



School of Education

EDST5451

Educational Policy: Theory and Practice

Term 3 2020

## Contents

1.	LOCATION .....	3
2.	STAFF CONTACT DETAILS.....	3
3.	COURSE DETAILS.....	3
	STUDENT LEARNING OUTCOMES .....	4
	PROGRAM LEARNING OUTCOMES.....	4
	AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS .....	4
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	5
5.	TEACHING STRATEGIES .....	5
6.	COURSE CONTENT AND STRUCTURE .....	5
7.	RESOURCES .....	6
8.	ASSESSMENT.....	7

### 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/>

## 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](mailto:m.stacey@unsw.edu.au)  
Availability: Email to arrange an appointment.

## 3. COURSE DETAILS

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

### 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
<b>Advanced disciplinary knowledge and practices</b> 1 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
<b>Enquiry-based learning</b> 2 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

4.

## 7. RESOURCES

### Week 1

Bacchi, C. (2009). Introducing a 'what's the problem represented to be?' approach to policy analysis. In *Education*, 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. Clun.imaginary,









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