

EERA Network 23 Policy Studies  
and Politics of Education

Online Seminar Series 2021



This Policy Studies and the Politics of Education Seminar Series brings together a small number of leading academics in the education policy studies field, all of whom have a close relationship with EERA Network 23. We have two afternoon seminars and two morning seminars to accommodate the time zones of our speakers.

**Register for any or all of these seminars by emailing**

Peter Kelly, Link Convenor for Network 23: [peter.kelly@plymouth.ac.uk](mailto:peter.kelly@plymouth.ac.uk)

| Date                 | Central European Time | Title  | Speaker   |
|----------------------|-----------------------|--|---|
| Thursday 25 February | 10:00 - 11:15         | Navigating Crisis: A reflection on 2020, entangled space-times of education, revisionist work and learning, and making histories | Professor Terri Seddon<br>La Trobe University, Melbourne                          |
| Thursday 04 March    | 10:00 - 11:15         | Multiple Temporalities in Critical Policy Sociology in Education   | Professor Bob Lingard<br>Australian Catholic University                           |
| Tuesday 16 March     | 15:00 - 16:45         | Elites and Experts in Education Policy   | Professor Jenny Ozga<br>University of Oxford                                      |
| Tuesday 23 March     | 15:00-16:45           | Sedimentation and/or re-politicization of a highly marketized education system   | Professor Lisbeth Lundahl and<br>Professor Linda Rönnerberg<br>University of Umea |

Thursday 25<sup>th</sup> February at 10am - 11.15am CET

**Navigating Crisis: A reflection on 2020, entangled space-times of education, revisionist work and learning, and making histories**

Professor Terri Seddon, La Trobe University, Melbourne

*Terri Seddon is Professor Emeritus of La Trobe University in Melbourne and has over 35 years of experience as a researcher and teacher in Australian universities. Terri's academic work has taken her all over the world. Her projects on travelling policies and adult tertiary education speak into debates about the contemporary effects of globalising education and comparative sociology and transnational history.*

With the events of 2020 dislocating everyday life and education worldwide, this seminar considers how we make sense of these events as a basis for navigating forward from 2020. I approach this reflection through a funded research project that has investigating policy reform and policy effects in an 'integrated partnership' model of teacher education. With data collected between 2018 and 2020, we used our book writing to interrogate 2020 as a moment of crisis. I outline our understanding of 'crisis' as an entangled space-time and how this conceptualisation opened up policy history, partnership experience and professional knowledge building. Focusing on our final chapter, I suggest historical reading-writing can offer insights into educational knowledge building and how revising concepts, methods and practices of education becomes a process of making history in and beyond 2020.

Thursday 4<sup>th</sup> March at 10am - 11.15am CET

### Multiple Temporalities in Critical Policy Sociology in Education

Professor Bob Lingard, Australian Catholic University

*Bob Lingard is a Professorial Fellow in the Institute for Learning Sciences and Teacher Education at the Australian Catholic University, an Emeritus Professor at The University of Queensland and a Fellow of the Academy of Social Sciences in both Australia and the UK. His research focuses on education policy and his recent books include *Globalizing Educational Accountabilities* (Routledge, 2016) and *National Testing in Schools: An Australian Assessment* (Routledge, 2016).*

This paper argues that more focus on the temporal is needed in critical policy sociology in education. In so asserting, the paper extends the concept of 'historically informed' as included in the foundational definition of policy sociology in education proffered by Jenny Ozga in 1987. It is argued that the temporal aspect has been neglected in talk of new spatio-temporalities accompanying globalization. Different conceptions of the temporal are considered, including the chronologic, the aionic and kaironic. There are four foci to this extension of 'historically informed' to encompass the temporal, taken to refer to the complex relationships between past, present and future, namely: the changing historical concept/definition of policy; policy histories; the temporal construction work of policies; and changing spatio-temporalities and timespaces of policy in the context of globalization. To a considerable extent these have been neglected in policy sociology in education research and theorising and as such demand new research and theoretical work in the field. Looking back in time will help us understand the present and possible future in policy terms and relationships between them.

Tuesday 16<sup>th</sup> March at 3pm - 4.15pm CET

### Elites and Experts in Education Policy

Professor Jenny Ozga, University of Oxford

*Jenny Ozga is Professor Emeritus of the University of Oxford and was one of the founders of EERA Network 23, Policy Studies and Politics of Education. Her main research area is education policy in international comparative contexts, and she has focused especially on new forms of governance through collaborations with colleagues in the UK and Europe to develop theory and in empirical investigations.*

The seminar draws on work investigating the changing relationship between knowledge, expertise and policy, looking at the forms of knowledge available to policy actors and the effects of these changing knowledges (for example the growth of statistics, digital media and data) on the capacity of policy actors (including experts and elites) to govern education. The seminar compares the knowledge technologies and material processes available to policy elites and experts in the 1980s and in the contemporary context primarily in England, with European comparisons, assesses the impact of changes in the material production of knowledge on how elites and expertise are understood, and considers their implications for understanding knowledge-policy relationships. It will offer some initial ideas on the impact of the pandemic on expertise/policy relationships.

Tuesday 23<sup>rd</sup> March at 3pm - 4.15pm CET

Sedimentation and/or re-politicization of a highly marketized education system

Professor Lisbeth Lundahl and Professor Linda Rönnerberg, University of Umeå

*Lisbeth Lundahl is Professor in Educational Work at Umeå University and a visiting professor at University of Turku. Her research mainly concerns education policy, and young people's young people's trajectories and choices in policy, institutional and individual perspectives. She was one of the founders of the Swedish Educational Research Association.*

*Linda Rönnerberg is a Professor at the Department of Applied Educational Science, Umeå University and a Senior Research Fellow at the Department of Education, University of Turku. Her research focuses on education governance and politics with a particular focus on evaluation, privatization and internationalization in compulsory and higher education. Linda is also a Network 23 Convenor*

The globally increasing economic penetration of public education in the last few decades, and the detrimental effects, for instance increased social segregation, decreased democratic influence over education and impoverishment of curricula have been reported and analysed in numerous research studies. In many respects, commodification, privatization and marketization of education have reached a stage of retention, i.e. they have become institutionalized and normalized, and therefore hardly questioned in everyday life. The overriding matter that I want to discuss in this seminar concerns the prospects of a re-politicization of the sedimented state of business-making and competition in education and the conditions under which such a change could take place. I will take Sweden as a prominent example of institutionalization of far-reaching education marketization, including aggressive competition between schools over students and vouchers, and the establishment of huge school companies. Our interviews with leading Swedish system actors, including education business leaders and various interest organisation, reflect a predominant matter-of-fact view that school choice and a large private school sector will remain rather unchanged or will expand in the coming ten year-period. In contrast, and in line with the analysis of Verger and colleagues in 2017, we see few signs of organised resistance to such development. The interviews are part of an ongoing research project on privatization of education, *Hollowing Out of Public Education Systems? Private Actors in Compulsory Schooling in Finland, Sweden and New Zealand (HOPES)*, led by professor Piia Seppänen, University of Turku, Finland. If possible, the seminar will also include comments from team members from Finland and New Zealand.