## **Contents**

Acknowledgements	1X
About the author	х
Preface	xi
Part 1: Looking for quality	1
Chapter 1: How good are we?	3
Introduction	3
Are PISA data valid?	4
School decile and NCEA achievement data	10
Ethnicity and NCEA achievement data	12
Concluding comments	13
Chapter 2: More about the deciles	15
Calculating deciles	15
Deciles are not averages	16
Decile and school funding	18
School decile and school population	19
School decile and school ethnicity	21
Concluding comments	23
Chapter 3: Do schooling and teaching matter?	24
Cultural capital	24
Cultural capital and New Zealand Māori	26
The impact of cultural capital and socioeconomic status on achievement	27
In-school and between-school differences in achievement	29
Socioeconomics or schools and teachers?	32
Concluding comments	35
Chapter 4: School effectiveness	38
The school effectiveness movement	38
Effective school research methodologies	39
OECD PISA effectiveness judgements	43
The ERO perspective on quality	43
Using proven teaching strategies: a different perspective on quality	46
Shifting the focus to the quality of the teacher	48

Teaching as inquiry	49
Concluding comments	52
Chapter 5: Measuring quality in schools	55
Introduction	55
NCEA data	55
ERO and differentiated reviews	61
Are low-decile schools underperforming?	66
Problems with the ERO review process	67
Concluding comments	69
PART 2: Educational reform in New Zealand: What goes	
wrong?	71
Chapter 6: Tomorrow's Schools	73
Introduction	73
Background	73
Has the Tomorrow's Schools reform achieved its objectives?	78
The reform process	82
Concluding comments	87
Chapter 7: NCEA	88
Background	88
Rolling out the new achievement standards	94
Policy and implementation issues	99
NCEA: The reform process	107
Concluding comments	119
Chapter 8: The New Zealand Curriculum 2007	120
Background	120
Did NZC achieve its purpose?	131
The reform process	135
Concluding comments	140
Chapter 9: National Standards	142
Background	142
Have the new literacy and numeracy standards achieved the desired	
objectives?	145
The reform process	148
Concluding comments	153

PART 3: Problems with the Ministry of Education, the PPTA	
and principals	155
Chapter 10: The Ministry of Education	150
Introduction	150
Poor policy development	157
Poor implementation	160
Leadership issues	165
Poor support for teaching and teachers	170
Concluding comments	170
Chapter 11: The Post Primary Teachers' Association	177
Introduction	177
Teacher competence	177
Teacher pay and performance	179
Teacher workload	182
Teachers who spend too much time not teaching	185
Concluding comments	180
Chapter 12: Secondary school principals	187
Two principals' organisations	187
Principals are overwhelmed by their jobs	189
Principals behave badly in a competitive environment	192
Concluding comments	190
PART 4: Future pathways	197
Chapter 13: Socioeconomic status matters: Address economic	
and social disparities	199
Chapter 14: Find new tools to measure school effectiveness	202
Publishing league tables	202
Publishing useful and valid achievement data	204
Concluding comments	214
Chapter 15: Focus on teacher support and professional	
development	215
Introduction	215
Attracting the top tier to teaching	210
Concluding comments	235

Chapter 16: Improve the selection and training of school leade	ers 236
Introduction	236
Principal appointments and performance management	238
Principals' appointment, training and support	239
Concluding comments	244
Chapter 17: Ensure that reform is well planned, implemented,	
evaluated and supported	246
Improving the quality of policy advice	246
The government must change the way schools are structured and reduce	
their number	250
The school decile system	254
Bulk funding of teachers' salaries and resourcing	255
Concluding comments	257
End note	259
Index	260
References	267
Further reading	273