Educational spaces as work places

Stream convenors
Susan McGrath-Champ, Work and Organisational Studies, University of Sydney, susan.mcgrathchamp@sydney.edu.au
Scott Fitzgerald, Graduate School of Business, Curtin University, s.fitzgerald@curtin.edu.au
Meghan Stacey, Sydney School of Education & Social Work, University of Sydney, meghan.stacey@sydney.edu.au

This stream calls for papers that critically address aspects of educational work, at all levels (university, vocational, school and early childhood education), and the industrial, political and social institutions that surround educational work, in particular relating to employment relations in the education sector.

The past three decades have seen intense transformation of education across the western world and in numerous emerging economies. In global north settings, notions of smaller government have encroached upon public educational funding and encouraged an array of non-public educational arrangements. Universities compete globally, more intensely than ever before. In school education, choice, competition and devolution within public sector systems of schooling has been an international policy priority. This has been particularly evident in the USA and UK, Australia's common 'reference societies', where greater control over and responsibility for schooling has been shifted to local levels. Other domains such as technical and vocational education have also been undergoing substantial changes. Commercialisation in education is intensifying such that 'edu-business' is big business, and now the conduit for education in some of the world's poorest nations (Lingard, Sellar, Hogan & Thompson, 2017).

While work intensification is not uncommon in the contemporary world of work, its presence in education holds particular importance. In one sense, by laying educational foundations, the teaching profession is the parent of all professions and occupations, and the basis upon which society is built and sustained. When the jobs of those who teach become pressured to a point which endangers the work of teachers, this may threaten the educational experiences of future generations and, therefore, the underpinnings of our society.

This stream seeks papers that critically analyse the work and employment of those who educate. Some suggested areas include, but are not limited to:

- the changing nature of educational work
- work-life balance and family considerations of those who educate
- work stress of teachers or other educators
- collective aspects of teaching and education
- teacher/educational union strategy
- temporary and precarious teaching work
- global and comparative aspects of educational work
- the effects of edu-business on teaching work
- gender, diversity and teaching work

Reference
Lingard B, Sellar S, Hogan A & Thompson G (2017). *Commercialisation in Public Schooling* (CIPS). New South Wales Teachers Federation: Sydney, NSW.