WHAT WORKS BEST: GOVERNMENT VS PRIVATE?

THURSDAY 16TH APRIL 2015

Lis Tribe, Managing Director, Hodder Education
A duty and a vision?

“The conceit of education is that we can help children learn more effectively”

Ken Robinson, education guru
Curriculum ‘control factors’ (Oates, 2011)

- Assessment & qualifications
- Institutional structures
- Inspection
- Funding
- Governance
- Pedagogy
- Initial teacher education
- Curriculum content
  - NC, Textbooks (& support materials)
- National Frameworks (routes etc)
- Allied social measures
- Professional development
- Selection & gatekeeping
Government spending 2014

- Social protection: 30%
- Health: 19%
- Education: 14%
- Public order: 7%
- Defence: 7%
- Personal social services: 7%
- Housing: 5%
- Debt interest: 4%
- Other: 4%
- Industry: 2%
- Debt interest: 3%
- Other: 2%
Government intervention

“The best place in the world for children to grow up...

...to make children happy and healthy”

Welcome

The purpose of the Department for Children, Schools and Families is to make this the best place in the world for children and young people to grow up. We want to:

- make children and young people happy and healthy
- keep them safe and sound
- give them a top class education
- help them stay on track.

Our Children’s Plan sets out how we can achieve our ambitions.
Labour Government Strategies

- National Literacy and Numeracy Strategies
  - 1998/1999

- eLearning Credits / Curriculum Online
  - 2003

- Primary National Strategy
  - 2003

- Primary Frameworks
  - 2006

- Synthetic phonics programme
  - 2007
Government intervention

“We work to achieve a highly educated society in which opportunity is equal”

What we do

The Department for Education is responsible for education and children’s services in England. We work to achieve a highly educated society in which opportunity is equal for children and young people, no matter what their background or family circumstances.

DfE is a ministerial department, supported by 9 agencies and public bodies.

Read more about what we do
Coalition Government strategies

- National Literacy and Numeracy Strategies
- eLearning Credits / Curriculum Online
- Primary Frameworks
- Synthetic phonics programme
- Phonics matched funding
- Computing curriculum
- Baseline Assessment

- 199/1998
- 2003
- 2006
- 2007
- 2011 – 2013
- 2014
- 2015
1. Primary Maths Framework

- Released 2006
- Content followed the initial teaching structure (framework)

Data © EPC 2014

Graph showing a 40% drop in Maths from 2008 to 2009.
Outcomes – standards in Maths

In 2010:
- 30% more pupils achieved Level 4+ than in 1998.
- 83% of pupils made two or more levels of progress over Key Stage 2.
- The poverty gap narrowed to 26%; an improvement of 36%.
- ‘No European country outperformed England in any of the four assessments’ TIMSS 2010
- Private market recovered
2. eLearning Credits

- £465m allocated 2003 to 2008
- £2-3k per school per year
- Resources accessed through Curriculum Online portal
- 21,000 assets

free and paid for

Data source: BESA © 2014
Outcomes – ICT in schools today

- At 15% of total spend, there is a market for digital content in the UK – unlike France or Spain (less than 1%)

- “Use of digital is still not embedded in classroom activity, but treated as an add-on”

  Angela McFarlane, ex Becta
3. Phonics matched funding

- Most schools were already using phonics schemes
- Published resources had to fit Government criteria

Data © EPC 2014
Outcomes – the phonics test
4. Computing curriculum

- Prompted by Eric Schmidt, admired around the world
- Policy making as publishers like it

Data © EPC 2014
Private provision?

- Experts who are close to the market
- Innovative providers who lead the market
- Competitors who provide teachers with a variety of approaches
“I would like to see **all schools using high-quality textbooks** in most academic subjects, bringing us closer to the norm in high-performing countries.”

“I strongly believe that textbooks need to play an important role in pushing up academic standards. Ministers need to **make the case for more textbooks in schools**, particularly primary schools.”

“But the industry needs to provide **the type of textbook that policy makers can be proud to promote.**”