

Index Of Community Socio Educational Advantage

Susanne Gannon, Margaret Somerville

Oral health of Australian children Loc G. Do, A. John Spencer, 2016-11-01 This collaborative work provides a detailed snapshot of child oral health in Australia. In doing so, it describes the levels of dental caries and its components, dental fluorosis and other oral health conditions and how they vary by social characteristics. It also describes protective factors such as toothbrushing, the use of fluoridated toothpastes and making dental visits. The 2012-14 National Child Oral Health Study (NCOHS) was a cross-sectional study of the child population aged 5 to 14 years in Australia. A total of 24,664 children from 841 participating schools completed the study. The study sample was selected in a complex multistage, stratified sampling design. Sophisticated weighting procedure was employed to adjust for variations in probabilities of selection and response rates. Therefore, this report presents estimates as representative of child oral health in Australia. Information was collected via a parental questionnaire and a detailed dental examination by trained dental professionals.

OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment OECD, 2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality, equity and efficiency of school education.

OECD Reviews of Evaluation and Assessment in Education: Australia 2011 Santiago Paulo, Donaldson Graham, Herman Joan, Shewbridge Claire, 2011-10-28 This book provides, for Australia, an independent analysis of major issues facing its educational evaluation and assessment framework, current policy initiatives, and possible future approaches.

Contemporary Issues of Equity in Education Susanne Gannon, Margaret Somerville, 2014-10-02 Contemporary Issues of Equity in Education argues that equity and social justice must be brought back to the centre of discussions about education. It traces international, system-wide and local effects of policies that increase marketization and competition between students, schools and systems, whilst erasing wider considerations of the socio-cultural contexts that shape educational experiences and outcomes. Leading researchers interrogate the design of educational systems for social justice, fairness and inclusion at multiple levels from classrooms and schools through to universities and initial teacher education. Chapters trace the ways in which gender, ethnicity, class, and refugee experiences intersect with indices of socio-economic disadvantage in ways that directly impact on young people's learning and on the pedagogical work of teachers. The book

demonstrates collaborative and inclusive approaches for researching schooling in disadvantaged communities. It offers strategies and practices for reimagining schools and universities in ways that enable young people in high poverty and culturally and linguistically diverse communities to effectively engage with education.

Nonparametric Estimation of Educational Production and Costs using Data Envelopment Analysis Vincent Blackburn, Shae Brennan, John Ruggiero, 2014-06-07 This book provides a complete analysis of educational production and costs using the nonparametric technique known as Data Envelopment Analysis (DEA). The book focuses on estimation of technical, allocative and scale efficiency in the public sector characterized by the influence of exogenous socio-economic variables. State of the art DEA models will be presented and fully discussed. Specific education topics important to policy makers including adequacy, technical, allocative and scale efficiency, productivity and environmental costs will be analyzed. To illustrate how these techniques can be applied to school systems worldwide, the authors use data on Australian elementary and high schools to develop nonparametric measures that will help inform current policy debate in Australia. The purpose of the book is to provide a comprehensive analysis of educational production using numerous public sector DEA models. We provide a review of DEA with SAS programming code to estimate technical, scale and allocative efficiency in chapter 2. In chapter 3, we extend the DEA models to control for exogenous factors of production. SAS code is also provided to estimate all public sector models. We use simulated data to illustrate the results. Chapters 4–6 provide a complete analysis of the primary and secondary schools. We analyze input and output oriented models and derive measures of technical, allocative and scale efficiency. We also provide estimates of environmental costs that arise from schools facing different operating environments based on socioeconomic conditions. In addition, we show how DEA can provide insight on adequacy—the minimum cost of providing a pre-defined adequate education. The models presented are consistent with public sector production in general and educational production in particular. We also provide a complete analysis of educational productivity for both primary and secondary schools using state of the art public sector Malmquist measures. The authors use current data on Australian schools to highlight important policy questions related to efficiency and productivity given concerns that schools are not allocatively scarce resources in an economic efficient way. This research focus comes at an important watershed moment in the Australian Federal Governments' current involvement in designing new nationally consistent funding models for both government and non-government schooling sectors with effect from 2014. A new National School Resourcing Standard is proposed to be implemented signaling a move to resource adequacy, school efficiency and value for money dimensions. These standards are consistent with the measures presented and estimated in this book. As a result, the models implemented in this book can serve as the basis to evaluate the funding changes associated with the transition from a 'centralized' to a new 'decentralized' set of school funding arrangements.

The Autonomy Premium Brian J Caldwell, 2016-09-01 The Autonomy Premium is a concise response to the popular and

often loosely defined debate about whether higher levels of student achievement may flow from autonomy in school management and professional practice.

Experience of School Transitions Stephen Billett, Greer Johnson, Sue Thomas, Cheryl Sim, Stephen Hay, Jill Ryan, 2012-06-22 Leaving school, whether to move on to training, work or education, is a fundamental rite of passage the world over. This volume draws on a wealth of international sources and studies in its analysis of the 'transitions' young students make as they move on from their secondary schooling. It identifies how these transitions are planned for by policymakers, enacted by school staff and engaged with by students themselves. With data from a range of nations with advanced industrial economies, the book delineates how the policies relating to these transitions need to be conceived and implemented, how the transitions themselves are negotiated by young people, and how they might be shaped to meet the varied needs of the students they are designed to help. The authors argue that the relationship, often complex, between what schools provide in the way of preparation, and the ways in which students take up what is on offer, is the crucial nexus for understanding the experience of transitions by young people, and for enhancing that experience. With a host of case studies of transition policies themselves, as well as evaluative data on how they were received by the school leavers whom they were designed for, this valuable addition to the educational literature deserves to be read by all those with roles in preparing the young for their journey into a complex adult world full of pitfalls as well as opportunity.

Diversities in Education David Mitchell, 2016-10-04 *Diversities in Education* is a challenging text that will help educators, teacher educators and trainee teachers to be more effective in teaching a range of diverse learners. It covers five major categories of difference: sex and gender; social class and socio-economic status; race, ethnicity and culture; beliefs and religion; and different abilities and asks the urgent questions all policy-makers, educators and students should consider: Why should we value diversity and human rights? How can inclusive education accommodate diversity? How do society's aspirations for cohesion and harmony impact on people who are different? What meanings are given to differences, culturally and historically? Should educators seek to accentuate, eliminate, reduce or ignore differences? By drawing attention to the latest research into the most effective educational policies and practices, this insightful book suggests strategies for meeting the challenges being posed in an era of superdiversity. It's a crucial read for any training or practising educator who wants to address the issue of diversity, learn effective ways to reach all learners and create more inclusive and harmonious societies.

Middle-class School Choice in Urban Spaces Emma E. Rowe, 2016-12-01 *Middle-class School Choice in Urban Spaces* examines government-funded public schools from a range of perspectives and scholarship in order to examine the historical, political and economic conditions of public schooling within a globalized, post-welfare context. In this book, Rowe argues that post-welfare policy conditions are detrimental to government-funded public schools, as they engender consistent pressure in rearticulating the public school in alignment with the market, produce tensions in serving the more historical

conceptualizations of public schooling, and are preoccupied by contemporary profit-driven concerns. Chapters focus on public schooling from different global perspectives, with examples from Chile and the US, to examine how various social movements encapsulate ideologies around public schooling. Rowe also draws upon a rich, five-year ethnographic study of campaigns lobbying the Victorian State Government in Australia for a brand-new, local-specific public school. Critical attention is paid to the public school as a means to achieve empowerment and overcome discrimination, and both a local and global lens are used to identify how parents choose the public school, the values they attach to it, and the strategies they use to obtain it. Also considered, however, are how quality gaps, distances and differences between public schools threaten to undermine the democracy of education as a means for individuals to be socially mobile and escape poverty. This book makes an important contribution to our understanding of global social movements and activism around public education. As such, it will be of key interest to researchers, academics and postgraduate students in the field of education, specifically those working on school choice, class and identity, as well as educational geography.

Exploring Education Policy Through Newspapers and Social Media Aspa Baroutsis, Bob Lingard, 2023-06-07 Exploring Education Policy Through Newspapers and Social Media offers an original, theorised, and empirically based account of contemporary (re)presentations, (re)articulations, and (re)imaginings of education policy through news and new media. In its thorough exploration of the uses and effects of newspapers and Twitter in education policy, the book provides a detailed, research-based account of media influences, and opens up multiple future research agendas in media sociology and policy sociology in education. The authors place an important, analytical focus on mediatisation and social mediatisation or deep mediatisation, and how both have effects and affects in education policy and politics. Their analyses situate these, sociologically, within changing societies, changing media, and changing education policy. The book also explores the effects of datafication and digitalisation of the social in all forms of media and their manifestations in morphing imbrications between the global, the national, and the local in education policies. This book will be of great interest to researchers, scholars, and higher degree research students in the domains of media sociology and policy sociology of education. It also will be of interest to policymakers and politicians in education, teacher unions, and education activists, journalists, and those concerned about the impacts of the decline in legacy media and the surveillance and commercialisation possibilities of new media.

Multilingual Education Yearbook 2020 Wenhao Tao, Indika Liyanage, 2020-02-27 This book focuses on the challenges of teaching in diversely multilingual classrooms, discussing how these challenges and complexities interact in the preparation of teachers (language & content areas) in and for multilingual settings, and how they impact on educational processes, developments, and outcomes. Teacher education in multilingual contexts is a key topic and occupies an important position in efforts to improve educational outcomes and quality for all stakeholders. It is seen as essential for competitive

participation in global economic activity and for providing opportunities to enjoy the benefits of increased prosperity. Teacher education is generally expected to address both the demand for multilingualism and the challenges of teaching in diversely multilingual classrooms, which are important foci at policy and institutional levels. For example, the demand for quality outcomes is manifested in state-administered standards and performance cultures that regulate entry and practices, and poses ethical and pedagogic dilemmas for teachers. This book presents high-quality empirical research on education in multilingual societies, highlighting findings that, in addition to providing descriptions of language learning, development, and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies.

Strong Performers and Successful Reformers in Education Delivering School Transparency in Australia National Reporting through My School Zanderigo Tony, Dowd Elizabeth, Turner Sarah, 2012-06-28 This case study describes the policy-making process in Australia leading to the public release of information on every school in Australia through the My School website.

Complexity and Simplicity in Science Education David Geelan, Kim Nichols, Christine V. McDonald, 2022-01-25 This edited volume brings together a broad range of international science education studies, focusing on the interplay of teaching and learning science. It recognizes the complexity present in today's education, associated with major science related issues faced by society, such as climate change, diseases and pandemics, global conflicts over energy, food and water. The studies discussed in this volume are focused on presenting different opportunities to teach these convoluted matters in order to find simplicity within the complexity and make it accessible to learners. They bring together the challenges of preparing the students of today to become scientifically informed citizens of tomorrow.

Data for Learning Husein Abdul-Hamid, 2017-09-21 Data are a crucial ingredient in any successful education system, but building and sustaining a data system are challenging tasks. Many countries around the world have spent significant resources but still struggle to accomplish a functioning Education Management Information System (EMIS). On the other hand, countries that have created successful systems are harnessing the power of data to improve education outcomes. Increasingly, EMISs are moving away from using data narrowly for counting students and schools. Instead, they use data to drive system-wide innovations, accountability, professionalization, and, most important, quality and learning. This broader use of data also benefits classroom instruction and support at schools. An effective data system ensures that education cycles, from preschool to tertiary, are aligned and that the education system is monitored so it can achieve its ultimate goal—producing graduates able to successfully transition into the labor market and contribute to the overall national economy. *Data for Learning: Building a Smart Education Data System* and its forthcoming companion volume shed light on challenges in building a data system and provide actionable direction on how to navigate the complex issues associated with

education data for better learning outcomes and beyond. *Data for Learning* details the key ingredients of successful data systems, including tangible examples, common pitfalls, and good practices. It is a resource for policy makers working to craft the vision and strategic road map of an EMIS, as well as a handbook to assist teams and decision makers in avoiding common mistakes. It is designed to provide the “how-to” and to guide countries at various stages of EMIS deployment. A forthcoming companion volume will focus on digging deeper into the practical applications of education data systems by various user groups in different settings.

International Perspectives on Literacies, Diversities, and Opportunities for Learning Cynthia Brock, Beryl Exley, Lester- Irabinna Rigney, 2023-07-11 This book explores the conceptual framework, opportunities for learning, as a transaction between literacy learners, mediating agents, and the literacy content to be learned within social, cultural, and historical contexts. With contributions from top scholars from around the world, the chapters in this book provide a window into the varied ways learners, their families, educators, and researchers have co-constructed opportunities for learning in a range of PK-12 classrooms, community settings, and university classrooms across the globe. Building on decades of existing scholarship, contributors conceptualize literacy as social practice and discuss a variety of literacies—including engineering literacies, community literacies, and bilingual and multicultural literacies and more—through real-world and insightful examples. By situating literacy learning in the complex social, cultural, and historical contexts in which students, teachers, and families live and work, chapter authors provide nuanced, qualitative, and deeply profound views of literacy learning. Critical and informative, with a myriad of examples on co-constructed opportunities for learning, this volume is an essential text for graduate courses on literacy education, and for literacy researchers, teacher educators, and teachers.

Leading under Pressure Stephanie Chitpin, Robert E. White, 2022-08-15 Divided into three sections, this volume firstly seeks to explore social contexts of educational leadership. The second section explores the experiences of educational leaders in various contexts, while the third section of this volume looks at the consequences, unintended and otherwise, of the neoliberal commodification of education.

Visual Research Methods in Educational Research Julianne Moss, Barbara Pini, 2016-04-12 Have you noticed there is a burgeoning take up of visual research in education? Are you considering using visual research as part of your next research project or revitalising your research methods course? For researchers who are new to the field of VRMs in education there is little critical literature on the subject. This book addresses the gap in the literature and brings together some of the leading educational researchers engaging and reflecting on the visual from Australia, the UK and Canada. Encapsulated in a single volume, this book sets out theoretically grounded discussions of the possibilities and challenges of the approach for educational researchers around four key themes: images of schooling, performing pedagogy, power and representation and ethical issues in educational research.

High-Stakes Testing in Education Theo J.H.M Eggen, Gordon Stobart, 2015-10-14 High-stakes educational testing is a global phenomenon which is increasing in both scale and importance. Assessments are high-stakes when there are serious consequences for one or more stakeholders. Historically, tests have largely been used for selection or for providing a 'licence to practise', making them high-stakes for the test takers. Testing is now also used for the purposes of improving standards of teaching and learning and of holding schools accountable for their students' results. These tests then become high-stakes for teachers and schools, especially when they have to meet externally imposed targets. More recent has been the emergence of international comparative testing, which has become high-stakes for governments and policy makers as their education systems are judged in relation to the performances of other countries. In this book we draw on research which examines each of these uses of high-stakes testing. The articles evaluate the impact of such assessments and explore the issues of value and fairness which they raise. To underline the international appeal of high-stakes testing the studies are drawn from Australia, Africa, the Caribbean, Europe, former Soviet republics and North America. Collectively they illustrate the power of high-stakes assessment in shaping, for better or for worse, policy making and schooling. This book was originally published as a special issue of *Assessment in Education: Principles, Policy & Practice*.

Socially Just Educational Leadership in Unjust Times Katrina MacDonald, 2024-01-01 This book offers a richly observed study of three principals working in some of the most disadvantaged primary schools in Victoria, Australia. It explores their social justice understandings and practices in working to improve the educational outcomes for children in their schools, through autobiography, biographical interviews, in-depth interviews and observations. The work looks into their life histories, the formation of their primary and secondary habitus, and uncovers and examines their encounters with the public education field. Drawing on Pierre Bourdieu's theory of practice and his 'thinking tools', the book investigates how the principals' understandings of social justice are shaped by the intersection of their life and work histories. This book is of interest to educational leadership scholars interested in the application of critical theory to studies of leadership. The book provides an exemplar for the application of Bourdieu's theory of practice, and it makes a strong contribution to Bourdieusian scholarship, social justice scholarship and educational leadership scholarship.

Education Policy and the Australian Education Union Andrew Vandenberg, 2018-03-09 This book focuses on the politics of teacher resistance to the formation and implementation of neoliberal education policies in Australia. It argues that policies such as publishing examination test results online amounts to auditing teachers' work, and assumes incompetence from teachers, which ultimately results in diverting teachers from their true professional responsibilities. The book outlines the rise of transnational networks that promote market-oriented methods of achieving social objectives, such as good education for all students, and considers a range of explanations for why this education policy was strengthened in Australia in 2010. It also reviews a range of arguments about professional unionism, and reflects on the history of the Australian

Education Union and its capacity to resist social neoliberalism. The book concludes by reporting on a case-study in which principals, teachers and parents at two ordinary schools in Australia have managed to keep market forces at bay. It will appeal to students and researchers in the fields of education and sociology, particularly those interested in education policy, political ideology, unionism, and schools.

Embracing the Beat of Appearance: An Psychological Symphony within **Index Of Community Socio Educational Advantage**

In a global eaten by screens and the ceaseless chatter of fast connection, the melodic beauty and psychological symphony developed by the prepared word usually disappear in to the backdrop, eclipsed by the constant sound and disruptions that permeate our lives. Nevertheless, nestled within the pages of **Index Of Community Socio Educational Advantage** a wonderful literary value filled with fresh feelings, lies an immersive symphony waiting to be embraced. Crafted by an elegant musician of language, that interesting masterpiece conducts visitors on a mental trip, well unraveling the hidden tunes and profound affect resonating within each cautiously constructed phrase. Within the depths of this touching assessment, we can explore the book is central harmonies, analyze its enthralling publishing model, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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