

Schools Funding Conference

**WHY MONEY
DOES MATTER**

Thursday 17 & Friday 18 February
2022

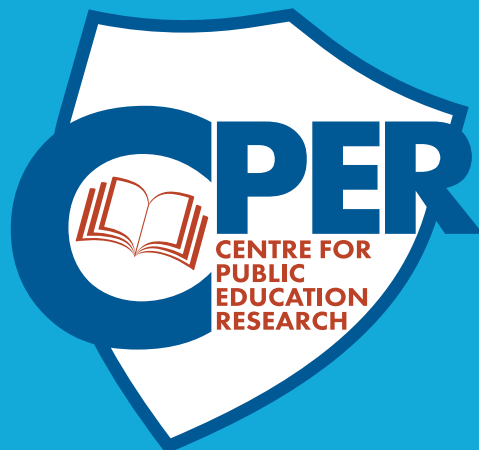


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PROGRAM – Schools funding conference: why money does matter

TIME THURSDAY 17 FEBRUARY 2022

6:00pm Reception

Ken Boston

TIME FRIDAY 18 FEBRUARY 2022

8.15 – 8.50 Conference Registration

8.50 – 9.15 Welcome, Housekeeping and Announcements

- Mel Smith (Deputy Secretary, NSWTF)

- Maurie Mulheron (Director, CPER)

Acknowledgement of Country

- Russell Honnery (Aboriginal Education Coordinator, NSWTF)

Session 1

9.15 – 10.00 Time to take a stand

- Lyndsay Connors

10.00 – 10.45 How real education nations do it

- Pasi Sahlberg

10.45 – 11.15 MORNING TEA (provided by the NSW Teachers Federation)

Session 2

11.15 – 12.00 The school funding war is far from over

- Trevor Cobbold

12.00 – 12.45 Excellence and equity? Problem analysis and strategies to strengthen Australia's paramount education goal

- Rachel Wilson

12.45 – 1.45 LUNCH (provided by the NSW Teachers Federation)

Session 3

1.45 – 2.30 What matters that has not been lost

- Geoff Gallop

2.30 – 3.15 Preparing for More – The Coming Challenge for Our Schools

- Adam Rorris

3.15 – 3.30 Closing remarks – what is to be done?

- Angelo Gavrielatos (President, NSWTF)

3.30 Post-conference reception in the Heritage Room

SESSION GUIDE

THURSDAY 17 February 2022

RECEPTION (6:00pm)

DESCRIPTION

Dr Ken Boston

The hope of the Gonski Report was that it would lead to public funds being strategically targeted across school sectors in order to close the widening gap, over time, between the advantaged and the disadvantaged. Its implementation was seen at the time as crucial if Australia was to maintain a strong, socially inclusive public education system. Ten years on, one of the original members of the Gonski review, Ken Boston, reflects on the extent to which those goals have been met.

Conference chair: Dr Mihajla Gavin

FRIDAY 18 February 2022

SESSION 1 (9.15 – 10.45)

DESCRIPTION

Time to take a stand

*Presenter: **Lyndsay Connors***

The generation now in school will face extraordinary challenges. Dealing with the aftermath of the current pandemic and the growing effects of climate change will require highly educated citizens, capable of open, informed and intelligent consideration of options as a basis for decisions critical to their survival, certainly as a democratic society. In these circumstances, it is time to take a stand against the under-funding of the public schools which do the major share of the 'heavy lifting' in the Australian school system.

How real education nations do it

*Presenter: **Professor Pasi Sahlberg***

International comparisons have become a common practice in national and state level education policymaking. Education systems are today mostly benchmarked by their measured performance (test scores), not how they are resourced. This presentation provides a snapshot of how Australia performs using some of the present school funding metrics. The conclusion is that to become a real education nation (again), we need to understand education as an investment in public good rather than a spending for private benefits only.

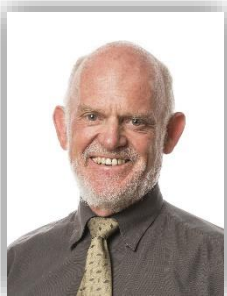
SESSION 2 (11.15 – 12.45)	DESCRIPTION
<p>The school funding war is far from over</p> <p><i>Presenter: Trevor Cobbold</i></p>	<p>The paper outlines changes in government funding of schools since 2009 and current funding levels. It analyses the current funding model and the Commonwealth-State funding agreements and shows that funding increases will continue to favour private schools over the rest of the decade to 2029 unless there is a radical change of direction.</p>
<p>Excellence and equity? Problem analysis and strategies to strengthen Australia’s paramount educational goal</p> <p><i>Presenter: Associate Professor Rachel Wilson</i></p>	<p>How equitable is Australian school education? And how does current school funding impact on equity? The answers are disappointing but, as Dr Wilson argues, not unexpected given current educational system frameworks. Equity is an essential element of an effective and efficient education system but as far as data and systems architecture are concerned, we have neglected it. The apparent failures in implementation of the Gonski funding reforms are part of that neglect but there is a remedy.</p>
SESSION 3 (1.45 – 3.15)	DESCRIPTION
<p>What matters that has been lost</p> <p><i>Presenter: Emeritus Professor Geoff Gallop</i></p>	<p>Work values cases conducted by the Industrial Relations Commission were abolished in NSW in 2012. In the independent inquiry chaired by Geoff Gallop it was demonstrated how this has come at great cost to the teaching profession, combined as it was with a particular and limited view of what matters in education. There has been a de-emphasis on wages and conditions and the role they play not only in attracting and retaining teachers but also in enabling good outcomes in all schools.</p>
<p>Preparing for More - The Coming Challenge for Our Schools</p> <p><i>Presenter: Adam Rorris</i></p>	<p>Preparing for more is the common thread to the challenge facing public schools in Australia. More students will continue to enrol and more will be expected in terms of their learning. They will come from increasingly diverse backgrounds. More are likely to have high needs as the private sector continues to skirt the heavy lifting. The challenge of teaching in schools outside of urban areas will also intensify as rural urban drift intensifies and this will affect students and teacher deployment. Continuing to do more with less is an option that is now exhausted. The educational development of our future generations will be done best when it is resourced based on actual need rather than for ideological or political partisan purposes.</p>

Speakers



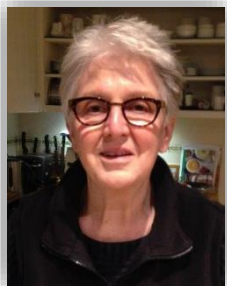
Dr Ken Boston AO FACE

Ken Boston was a member of the Gonski Review of Funding for Schooling (2010 –11) and the Gonski Review to Achieve Educational Excellence in Australian Schools (2017- 18). He was previously Chief Executive of the Qualifications and Curriculum Authority, England (2002 -09), Director-General of Education and Training NSW and Managing Director of TAFE NSW (1997-2002), Director-General of School Education NSW (1992-97), and Director-General of Education, South Australia (1988-91), having begun teaching in Victoria in 1964.



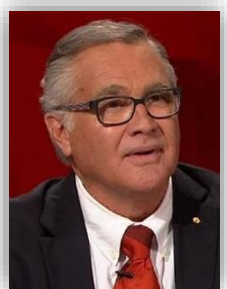
Trevor Cobbold

Trevor Cobbold has a long involvement in public education. He was a member of the ACT Council of P&C Associations for 20 years and is a life member of the Council. He was a member of the Council Executive from 1987 to 2005 and was Honorary Secretary from 1988 to 2000. He has been Convenor of Save Our Schools since it was established in 2006. He has authored many papers and submissions on education policy and funding.



Lyndsay Connors AO

Lyndsay Connors AO has been an advocate for the principle that the primary obligation of government in relation to schooling is to maintain a strong and socially inclusive public school system as a foundation for an open, informed and fair society. She has held senior positions in education at both the national level and in NSW. In 2015 she co-authored with Dr Jim McMorroa a report commissioned by the Australian Council for Education Research Imperatives in Schools Funding: Equity, sustainability and achievement.



Emeritus Professor Geoff Gallop

Emeritus Professor Geoff Gallop was Premier of Western Australia 2001-2006 and Director of the University of Sydney's Graduate School of Government 2006-2015. He chaired the Independent Inquiry into the Teaching Profession commissioned by the NSW Teachers Federation which reported in 2021. He is a Member of the Global Commission on Drug Policy based in Geneva, a position he has held since 2019.



Dr Mihajla Gavin (Conference Chair)

Dr Mihajla Gavin is a Lecturer at the University of Technology Sydney Business School. She completed her PhD at the University of Sydney in 2019, which examined how teacher trade unions have responded to neoliberal education reform in recent decades. She is also a recipient of the University Medal from the University of Sydney. Her current research focuses on the restructuring of teachers' work and conditions of work in school education, worker voice, and gender and employment relations. Her recent studies have focused on the intensification of teachers' work, the nature of temporary teaching in schools, and the work of teacher unions in protecting and advancing teachers' pay and working conditions. Her industry-engaged research has received prominent media attention and won several awards at leading industrial relations conferences. Prior to her career in academia, she worked as a senior adviser for the Fair Work Ombudsman.



Adam Rorris

Adam Rorris was Manager of the Schools Resourcing Taskforce where he advised Commonwealth and State Ministers of Education on school resourcing. Adam was the lead author of the research paper on funding for disadvantaged students commissioned by the Gonski review into school funding. Internationally, Adam Rorris has undertaken costings of education systems, developed financing strategies and education resourcing policies for governments and agencies across Asia, the Pacific and northern Africa. He has worked with UNICEF, UNESCO, the World Bank and other international agencies on all levels of education provision.



Professor Pasi Sahlberg

Pasi Sahlberg is a Professor of Education Policy at the UNSW Sydney. He has held senior education expert posts at World Bank, European Commission, and Finnish Government. Pasi was a visiting professor at Harvard University in 2014-2016 and is an adjunct professor at the University of Helsinki and University of Oulu in Finland. He lives in Sydney with his wife and two sons.



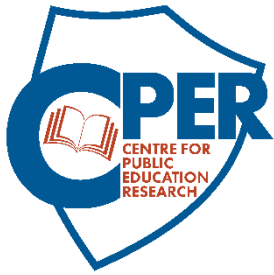
Associate Professor Rachel Wilson

Rachel Wilson is Associate Professor in Educational Assessment, Evaluation and Research Methods at the University of Sydney. Rachel's background is in psychology and teaching, with particular interests in emotional development. She has broad interests and technical expertise in relation to education research methods, evidence, policy and practice and is interested in system level reform and innovation. Rachel has led large projects examining education in early childhood, school and tertiary settings; and conducted many analyses of educational data to track trends over time. She always endeavours to keep students' and teachers' interests and wellbeing at the centre of her research, writing and advocacy for educational policy.



Angelo Gavrielatos

Angelo Gavrielatos is the President of the NSW Teachers Federation. Prior to his election, Angelo led Educational International's (EI) Global Response to the growing commercialisation and privatisation of education. EI is the global union federation representing teachers and other education workers globally. Angelo was the Federal President of the Australian Education Union (AEU) for 7 years prior to commencing work with EI during which time, among other areas of work, he led the national Gonski schools funding campaign. Prior to his election as Federal President of the AEU, Angelo was the Senior Vice and Deputy President of the NSW Teachers Federation between 2002 and 2008. He started his career as a secondary teacher in Green Valley in South-West Sydney in 1987.



About the Centre for Public Education Research

The Centre for Public Education Research (CPER) was established to commission, disseminate, and publish independent academic research pertaining to public education; in particular, research that may be relevant to those working in the sectors of early childhood education, public schools, and Technical and Further Education (TAFE).

CPER's work will reflect more broadly the values of public education, initiate research that supports the teaching profession, and alert the profession to critical and emerging issues.

As well as publishing existing research and commissioning new research, the Centre will organise seminars, public forums, and professional conferences on a range of contemporary education issues.

For more information visit www.cper.edu.au



Maurie Mulheron

Maurie was President of the NSW Teachers Federation (NSWTF) from 2012 after 34 years as a public school teacher and principal. He held that position until January 2020 leading the union's many campaigns. Maurie represented the NSWTF on the Federal Executive of the Australian Education Union (AEU) for twenty years. From 2015-2020, he was Deputy Federal President of the AEU. Maurie was active in Education International's Global Response Network which coordinated international opposition to the growing commercialisation and privatisation of education.

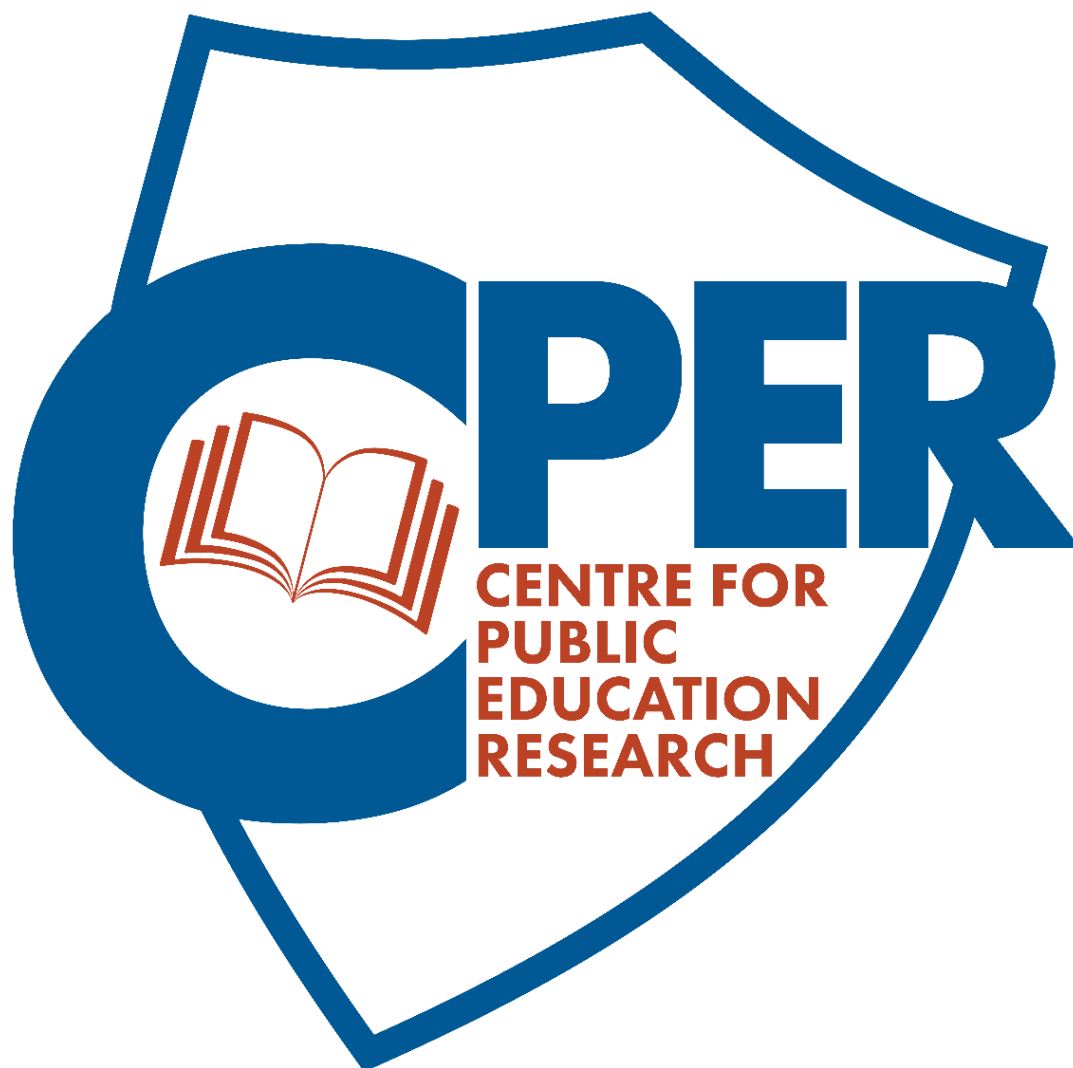
Maurie is currently the Director of the Centre for Public Education Research (CPER).

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