



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECDE 7017

Exploring Contemporary Issues in Education 1: Policy Review and Critical Analysis Session 4: 20th October 2026

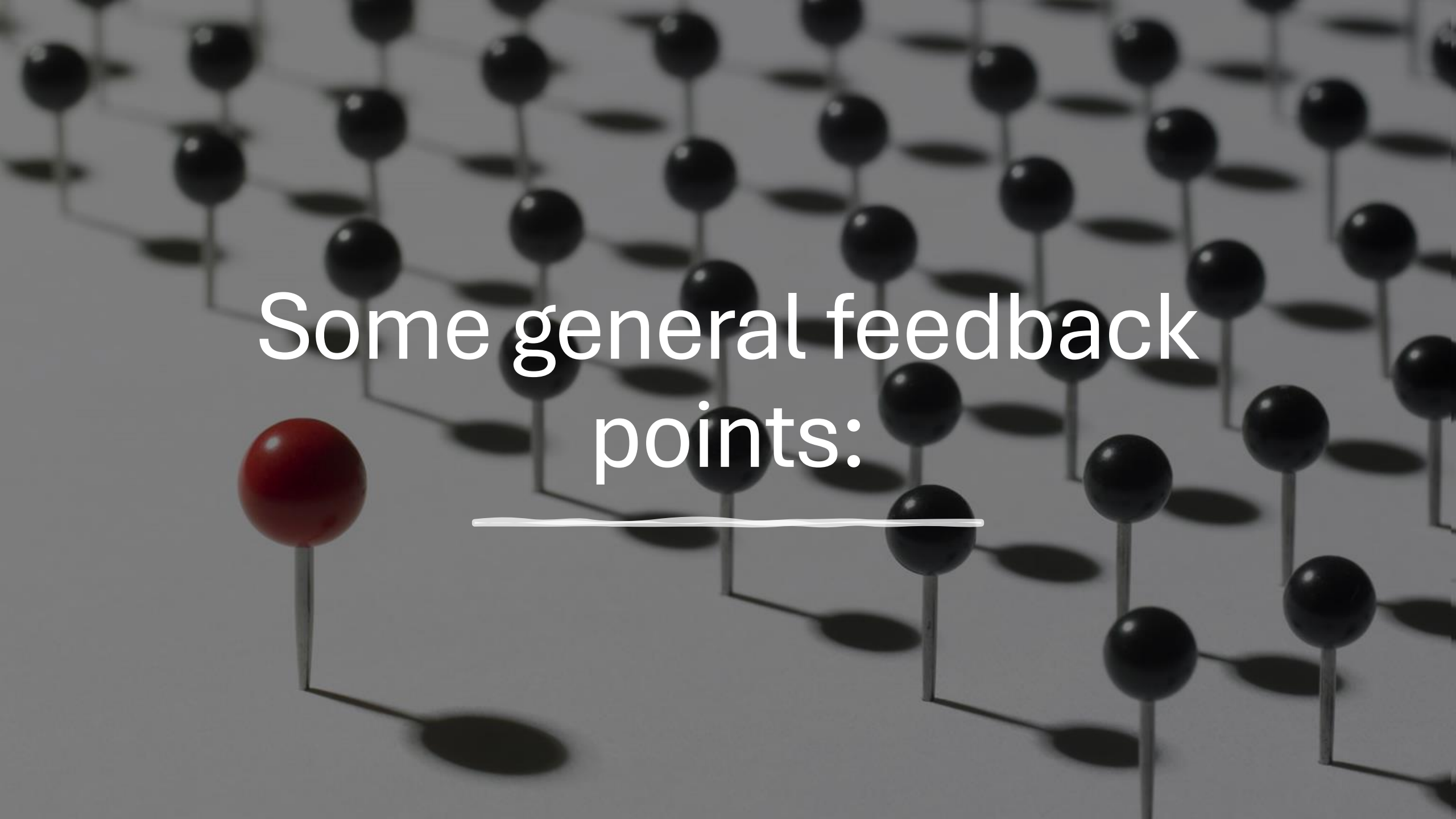
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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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Reflection on feedback:

The background of the slide features a molecular model. It consists of numerous black spheres, each mounted on a thin metal pin. These pins are connected by thin black lines, creating a complex, interconnected network that resembles a crystal lattice or a molecular structure. The spheres are arranged in a somewhat regular pattern, though with some variations in height and orientation. A single red sphere, also mounted on a pin, is positioned in the lower-left foreground, standing out from the black ones. The entire scene is set against a light gray background.

Some general feedback
points:

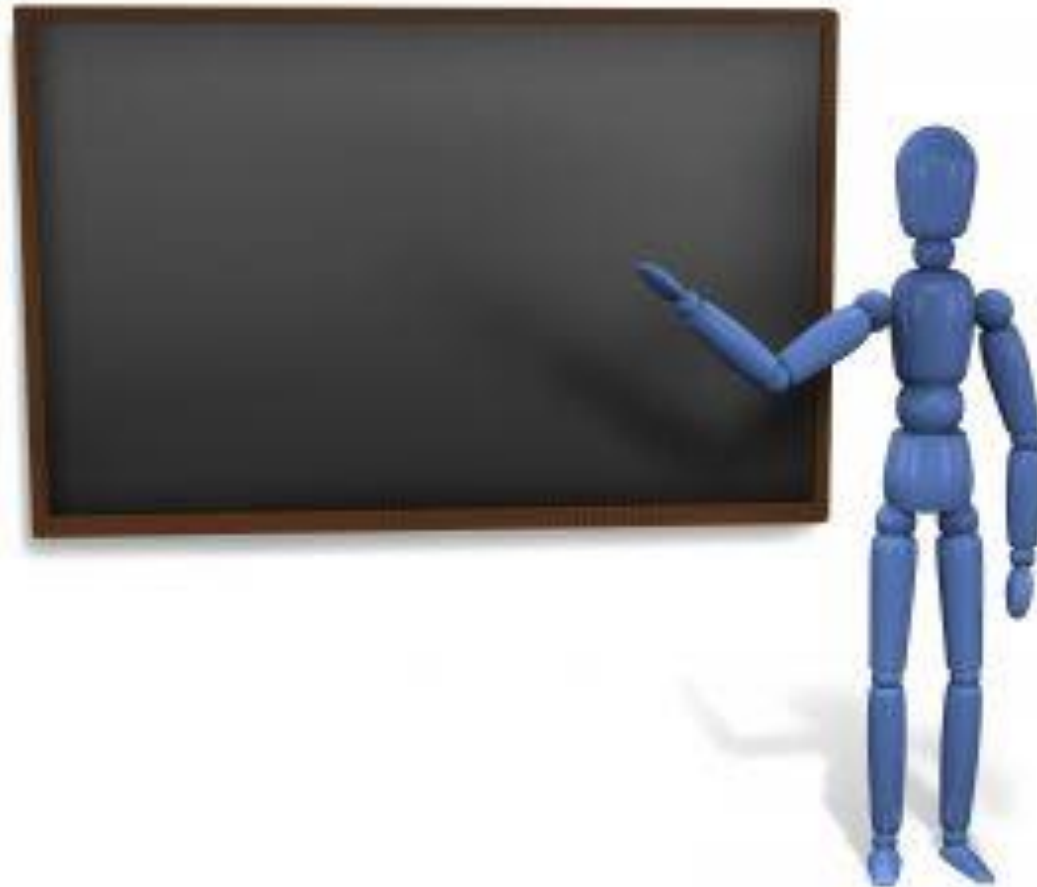


Refer to assessment specification:

Support all points with
relevant literature

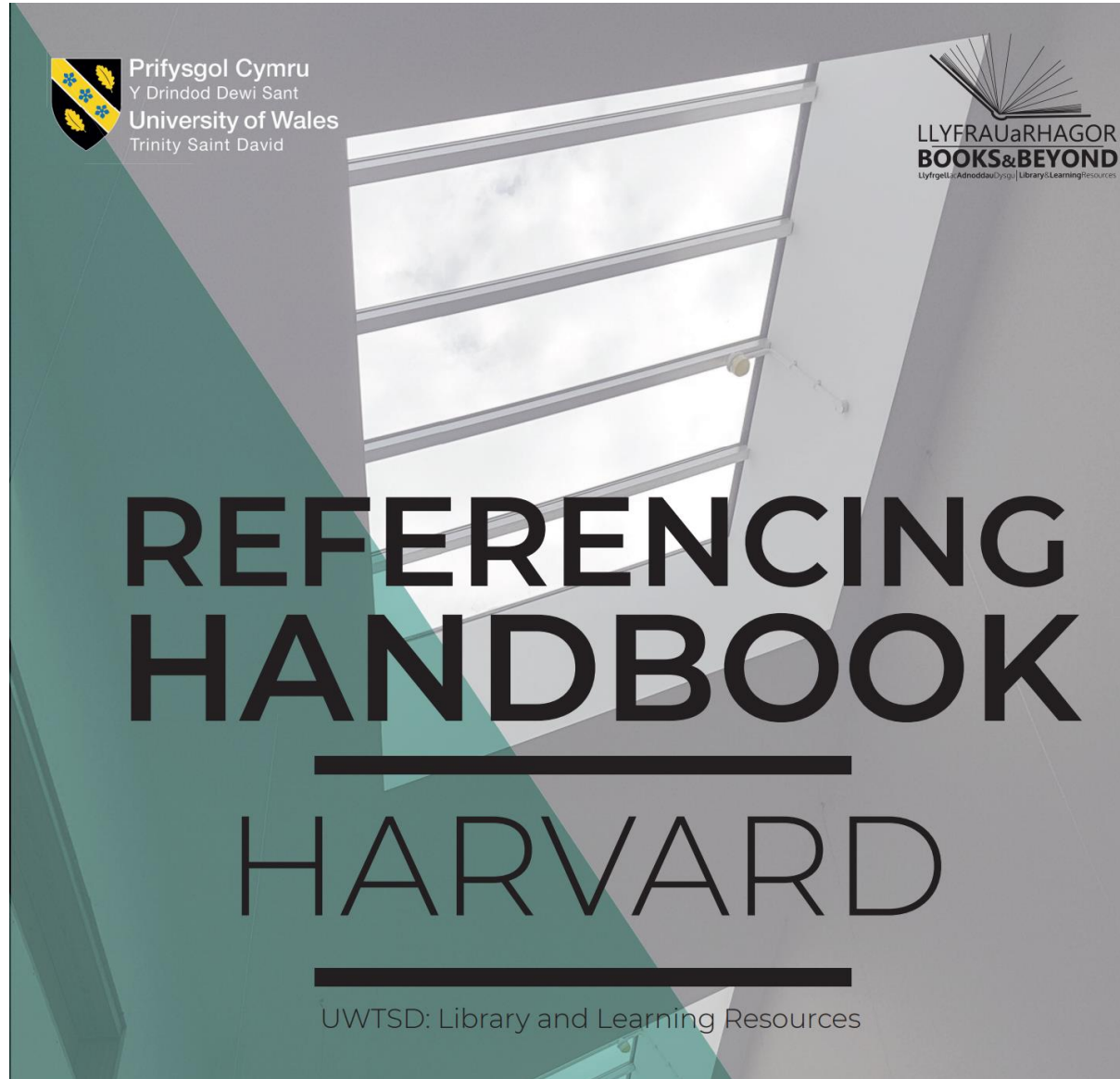


Where to
locate
sources:



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Referencing





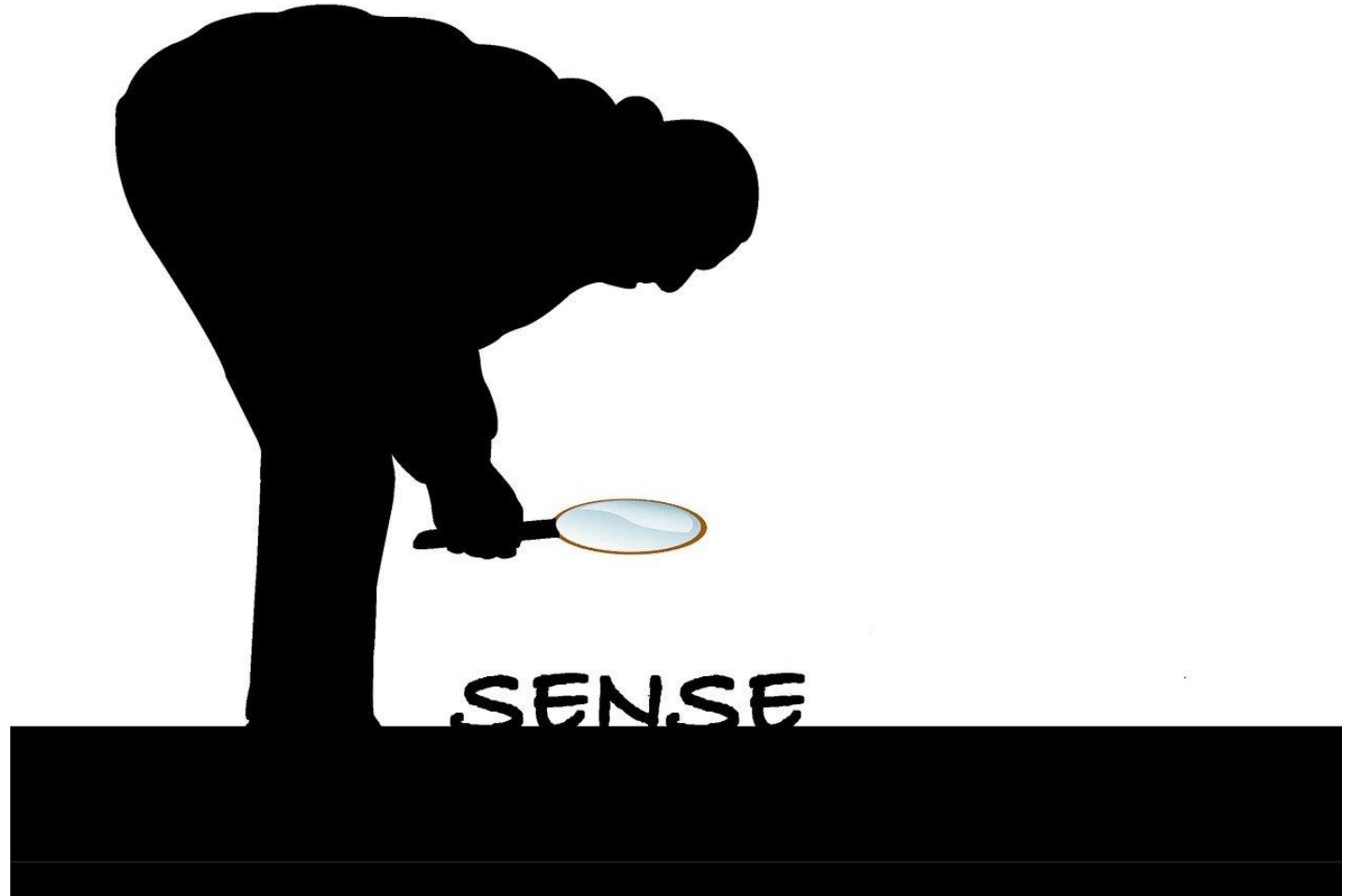
Making assumptions/ asserting
points without evidence

$$X = Y$$

Pace:



Say a lot
about a
little...



What does
policy build
upon?

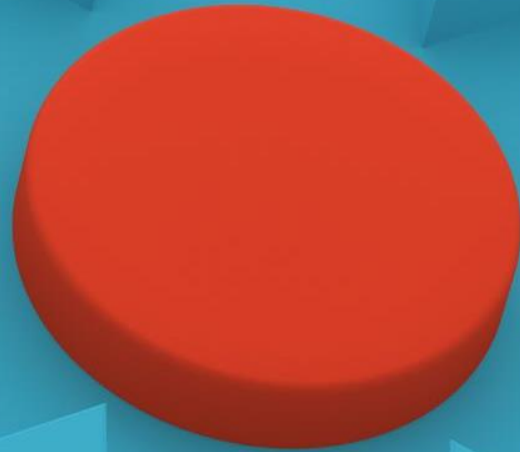


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Reading
verbatim
from slides



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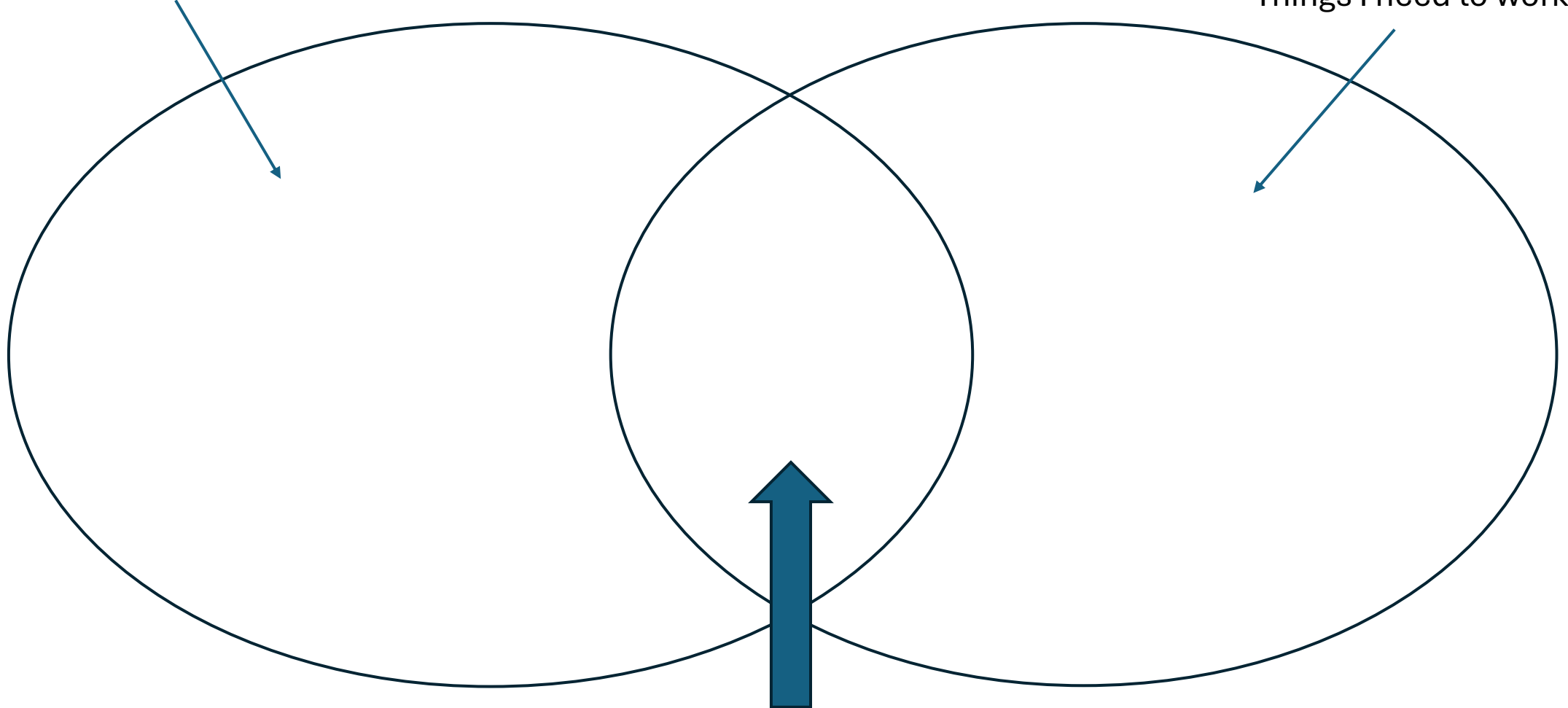


Improvement Venn Diagrams

Improvement Venn Diagram

Things that are going well

Things I need to work on



Things that I can action

Task: small group discussion



Consider the issues and priorities in education that you have identified



What might support the implementation of policy surrounding this issue?



What barriers or challenges might there be?

Policy
levers





Policy analysis frameworks

Taylor et al. (1997) – context, texts and consequences

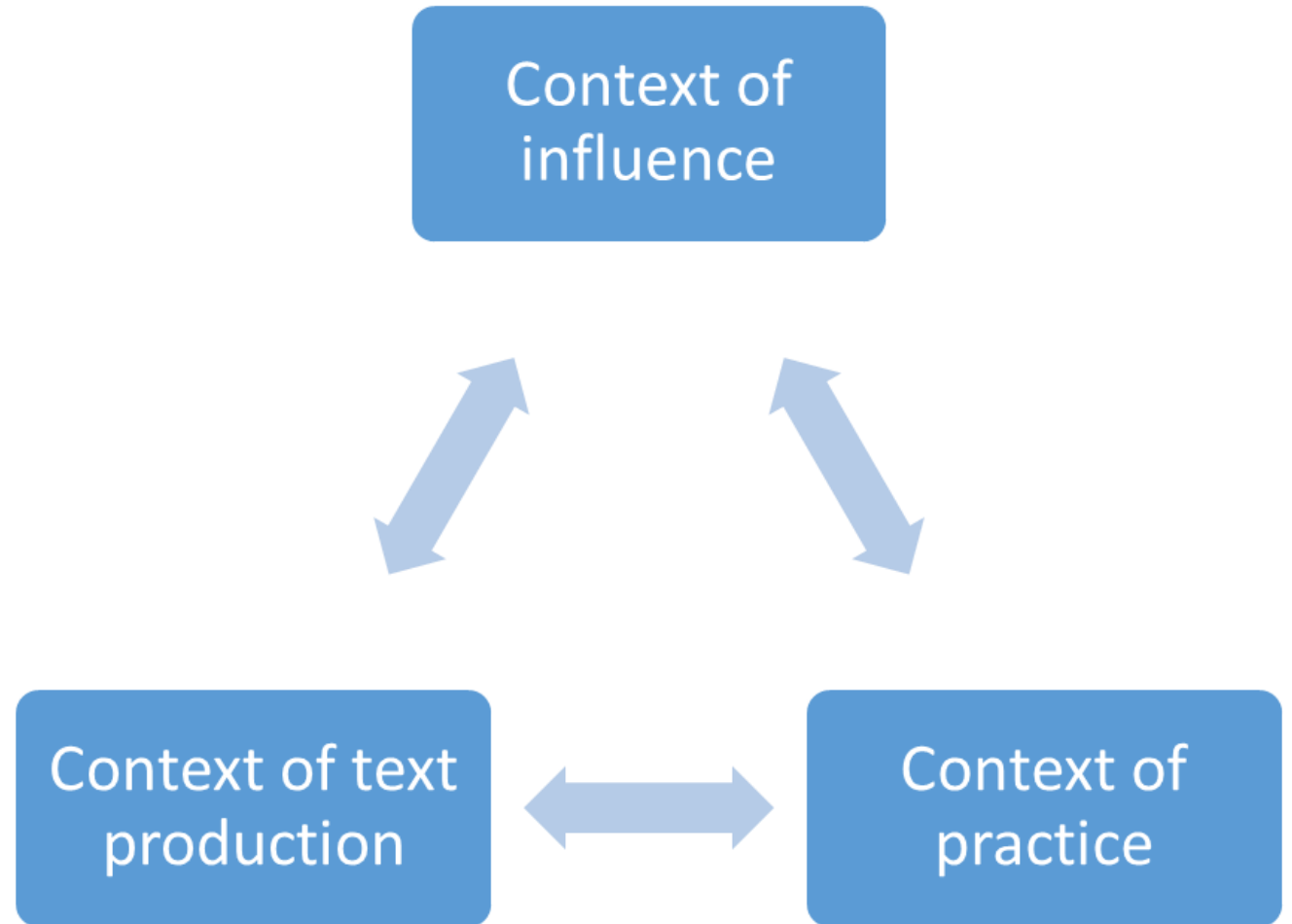
Ball (1993) – text, discourse and effects

Rizvi & Lingard (2010) – contextual, textual and outcomes

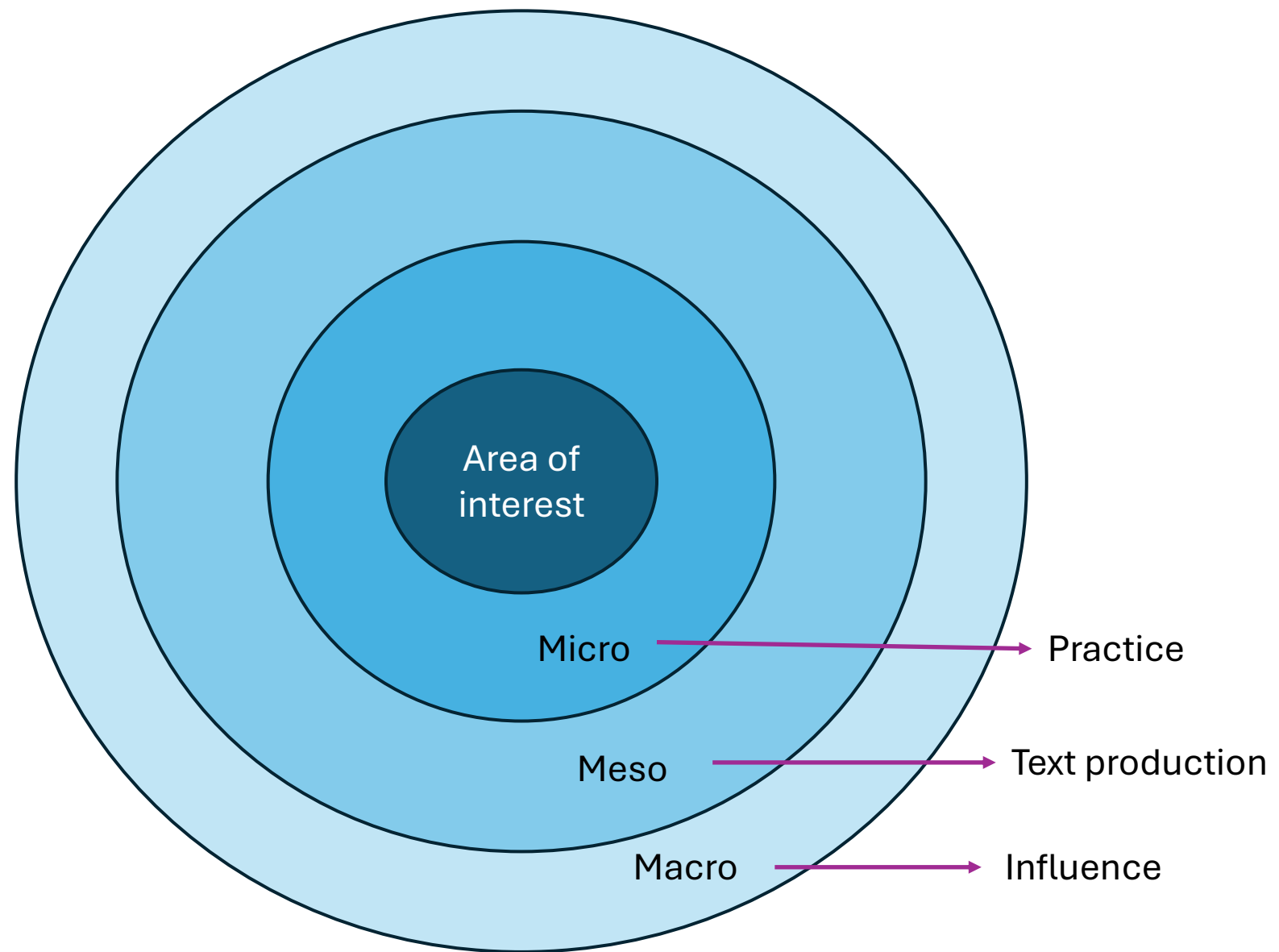
Taylor et al. (1997): Context Text Consequences

- **Context** – What led to the development of a specific policy? Who or what influenced its introduction/development? How is it historically situated? What are the economic, social and political factors at play? To what extent does it build on, or break with, previous policy
- **Texts** – What is the content of the policy itself? How is the policy presented (and by whom)? What are its aims and objectives? What are its values and are these explicit, or implicit? Does the policy require action, if so what and by whom? What is the policy assemblage? What is missing from the policy (silences)?
- **Consequences** – How is policy interpreted and then implemented? How does this vary from region to region, from school to school, from classroom to classroom, from teacher to teacher (policy refraction)?

Contexts of policy making...



(Bowe et al., 1992)





Influence (macro) – which key people/groups influenced the development of the policy?



Text production (meso) – what policy texts were produced at the time and since, and what did they contain? In what ways did they open up/shut down opportunities for action?

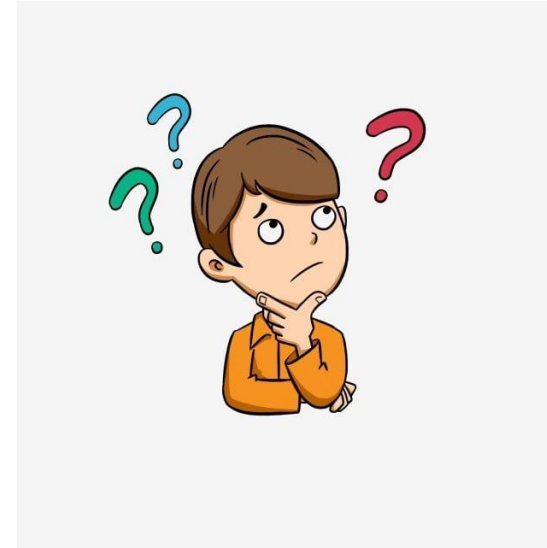


Practice (micro) – how were the policy texts interpreted in practice, and were there issues/challenges during implementation?

Questions that can form the basis of policy analysis (Taylor et al. 1997)

- What is the approach to education? What are the values relating to the curriculum, assessment and pedagogy?
- How are the proposals organized? How do they affect resourcing and organizational structures?
- Why was this policy adopted?
- On whose terms was the policy adopted? Why?
- On what grounds have these selections been justified? Why?
- In whose interests? How have competing interests been negotiated?
- Why now? Why has the policy emerged at this time?
- What are the consequences? In particular, what are the consequences for both processes (professional practice) and outcomes?

1. Where does it come from?
2. How does it work?
3. What is it *supposed* to do?
4. What does it *actually* do?
5. Whose interests does it serve?
6. Who does it exclude?



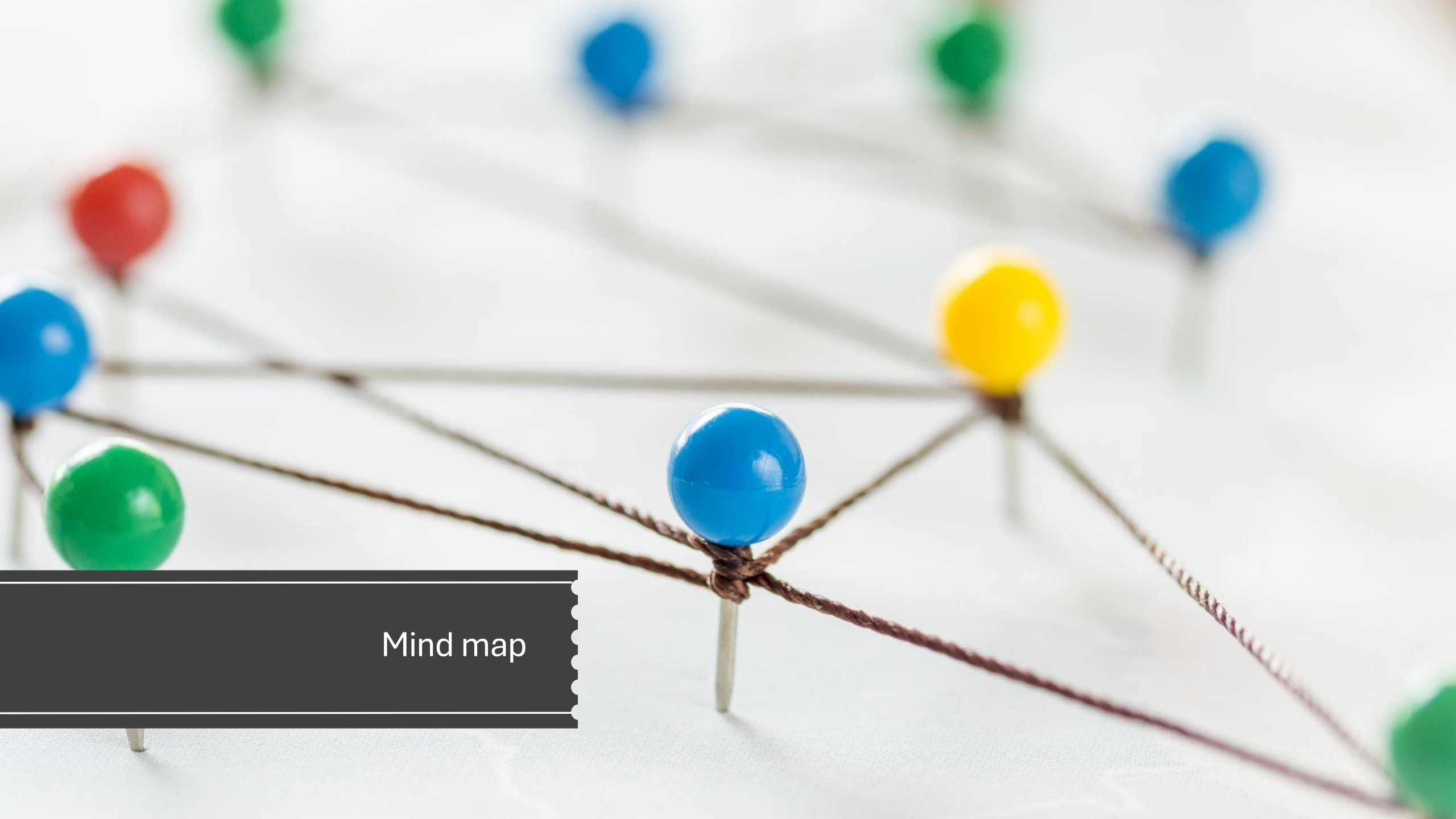
What has changed and what has stayed the same?

‘Educational change is almost always part of bigger changes in society, the economy and the state...’

(Ball, 2021)

Policy Analysis:

Context	Text	Consequence



Mind map



Any questions?

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