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EDST5451

Educational Policy: Theory and Practice

Semester One // 2018

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

School of Education
Arts and Social Sciences
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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.

At the conclusion of this course the student will be able to

1. Describe current issues in education policy in Australia
2. Critically analyse current issues in education policy
3. Design feasible policy solutions to issues in education
4. Describe and evaluate research on educational policy.
5. Synthesise and communicate complex information for a non-specialist audience.

Teaching Strategies

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.

Rationale:

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.

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.

Assessment

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.

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Annotated Bibliography	25%	4,5	4.1.3,3.1.4,4.1.4,3.2.4,4.2.4,2.3.7,3.3.7,4.3.7,3.5.4,4.5.4,3.6.2,4.6.2,3.6.3,4.6.3,4.7.3	23/03/2018 05:00 PM
Policy briefs	75%	1,2,3,4,5	4.1.3,3.1.4,4.1.4,3.2.4,4.2.4,2.3.7,3.3.7,4.3.7,3.5.4,4.5.4,3.6.2,4.6.2,3.6.3,4.6.3,4.7.3	27/04/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Annotated Bibliography

Start date:

Details: Describe and evaluate research on a specific issue in educational policy. Compile an annotated bibliography on 15 sources to be used for the first education policy brief.

Additional details:

Assessment 1

Describe and evaluate research on a specific issue in educational policy. Compile an annotated bibliography on 10 sources that you plan to use for the first education policy brief. 1200 words.

There are several excellent sources on writing an annotated bibliography. My favorites are the Purdue Online Writing Labs [Annotated Bibliography](#) and Cornell University's [How to Prepare an Annotated Bibliography](#).

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•

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Policy briefs

Start date:

Details: Task 2 - Policy briefs Prepare 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 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. The first memo will be on a school issue, the second on a state issue, and the final memo will address a federal issue.

SPECIFIC CRITERIA
<p>Understanding of the question or issue and the key concepts involved</p> <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
<p>Depth of analysis and/or critique in response to the task</p> <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

- 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

- 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

- 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

Submission notes: DUE DATES (POST DATES): Memo 1 27/04/2018 (4/5/18); Memo 2: 18/5/18 (25/5/18); Memo 3: 8/6/18 (15/6/18)

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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 website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 7: 16 April - 22 April	Seminar	<p>1: The Purpose of Schooling</p> <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>
	Seminar	<p>2: The Context and the Players: Local, State, and Federal; Policymakers, Teachers, Parents, Students</p> <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</p>

	<p>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>
Seminar	<p>1.3: The Problem: PISA and Achievement Differences</p> <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>
Seminar	<p>2.1: Theories of Change: Market-Driven</p> <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>
Seminar	<p>2.2: Theories of Change: Professionally Led</p> <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</i></p>

	<p><i>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>
Seminar	<p>2.3: Theories of Change: Curriculum-Based</p> <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>
Seminar	<p>3.1: Theories of Change: Health I (Alcohol, Asthma, Hearing, Lead Poisoning, Low Birthweight)</p> <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 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>
Seminar	<p>3.2: Theories of Change: Health II (Nutrition, Sleep, Stress)</p> <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>
Seminar	<p>3.3: Theories of Change: Family I (Employment Shocks, Maternal Depression, Media at Home)</p> <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.</p>

	<p>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, 162</i>(5), 411-417.</p>
Seminar	<p>4.1: Theories of Change: Family II (Parent Schedules, Parenting, Single Parenthood)</p> <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> <p>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.</p>
Seminar	<p>4.2: Theories of Change: Neighbourhood Effects</p> <p>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.</p>

	<p>Sharkey, P., & Elwert, F. (2011). The legacy of disadvantage: multigenerational neighborhood effects on cognitive ability. <i>American Journal of Sociology</i>, 116(6), 1934-1981.</p>
Seminar	<p>4.3: Policy Solutions: Increasing Accountability, Improving Teaching, Restructuring the Curriculum</p> <p>Klenowski, V., & Wyatt-Smith, C. (2012). The impact of high stakes testing: the Australian story. <i>Journal of Assessment</i>, 19(1), 65-79.</p> <p>Haycock, K. (1998). "Good Teaching Matters" (pp. 1-14). <i>Thinking K-16, The Education Trust</i> (Summer), Vol. 3(2) Washington, DC.</p> <p>Ravitch, D. (2012, March 8). Schools we can envy. <i>New York Review of Books</i>.</p>
Seminar	<p>4.4: Policy Solutions: Social Policy IS Education Policy</p> <p>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</i>, 35(1), 7-24.</p>

Resources

Prescribed Resources

See course schedule.

Recommended Resources

See course schedule.

Course Evaluation and Development

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. I usually gather extensive formal feedback twice during the course--once midway through via a short survey, and once at the end of the course via MyExperience. I also informally gather feedback from students throughout the course, and gather quick formal feedback at least one additional time. I customarily adapt my teaching to student feedback, as I am of the opinion, based in fact, that teaching is an interaction.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G