



School of Education

EDST5451

Educational Policy: Theory and Practice

Term 3, 2019

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**IMPORTANT:**

## **1. LOCATION**

Faculty of Arts and Social Sciences

School of Education

EDST5451 Educational Policy: Theory and Practice (6 units of credit)

Term 3, 2019

## **2. STAFF CONTACT DETAILS**

Course Convenor: Dr Meghan Stacey  
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Phone: 9385 1986  
Availability: By appointment





## 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

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.

Savage, G. (2016). Who's steering the ship? National curriculum reform and the re-shaping of Australian federalism. *Journal of Education Policy* 31(6), 833-850.

### Week 4

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.

Lingard, B. & Sellar, S. (2013). 'Catalyst data': Perverse systemic effects of audit and accountability in Australian schooling. *Journal of Education Policy* 28(5), 634-656.

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

### Week 5

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/](http://research.acer.edu.au/research_conference_2003/4/)

Mockler, N. (2018). Early career teachers in Australia: A critical policy historiography. *Journal of Education Policy* 33(2), 262-278.

Skourdombis, A. (2014). International 'benchmarking' studies and the identification of 'education best practice': a focus on classroom teachers and their practices. *Australian Educational Researcher* 41, 411-423.

### Week 6

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.







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FEEDBACK SHEET  
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**Assessment Task 1**

SPECIFIC CRITERIA	(-) ————— (+)
Understanding of the question or issue	

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**Assessment Task 2**

**SPECIFIC CRITERIA** | (-) \_\_\_\_\_ (+) |

**Understanding of the question or issue and the key concepts involved**

Clear identification of a relevant issue in education policy at state or federal level

A position relevant to this policy issue is clearly identified and explained