

## Diversity And Inclusion In Australian Schools

School Autonomy Reform and Social Justice in Australian Public Education A History of Australian Schooling Secularisation in Australian Education since 1910 A History of Australian Education Tertiary Education in Australia Teaching Health and Physical Education in Australian Schools Civics and Citizenship Education in Australia Education in Australia The Quest for Revolution in Australian Schooling Policy Australian Students and Their Schools Schooling in Australia. Statistical Profile Australia in 1897 Australian Dictionary of Dates and Men of the Time Changes in Secondary School Mathematics in Australia, 1964-1978 The Rural School in Australia Emergent Needs in Australian Education English in Australia The Australian Colonies in 1896 School Leavers in Australia 1971-1972 Languages in Australian Education Amanda Keddie Craig Campbell Clarissa Carden Alan Barcan Australia. Committee on the Future of Tertiary Education in Australia Hunter & McCuaig Tinning Andrew Peterson Percival Richard Cole Glenn C. Savage Australian Schools Commission Edward Augustus Petherick J. Henniker Heaton Malcolm J. Rosier Percival Richard Cole Robert William Brierley Jackson Edward Augustus Petherick William C. Radford Anthony J. Liddicoat

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this book explores the social justice implications of school autonomy reform within the context of public education in australia it is situated within and framed by global concerns about how public schools are navigating their autonomy within increasingly marketised education systems drawing on extensive interviews with stakeholders and five in depth case study schools the book calls attention to the ways in which the intentions of school autonomy reform to offer schools more freedom to make their own decisions and manage their own responsibilities have become increasingly contained by the market imperatives of economic efficiency competition and public accountability driving state and

national education systems we build on and enrich existing research in this area that highlights how market imperatives continue to exacerbate inequality within and between schools and their systems an essential read for researchers policy makers principals and teachers worldwide the book provides insight into how education systems can better support public schools to mobilise their autonomy in socially just ways

a social history of school education in australia from dame schools and one teacher classrooms in the bush to the growth of private schools under public funding in recent years

the phrase free compulsory and secular is central to australia s understanding of its own education system yet the extent to which education in australia or anywhere else for that matter can be described as secular is never clear or settled this work examines the history of education in australia from 1910 through to the present through an interdisciplinary survey of key scholarship and a series of six original case studies it seeks to uncover the extent to which the education system has undergone a process of secularisation and argues that the very meaning of the term secular is always contingent and changeable

for primary education students teaching health physical education in australian primary schools is an introduction to the task of teaching health and physical education hpe it provides an account of many of the issues and concerns students will encounter as a beginning teacher working within this key learning area kla this book reflects the variability and complexity in the kla as it is represented and experienced across australian states and territories accommodating a diverse range of perspectives students can adopt and implement approaches that best serve the contexts within which they will teach health personal development and physical education

civics and citizenship education in australia provides a comprehensive analysis of teaching and learning in this field in australian schools drawing on case study material to demonstrate the current practice in the field reflecting on the issues and possibilities raised by the inclusion of civics and citizenship education in the new national australian curriculum leading national and international scholars analyse the subject s theoretical curricular and pedagogical bases and approaches placing civics and citizenship education within historical and contemporary contexts the book critically explores a range of issues concerning the development organisation and teaching of the subject these include how the subject might include indigenous global and asian perspectives and how it may help students to engage with issues around sustainability active citizenship diversity religion and values the final chapters written by scholars from england the usa canada hong kong and singapore adopt a comparative approach situating australian civics and citizenship education in the wider international context

this book seeks to critically examine the impacts of grand designs in public policy through a detailed historical analysis of australian schooling reforms since the education revolution agenda was introduced by the federal government in the late 2000s combining policy analyses and interviews with senior policy makers and ministerial advisors centrally involved in the reforms it offers a detailed interpretive analysis of the complexities of policy evolution and assemblage the book argues that the education revolution sought to impose a new order on australian schooling by aligning state and territory systems to common policies and processes in areas including curriculum assessment

funding reporting and teaching using a theory and critique of alignment thinking in public policy savage shows how the education revolution and subsequent reforms have been underpinned by uncritical faith in the power of nationally aligned data evidence and standards to improve policies and unite systems around practices proven to work the result is a new national policy assemblage that has deeply reshaped the making and doing of schooling policy in the nation generating complex questions about who is steering the ship of education into the future the quest for revolution in australian schooling policy is a must read for education policy researchers policy makers education ministers and school leaders and will appeal to anyone with an interest in the complex power dynamics that underpin schooling reforms

a statistical description of the present state and likely trends in australian primary and secondary schooling the book brings together information about the present patterns of schooling about the characteristics of the student population and about the trends which are emerging as educators respond to the new demands

the purpose of the monograph is to provide empirical data about mathematics achievement of secondary students in australia in 1964 and 1978 the data were drawn from australia wide surveys conducted at two levels 13 year old students and year 12 mathematics students the tests used for surveys were originally prepared by the international association for the evaluation of educational achievement iea for cross national studies of achievement in mathematics in addition to measuring mathematics performance the studies analysed the mathematics curriculum in order to demonstrate how the changes in performance were linked to the changes in curriculum and in other aspects of the educational system there was a slight decline in mathematics performance from 1964 to 1978 at the 13 year old level at the year 12 level the performance increased in spite of increases in student participation rates at this level

australia has a reputation for sustained work in language policy and has had over 20 years of experience of language policy development during these years language policies have sought to increase and reshape languages education in australian schools but have had only limited success in achieving their objectives this means that australia s extensive work in language policy has not yet guaranteed a secure place for languages within education after a period of comparative neglect of languages and multiculturalism australia is now entering a new phase of activity in language policy and it is timely to consider critically what has and has not been achieved to date and the reasons why the aim of this book is to examine the current state nature role and purposes of languages in australian education as a basis for considering a viable encompassing language education policy the book is divided into four specific focus areas for discussion each of which is based on a core theme in australian languages education engaging with diversity the current state of policy and participation in languages education and languages teacher education current orientations to languages education and future possibilities and directions in languages education underlying the discussion is the recognition that at this particular juncture in languages education policy in australia it is necessary to re examine constructs research evidence and practice as the basis for renewal the book presents a collection of papers dealing with each of the themes and aims to give greater focus to the contemporary debates around languages in education in australia and more generally

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