

UV9919V1 - The reform of education and leadership: issues for research design and practice

Organizer: Research group “Curriculum Studies, Educational Leadership and Governance” (CLEG) in cooperation with the Department of Teacher Education and School Research and the Department of Education, Faculty of Educational Sciences.

Location: University of Oslo, Georg Sverdrup’s House, Grupperom 1

Dates: May 7 – May 8, 2019.

Credits: Participation two days and submitted paper: 3 credits. Participation two days, but not submitted paper: 1 credit.

Learning outcome: The main aim of this PhD course is to provide opportunities for doctoral students to acquire a deeper understanding of how public services education is undergoing rapid and radical reform with pervasive implications for educational leadership and knowledge codification. The workshop addresses this overarching question: Who are the policy actors who generate, use and promote these ideas, and how and why are they influential in public policy?

Program

Tuesday, May 7th

09:15 Welcome

09:20 Global trends in education reform. Lecture by Professor Helen Gunter, University of Manchester

- The main globalizing reform trends in education policy over the past thirty years.
- The knowledge production processes underpinning these reform trends.

Plenary and discussion

11:00 Activity 1: Examine what politicians and documents say about leadership. We will use an UK government example and a Norwegian government example

12:00 Lunch

13:00 Political and ideological transformations that have taken place during the last decades in Scandinavia. Lecture by Professor Jorunn Møller

14:00 Knowledge production and policy. How researchers gain understandings of the knowledge production processes in their respective fields. Lecture by Professor Helen Gunter

15:00 Activity 2: Who are the important people are in your own project?
Group work and discussion in plenary based on examples

16:00 End of Day 1

Wednesday, May 8th

09:15 Knowledge production trends. The types and organizational location of policy actors and their exchange relation practices. Lecture by Professor Helen Gunter and Professor Jorunn Møller

11:15 Activity 3 (group work): (You will need to bring your own laptop for this activity)

- Identify and examine the relationship between policy scoping, codification, and enactment, and a particular policy actor.
- Focus on your own project and identify the role of policy actors

12:00 Lunch

12:45 Activity 3: Discussion in plenary

13:30 Discussion of three articles included in the pre-reading list and reflect on these questions while you are reading:

- What are the main arguments in each of the articles?
- How do the authors position themselves?
- How helpful is this research in your own PhD work?

Coffield, F. (2012) Why the McKinsey reports will not improve school systems. *Journal of Education Policy* 27:1, 131-149.

Ball, S.J. (2010) New voices, new knowledges and the new politics of education research: the gathering of a perfect storm? *European Educational Research Journal*. 9 (20), 124-137.

Courtney, S.J. and Gunter, H.M. (2015) Get off my bus!" School leaders, vision work and the elimination of teachers *International Journal of Leadership in Education*. 18 (4) 395-417.

14:15 Presentations of PhD papers. Feedback session

15:15 Methodological implications of policy actor activity for your project, and in particular the contribution your research will make to the field (focus, aims, RQs, data sources). Lecture by Professor Helen Gunter

15:50 Course evaluation

16:00 End of Day 2