

Course Title: **Global Influences on Education Policy**

Course Code: **EDUC809**

Descriptor Start Date: **21/07/2025**

POINTS: **30.00**

LEVEL: **8**

PREREQUISITE/S:

COREQUISITE/S:

RESTRICTION/S:

LEARNING HOURS

Hours may include lectures, tutorials, online forums, laboratories. Refer to your timetable and course information in Canvas for detailed information.

Total learning hours: 300

PRESCRIPTOR

Global forces such as economic globalisation, neoliberalism, digital technologies, the knowledge economy, the rise of global citizenship and the role of global governance structures, such as the World Bank, International Monetary Fund, UNO and OECD (and its evaluation mechanisms), influence education at the national and local level. This course provides an overview and understanding of these forces to provide a clearer understanding of the influences that shape policy at the daily education practice level, contextualised by national and indigenous trajectories. It also introduces research-informed approaches to critical policy analysis.

LEARNING OUTCOMES

1. Analyse and develop insight to some key examples of global forces that influence education policy.
2. Analyse and critique the impacts of these forces and related mechanisms (such as PISA), on education at the national and local level, in the context of national and indigenous trajectories..
3. Develop an understanding of the role of national policy-setting agencies.
4. Critically employ methods of qualitative policy analysis.

Disclaimer: Course descriptors may be amended between teaching periods/semesters

CONTENT

- An overview of global forces that influence education policy, from:
 - o economic globalisation,
 - o neoliberalism,
 - o digital technology,
 - o the knowledge economy
 - o World Bank, IMF, UNO, OECD
- PISA and its influence
- National examples of policy-setting and policy implementation structures, including, but not limited to:
 - o Ministry of Education
 - o Tertiary Education Commission
 - o Education Review Office
 - o New Zealand Qualifications Authority
 - o New Zealand Teaching Council
- Theoretical frameworks and critical policy analysis methodologies, in reference to policy in context. Examples include, but not limited to:
 - o Ka Hikitia – Ka Hāpaitia
 - o Tapasā
 - o Positive Behaviour for Learning (PB4L)
 - o Communities of Learning | Kāhui Ako
 - o 10 Year Property Plan
 - o Public-Private Partnerships
 - o Futures Education
 - o Te Pūkenga
 - o PBRF

LEARNING & TEACHING STRATEGIES

Course delivery will be a hybrid of online and inperson sessions. Learning will be through a combination of lectures, workshops, group discussions, online and self-directed study.

ASSESSMENT PLAN

| Assessment Event | Weighting % | Learning Outcomes |
|--------------------------|-------------|-------------------|
| Essay | 50.00 | 1, 2, 3 |
| Critical policy analysis | 50.00 | 1, 2, 3, 4 |

| | |
|------------------|-------------------------------|
| Grade Map | MAP1 |
| | A+ A A- Pass with Distinction |
| | B+ B B- Pass with Merit |
| | C+ C C- Pass |
| | D Fail |

Overall requirement/s to pass the course:

Must submit all assignments and achieve a minimum of 50% overall.

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For further information, contact: Te Ara Kete Aronui - Faculty of Culture & Society

Principal Programme: AK1053, Master of Education

Related Programme/s:

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