

**edpol.net**

# The need for policy stability in education

Extract on learning from overseas

In its 2015 analysis of education policy in the UK, as compared to other jurisdictions, the OECD singled out the UK system as being particularly subject to churn. In the UK, 'rather than build on the foundations laid by previous administrations, the temptation is always to scrap existing initiatives and start afresh' (OECD 2015, 152).

An Institute of Government report in 2017 described an education environment of 'costly policy change and churn: New organisations replace old ones; one policy is ended while a remarkably similar one is launched' (Norris and Adam 2017, 3).

Version 3.3 28<sup>th</sup> May 2020

(see end for version control) V 2.0 17th December 2019

## 6 Lessons from overseas

- a. PISA is selectively quoted but offers no prescriptive answer
- b. Country experience indicates there is no “left” or “right” policy answer
- c. Available data indicates “government effectiveness” is critical
- d. Effectiveness is built on:
  - Stability and consensus
  - Long-term planning
  - Societal buy-in
- e. Teacher quality, development, autonomy and co-operation
- f. UK needs to move from a rapid, vicious policy circle to a slower, virtuous circle

# 6a PISA is selectively quoted but offers no “silver bullet”

While aspects of PISA are understandably criticised, it nevertheless offers a comprehensive data set that successive governments have turned to

However, even a cursory look at the top performers reveals that they are very diverse in terms of geography, demographics and sampling approach, government type, culture, cohesion and economic status. The clear message is approach the data with care

In this study we analysed 68 different trans-national economic, social, education and governance-related variables for correlation with PISA scores. The majority showed an absolute correlation coefficient of less than 0.5, that is, the correlation was poor

These insignificant variables included ‘Percentage urban population’ ( $r = 0.159$ ), Compulsory Education Starting Age (2005) with ( $r = 0.139$ ); Percentage of enrolment in private institutions (%) 0.004; Unemployment, total (% of total labor force) 0.33; Official entrance age to lower secondary education (years) 0.19  
Population growth (annual %) 0.18

There was no evidence of a “silver bullet” i.e. success is built on a number of factors, most likely interrelated

## PISA scores, top performing countries

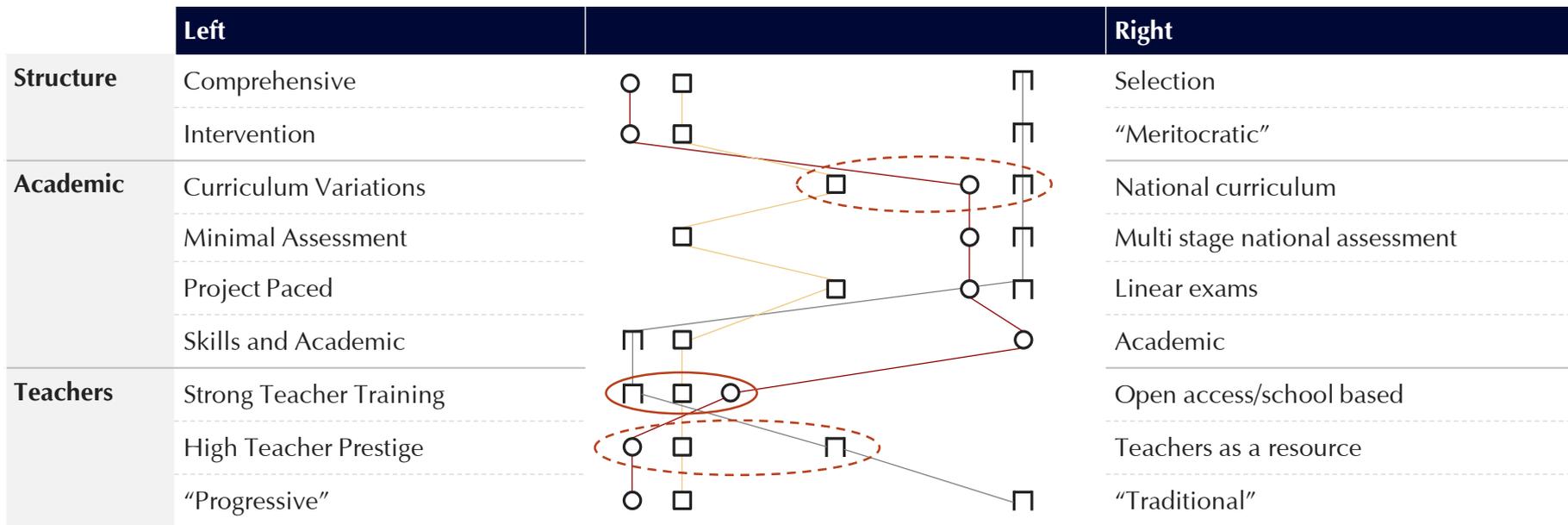
Country	Score	Country	Score	Country	Score	Country	Score
Finland	551	Denmark	549	Switzerland	548	Canada	547
France	545	Germany	544	Japan	543	South Korea	542
Sweden	541	Belgium	540	Poland	539	United Kingdom	538
Spain	537	Italy	536	Portugal	535	United States	534
China	533	South Korea	532	China	531	China	530
China	529	China	528	China	527	China	526
China	525	China	524	China	523	China	522
China	521	China	520	China	519	China	518
China	517	China	516	China	515	China	514
China	513	China	512	China	511	China	510
China	509	China	508	China	507	China	506
China	505	China	504	China	503	China	502
China	501	China	500	China	499	China	498
China	497	China	496	China	495	China	494
China	493	China	492	China	491	China	490
China	489	China	488	China	487	China	486
China	485	China	484	China	483	China	482
China	481	China	480	China	479	China	478
China	477	China	476	China	475	China	474
China	473	China	472	China	471	China	470
China	469	China	468	China	467	China	466
China	465	China	464	China	463	China	462
China	461	China	460	China	459	China	458
China	457	China	456	China	455	China	454
China	453	China	452	China	451	China	450
China	449	China	448	China	447	China	446
China	445	China	444	China	443	China	442
China	441	China	440	China	439	China	438
China	437	China	436	China	435	China	434
China	433	China	432	China	431	China	430
China	429	China	428	China	427	China	426
China	425	China	424	China	423	China	422
China	421	China	420	China	419	China	418
China	417	China	416	China	415	China	414
China	413	China	412	China	411	China	410
China	409	China	408	China	407	China	406
China	405	China	404	China	403	China	402
China	401	China	400	China	399	China	398
China	397	China	396	China	395	China	394
China	393	China	392	China	391	China	390
China	389	China	388	China	387	China	386
China	385	China	384	China	383	China	382
China	381	China	380	China	379	China	378
China	377	China	376	China	375	China	374
China	373	China	372	China	371	China	370
China	369	China	368	China	367	China	366
China	365	China	364	China	363	China	362
China	361	China	360	China	359	China	358
China	357	China	356	China	355	China	354
China	353	China	352	China	351	China	350
China	349	China	348	China	347	China	346
China	345	China	344	China	343	China	342
China	341	China	340	China	339	China	338
China	337	China	336	China	335	China	334
China	333	China	332	China	331	China	330
China	329	China	328	China	327	China	326
China	325	China	324	China	323	China	322
China	321	China	320	China	319	China	318
China	317	China	316	China	315	China	314
China	313	China	312	China	311	China	310
China	309	China	308	China	307	China	306
China	305	China	304	China	303	China	302
China	301	China	300	China	299	China	298
China	297	China	296	China	295	China	294
China	293	China	292	China	291	China	290
China	289	China	288	China	287	China	286
China	285	China	284	China	283	China	282
China	281	China	280	China	279	China	278
China	277	China	276	China	275	China	274
China	273	China	272	China	271	China	270
China	269	China	268	China	267	China	266
China	265	China	264	China	263	China	262
China	261	China	260	China	259	China	258
China	257	China	256	China	255	China	254
China	253	China	252	China	251	China	250
China	249	China	248	China	247	China	246
China	245	China	244	China	243	China	242
China	241	China	240	China	239	China	238
China	237	China	236	China	235	China	234
China	233	China	232	China	231	China	230
China	229	China	228	China	227	China	226
China	225	China	224	China	223	China	222
China	221	China	220	China	219	China	218
China	217	China	216	China	215	China	214
China	213	China	212	China	211	China	210
China	209	China	208	China	207	China	206
China	205	China	204	China	203	China	202
China	201	China	200	China	199	China	198
China	197	China	196	China	195	China	194
China	193	China	192	China	191	China	190
China	189	China	188	China	187	China	186
China	185	China	184	China	183	China	182
China	181	China	180	China	179	China	178
China	177	China	176	China	175	China	174
China	173	China	172	China	171	China	170
China	169	China	168	China	167	China	166
China	165	China	164	China	163	China	162
China	161	China	160	China	159	China	158
China	157	China	156	China	155	China	154
China	153	China	152	China	151	China	150
China	149	China	148	China	147	China	146
China	145	China	144	China	143	China	142
China	141	China	140	China	139	China	138
China	137	China	136	China	135	China	134
China	133	China	132	China	131	China	130
China	129	China	128	China	127	China	126
China	125	China	124	China	123	China	122
China	121	China	120	China	119	China	118
China	117	China	116	China	115	China	114
China	113	China	112	China	111	China	110
China	109	China	108	China	107	China	106
China	105	China	104	China	103	China	102
China	101	China	100	China	99	China	98
China	97	China	96	China	95	China	94
China	93	China	92	China	91	China	90
China	89	China	88	China	87	China	86
China	85	China	84	China	83	China	82
China	81	China	80	China	79	China	78
China	77	China	76	China	75	China	74
China	73	China	72	China	71	China	70
China	69	China	68	China	67	China	66
China	65	China	64	China	63	China	62
China	61	China	60	China	59	China	58
China	57	China	56	China	55	China	54
China	53	China	52	China	51	China	50
China	49	China	48	China	47	China	46
China	45	China	44	China	43	China	42
China	41	China	40	China	39	China	38
China	37	China	36	China	35	China	34
China	33	China	32	China	31	China	30
China	29	China	28	China	27	China	26
China	25	China	24	China	23	China	22
China	21	China	20	China	19	China	18
China	17	China	16	China	15	China	14
China	13	China	12	China	11	China	10
China	9	China	8	China	7	China	6
China	5	China	4	China	3	China	2
China	1	China	0	China	-1	China	-2

Country	Score	Country	Score	Country	Score	Country	Score
China	551	China	549	China	548	China	547
China	545	China	544	China	543	China	542
China	541	China	540	China	539	China	538
China	537	China	536	China	535	China	534
China	533	China	532	China	531	China	530
China	529	China	528	China	527	China	526
China	525	China	524	China	523	China	522
China	521	China	520	China	519	China	518
China	517	China	516	China	515	China	514
China	513	China	512	China	511	China	510
China	509	China	508	China	507	China	506
China	505	China	504	China	503	China	502
China	501	China	500	China	499	China	498
China	497	China	496	China	495	China	494
China	493	China	492	China	491	China	490
China	489	China	488	China	487	China	486
China	485	China	484	China	483	China	482
China	481	China	480	China	479	China	478
China	477	China	476	China	475	China	474
China	473	China	472	China	471	China	470
China	469	China	468	China	467	China	466
China	465	China	464	China	463	China	462
China	461	China	460	China	459	China	458
China	457	China	456	China	455	China	454
China	453	China	452	China	451	China	450
China	449	China	448	China	447	China	446
China	445	China	444	China	443	China	442
China	441</						

# 6b Country experience indicates there is no “left” or “right” policy answer

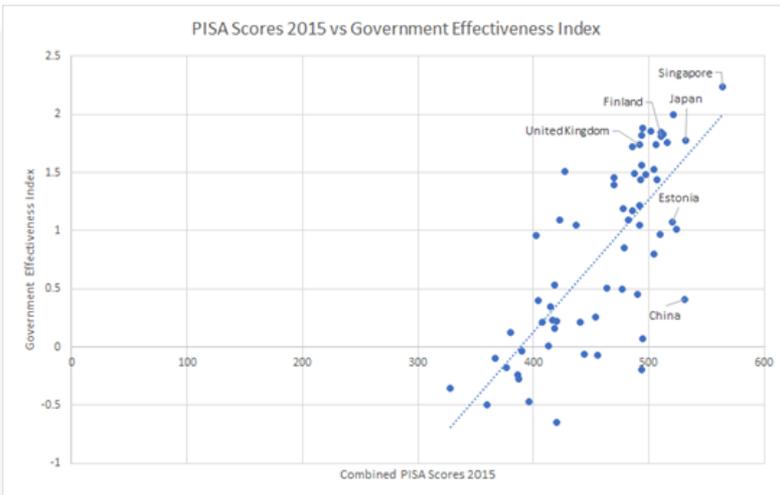
Drawing on the work of Lucy Crehan, Amanda, Ripley, Alex Beard (1), PISA and OECD studies, the diagram below plots the policy orientation of leading PISA countries in education (Finland, Japan and Singapore) - against the typical “left v right” paradigms. There is no consistent approach and policies are borrowed from both sides of the debate. Indicators of success are Teacher training and prestige and a national curriculum

Key: □ Finland ○ Japan ▢ Singapore



1. Respectively Cleverlands, the smartest kids in the world and Natural Born Leaders; Analysis by Luck, Warriner, Wall

## 6C Available data indicates “government effectiveness” is critical



The highest correlation we found overall was between PISA scores and the Government Effectiveness Index (World Bank 2015)

This had a correlation coefficient of 0.85 i.e. there was an 85% match. Nearly all high performing countries for education are high on “Government effectiveness”

The GEI ‘captures perceptions of the quality of public services, the **quality of the civil service** and the degree of its **independence from political pressures**, the **quality of policy formulation and implementation**, and the credibility of the government's **commitment to such policies**’.

The UK scores better on its effectiveness index than its PISA score. All things equal, our PISA score should be better. This points to relatively good government but failings in the area of education policy.

Looking at the data and qualitative reporting for education, it seems that ‘government effectiveness’ cannot be created overnight: it is built on stability and consensus, long term planning and is certainly helped by aspects of societal buy-in

The prize is the ability to select and grow teacher talent and ultimately to trust teachers to succeed



## 6d Effectiveness is built on stability and consensus



### Finland: Consensus-oriented political culture

- Finland's parliament comprises, for the most part, five equipotent parties. MPs are elected by proportional representation
- Coalition government acts as a 'built in stabilizer preventing sudden swings between right and left' (Chislett 1996, 63)
- Qualified majority rules require even large coalitions to consult with the opposition on policy
- Disputes are settled between opponents before legislating. By the time of parliamentary votes on major educational changes, representatives have been willing to support bills near-unanimously (e.g. 1978 Education Act passed 152-2)
- New policy captured in legislation therefore has a strong and lasting mandate



### Japan: ancient traditions

Despite USA intervention in 1945, the Japanese education system is still based on long-standing cultural norms. "The meritocratic legacy of the Meiji period has endured, as has the centralized education structure". While new approaches are incorporated into the education system it is marked out overall by stability.



### China: Entrenched government guards against over-rapid reform

- China is a highly-centralised state with small, hierarchical governing elite
- Confucian values are entrenched: 'pragmatism ... collective rationality ... ethical commitment for personal and societal development' (Jun 2017, 135)
- The conservative character of all policymaking is backed by longstanding cultural attitudes: 'Reform has little threat [sic] on the existing interest pattern and its impact is controllable' (Zhou and Zhou 2019, 6)



### Singapore: Coherence around developmental goals

- The Parliamentary People's Republic has been captured by the powerful People's Action Party since 1959
- There is high societal buy-in for the creation of a strong international business environment (the PAP's stated priority)
- Responding to crises with more stability: the sense of 'national threat' from 'neighbouring countries, race riots, and cultural changes' has strengthen state cohesion (SARS crisis of 2003, water disputes with Malaysia etc.) (Ortmann 2010, 17)

## 6d Effectiveness is built on long-term planning



### Small government delegates to external agencies

- 'State Committees' investigate matters of public importance. They have been involved in all major public policy legislation for much of Finland's modern history
- New programmes are carefully piloted. The 1968 Basic Education Act was introduced gradually, with a pilot stage in Northern Finland only (1972) before a nationwide rollout (1977)



### Ten year plans for education

- The importance of education for economic development is consistently stated: (qtd. In Yang 2017, 143) e.g. National Education Plan 2010-2020 places "prioritizing development" at the head of the 20 working principles for China's educational reform and development
- 'Five-Year Plans for National Education Development' part of broader 'Five-Year Plans for Economic and Social Development.'
- China's National Plan for Medium and Long-term Education Reform and Development (2010-2020) is
  - Initiated and coordinated by Ministry of Education
  - Incorporates multiple phases of research and consultation over two years
  - Has two public consultation periods, during which approx. 2.49 million social media comments and suggestions assessed



### Robust system design

- The post-war Education Renewal Committee established a single, nine-year elementary and high school trajectory that remains today



### 'Big picture' thinking

- Ed. Minister Heng: 'We have to be very thoughtful ... think long term ... You must have the big picture and ... all the pieces in place' (Qtd. In Crehan 2016, n.119)

## 6d Effectiveness is built on societal buy-in



### Going their own way

- Education is seen as broader national vision (Chislett 1996, 30)
- There is a strong tradition of literacy: Finns borrow more books from libraries per person (18 per year) than any other country (Crehan 2016)
- Arvos Jappinen, Director of the Finnish Ministry of Education: '[Reform] is not so costly as if the pupil would be excluded from active life ... he will cost at least 1,000,000 euros' (qtd. in Crehan 2016, 29)
- 90% of Finns believe the quality of education available in Finland to be 'good' or 'very good' compared to other Western European countries (National Board of Education 1997; Kyro and Nyssola 2006)



### **South Korea: national dedication to education**

- Education is regarded as a "National Treasure" because of its ability to transform the economic prospects of the country. People refer to "education fever" and three out of four children supplement school learning with private "hagwons" after school. Such is the South Korean commitment to the academic side, there is a more recent concern about lack of vocational skills.



### **Japan: ancient tradition**

- Japan's respect for learning stretches back to the age of the Samuri, "hanko" schools and Confucianism. After WWII allies used a modified curriculum with the traditions of education to reduce nationalism and militaristic traditions. Japanese economic advancement also went hand-in-hand with wider education and success is recognised as the gateway to the best technical jobs

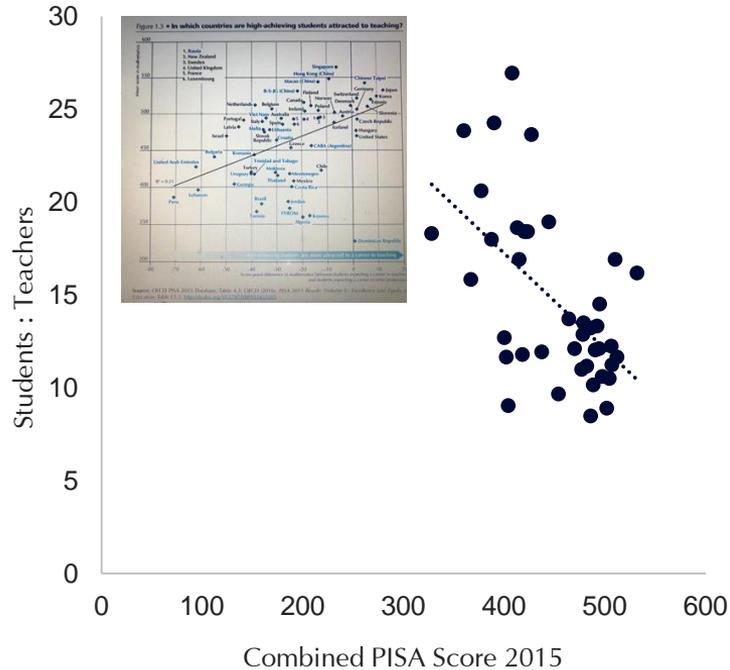


### **Commitment to priority development of education**

- The examinations system has ancient roots in the *keju*, the imperial exam used to distinguish between candidates for roles at court (Zhao 2014, Fukuyama 2011).
- Failure to perform carries social stigma and students are extraordinarily motivated to succeed
- Parents contribute on average 50% of the costs of education (Zhao 2014).

# 6e Effective policy selects and grows the best teacher talent

## PISA vs Student Teacher Ratio, Primary School



The OECD's analysis (inset) finds that countries in which high-achieving students are attracted to teaching do better in PISA. This informs the OECD's emphasis, in its recommendations, on better 'Teacher Policies'<sup>1</sup>: 'high-performing systems do not enjoy a natural privilege simply due to a traditional respect for teachers; they have also built a high-quality teaching force as a result of deliberate policies' (OECD 2018)

An example of a leading state here is Finland. In 1979, Finland was the first nation to insist that teachers be educated to Master's-level. Five-year courses are available at only eight highly-respected universities, and only 10% of applications are accepted. This is an extraordinarily-rigorous process of teacher recruitment

The strongest correlation in our analysis between PISA scores and a point of educational policy was related to pupil-teacher ratios. More teachers per student, to some degree, makes for better PISA scores (a correlation coefficient of 0.56). Another driver is the proportion of trained teachers in Primary (0.54)

1. See Effective teacher policies OECD PISA 2018 teacher policy is: attracting talented men and women to teaching, and retaining them; developing effective teachers; and matching teachers with students in the most favourable way; Analysis by Luck, Warriner, Wall

## 6f Teacher quality, development, autonomy and co-operation



### **Japan: teachers allowed to aspire to 'mastery'**

Policy sabbaticals are offered into the Ministry of Education.

- Larger class sizes allow teachers to take the time they need to plan lessons (average of 17.7 hours in the classroom per week).
- There is an emphasis on collaborative teaching, as teachers work together to achieve mastery of teaching methods.



### **Finland: world-leading treatment of 'professional' pedagogues**

Highly selective process for teacher selection and training: acceptance into one of eight prestigious teacher-training universities; 20% of applicants accepted (see Ripley 2013 vis teaching Finish); teacher training begins in fourth year of six year masters course; student spends one year teaching in top school with three teacher mentors.

- Since the 1990s teachers have enjoyed a high degree of autonomy. "Highly educated teachers chose material that was more rigorous, and they had the fluency to teach it. Because they were serious people doing hard jobs, they got a lot of autonomy to do their work." (Ripley)
- There are free courses in professional development, with job cover.



### **Singapore: incentives to attract and retain the best**

"In order to attract high flyers into the profession, the government offers top-scoring 18 year olds the opportunity to have their degrees paid for (in Singapore or overseas) in return for a four to six year return to service in state schools" (Crehan 2016)

- After initial training and three years the only way for a teacher to advance (and be paid more) is to work up one of three ladders: Teaching Track; Leadership Track or Specialist Track. The teaching track moves through statuses of Senior, Lead, Master and Principal Master status for Teachers.



### **China: amongst highest-status jobs in a hierarchical society**

Teachers enjoy the prestige of government employees.

- Autonomy: 'Communist government has dramatically loosened its control ... retreating from overregulation' (Zhao 2014, 54).



### **Estonia: personal contact between government and practitioners**

There are small networks of teachers/school management/regulators/policymakers: effective conversation

- There is no independent inspectorate.

# References

---

- Alexander, R. J. (ed) (2010) *Children, their World, their Education: final report of the Cambridge Primary Review*. London: Routledge
- Arter, D. (1999) *Scandinavian Politics Today*. Manchester and New York: Manchester University Press.
- Bajorek, Z., Gulliford, J. and Taskila, T. (2014) *Healthy teachers, higher marks? Establishing a link between teacher health & wellbeing, and student outcomes*. The Work Foundation.
- Baker, K. (2015), 'The Revolution Begins'. Ch. 2 in Pring, R. and Roberts, M. (eds), *A Generation of Radical Educational Change: Stories from the field (19-25)*. Oxford: Routledge
- Barber, M (2015) *How to run a Government so that Citizens Benefit and Taxpayers don't go crazy*. Penguin Books
- Beard, A. (2018) *Natural Born Learners, Our incredible capacity to learn and how to harness it*.
- Bulman, M. (2019) 'Home Office set to place legal duty on doctors, teachers and social workers to spot signs of knife crime involvement'. Independent. Available: <https://www.independent.co.uk/news/uk/politics/knife-crime-youth-violence-home-office-legal-duty-public-bodies-teachers-doctors-a8848101.html>
- Busby, E. (2016) 'Teachers still using 'deep-marking' techniques, despite lack of evidence that it helps pupil learning'. TES. Available: <https://www.tes.com/news/teachers-still-using-deep-marking-techniques-despite-lack-evidence-it-helps-pupil-learning>
- Cambridge Assessment (December 2017) *A Cambridge Approach to improving education*
- City and Guilds Group (2019), 'Sense & Instability 2019'. City and Guilds. Available: <https://www.cityandguildsgroup.com/-/media/cgg-website/documents/city-and-guilds-group-sense-and-instability-report-2019-pdf.ashx?la=en&hash=9F615201B63133BCD08902C4CDD25B6F9A73D974>
- Chislett, W. (1996) *Finland: A Coming of Age*. London: Euromoney Publications PLC.
- Crehan, L. (2016) *Cleverlands: The secrets behind the success of the world's education superpowers*. London: Unbound Publishing
- Crisp, V. (2008) 'A review of literature regarding the validity of coursework and the rationale for its inclusion in the GCSE'. *Research Matters*, 5, 20-24
- Cruddas, L (2019) *Confederation of School Trusts, Future Shape of the Education System in England*
- Department for Education (2013), 'The Policy Tests: transforming policy in the Department for Education'. Available: <https://quarterly.blog.gov.uk/2013/07/12/the-policy-tests-transforming-policy-in-the-department-for-education/>
- Department for Education (2015) *Workload Challenge: Analysis of teacher consultation responses*. CooperGibson Research
- Department for Education (2016) *Teacher workload survey 2016*
- Department for Education (2017a) *School Workforce in England*. Available: <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>

# References

---

- Department for Education (2017a) School Workforce in England. Available: <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2017>
- Department for Education (2017b) Analysis of school and teacher level factors relating to teacher supply
- Department for Education (2017c), Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools.
- Department for Education (2018) Factors affecting teacher retention: qualitative investigation. CooperGibson Research
- Department for Education (2019), Teacher workload survey 2019
- Eaude, T. (2015) 'Primary education: can we escape the legacy?' Ch. 4 in Pring R. and Roberts, M. (eds), A Generation of Radical Educational Change: Stories from the field (29-42). Oxford: Routledge
- Education Barometer (1995) Helsinki: National Board of Education and Suomen Gallup Oy [Finnish]
- Education Support (2019) Teacher Wellbeing Index 2019. Available: [https://www.educationsupport.org.uk/sites/default/files/teacher\\_wellbeing\\_index\\_2019.pdf](https://www.educationsupport.org.uk/sites/default/files/teacher_wellbeing_index_2019.pdf)
- Fox, R. and Blackwell, J. (2014) The Devil is in the Detail: Parliament and Delegated Legislation. London: The Hansard Society.
- General Teaching Council (2003) Survey of Teachers' Opinions.
- Fukuyama, F. (2011) The Origins of Political Order. London: Profile Books.
- Gibson, D. (2012) Law, Education, Politics, Fairness: England's extreme legislation for education reform. London: Institute of Education Press
- Gonski, D. (2018 March) Review to achieve Education Excellence in Australian Schools
- Hardman, I. (2018) Why We Get the Wrong Politicians. London: Atlantic Books
- Hatch, T. (2017) '10 surprises in the High-Performing Estonian Education System'. Available: <https://thomashatch.org/2017/08/02/10-surprises-in-the-high-performing-estonian-education-system/>
- House of Commons Select Committee on Procedure (2000) First Report: Delegated Legislation. TSO. Available: <https://publications.parliament.uk/pa/cm199900/cmselect/cmproced/48/4803.htm#a3>
- House of Commons Select Committee on Liaison (2000) Liaison First Report. TSO. Available: <https://publications.parliament.uk/pa/cm199900/cmselect/cmliaisn/300/30003.htm#a1>
- House of Lords Merits of Statutory Instruments 2009

# References

- Institute for Government, Making Policy Better, (2011), All Change (March 2017), Making Policy Stick (December 2016), Accountability in Modern Government (October 2018)
- Jun, L. (2017), 'Educational Policy Development in China for the 21st Century: Rationality and Challenges in a Globalizing Age', Chinese Education and Society, 50. 133-141
- King, A. (2015) Who Governs Britain? A Pelican Production
- Kyro, M. and Nyysäa, K. (2006), 'Attitudes towards Education in Finland and Other Nordic Countries', European Journal of Education, 41.1
- Lawlor, S. (2017) Vocational Training and Education for a Highly Skilled Workforce: Reversing Decline. New Direction. Jeffreys, B. (2019) 'Give 16-year-olds more choice - employers'. BBC. Available: <https://www.bbc.co.uk/news/education-48599333>
- Merits of Statutory Instruments Committee (2009), The cumulative impact of statutory instruments on schools: Report with evidence, 9th Report of Session
- National Archives (2016), Eliminating unnecessary workload around marking. Independent Teacher Workload Review Group.
- National Governance Association (2019) NGA Manifesto 2019. Available: <https://www.nga.org.uk/About-Us/What-we-think/NGA-Manifesto.aspx>
- NHS (2019) The NHS Long Term Plan. Available: <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- Norris, E. and Adam, R. (2017) All Change: Why Britain is so prone to policy reinvention and what can be done about it. Institute for Government.
- Oates, T. (2015) 'Assessment: the need to 'do nothing''. Ch. 10 in Pring, R. and Roberts, M. (eds), A Generation of Radical Educational Change: Stories from the field (125-138). Oxford: Routledge
- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen. Paris: OECD Publishing
- OECD (2018) Effective Teacher Policies: Insights from Pisa. OECD Publishing
- Office of the Parliamentary Counsel (2013), When Laws Become Too Complex: A review into the causes of complex legislation. Cabinet Office
- Ofsted (2010 to 2020) Handbooks
- Ofsted (2019) Teacher well-being at work and further education providers. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/819314/Teacher\\_well-being\\_report\\_110719F.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819314/Teacher_well-being_report_110719F.pdf)
- Ortmann, S. (2010) Politics and Change in Singapore and Hong Kong: Containing Contention. Oxford: Routledge
- Peck J. (2011) 'Geographies of policy: From transfer-diffusion to mobility-mutation'. Progress in Human Geography, 35 (6),773-797
- Policy Consortium (2018) The FE & Skills System: A study by The Policy Consortium. Available: <https://policyconsortium.co.uk/wp/wp-content/uploads/2018/04/180427-The-FE-Skills-System-a-study-by-The-Policy-Consortium-screen-final..-3.pdf>
- Policy Exchange (2014), Waldegrave H, Simons J, Watching the Watchman
- Policy Forum (2018) FE and Skills

# References

---

- Pywell, S. (2019) 'Something old, something new: busting some myths about Statutory Instruments and Brexit'. *Public Law*, 102-120
- Robinson, P. and Smithers, A. (1991) *Teacher Turnover*. Report to the Leverhulme Trust. Manchester: School of Education.
- (2001a) *Teachers Leaving*. London: NUT
- Royal Society, The (2008), *Science and mathematics education, 14-19: A 'state of the nation' report*
- Scott, W. (2015) 'The early years'. Ch. 3 in Pring, R. and Roberts, M. (eds), *A Generation of Radical Educational Change: Stories from the field (29-42)*. Oxford: Routledge
- Spielman, A. (2018) 'HMCI commentary: curriculum and the new education inspection framework'. DfE. Available: <https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>
- Waugh, D. and Jolliffe, W. (2013) *English 5-11: A Guide for Teachers*. Second edition. London: Routledge
- World Bank (2015) *Government Effectiveness Index*. Available: <https://info.worldbank.org/governance/wgi/pdf/ge.pdf>
- Whitty, G. (2008) 'Twenty Years of Progress? English Education Policy 1988 to the Present'. *Educational Management Administration & Leadership*, 36 (2), 165-184
- Shuangmiao H., and Fugui Y. (2017) 'China's education policy-making: a policy network perspective', *Journal of Education Policy*, 32:4, 389-413
- Yang, Y. (2017) 'Concepts and Policy Innovations in the National Education Plan', *Chinese Education and Society*, 50: 142-161 (143)
- Zhao, Y. (2014) *Who's Afraid of the Big Bad Dragon? Why China Has the Best (and Worst) Education System in the World*. San Francisco: Jossey-Bass.
- Vickers, E. and Zeng, X. (2017) *Education and society in post-Mao China*. London: Routledge.
- Zhao, Y. (2014) *Who's Afraid of the Big Bad Dragon? Why China Has the Best (and Worst) Education System in the World*. San Francisco: Jossey-Bass.
- Zhou, G., and Zhou, X. eds.(2019) *Education Policy and Reform in China*. Singapore: China Renmin University Press.

# Version control

Version	Date	Category	Development	Input
4.1	4 <sup>th</sup> Jan 2021	Major	<ul style="list-style-type: none"> <li>Extract from main report</li> </ul>	Website requirement
3.4	28 <sup>th</sup> July 2020	Minor	<ul style="list-style-type: none"> <li>Addition of key questions</li> </ul>	
3.3	28 <sup>th</sup> May	Medium	<ul style="list-style-type: none"> <li>New recommendation (2) re ministerial accountability</li> </ul>	12.5.20 meeting
3.2	7 <sup>th</sup> May	Minor	<ul style="list-style-type: none"> <li>Formatting</li> </ul>	
3.0	30 <sup>th</sup> April 2020	Major	<ul style="list-style-type: none"> <li>Significant review of recommendations; inclusion of policy framework schema; new overview;</li> </ul>	Various: Think Tanks, Sector bodies; head teachers
2.2	3 <sup>rd</sup> Feb 2020	Minor	<ul style="list-style-type: none"> <li>Re-organising recommendations</li> <li>2 year moratorium changed to “policy stability”</li> </ul>	29.1.20 meeting
2.1	27 <sup>th</sup> Jan 2020	Minor	<ul style="list-style-type: none"> <li>Spell edits; change in headings and content pages; conclusion and recommendations to front; distributed as draft</li> </ul>	
2.0	17 <sup>th</sup> December 2020	Major	<ul style="list-style-type: none"> <li>Format change to ppt</li> <li>Further analysis; addition of international comparisons; PISA; conclusions and recommendations</li> </ul>	
1.0	July 2019	Major	<ul style="list-style-type: none"> <li>Start March 2019 – UK/England analysis</li> </ul>	