

482-683 Comparative Education Policy

Credit Points:	25.00
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: April, - 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:	Assoc Prof John Polesel
Subject Overview:	<p>The aim of this subject is to investigate policies for post-compulsory education and training in selected OCED countries, their rationale, context and effectiveness. Comparative studies provide an important avenue for understanding the cultural, socio-economic and political forces which shape policies in education and training. This subject provides an overview of a number of national systems and addresses questions about these, including tensions and challenges, policy responses, system monitoring and performance assessment, conflicts in political values, and the responsiveness of systems to emerging social and economic needs. Students are encouraged to specialize in one national system or focus on a controlled comparison of several systems. Comparisons with the Australian scene and the use of international comparisons by Australian policy-makers form part of the subject.</p>
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"> # Review policy issues in a selection of OECD countries, with a critical emphasis on frameworks of comparison and the quality of a range of current efforts at benchmarking and "league ladders"; # Identify and understand the relevant research and policy literature in the international field; # Critically analyse key contemporary issues in education policy in Australia in the light of international experience and learnings.

	<p>Generic Skills:</p> <p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Identify and access international data and research on education policy; # Understand the broader international policy context of their field; # Relate research findings to their own experience as practitioners.
<p>Links to further information:</p>	<p>www.edfac.unimelb.edu.au</p>
<p>Related Course(s):</p>	<p>Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Master of Education Policy (International)</p>