

**RTI Access Application
340/5/3591**

**File C – Office of the
Director - General**

DETE

Briefing Note

Director-General

Department of Education, Training and Employment

Action required: For Noting

Action required by: N/A

Routine – Information requested by Office of the Director-General

SUBJECT: PROFESSOR BEN LEVIN

Summary of key objectives

- Professor Ben Levin has been engaged by the Department of Education, Training and Employment on various occasions since 2011.
- On Monday 8 July 2013 Department of Education, Training and Employment (DETE) staff became aware that Police in Toronto, Canada charged Professor Levin with child pornography offences.

Key issues

1. In 2011 Professor Levin was engaged by the Department to make a presentation entitled: *World's best practices in education – how to make the most of the new reforms* to share the results of his research at the inaugural state school principals' conference.
2. While in Queensland, Professor Levin was also engaged to undertake an audit of Education Queensland (EQ) to further assist with the Department's school improvement agenda.
3. Professor Levin conducted an audit against the characteristics of effective education systems — providing a picture of how EQ compared against these characteristics, and providing key recommendations based on international best practice.
4. Senior officers, principals and stakeholders were interviewed by Professor Levin over three days (2 – 4 March 2011) to give a balanced view from all key sectors.
5. An interview schedule is provided as **Attachment 1**. All interviews were conducted either face to face or via video conference from Central Office. Professor Levin did not attend any school site or engage with school children during the audit.
6. This work resulted in a report provided to the Department titled "Education Queensland system review", which is published on the Department's website.
7. Professor Levin was also engaged to present two keynote presentations at the 2013 Principal's Conference – *Keeping the focus: How do principals organise their work so that they have the time to do the things that really matter?* and *Building and leading great schools*.
8. Ongoing discussions have been occurring with Professor Levin throughout 2012 and 2013 with the goal of ensuring that Education Queensland's key policy directions remain aligned with international best practice on school improvement. This included providing advice on a range of key initiatives including feedback on the *Strengthening Discipline Audit Instrument*.

9. The Department believes that other Australian agencies and departments who have worked with Professor Levin include:
- a. Australian College of Educators;
 - b. University of Melbourne;
 - c. University of Sydney;
 - d. University of Western Sydney;
 - e. Australian Education Union;
 - f. West Australian Principals Association;
 - g. Australian Institute for Teaching and School Leadership;
 - h. Victoria Institute for Education, Diversity and Lifelong Learning; and
 - i. Western Australia Education Department.

Implications

10. For the service provided by Professor Levin in 2011 to undertake an audit of Education Queensland and present at the 2011 Principals Conference, a fee of [RTI Act - contra] was paid by the Department.
11. Professor Levin was paid a presenters fee of [RTI Act - contra] for the 2013 Principals Conference. Additionally \$1,094 was paid for his accommodation and \$176.36 for a driver (from cost centre [RTI Act - contra]).
12. In the Monday 8 July 2013 edition, an article was published in the Toronto Sun outlining charges against Professor Ben Levin relating to child pornography offences.

Background

13. Professor Levin is Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto.
14. He has previously served as Deputy Minister (chief civil servant) for Education for the Province of Ontario and Deputy Minister of Advanced Education and Deputy Minister of Education, Training and Youth for the Province of Manitoba, Canada.
15. In 2011, the Department engaged Professor Levin and Professor Michael Fullan (Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto) to undertake a Systems Review of the state schooling system in Queensland.
16. Based on their work with education systems across the world, of what high performing education systems look like and effective ways of driving systems reform, they:
- undertook a review of key directions being taken by Education Queensland;
 - provided workshops and conferences with educational leaders to explore key aspects of instructional leadership and the effective use of data to inform practice; and
 - provided strategic feedback on *United in our pursuit of excellence*.

Right to information

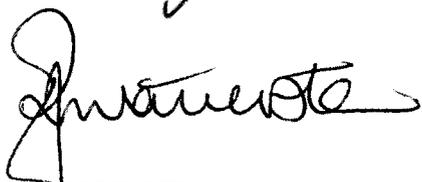
17. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

That the Director-General

note the information on Professor Ben Levin's engagement by the Department of Education, Training and Employment.

NOTED / APPROVED / NOT APPROVED



DR JIM WATTERSTON
Director-General
Department of Education, Training and Employment

1617 113

Copy to Minister

Director-General's comments

Action Officer Fiona Boulton Principal Advisor	Endorsed by: SGO Caroline Beswick	Endorsed by: ADG Sharyn Donald	Endorsed by: DDG Patrea Walton
State Schooling Implementation	State Schooling Operations and Strategy	State Schooling Implementation	Education Queensland
Tel: 340 67487	Tel: 323 70752	Tel: 323 70121 Mob:	Tel: 323 70618 Mob:
	Date: 10/07/2013	Date: 10/07/2013	Date: 10/07/2013

**Interviews with Professor Ben Levin & Queensland Department of Education staff and stakeholders
2 - 4 March 2011**

	Wednesday 2 March	Who	Venue	Notes
1	9:00 - 10:00	Various Principals nominated by the Director-General	Flr 19 Room 19.01	**Teleconference required** Andrew Helton - Greenlands State School (Small) on teleconference Ian Hall* - Graceville State School (Large) Andrew Hawke* - Clifford Park State School (Special School) Wade Haynes - Brisbane State High School *Car park arranged
2	11:00 - 12:00	Director-General	ODG, Flr 22	Julie Grantham - Director-General, Department of Education and Training
3	12:00 - 1:00	Yvana Jones	Flr 19 Conference room	Yvana Jones - Assistant Director-General, Teaching & Learning (This time previously booked for Cameron Dick - Minister for Education. Ministers office advised approx. 4:00pm 1/3/11 of ministers inability to attend, possible reschedule to Friday 2pm - 3pm.)
4	1:30 - 2:30	Ian Mackie	Flr 19 Conference room	Ian Mackie - Assistant Director-General, Indigenous Education & Training Futures
5	3:30 - 4:30			This time previously booked for Patrea Walton, A/ Deputy Director-General Education Queensland.

	Thursday 3 March	Who	Venue	Notes
6	8:00 - 9:00	Karen Howes David Curran Ken Collier	Flr 19 Conference room	<u>Assistant Regional Directors (School Performance)</u> Karen Howes* - Metropolitan Region David Curran* - Metropolitan Region Ken Collier* - North Coast Region * Car parks booked for all 3 ARDs
7	9:15 - 10:15	Patrea Walton	ODDG EQ, Flr 22	A/Deputy Director-General, Education Queensland
8	10:30 - 11:30	Bronwen Griffiths Annette Whitehead	Flr 22 DG's Boardroom	<u>Department of Premier and Cabinet</u> Bronwen Griffiths - A/Associate Director-General, Policy Annette Whitehead - Executive Director, Social Policy
9	12:00 - 1:00	Margaret Leary	Floor 19 Room 19.01	**Teleconference required** <u>Queensland Council of Parents and Citizens' Association (QCPCA)</u> President
10	2:00 - 3:00			
11	3:30 - 4:30	Principals Associations	Flr 19 Conference room	Queensland Association of State School Principals (QASSP): Hilary Backus, President & Jane Sedgeman (Principal) Queensland Secondary Principals Association (QSPA): Norm Fuller*, President & Ross Smith (Principal) Association of Special Education Administrators in Queensland (ASEQ) Ches Hargreaves*, President & Michael Brett* (Principal) Queensland State P-10/12 School Administrators' Association (QSP 10/12 SAA): Shaun Kanowski, President

	Friday 4 March	Who	Venue	Notes
12	9:00 - 10:00 (Videolinq)	Clive Dixon Glen Hoppner	Flr 4 video conference room	<u>Regional Director's</u> Clive Dixon - Far North QLD Glen Hoppner - South East QLD (Conference set up by Jenny Harrison SE Region. Josh Mallet will escort Prof. Levin to video conference room @ 8.50am)
13	10:30 - 11:30	Mark Campling Marg Pethiyagoda Jeff Hunt	Flr 19 Conference room	Mark Campling - Assistant Director-General, School Performance Margaret Pethiyagoda - Executive Director, School Operations Jeff Hunt - Assistant Director-General, Corporate Strategy & Performance
14	11:30 - 12:00	Graham Atkins	ODDG, Flr 22	Graham Atkins - A/DDG Infrastructure Services
15	12:00 - 1:00	John Battams Steve Ryan	Flr 19 Conference room	<u>Queensland Teachers Union (QTU)</u> Steve Ryan* - President John Battams* - General Manager John Fitzgerald* (Principal) Lyn Winch (Principal) *Car parks booked
16	1:00 - 1:20	Greg Dickman	Flr 19 Conference room	Greg Dickman - Darling Downs & South West Teleconference required
17	2:00 - 3:00	Adam Black Tom Barlow	Flr 19 Conference room	Adam Black - Assistant Director-General, Finance and Chief Finance Officer Tom Barlow - A/Assistant Director-General, Human Resources
18	3:30 - 4:30	Richard Eden	ODDG, Flr 22	Deputy Director-General, Operations
19	4:30 5:30	Mark Campling	Flr 19 Conference room	Post interview debrief

ARNFIELD, Shirley

From: SHARP-JONES, Courtney
Sent: Monday, 4 March 2013 8:27 AM
To: MALLET, Josh
Cc: ARNFIELD, Shirley
Subject: FW: SCHEDULE OF MEETINGS WITH BEN LEVIN - 4 MARCH 2013

Importance: High

Hi Josh,

This is the latest schedule I have, as far as I am aware it hasn't changed.

Thanks,

Courtney Sharp-Jones | Executive Services Officer

Office of the Assistant Director-General, State Schooling Implementation

Education Queensland | Department of Education, Training and Employment

Floor 19 | Education House | 30 Mary Street | Brisbane Qld 4000

PO Box 15033 | City East | Qld 4002

T 323 70344 | F 323 71358 | E courtney.sharp-jones@dete.qld.gov.au

United in our pursuit of excellence

Education Queensland

From: LLOYD-APJOHN, Gail

Sent: Thursday, 31 January 2013 4:51 PM

To: HERSHELL, Karen; SHARP-JONES, Courtney; GALLAGHER, Anita; MALLET, Josh;

lisa.pennisa@ministerial.qld.gov.au

Cc: GLEESON, Rachel; STACEY, Stephanie; SEELEY, Nick; ROBINSON, Lesley; ARMSTRONG, Aimee; CAMPLING, Mark

Subject: RE: SCHEDULE OF MEETINGS WITH BEN LEVIN - 4 MARCH 2013

Importance: High

Hi Karen, Courtney, Josh, Anita and Lisa

Just touching base with respect to the schedule of meetings proposed for Ben Levin on Monday 4 March. Please find following the list of meetings agreed to by Lyn McKenzie for Ben Levin. The table also lists rooms booked for these meetings. I have also assumed that the Minister's meeting will be held in the Minister's office.

Courtney – Mark has indicated that you would take a lead role in organising the meetings for Ben with your name against them and ask that you confirm attendees with Mark.

Josh – I have listed you as the contact for the meeting with the Minister and DG given you were involved in getting the appointment. I have copied Aimee Armstrong, Anita Gallagher and Lisa Pennisi into this email for follow up with you.

Time	Meeting attendees	Organiser	Room booked
8.30-9.30am	Ben / Principals Associations (TBC)	Courtney	Level 12 Boardroom
9.30-10.30am	Ben / P&Cs (TBC)	Courtney	Level 12 Boardroom
10.30-11am	Morning tea	Courtney	Level 12 Boardroom

11-11.30am	Ben / Unions (TBC)	Courtney	Level 12 Boardroom
11.30am-12.30pm	Ben / Mark, RDs, ARDs – video conference (TBC)	Courtney	Level 12 Boardroom
12.30-1pm	Lunch	Courtney	Level 12 Boardroom
1-1.45pm	Meeting with Minister, DG, DDG and Ben (confirmed)	Josh Mallet	Minister's office
1.45-2pm	Debrief with DG and DDG following meeting with Minister (TBC)	Josh Mallet	DG's office (TBC)
2.30-3.30pm	Directors' forum	Karen Herschell / Lesley Robinson)	Level 12 Conference room

Once these meetings have been confirmed, could you please let me know and I will send a copy of the meeting schedule to Ben for his information.

If anyone has any queries, please don't hesitate to contact me.

Regards, Gail

Gail Lloyd-apJohn

Senior Project Officer | Indigenous Partnerships
 Strategic Policy and Portfolio Relations | Queensland Department of Education, Training and Employment
 Floor 21 | Education House | 30 Mary Street | Brisbane Qld 4000
 PO Box 15033 | City East Qld 4002
 T 07 3247 4248 | F 07 3235 4099 | M the RTI Act - contrary
 E gail.lloyd-apjohn@dete.qld.gov.au | <http://dete.qld.gov.au/>

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From: ROBINSON, Lesley
Sent: Tuesday, 29 January 2013 12:20 PM
To: LLOYD-APJOHN, Gail; SEELEY, Nick
Cc: HERSCHELL, Karen; GLEESON, Rachel; STACEY, Stephanie
Subject: RE: SCHEDULE OF MEETINGS WITH BEN LEVIN - 4 MARCH 2013

Hi Gail

We will organise from here of the RTI Act - contrary to th will be the key contact – the RTI Act - contrary to today but should be back in tomorrow.

Thanks
 Lesley

Lesley Robinson | Executive Director

Governance, Strategy & Planning | Corporate Strategy and Performance

Department of Education, Training and Employment

Floor 20 | Education House | 30 Mary Street | Brisbane Qld 4000

T 07 323 71188 | F 07 3237 0013 | Web <http://deta.qld.gov.au/>

E lesley.robinson@dete.qld.gov.au

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From: LLOYD-APJOHN, Gail

Sent: Tuesday, 29 January 2013 12:14 PM

To: SEELEY, Nick; ROBINSON, Lesley

Subject: FW: SCHEDULE OF MEETINGS WITH BEN LEVIN - 4 MARCH 2013

Hi Nick and Lesley

As per Lyn's advice, are you able to advise who would be able to assist and the process for organising a Director's forum for 4 March at which Ben Levin would have the opportunity to speak to the Directors.

Currently, Ben has a meeting scheduled with the Minister, Annette Whitehead and Lyn McKenzie for 4 March at 1-1.45pm, with potentially a 15 minute debrief period with Annette and Lyn at 1.45-2pm, so the Director's forum would need to be either before or after this session (allowing some time for lunch).

I look forward to confirming details with you.

Regards, Gail

From: MCKENZIE, Lyn

Sent: Thursday, 24 January 2013 5:18 PM

To: LLOYD-APJOHN, Gail

Cc: CAMPLING, Mark

Subject: RE: SCHEDULE OF MEETINGS WITH BEN LEVIN - 4 MARCH 2013

I would prefer a full directors forum – not just a lunch box session

Pls discuss with Nic Seeley and Lesley robinson

Thanks

Lyn

Lyn McKenzie | Deputy Director-General, Education Queensland

Department of Education, Training and Employment

Floor 22 | Education House | 30 Mary Street | Brisbane Qld 4000

PO Box 15033 | City East | Qld 4002

T (07) 323 70619 | E Lyn.McKenzie@deta.qld.gov.au

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From: LLOYD-APJOHN, Gail
Sent: Thursday, 24 January 2013 5:02 PM
To: MCKENZIE, Lyn
Cc: CAMPLING, Mark
Subject: SCHEDULE OF MEETINGS WITH BEN LEVIN - 4 MARCH 2013

Hi Lyn

After discussions with Mark, below is a draft schedule of meetings for Ben Levin for Monday 4 March for your review. Of course, meetings do not necessarily have to be for one hour.

8.30-9.30am Ben / Lyn

9.30-10.30am Ben / Lyn / Director-General / Minister

10.30-11.30am Ben / Regional Director / Assistant Regional Directors – video conference

12-1pm Directors' lunchbox session

1-2pm Principal Associations

2-3pm Unions

3-4pm P & C Associations

Once you have confirmed which meetings you wish to proceed, organising can commence.

Regards, Gail

Gail Lloyd-apJohn

Senior Project Officer | Indigenous Partnerships
Strategic Policy and Portfolio Relations | Queensland Department of Education, Training and Employment
Floor 21 | Education House | 30 Mary Street | Brisbane Qld 4000
PO Box 15033 | City East Qld 4002
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We pay respects to them and their cultures, and the elders both past, present and future.*

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ARNFIELD, Shirley

From: Ben Levin 47(3)(b) of the RTI Act - contrary to the public i
Sent: Tuesday, 6 March 2012 5:10 PM
To: MCKENZIE, Lyn
Subject: RE: 2012 principals conference Qld

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Important

Hi Lyn - I would like to do this if we can work out the arrangements. There is a hitch in that I'm supposed to be teaching an all day class on March 2 - I should be able to move that, though.

Good to see you!

Ben

-----Original Message-----

From: MCKENZIE, Lyn [<mailto:Lyn.MCKENZIE@deta.qld.gov.au>]
Sent: March 5, 2012 11:52 PM
To: Ben Levin
Subject: 2012 principals conference Qld

Hi Ben

Just confirming that we would love you to be part of our Principals conference in 2013- 28 feb and 1 march.

I hope you have availability.

Regards

Lyn Mckenzie
Deputy Director General Education Queensland

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ARNFIELD, Shirley

From: MCKENZIE, Lyn
Sent: Tuesday, 6 March 2012 2:52 PM
To: Ben Levin
Subject: 2012 principals conference Qld

Hi Ben

Just confirming that we would love you to be part of our Principals conference in 2013- 28 feb and 1 march.

I hope you have availability.

Regards

Lyn Mckenzie
Deputy Director General Education Queensland

United in our pursuit of excellence

Education Queensland system review

Final report

Michael Fullan and Ben Levin Report

Education Queensland Response
February, 2012

EDUCATION QUEENSLAND



Queensland Government



Overview

A report by Professor Geoff Masters titled *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools* (The Masters' Report) was commissioned by the Premier the Honourable Anna Bligh in December 2008 to make recommendations on improving student achievement in Queensland.

Since this report the department has implemented a raft of initiatives aimed at driving achievement in state schools in Queensland. The agenda has been based on the recommendations of the Masters' Report and other international research on effective practices for continuous improvement in student learning.

The work is significant and includes:

- a roll out of more than 90 literacy and numeracy coaches in more than 170 schools
- 100 science facilitators and 15 regional managers to support best practice in science teaching in Years 4–7
- a *Roadmap for Curriculum, Assessment and Reporting* and a *Prep Roadmap*, developed to provide clear direction to teachers on five priorities to improve student learning
- 10 turn-around teams of experienced educators to work with Low SES National Partnership schools
- development and implementation of a Teaching and Learning Audit tool, with audits conducted in every state school in Queensland
- the launch of *United in our pursuit of excellence*, which outlines Education Queensland's agenda for improvement
- implementation of the Principals' Capability and Leadership Framework, which fosters knowledge, skills and understanding as well as an aligned Principals' Performance and Development Planning Process
- the implementation of a differential model of supervision and capability development for school principals
- development of Curriculum into the Classroom (C2C) resources to support schools to implement the Australian Curriculum.

This reform agenda has been firmly grounded in an evidence base, drawing on international best practice and research, including the internationally respected work of McKinsey & Company¹, Fullan², Levin³ and Elmore⁴.

In order to ensure that these reforms are aligned with world's best practice, international experts Professor Michael Fullan and Professor Ben Levin were asked to undertake a Systems Review to examine the school improvement agenda being implemented across the Queensland education system.

¹Mourshed, M. Chijioke, C. and Barber, M. (2010) *How the World's Most Improved School Systems Keep Getting Better*, McKinsey and Company, London. Mourshed, M. and Barber, M. (2007) *How the World's Best Performing Schools Came Out On Top*, McKinsey and Company, London.

²Fullan, M. (2009) *The challenge of change: start school improvement now!* Hawker, Bronlow Education, Cheltenham. Fullan, M. (2010) *All systems go: the change imperative for whole system reform*, Hawker, Bronlow Education, Cheltenham.

³Levin, B. (2008) *How to change 5000 schools*, Education Press, Massachusetts.

⁴Elmore, R. (2004) *School Reform From The Inside Out: Policy, Practice, And Performance*. Harvard Education Press, Boston.



The initiatives implemented have already yielded outcomes, with NAPLAN results showing significant improvement in a number of domains and year levels from 2008 when the Masters' report was commissioned.

Throughout 2011, Levin and Fullan have undertaken a range of interviews and workshops with key educational leaders from across our system.

Fullan and Levin have provided feedback to Education Queensland during 2011 and have provided a report. The report has specified some foundational strengths of our state education system, as well as some key areas for improvement in order to achieve further successful whole system reform.

This paper provides an overview of the final report and recommendations provided by Professor Fullan and Professor Levin, and outlines the Department of Education and Training's response to their report.



The report

Background

Over the past 12 months we have been working with the Department of Education and Training to undertake a Systems Review of the state schooling system in Queensland.

The purpose of our work was to provide advice on the directions being taken by Education Queensland to drive improvement in state schools. Based on our work with education systems across the world, of what high performing education systems look like and effective ways of driving systems reform, we have participated in an ongoing conversation with the Minister, the Director-General and Deputy Director-General of Education, other executive leaders, school principals and other educational leaders in Queensland. Our work has had a two-pronged approach.

Firstly, we have supported some key directions that have been taken over the past 12 months. This has included workshops and conferences with educational leaders to explore key aspects of instructional leadership and the effective use of data to inform practice. We have also contributed to the development of a Principals' Capability and Leadership Framework which outlines the knowledge, skills and behaviours required to effectively lead an explicit school improvement agenda. Additionally, we have provided strategic feedback on *United in our pursuit of excellence*, which has been developed by Education Queensland to focus state schools toward improvements and to clearly outline the 'what', the 'how', the 'who' and ways in which capacity will be built.

Secondly, we have undertaken an examination of the system. This has included interviews with educational leaders and other stakeholders, and a review of key policies data and other documents.

Based on this work, we make the following comments and recommendations:

Strengths

1. Clear messages provided by Education Queensland

Education Queensland has developed consistent messages, emanating from the document *United in our pursuit of excellence*, which articulate the vision and agenda for school improvement. We commend this clear direction. The Director-General has played a key role in leading a clear and shared focus on school improvement. This is an important base on which to build.

2. The right tools

It is also evident that there are tools to support effective implementation of this agenda. Most notably, the Teaching and Learning Audits have established quality feedback around key curriculum, teaching, learning and assessment practices. The



process informs the future developmental needs of each school community and the system as a whole.

3. Relationships and support

Another vital element which creates a solid foundation for successful system reform is the strong relationships that the department has developed. Key stakeholders, such as the unions and parent and principal associations are consulted regularly, allowing collaboration and investment in a shared vision.

Recommendations

1. Common focus on goals and strategies

United in our pursuit of excellence has articulated the improvement agenda; however this can be strengthened through a common focus on goals and strategies.

A Guiding Coalition, consisting of senior leadership as a total group, should work on establishing a common focus on goals and strategies, whereby there is a common and consistent stance evident in relation to the reform strategy. This understanding should be succinct, commonly expressed and address the core elements of the goals and strategy.

It is vital that this common focus is enacted by the Guiding Coalition, individually and in concert.

2. Consistency of delivery across the seven regions

Consistency of delivery relates closely with the common focus on goals and strategies. It is acknowledged that the geography and diversity of community contexts in Queensland require local solutions that meet the needs of local issues. However, the core goals and strategies must be consistent across the state in order to harness effective system reform.

3. Instruction as the driver

Attention is required on instruction as a reform driver. The following three components should be examined and repositioned as a set:

- instruction in relation to the new National Curriculum
- use of data as a strategy for improvement
- the instructional role of the principal.

Education Queensland has told us that the *Curriculum into the Classroom (C2C)* has received positive feedback from principals and teachers. We note this and believe that resources are important.

However, resources won't stand alone. Education Queensland needs to ensure that teachers use them as an enabler when they are relevant and useful and feel empowered to build upon what is provided, or move in a different direction, to extend

teacher professionalism. It is essential that 'instruction' be the focus of implementing C2C, and that care be taken to ensure that teacher ownership of instructional practices associated with C2C be fostered.

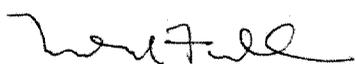
While there is an array of data available, simplified data profiles are required in order to integrate the assessment and instruction as a two-way proposition. This assessment-instruction nexus needs to be at the heart of the day-to-day strategy in order for data to be used in practice.

The instructional role of the principal is key to this set. Currently this role is being embraced in the system. However, it is currently a vague notion that requires more definitional and developmental work. It should be noted that clarifying instructional leadership has been identified as a common problem across Australia and in other countries and one that should continue to be developed.

Final comment

In summary, we commend Education Queensland for the development of clear messages, valuable tools and strong stakeholder relationships to pursue the school improvement agenda.

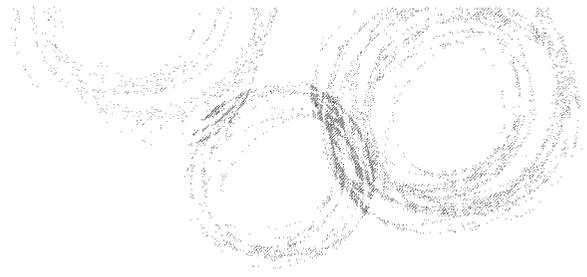
We believe a concentrated effort that integrates and in some ways simplifies the work around the three core recommendations above will take the system forward in a substantial way. Finally, we would say that there seems to be general agreement in the field that the direction of the reform is the right one. The next stage — 2012 — is crucial for ensuring that this agreement is consolidated in practice.



Professor Michael Fullan
Professor Emeritus
Ontario Institute for Studies in Education
University of Toronto
Special Advisor to the Premier and
Minister of Education in Ontario



Professor Ben Levin
Professor and Canada Research Chair
Ontario Institute for Studies in Education
University of Toronto



Education Queensland Response

Strengths

1. Clear messages provided by Education Queensland

Education Queensland is committed to the strong and unwavering focus delivered in our key school improvement agenda, *United in our pursuit of excellence*.

United in our pursuit of excellence articulates a commitment to teamwork and an unrelenting focus on improved student achievement through alignment and consistency. The document outlines how improvement will be achieved through focusing on core learning priorities and the consistent implementation of strategies that clearly outline the 'who', the 'what', the 'how' and how capacity will be built in schools. This agenda provides a clear focus for state schools, and the Education Queensland systems that support them.

2. The right tools

Many of the initiatives implemented by Education Queensland are unique and have the capacity to lead world practice on school improvement.

The Teaching and Learning Audit Instrument was developed by the Australian Council for Educational Research (ACER) under contract to the Department of Education and Training using international research.

Education Queensland's own experience of the Teaching and Learning Audits reflects the positive view of Professor Fullan and Professor Levin. Feedback from principals has been extremely positive, and points to the important role that the Teaching and Learning Audits can play in supporting principals and teachers to reflect on their practice, and to identify where there is room for improvement. Education Queensland is continuing to audit Queensland state schools in line with each school's quadrennial school review, the term after a new permanent principal is appointed or at the request of the principal.

3. Relationships and support

Education Queensland believes in developing collaborative relationships with key stakeholders in order to achieve best possible outcomes. Strong partnerships have been developed with a wide range of stakeholders throughout Queensland. This has been achieved through establishing proactive and diverse channels of communication, and through providing opportunities for stakeholders to provide input on all key policy decision-making processes.

While productive relationships with key stakeholders are vital, it is also important to provide opportunities for all parents, teachers and principals to share ideas and identify areas for improvement. In 2011, *Raising the Bar* forums were held across the state and feedback from this process will enrich future actions contributing to the lifting of standards across state schools.



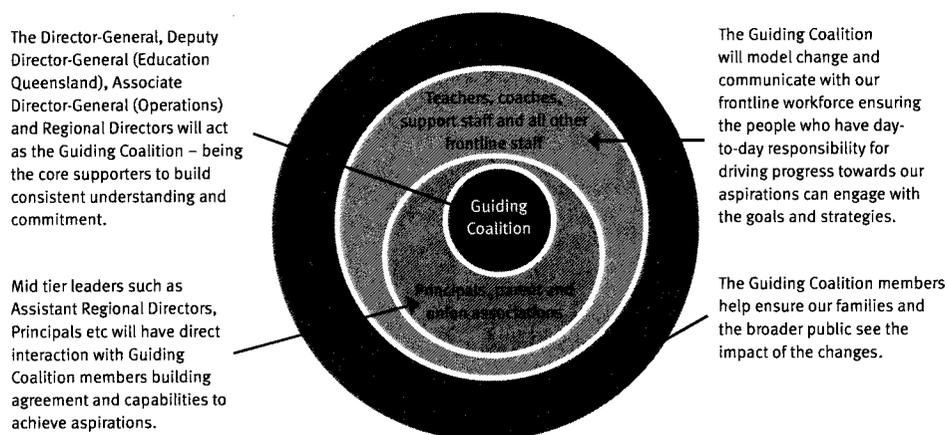
Recommendations

1. Common focus on goals and strategies

Fullan and Levin's recommendation to establish a common focus on goals and strategies through a Guiding Coalition is accepted. The concept of a Guiding Coalition requires representation from a group of people with significant influence in ensuring the key aim of strengthening the common focus on goals and strategies will build the shared agreement and commitment required for successful school improvement.

The Director-General, Deputy Director-General (Education), Associate Director-General (Operations) and Regional Directors form the nucleus of the Guiding Coalition. The Guiding Coalition will communicate a consistent message about the goals of state schools, and the department's commitment to the actions required to achieve these goals. The Guiding Coalition will work through the Executive Management Group⁵ and the Education Queensland Board⁶. Both these forums provide the Guiding Coalition with an opportunity to lead change and to ensure that there is involvement and commitment at the highest level of the organisation. This Guiding Coalition will widen 'circles of leadership' through the establishment of a network of relationships including our decision makers, educational workforce and stakeholders. This collective engagement is a crucial requirement in order to truly effect system-wide change (as demonstrated in the diagram below).

We acknowledge that for this common focus to be successful the Guiding Coalition must be sustainable and in constant communication. We are committed to building mechanisms to make this achievable and ensure there is a common focus across the system on our goals and strategies.

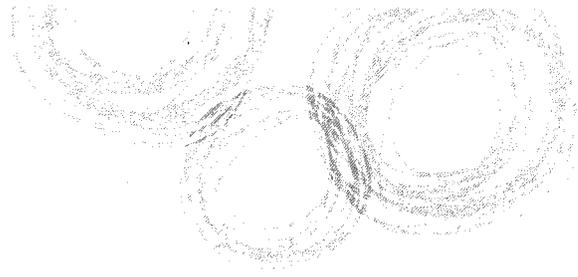


This diagram⁷ presents an iterative process, whereby communication travels in both directions. This two-way communication process is a crucial requirement in building the common understanding.

⁵The Executive Management Group consists of senior officers who report directly to the Director-General.

⁶The Education Queensland Board will consist of all officers who report directly to the Deputy Director-General, Education Queensland, and other senior officers from across relevant portfolios in the department.

⁷Adapted from Michael Barber (www.slidefinder.net/b/barber_deliverology_hse_lectures_dec/9033612), which is based on work by Michael Fullan.



2. Consistency of delivery across the seven regions

Fullan and Levin's recommendation to ensure consistency of goals and strategies across the state is accepted. We know from the large body of international research on educational reform that the change must embody the whole system in a consistent and coherent manner. Therefore, we are committed to cross-regional consistency.

Integrated and effective service delivery across the department is supported through the Integrated Service Delivery Board, comprising the Executive Management Group and the seven Regional Directors. In addition to this board, mechanisms will be put into place whereby Regional Directors and Assistant Regional Directors will link in regularly to build and strengthen communication channels, supporting consistency across the regions. This will include forums in which Central and Regional officers meet regularly to guide the implementation of *United in our pursuit of excellence*. These discussions will focus on tracking performance, sharing quality practices and ensuring that the goals for improvement are realised across the state. This group will also be charged with the job of ensuring consistency of operation and the development of key communication strategies across the state.

3. Instruction as the driver

Education Queensland has had overwhelmingly positive responses to C2C resources so far. It should be noted that C2C resources are not mandated, but rather are provided for Queensland teachers to support the implementation of the Australian Curriculum into our classrooms. We will continue to monitor the C2C resources and at the end of 2012 will analyse their effectiveness for teachers.

The messages from Fullan and Levin, in conjunction with other key international research which enforce instruction as a pivotal educational reform element, are clear. It is acknowledged that C2C is only one component of improving instruction in order to improve outcomes.

Building collective capacity

Instructional leaders create and develop a collaborative learning environment where learning is not confined to the classroom and is the objective of all educators. Instructional leadership is an important departure from the ancient model of administrator as authoritarian. It goes beyond curriculum leadership and focuses on the pedagogy (the how) and achievement. It develops the collective capacity of all staff members to ensure that the needs of every student are being met.

This collective capacity is a clear focus of the Teaching and Learning Audits, which operate under a peer review model that provides principals and teachers with the opportunity to collaboratively develop processes to improve outcomes in their schools, and across schools.

However, more can — and will — be done in this area. Education Queensland recognises the importance of leadership in driving outcomes in schools. In work that was conducted with Professor Geoff Masters, ACER, it was recognised that effective



leaders are an essential component of the school reform agenda; they create high expectations, they provide clarity of vision, and can establish effective professional learning communities. Effective, distributed leadership across the system is the key to leading ongoing efforts to improve instructional practice.

To ensure student outcomes are improved, an innovative model to support the development and supervision of school leaders has been advanced. Principals are provided with opportunities to develop knowledge, skills and behaviours required to effectively lead within diverse school contexts, as well as building their skills to effectively develop collective capacity across the school.

A range of models are supporting principal capability development, including professional development courses, online (live and on demand) and on *OnePortal* (the Department of Education and Training's intranet site), face-to-face coaching and mentoring. These targeted relationships are determined by the individual needs of the principal, in negotiation with their Assistant Regional Director, School Performance. A suite of multi-layered strategies to be used could include learning with and from other principal colleagues across and within schools, clusters, networks, regions and beyond; observing principal practice onsite and offsite; learning from other principals on the job; coaching and mentoring activities; professional development opportunities; and study tours.

Principals will identify specific benchmarks for improvement and design a whole-school explicit strategic improvement agenda to achieve them.

Data driven decision making

Data is the foundation of the *United in our pursuit of excellence* improvement agenda. The Department of Education and Training will continue to provide schools with the right data to support good decision making at a school level, a regional level and a Queensland-wide level. It is acknowledged, however, that just providing data is not enough. The focus of any data must be about student instruction and improving learning outcomes. We will continue to build collective capacity in data analysis, as well as reflect on progress in this area through domain two – analysis and discussion of data – of the Teaching and Learning Audit outcomes.

Final Comment

Fullan and Levin have identified that Queensland has adopted extremely strong approaches towards a reform agenda.

The strengths identified by Levin and Fullan are areas that Education Queensland has worked hard to get right. The recommendations outline three key areas for focus in order to further progress our school improvement agenda and will further embed the agenda as a system-wide reform.

We have seen some early gains in improved literacy and numeracy outcomes, and improved Year 12 outcomes. Education Queensland is committed to building on these improvements and will continue to pursue an agenda to improve outcomes for students.

2013

Principals' Conference*United in our pursuit of excellence***2013 Principals' Conference**
*United in our pursuit of excellence***Thursday 28 February and Friday 1 March 2013****Brisbane Convention and Exhibition Centre, South Bank, Brisbane****Overview**

The Department of Education, Training and Employment is holding a two-day conference on Thursday 28 February and Friday 1 March 2013 for all state school principals and selected senior departmental officers.

The conference provides a strategic forum for us to come together to reflect on our achievements, celebrate our successes and importantly, position ourselves for future success.

The primary objectives of the conference are to progress the key priorities of pedagogy and parent and community engagement in our pursuit of excellence.

The conference will focus on the importance of:

- implementing a research-validated pedagogical framework to support excellence in teaching and learning practices
- connecting with parents and the community to support successful student learning outcomes

The conference will consist of keynote presentations by two internationally renowned experts in educational reform and community engagement, and a series of workshops based on local case studies that have demonstrated excellence.

Keynote speakers will include:

- Director-General Julie Grantham and Deputy Director-General, Education Queensland, Lyn McKenzie
- Professor Ben Levin, Professor and Canada Research Chair in Education Leadership and Policy, University of Toronto. Professor Levin is widely known for his work in educational reform, educational change, educational policy and politics. Professor Levin will base his keynote address on implementing a research-validated pedagogical framework to support excellence in teaching and learning practices. For further information: [Professor Ben Levin](#)
- Dr George Otero, international education consultant and founder of the US-based Centre for Relational Learning. His work with schools and community leaders in transforming schools is a product of his 20 years creating and directing a multicultural community learning center in Taos, New Mexico. His approach utilised dance, play, dreaming, games, storytelling and an open inquiry process that builds community and stimulates learning and leadership. Dr Otero will base his keynote address on connecting with parents and the community to support successful student learning outcomes. For more information: [Dr George Otero](#)

The conference provides principals with opportunities to discuss a range of important topics with colleagues and senior officers.

**Queensland
Government**

2013 Principals' Conference

28 February and 1 March 2013

Brisbane Exhibition and Convention Centre, South Bank, Brisbane

THURSDAY 28 FEBRUARY 2013

TIME	SESSIONS	ROOM																														
7.30 am	Registration Tea and coffee available. Sponsor displays																															
9 am	Master of Ceremonies Mark Campling , Assistant Director-General, State Schooling Implementation, Education Queensland, DETE	Great Hall																														
9.02 am	Opening performance North Lakes State College students	Great Hall																														
9.05 am	Acknowledgment of Country Uncle Albert Holt , Elder	Great Hall																														
9.10 am	Welcome Annette Whitehead , Director-General, DETE	Great Hall																														
9.15 am	Minister's address The Honourable John-Paul Langbroek MP , Minister for Education, Training and Employment	Great Hall																														
9.35 am	United in our pursuit of excellence – the journey so far! Mark Campling , Assistant Director-General, State Schooling Implementation, Education Queensland, DETE	Great Hall																														
10 am	Morning tea/sponsor displays	Mezzanine Foyer																														
10.50 am	United in our pursuit of excellence – 'the how' – our pedagogical framework through the eyes of a student, a teacher and a school leader Lyn McKenzie , Deputy Director-General, Education Queensland, DETE	Great Hall																														
11.20 am	MOVE TO WORKSHOPS																															
11.30 am	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Keeping the focus: <i>How do principals organise their work so that they have the time to do the things that really matter.</i></p> <p>Professor Ben Levin, PhD, Professor and Canada Research Chair in Education Leadership and Policy, Ontario Institute for Studies in Education, University of Toronto (Great Hall)</p> </div> <div style="flex: 0.5; text-align: center; font-weight: bold; writing-mode: vertical-rl; transform: rotate(180deg);"> Workshops – 11.30 am – 12.10 pm </div> <div style="flex: 2;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A01</td> <td><i>Implementing a school-wide pedagogical framework to improve student outcomes</i> James Box, Principal, Caboolture State High School</td> <td style="text-align: center;">M1</td> </tr> <tr> <td style="text-align: center;">A02</td> <td><i>Framing a pedagogical framework</i> Patricia Thiedeman, Principal, Claremont Special School</td> <td style="text-align: center;">P3</td> </tr> <tr> <td style="text-align: center;">A03</td> <td><i>Thinking is blooming at Elanora State School</i> Tricia Neate, Principal, Elanora State School</td> <td style="text-align: center;">M2</td> </tr> <tr> <td style="text-align: center;">A04</td> <td><i>School transformation through differentiation and explicit instruction</i> Russell Denman, Principal, Fig Tree Pocket State School</td> <td style="text-align: center;">M3</td> </tr> <tr> <td style="text-align: center;">A05</td> <td><i>Together – every teacher, every classroom, every day</i> Leisa Neaton, Principal, Frenchville State School</td> <td style="text-align: center;">M4</td> </tr> <tr> <td style="text-align: center;">A06</td> <td><i>Implementing a pedagogical framework in a small two-teacher school</i> Denny Taylor, Principal, Kentville State School</td> <td style="text-align: center;">P4</td> </tr> <tr> <td style="text-align: center;">A07</td> <td><i>Explicit instruction @ Miallo: Our signature pedagogy</i> Anet Ridley, Principal, Miallo State School</td> <td style="text-align: center;">P2</td> </tr> <tr> <td style="text-align: center;">A08</td> <td><i>IMPACT: A pedagogical framework</i> Craig Larden, Principal, Park Lake State School</td> <td style="text-align: center;">P1</td> </tr> <tr> <td style="text-align: center;">A09</td> <td><i>The head and heart of student-centred pedagogy – toward a whole school approach</i> Eunice Webb, Principal, Petrie Terrace State School</td> <td style="text-align: center;">P9</td> </tr> <tr> <td style="text-align: center;">A10</td> <td><i>Implementation of a pedagogical framework</i> David Morris, Principal, Pimlico State High School</td> <td style="text-align: center;">P10</td> </tr> </table> </div> </div>	A01	<i>Implementing a school-wide pedagogical framework to improve student outcomes</i> James Box , Principal, Caboolture State High School	M1	A02	<i>Framing a pedagogical framework</i> Patricia Thiedeman , Principal, Claremont Special School	P3	A03	<i>Thinking is blooming at Elanora State School</i> Tricia Neate , Principal, Elanora State School	M2	A04	<i>School transformation through differentiation and explicit instruction</i> Russell Denman , Principal, Fig Tree Pocket State School	M3	A05	<i>Together – every teacher, every classroom, every day</i> Leisa Neaton , Principal, Frenchville State School	M4	A06	<i>Implementing a pedagogical framework in a small two-teacher school</i> Denny Taylor , Principal, Kentville State School	P4	A07	<i>Explicit instruction @ Miallo: Our signature pedagogy</i> Anet Ridley , Principal, Miallo State School	P2	A08	<i>IMPACT: A pedagogical framework</i> Craig Larden , Principal, Park Lake State School	P1	A09	<i>The head and heart of student-centred pedagogy – toward a whole school approach</i> Eunice Webb , Principal, Petrie Terrace State School	P9	A10	<i>Implementation of a pedagogical framework</i> David Morris , Principal, Pimlico State High School	P10	
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TIME	SESSIONS			ROOM	
Workshops – 12.20 pm – 1 pm	A11	<i>How a ripple grew into a wave</i> Alan Whitfield , Principal, Toolooa State High School	P11		
	A12	<i>Riding the waves to success</i> Matthew Denzin , Principal, Trinity Beach State School	B1		
	A13	<i>Varsity learning forces</i> Jeff Davis , Executive Principal, Varsity College	B2		
	A14	<i>Quality pathways to success</i> Terry Heath , Principal, Yeronga State High School	B3		
	MOVE TO SECOND WORKSHOP				
	B01	<i>Implementing a school-wide pedagogical framework to improve student outcomes</i> James Box , Principal, Caboolture State High School	M1		
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B14	<i>Quality pathways to success</i> Terry Heath , Principal, Yeronga State High School	B3			
1 pm	Lunch/sponsor displays			Mezzanine Foyer	
2 pm	Keeping the focus: <i>How do principals organise their work so that they have the time to do the things that really matter.</i> Professor Ben Levin , PhD, Professor and Canada Research Chair in Education Leadership	Workshops – 2 pm – 2.40pm	C01	<i>Success by design</i> Anthony Whybird , Principal, Atherton State High School	M1
C02			<i>Aspects that enhance the development of a pedagogical framework</i> Shona Boardman , Principal, Bajool State School	P2	
C03			<i>Leading for school improvement strategy: Latching on to excellence</i> Suzanne Currin , Principal, Belgian Gardens State School	M2	

ARNFIELD, Shirley

From: MCKENZIE, Lyn
Sent: Friday, 29 July 2011 9:58 AM
To: 'Bronwen.Griffiths@premiers.qld.gov.au'
Subject: FW: Professor Michael Fullan - in Brisbane on 7 November 2011

Hi Bronwen

Thanks for talking to me the other day.

Following is some information about the Department's work and engagement with Professor Michael Fullan. This may help to inform deliberations about whether there is an opportunity for Michael to meet with the Premier and/or other senior officials.

As you know, Education Queensland (EQ) has introduced a raft of reforms aimed at lifting school literacy, numeracy and science performance and striving for improved academic outcomes for every child in every classroom.

The momentum of these reforms has been building across the state over the past 12 months on particular and it was considered timely to reflect on what components of this reform have been yielding outcomes, where there are gaps, and where there's room for improvement.

To this end, EQ has sought the advice of world leaders in education - specifically Professor Ben Levin and Emeritus Professor Michael Fullan from Canada - to provide insights that will inform future work.

Professors Levin and Fullan have been formally engaged by the Department to conduct a system review - a process that began in March 2011 when Professor Levin made a keynote address at the Principals' Conference in Brisbane. This was followed by a three-day onsite assessment of the education reforms that included interviews with key education sector stakeholders and analysis of relevant Departmental documentation.

The Professors have since conducted a number of video conference meetings with senior departmental leaders.

In November, Professor Fullan will come to Queensland to provide further 'on-site' consultation and two days of 'capacity building' workshops with school leaders.

On Monday 7 November 2011 Professor Fullan will be in Brisbane. Should the Premier have an interest in meeting with him regarding his work, we would be more than happy to arrange a meeting that suits her schedule.

Of course, should further information or clarification be required, please contact me.

Thanks for your assistance with this.

Warm regards

Lyn

Lyn McKenzie

Deputy Director-General, Education Queensland
Department of Education and Training
PO Box 15033 CITY EAST QLD 4002

Telephone (07) 323 70619 | **Facsimile** (07) 3221 4953 | **Email** Lyn.McKenzie@deta.qld.gov.au

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WALTON, Patrea

From: LANE, Ann on behalf of GRANTHAM, Julie
Sent: Thursday, 17 February 2011 11:36 AM
Subject: NOT FOR FURTHER DISTRIBUTION: Professor Ben Levin and the assessment of effective education systems

Categories: Red Category

Dear Colleague

One of our strategic challenges articulated in the Department's Strategic Plan 2010 – 2014 is sustained improvements to student performance. In order to improve students' educational outcomes across all schools, the consistent message from international research is that of adopting and maintaining a system-wide approach that suits our context and is developed and implemented in a disciplined and focused way.

Professor Ben Levin, Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto specialises in the identification of the characteristics of effective education systems that achieve sustained school improvement. I have engaged Professor Levin to share with us the results of his research at the up-coming principals' conference.

While he is in Queensland I have also invited Professor Levin to examine our department with a view to assisting us in our school improvement journey. Over the three days following the conference, Professor Levin will undertake an audit of Education Queensland.

I have asked Professor Levin to conduct an audit against the characteristics of effective education systems (please refer to the attached document) to provide a clear picture of where we are against these characteristics, as well as provide key recommendations based on international best practice. I believe this audit is timely given the fact that it is nearly two years since the Masters Report.



Characteristics of effective e...

To this end, you have been nominated to be interviewed by Professor Levin during 2 to 4 March 2011 so that he may gain a balanced view from all key sectors. Staff of the Deputy Director-General, Education Queensland will be in contact with you to arrange an appropriate interview time in the very near future.

If you would like to discuss this matter further I invite you to contact Mr Mark Campling, Assistant Director-General, School Performance on telephone (07) 3237 0121 or mobile of the RTI Act - contrary to the

I encourage you to engage in open, honest and frank discussions with Professor Levin around the strengths of our system as well as to identify areas for improvement so that we can continue to reform and provide strong commitment to improving student outcomes.

In the meantime, I ask that you not circulate this material further.

Yours sincerely

Julie Grantham
Director-General

Pages 29 through 30 redacted for the following reasons:

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WALTON, Patrea

From: WALSH, Becky
Sent: Friday, 25 February 2011 1:16 PM
Subject: IMPORTANT: Interview with Professor Ben Levin - updated scope document

Hello everyone!

By now, you will have received a calendar invitation from this Office confirming your meeting time with Professor Ben Levin. If that isn't the case, please let me or Josh Mallet know!

Yesterday, Professor Levin provided an updated scope for his work - this is attached in PDF format. There are only slight modifications to the 2-page document you have already received.



Characteristics of
Effective S...

Would our Principal Association , QCPCA and QTU representatives please ensure those you have nominated to attend your meeting also receive this revised document?

As previously requested, at this time, it would be appreciated if this scope document is not forwarded beyond those attending the interviews between 2 and 4 March 2011.

Thank you and kind regards

Becky Walsh

Principal Advisor to the Deputy Director-General, Education Queensland

Department of Education and Training

Flr 22, Education House, 30 Mary Street

PO Box 15033 CITY EAST QLD 4002

Telephone (07) 323 54479 | **Facsimile** (07) 3221 4953 | **Email** Becky.Walsh@deta.qld.gov.au

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Pages 32 through 33 redacted for the following reasons:

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Record Number **13/80477**

Title **DDG GBN_thank you emails_keynote speakers and principal presenters at the 2013 Principals Conference**

Current Location In Container '150/21/586 (In Container '550/29/98 (State Schools Home Storage Location)')' since 26/4/2013 at 2:57 PM

Container 150/21/586: Curriculum Provision - Implementation - State Schooling Implementation - Correspondence

Record Type Brief or Question on Notice Response

Brief / QON Type DDG/ADG Brief

All Contacts Director SSP SS (Author)
Director SSP SS (Representative)

Organisation State Schools - Performance SS

Date Created 11/3/2013 at 3:11 PM

Date Due

Electronic Details In HP TRIM Store, Microsoft Word Document, 30 KB (Finalised on 26/4/2013)

Mov His 13/80477 Current Location Changed - Manager SI SSP - done by 'dfish17' on 11/3/2013 at 3:13 PM; 13/80477 Current Location Changed - Director SSP SS - done by 'dfish17' on 11/3/2013 at 3:25 PM; 13/80477 Current Location Changed - Executive Services Officer 01 SSP SS - done by 'dakern0' on 13/3/2013 at 4:07 PM; 13/80477 Current Location Changed - Principal Advisor 01 SSP SS - done by 'cxsha7' on 13/3/2013 at 4:45 PM; 13/80477 Current Location Changed - Senior Communications Officer SI SSP - done by 'fbou0' on 15/3/2013 at 1:58 PM; 13/80477 Current Location Changed - Principal Advisor 01 SSP SS - done by 'kcran38' on 18/3/2013 at 11:13 AM; 13/80477 Current

Additional Reference

Notes "Friday, 26 April 2013 at 2:56:44 PM (GMT+10:00) Sharp-Jones, Courtney:"
Enclosing & finalising.

"Friday, 26 April 2013 at 1:02:25 PM (GMT+10:00) Arnfield, Shirley:"
Approved by DDG EQ 4/4/2013

letter all placed in letterhead and email 26/4/2013

"Wednesday, 3 April 2013 at 3:06:21 PM (GMT+10:00) Arnfield, Shirley:"
With DDG EQ for consideration

"Monday, 25 March 2013 at 4:21:05 PM (GMT+10:00) Arnfield, Shirley:"
Received in ODDG EQ with A/Dir for review

"Monday, 25 March 2013 at 2:38:08 PM (GMT+10:00) Sharp-Jones, Courtney:"
Approved by ADG SSI. Moving to ODDG EQ. HC to follow.

"Wednesday, 20 March 2013 at 8:57:48 AM (GMT+10:00) Boulton, Fiona:"
With ADG SSI.

"Wednesday, 20 March 2013 at 8:28:03 AM (GMT+10:00) Sharp-Jones, Courtney:"
Moving to Fiona Boulton for review prior to ADG SSI

"Tuesday, 19 March 2013 at 2:03:31 PM (GMT+10:00) Cranitch, Kirsty:"
Thank you letters amended as per ADG request. Moved to Courtney Sharp-Jones for progress.

"Tuesday, 19 March 2013 at 1:46:05 PM (GMT+10:00) Sharp-Jones, Courtney:"
Moved back to Kirsty Cranitch to amend as per ADG SSI request.

"Monday, 18 March 2013 at 2:00:04 PM (GMT+10:00) Boulton, Fiona:"
With ADG SSI

"Monday, 18 March 2013 at 11:13:15 AM (GMT+10:00) Cranitch, Kirsty:"
Thank you letters amended. Moved to Fiona Boulton for progress.

"Friday, 15 March 2013 at 1:46:24 PM (GMT+10:00) Boulton, Fiona:"
Not approved. Returned to SCO SSI for amendment as per notes on hard copy.

"Thursday, 14 March 2013 at 1:45:37 PM (GMT+10:00) Boulton, Fiona:"
With ADG SSI

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DEPARTMENT OF EDUCATION, TRAINING
AND EMPLOYMENT

GENERAL BRIEFING NOTE

Approved / Not Approved
DDG EQ
.....
Date... 4/7/13.....

TO: DEPUTY DIRECTOR-GENERAL, EDUCATION QUEENSLAND

SUBJECT: THANK YOU LETTERS FOR KEYNOTE SPEAKERS AND PRESENTING PRINCIPALS AT THE 2013 PRINCIPALS' CONFERENCE

RECOMMENDATION

It is recommended that the Deputy Director-General, Education Queensland:

- **approve** thank you emails to keynote guest speakers and presenting principals at the 2013 Principals' Conference (**Attachments 1-5**); and
- **send** emails to speakers and presenting principals.

Comments:

All letters ok to go

BACKGROUND

1. The 2013 Principals' Conference was held from 28 February to 1 March 2013.
2. Professor Ben Levin and Dr George Otero delivered keynote speeches, while several Queensland state school principals delivered presentations during the conference.
3. Professor John Hattie, Director, Melbourne Education Research Institute, University of Melbourne, provided a four-minute video on key research findings about the factors that positively impact student learning and achievement.

ISSUES

4. Thank you emails have been drafted from the Deputy Director-General, Education Queensland to Professors Ben Levin and John Hattie, and Dr George Otero (**Attachments 1-3**).
5. Thank you emails have also been drafted for the principals. There are two versions: one for principals who presented on the *Pedagogical framework* on 28 February, and one for principals who presented on the *Parent and Community Engagement Framework* on March 1 (**Attachments 4 and 5**).

Action Officer and Branch: Deb Kember, Director, State Schooling Implementation
Telephone: 32370312
TRIM No: 13/80477
Date brief completed by Action Officer: 11/03/2013

6. An excel file has been provided listing email addresses of all recipients (**attachment 6**):

- Attachment 1 – send to John Hattie.
- Attachment 2 – send to Ben Levin.
- Attachment 3 – send to George Otero
- Attachment 4 – send to the principals who presented on Thursday 28 February.
- Attachment 5 – send to the principals who presented on Friday 1 March.

LEGAL IMPLICATIONS

8. There are no legal implications.

FINANCIAL IMPLICATIONS

9. There are no financial implications.

MEDIA IMPLICATIONS

10. A media release is not required.

RIGHT TO INFORMATION

11. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Assistant Director-General, State Schooling Implementation: Mark Campling

Signature: 	Date: / /13
--	-------------

Comments:

Action Officer and Branch: Deb Kember, Director, State Schooling Implementation
Telephone: 32370312
TRIM No: 13/80477
Date brief completed by Action Officer: 11/03/2013



Record Number **11/359218**

Title **Brief to DG re: EQ System Review Report and Response**

Current Location Executive Services Officer ES SA&SS since 16/5/2012 at 4:49 PM

Container

Record Type Brief or Question on Notice Response

Brief / QON Type DG Brief

All Contacts Executive Director School Administration and Student Support SSO (Author)

Executive Director School Administration and Student Support SSO (Representative)

Organisation School Administration and Student Support SSO SS

Date Created 12/12/2011 at 11:55 AM

Date Due

Electronic Details In HP TRIM Store, Microsoft Word 97 - 2003 Document, 63 KB

Mov His 11/359218 Current Location Changed - Administrative Officer 01 O&G EQ - done by 'ealux0' on 12/12/2011 at 12:01 PM; 11/359218 Current Location Changed - Cooper, Beverley - done by 'ealux0' on 12/12/2011 at 12:25 PM; 11/359218 Current Location Changed - Executive Services Officer 01 SSP SS - done by 'blcoo0' on 13/12/2011 at 9:29 AM; 11/359218 Current Location Changed - Executive Services Officer ES SA&SS - done by 'sxwo04' on 15/12/2011 at 8:47 AM; 11/359218 Current Location Changed - Executive Officer 02 SO EQ - done by 'blcoo0' on 15/12/2011 at 9:39 AM; 11/359218 Current Location Changed - Pending Location DDG State Schools - done by 'saarn0' on

Additional Reference

Notes "Wednesday, 16 May 2012 at 4:48:36 PM (GMT+10:00) Zdraveski, Michelle:"
Forwarding to EA Beverley Cooper to file and close. No hard copy.

"Friday, 13 April 2012 at 10:48:56 AM (GMT+10:00) Arnfield, Shirley:"
Advised that this was posted on website on 23 March 2012 at request of Minister's Office now can be closed and finalised. NO HARD COPY

"Wednesday, 21 March 2012 at 3:21:20 PM (GMT+10:00) Klar, Louise:"
On advice from ODG, still awaiting DG decision. Progressing to ODG for further action.

"Wednesday, 7 March 2012 at 11:16:45 AM (GMT+10:00) Armstrong, Aimee:"
returning to Department, no hard copy has been located. Please update if approval/noting/endorsement is still required if not please close and finalise locally

"Tuesday, 31 January 2012 at 2:50:11 PM (GMT+10:00) Johnson, Carly:"
Received in ODG. Progressed to NICK SEELEY, DIRECTOR for DG consideration.

"Tuesday, 31 January 2012 at 1:54:31 PM (GMT+10:00) Kaloudrau, Kylie:"
to ODG for consideration

"Friday, 27 January 2012 at 4:11:31 PM (GMT+10:00) Kaloudrau, Kylie:"
rec'd in MESU

"Friday, 27 January 2012 at 1:43:40 PM (GMT+10:00) Arnfield, Shirley:"
Approved by DDG EQ. Hard copy delivered to MESU

"Wednesday, 25 January 2012 at 3:46:33 PM (GMT+10:00) Wayper, Liesl:"

"Tuesday, 24 January 2012 at 9:41:44 PM (GMT+10:00) Walsh, Becky:"
Reviewed by A/Director, ODDG EQ. E-mail sent to ED, GL&P seeking clarification re: any additional Principal Assocs to receive e-mail from DDG EQ (para 4).

"Tuesday, 24 January 2012 at 4:38:04 PM (GMT+10:00) Luxton, Emily:"
to Shirley Arnfield for approval by Lyn McKenzie

"Monday, 23 January 2012 at 2:35:04 PM (GMT+10:00) Luxton, Emily:"
With Sharon Mullins ED GL&P for approval

"Monday, 23 January 2012 at 1:45:08 PM (GMT+10:00) McAllister, Danielle:"
Amendments made following discussions between DDG and ED. Forwarding for ED approval.

"Tuesday, 17 January 2012 at 12:48:19 PM (GMT+10:00) Arnfield, Shirley:"

When printed this is an uncontrolled HP TRIM report and security restrictions apply



Continued...

Hi Bev
Returned to Branch (A/DDG EQ discussed with ED GLP)

"Wednesday, 21 December 2011 at 3:31:03 PM (GMT+10:00) Arnfield, Shirley:"
With A/DDG EQ for approval

"Wednesday, 21 December 2011 at 11:01:21 AM (GMT+10:00) Cooper, Beverley:"
Sharon Mullins ED GL&P has approved amendments and advised to return to ODDG.

"Wednesday, 21 December 2011 at 9:46:59 AM (GMT+10:00) Cooper, Beverley:"
With Sharon Mullins ED GL&P for approval of amendments.

"Tuesday, 20 December 2011 at 3:37:41 PM (GMT+10:00) McAllister, Danielle:"
Amendments made as per A/DDG notes. Forwarding for ED, GL&P approval.

"Tuesday, 20 December 2011 at 10:37:33 AM (GMT+10:00) Cooper, Beverley:"
Danielle - I believe the hard copy was collected by Emily Luxton and passed on to you for
actioning.

"Monday, 19 December 2011 at 4:30:03 PM (GMT+10:00) Arnfield, Shirley:"
Returning to the Department for amendments as requested by A/DDG EQ. Hard cover to
be delivered. thanks

"Friday, 16 December 2011 at 10:26:42 AM (GMT+10:00) Kitzelman, Angela:"
To A/DDG EQ for approval

"Thursday, 15 December 2011 at 2:20:26 PM (GMT+10:00) Arnfield, Shirley:"
received in ODDG EQ with A/Dir for review

"Thursday, 15 December 2011 at 9:38:23 AM (GMT+10:00) Cooper, Beverley:"
Hard copy delivered to GL&P. Forwarding to ODDG for urgent processing as per Sharon
Mullins ED GL&P.

"Thursday, 15 December 2011 at 8:46:57 AM (GMT+10:00) Woods, Sophia:"
Approved by ADG,SP. Forwarding back to T&L for action as required.
Thanks

"Wednesday, 14 December 2011 at 2:16:14 PM (GMT+10:00) Woods, Sophia:"
Minor amendments made as requested by PA, School Performance. Forwarding to
ADG,SP for approval upon his return to the office.

"Monday, 12 December 2011 at 5:08:46 PM (GMT+10:00) Cooper, Beverley:"
Approved by Sharon Mullins ED GL&P. To Mark Campling ADG School Performance for
approval.

"Monday, 12 December 2011 at 1:29:42 PM (GMT+10:00) Cooper, Beverley:"
With Sharon Mullins ED GL&P for approval before going to Mark Campling and A/DDG
EQ for approval.

When printed this is an uncontrolled HP TRIM report and security restrictions apply

End of Report

DEPARTMENT OF EDUCATION AND TRAINING

GENERAL BRIEFING NOTE

TO: THE DIRECTOR-GENERAL

SUBJECT: EDUCATION SYSTEM REVIEW REPORT AND RESPONSE

Approved / Not Approved

Director-General

Date/...../.....

Date Action Required By: 03/02/2012

Copy to Minister's Office

RECOMMENDATION

It is recommended that the Director-General:

- **approve** that the attached report from Professors Fullan and Levin and Education Queensland's response be placed on the Department's intranet site; and
- **approve** an additional link to Fullan's address to the Director's forum to be placed on the Department's intranet site.

Comments:

BACKGROUND

1. The attached report (Attachment 1) has three components:
 - a background to the work that has been occurring in Education Queensland, and Fullan and Levin's role in the systems review;
 - Fullan and Levin's summary report; and
 - Education Queensland's response to the summary report.
2. Fullan and Levin have approved the attached document, that proposes three key directions for the next steps in the reform agenda for state schools:
 - a common focus on goals and strategies through a guiding coalition;
 - ensuring consistency of delivery across the regions; and
 - focussing on instruction as a key reform driver.
3. Education Queensland agrees that these focus areas are important, and will ensure that initiatives over the next 12 months will include activities that are aligned with Fullan and Levin's recommendations.

KEY ISSUES

4. Pending your endorsement, the report will be placed on the Department's OnePortal site, on the United in our Pursuit of Excellence page. A soft communication strategy will be used to distribute the report to stakeholders. This will include:
 - an email from the Deputy Director-General to the Queensland Teachers Union, Queensland Association of State School Principals, Queensland Association of State School Teachers, Queensland Association of Special

Action Officer and Branch: Sharon Mullins | Executive Director | Government Liaison and Projects

Telephone: 3224 5530

TRIM No: 11/359218

Date brief completed by Action Officer: 23/01/2012

Education Leaders Inc. (QASEL), Queensland Council of Parents and Citizens Association, Queensland , Secondary Principals Association, Queensland State P-10/12 School Administrators' Association, Regional Directors, Assistant Regional Directors:

- a Schools Update message; and
- a Director-General's message.

5. In line with placing Fullan and Levin's report on the intranet, it is also proposed to place an additional link to the current vodcast of Fullan's recent address to the Director's forum on the OnePortal United in our Pursuit of Excellence page. This additional link will make this resource more accessible to a wider audience.
6. Following the endorsement of Fullan and Levin's summary report, discussions will commence on what role will be played by Fullan and Levin in 2012 as Education Queensland continues to implement its reform agenda.

LEGAL IMPLICATIONS

7. There are no legal implications.

FINANCIAL IMPLICATIONS

8. There are no financial implications.

MEDIA IMPLICATIONS

9. A media release is not required.

RIGHT TO INFORMATION

10. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Executive Director: Sharon Mullins

Signature:	Date: / /
Recommended - <input type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Comments:

Assistant Director-General:	Mark	Campling
Signature:	Date: / /	
Recommended - <input type="checkbox"/>	Not Recommended - <input type="checkbox"/>	

Comments:

Deputy Director-General, Education Queensland:	Lyn McKenzie
Signature: Electronic Approved	Date: 27/1/12
Recommended - <input type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Comments:

Action Officer and Branch: Sharon Mullins | Executive Director | Government Liaison and Projects
 Telephone: 3224 5530
 TRIM No: 11/359218
 Date brief completed by Action Officer: 23/01/2012

Minister's Office File Ref:	ET/11/0645
Department File Ref:	11/32594

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by: Julie Grantham, Director-General

Date requested: 15/02/2011

Action required by: 22/02/2011

Action required

- For meeting
 For information
- With correspondence
 With Question on Notice

Other attachments for Ministerial consideration

- Speaking points
 Draft media release
- Ministerial Statement
 Question on Notice
 Cabinet related document

SUBJECT: EDUCATION QUEENSLAND SYSTEM REVIEW - INTERVIEW REQUEST

Proposal

That the Chief of Staff note the invitation for the Minister to attend a meeting with Professor Ben Levin on Wednesday, 2 March 2011 from 12noon - 1pm as part of the Education Queensland (EQ) System Review.

Urgency

1. Urgent – Meeting is scheduled for Wednesday, 2 March 2011.

Fast Facts

- The Director-General has approved the System Review of Education Queensland which is to be undertaken by Professor Ben Levin.
- Professor Levin will be in Queensland on 28 February and 1 March, 2011 to make a presentation at the 2011 Principals' Conference, entitled: "World's best practices in education."
- System Review interviews will occur between 2 and 4 March 2011.

Background

2. Professor Ben Levin is the Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto. He specialises in the identification of the characteristics of effective education systems that achieve sustained school improvement. His biography is provided (**Attachment 1**).

Key issues

3. Professor Levin will conduct an audit against the characteristics of effective education systems – providing a clear picture of how EQ compares against these characteristics, and providing key recommendations based on international best practice.
4. The Director-General has approved a list of senior officers, principals and stakeholders to be interviewed by Professor Levin over three days (2 – 4 March, 2011) to give a balanced view from all key sectors.
5. The Director-General has also invited the Minister to participate in an interview by Professor Levin. The interview will be connected to the characteristics of effective education systems (**Attachment 2**).

Minister's Office File Ref:	
Department File Ref:	11/32594

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by: Julie Grantham, Director-General

Date requested: 15/02/2011

Action required by: 22/02/2011

Action required

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 For information

- With correspondence
 With Question on Notice

Other attachments for Ministerial consideration

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Minister's Office File Ref:	
Department File Ref:	11/32594

6. Other activities that will also form part of the System Review include:

- analysis of departmental documents on an ongoing basis
- four or more Video Conference meetings with senior leadership
- one day of on-site consultation in November
- two days of on-site capacity building workshops in November
- submission of a year-end audit report (due 31 December 2011) of up to 20 pages with advice for next steps for 2012.

Consultation

7. Relevant senior internal staff and key stakeholders including the Queensland Teachers Union, Queensland Council of Parents and Citizens Associations, and State School Principal Association Presidents have been informed of the up-coming System Review .

Media Implications

8. There are no media implications at this time.

Financial implications

9. The System Review is estimated to amount to approximately \$80,000 using funds from Education Queensland's existing budget.

Legal implications

10. There are no legal implications.

Remedial action

11. No remedial action required.

Attachments

12. Attachment 1 - Professor Ben Levin's biography
 13. Attachment 2 - Professor Ben Levin's 'Characteristics of effective national / state / provincial ministries / departments of education'.

Right to information

14. I am of the view that the contents or attachments contained in this brief are not suitable for publication.