

# Index

- Action research, 56–59
- Adaptive problem solving, 131
- Additional ‘quasi-policy’ models, 56–59
- Additional policy models, 53–56
- Administrative operability, 35–36
- Adoption, 68
- Adult Professional Cultures (APCs), 145
- Agenda-setting, 67–68
- Agricultural analogy, 32
- Antiquated policies, preservation of, 159–160
- Auton v. British Columbia*, 35
- Bell and Stevenson’s policy framework, 70
- Block grant, 21
- Bridging, 97
- British North America Act*, 18–19
- Brokering, 97
- Budgeting, 68
- Buffering, 97
- Bullying, 124–125
- Canadian Labour Congress, 25
- Canadian province of Nova Scotia, 126
- Cannabis, 11
- Capacity building, 127
- Categorical funding, 21
- Central policy control, 21
- Charter of Rights and Freedoms* (1982), 22, 124–125
- Coherence, 95–96, 117–118, 148–149
- Collaborative cultures, 144–145
- Collaborative inquiry, 145–146
- Collaborative planning processes, 144
- Collaborative policymaking, inadequate, 110
- Communication, 39, 94–95, 128
- Compatibility, 131
- Conducive environments, 116–118
- Constituent policies, 13
- Constitution Act* (see *British North America Act*)
- Contemporary models of policy development, 178–179
- Contemporary policy models, 43
  - additional ‘quasi-policy’ models, 56–59
  - creating policy, 43–47
  - designing for policy success, 48–49
  - standard and optional policy elements, 47–48
  - structured approaches, 50–56
  - unstructured approaches, 49–50
- Cost/benefit analysis, 13–14, 35
- Cost/effectiveness analysis, 13–14
- COVID-19 and unintended consequences of policy development, 167–171
- Crafting coherence, 96–97
- Crises, 91–92
- Culture, 4
- Cyber-bullying, 124–125
- Cyber-Safety Act*, 124–125
- Decision criteria, 34
- Decision-driven data-making, 14
- Decision-making models, 67–68, 175–176
- Decisional capital, 148
- Democratic governance, 33
- Democratic politics, 33
- Dispersed governance, implementation in, 110

- Distributive policies, 13
- District leaders, 87–88, 139–140
- Dror’s metapolicy phase, 51–52
- Dror’s policy phase, 52
- Dror’s post-policy phase, 52–53
  
- Economic and financial possibility, 35
- Education (al) policy, 1–2, 8–9, 14, 63–64, 72–73, 175
  - definitions, 64–66
- Education, 17, 91–92
  - contextualizing layers, 22–26
  - multiple layers of policy, 18–21
- Education Policy Continuum, 73–74
- Educational change, 135–136
  - barriers to, 140–143
  - flawed planning processes, 142
  - implementation, 136
  - inadequate implementation supports, 142
  - lack of teacher engagement, 142–143
  - leaders, 137–140
  - policy, reform and improvement, 137
  - supports for, 143–149
- Educational institutions, 64
- Educational leaders, 9, 83–85, 123, 184
  - and policy, 85–89
- Educational leadership, 83–84
  - barriers to leadership of education policy, 89–92
  - and management, 65
  - supports for leadership of education policy, 92–97
- Educational policymaking, 67, 90
- Educational powerhouse, 18–19
- Effective leaders of change, 137
- Empowering teachers, 184
- Environmental unintended consequences, 165
- Equalization funding, 21
- Exhortative/developmental policies, 72–73
  
- External contexts, 107
  
- Four-point Likert Scale, 13–14
- Fox News, 25–26
  
- Gallagher’s model, 35
- Goals, 50
- Good governance, 64
- Governance, 64
  
- Health Act*, 35
- High Leverage Policy (HLP), 69–70
- Historical unintended consequences, 165
- Human capital, 147
- Human error, 123
- Human orthopneumovirus (*see* Respiratory syncytial virus (RSV))
- Human respiratory syncytial virus (hRSV) (*see* Respiratory syncytial virus (RSV))
  
- Imperative/disciplinary policies, 72–73
- Implementation, 68
- Implementation bridges, 146
- Inclusive stakeholder engagement, 115–116
- Informal agendas, 33–34
- Information gathering, 45
- Institutional agendas, 33–34
- Instruments, 50
- Insurance policy, 3
- Integrated system, 20–21
- Intended consequences (*see also* Unintended consequences), 183–184
  - of policy implementation, 158–159
- Inter-departmental boundaries, 33
- Interpretation process, 9
- Intersectionality, 183–184
- Involvement, 116
  
- Jewish People Policy Planning Institute, 50

- Laffer Curve, 160–161
- Lasswell's policy model, 55
- Law of unintended consequences, 156–157
- Leadership, 84
  - strategies, 138
- Leadership of change, 135
  - educational change, 135–136
  - nonlinear coherence framework, 149–151
- Learning, 137
- Leverage points, 70
- Lobbyists, 25
  
- Material contexts, 107
- Meier's model, 55
- Miscommunication, 39
- Mission statements, 9–10
  
- Neutrality, 17
- Newfoundland and Labrador
  - education system, 20–21
- No Child Left Behind Policy*, 22
- Nonlinear coherence framework, 149–151
  - cultivating collaborative cultures, 149
  - deepening learning, 149–150
  - focusing direction, 149
  - leadership of coherence, 150–151
  - securing accountability, 150
- Nova Scotia, 11
  
- OECD policy implementation
  - framework, 114–118
  - conducive environments, 116–118
  - inclusive stakeholder engagement, 115–116
  - smart policy design, 115
- Ontario Leadership Framework, 92–93
- Opportunity costs, 13–14
- Optional policy elements, 47–48
- Order, 3
  
- Organisation for Economic Co-operation and Development (OECD), 71–72, 89
- Overly optimistic expectations, 109–110
  
- Pal's policy model cycles, 50
- Participatory action research (*see* Action research)
- Pentecostal system, 20–21
- Phosphodiesterase type 5 (PDE5), 165–166
- Policy, 1–3, 33, 126, 176–177
  - actors, 71–72
  - analysis, 8–9, 37, 123
  - barriers, 124, 130–131
  - blind men and elephant, 4–6
  - borrowing, 89–90
  - capacity, 108, 117, 123
  - coherence, 96
  - contexts, 66–67, 106–107
  - creation and implementation, 43
  - definitions, 3–4
  - designing for policy success, 48–49
  - development, 123, 176–177
  - development and form, 12–13
  - dissemination, 38
  - educational leaders and, 85–89
  - educational policy and policy analysis, 8–9
  - enactment, 103–105
  - evaluation, 67–68
  - example of public policy, 7–8
  - fast pace of policy change, 91
  - features of quality policy document, 13–14
  - formulation, 67–68
  - frameworks, 69–71
  - implementers, 104
  - infrastructures and impediments, 182–183
  - intended and unintended effects of policy deployment, 10–12
  - learning, 38
  - models, 43, 175–176

- multiple layers of, 18–21
- networks, 72
- paralysis, 14
- phases, 43–45
- proliferation, 89
- public policy, 6–7
- purposes, 9–10
- review, 113–114
- sciences, 53–54
- tools, 115
- tracking, 112–113
- transgression, 1–2
- translation, 104–105
- types of, 72–77
- visions, 115
- Policy alignment, 31, 117, 177–178
  - connecting theory and practice, 32–39
- Policy Characteristics Scale, 72–73
- Policy continuum, 63, 180, 182
  - definitions of education policy, 64–66
  - education policy, 63–64
  - policy actors, 71–72
  - policy contexts, 66–67
  - policy frameworks, 69–71
  - policy networks, 72
  - policy process, 67–69
  - types of policies, 72–77
- Policy implementation, 67–68, 103
  - barriers to, 109–111
  - coherent and aligned legal and policy frameworks, 118
  - and enactment, 103–105
  - factors, 105–109
  - frameworks, 114
  - levels, 105
  - OECD policy implementation framework, 114–118
  - policy support programs, 112–114
  - supports for, 111–112
- Policy interpretation, 104
  - example of, 158
- Policy process, 31, 67, 69, 155, 157
  - causes of unintended consequences, 163–164
  - considerations, 160–163
  - COVID-19 and unintended consequences of policy development, 167–171
  - details relating to unintended consequences, 166
  - environmental and historical unintended consequences, 165
  - example of policy interpretation, 158
  - historical perspective, 155–156
  - intended and unintended consequences of policy implementation, 158–159
  - law of unintended consequences, 156–157
  - minimizing unintended consequence, 166–167
  - perverse unintended consequences, 164–165
  - preservation of antiquated policies, 159–160
  - unanticipated benefits of unintended consequences, 165–166
- Policy support programs, 112–114
  - implementation support, 113
  - policy review, 113–114
  - policy tracking, 112–113
  - preparation, 112
- Policymakers, 124–125, 176
- Policymaking, 7, 51
- Political agendas, 24
- Political aspect of public policy, 6–7
- Political viability, 35
- Politics, 65–66, 106, 177
- Post-policy phases, 43, 46–47
- Power, 177
- Practitioner research (*see* Action research)
- Pre-policy phases, 43–44
- Prescriptive policies, 75
- Pressure groups, 25
- Principal's leadership, 131
- Problem definition, 50
- Professional capital, 147–148

- Professional contexts, 107
- Professional learning, 146
- Programme for International Assessment (PISA), 107
- Progressive policies, 76–77
- Public policy, 6–7
  - example of, 7–8
- Quality policy document, features of, 13–14
- Redistributive policies, 13
- Regulatory policies, 13
- Research and policy, 90–91
- Resistance, 131
- Respiratory syncytial virus (RSV), 161
- Return policy, 2
- Roman Catholic system, 20–21
- Salvation Army, 20–21
- School Board of Broward County in Florida, 22
- School boards, 19–20, 31
- School districts, 31, 87
- School leaders, 9, 83–85, 87, 138–139
- School leadership, 85–86
- School-level focus, 131
- Schools, 21, 31
- Setting direction, 93
- Seventh Day Adventist system, 20–21
- Situated contexts, 107
- Smart policy design, 115
- Social capital, 147–148
- Social distancing, 23–24
- Social forces, 26
- Sound analysis, 37
- Staff development, 131
- Stakeholders, 115–116
- Standard elements, 47–48
- Structured approaches, 50, 56, 179–180
- Successful policy, 48
- Superintendents, 19–20
- Supplemental Course Academy, 22
- Supportive policies, 75–76
- System leaders, 88–89, 140
- System policy, 31
- Systems approach, 95–96
- Systems thinking, 95
- Teacher career stages, 108
- Teacher involvement, 131
- Teacher leadership, 143–144
- Teacher research (*see* Action research)
- Teachers, 138
- Teaching specialties and positions, 108–109
- Technical aspect of public policy, 6–7
- Technical feasibility, 34
- Theory-practice divide, 123
- Theory-practice gap, 130
- Time and space, 109
- Top-down approach, 129
- Transparency, 39, 116
- Trust, 94–95
- Trustees, 19–20
- Unintended consequences, 183–184
  - causes, 163–164
  - details relating to, 166
  - environmental and historical
    - unintended consequences, 165
  - minimizing, 166–167
  - perverse, 164–165
  - of policy implementation, 156, 158–159
  - unanticipated benefits of unintended consequences, 165–166
- Unstructured approaches, 49–50, 179–180
- Upholding values, 93–94
- Vagaries of political cycle, 111
- Vision statements, 9–10
- World Bank, 71–72
- World Health Organization (WHO), 71–72
- Yehezkel Dror's Normative Optimum Model, 50–51