



School of Education

EDST5451

Educational Policy: Theory and Practice

Term 3 2021

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5451 Educational Policy: Theory and Practice (6 units of credit)
Term 3 2021

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	

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
Advanced disciplinary knowledge and practices 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
Enquiry-based learning 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

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. 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.

Ingvanson, 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

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 2000 word 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).
Education.

Frenchs Forest: Pearson

Assessment 2

Prepare and analyse a policy brief for a policymaker.

Part 1: Policy brief (2000 words)

Write a policy brief to a state or federal policymaker, addressing a particular issue in education policy.
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UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5451 EDUCATIONAL POLICY: THEORY AND PRACTICE

Student Name:

Student No.:

Assessment Task 1: **Policy analysis**

SPECIFIC CRITERIA	(-) —————> (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> 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' 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> 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 					

