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State Sector Productivity Inquiry
New Zealand Productivity Commission
PO Box 8036
The Terrace
WELLINGTON 6143

Attention Judy Kavanagh

Attached is my submission in answer to Question 18.

My concern is that what is proposed does not reflect the true essence of education. Essential to the desired outcome of a “well educated population” is acknowledgment of the role that education plays in the social development of pupils.

The over emphasis on constant data collection detracts from this function of education and can diminish the effectiveness of teachers.



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STATE SECTOR PRODUCTIVITY INQUIRY

Measuring and Improving State Sector Productivity – Education Sector

Question 18 – What challenges are there to measuring the productivity of the education system or the productivity of education services? How can these challenges be overcome?

- Any measurement must take account of the range of societal factors in which the education sector operates.
- Appropriate inputs must take account of:
 - Teacher preparation time in lesson planning
 - Individual student support outside the classroom
 - Communication with parents
 - Conflict resolution
 - Additional ex-curricular hours undertaken
 - Essential wider community contact
- Any assessment of improvement in productivity:
 - Must acknowledge that teacher quality has the greatest influence on pupils' educational progress. Therefore, an input must include effective teacher training.
 - Must recognise that quality leadership influences school tone and teacher motivation.
 - Must take into account that school tone and a positive school climate enhances pupils' responses to learning.
 - Must acknowledge the identification of characteristics of education delivery valued by students, parents and the wider community.
- To meet the desired outcome of increased student confidence, encouragement of life-long learning, a greater receptivity by students of other cultures, and the development of a spirit of enterprise, wisdom and judgement, it is essential that critical reasoning and aesthetic sense, physical capability and communication skills must not be overlooked or disregarded in any measurement. This is the greatest challenge which defies measurement.
- In any assessment, imagination and creative capability must be seen to keep ahead of technological advances.
- Improvement in the status of teachers and their professionalism is fundamental to any increase in productivity.
- To limit performance information and productivity measures to the number of pupils reaching only the output will encourage "teaching to the test". This will minimise greatly the function of education which has a fundamental role to play in personal and social development.
- Essential to the whole of this exercise should be to underline that the true outcome is to advance towards **a learning society**.



Dame Patricia Harrison DCM, QSO