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**It’s not like it used to be!**

**Exploring the structural changes underpinning contemporary education policy**

Generally speaking, teachers and teacher educators’ ability to interpret the changing education policy directions impacting on their work is limited to explanations related to the local and national context. Hence broader structural changes are rarely identified as having relevance to changes in curriculum, pedagogy, assessment and new forms of management. It is argued in this paper that if both teachers and teacher educators are to come to terms with the questions of why and how education policies across the globe are moving in a particular direction, then three major structural changes need to be acknowledged and understood. These three are: the reconfigured state, globalisation and the new economy. As education policy is continually being framed by these structures teachers and teacher educators experience a loss of autonomy, an increase in surveillance and a need for compliance. If the teaching profession seeks to resist this continual undermining of their professionalism then its member must first be able to identify those contemporary structures influencing present-day policy

Teachers, teacher educators, policy writers

Dianne Cullen currently lectures in teacher education at the Australian Catholic University. Before entering the university sector she taught in both primary and secondary schools, specialising in teaching ESL students. Her PhD was titled *Pre-service teacher education in the postmodern state* and her current research focuses on the changing nature of teachers and teacher educators work using life history methodology.