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**Realigning the governance of schools in Australia: Energising an experimentalist approach**

By Brian Caldwell

Professor Caldwell presented an earlier version of this paper at the Crawford School of Public Policy workshop, *Twenty-first century public management: The experimentalist alternative*, at the Australian National University in February 2014. He argues that current federal government involvement in Australian school education is problematic, as the school becomes more significant in education governance; that there is no good reason why two levels of government should continue to be involved; and that a diminished role in future would not detract from the contributions federal government made in the past. He draws on international research and experience, and explores how experimentalist approaches might bring improvements in educational delivery.

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**A framework for transforming learning in schools: Innovation and the spiral of inquiry**

By Helen Timperley, Linda Kaser and Judy Halbert

The authors argue that there are compelling reasons why radical changes are required for current education systems to meet the needs of all young people. In this paper they explore the evidence, across a number of settings, that a disciplined approach to collaborative inquiry creates the conditions for dramatically more innovative approaches to learning and teaching. The authors walk the reader through a framework, illustrated with examples from New Zealand and Canadian experience, which captures the essence of the process in a spiral of inquiry, learning and action, so that every learner can progress through her/his education with dignity, purpose and options.


**Assessment: Getting to the essence**

By Geoff N Masters

Professor Masters AO, CEO of ACER, argues that assessment in education has become over-conceptualised and over-complicated, and assessment concepts and terminology introduced over the past half century sometimes now function as impediments to clear thinking and good practice. The one fundamental purpose of assessment in education, he says, is to establish and understand where learners are in an aspect of their learning at the time of assessment. When this is recognised, many supposedly important distinctions become less significant. Currently, however, such distinctions tend to result in fragmentation of the field, with proponents championing one assessment purpose or method while denigrating others. He explains why advances in assessment theory and practice require a more unified conceptualisation.

**to order**

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