

# NGLE Policy enactments:

Exploring tensions between 'old'  
and 'new', 'past' and 'present'

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# Notes on my PhD

## Policy enactment: Assembling NGLEs in schools



### Key question:

**How is NGLE policy enacted in schools?**



Four Catholic school sites - two primary and two secondary - selected for their changed infrastructural arrangements and their student-centred pedagogic approaches.



Older, established, schools  
  
(two 100 years old, one 75 years and one 50 years).



An observational case study using several approaches:  
  
two-day observations of teachers and students; digital photography and observation notes; and field diary



Paired and small group semi-structured interviews with leaders, teachers and students from each school –  
  
12 interviews with 22 interview participants

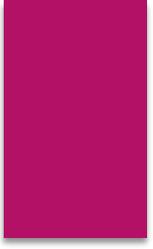
# This presentation

Tells three stories from the data around school leaders' policy practices and the subjectivities emerging.



## NGLE policy

Political strategy of reconfiguring the physical and technical infrastructural arrangements of schools in efforts to influence pedagogic practices of teachers and related learning practices of students to improve student learning outcomes.



Shaped by and shaping our desires

Teaching us what to see and not see

Rendering NGLE as open, flexible,  
collaborative, devaluing other relations



However, excluding some relations by promoting others does not completely hide diverse realities.

Making NGLE policy a highly contested topic

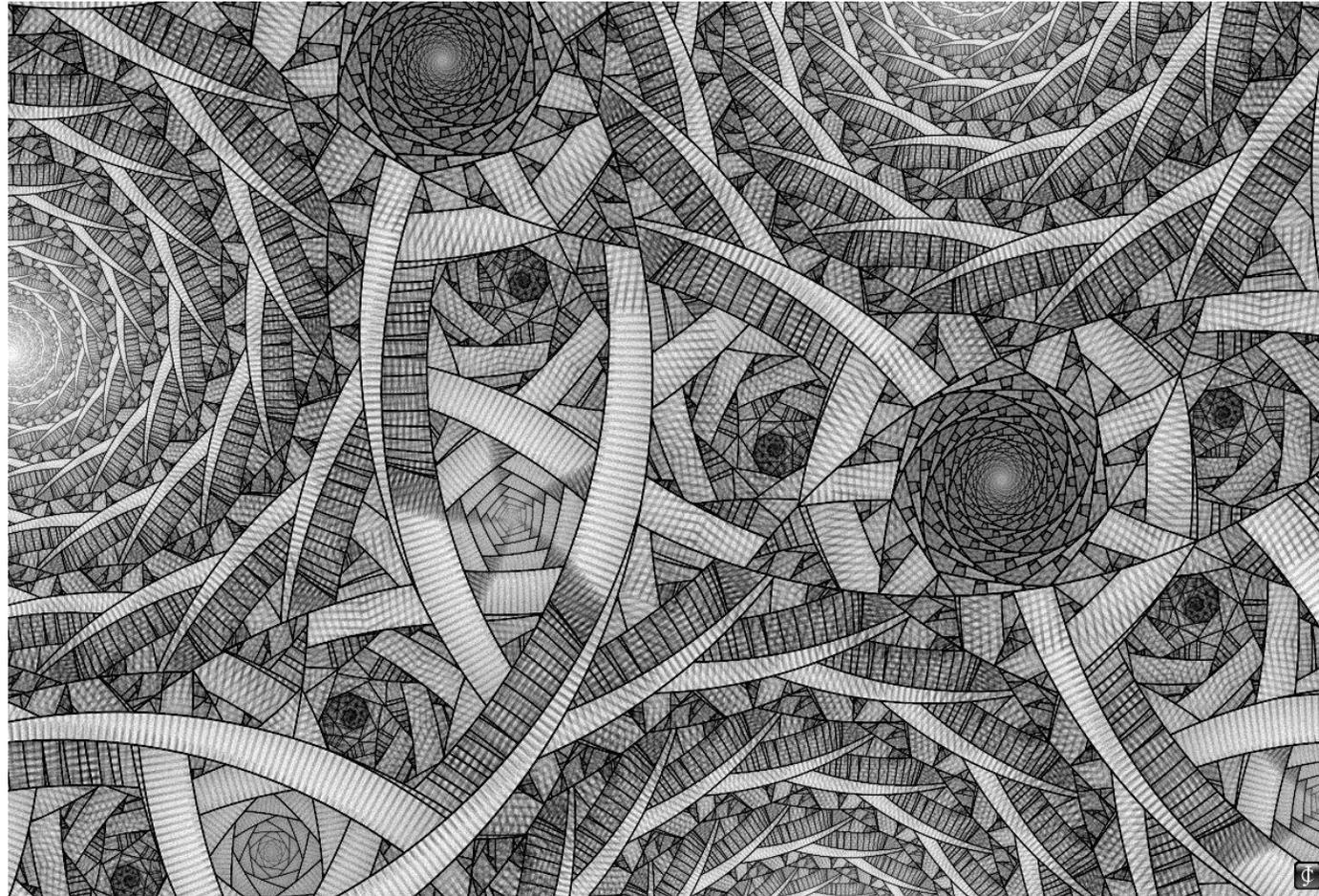
# Three stories from data

## **Composite leader: Principal 'Andy'**

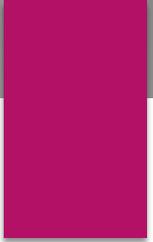
- ▶ NGLE-policy-leader-influencer assemblage

## **Composite school: St Constance Primary**

- ▶ NGLE-policy-leader-problematiser assemblage
- ▶ NGLE-policy-interference assemblage



*MC Escher Wallpaper 1200x800*



# Implications for NGLE policy leaders

The past remains in the present – entwining routines and habits in new (innovative) relational assemblages

The past is a necessary part of change processes

Acknowledging the continuities that exist between past and present practices may ease the tensions that some teachers and families experience when moving to work in or have their children learn in NGLEs