

482-681 Education Policy in Australia

Credit Points:	25.000
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Richard Teese
Subject Overview:	This subject examines the national context and range of approaches to post-compulsory education and training in Australia. Topics that provide background include trends in school completion and factors underlying retention, regional socio-economic differences in school completion, early leaving and its causes, participation in vocational education and training (VET), and transition to employment and higher education. Besides setting the context, the course focuses on social and economic influences on participation and on policy responses in selected State and Territories. The subject assesses the strengths and weaknesses of policies from both strategic and theoretical perspectives.
Assessment:	A 5,000 word paper and a 3,000 word paper to be written up from a seminar presentation.
Prescribed Texts:	None
Recommended Texts:	Teese, R. Academic Success and Social Power, Melbourne University Press, 2000; Teese, R., Polesel, J., Undemocratic Schooling, Melbourne University Press, 2003
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject, students will be able to:</p> <ul style="list-style-type: none"> # Critically analyse key contemporary issues in education policy in Australia in the light of international experience and learnings; # Undertake a review of the relevant research and policy literature relating to post-compulsory education and training; # Critically analyse factors underlying retention, regional socio-economic differences in school completion, early leaving and its causes, participation in vocational education and training (VET), and transition to employment and higher education. <p>Generic Skills:</p> <p>On completion of this subject, students should be able to:</p>

	<ul style="list-style-type: none"># Apply research data to an analysis of social and economic influences on policy;# Critically analyse, understand and report on policy issues;# Apply international research findings to the Australian policy context;# Relate research findings to their own experience as practitioners.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150A) Coursework and Thesis A Master of Education Policy (International)