



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Arts & Social
Sciences

School of Education

EDST5115

SOCIAL AND POLITICAL CONTEXTS OF
EDUCATION

Semester 1

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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 Bidjigal and Gadigal 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
EDST5115 Social and Political Contexts of Education (6 units of credit)
Semester 1 2016

2. STAFF CONTACT DETAILS

Course Convenor: Dr Tony Loughland
Office Location: John Goodsell 135
Email: tony.loughland@unsw.edu.au
Phone: 9385 8390
Availability: By appointment

3. COURSE DETAILS

Course Name	Social and Political Contexts	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Saturday week 1 and week 8, Semester 1. CLB 6	9.00am -10.00am 2.30pm - 3.30pm
Tutorials	Saturday weeks 1 and 8 Matthews 113, 112, 104	10.30am - 12.00pm 1.00pm - 2.30pm

Summary of Course

This course explores the wider historical, political and social context of Australian education and critically examines the social and societal factors that shape students' experiences and outcomes. The course also explores the socio-political contexts of the development and implementation of curriculum and assessment and analyses how recent trends towards marketisation of education and the implementation of national curriculum and assessment policies interact with concerns about access, equity and diversity.

Aims of the Course

This course aims to:

- provide students with conceptual and empirical examples of contemporary social and political contexts of education
- provide students with the opportunity to critically analyse the social and political contexts shaping the curriculum, pedagogy and assessment practices in schools

The main ways in which the course has changed since last time as a result of student feedback

- The course has moved from a face-to-face intensive model to blended learning to give students greater flexibility.

Student Learning Outcomes

Outcome	Assessment/s
1 Describe, discuss and analyse the ways education policy impacts on school systems and structures and teachers, including topics of teacher quality, high stakes testing, accountability and global competition in education.	1
2 Describe, discuss and analyse the political processes that determine what will be the purposes and outcomes of school curriculum.	2

Program Learning Outcomes

Capability	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.	2
3 Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1,2
5 International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6 Ethical and responsible professional practice Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

In addition, students are required to meet the following AITSL focus descriptor for **Proficient** teachers

7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the role that the social and political contexts play in their work as a teacher. The course employs a blended learning approach that enables practising teachers to immediately apply their learning to the context of their workplace.

5. TEACHING STRATEGIES

This course employs a blended learning approach. The two on-campus Saturdays will be blended with collaborative online learning using the MOODLE Learning Management System (LMS). The pedagogy in this course will follow a scaffolded progression from Modelled learning to Guided learning to Independent learning. This Modelled-Guided-Independent progression will be aligned with the four focus questions for this course (see table below).

Focus Question	Pedagogy	Activities/Objects	Assessment
1. What are the links between the global competition in education rankings and the politics of schooling in Australia?	Modelled/Guided	Moodle Activities and reading preparation for Day 1 AM Lecture and Tutorials Day 1	Task 1
2. What are the implications for teachers' work of the quality teacher debate?	Guided/Independent	PM Lecture Day 1 Moodle Activities and Reading	Task 1
3. Who chooses the curriculum and the goals for education?	Modelled/Guided	Moodle Activities and reading preparation for Day 2 AM Lecture and Tutorials Day 2	Task 2
4. How have the politics of curriculum creation in Australia impacted on your curriculum area over the last ten years?	Guided/Independent	PM Lecture Day 2 Moodle Activities and Reading	Task 2

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
0	Compulsory pre-reading for First Saturday Seminar (see below)
1	<p>First Saturday Seminar (see schedule below)</p> <p><i>Focus question 1:</i> What are the links between the global competition in education rankings and the politics of schooling in Australia?</p> <p><i>Focus question 2:</i> What are the implications for teachers' work of the quality teacher debate?</p>
2	Moodle Discussion Forum: Are there different representations of what it means to be a quality teacher in the literature?
3	Moodle Discussion Forum: What is the dominant representation of the quality teacher in the current Australian policy environment?
4	Moodle Discussion Forum: What are the implications of the dominant representation of the quality teacher for teachers' work?
5	Assessment Task One Due
6	Compulsory pre-reading for Second Saturday Seminar
7	<p>Second Saturday Seminar (see schedule below)</p> <p><i>Focus question 3:</i> Who chooses the curriculum and the goals for education?</p> <p><i>Focus question 4:</i> How have the politics of curriculum creation in Australia impacted on your curriculum area over the last ten years?</p>
8	<p>Research for Task 2: Interview three people in a school using these questions:</p> <p>What curriculum/learning theory underpins your key learning area?</p> <p>How have high stakes international assessments such as PISA affected your curriculum area?</p> <p>How has NAPLAN impacted on your curriculum area?</p> <p>What are the implications of the national curriculum for your curriculum area?</p> <p>What are the implications of the review of the national curriculum for your curriculum area?</p>
9	Research for Task 2 (see above)
10	Moodle Activity: Post the answers to your research questions to the group you have been assigned
11	Moodle Activity: Summarise the responses to the data received from all members of the group in 1000 words
12	Moodle Activity: Write a 1000 word critique of the data summary using the research literature suggested in the course and other relevant and credible peer-reviewed sources.

FIRST SATURDAY SEMINAR: High Stakes Testing, Accountability, Schooling and the Marketisation of Education

Compulsory pre-reading for this seminar

- COAG Reform Council. (2013). *Education in Australia 2012: Five years of performance*. Retrieved August 7 2015 from <http://trove.nla.gov.au/work/186493970?selectedversion=NBD52117704>
- Coffield, F. (2012). Why the McKinsey reports will not improve school systems. *Journal of Education Policy*, 27(1), 131-149. doi:10.1080/02680939.2011.623243
- Gorur, R., & Wu, M. (2014). Leaning too far? PISA, policy and Australia's 'top five' ambitions. *Discourse: Studies in the Cultural Politics of Education*, 1-18. doi:10.1080/01596306.2014.930020
- Thomson, S., De Bortoli, L., & Buckley, S. (2013). *PISA in Brief. Highlights from the full Australian report: PISA 2012: How Australia measures up*. Retrieved from <http://www.acer.edu.au/files/PISA-2012-In-Brief.pdf>:

Focus question 1: *What are the links between the global competition in education rankings and the politics of schooling in Australia?*

Required readings: see compulsory course pre-reading above.

Lecture: 9.00 – 10.00am

Break: 10.00 – 10.30am

Tutorial: 10.30 – 12.00pm

Lunch: 12.00 – 1.00pm

Tutorial: 1.00 – 2.30pm

Focus question 2: *What are the implications for teachers' work of the quality teacher debate?*

Lecture: 2.30 – 3.30pm

Required readings:

- Ball, S. J., & Exley, S. (2010). Making policy with 'good ideas': policy networks and the 'intellectuals' of New Labour. *Journal of Education Policy*, 25(2), 151-169. doi:10.1080/02680930903486125
- Ball, S. J., & Junemann, C. (2011). Education Policy and Philanthropy—The Changing Landscape of English Educational Governance. *International Journal of Public Administration*, 34(10), 646-661. doi:10.1080/01900692.2011.583773
- Mockler, N. (2014). Simple solutions to complex problems: moral panic and the fluid shift from 'equity' to 'quality' in education. *Review of Education*, n/a-n/a. doi:10.1002/rev3.3028
- Skourdombis, A., & Gale, T. (2013). Classroom teacher effectiveness research: a conceptual critique. *British Educational Research Journal*, 39(5), 892-906. doi:10.1002/berj.3008

SECOND SATURDAY SEMINAR: Who chooses the curriculum and the goals for education?

Compulsory pre-reading for this seminar

Lingard, B., & McGregor, G. (2014). Two contrasting Australian Curriculum responses to globalisation: what students should learn or become. *The Curriculum Journal*, 25(1), 90-110. doi:10.1080/09585176.2013.872048

Ministerial Council on Education Employment and Youth Affairs. 2008. "Melbourne Declaration on Educational Goals for Young Australians." http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf; accessed 14th August 2015.

Priestley, M., & Sinnema, C. (2014). Downgraded curriculum? An analysis of knowledge in new curricula in Scotland and New Zealand. *The Curriculum Journal*, 25(1), 50-75. doi:10.1080/09585176.2013.872047

Savage, G. C., O'Connor, K., & Brass, J. (2014). Common Core State Standards: Implications for Curriculum, Equality and Policy. *Journal of Curriculum and Pedagogy*, 11(1), 18-20. doi:10.1080/15505170.2014.908436

Wyse, D., Hayward, L., Livingston, K., & Higgins, S. (2014). Creating curricula: aims, knowledge, and control a special edition of the Curriculum Journal. *The Curriculum Journal*, 25(1), 2-6. doi:10.1080/09585176.2014.878545

Focus question 3: Who chooses the curriculum and the goals for education?

Lecture: 9.00-10.00am

Break: 10.00 – 10.30am

Tutorial: 10.30 – 12.00pm

Lunch: 12.00 – 1.00pm

Tutorial: 1.00 pm – 2.30pm

Required readings: see compulsory course pre-reading for day two above

Focus question 4: How have the politics of curriculum creation in Australia impacted on your curriculum area over the last ten years?

Lecture: 2.30 – 3.30pm

Required readings:

Australian Government. (2014). *Review of the Australian Curriculum. Final Report*. Canberra: Australian Government

Biesta, G. (2014). Pragmatising the curriculum: bringing knowledge back into the curriculum conversation, but via pragmatism. *The Curriculum Journal*, 25(1), 29-49. doi: 10.1080/09585176.2013.874954

7. RESOURCES

Required Readings

Australian Government. (2014). *Review of the Australian Curriculum. Final Report*. Canberra: Australian Government

Ball, S. J., & Exley, S. (2010). Making policy with 'good ideas': policy networks and the 'intellectuals' of New Labour. *Journal of Education Policy*, 25(2), 151-169. doi:10.1080/02680930903486125

Ball, S. J., & Junemann, C. (2011). Education Policy and Philanthropy—The Changing Landscape of English Educational Governance. *International Journal of Public Administration*, 34(10), 646-661. doi:10.1080/01900692.2011.583773

Biesta, G. (2014). Pragmatising the curriculum: bringing knowledge back into the curriculum conversation, but via pragmatism. *The Curriculum Journal*, 25(1), 29-49. doi:10.1080/09585176.2013.874954

COAG Reform Council. (2013). *Education in Australia 2012: Five years of performance*. Retrieved August 7 2015 from <http://trove.nla.gov.au/work/186493970?selectedversion=NBD52117704>

Coffield, F. (2012). Why the McKinsey reports will not improve school systems. *Journal of Education Policy*, 27(1), 131-149. doi:10.1080/02680939.2011.623243

Gorur, R., & Wu, M. (2014). Leaning too far? PISA, policy and Australia's 'top five' ambitions. *Discourse: Studies in the Cultural Politics of Education*, 1-18. doi:10.1080/01596306.2014.930020

Lingard, B., & McGregor, G. (2014). Two contrasting Australian Curriculum responses to globalisation: what students should learn or become. *The Curriculum Journal*, 25(1), 90-110. doi:10.1080/09585176.2013.872048

Ministerial Council on Education Employment and Youth Affairs. 2008. "Melbourne Declaration on Educational Goals for Young Australians." http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf; accessed 14th August 2015.

Mockler, N. (2014). Simple solutions to complex problems: moral panic and the fluid shift from 'equity' to 'quality' in education. *Review of Education*, n/a-n/a. doi:10.1002/rev3.3028

Priestley, M., & Sinnema, C. (2014). Downgraded curriculum? An analysis of knowledge in new curricula in Scotland and New Zealand. *The Curriculum Journal*, 25(1), 50-75. doi:10.1080/09585176.2013.872047

Savage, G. C., O'Connor, K., & Brass, J. (2014). Common Core State Standards: Implications for Curriculum, Equality and Policy. *Journal of Curriculum and Pedagogy*, 11(1), 18-20. doi:10.1080/15505170.2014.908436

Skourdombis, A., & Gale, T. (2013). Classroom teacher effectiveness research: a conceptual critique. *British Educational Research Journal*, 39(5), 892-906. doi:10.1002/berj.3008

Thomson, S., De Bortoli, L., & Buckley, S. (2013). *PISA in Brief. Highlights from the full Australian report: PISA 2012: How Australia measures up*. Retrieved from <http://www.acer.edu.au/files/PISA-2012-In-Brief.pdf>:

Wyse, D., Hayward, L., Livingston, K., & Higgins, S. (2014). Creating curricula: aims, knowledge, and control a special edition of the Curriculum Journal. *The Curriculum Journal*, 25(1), 2-6.
doi:10.1080/09585176.2014.878545

Further Readings

Other resources will be posted to Moodle during the course.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1 Guided Analysis of Focus Question Two	2000 words	40%	1	3,5,6	9 April 2016 5:00 PM
Assessment 2 Research task on Focus Question Four	2000 words	60%	2	1,3,5,6	11 June 2016 5:00 PM

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. Student no longer need to use a cover sheet. 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 Task One. Guided Analysis of Focus Question Two.

Word Limit: 2000 words

Due Date: 9 April 2016, 5pm

Submission: Online via Moodle

Modality: Academic Essay

Focus Question

What are the implications for teachers' work of the quality teacher debate?

Guiding Questions

There will be weekly guided discussion on a Moodle discussion forum on the following three questions to scaffold your learning for this assignment:

Are there different representations of what it means to be a quality teacher in the literature?

What is the dominant representation of the quality teacher in the current Australian policy environment?

What are the implications of the dominant representation of the quality teacher for teachers' work?

Marking Criteria: See feedback sheet

This assessment task must be passed to complete this course.

Assessment Task Two. Independent Analysis of Focus Question Two.

Word Limit: 2000 words

Due Date: 11 June 2016, 5 pm

Submission: Submit the data summary and critique online via Moodle

Modality: Research Activity

Focus Question

How have the politics of curriculum creation in Australia impacted on your discipline area over the last twenty years?

Assessment Details

Note: you must complete all four sections of this assessment task in order to pass

1. **Interview three people in a school using these questions:**

What curriculum/learning theory underpins your key learning area?

How have high stakes international assessments such as PISA affected your curriculum area?

How has NAPLAN impacted on your curriculum area?

What are the implications of the national curriculum for your curriculum area?

What are the implications of the review of the national curriculum for your curriculum area?

2. **Post the answers you receive to these questions in the Moodle group that you have been assigned**
3. **Summarise the responses to the data received from all members of the group in 1000 words**
4. **Write a 1000 word critique of the data summary using the research literature suggested in the course and other relevant and credible peer-reviewed sources.**

Marking Criteria: See feedback sheet

This assessment task must be passed to complete this course.

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5115 Social and Political Contexts**

Name:

Assessment task 1: 2000 word guided analysis of focus question two

SPECIFIC CRITERIA	- —————> +				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • clarity and accuracy in use of key terms and concepts. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of relevant key concepts and principles • clarity and depth of discussion in relation to task questions 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • reference specifically made to material, research and ideas presented in class and associated resources • reference made to relevant readings not on the required or further reading list 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of paper • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended grade: /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
EDST5115 Social and Political Contexts**

Name:

Assessment task 2: 2000 word data summary and critique of Focus Question Four

SPECIFIC CRITERIA	- —————> +				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • clarity and accuracy in use of key terms and concepts. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of relevant key concepts and principles • clarity and depth of discussion in relation to task questions 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • reference specifically made to material, research and ideas presented in class and associated resources • reference made to relevant readings not on the required or further reading list 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of paper • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended grade: /20 (FL PS CR DN HD)

Weighting: 60%

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.**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
One: Guided Analysis	Online via Moodle	April 30, 2016
Two: Independent Analysis	Online via Moodle	July 2, 2016