School Choice National Conference

Driving Quality through School Management Committees

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Agenda

1. The Future

- ✓ **Flexibility**
- ✓ **Unknown**
- ✓ **Information Processing**

2. The Present

- ✓ **Changing the Debate**
- ✓ **The Road Map**
- ✓ **Necessary Changes**
- ✓ **Drivers of Change**

Constant Change – 1
Flexibility

- **Today's learners will have between 10 to 14 jobs by the time that they are 38**

- **I out of 4 workers employed today is working for a company for which they have been working for less than a year**

Constant Change – 2
Unknown

- **The top 10 jobs that are in demand today did not exist in 2004**

- **We are preparing children for jobs that don't even exist yet!**

- **Jobs that will require the use of technologies that do not even exist yet**

Constant Change – 3
Information Processing

- **Billions of Google searches daily, what did we do before?**
- **540,000 words in the English language – 5 x more than in Shakespeare's time**
- **Week's worth of news content more information than a person would come across in their lifetime in the 18th Century**
- **The amount of technical information is doubling every year**

- *So 1/2 of what a 4 year College Graduate student learns will be outdated by the time that they finish their four year degree!*

- *By 2028 when a 1ˢᵗ Grader will be just 23 and beginning their career, predictions are that a super computer will have been built that exceeds the computer capabilities of the human brain*

The Present

How can we change the debate?

- **We have been through an endless succession of school improvement strategies; and**

- **While the overall level of performance or access appear to rise, the very high level of inequity in performance persists and the degrees of quality and access still vary tremendously.**

We allow the curriculum at school level to be shaped by teachers who are...

➢ *themselves the product of a particular type of curriculum and way of learning; and*

➢ *who go on repeating that prescription even though the evidence is pretty clear that it does not appeal to or excite a considerable number of our young people.*

A Silent Social Revolution is coming …..

The description of education is to provide children with:

- ***The skills to earn their living***
- ***The interest to enjoy their leisure***
- ***And the morality to be a good citizen***

Education cliches such as:

- ***The future is uncertain and we must stick with what works – with great teaching and strong autonomous leadership***

Are no longer tenable!

Consumer not Producer Led

We need …

- ➤ *Thinkers who can act*

- ➤ *Practitioners who can think*

- ➤ *A balance between curriculum delivery and learner choice*

We need a system that:

- ➤ allows the freedom for people to make their own choices

- ➤ showcases best practice

- ➤ balances the assessment mechanism right by ensuring that the assessment approaches are fit for purpose

Four Key Overarching Changes

1. <u>**Innovation in Educational Practice**</u>

➢ **Educators looking over the horizon and developing next practice**

➢ **Stop seeking out what was presumed to work best in practice in the past**

2. <u>**Provision of Schools for the Beneficiaries**</u>

➢ **Enable users to identify and enhance their attributes**

➢ **Stop forcing onto restricted paths…(often been chosen by parents!)**

3. <u>**Preparation of Young People for a Global Society**</u>

➢ **Learn to live and work in a divided national and global society**

➢ **Critical we become architects of a shared and better future for us all**

4. <u>**Engagement of Elected Politicians**</u>

➢ **Cease their perpetual habit of blocking decisions they do not like**

➢ **Engage in supporting measures to tackle the ever-increasing challenges faced by education systems the world over**

Five Key Driving Forces
A. Teacher-Centric to Learner-Centric (1)

1. **Emphasis on Teacher as Expert – the Sage**
2. **Transfer of information on a person to person basis**
3. **Teacher as Control Valve**
4. **Time dependent**
5. **Location dependent**

Five Key Driving Forces
A. Teacher-Centric to Learner-Centric (2)

The Force: Exponential Growth in Information that is uncontrollable

- **Information overload (Amazon –4 million books; YouTube - 6.1 million videos; Blogs – 60 million; iTunes –3.5 million)**

- **Information not only text based but graphical, musical, audio and visual**

Steve Jobs by Walter Isaacson

© Albert Watson
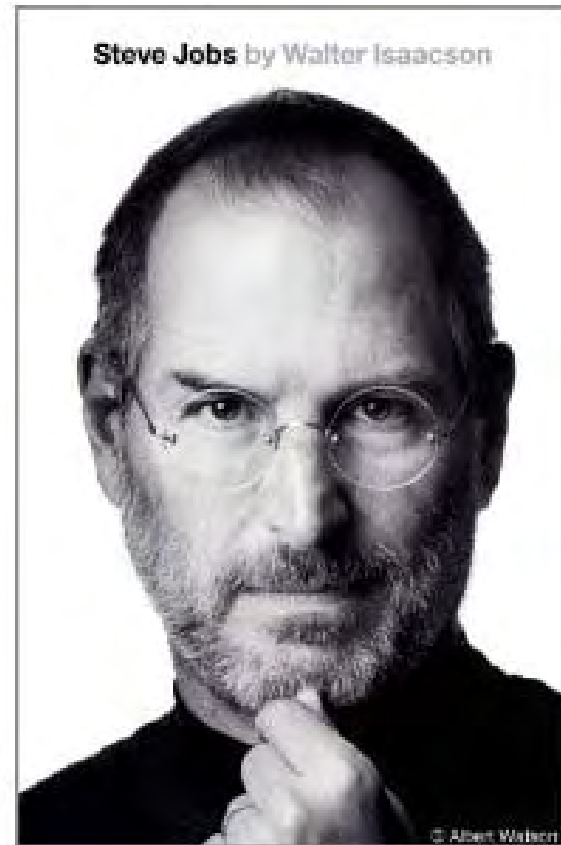
Five Key Driving Forces
B. Classroom-bound to Unbound

Information exploding in all forms everywhere and this information is being harnessed into courseware, such as:

➢ *Some 820,000 open educational materials that are free and accessible (eg.Wikiversity – Connexions – Curriki.org – MITOpenCourseWare etc)*

➢ *But there is still a vast vacuum and room for the arrival of a participative courseware builder*

Five Key Driving Forces

C. Mandated to Individualized Learning

- **Products increasingly aligned with satisfying the particular needs of the individual (eg., 500 TV channels, 2 million books)**
- **No constraint of shelf space anymore**
- **Notion that education can only take place in a classroom teaching the same materials to the same age students at a specific time is unsustainable**

Watch. Practice.
Learn almost anything for free.

With a library of over 2,700 videos covering everything from arithmetic to physics, finance, and history and 253 practice exercises, we're on a mission to help you learn what you want, when you want, at your own pace.

The Khan Academy website….

Five Key Driving Forces
D. From Consumer to Producer

- **Transition from Consumer to Producer (eg.YouTube from consumers of videos to producers – 65,000 new clips per day!)**
- **Education still awaiting means for consumers to participate and lend their own thoughts and ideas**
- **An easy-to-use courseware builder that inspires the imagination and is participative**

Five Key Driving Forces
E. From Long to Short Accountability Relationships (1)

To improve student outcomes, school systems traditionally use:

- *Teacher training*
- *Curriculum reform*
- *Textbook provision*
- *Infrastructure*
- *Mid day meals*

Whereas going forward, what is needed is strengthening the accountability route through such means as…

- ✓ *Information for accountability*
- ✓ *School Based Management*
- ✓ *Teacher incentives*

Five Key Driving Forces
E. From Long to Short Accountability Relationships (2)

➢ **Need for parent engagement since parents:**
- ✓ **are ambitious for their children**
- ✓ **get involved in their learning**
- ✓ **consistently challenge the school to make the learning interesting and engaging for their kids.**

➢ **For the future we must be thinking about education reform in terms of how we empower the consumer – be it the client or the beneficiary**

➢ **How we manage this change doesn't mean more choice-based reform, it means more voice-based reform.**
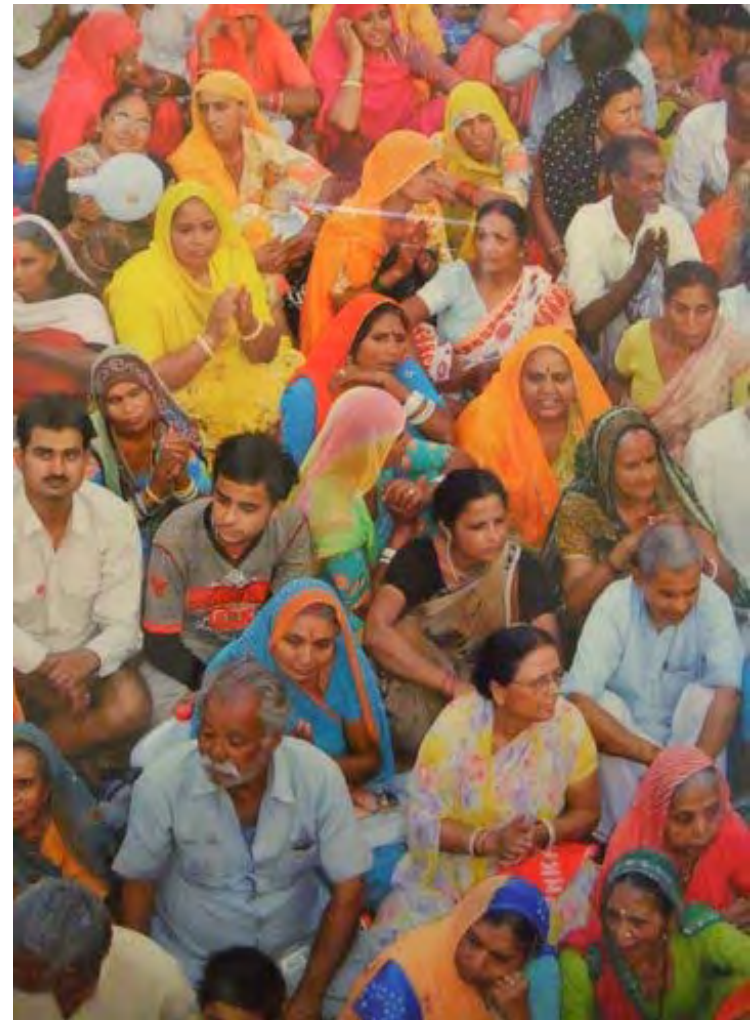
Summary of Changes

1. **Teacher centric to learner centric**
2. **Classroom based to anywhere anytime learning**
3. **Mandated courses to individualised learning programmes**
4. **Learners as Producers not Consumers**
5. **A Courseware explosion**
6. **Greater client power as 'customers of education services'**
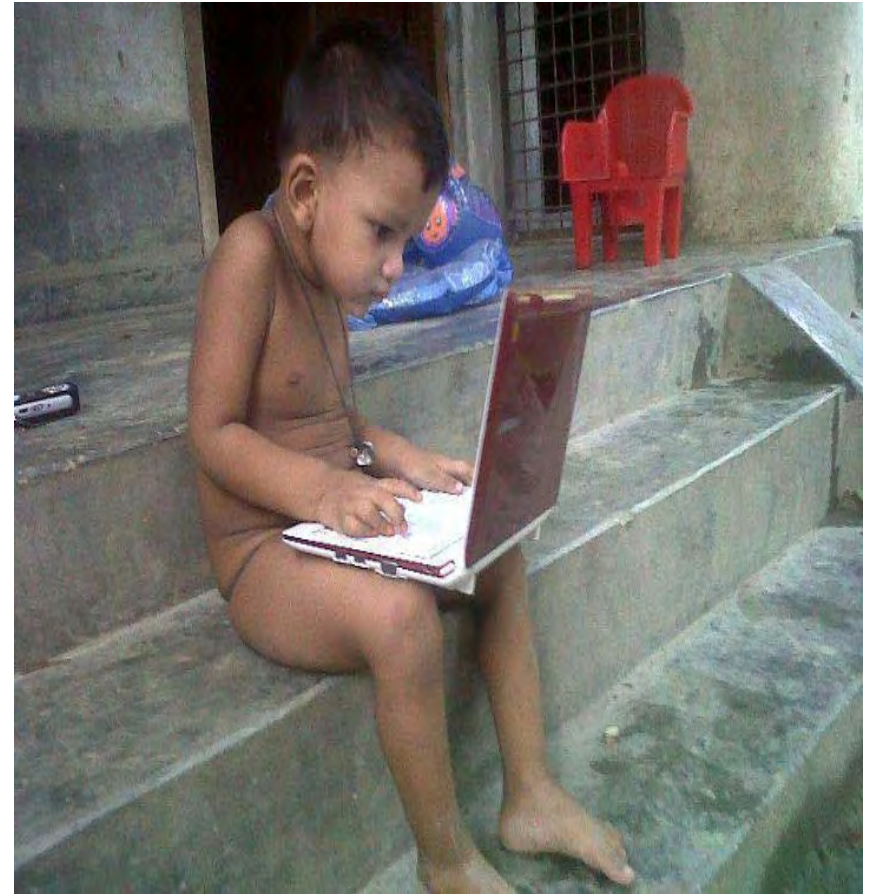
'Customers of Education Services

- *From Long to Short Accountability Relationships*

- *The Role of School Management Committees*

I.   **Challenges**

II. **Aspirations**

III. **A Brief Example**

1. Challenges to SMCs

i.   What powers are needed for SMCs to really be able to increase accountability over government schools?

ii.   Do you not need some powers over evaluation of teacher competencies and students learning assessment to make this truly effective?

iii. Members of SMCs are required to volunteer their time and effort but often they are poor and this is an additional burden for them

iv.   Members of SMC are poor and the 'educationalists' they are making accountable are often far wealthier!

v.   How does one embed any SMC training over the long term?

1. Challenges to SMCs

"A number of our principals, headmasters and headmistresses have been complaining for the past few months that parent members do not even attend the meetings"

Vinod Sharma, President of the Government Teachers Union (GTU)

"...we as responsible civil society members need to make the government accountable through social audits, filing right to information applications and demanding our children's right to quality elementary education."

Parth Shah

II. Aspirations
The What of SMCs

- **SMCs should focus on tracking each child's progress and continuously monitor critical indicators, including financial records.**

- **SMC should act as the apex planning and implementing body to oversee children's wellbeing and rights to education.**

II. Aspirations
The How of SMCs

- **Meetings should:**
  - ✓ **be conducted on a regular basis**
  - ✓ **include discussion about participation of children**
  - ✓ **discuss funding and expenditure**

- **People should be involved: through media campaigns including hoardings, rallies etc**

- **School Development Plans need to be made and these SDPs must be shared in village council meetings**

II. Aspirations
The Who of SMCs

- **SMCs need resources to build capacity and awareness among members to help them**
- **People 'to be held accountable' are the people sourcing this assistance**
- **Guidelines and checklists are needed to give SMCs a framework.**
- **Evidence of impact of what works needs to be shared**

III. A Quick Example

I. Instrument *II. Means* *III. Initial Evidence of Impact*	▪ **6 then 7 Mandals in Ananthapur** ▪ **100 Primary Schools under DFID then 400 under GoAP funding** ▪ **'SHG-PPPs in Education' project or 'Vidya Chaitanyam'**

III. A Quick Example
'The Instrument'

- **Enables the user to understand and rate select dimensions of quality, using pictorial ratings;**

- **Includes issues like school maintenance, toilets, mid – day meals, student and teacher attendance, academic performance of children, use of TLM, displays, community participation etc.**

- **Employs simple 3 point scale corresponding to traffic light colours**

III. A Quick Example
'The Means'

CfBT Server

To: 8985748110

rp a 1001 b 200 c 160 d 100 e 20 f 15 g 8 h 3 i 135 j 135 k 160

From: 8985748110

Thank You. Your survey data has been updated successfully

School Survey

- **Send all SMS to +918985748110**
- **How to report School Survey**

Report	School code	Total Strength	Attend-ance	Grade A students	Special Need Students	Attendance of special need student	Absent students for more than 5 days	Attendance out of previous absent students	Good Mid Day Meals	Total No of parents in AMC	Total No of parents attended last AMC
rp	a ####	b ###	c ###	d ###	e ##	f ##	g ##	h ##	i ##	j ###	k ###
For example											
rp	A 1001	b 200	c 160	d 100	e 20	f 15	g 8	h 3	i 135	j 180	k 160

Final SMS :

rp a 1001 b 200 c 160 d 100 e 20 f 15 g 8 h 3 i 135 j 135 k 160

Response :

Thank You. Your survey data has been updated successfully
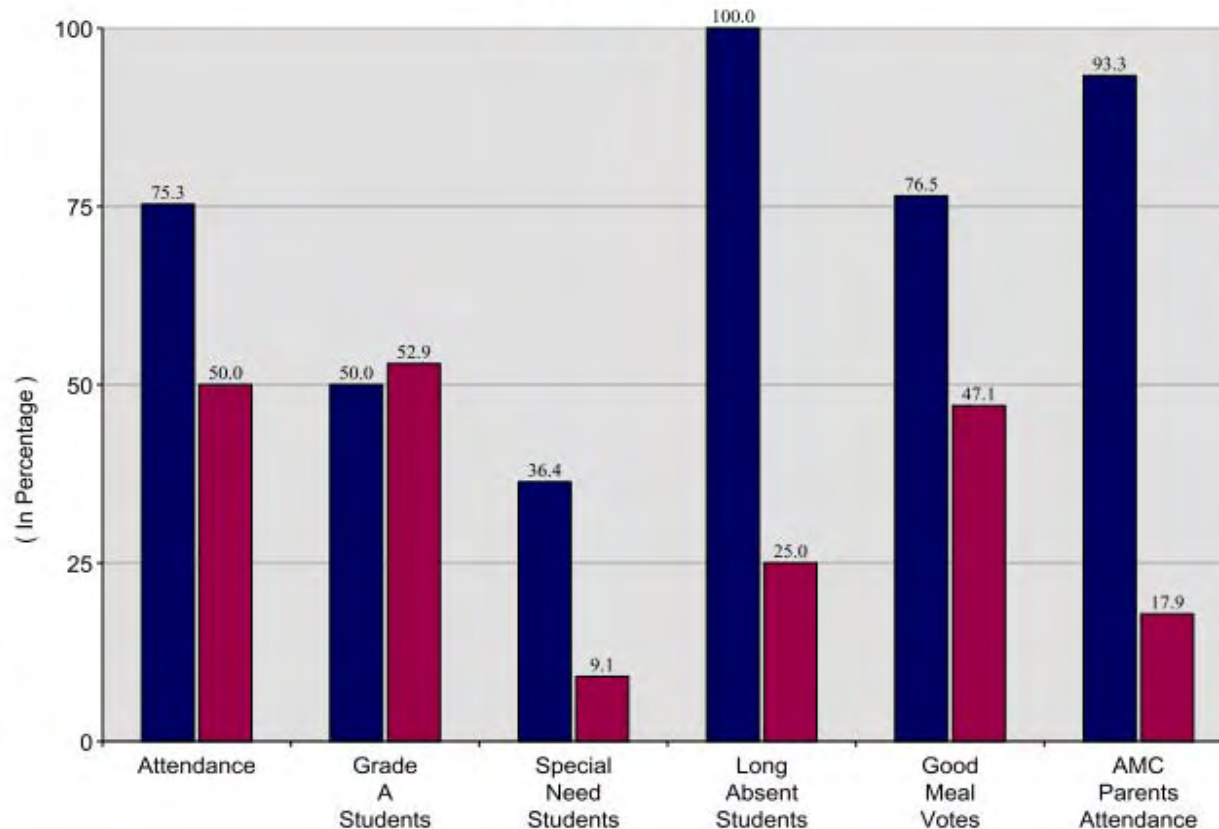
Viewing School Reports
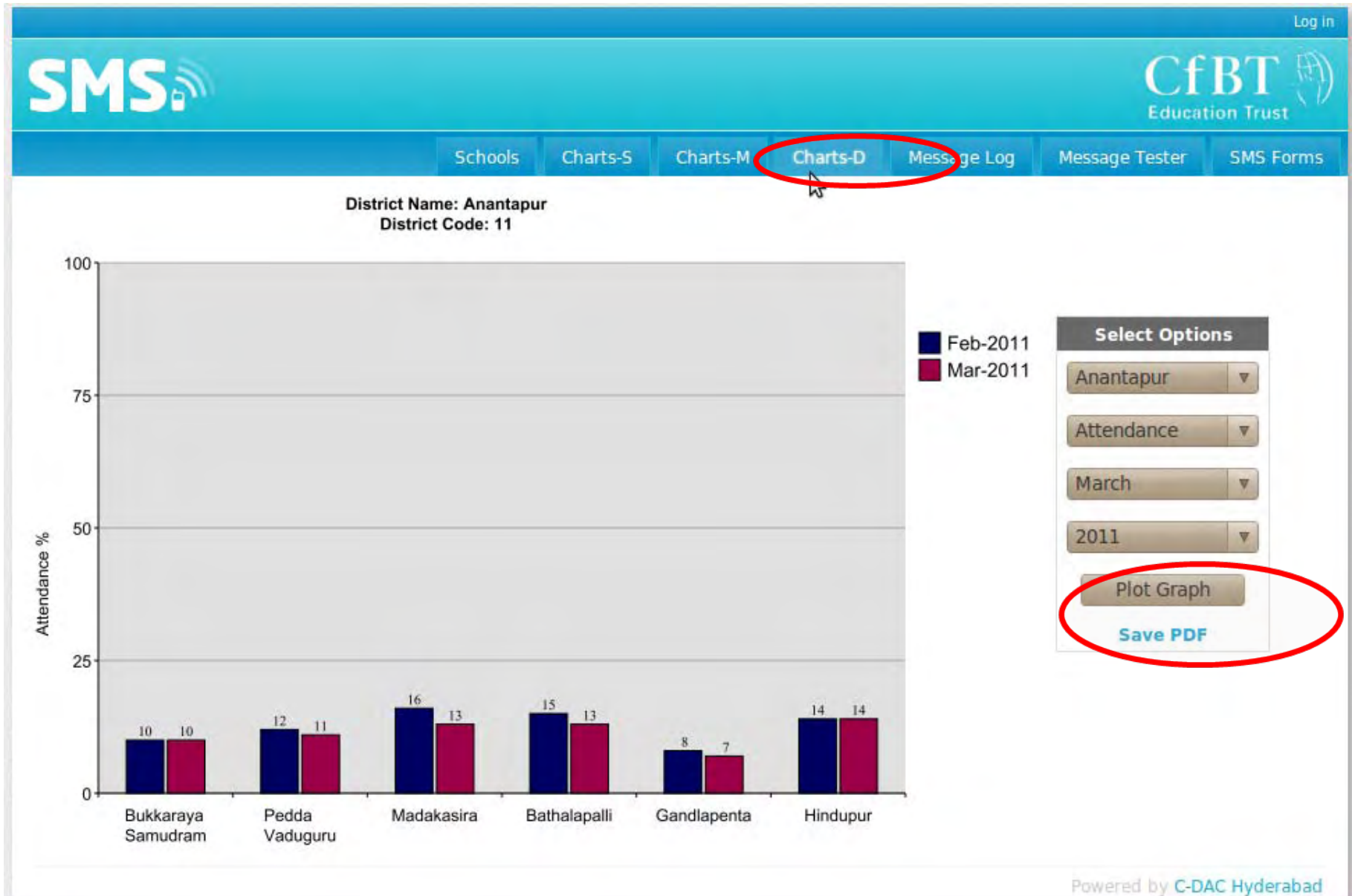
District Survey Report

The Final Thought!

SMCs provide a vital way for enabling disadvantaged groups to hold the professionals to account

- ❑ SMCs though are merely the **FORUM or CONDUIT**
- ❑ You need to give **TOOLS** to gather the information (Scorecards)
- ❑ You need **MEANS** (SMS) to analyse and share the information across the different stakeholders
- ❑ You need **Evidence of Impact** of the work of the SMCs

Thank you!!
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