EDST5451

Educational Policy: Theory and Practice

Semester One // 2018

School of Education // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Leila Morsy	l.morsy@unsw.edu.au	Wednesday 9-11am	Goodsell 108	0293859318

School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

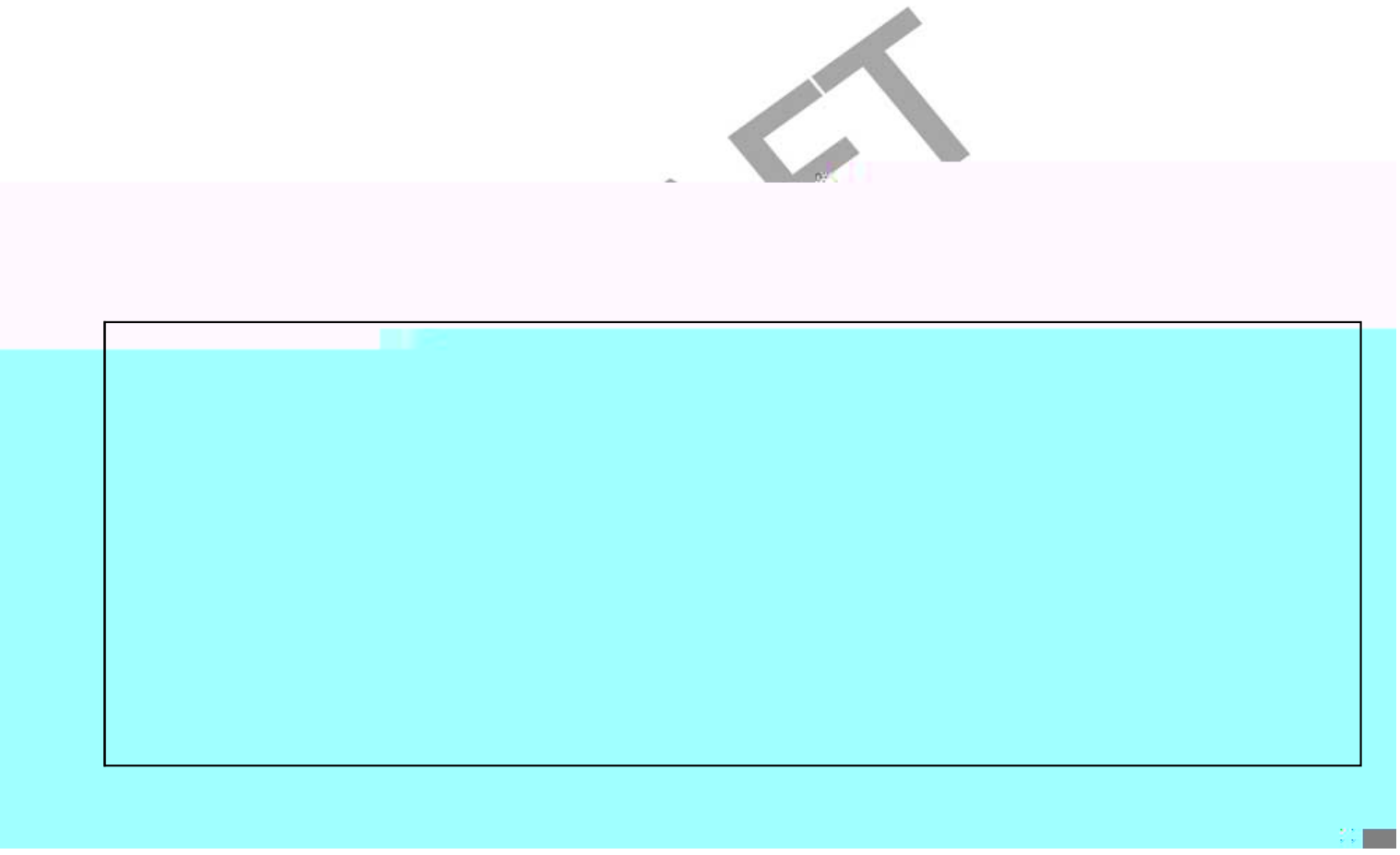
Credit Points 6

Summary of the 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.

Australian Professional Graduate Teaching Standards

Standard	Description
3.1.4	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
3.2.4	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
3.5.4	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
3.6.2	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.6.3	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.
4.1.3	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
4.1.4	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students
4.2.4	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.5.4	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.



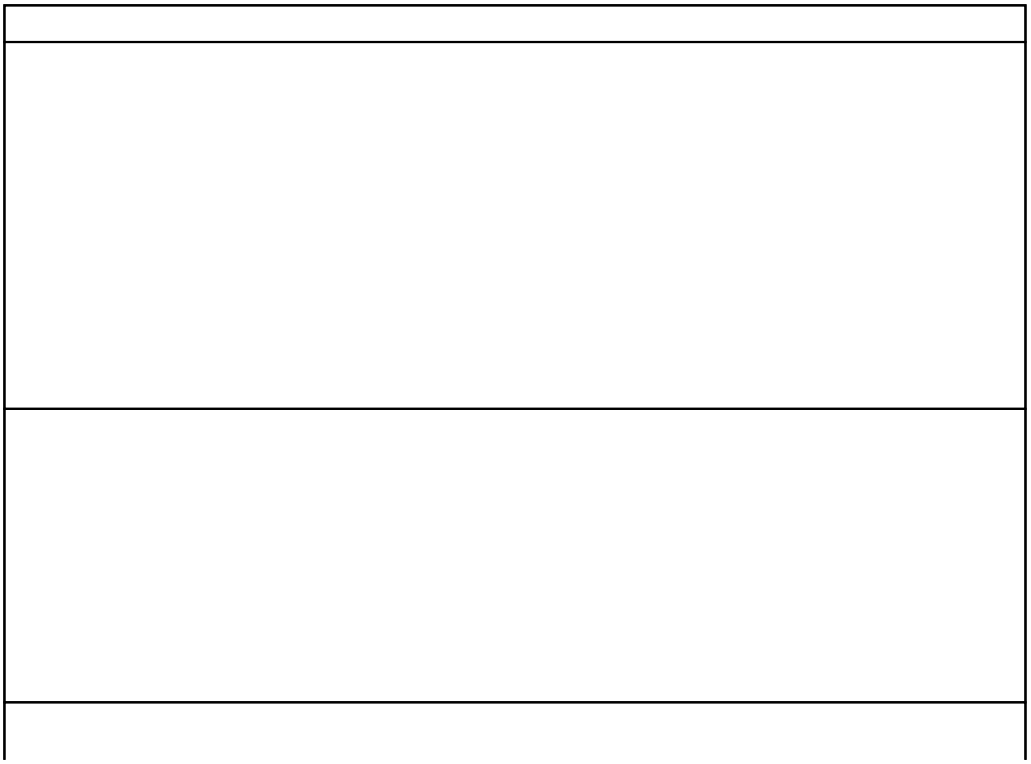
Details: Task 2 - Policy briefsPrepare three policy briefs of 1200 words each for stakeholders in education. Your first brief will address a school policy issue and will be addressed to a school-based policymaker (eg: school principal). The second brief will address an education policy issue at the state level and will be addressed to a state-level education policymaker (eg: State education minister). The third brief will address an education policy issue at the federal level and will be addressed to a federal-level education policymaker (eg: Federal education minister.

Additional details:

Assessment 2

Prepare three policy briefs of 1200 words (including references) each for stakeholders in education. Your first brief will address a school policy issue and will be addressed to a school-based policymaker (eg: school principal). The second brief will address an education policy issue at the state level and will be addressed to a state-level education policymaker (eg: State education minister). The third brief will address an education policy issue at the federal level and will be addressed to a federal-level education policymaker (eg: Federal education minister).

This memo should contain information that is geared to prepare the particular policymaker to act. You will need to choose your issue (local, state, or federal), your position on the issue, and research possible feasible solutions and how to implement them. You must use your judgement about your audience, how



Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

- better manage your time

Course Schedule

View class timetable

Timetable

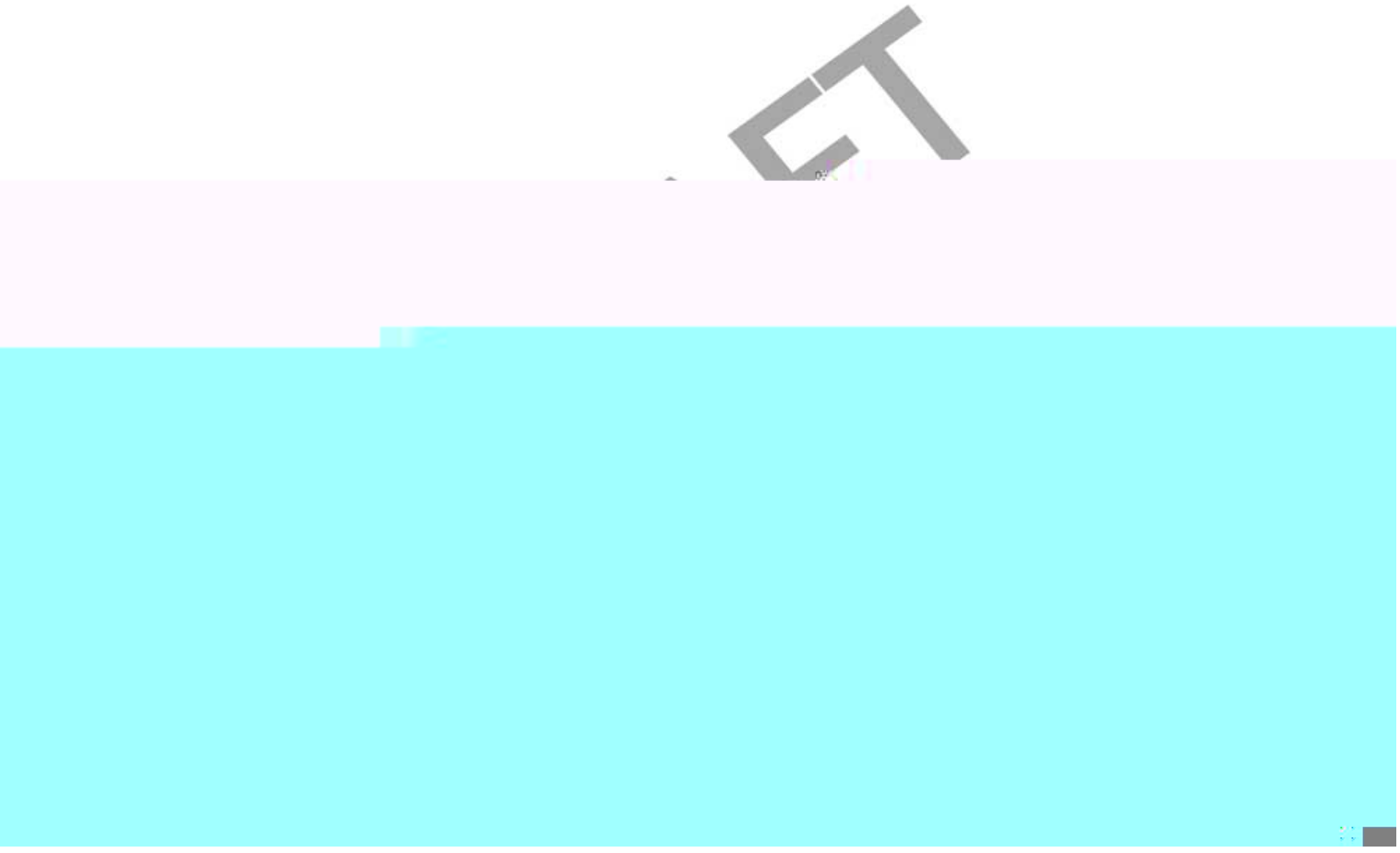
Date	Type	Content
Week 7: 16 April - 22 April	Seminar	1: The Purpose of Schooling

		population data. *?sqrp_jg_l Hmspl_j md Cbsa_rgml* 37*(2), 133-157. Supplementary: Kohn, A. (1998). Only for *kw* kid: How privileged parents undermine school reform. *Nfg Bcjr_ l_nn_l* 57*(8), 569-577.
	Seminar	1.3: The Problem: PISA and Achievement Differences Carnoy, M. (2015). *Glrcpl_rgml_j Rcqr Qampc Amkn_pgqmlq_lb Cbsa_rgml_j Nmjgaw8 ? Pctgcu md rfc Apgrgoscq*. Boulder, CO: National Education Policy Center. Ricci, C. (2015, May 31). OECD education rankings show Australia slipping, Asian countries in the lead. *Rfc Qwblcw Kmplgle Fcp_jb* Supplementary: Rothstein, R., & Carnoy, M. (2013). *Uf_r bmglrcpl_rgml_j rcqrq pc_jjw qfmu sq _`msr qrsbclr ncpdmpk_lac*= Washington, DC: Economic Policy Institute.
	Seminar	2.1: Theories of Change: Market-Driven Hess, F. M. (2004). Chapter One: Introduction. *Amk kml Qclqc Qafmmj Pcdmpk* (pp. 1-36). New York, NY: Palgrave Macmillan. Jha, T., & Buckingham, J. (2015). *Dpcc rm Afmmqc Af_prcp Qafmmjq8 Fmu af_prcp_lb dmp+npmdgr qafmmjq a_l `mmqr ns`jga cbsa_rgml,* (Research Report No. 6). Sydney, NSW: The Centre for Independent Studies. Jha, T., & Buckingham, J. (2016). *Mlc Qafmmj Bmcq Lmr Dgr ?jj,* (Research Report No. 9). Sydney, NSW: The Centre for Independent Studies.
	Seminar	2.2: Theories of Change: Professionally Led City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). Introduction: Why Professional Networks? Why Rounds? Why Practice? *Glqrpsargml_j Pmslbqgl Cbsa_rgml8 ?*

		Lcrumpi ?nnpm_af rm Gknpmtgle Rc_afgle_lb Jc_plgle [Instructional rounds in education: A network approach to improving teaching and learning.] (pp. 1-17). Cambridge, MA: Harvard Education Press. Supplementary: Elmore, R. F. (2007). Professional Networks and School Improvement. *Qafmmj ?bkglgqrp_rmp* 42*

		Closing the Gap Clearinghouse. (2014). *C_p Bgqc_qc g l ?`mpgeg l_j _l b Rmppcq Qrp_gr Gqj_ l bcp A f gjbpc l ,* (No. 35). Canberra, ACT: Australian Government Institute of Family Studies.

		315-358). New York, NY: Russell Sage Foundation. Center on the Developing Child at Harvard University. (2009). *K_rcpl_j Bcnpcqqgml A_l Slbcpkglc rfc Bctcjmnkclr md Wmsle Afgjbpcl8 Umpigle N_ncp Lm,6,* (No. 8). Cambridge, MA: Harvard University. Mendelsohn, A. L., Berkule, S. B., Tomopoulos, S., Tamis-LeMonda, C. S., Huberman, H. S., Alvir, J., & Dreyer, B. P. (2008). Infant television and video exposure associated with limited parent-child verbal interactions in low socioeconomic status households. *?pafgtcq md Ncbg_rpgaq $?bmjcqaclr Kcbgaglc* /40*(5), 411-417.
	Seminar	4.1: Theories of Change: Family II (Parent Schedules, Parenting, Single Parenthood) Morsy, L., & Rothstein, R. (2015). *N_pclrqjLml+ Qr_lb_pb Umpi Qafcbsjcq K_ic ?bcos_rc Afgjbpc_pgle Bgddgasjr8 Pcdmpkgle J_`mp K_picr Np_argacq A_l Gknpmtc Afgjbpcljq Amelgrgtc_lb @cf_tgmp_j Msramkcq*. Washington, DC: Economic Policy Institute. Jeanne Brooks-Gunn, and Lisa B. Markman. 2005. "The Contribution of Parenting to Ethnic and Racial Gaps in School Readiness." *Rfc Dsrspc md Afgjbpcl* 15 (1), Spring: 139-169 Betty Hart and Todd R. Risley, 2003. "The Early Catastrophe. The 30 Million Word Gap by Age 3." *?kcpga_l Cbsa_rmp** Spring. Ryan, R. M., Martin, A., & Brooks-Gunn, J. (2006). Is one good parent good enough? Patterns of mother and father parenting and child cognitive outcomes at 24 and 36 months. *N_pclrgle* 4*(2-3), 211-228.
	Seminar	4.2: Theories of Change: Neighbourhood Effects Galster, G. C. (2014). *Fmu lcgef`mpfmmbq_ddcar fc_jrf\* ucjj`cgle*_lb wmsle ncmnjcqdsrspc*. Washington D.C.: MacArthur Foundation and The Urban Institute.

Resources

Prescribed Resources