

# Education Policy-making in Wales



EXPLORATIONS IN DEVOLVED GOVERNANCE

Richard Daugherty,  
Robert Phillips  
and Gareth Rees

# Education Policy Making In Wales Explorations In Devolved Governance

**John Furlong, Ingrid Lunt**



## **Education Policy Making In Wales Explorations In Devolved Governance:**

**Education Policy Making in Wales** Richard A. Daugherty, Robert Phillips, Gareth Rees, 2000 A collection of a dozen essays by experienced educationalists analysing the individualistic development of the education system in Wales at primary higher and adult level since 1988 including a speculative look at the effect of devolution on the nature of Welsh education making policies in the future

**Education in the United Kingdom** Liam Gearon, 2013-10-18 This accessible book provides a basic understanding of the structure and organization of education in the United Kingdom in a time of rapid change and devolved government It is designed as an introductory guide and reference work for all with an interest in education including trainee and newly qualified teachers university lecturers school based mentors and governors and managers It contains an accessible summary of key issues and contributions from some of the best known writers in the field

**The Impact of Devolution in Wales** Jane Williams, 2022-06-15 This book is about the impact of Welsh devolution on public policy It examines how from a fragile beginning distinct political institutions and ideological position have made their mark not only in Wales but also in the UK and wider world

*Education, Reform and the State* John Furlong, Robert Phillips, 2002-11 This book supplies the definitive contemporary history of education policy in the late twentieth century Some of the leading educationalists reflect on the major legislative and structural changes in the field over the last 25 years

Equality and Public Policy Paul Chaney, 2011-01-31 Equality of opportunity is a contested concept It evokes strong emotions from proponents and opponents alike Enduring issues of inequality and discrimination mean that it remains at the forefront of political priorities in the twenty first century Traditional analyses tend to focus on developments at the level of the unitary state or European Union In contrast this book underlines the salience of multi level governance and offers the first detailed comparative analysis of contemporary efforts to promote equality of opportunity in the wake of constitutional reform in the UK It presents a summary of social theory on equalities in relation to gender and a full range of social groups and identities such as disability ethnicity sexual orientation and age It outlines the contemporary evidence base relating to patterns and processes of inequality in the devolved nations A governance perspective is also advanced one that details how constitutional law establishing the devolved legislatures contains equality clauses that enable and empower government to promote equality in public policy and law Analysis reveals the development of distinctive regulatory structures and equalities policy lobbies in each territory Overall this volume charts the development of divergent legal rights and public policy on the promotion of equality in the wake of constitutional reform in the UK Notwithstanding ongoing challenges it is argued that the move to quasi federalism is significant for it marks a shift from the predominant centralised administration of social policy witnessed throughout the twentieth century to divergent approaches designed to address contrasting socio economic patterns and processes in Wales Scotland and Northern Ireland

*Curriculum, Culture and Citizenship Education in Wales* Kevin Smith, 2016-04-30 This book explores how culture and citizenship are theorised promoted and learned throughout

schools in Wales Following a brief history of Welsh education and a discussion of how contemporary cultural identity is theorised through citizenship education curricula it illustrates how archaic approaches to understanding cultural identity continue to undermine the development of culturally relevant curriculum in Wales Smith also analyses how young people discuss their orientations to Welshness how teachers engage with the requirements of the Curriculum Cymreig and how these reactions develop within educational settings Ending with a recommendation for a more sophisticated framework for conceptualising identity and a critical approach for discussing citizenship and cultural identity in schools in Wales this book highlights how the critical pedagogy can progress further

**Comparative Education** Robert F. Arnove, Carlos Alberto Torres, Stephen Franz, 2012-12-27 Comparative Education The Dialectic of the Global and the Local remains the same groundbreaking book when it first debuted its collection of outstanding scholars in examining the changing transnational landscape of education With the addition of new coeditor Stephen Franz the book provides new perspectives on the dynamic interplay of global national and local forces as they shape the functions and outcomes of education systems The book calls for a rethinking of the nation state as the basic unit for analyzing school society relations and emphasizes the need to study social movements in relation to educational reforms It also emphasizes the value of feminist postcolonial and culturally sensitive perspectives for inquiry into the potential of education systems to contribute to individual development and social change This new edition incorporates recent developments in scholarship especially in education policy and practice the impact of the global economic crisis and a new chapter on education in the European Union

**Self-determinable Development of Small Islands** Masahide Ishihara, Eiichi Hoshino, Yoko Fujita, 2016-06-14 This book aims to clarify the present situation of the relations between small island countries and territories on the one hand and the great powers mainland areas and mega islands on the other and explores how small island countries and territories preserve and build their identity under globalization This book is divided into five parts The first part presents papers on issues that are related to Okinawa the American military presence the formation of a global human network and the history of and language revitalization in Okinawa The second part includes papers on security in East Asia and the Pacific Region the history of and present issues in international relations within the South and East China Sea areas The third part presents papers on economic issues and social developments on small islands The fourth part deals with ocean policies and marine resource management in the Pacific Region by the United States Australia and Japan Finally the fifth part presents papers on the revitalization of three indigenous languages All the chapters of the book are based on the achievements of the research project Towards New Island Studies The Ryukyus as an academic node between East Asia and Oceania conducted by the International Institute for Okinawan Studies at the University of the Ryukyus This 5 year project was funded by the Japanese Ministry of Education Culture Sports Science and Technology and aimed to contribute academically to the creation of sustainable and self determinable societies in small island regions This work will be extremely useful and informative for

readers in small island countries and territories and for researchers who are interested in small island issues to understand the current situation and who wish to consider effectual and feasible solutions

**Citizenship Education and Lifelong Learning** Michael Williams, Graham Humphrys, 2003 Across the globe citizenship education is high on the reform agendas of policy makers and educators The collapse of the Soviet Union and the entry of former Soviet bloc states into the European Union the fragmentation of the former Yugoslavia the major population movements from poor to rich countries and the increased threats of international terrorism and civil wars in many states have all added to the need to provide up dated and reflective approaches to citizenship education Within nation states the impact of globalisation on social economic and political structures has caused power shifts across and within international borders demanding greater citizenship awareness and participation The effect of these changes and the practice and needs of citizenship are profoundly affected by the distinctive particulars of the places in which they occur This is an essential ingredient in any understanding of what is happening and of any program addressing the resulting citizenship challenges Too often citizenship education has been perceived simply as a matter for schools In this book the discussion is extended to embrace post school education It is acknowledged that the educa

**History of Education: Studies of education systems** Roy Lowe, 2000

**An Introduction to the Study of Education** David Matheson, 2014-01-14 What is education This core textbook will help students in pursuit of this question by providing a comprehensive gentle and reflective introduction to the initial study of education Updated in line with the latest policies reforms and issues within education this third edition includes full exploration of the historical sociological philosophical and psychological roots of education a focus on all levels of education pre school primary secondary post 16 and lifelong learning the latest controversies and debates within education new material on compulsory education special educational needs and post 16 developments clear insights into the role and background of research within education

*Understanding Mass Higher Education* David Palfreyman, Ted Tapper, 2005-10-05 In recent years most western democracies have experienced a shift from elite to mass higher education with the United States leading the way This text compares the experience of this very important social change within different nation states Whilst recognising the critical global economic forces that appear to explain the international nature of the change it sees the issues as rooted within different national traditions There is a particular focus upon the discourse of access especially the political discourse The book addresses questions such as How has expansion been explained Has expansion been generated by state intervention or by a combination of economic and social forces What are the forms of political intervention What points of agreement and conflict are generated within the wider society by expanding access Leading academic experts explore the ways in which different systems of higher education have accommodated mass access constructing comparative pictures and comparative interpretations and lessons in an accessible and informative style This book should be critical reading for students in education sociology and politics as well as policy makers and academics

**Education in a Federal UK** John Furlong, Ingrid Lunt, 2019-10-23 Britain's two recent referenda on Brexit 2016 and on Scottish independence 2014 have raised in the public mind fundamental questions about the future of the UK. It seems that for the first time the public, the media and the political elite have woken up to the fact that in different parts of the UK there are different histories, different aspirations and different imagined futures in relation to a whole range of vitally important political issues. But what the public debate often fails to recognise is that in many areas of public life, perhaps especially education, the UK is already a federal state and in key respects has been so for many years. The aim of this volume is therefore to take stock to try and capture what the current state of educational policy and practice is across the whole of the UK. This has been achieved by commissioning two different papers from each of the four countries: Wales, Scotland, Northern Ireland and England. The first is an overview exploring the distinctive history, principles and current policies of each country. The second paper has been specifically chosen as a case study of a key policy that highlights the distinctiveness of each country: the Foundation Phase for Wales, assessment policy in Scotland, shared education initiatives in Northern Ireland and higher education policy in England. Taken together, these eight papers give an important insight into the complexities of educational policy and practice across the whole of the UK today. This volume was originally published as a special issue of *Oxford Review of Education*.

*Bibliographie Internationale de Science Politique*, 2002-12 IBSS is the essential tool for librarians, university departments, research institutions and any public or private institution whose work requires access to up to date and comprehensive knowledge of the social sciences.

*Policy-making and Policy Learning in 14-19 Education* David Raffe, Ken Spours, 2007 In recent years 14-19 education has been the subject of numerous reviews, innovations and policy changes. What can be learnt from this experience and do current policies incorporate this learning? In this book leading experts on 14-19 education and training explore the concept of policy learning and examine recent policies and policy making in England and Scotland. They focus on three main types of policy learning: learning from the experience of earlier policies; learning from local innovations; and learning from comparisons with other countries, including home international comparisons within the UK. They suggest that in order to meet current challenges in 14-19 education it is not only the policies that need to change but also the way in which policies are made. The book concludes by arguing that only a participative approach to policy making, bringing together policy makers, practitioners and researchers, can form the basis of a comprehensive strategy for improved policy learning. This book will be of interest to all those involved in or affected by policy making in the increasingly high profile and politically charged field of 14-19 education. This book contains a list of contributors, a preface, a list of acknowledgements and the following essays:

1. Three Models of Policy Learning and Policy making in 14-19 Education David Raffe and Ken Spours
2. Policy Memory and Policy Amnesia in 14-19 Education Learning From the Past Jeremy Higham and David Yeomans
3. Learning From Local Experience How Effective is the Government's 14-19 Learning Model Ken Spours, Ann Hodgson and David Yeomans
4. Turbulence Masquerading as Change Exploring 14-19

Policy Jacky Lumby and Nick Foskett 5 Policy Continuity and Policy Learning in the Action Plan Higher Still and Beyond John Hart and Ron Tuck 6 Learning from Home International Comparison 14 19 Policy Across the United Kingdom David Raffe 7 a Framework for Understanding and Comparing 14 19 Education Policies in the United Kingdom Cathleen Stasz and Susannah Wright 8 Creating Political Space for Policy Learning in 14 19 Education and Training in England Ann Hodgson and Ken Spours and 9 Policy Learning in 14 19 Education From Accusation to an Agenda for Improvement David Raffe and Ken Spours An index is also included

**Reflexive Ethnography** Charlotte Aull Davies, 2012-08-06 Reflexive Ethnography is a unique guide to ethnographic research for students of anthropology and related disciplines It provides practical and comprehensive guidance to ethnographic research methods but also encourages students to develop a critical understanding of the philosophical basis of ethnographic authority Davies examines why reflexivity at both personal and broader cultural levels should be integrated into ethnographic research and discusses how this can be accomplished for a variety of research methods This revised and updated second edition includes a new chapter on internet based research and interethnography chapters on selection of topics and methods data collection and analysis and ethics and politics of research practical advice on writing up ethnographic study new and updated research examples Postmodernist relativism can lead to an over emphasis on reflexivity that denies the possibility of social research Reflexive Ethnography utilises postmodernist insights incorporation of different standpoints exposure of the intellectual tyranny of meta narratives but proposes that reflexive ethnographic research be undertaken from a realist perspective Reflexive Ethnography will help students to use and understand ethnographic research practices that fully incorporate reflexivity without abandoning claims to develop valid knowledge of social reality

**Assessment Policy Reform** Tina Isaacs, Iasonas Lamprianou, 2020-05-21 This book highlights the impact of policy and politics on assessment across the globe With contributions from England the Irish Republic Northern Ireland Norway Sweden Switzerland and Wales it explores state led assessment policies and practices that have been the subject of much debate We are experiencing a shift from using assessments especially national tests as measurement instruments designed to produce information to a reliance on tests to influence policy and instruction Once tests become high stakes for students teachers and schools even those that might have been reasonable monitors of educational success can lose dependability and credibility However not all countries assessment policies follow the same model and the contributors explore and analyse a range of different national and supra national assessment policy approaches and perspectives The chapters identify the impetus behind changing assessment policies and practices and analyse ways forward and innovative approaches Readers can draw their own conclusions about which model s can provide the best outcomes for learners surely the most important part of the equation This book was originally published as a special issue of Assessment in Education Principles Policy Practice

**The BERA-Sage Handbook of Research-Informed Education Practice and Policy** Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin Reardon, 2025-06-19 One of the most pressing topics

worldwide is how we can improve education to enhance people's life chances. The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education. Through detailed examinations of educational policies, practices, values and research methodologies, the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide. Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it. Across six parts and fifty two chapters, the authors and editors explore a myriad of critical topics including using research to promote equity within education systems, rethinking pedagogy and knowledge mobilisation through practitioner led inquiry. New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts. Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts, humanities, natural sciences and social sciences. This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice. Featuring a truly diverse team of scholars to account for global perspectives, the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars, researchers, students and practitioners who are interested in the new frontiers in education research, policy and practice.

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Part Five: Curriculum, pedagogy and assessment  
Part Six: Practitioners and learners as researchers

*Parents, Personalities and Power* Huw Thomas, Colin H. Williams, 2013-04-30  
*Parents, Personalities and Power* Welsh medium Schools in South east Wales is the first volume ever published to investigate in depth the interdependent influences on the phenomenal growth of such schools over the last half century. Derived from a sustained research investigation based in the School of Welsh, Cardiff University 2003-8, the research is set within a constantly evolving linguistic, social and political society. The authors underline the international interest in the sustainable and continuing growth of the Ysgolion Cymraeg and as the title suggests, note the various powers that have influenced the shaping of the Welsh school movement. These reflect the increased interest in the language and identity of Wales and the future challenges these schools face.

*Towards a More Equal Society?* John Hills, Tom Sefton, Kitty Stewart, 2009-02-25  
When New Labour came to power in 1997, its leaders asked for it to be judged after 10 years on its success in making Britain a more equal society. This volume provides an independent assessment of the success or otherwise of New Labour's policies.



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