



NSW Department of Education

# The Way We Do Policy

A structured Policy-making process



# Broader operating environment

**Strategic policy [Why]**

- Creates the narrative and the intent
- Influences the external context
- Sets the broad parameters for the policy



**Operational policy [How]**

- Provides the how-to for the strategic narrative
- Reality-checks the policy against the delivery context



**Service delivery [What]**

- Delivers service that supports the strategic intent
- Provides evidence to inform policy decisions and evaluate success
- Advocates change at the grassroots level

Policy as practice –  
from intent to implementation

Strategy

Policy statement

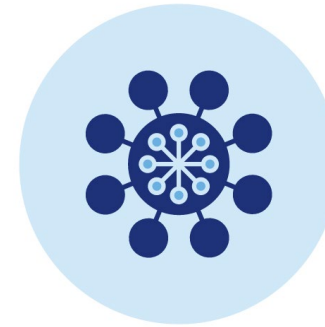
Implementation documents

Hierarchy of deliverables

# Principles of Policy-making

- Act ethically and responsibly
- Take responsibility
- Be learner-focused
- Support equity, diversity and inclusion
- Strive for high quality
- Partner with others

## Policy pillars



**Engagement**



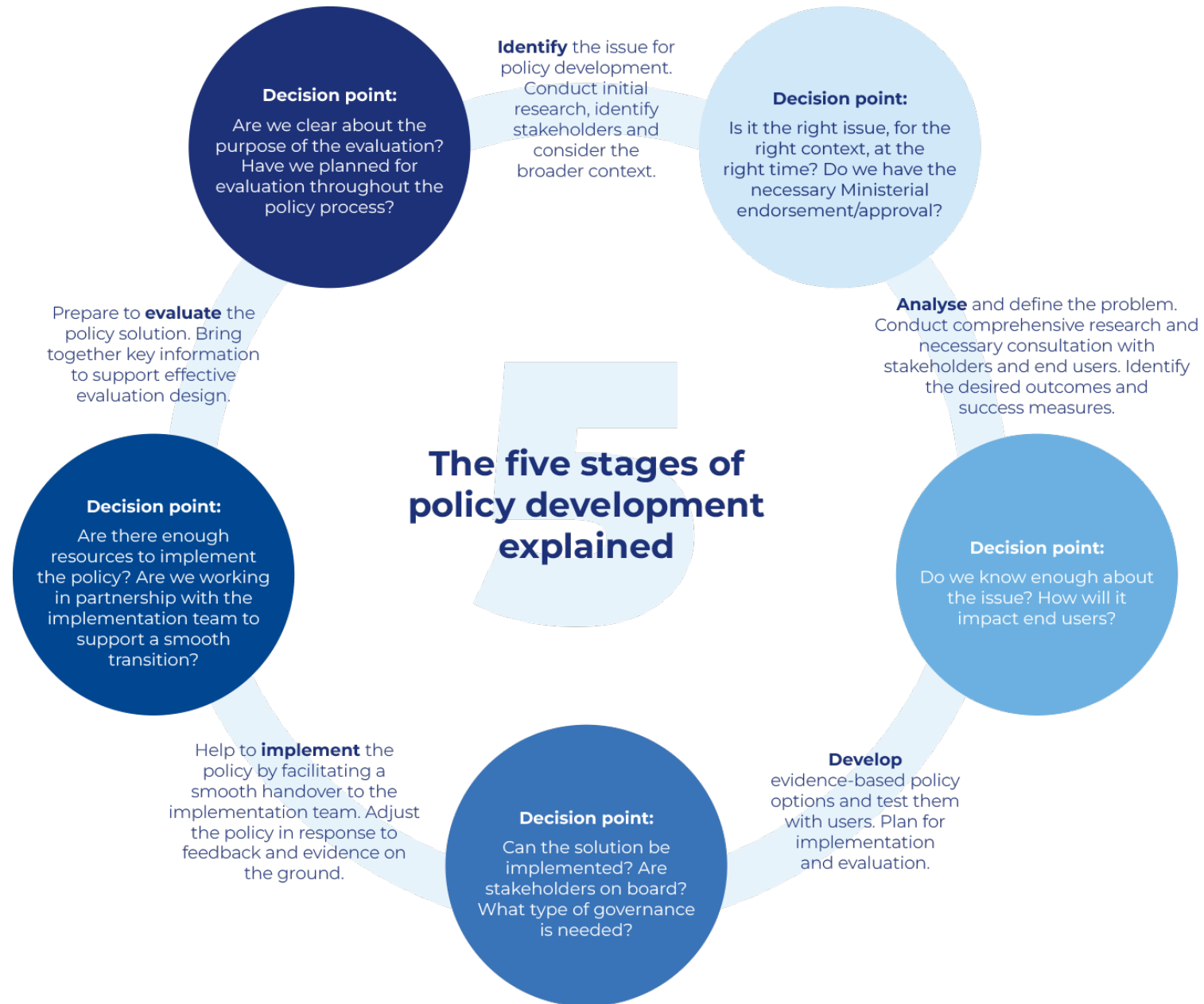
**Equity**



**Evidence**



**Feasibility**

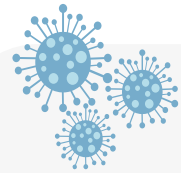






# Case example: Small group tutoring

First year



- COVID led to widespread disruptions in learning and anticipated learning loss



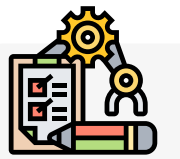
- Conducted Aust. and international jurisdictional scan
- Researched potential interventions to address learning disruptions – incl. small group tutoring
- Lit review to identify what could work well for small group tutoring



- Developed policy options in collaboration with other teams – incl. high level costing
- Tested feasibility and viability with teachers and operational areas of the dept
- Secured Govt endorsement.



- Implementation team continued to work in tandem with the policy team, teachers and schools.
- **Implemented across 2,200+ schools in NSW**
- Program iterated at the system and school levels to suit the context and new learnings



- Dept developed check-in assessment to help identify learning needs for literacy and numeracy (COVID impacted standard data collection)

Identify

Develop

Evaluate

Second year

- Govt asked Dept to consider the need for a second year for the program, including re-visiting the design parameters
- Evaluation from the first year suggested a need for a tighter focus on Literacy and Numeracy

Analyse

- Drew on initial evaluation, incl. feedback from teachers – looked for opportunities to refine the program
- Considered other opportunities building off the learning from the first year

- Alongside the implementation team, developed a series of refined options for small group tutoring
- Secured Govt endorsement on refined program parameters and implementation resourcing

Implement

- Continued close partnership between implementation and policy team
- Rolled out a refined program to 2,200+ schools

- Designed intentional evaluation embedded within the program, including how the evaluation could be used to strengthen the evidence base for the effectiveness of school group tutoring

# The Way We Do Policy - Intranet



## The Way We Do Policy playbook

A step-by-step guide to the entire strategic policy process.



## Policy toolkit

A collection of tools to assist you as you develop your policy.



## EPIC

A community of practice for developing and sharing policy skills, knowledge and expertise.



## Building policy skills

Learning strategy to build policy skills





# Policy toolkit





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# Ignite

This tool will guide you through the initial stages of scoping a strategic policy project.

## What is it?

The Ignite tool consists of 2 sections.

- The first section, 'snapshot', helps you to structure your initial conversation with the decision-maker(s) on the policy project.
- The second section includes 6 'explorations' that will help you to:
  - understand different elements of your policy project
  - determine whether the project should proceed.

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## Ignite

This tool will guide you through the initial stages of scoping a strategic policy project.

### Why use it?

This tool allows you to:

- guide your initial conversations with the decision-maker(s), which may include a ministerial brief for initial authorisation - refer to the department's [briefing guide](#) and make sure you have included all required information
- structure your initial scoping and analysis of the policy problem
- document your assumptions and decisions
- test your assumptions with stakeholders as the project progresses
- build a foundation for the deeper analysis that will occur in the [Analyse stage](#).

Taking these steps will lay the groundwork for the [Analyse stage](#).

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# Ignite

This tool will guide you through the initial stages of scoping a strategic policy project.

## When to use it

Use the Ignite tool in the [Identify stage](#).

## Tools to use after

- [Problem definition](#)
- [Ecosystem scan](#)
- [Kaleidoscope](#)
- [Logic model](#)
- [Longlist, shortlist, recommendation](#)

Don't forget to consider [the 4 pillars of quality policy-making](#): equity, evidence, engagement and feasibility.

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# Ignite

This tool will guide you through the initial stages of scoping a strategic policy project.

## How to use it

Use the Ignite tool in the [Identify stage](#) of the policy process to determine the scope of a policy problem. It provides an initial scan of the problem before a deeper dive takes place in the [Analyse stage](#).

Work through the stages of Ignite in order.

1. Creating a starting snapshot



2. Engage with the 6 explorations



Remember to document your key actions and assumptions as you work through the explorations. You can test these later in the policy development process.

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# Ignite

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## Annotated tool template

### Download the tool templates

 [Ignite - Annotated Tool Template \(PDF 119 KB\)](#)

 [Ignite - Blank Tool Template \(PDF 63 KB\)](#)

Clarify the problem or opportunity (Exploration 1) 

Scale and scope (Exploration 2) 

Analytical approach (Exploration 3) 

Collaborate and engage (Exploration 4) 

Implementation-readiness (Exploration 5.1) 

### Clarify the problem or opportunity (Exploration 1)

- Define the problem or opportunity, and what is driving it.
- Understand the trigger for looking at this now.
- Identify internal sources, including:
  - SMEs
  - data
  - what you already know.
- Consider the impact on people, for example:
  - students and learners
  - schools and other institutions
  - teachers
  - parents and carers.

### Scale and scope (Exploration 2)

Determine:

- the alignment with governmental and departmental priorities
- the groups that the policy will impact. Will some be impacted disproportionately?
- how widespread the change will be for the department, in terms of impacting:
  - schools
  - learning institutions
  - the community
- which parts of the department need to be involved
- the known or likely risks, including:
  - political
  - financial
  - legal
  - reputational
- if schools, students and parents and carers will embrace the change.

### Analytical approach (Exploration 3)

Determine:

- the information, data, evidence and insights required
  - any existing policies that intersect with your problem
  - the resourcing and timeframe implications of your analytical approach.
- Use the Kaleidoscope tool (in the **Analyse** stage) to help you map out your approach. This may include:
- data and research evidence
  - a jurisdictional scan
  - a human-centred design approach.

### Collaborate and engage (Exploration 4)

Map out:

- the groups of people and teams who'll test your thinking. This may lead you to set up advisory and working groups. Use the Ecosystem scan to help you
- the internal people and teams that need to be involved throughout the policy process
- any sensitivities to be aware of during internal stakeholder engagement
- approvals required to engage:
  - parties outside the department
  - the school workforce
- how your project intersects with:
  - national initiatives
  - others across the department, cluster, or NSW Government. This may include:
    - The Department of Premier and Cabinet
    - Treasury NSW
    - NESA.

### Implementation-readiness (Exploration 5.1)

- Identify your operational and implementation team(s).
- Collaborate to identify operational impacts and any flow-on effects.
- Seek advice from partners.
- Establish ongoing correspondence and collaboration practices.

### Evaluation-readiness (Exploration 5.2)

- Identify your evaluation approach.
- Consider developing success criteria for this policy.

### Governance (Exploration 6.1)

- Determine the Executive governance structure required.
- Determine the approval pathway and when to brief the Secretary or Minister.
- Identify the final decision-maker(s).
- Identify the project's sponsor.
- Consider the benefits of an advisory or working group over the project's lifespan.

### Management (exploration 6.2)

- Map out your timeframe, milestones, resource needs and gaps.
- Establish quality control and monitoring practices.



Graveyard