summarised extracts from ‘Interpreting the Restructuring of New South Wales School Education’, a paper presented by R.J.S. ‘Mac’ Macpherson, Senior Lecturer, University of New England at the AARE Conference, Adelaide, 27 November – 2 December 1989.

This paper provides an overview of the historical background within which the management review of the NSW Education Portfolio was undertaken by Dr Brian Scott during 1988 and 1989, and the recommendations that followed.

By 1988, the NSW Department of Education employed nearly 50,000 teachers and over 10,000 other employees. Bigger than BHP, it was the largest centralised education bureaucracy in the Western World, providing education services to an area of 8 million km², with an annual budget of about A\$2.75 billion.

Policy making and implementation functions were concentrated in Head Office, in Bridge Street Sydney, and in 13 Functional Directorates that comprised ‘the Centre’. The 2227 primary and secondary schools received direction and logistical support directly from ‘the Centre’ on personnel, equipment and curriculum.

This degree of centralisation led to complex inventory control and distribution systems for staffing, wage and salary payments and for professional development. Curriculum content was largely determined by central syllabus committees and curriculum development was functionally distanced from pedagogical development so that teachers were being seriously deskilled by this centralisation.

Scott’s strategy had two key components – giving institutional managers the resources and responsibilities to manage, and giving teachers more direct access to professional legitimation, supportive leadership and rewards.

Scott did not come to the task with an empty mind, but with a network of corporate managerial understandings mediated by earlier major consultancies in education. These understandings informed his analysis of the many perspectives he encountered in the NSW education portfolio. He closely directed the year-long process of gathering, analysing and refining recommendations on new structures and practices.

In June 1989 his briefing paper on ‘Schools Renewal’ (‘Schools Renewal: A Strategy to Revitalise Schools within the NSW State Education System’) was released with ‘basic objectives’ to:

- achieve a world class administration delivering high quality education,
- achieve meaningful involvement by the community, parents and industry,
- upgrade teacher professionalism and build teacher esteem through better career opportunities, greater responsibility and skills development,
- place management emphasis on performance and outcomes to ensure efficiency and effectiveness, and
- employ strategic use of systems and technologies for education and management purposes.

The touchstone was that all future structures and practices had to be justified in terms of how they supported or improved schools.

The Report determined ‘an effective school’ as having the right leadership, the right teachers who are well managed and supported, and the right economics and resource allocation. By ‘right leadership’ it was meant that the school has the appropriate principal, and that the school executive is a cohesive and stable team. Teachers’ skills should fit the needs and circumstances of the school, senior staff should have the time and capability to coach other teachers in professional development, and each teacher should use and adapt teaching kits supplied by the Department or professional associations.

Scott indicated that success of ‘Schools Renewal’ was dependent on:

- the Government committing to basic reform, and guaranteed funding for the reform package,
- the Department adopting a decentralised, school-centred approach to administration, both responsive and accountable at all levels, and
- parents and local school communities providing active and constructive support for children.

The greatest uncertainty for success was industrial relations, with concurrent turbulent wage negotiations being linked to an acceptance of productivity clauses derived from Scott’s ideas.

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Scott's key recommendations included:

- Sale of the historic Bridge Street building, to largely fund implementation of the recommendations.
- Relocation of Central Executive functions onto three sites: educational services at Ryde, human resources at North Sydney, and finance and administrative services at Parramatta.
- \$50 million earmarked for retraining to boost professionalism and management services.
- All posts above the principalship to be nationally advertised, appointments made on merit, and appeals only to be heard on the grounds of due process.
- Reallocation of responsibilities in a new 'down-side up' organisation (Scott, 1989a, p.7). This new school support structure was designed so that schools would have expanded management responsibilities, greater discretion for educational leadership and increased financial delegation.
- Each school should be expected to develop its own School Renewal Plan to co-ordinate school improvement, staff development, teaching and budgeting.
- School global budgets to be introduced on a progressive basis over three years, along with appropriate financial management and budgeting techniques.
- Unspent funds in any year to be retained within the school with no effect on the following year's global budget, plus global budgets being adjusted to take account of inescapable cost increases such as salary award changes.
- A new Senior Executive role was proposed, the Cluster Director, to provide direct and immediate services for clusters of 14 schools, assist schools develop and implement their School Renewal Plan, help select principals and guide the selection of executive teachers, and advise and guide performance appraisal.
- 'Education Resource Centres' would be established to serve the 50-60 schools in each set of four clusters. Their role was to provide services to keep teachers abreast of available resources, materials and services, and to become a forum for professional development and community education.
- Introduction of reforms to personnel policies, practices and procedures across teaching, administrative and ancillary positions, e.g. principals to be appointed for a five-year term on a progressive basis, plus a major review of teachers' annual performance appraisal reports every ten years.
- The establishment of an External Council of Review to monitor implementation for the Minister, a Community Consultative Group to provide feedback on outcomes, and a range of working groups to assist the Implementation Task Force.

The closing sections of the 'Schools Renewal' report outlined an implementation strategy that emphasised the need for strong direction, financial commitment, major professional development and training initiatives, and effective information and consultations. Scott's briefing paper ended with an implementation timetable so that the Schools Renewal Strategy could be in full operation for the start of the 1995 school year. The restructuring over the next five years was to give schools far greater control over their own resources and to provide system support for school-based development.

Macpherson concluded in December of 1989 that it appeared "in retrospect that helping prepare new administrative policy for NSW was about reviewing realities, values, structures, powers as well as financial and moral economies, and about articulating and justifying a differently valued organisational reality with freshly defined relationships, resources, powers and processes".

* You can read more about the Scott Review by clicking [here](#).

The Scott Review – Implications for principals

“When I think of the renewal of the society, I think of education first. I think about the release of possibilities, the release of talent and energies.” John Gardner (former U.S. Secretary of Health, Education and Welfare; former President, Carnegie Foundation for the Advancement of Teaching)

Dr Metherell’s reforms to the NSW Education System that commenced in 1988 included a complete management review of the Department of Education by Dr Brian Scott, aimed at bringing about major changes in organisational and managerial policies and practices within the Department of Education and its schools.

Following the release of Scott’s ‘Briefing Paper’ in June 1989, a Council survey of NSW Principals received 141 responses.

Following were the areas identified to be of greatest interest to Principals:

1. What professional aspects of the proposed changes do you welcome?
 - a. Increased autonomy in schools (75%).
 - b. Removal of distant decision making.
2. What professional aspects of the proposed changes worry you?
 - a. Global budgets (50%).
 - b. Impact on classroom teachers of the loss of transfer rights (60%).
 - c. Possible inequalities in the distribution of resources amongst schools (high).
3. What industrial aspects of the report are most significant to you?
 - a. Salary (75%).
 - b. Tenure.
 - c. Transfer rights.
 - d. Consultation on proposed changes.
 - e. Increased workload (92%).
4. In general, how important to you is quality industrial representation?
 - a. High (80%).
5. With the proposed changes in the role and working conditions of Principals, how important is our industrial representation?
 - a. Far more important (85%).
6. What quality of industrial representation does the Teachers Federation provide Principals?
 - a. Poor or dreadful (88%).
7. Should Council meet with the Federation to make clear concerns held by Principals and to seek a statement of intent regarding its commitment to represent the position of Principals in matters such as salaries and disputes?
 - a. 95% agreed.
8. If the Teachers Federation response were considered unsatisfactory would you look elsewhere for industrial representation?
 - a. 80% would consider looking elsewhere.
 - b. 20% were undecided or said they would not.

Scott’s educational reform recommendations included reallocating 600 jobs, breaking up the Department’s administration process, the sale of the Sydney headquarters and the introduction of a teacher transfer system based on merit, not seniority. The Liberal government later backed away from many of these reforms, but not before widespread antagonism on the part of parents with children at public schools, the NSW Teachers’ Federation and sections of the ALP saw the biggest protest marches since the Vietnam war.

The Carrick Report – ‘Report of the Committee of Review of New South Wales Schools: Summary of Conclusions and Recommendations’, September 1989 (Chair: Sir John Carrick)

The Committee’s Terms of Reference were to:

1. Undertake a comprehensive review of education in NSW schools. Study all aspects of the Education and Public Instruction Act 1987. Consider desirable additional or alternative legislation.
2. Examine ways of further improving the quality of education in NSW schools, bearing in mind the principle of equality of opportunity, the concept of education for the whole of life as well as for vocational preparation, and the aim of achieving the highest possible quality of education for all.
3. Seek public submissions and responses to proposals from interest groups and the community in general.
4. Make recommendations to the Minister for Education and Youth Affairs, including any proposals for legislative changes.

In addition, the Committee was asked to prepare and submit a complete draft of a new, comprehensive Education Act.

The level of comprehensive consultation by the Committee was unprecedented in NSW with 850 submissions and 320 responses to the discussion paper received. This was the most wide-ranging review of school education as seen in the table of contents presented below!

THE PARENTAL ROLE IN EDUCATION AND THE IMPORTANCE OF EARLY CHILDHOOD

FREEDOM OF CHOICE

THE PROVISION OF SCHOOLING

- Registration and Accreditation of Schools
- Minimum Curriculum Requirements for Registration Purposes
- Home schooling
- Conscientious Objection
- Discipline in Government Schools
- Rural Schooling
- Distance Education
- School Closures
- Class Sizes
- Interschool Movements: Children of Mobile Families Parent
- Parent Participation in Schools

STRUCTURES FOR SCHOOLING

THE BOARD OF STUDIES

CURRICULUM

- General Curriculum
- Religious Education
- Values Education

CERTIFICATES OF EDUCATION

RETENTION

THE SCHOOL AND THE TEACHER

EQUITY IN EDUCATION

- Disadvantaged Students
- Special Education
- Aboriginal Students
- Multicultural Education
- Gifted and Talented Students
- Towards a Non-Sexist Education
- Technology and Education

EVALUATION AND ASSESSMENT IN EDUCATION

- Evaluation
- Student Evaluation
- Standardised Tests
- Teacher Assessment in Government Schools
- Teaching Positions and Promotions
- Evaluation of Schools
- State-Wide Programs Evaluation

ADMINISTRATIVE STRUCTURE

- Office of Education and Youth Affairs
- Department of Education
- Decentralisation of Government School Administration
- The Annual Report

The Carrick Report provided an overview of existing school education and a blueprint for the future. While it contained many recommendations on all aspects of education, among these were:

- Replacement of the Board of Secondary Education with a new Board of Studies.
- Establishment of six Key Learning Areas for the compulsory years: English; Mathematics; Science and Technology; Human Society and its Environment; Personal Development, Health and Fitness; and Creative and Practical Arts.
- Establishment of a core curriculum based on 'essential learning experiences'.
- Introduction of a new Education Act to replace the existing Act, and the replacement of the Ministry of Education and Youth Affairs with a new 'Office of Education and Youth Affairs'.

The key directions and recommendations of the Carrick Report were subsequently reflected in the Education Reform Act (1990). This Act amended the law relating to the education of school children and repealed the Education and Public Instruction Act 1987. [Assented to 1 June 1990]

* You can read more about the Carrick Report by clicking [here](#).

NSW secondary principals' responses to the NSW Government's curriculum reform discussion paper

In November 1988 the NSW Government released a discussion paper on proposed NSW curriculum reform containing 26 proposals for change. The following table summarises the NSW Council of High School Principals' analysis of the 127 responses received from principals in early March 1989 in relation to the 26 proposals presented in the discussion paper. These responses helped finalise the Council's final submission.

15 proposals received favourable responses from more than 60% of respondents	
1	The curriculum should be within eight Key Learning Areas (KLAs).
2	The Board should develop, examine and accredit courses in all areas of recognised need.
3	The Board should continue the process begun in Contemporary English.
4	There should be a significant rationalisation of OAS courses.
5	School courses have a place only where there is a particular need.
8	There should be a 'Board Determined Australian Studies Course'.
9	The Board should endorse DoE's 'Personal Development, Health and Fitness Course'.
10	There should be a Board Determined 'Health Studies Course' for Years 11-12.
12	No diminution in mandatory requirements for English, Mathematics and Science for the SC.
13	Requirements for the SC should occupy about 'two thirds' of teaching time.
14	Students should study within seven of the eight Key Learning Areas.
16	All students should study History and Geography.
20	It should be mandatory for government schools to offer a course in Personal Development.
22	Students should study at least two units of English in both Years 11 and 12 and include study in at least four Key Learning Areas.
24	Students should be able to take two one-year courses for the HSC.
Two proposals had less than 50% in favour	
11	There should be an increased focus on priority modern languages & specialist language high schools.
26	There should be clear guidelines on the number of elective subjects a government school may offer.
The remaining proposals gained no clear preference either way	

Based on the reactions to the survey, Council's response to the Ministry included the following:

- We support the concept of a Core Curriculum devised from Key Learning Areas.
- There is majority support for at least 2 units of English in both years 11 and 12, but a number are concerned that students may be disadvantaged by compulsory study in at least four learning areas, especially those with a strong bias towards the Humanities.
- There is strong support for a balance between centrally devised courses and those designed specifically to meet the needs of the wider range of students in the post compulsory years. Board approval and strengthened accreditation for the latter are considered appropriate. Not all courses need to be Board-determined. It is imperative that a balance be maintained between Board Determined and Board Approved Courses.
- Opinions are divided on the wisdom of twelve compulsory units in Years 11 and 12.
- There is strong support for the continuing rationalisation of Other Approved Studies (OAS) courses to maximise teacher involvement in the teaching-learning process.
- Principals need to have more information about 2 Unit Board Determined Joint Secondary School/TAFE Courses as these may prove extremely valuable.
- Curriculum requirements should be the same for all schools. Excessive regimentation of the curriculum in government schools will put them at a disadvantage in relation to non-government schools. Within the Key Learning Areas some subjects will need to be specified, e.g. Music, Art, Home Science, Industrial Arts, Computer Awareness, to ensure that students experience a balanced curriculum offering.

In November 1989 the Government's final decisions on curriculum reform were published in the 'Excellence and Equity: NSW Curriculum Reform' White Paper.

* You can read more about the 'Excellence and Equity' White Paper by clicking [here](#).

The role of the Principal within the current context of significant educational change

Extracts from the Council's 1989 'Principal Professional Development' discussion paper, written by Brian Loader (SPC Treasurer)

Administrative changes invariably transfer to teaching practice – what happens in the classroom is influenced by such things as morale and the administrative and professional support offered to teachers. In examining the impact of change in the role of the principal my approach is, to quote the late Arthur Caldwell, “to stir the possum” and ask these questions:

1. What has made us so vulnerable to change?
2. Why has change taken the form it has?
3. What are our concerns and questions as we move into a new educational environment?

Background: The NSW public education system was a highly centralized system, providing a broad liberal education. It was consistent and well protected by strong administrative and industrial bureaucracies and by the inertia produced by the conservative nature of our profession. In 1974 Doug Swan committed to decentralise administration – to give more responsibility and power to Regions – but little happened. In 1987 the volume of paper on principals' desks led Bob Winder to speak of a 40% target reduction – but little eventuated.

Brian Scott expressed what principals know – administrative structures no longer serve schools.

'Schools Renewal', with rapid and extensive change from outside the system, should not be a surprise as it is based on an **imperative** to get greater value for taxpayer dollars and to harness education to national economic goals, a **distrust** of professional educators, and **political** views that emphasise diversity, community involvement, individual initiative and responsiveness to market forces.

Worldwide there seems to be a belief that freeing schools from administrative shackles would both ensure quality education and economic efficiency.

Scott further states – “Let me put to you a reasonable perception by an incoming government faced with limited revenue growth and a disturbingly high level of debt: What Government Department accounts for 25% of State expenditure and employs 34% of public servants? What Department has employees protected by a hostile, politically active union...which, it could be argued, had created an environment of ongoing crises that had achieved increased government expenditure on education at the cost of alienation of public opinion? What Government Department could make sizeable savings by reducing labour? What Department had considerable 'hollow logs' in the form of unused or underutilised assets? What Department provided services that are also provided by the private sector?” ... AND WE WONDERED WHY EDUCATION BECAME A TARGET!

Education should be a broadening, innovative experience subject to outside influences; not a narrow incestuous one, secure and xenophobic. We need answers to these questions:

- Are the changes just administrative, merely substituting one bureaucracy for another, concentrating on things rather than people?
- Will it lead to a loss of talent because of negative perceptions of the role of the teacher?
- Will increased responsibility be accompanied by sufficient resources?
- Can we encourage diversity and competition between schools without sacrificing equity, social cohesion and mutual support and understanding between teachers and schools?
- How do we generate change whilst remaining educational leaders rather than mere managers?

As principals we must divest ourselves of many of the tasks that turn our days into a series of crisis management situations. We must set up new authority structures and give ourselves time to think and to plan, not wasting energy on resisting change but attempt to influence the direction of change.