

School devolution

Education



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The paper "School Devolution" is a worthy example of an education assignment. According to Eacott (2011), the provision that schools systems should be devolved in order to enable them to make their own independent decision has been greatly compromised as the author will call it Trojan horse of the state. The reason for this is simply based on fundamental facts, while the state clearly outlines the need to ensure that all the school systems are allowed to be developed on the basis of the unique needs of each school in order to achieve the much-researched goal of effective schools. The government has compromised and even hindered the progress of this agenda by interfering with the school administration through its definition of what an effective school should look like. Eacott (2011) achieved this by drawing on empirical work undertaken in the NSW public school system and school heads interviews. The author also argues that the effects of state control has hindered empowerment through autonomy and instead diminish strategic planning initiatives rather than shaping the quality of the Australian schooling system. As noted, the government focuses on structural reforms mainly by focusing on school-based planning through educational managers or school leaders as a means of interfering with the system. From Eacott (2011, p. 78) research school leaders are greatly angered by the state interference and squeezing them into a tight corner yet calling the school system free and devolved. School systems should be fully devolved; school leaders should not be continually targeted for manipulation by the government. A true educational enhancement can only be achieved through a real autonomy that is free of government strings which constantly shape the definition of "effective schools". Many interest groups have been championing the need for educational devolution; in fact, the existing <https://assignbuster.com/school-devolution/>

conflict is mainly between the state and the education stakeholders and leaders. The government struggles to maintain its dominance over our schooling systems ignoring the possible positives of encouraging devolution. In essence, “ effective schools” can only be achieved through a mutual agreement and understanding between these conflicting groups, the government and the school leaders. Notably, autonomy should mean “ autonomy” not partial autonomy where the policies and the direction of the schooling system are controlled by the government. The rationale for this is basically on the need to ensure value-added services through a thorough analysis of the situation to situation statistical findings. This cannot be achieved by having an “ overall” definition of what effective schools mean by a central power that ignored fundamental aspects of every school. I strongly concur with the Prime Minister’s statement that real issues facing our schooling systems should be the point of focus, the three main issues are improving standards, enhancing accountability and quality of our education system. The rationale for my agreement with this statement is based on the existing facts and the need to enhance our education on the basis of policies and frameworks that emphasise on the key success factors and overall sustainability of our education system with respect to the developed world. Emphasising on the standard and quality of our education through constant appraisal of the teaching fraternity has a long term positive impact on our progress towards achieving beyond 21st-century goals in education and social life. I too agree with the issue of autonomy being given to school leaders yet they are restricted on what they should achieve. The question of autonomy is not only relevant in Australia but also around the world where the stakeholders fundamentally miss the point and instead focus their

energies of channels that encourage unhelpful competition instead of focusing on a holistic view about the education system and what specific factors foster or hinder performance both academically and socially. Autonomy encourages competition among schools, the competition is however not helpful because it is viewed on a narrow aspect instead of a holistic approach which is essentially the main goal of our education system. Autonomy should, therefore, accompany freedom to make a decision on the focus of the school. Autonomy is essential in schooling administration, I agree with this statement completely because of the following reasons: firstly, schools that are managed independently allow a customized focus or the ability to tailor the needs of the school to meet the fundamental needs of students. Unlike the focus of pressurising school leaders to enhance performance, different schools have different challenges mainly depending on the student's background, ethnicity and economic status. These challenges can only be addressed by ensuring one hundred per cent autonomy. In essence, education is not about academic results alone, there is a holistic view to it, developing students in all aspects in order for them to be constructive citizens. The key aspects that the student should attain include good academic performance, good social life and an expanded view of the world.