

Equity 3.0



Government of South Australia
Department for Education

YOU'RE
FOR A
SUPPO



LIKE ROADW
ON SOUTH R
MY LOVE FO
NEVER END



You're h
Don Dunstan

IF YOU CAN
THROUGH T
BRITANNIA
ROUNDABO
YOU CAN G
THROUGH T



I LOVE YOU
REGARDLESS OF
WHICH SCHOOL
YOU WENT TO





“The social stratification of our school system is among the worst in the OECD and raises concerning questions for our future around social cohesion and mobility.”

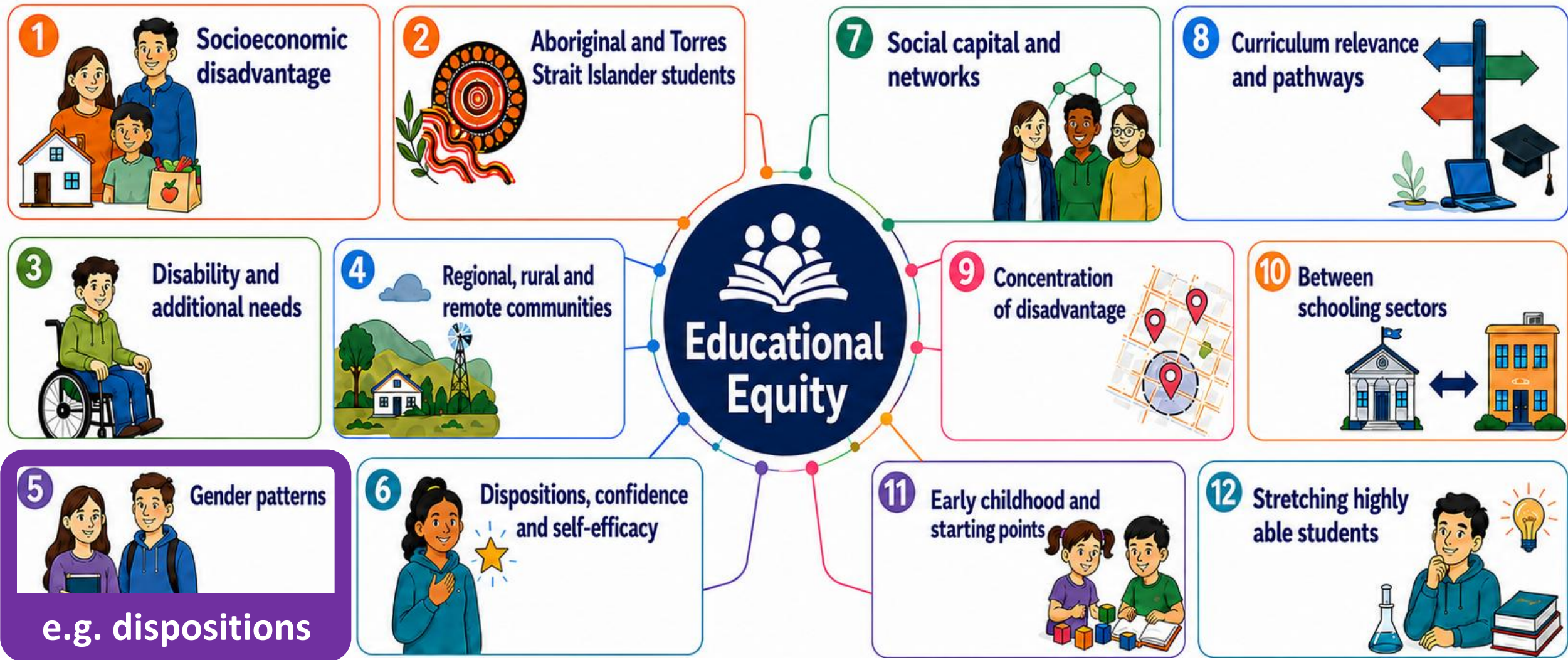
In Australia, this plays out in a distinctive marketized schooling context and has implications for equity and inclusion.

Because Australia is oriented to “choice” it makes equity an issue of competition.

**equity is a culture
...not an adjustment**

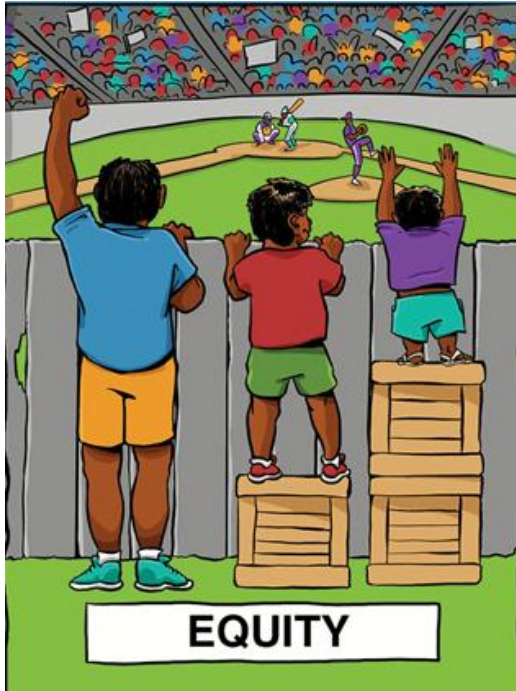
AI generated image

Bonnor, C., & Greenwell, T. (2023). *Choice and fairness: A common framework for all Australian schools*. Centre for Policy Development. <https://apo.org.au/sites/default/files/resource-files/2023-03/apo-nid322355.pdf>



Many dimensions of equity and inequity and how they are expressed in education systems

Equity 1.0

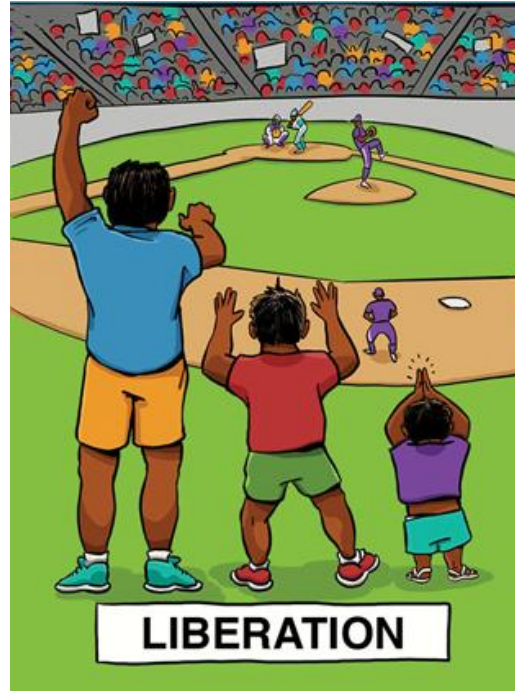


“Give disadvantaged students more support they can achieve the same standards.”

**equity
of access**

“reasonable adjustments”

Equity 2.0



“Remove the barriers to provide the same opportunities.”

**equity
of opportunity**

open closed doors

Equity 3.0

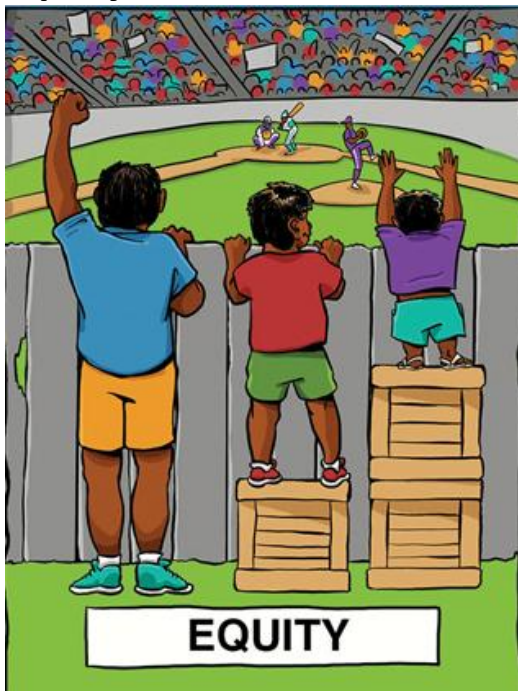


“Shaping school to improve access, participation, learning, belonging, achievement and future choices.”

**equity
of outcome**

agency and pathways

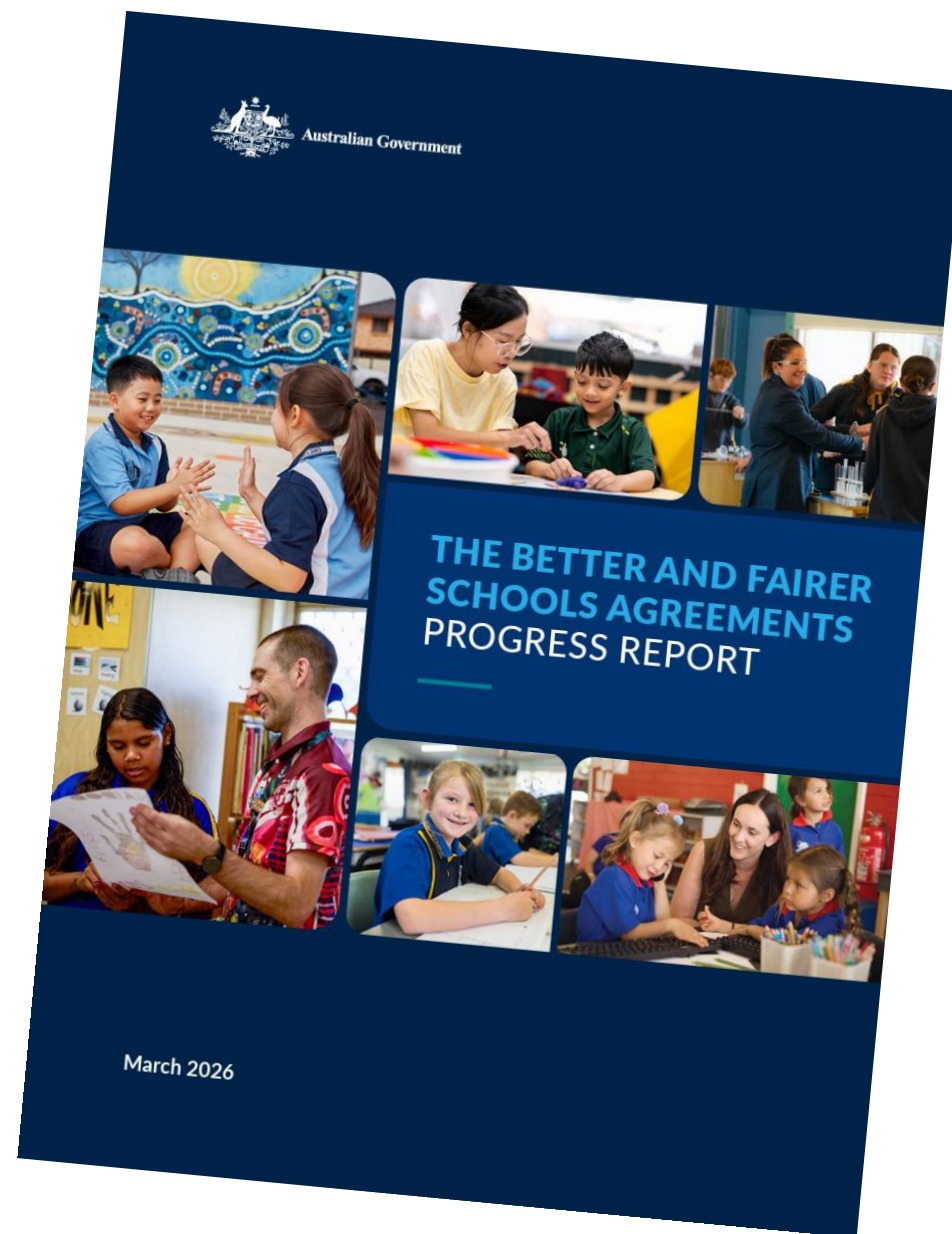
Equity 1.0



“Give disadvantaged students more support they can achieve the same standards.”

**equity
of access**

“reasonable adjustments”



\$: base plus loadings



The test of an equitable system is not whether it has good programs for disadvantaged students.

It is whether every part of the system including curriculum, teaching, assessment, resourcing and pathways works to expand rather than constrain each student's opportunities and outcomes.

Equity 3.0



“Shaping school to improve access, participation, learning, belonging, achievement and future choices.”

**equity
of outcome**

agency and pathways





A thousand
the little
things

- settings
- culture
- the way
we do
business



“Program/action” version

culture-shift version (state and school)

Closing the Gap

Chasing targets, reporting progress, adding activities

From: chasing the data, multiple programs, loose evaluation, “doing good”

To: change the way the system works: e.g., shared decision-making, community control, etc.



A thousand
the little
things

- settings
- culture
- the way we do business



“Program/action” version		culture-shift version (state and school)	
Closing the Gap	Chasing targets, reporting progress, adding activities	From: chasing the data, multiple programs, loose evaluation, “doing good”	To: change the way the system works: e.g., shared decision-making, community control, etc.
Student agency	Student voice surveys, student leadership roles, consultations	From: students making surface choices and giving feedback	To: students influence learning, relationships, decisions and improvement
School improvement	Annual plans, milestones, review cycles	From: planning-as-documentation and compliance with narrow, system-prescribed targets	To: purpose-driven, context-appropriate (tight and flexible) sharper bets, space to innovate
Autism inclusion	Sensory rooms, visual timetables, professional learning modules, “reasonable adjustments”	From: managing behaviours and adjusting for distance to “normal”	To: developing student culture, staff culture - communication, connection (to people and to learning), agency & belonging
Inclusion of students with disability	More adjustments, more funding applications, more specialist referrals	From: “How do we accommodate this child?”	To: “How do we design schooling so more children belong, participate and learn from the start?”

equity is a culture

...not an adjustment

**How is this evidence in South
Australian secondary settings?**

**One way is through principals'
leadership moves**



From

To

Principals' intentional leadership moves

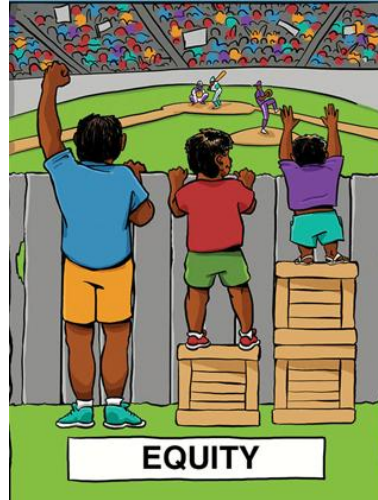
Equity as targeted programs

Equity as a property
of the whole school

Ask of every major decision: **who benefits, who misses out,
and what barrier are we creating or removing?**



Equity 1.0



**Band-B
leadership is
where this shift
in equity either
becomes real
or dies.**

Equity 3.0



**A thousand
the little things**

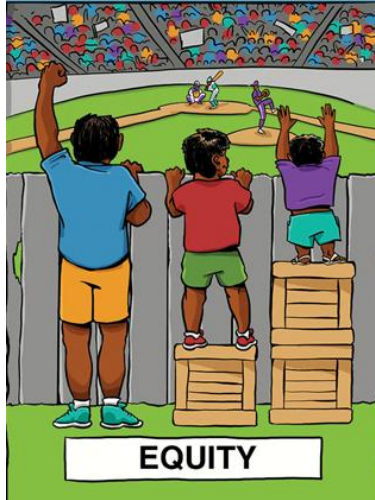


**settings, culture,
the way we do
business**

Site leaders can set expectations and reshape structures. They and their leadership teams (where they have them) are the people who influence the repeated decisions about:

- **which students get access to what,**
- **what teachers do when a student struggles,**
- **how curriculum is used,**
- **what happens after absence,**
- **how classes are constructed,**
- **how assessment is interpreted,**
- **whether and how change occurs, etc.**

Equity 1.0



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Equity 3.0



**A thousand
the little things**



**settings, culture,
the way we do
business**

**From managing a portfolio or cohort
to
actively improving the conditions in
which particular students learn.**

From

To

Band-B intentional leadership moves

Managing a program/portfolio

Improving students'
everyday experience

Ask: What is actually different for students because I lead this area?



equity is a culture

...not an adjustment

**How is this evidence in South
Australian secondary settings?**

**One way is through our
principals' leadership moves**

It comes alive through Band-B leadership





music education

Expands access to valued forms of knowledge, participation, identity, belonging and future opportunity.



Sparks imagination, curiosity and wonder, and reflects our humanity.
Provides a way of grappling with complexity, interpretation and response



Access to cultural capital

Belonging and participation

A different way to be successful at school

Agency and expression

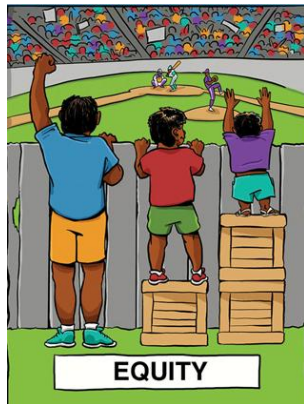
equity is a culture



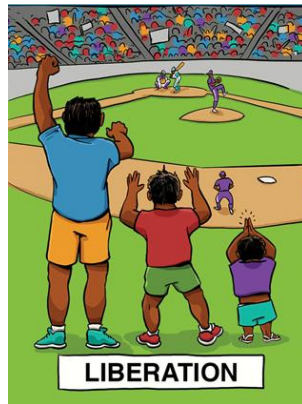


music education

Equity 1.0



Equity 2.0



Equity 3.0



access and resources

Does every student get access to music education?

opportunity to learn

Can every student participate meaningfully and progress?

Are some forms of musical knowledge are treated as more legitimate than others

agency and opportunity

Does music education expand the ways in which a young person can understand themselves and imagine their future?

identity, competence and agency





Playford
International
College

SPECIAL
INTEREST
MUSIC CENTRE

