Contents

Acknowledgements	ix
Introduction	1
Chapter 1 High expectations and the support they need	11
The value of education	11
Improving education: Why policy matters	13
Hallmarks of effective infrastructure for a good public	
education system	15
Chapter 2 A semi-ordered freedom	19
The 1980s: Interconnections and porous boundaries	19
Teacher and school latitude before <i>Tomorrow's Schools</i>	20
The interconnecting inspectorate	22
The source of inspectors' authority	25
Creative use of the "marvellous weapon"	27
Challenges to sharpening school capacity	32
Joint work to advance reading	34
The advisers	39
Limits on the sharing of new practice	41
The reality of bureaucracy before <i>Tomorrow's Schools</i>	43
Chapter 3 Strengths, weaknesses and tensions in the 1980s	48
Impressions of the OECD examiners	49
Primary learning	53
Tomorrow may be too late	59
Life and limits in secondary schools	61
Fundamental challenges in secondary education	65
Making sense of New Zealand student performance	
in an international context	67
Challenging Māori statistics	69
Interconnecting roads not taken	71
The 'community' road	72
The school takes centre stage	74

Chapter 4 Shaking up and separating out	77
Self-management as a solution	78
The Picot taskforce	79
Responses to the Picot report	82
Tomorrow's Schools	85
Fleshing out the bones	88
The cost of haste	89
Fear of connections: The Lough report	93
Long-term shadows	96
Chapter 5 A fragmented freedom: Schools in the 1990s	98
Principals and their new role	99
The demanding twins	103
Competition between schools	105
Development of the governance role	108
Cautious reconnections across temporary bridges	112
Safety-net intervention	115
Holes in the safety nets	117
Schooling improvement: Attempting some reconnection	118
ERO: The watchdog and scold	122
Tomorrow's Schools: Still too late?	124
Missing connections	126
Chapter 6 Piecemeal changes: Teaching and learning	
in the 1990s	130
Seeds falling on shaky ground	130
The new curriculum development	131
Making sense of the new curriculum	134
Mixed messages on the purpose of assessment	136
Question marks over primary student performance	138
The 1999 Literacy Taskforce	140
Maths: The costs of an insufficient infrastructure	142
Science stagnates	145
An absence of useful focus: Schools and Māori learners	148
Particular challenges for secondary schools	151
Changes to secondary qualifications: Promises and pitfalls	153
Costs of fragmentation	156
Lessons from the 1990s	159

Chapter 7 Trying to 'steer at a distance'	162
Getting inside schools' heads	163
Can ERO improve school self-management capability?	167
Whose responsibility?	169
Governance becomes more focused, but no simpler	171
Growing school leadership	174
Growing the knowledge needed for effective school leadership	175
Thwarted connections	178
The new local links: Grounds for hope? Challenges for Ministry–school connections	181 183
Pressure on system funding from school self-management	186
Chapter 8 New frameworks for teaching in primary schools	189
Support for change	189
Shifting numeracy teaching	190
A way to go	192
Shifts in writing	195
Schools inquiring Strengthening school professional inquiry cultures	197 198
Constraints on achieving shifts for all schools	199
National Standards: Trajectory interrupted or a new pathway?	201
The low-decile challenge	207
Chapter 9 A new framework for secondary achievement:	
Gains and challenges	214
C C	
Are schools places where students want to be?	215
PISA and the questions it raises for us Reframing qualifications: Secondary outcomes and NCEA	218 226
Challenges beyond the low-hanging fruit	230
Chapter 10 What self-managing schools need to succeed	236
1. The cost of equating school self-management	
with stand-alone schools	237
2. Costs of fragmentation	247
3. Hidden costs	249
Making the most of self-managing schools	251
Glossary	257
-	
References	261
Index	276