

Good critical thinking on education policy

[Family](#), [Parents](#)



The education system in California State, just like other states depends on policies enacted by the state. Today, many citizens and interested parties feel that the education system in this state does not meet the social or economic expectations. Normally, education policies define quality of education and influence directly or indirectly the lives of students, educators, employers, or parents. California State should consider revising its education policy in order to meet the expectations of the educators, students, parents, and other interested parties. Some of areas which require policy include allocation of learning resources to the students. Imperatively, the state should target students with the greatest needs when allocating funds. This policy will not only reduce wastage of the scarce resources, but it will promote effective use of available resources. Largely, the manner in which the state spends the education resources should not elicit negative reaction from the parents.

Elsewhere, the resource allocation policies should enable the local and district schools to be flexible in allocating funds or resources in areas which need them most. The circumstances in the district, local, or city schools are different thereby necessitating varied treatment according to needs identified. For instance, the local or the city schools receive overwhelming number of students with varied needs. Attending to such needs would lead to an improved quality of education in California State. Arguably, the today's education policy extends to influence the quality of employers tomorrow. In this sense, changing the education policies would lead to quality education consequently affecting the future employees and utilization of taxpayers' resources.

The changes in the world today dictate that the education policies should embrace such changes. Notably, the crafting of new education policies should recognize the continuous changes we experience in the society. Largely, such accommodative policies will lead to growth of district and local schools. Further, the California state education policies should promote networking and partnering among schools in order to promote success. The California State has been regulating the labor markets of the teachers. Critics suggest that the state should, instead, encourage districts to devise new methods of compensating the teachers (PACE). Arguably, this will promote competition among the teachers and promote appraisal of the teachers. Observably, policies on teacher hiring has been limiting the manner in which the districts or schools would hire teachers. In conclusion, the development of education policies in California should address concerns such as resource allocation as well as special needs of various communities. A flexible policy is likely to create a new precedence in the teaching industry by allowing districts to increase the number of staffs in their schools.

Education Policy in Minnesota

The education policy in the state of Minnesota should address the diverse needs of the people in this state. It has been established that each community in Minnesota has its special needs. This aspect is critical in designing education policies. For instance, if the social conditions in this state vary, then the education policies should be designed to address these special concerns. Notably, the creation of the community driven education has elicited a number of response in the education sector. Each community benefits greatly from this policy because it addressing specific concerns that

the local communities have.

The accountability policies in this state define staffing and closing of schools.

As mentioned above, the fact that each school has its special concerns enables the stakeholders and the interested parties to focus on working towards addressing the identified concerns. Additionally, the role placed in the hands on of the communities enables community stakeholders to contribute to towards the competitiveness of the school. Further, the Minnesota education policy touching on community special needs has led to increased development of professional skills at the community level.

The resource allocation pattern borders on the policy on special needs. This policy has enables the allocation of tools and other necessary resources to schools and teachers. Arguably, when the teachers and schools get the necessary resources, the students are likely to receive the desired education. The state of Minnesota tends to host a large number of professionals in the urban set up (Diedrich). This aspect has a negative impact on education in rural areas. Thus, the creation of the special needs policy seems to provide a chance for local students to access quality education.

The education policy referred to as principal academy has created an avenue for motivating leaders, teachers, and principles towards meeting the assigned tasks. The evaluation of teachers is a critical element in delivering quality education. It creates a mechanism for evaluating the capabilities of the teachers as well as providing advice on identified areas. It has been established that principal academy program is generating a new crop of leaders who are not only ready to transform the education sector, but also to

help the community to realize the desired quality. In conclusion, the education policy in Minnesota encourages allocation of education resources according to the needs of the communities as well as enacting practices which promote societal transformation.

References

Diedrich, M. Local Lessons. Five Case Studies in Community Driven Education Reform.

PACE. Reforming Education in California: A Guide for Candidates and Citizens