UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST5451
Educational Policy: Theory and Practice

Term 3 2020

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5451 Educational Policy: Theory and Practice (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Convenor: Dr Meghan Stacey
Office Location: Morven Brown Building, G18
Email: m.stacey@unsw.edu.au
Availability: Email to arrange an appointment.

3. COURSE DETAILS

Course Name	EDST5451 Educational Policy: Theory and Practice
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

In this course you are introduced to education policy, education policy debates, and some of the major issues facing Australian and international education policymakers. The course aims to increase your understanding of the complexities, advantages, and limitations of education policy and to assist you in becoming effective leaders and practitioners who inform, shape, and influence education policy. The course has a particular focus on federal and state policy in education, including the impact of education policy on schools and students; the interests of stakeholders in designing education policy; the theories of change underpinning education policy initiatives; the implementation challenges of policy approaches, and the impact of various reform strategies on building teaching capacity, accountability, and improving learning for all students. You will develop "policy skills" through writing a policy brief and writing policy-based commentary analysing an aspect of one of the policy issues examined in this course.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Increased scaffolding for assessment tasks and increased internationalization of materials/topics.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Understand and use research on educational policy	1, 2
2	Critically analyse educational policy	1, 2
3	Design policy solutions to issues in education	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	**Enquiry-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present, implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	**Ethics** Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.6.4	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	1
4.4.4	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.	1
4.5.4	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	1
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	2
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A broad critical understanding of the policy debates and approaches in Australian education is necessary to assist students in becoming effective leaders and practitioners who inform, shape, and implement education policy and to be an informed, engaged educator. The teaching, learning, and assessment activities in this course are designed to provide students with the opportunity to develop a critical understanding of policy issues, existing policy approaches, and alternative policy solutions.

5. TEACHING STRATEGIES

The course will use a combination of lectures, whole-group discussions, and student-led discussions designed to provide participants with the opportunity to deeply study the themes of the course.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
1	What is (Educational) Policy?
2	The Policy-Making Framework in Australia and Beyond
3	The Policymaker's Perspective
4	Theme: Standardisation
5	Theme: Testing, Data and Evidence
6	Theme: Teachers, Teaching & Teachers' Work
7	Theme: Markets & Funding
8	Theme: Commercialisation
9	Global Perspectives on Educational Policy
10	Teachers and Policy: Where to From Here?

7. RESOURCES

Week 1

Bacchi, C. (2009). Introducing a 'what's the problem represented to be?' approach to policy analysis. In *Analysing policy: What's the problem represented to be?* pp. 1-24. Sydney: Pearson Education.

Rizvi, F. & Lingard, B. (2010). Conceptions of education policy. In *Globalising education policy,* pp. 1-21. London: Routledge.

Week 2

Lingard, B. (2010). Policy borrowing, policy learning: testing times in Australian schooling. *Critical Studies in Education 51*(2), 129-147.

Ball, S. (2012). Networks, neo-liberalism and policy mobilities. In *Global education Inc.: New policy networks and the neoliberal imaginary,* pp. 1-16*.* London: Routledge.

Week 3

Sherington, G. & Hughes, J. (2012). Education. In D. Clune & R. Smith (Eds.), *From Carr to Keneally: Labor in office in NSW 1995-2011* (pp. 138-149). Crows Nest NSW: Allen & Unwin.

Lingard, B. (2013). The impact of research on education policy in an era of evidence-based policy. *Critical Studies in Education 54*(2), 113-131.

Week 4

Connell, R. (2009). Good teachers on dangerous ground. *Critical Studies in Education 50*(3), 213-229.

Ingvarson, L. (2010). Recognising accomplished teachers in Australia: Where have we been? Where are we heading? *Australian Journal of Education 54*(1), 46-71.

Week 5

Ladwig, J. G. (2018). On the limits of evidence-based learning of educational science. In G. E. Hall, L. F. Quinn & D. M. Gollnick (Eds.), *The Wiley Handbook of Teaching and Learning,* pp. 639-659. New Jersey: John Wiley & Sons.

Slavin, R. E. (2017). Evidence-based reform in education. *Journal of Education for Students Placed at Risk 22*(3), 178-184.

Week 6

Hattie, J. (2003). Teachers make a difference, what is the research evidence? Paper presented at the Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia. Retrieved from http://research.acer.edu.au/research_conference_2003/4/

Larsen, M. A. (2010). Troubling the discourse of teacher centrality: a comparative perspective. *Journal of Education Policy 25*(2), 207-231.

Week 7

Friedman, M. (1955). The role of government in education. In R. A. Solo (Ed.), *Economics and the public interest* (pp. 123–144). New Brunswick, NJ: Rutgers University Press.

Forsey, M., Proctor, H. & Stacey, M. (2017). A most poisonous debate: Legitimizing support for Australian private schools. In T. Koinzer, R. Nikolai & F. Waldow (Eds.), *Private schools and school choice in compulsory education,* pp. 49-66. Wiesbaden: Springer.

Week 8

Dees, J. G. & Anderson, B. B. (2003). Sector-bending: Blurring lines between non-profit and for-profit. *Society 40*(4), 16-27.

Hogan, A., Thompson, G., Sellar, S. & Lingard, B. (2018). Teachers' and school leaders' perceptions of commercialisation in Australian public schools. *Australian Educational Researcher 45*(2), 141-160.

Week 9

Ravitch, D. (2014). Hoaxes in educational policy. *The Teacher Educator 49*(3), 153-165.

Sahlberg, P. (2016). The global education reform movement and its impact on schooling. In K. Mundy, A. Green, B. Lingard & A. Verger (Eds.), *The handbook of global education policy,* pp. 128-144. New Jersey: John Wiley & Sons.

Week 10

Ball, S. J., Maguire, M., Braun, A. & Hoskins, K. (2011). Policy actors: doing policy work in schools. *Discourse: Studies in the Cultural Politics of Education 32*(4), 625-639.

Braun, A., Maguire, M. & Ball, S. J. (2010). Policy enactments in the UK secondary school: examining policy, practice and school positioning. *Journal of Education Policy 25*(4), 547-560.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1 – Policy analysis	2000 words	40%	1, 2, 3	1, 2, 3, 4, 5, 6	1.6.4, 4.4.4, 4.5.4	9th October by 5pm
Assessment 2 – Policy briefing	3000 words	60%	1, 2, 3	1, 2, 3, 4, 5, 6	6.2.2, 7.2.3, 7.4.2	20th November by 5pm

Submission of assessments
Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1

Analyse an existing policy document related to education.

The policy may exist at school/university, state or federal level. A list of possible documents to choose from for this task will be available on Moodle; alternatively, students can select their own however it must be clearly referenced and, if not available online in English, a translated copy must be made available.

Drawing on Bacchi (2009), prepare a 2000w analysis of the policy that:

1. Identifies the 'problem' being addressed
2. Identifies assumptions underlying this representation of the 'problem'
3. Explores the history behind the policy and how it came about
4. Identifies the silences within the policy
5. Identifies the potential effects of the policy
6. Suggests how this representation of the 'problem' could be questioned, disrupted or replaced.

Draw on academic literature, policy documents and/or related sources (e.g. reports, reviews and legislation) as appropriate to support your response.

Reference
Bacchi, C. (2009). *Analysing policy: What's the problem represented to be?* Frenchs Forest: Pearson Education.

Assessment 2

Prepare and analyse a policy brief for a policymaker.

Part 1: Policy Brief (2000w)

Write a policy brief to a state or federal policymaker, addressing a particular issue in education policy. The issue should be drawn from themes covered in the course. Explain the issue, present possible courses of action, and then argue for a particular position, i.e. how you think the issue should be addressed.

Part 2: Analysis of Policy Brief (1000w)

Reflect on the 'solution' you have put forward in Part 1, and how you have constructed a particular policy 'problem', by drawing on the policy analysis approach developed in Assessment 1 to critically analyse the position you have taken. Conclude with an overall evaluation of this position.

Draw on academic literature, policy documents and/or related sources (e.g. reports, reviews and legislation) as appropriate to support your response. You must include reference to unit readings as well as self-identified academic and policy sources.

Student Name: Student No.:

Assessment Task 1: **Policy analysis**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Appropriateness of policy document selected for analysis • Explicit engagement with Bacchi's (2009) approach to policy analysis • Clear understanding of the concept of policy 'problems'					
Depth of analysis and/or critique in response to the task • Clear and reasoned identification of the 'problem' represented within the selected policy document • Clear and reasoned identification of assumptions within the selected policy document • Detailed analysis of relevant historical context/s • Clear and reasoned identification of silences within the selected policy document • Considered exploration of potential effects of the selected policy document • Thoughtful suggestions for how the problem could be questioned, disrupted or replaced					
Familiarity with and relevance of professional and/or research literature used to support response • Uses academic literature effectively to support response • Uses policy documents and related sources effectively to support response					
Structure and organisation of response • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of sub-headings where appropriate					
Presentation of response according to appropriate academic and linguistic conventions • Writing adheres to academic standards of grammar, punctuation and spelling • Accuracy and consistency in use of APA conventions, including both in-text citations and the reference list • Within +/-10% of the word limit					

GENERAL COMMENTS

Lecturer: **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5451 EDUCATIONAL POLICY: THEORY AND PRACTICE

Student Name: Student No.:

Assessment Task 2: **Policy briefing**

SPECIFIC CRITERIA	(-)				➝ (+)
Understanding of the question or issue and the key concepts involved • A relevant issue in education policy at state or federal level is clearly identified and explained, and a position relevant to the issue is taken • Clear understanding of the relationship between policy 'problems' and 'solutions'					
Depth of analysis and/or critique in response to the task • Issue is explored in depth, demonstrating a thorough grasp of the content • Considered, reflexive analysis of position is articulated • Overall evaluation of position is thoughtful and well-reasoned					
Familiarity with and relevance of professional and/or research literature used to support response • Uses a wide range of academic literature to effectively support response • Uses unit readings as relevant to effectively support response • Uses policy documents and/or related sources as relevant to effectively support response					
Structure and organisation of response • Logical sequencing of ideas in response to task requirements • Effective use of paragraphing • Clarity and coherence of organisation, including use of sub-headings where appropriate					
Presentation of response according to appropriate academic and linguistic conventions • Writing adheres to academic standards of grammar, punctuation and spelling • Accuracy and consistency in use of APA conventions, including both in-text citations and the reference list • Within +/-10% of the word limit					
GENERAL COMMENTS 					

Lecturer: **Date:**

Recommended: /20   (FL PS CR DN HD)   **Weighting:**   60%