

EDUC90146 Education Policy and Reform in Australia

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours. Total Time Commitment: 340 hours
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>
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Subject Overview:	This subject examines the national context and a range of policy approaches to education and training in Australia with a particular focus on reform and improvement. 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), transition to employment and higher education and strategies and policies for reform and improvement. Besides setting the context, the course focuses on social and economic influences on participation in post-compulsory education and on policy responses in selected States and Territories. The subject assesses the strengths and weaknesses of educational policies from both strategic, theoretical and implementation perspectives.
Learning Outcomes:	<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 and reform in Australia; # Undertake a review of the relevant research and policy literature relating to education and training and its reform and improvement; # Critically analyse factors underlying retention, regional socio-economic differences in school completion, early leaving and its causes, participation in vocational education and training (VET), transition to employment and higher education and the effectiveness of strategies for improvement and reform.
Assessment:	There are two assessment tasks: 4,000 word essay, due mid semester, 40% 6,000 word essay, due end of semester, 60% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None

Recommended Texts:	Teese, R., Polese, 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 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:	http://education.unimelb.edu.au/
Related Course(s):	<p>Master of Education Master of Education Master of Education (Educational Management) Master of Education (Educational Management) Master of Education (Educational Management) Master of Education Policy (International)</p>