



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5451
Educational Policy

Semester 1, 2017

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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 Bedegal 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
EDST 5451 Educational Policy (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Convenor: Leila Morsy
Office Location: John Goodsell, 108
Email: l.morsy@unsw.edu.au
Phone: 9385 9318
Availability: By appointment

3. COURSE DETAILS

Course Name	Educational Policy
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	10-13 April (MTWT) Goldstein G06

Lecture

Summary of Course

Why is what happens outside of schools and classrooms important to understanding educational policy? The course has a particular focus on the effect of social, health, employment, and economic policies on the primary and secondary educational context. We will examine the impact of social, health, employment, and economic policy on schools and students; the interests of stakeholders in designing education policy; the theories of change underpinning education policy initiatives; and the implementation challenges of policy approaches. We will consider the impact of various reform strategies on building teaching capacity, accountability, and improving learning for all students. Students will develop “policy skills” by, for example, writing a policy brief and writing policy-based commentary analysing an aspect of one of the policy issues examined in this course. The course aims to increase students’ understanding of the complexities, advantages, and limitations of school education policy and to assist students in becoming effective leaders and practitioners who inform, shape, and influence education policy.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

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

The course incorporates more content on testing and accountability policies as well as a more explicit focus on the effect of social, economic, health and employment policies on student achievement.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate an ability to describe current issues in education policy in Australia	1, 2, 3
2	Demonstrate an ability to critically analyse current issues in education policy	1, 2, 3
3	Demonstrate an ability to design feasible policy solutions to issues in education	1, 2, 3

Graduate Attributes

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of inclusive 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, 3
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2, 3
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, 3
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A broad critical understanding of the policy debates and approaches in Australian education is necessary to assist students in becoming effective leaders and practitioners who inform, shape, and implement education policy and to be an informed, engaged educator/. The teaching, learning, and assessment activities in this course are designed to provide students with the opportunity to develop a critical understanding of policy issues, existing policy approaches, and alternative policy solutions.

5. TEACHING STRATEGIES

The course will use a combination of lectures, whole-group discussions, and student-led discussions designed to provide participants with the opportunity to deeply study the themes of the course.

Some Basic Principles

- The harder one works, the more one learns.
- If you must miss a lecture, please send a courtesy note to Leila Morsy.
- Much of the class will be interactive, and attendance and participation in the lecture discussions will be a foundation of your personal and intellectual development in the course.
- If you have a question, it is likely other do as well. Participation (questions, comments, etc.) during course lectures is expected and encouraged.

Professionalism

Please respect the norms of classroom decorum that are appropriate for higher education students and professional educators. Please do not use electronic devices such as cell phones, pagers, blackberries, etc. during class. Please do not undertake non-course-related activities on your computer during class. Please do not engage in parallel conversations while classroom discussions and lectures are going on. If you expect you might need to use your phone during class time, please let me know before class begins.

6. COURSE CONTENT AND STRUCTURE

Day	Lecture Topic	Required Readings
1	The Purpose of Schooling	<p>Cranston, N., Mulford, B., Keating, J., & Reid, A. (2010). Primary school principals and the purposes of education in Australia: Results of a national survey. <i>Journal of Educational Administration</i>, 48(4), 517-539.</p> <p>Cranston, N., Kimber, M., Mulford, B., Reid, A., & Keating, J. (2010). Politics and school education in Australia: A case of shifting purposes. <i>Journal of Educational Administration</i>, 48(2), 182-195.</p> <p><i>The Melbourne Declaration on Educational Goals for Young Australians</i>. (2008). Melbourne: Ministerial Council on Education, Employment, Training, and Youth Affairs.</p> <p>Standing Council on Federal Finance Regulations. (2012). <i>National Education Agreement</i>. Canberra, ACT: Council of Australian Governments.</p>
1	The Context and the Players: Local, State, and Federal; Policymakers, Teachers, Parents, Students	<p>Brantlinger, E., Majd-Jabbari, M., & Guskin, S. L. (1996). Self-interest and liberal educational discourse: How ideology works for middle-class mothers. <i>American Educational Research Journal</i>, 33(3), 571-597.</p> <p>Connors, L., & McMorrow, J. (2015). Imperatives in Schools Funding: Equity, sustainability and achievement. <i>Australian Education Review</i>, 60, iii-80.</p> <p>Connors, L., & McMorrow, J. (2015). Imperatives in Schools Funding: Equity, sustainability and achievement. <i>Australian Education Review</i>, 60, iii-80.</p> <p>Marks, G. N. (2015). Do Catholic and Independent schools “add-value” to students’ Tertiary Entrance Performance? Evidence from longitudinal population data. <i>Australian Journal of Education</i>, 59(2), 133-157.</p> <p>Supplementary:</p> <p>Kohn, A. (1998). Only for <i>my</i> kid: How privileged parents undermine school reform. <i>Phi Delta Kappan</i>, 79(8), 569-577.</p>
1	The Problem: PISA and Achievement Differences	<p>Carnoy, M. (2015). <i>International Test Score Comparisons and Educational Policy: A Review of the Critiques</i>. Boulder, CO: National Education Policy Center.</p> <p>Ricci, C. (2015, May 31). OECD education rankings show Australia slipping, Asian countries in the lead. <i>The Sydney Morning Herald</i></p> <p>Supplementary: Rothstein, R., & Carnoy, M. (2013). <i>What do international tests really show us about student performance?</i> Washington, DC: Economic Policy Institute.</p>

Day	Lecture Topic	Required Readings
2	Theories of Change: Market-Driven	<p>Hess, F. M. (2004). Chapter One: Introduction. <i>Common Sense School Reform</i> (pp. 1-36). New York, NY: Palgrave Macmillan.</p> <p>Jha, T., & Buckingham, J. (2015). <i>Free to Choose Charter Schools: How charter and for-profit schools can boost public education</i>. (Research Report No. 6). Sydney, NSW: The Centre for Independent Studies.</p> <p>Jha, T., & Buckingham, J. (2016). <i>One School Does Not Fit All</i>. (Research Report No. 9). Sydney, NSW: The Centre for Independent Studies.</p>
2	Theories of Change: Professionally Led	<p>City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). Introduction: Why Professional Networks? Why Rounds? Why Practice? <i>Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning</i> [Instructional rounds in education: A network approach to improving teaching and learning.] (pp. 1-17). Cambridge, MA: Harvard Education Press.</p> <p>Supplementary: Elmore, R. F. (2007). Professional Networks and School Improvement. <i>School Administrator</i>, 64(4), 20-24.</p>
2	Theories of Change: Curriculum-Based	<p>Savage, G. C., & O'Connor, K. (2015). National agendas in global times: curriculum reforms in Australia and the USA since the 1980s. <i>Journal of Education Policy</i>, 30(5), 609-630.</p> <p>Supplementary: Watts, M. G. (2005). <i>From National Curriculum Collaboration to National Consistency in Curriculum Outcomes: Does this Shift Reflect a Transition in Curriculum Reform in Australia?</i>. Deakin West, ACT: Australian Curriculum Studies Association.</p>
3	Theories of Change: Health I (Alcohol, Asthma, Hearing, Lead Poisoning, Low Birthweight)	<p>Currie, J. (2005). Health disparities and gaps in school readiness. <i>Future of Children</i>, 15(1), 117-138.</p> <p>Exley, D., Norman, A., & Hyland, M. (2015). Adverse childhood experience and asthma onset: a systematic review. <i>European Respiratory Review</i>, 24(136), 299-305.</p> <p>Suglia, S. F., Duarte, C. S., Sandel, M. T., & Wright, R. J. (2010). Social and environmental stressors in the home and childhood asthma. <i>Journal of Epidemiology and Community Health</i>, 64(7), 636-642.</p> <p>Burden, M. J., Jacobson, S. W., Sokol, R. J., & Jacobson, J. L. (2005). Effects of prenatal alcohol exposure on attention and working memory at 7.5 years of age. <i>Alcoholism: Clinical and Experimental Research</i>, 29(3), 443-452.</p> <p>Closing the Gap Clearinghouse. (2014). <i>Ear Disease in Aboriginal and Torres Strait Islander Children</i>. (No. 35). Canberra, ACT: Australian Government Institute of Family Studies.</p> <p>Taylor, M. P., Forbes, M. K., Opeskin, B., Parr, N., & Lanphear, B. P. (2016). The relationship between atmospheric</p>

Day	Lecture Topic	Required Readings
		<p>lead emissions and aggressive crime: an ecological study. <i>Environmental Health</i>, 15(1), Advance Online Publication.</p> <p>Laidlaw, M. A., & Taylor, M. P. (2011). Potential for childhood lead poisoning in the inner cities of Australia due to exposure to lead in soil dust. <i>Environmental Pollution</i>, 159(1), 1-9.</p>
3	Theories of Change: Health II (Nutrition, Sleep, Stress)	<p>Morsy, L., & Rothstein, R. (2015). <i>Five Social Disadvantages That Depress Student Performance: Why Schools Alone Can't Close Achievement Gaps</i>. Washington, DC: Economic Policy Institute.</p> <p>Bhattacharya, J., Currie, J., & Haider, S. (2004). Poverty, food insecurity, and nutritional outcomes in children and adults. <i>Journal of Health Economics</i>, 23(4), 839-862.</p> <p>Anderson, B., Storfer-Isser, A., Taylor, H. G., Rosen, C. L., & Redline, S. (2009). Associations of executive function with sleepiness and sleep duration in adolescents. <i>Pediatrics</i>, 123(4), e701-e707.</p> <p>Carrion, V. G., Weems, C. F., & Reiss, A. L. (2007). Stress predicts brain changes in children: a pilot longitudinal study on youth stress, posttraumatic stress disorder, and the hippocampus. <i>Pediatrics</i>, 119(3), 509-516.</p>
3	Theories of Change: Family I (Employment Shocks, Maternal Depression, Media at Home)	<p>Levine, P. (2011). How does parental unemployment affect children's educational performance? In G. J. Duncan, & R. J. Murnane (Eds.), <i>Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances</i> (pp. 315-358). New York, NY: Russell Sage Foundation.</p> <p>Center on the Developing Child at Harvard University. (2009). <i>Maternal Depression Can Undermine the Development of Young Children: Working Paper No.8.</i> (No. 8). Cambridge, MA: Harvard University.</p> <p>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. <i>Archives of Pediatrics & Adolescent Medicine</i>, 162(5), 411-417.</p>
4	Theories of Change: Family II (Parent Schedules, Parenting, Single Parenthood)	<p>Morsy, L., & Rothstein, R. (2015). <i>Parents' Non-Standard Work Schedules Make Adequate Childrearing Difficult: Reforming Labor Market Practices Can Improve Children's Cognitive and Behavioral Outcomes</i>. Washington, DC: Economic Policy Institute.</p> <p>Jeanne Brooks-Gunn, and Lisa B. Markman. 2005. "The Contribution of Parenting to Ethnic and Racial Gaps in School Readiness." <i>The Future of Children</i> 15 (1), Spring: 139-169</p> <p>Betty Hart and Todd R. Risley, 2003. "The Early Catastrophe. The 30 Million Word Gap by Age 3." <i>American Educator</i>, Spring.</p>

Day	Lecture Topic	Required Readings
		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. <i>Parenting, 6</i> (2-3), 211-228.
4	Theories of Change: Neighbourhood Effects	Galster, G. C. (2014). <i>How neighborhoods affect health, wellbeing, and young people's future</i> . Washington D.C.: MacArthur Foundation and The Urban Institute. Sharkey, P., & Elwert, F. (2011). The legacy of disadvantage: multigenerational neighborhood effects on cognitive ability. <i>American Journal of Sociology, 116</i> (6), 1934-1981.
4	Policy Solutions: Increasing Accountability, Improving Teaching, Restructuring the Curriculum	Klenowski, V., & Wyatt-Smith, C. (2012). The impact of high stakes testing: the Australian story. <i>Journal of Assessment, 19</i> (1), 65-79. Haycock, K. (1998). "Good Teaching Matters" (pp. 1-14). <i>Thinking K-16, The Education Trust</i> (Summer), Vol. 3(2) Washington, DC. Ravitch, D. (2012, March 8). Schools we can envy. <i>New York Review of Books</i> .
4	Policy Solutions: Social Policy IS Education Policy	Wilson, W. J., & Levine, J. R. (2013). Poverty, Politics, and a "Circle of Promise": Holistic Education Policy in Boston and the Challenge of Institutional Entrenchment. <i>Journal of Urban Affairs, 35</i> (1), 7-24.

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Annotated Bibliography	Approximately 600 words	25%	1, 2, 3	1, 2, 3, 4	Friday, March 31 2017 5:00PM
Policy Brief #1	1,200 (not including references)	25%	1, 2, 3	1, 2, 3, 4	Tuesday, April 12 2017 5:00 PM
Policy Brief #2	1,200 (not including references)	25%	1, 2, 3	1, 2, 3, 4	Thursday, April 13 th , 2017 5:00 PM
Policy Brief #3	1,200 (not including references)	25%	1, 2, 3	1, 2, 3, 4	Friday April 21st, 2017 5:00 PM

Assessment Details

PLEASE READ THIS SECTION CAREFULLY. POINTS WILL BE DEDUCTED FOR NOT FOLLOWING THE FOLLOWING PROCEDURES WHEN TURNING IN ASSIGNMENTS.

- **Formatting:** Use Times New Roman 12 point font, 2.5cm margins all around, and APA-style formatting. **Use paper template available on Moodle.**
- **Reference page:** In any paper that includes references, include a reference page titled "References" (not "List of References" or "Reference List" or anything else) as Turnitin will **only** exclude the references from your similarity report if your reference page is titled "References."
- **Late assignments:** Assignments submitted after the due date will suffer a penalty of 5% per day.
- Always **keep a copy** of your assessment. If your assessment is mislaid, you are responsible for providing another copy. keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination.
- **Submission:** Submit your assignment through Turnitin on Moodle by 5pm on the due date. No assignment is accepted via email or hardcopy. No cover sheet is required.
- Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://student.unsw.edu.au/policy>

Assessment 1—Annotated Bibliography

Describe and evaluate research on a specific issue in educational policy. Compile an annotated bibliography on 10 sources to be used for the first education policy brief.

Assessment 2-4—Policy Brief

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 much background is required, how the case for change should be framed, and how much detail you need to make your case. You should consider practical matters such as cost, staffing, and political feasibility. Keep in mind your ultimate objective: what you want your policymaker to do as a result of your memo. The issue you choose to address can be real or hypothetical (as long as it is realistic). In one paragraph on a **coversheet**, please describe the context and the policymaker that sets the stage for your memo. Each memo must tackle a policy issue at a different level. One memo will be on a school issue, another on a state issue, and a third on a federal issue.

For each assessment, please refer to the feedback sheets. These include additional detail about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

APA Resources

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.cite.auckland.ac.nz/index.php?p=quickcite>

<http://www.lib.latrobe.edu.au/referencing-tool/apa-6>

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5451 EDUCATIONAL POLICY
Annotated Bibliography
WEIGHTING: 25%

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates breadth and depth in understanding problem • Issue covered by bibliography is policy-based • Demonstrates breadth and depth in understanding the research included in bibliography • Includes 10 annotated sources 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of the sources • Bibliography demonstrates a clear point-of-view • 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Provided references from at least 10 readings to support argument • Cited readings are clearly understood and support the argument 			
Structure and organisation of response <ul style="list-style-type: none"> • Uses APA 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalization • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references • 			

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
 EDST5451 EDUCATIONAL POLICY
POLICY MEMO I-III
WEIGHTING: 25%

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates that the problem needs to be fixed • Demonstrates breadth and depth in understanding problem • Problem is policy-based • Demonstrates breadth and depth in understanding the surrounding political, policy, and operational contexts informing the problem • The policy is narrowly defined • The policy addresses the defined problem • The policy initiative is likely to attenuate or remedy the problem 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of the complex nature of policy • Paper has a clear audience and the purpose for writing is clear • Paper has a clear argument to support point-of-view • Substantive elaboration of argument • Sufficient evidence substantiates argument • Evidence provides critical analysis of data/ information 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Provided references from at least four readings to support argument • Cited readings are clearly understood and support the argument • The connections between the evidence from readings and arguments are explicitly described • The connections between the evidence from readings and arguments are explicitly analysed 			
Structure and organisation of response <ul style="list-style-type: none"> • Sequentially responded to each element of a policy brief • Logical sequencing of ideas • Appropriate transitions • Clarity and coherence of organisation, including use of numbering and referencing • Paper is clear and motivating 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalization • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references • Uses paper template available through Moodle 			

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.**