



EDUC264

Education: The Policy Context

S1 External 2019

Department of Educational Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor

Norman McCulla

norman.mcculla@mq.edu.au

Contact via By email in the first instance

Room 272- X5B 29 Wally's Walk

Credit points

3

Prerequisites

((12cp at 100 level or above) including EDUC105 or EDUC106) or (admission to BEd(Prim) or BEd(Sec))

Corequisites

Co-badged status

Unit description

This unit builds on understandings gained in EDUC106 and provides students with a critical understanding of the importance of education in contemporary society. Initially, the unit considers a range of perspectives in education according to various educational theorists. The unit examines the policy context of education and the ways in which policy is socially constructed, analyses the importance of policy in the teaching profession and classroom pedagogy, and in the context of a constantly modernising and globalising society. The impact of the markets on the symbolic economy of educational institutions (prospectuses, web sites, advertising) is also explored. Also analysed are the everyday cultures of schooling. A particular focus of this analysis is the spatial and temporal practices of schools, as exhibited in their architecture and timetabling.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)

Apply critical thinking and research skills in education (LO2)

Work collaboratively, respectfully in teams (LO3)

Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)

Apply appropriate levels of IT skills (LO5)

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure

consistency in the consideration of such requests is maintained.

- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Perspectives in Education	30%	No	24 March 2019

Name	Weighting	Hurdle	Due
Education Policy and Trends	40%	No	Week 5 to Week 15
Examination	30%	No	Examination period

Perspectives in Education

Due: **24 March 2019**

Weighting: **30%**

This task invites you to reflect on the content of lectures, readings and tutorial discussions in Module 1 of the Unit, *Perspectives in Education*, associated with various philosophical orientations to the work of schools and teachers, with a view to responding to a specified question in a 1000 word essay.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Education Policy and Trends

Due: **Week 5 to Week 15**

Weighting: **40%**

This task invites you to investigate an emerging policy trend that is challenging or problematic in education today and within the scope of Module 2 (*Policy and Markets in Education*) and Module 3 (*Trends Shaping Education*) of the Unit. For the task you will be working in groups of three or four to investigate contemporary issues in Australian education and/or mega trends identified by the Organisation for Economic Co-operation and Development (OECD) with a view to stimulating and informing tutorial group discussion:

- Curriculum
- Educational consumerism
- Shifting global gravity
- Public matters
- Security in a risky world
- Living longer, living better

- Modern cultures
- Technology and the brave new world.

There will be four elements to the assessment.

1. The group's presentation (**10%**) which is submitted to the 'workshop' link on the Unit website by 5pm on the day of the presentation.
2. A 1000 word individual report (**20%**) on the policy issue presented. The reports are to be written and submitted individually by each member of the group. The individual report is your personal response to the question that has framed the group presentation. It gives insights into your reflections and what you have learnt. It is not simply a summary of your personal contribution to the presentation. It is submitted no later than 11.59pm on 19 May.
3. Peer-reviews of your presentation (**5%**). Your classmates are your primary audience. The level of informed discussion your presentation stimulates will be a key indicator of its quality. Their peer evaluations will be collected at the end of the tutorial and considered by your tutor in awarding this mark.
4. Your own reviews of the presentations of classmates (**5%**). You are expected to participate in constructively reviewing your peers drawing on the marking rubric. You will receive up to 5% for the quality of your efforts in this regard across all presentations.

External students will form into groups on On-campus Day 1 and present on On-campus Day 2.

Full details are available on the Unit website.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Examination

Due: **Examination period**

Weighting: **30%**

The written 2-hour examination (30%) will be held during the University's examination period. It will comprise three sections:

- Section one: Multiple choice questions
- Section two: Short answer questions
- Section three: Short essay questions.

On successful completion you will be able to:

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Apply appropriate levels of IT skills (LO5)

Delivery and Resources

There is no required or recommended text for you to purchase.

All reading and reference material required for this unit is available online through the Macquarie University Library and the unit website. The text used in EDUC106, Tait (2016) *Making sense of mass education*, would also be a useful additional reference for this unit.

It is essential however that you acquire a copy of the OECD publication *Trends shaping education, 2019*.

You can view this publication online direct from OECD at <http://www.oecd.org/edu/trends-shaping-education-22187049.htm>

You can also access it via the Macquarie University Library.

Students are expected to locate the text and read the material set for discussion in tutorials.

Unit Schedule

Wk	Uni week	Date	Lecture	Lecture title	Assessment & Activities
1	9	26 Feb	1	Welcome and Introduction to EDUC 264 Education: The Policy Context	
				Module 1: Perspectives in Education	
		28 Feb	2	Education v Schooling	
2	10	5 Mar	3	Perspectives: Conservative	
		7 Mar	4	Perspectives: Liberal/ Progressive	
3	11	12 Mar	5	Perspectives: Reconstructivist	

		14 Mar	6	Perspectives: Radical	
				Module 2: Policy and Markets in Education	
4	12	19 Mar	7	Curriculum 1	
		21 Mar	8	Curriculum 2	<i>Assessment Task 1: Due 24 March</i>
5	13	26 Mar	9	Educational Consumerism 1	
		28 Mar	10	Educational Consumerism 2	
6	14	2 Apr	11	Social Justice in Education 1	Groups 1 & 2 tutorial presentations (Curriculum and Educational Consumerism)
		4 Apr	12	Social Justice 2 Trends Shaping Education	
				Module 3: Trends Shaping Education	
7	15	9 Apr	13	Shifting Global Gravity	
		11 Apr	14	Public Matters	Group 3 & 4 tutorial presentations (Shifting Global Gravity and Public Matters)
8	16	(15 Apr)		<i>Mid-semester break</i>	<i>External Group- Tuesday 16 April 9am-5pm 29 Wally's Walk, Rm 132</i>
9	17	(22 Apr)		<i>Mid-semester break</i>	
10	18	(20 Apr)		<i>Professional Experience Block</i> <i>No lectures or tutorials</i>	

11	19	(7 May)		Professional Experience Block No lectures or tutorials	
12	20	(14 May)		Professional Experience Block No lectures or tutorials	External Group- Saturday 18 May 9am-5pm 29 Wally's Walk, Rm 132 Assessment Task 2: Due 19 May
13	21	21 May	15	Security in a Risky World	Group 5 & 6 tutorial presentations (Security in a Risky World and Modern Cultures)
		23 May	16	Modern Cultures	
14	22	28 May	17	Living Longer, Living Better	Group 7 & 8 tutorial presentations (Living Longer; Living Better; Technology and the Brave New World)
		30 May	18	Technology and the Brave New World	
15	23	4 June	19	Revision 1	Revision
		6 June	20	Revision 2	
16	24	11 June			Examination period starts 11 June
17	25	28 June			Examination period ends 28 June

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Apply appropriate levels of IT skills (LO5)

Assessment task

- Education Policy and Trends

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)

Assessment tasks

- Education Policy and Trends
- Examination

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)
- Demonstrate an ability to communicate ideas in oral, screen and written modes (LO4)
- Apply appropriate levels of IT skills (LO5)

Assessment tasks

- Perspectives in Education
- Education Policy and Trends
- Examination

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

Assessment task

- Education Policy and Trends

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Understand key ideas and theories underpinning contemporary educational policy and practice (LO1)
- Apply critical thinking and research skills in education (LO2)
- Work collaboratively, respectfully in teams (LO3)

Assessment task

- Education Policy and Trends

Changes from Previous Offering

The 2019 edition of EDUC 264 further builds on the work in previous years of Dr David Saltmarsh as Unit Convenor, and on student feedback.

The structure and lecture content of EDUC264 remains largely the same as it was for 2018 but with minor changes to the focus of assessment tasks.

The core reference text used from OECD on trends shaping education has been updated from the 2016 to the 2019 version.

About this Unit

Education policy and policy debate surround us daily. Education today is always in the news media and discussed on social media. Policy debate continually shapes our views on what it is to teach and to learn, and to be a student or teacher, or a parent or caregiver, in today's schools and early childhood centres. This unit is designed to provide you, as a student of Education, with an understanding of the place of education policy in contemporary society and, in particular, the ways in which policy is constructed and enacted in response to national and global trends.

Departmental Procedures

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student EmailAddress*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

External Students

1. The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Changes since First Published

Date	Description
07/03/2019	The date for submission of the Individual Paper in Assessment Task 2 has been confirmed as 19 May in response to student feedback.