

## Professor Robert Leslie Lingard

A: Institute for Learning Sciences & Teacher Education  
Level 4, 229 Elizabeth Street, Brisbane, QLD, 4000  
GPO Box 2587, Brisbane QLD 4001

T: +61 7 3623 7858

E: [robert.lingard@acu.edu.au](mailto:robert.lingard@acu.edu.au)

O: [0000-0002-4101-9985](tel:0000-0002-4101-9985)

### Work history

Position	Organisation	Years
Program Director	Data and Digital Practices at System and School Research Program, Centre for Digital Data and Assessment in Education, Australian Catholic University (ACU)	2020-
Professorial Fellow	Institute for Learning Sciences & Teacher Education, ACU	2018 -
Emeritus Professor	The University of Queensland	2018-
Professorial Research Fellow	School of Education, The University of Queensland	2008-2017
Andrew Bell Professor of Education	Moray House School of Education, The University of Edinburgh, UK (Also Chair of the Godfrey Thomson Trust: a charity supporting educational research)	2006 - 2008
Research Professor	School of Education, The University of Sheffield, UK	2004 - 2006
Professor and Head School of Education	The University of Queensland	2002 - 2003
Chair	Queensland Studies Authority (Statutory authority responsible for curriculum, syllabus development and testing in all Queensland schools: appointed by the Minister for Education)	Jul 2002 - 2004
Professor (Personal Chair)	School of Education, The University of Queensland	2001 - 2004
Associate Professor/Reader	Graduate School of Education, The University of Queensland	1996 - 2000
Senior Lecturer in Education	Policy and Administration, Graduate School of Education, The University of Queensland	1992 - 1995
Lecturer in Education	Policy and Administration, Department of Education, The University of Queensland	1989 - 1991
Lecturer in Sociology of Education	Education Studies Department, Kelvin Grove Campus, Brisbane College of Advanced Education (now Queensland University of Technology)	Dec 1979 – 1988
Lecturer in Sociology of Education	School of Education, Darling Downs Institute of Advanced Education (now University of Southern Queensland)	July 1976 – 1979
Research Assistant	Department of Education, The University of Queensland	1974-1975
Teacher, Primary and Secondary Schools	Queensland Department of Education	1969-1974

## Education

Qualifications	Organisation	Completed
Doctor of Philosophy (PhD)	School of Political Science, University of Queensland	1992
Master of Arts (MA)	University of Durham, Sociology of Education, Comparative Education, Psychology	1976
Bachelor of Educational Studies (BEdSt)	University of Queensland, Majoring in Sociology of Education and Comparative Education	1975
Bachelor of Arts (BA)	University of Queensland, Majoring in History and English	1972
Teaching Certificate (Cert Teach)	Kedron Park Teachers' College, (now Queensland University of Technology), General Primary Teaching	1968

## Fields of educational expertise

- Sociology of Education
- Policy Sociology in Education
- Comparative Education
- Social Justice in Education
- School Reform
- Pedagogies
- Digital Disruption in Education

## Funded research

Professor Lingard has won approx. \$4 million (Australian dollars) in research grants. These include money won from Research Councils in Australia, Europe, the UK and Canada. He has also conducted commissioned research for governments, including the \$1.2 million Queensland government funded research on productive pedagogies.

### Competitive grants

Year	Grants	Funding
2017-2019	Australian Research Council: Lingard, B., Thompson, K., Gulson, Mockler, N., Hogsan, A., Ball, S. <i>The Commercial Provision of Schooling and its Implications for Australia.</i>	\$312,000 25%
2015-2018	ARC Discovery Grant (DP150102098): Lingard B., Sellar S., Gulson, K., Takayama, K., Lubienski, C., Taylor Well, C. <i>Data Infrastructures, Mobilities and Network Governance in Education.</i>	\$299,142 25%
2011-2015	ARC Discovery Grant (DP110100803): Henman, P., Foster, M., Lingard, B., James, R., Dean, M., Power, M., Gable, A. <i>Technologies of Performance, Technologies of Governance: the bane, benefits, ethics and future of performance measurement in government.</i>	\$399,985 15%
2009-2014	ARC Discovery Grant (DP1094850): Lingard, B. <i>Schooling the Nation in an Age of Globalization.</i>	\$498,000
2010-2014	ARC Linkage Grant (LP 100200841): Lingard, B., Ziplin, L., Brenan, M., Renshaw, P., Mills, M. <i>Pursuing Equity in High Poverty Rural Schools: improving learning through rich accountabilities.</i>	\$386,000 (ARC) \$250,000 (Education Queensland) 40%

### Research consultancies

Year	Research	Funding
2019	Education International: <i>Commercial Activity in Pacific Education</i> : Hogan, A., Thompson, G. Lingard, B. and Dakuidreketi, M.	\$25,000
2016-2017	New South Wales Teachers' Federation: Lingard, B., Thompson, G., Sellar, S., Hogan, A. <i>Commercialisation in Public Schooling.</i>	\$122,000

### Other funded research

Year	Research	Funding
1997-2000	Education Queensland: Lingard, B., Luke, A., Ladwig, J., Mills, M., Hayes, D. <i>School Reform Longitudinal Study</i> .	\$1.3 million
2006-2009	Economic and Social Science Research Council (ESRC) and European Science Foundation (ESF): Ozga, J., Lingard, B. <i>Governing by Numbers</i> .	£350,000 AUD860,000
2001-2002	Department of Education, Training and Youth Affairs: Lingard, B., Martino, W. <i>Preservice Teacher Education in Discovering Democracy</i> .	\$225,000
1998-2000	Australian Research Council Grant (ARC): Lingard, B., Ladwig, J., Gore, J. <i>Educational Governance, Social Inclusion and Exclusion in Australia</i> .	\$186,000

### Publications – Selected from 2008

#### Edited Books

- Lingard, B. (Ed.) (2020). *Globalisation and Education*. London: Routledge.
- Lingard, B., Thompson, G. and Sellar, S. (Eds.). (2016). *National Testing in Schools: An Australian Assessment*. London: Routledge.
- Lingard, B., Martino, W. and Rezai-Rashti, G. (Eds.). (2016). *Testing Regimes, Accountabilities and Educational Policy*. London: Routledge.
- Mundy, K., Green, A., Lingard, B. and Verger, T. (Eds.). (2016). *The Handbook of Globalization and Education Policy*. Oxford: Wiley-Blackwell.
- Wrigley, T., Thomson, P., and Lingard, B. (Eds.). (2012). *Changing schools: Alternative models making a world of difference*. London: Routledge.
- Lingard, B., & Gale, T. (Eds.). (2010). *Research by association*. Rotterdam: Sense Publishers.
- Lingard, B., Nixon, J., & Ranson, S. (Eds.). (2008). *Transforming learning in schools and communities: The remaking of education for a cosmopolitan society*. London: Continuum.

#### Books

- Contracted*: Lingard, B. *Bourdieu and education*. New York: Routledge.
- Contracted*: Smala, S., Hamid, O. and Lingard, B. *Languages, Globalization and the Marketization of Schools*. London: Palgrave.
- Lingard, B., Martino, W., Rezai-Rashti, G. and Sellar, S. (2016). *Globalizing Educational Accountabilities*. New York: Routledge.
- Lingard, B. (2014). *Politics, Policies and Pedagogies in Education: The selected works of Bob Lingard*. London: Routledge.
- Wyse, D., Baumfield, V.M., Egan, D., Gallagher, C., Hayward, L., Hulme, M., Leitch, R., Livingston, K., Menter, I. and Lingard, B. (2013). *Creating the curriculum*. London: Routledge.
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. London: Routledge.
- Rizvi, F. and Lingard, B. (2010). *Políticas educativas en un mundo globalizado*. Madrid: Morata (Spanish translation)
- Lingard, B., Martino, W. and Mills, M. (2009). *Boys and Schooling: Beyond Structural Reform*. London: Palgrave.
- Lingard, B. and Douglas, P. (1999). *Men Engaging Feminisms: Pro-feminism, Backlashes and Schooling*. Buckingham, UK: Open University Press.

#### Book chapters

- Wiseman, R. and Lingard, B. (2021). Teach for Bangladesh as a de facto social enterprise: What is it and where is it going? In M. Thomas, E. Rauschenberg and K. Crawford-Garrett (Eds.). *Examining Teach for All: International Perspectives on a Growing Global Network*. London: Routledge.
- Lingard, B. (2021). Globalisation and education: Theorising and researching changing imbrications in education policy. In B. Lingard (Ed.) *Globalisation and Education*. London: Routledge.
- Lingard, B. (2021). National curriculum making as more or less expressions of and responses to globalization. In M. Priestley, D. Alvunger, S. Philippou and T. Soini (Eds.). *Curriculum Making in Europe: Policy and Practice within and across Diverse Contexts*. London: Emerald.
- Lingard, B. (2021). Enactments and resistances to globalizing testing regimes and performance-based accountability in the USA. In S. Grek, C. Maroy and A. Verger (Eds.). *Accountability and Datafication in the Governance of Education: World Yearbook of Education 2021*. London: Routledge.

- Mockler, N., Hogan, A., Lingard, B. and Rahmi, M. (2021). Explaining publicness: A typology for understanding the provision of schooling in contemporary times. In A. Hogan and G. Thompson (Eds.). *Privatisation and Commercialisation in Public Education: How the Nature of Public Schooling is Changing* London: Routledge.
- Thompson, G., Hogan, P., Shield, P., Lingard, B. and Sellar, S. (2021). Teacher concerns regarding commercialization. In A. Hogan and G. Thompson (Eds.). *Privatisation and Commercialisation in Public Education: How the Nature of Public Schooling is Changing*. London: London: Routledge.
- Lingard, B. and Rizvi, F. (2020). The state of education policy: The policy sociology of Roger Dale. In New York: Peter Lang.
- Lingard, B. (2020). The policy sociology of Geoff Whitty: Current and emergent issues regarding education research in use. In A. Brown and E. Wisby (Eds.). *Knowledge, Policy and Practice in Education and the Struggle for Social Justice*. London: UCL Press.
- Lingard, B. (2019). The global education industry, data infrastructures and the restructuring of government school systems. In Parreira do Amaral, M., Steiner-Khamsi, G. and Thompson, C. (Eds) *Researching the Global Education Industry: Commodification, the Market and Business Involvement*. (pp. 135-155). London: Palgrave MacMillan.
- Lingard, B., & Sellar, S. (2019). Schooling Reform in Australia: Legitimation through “Projections” onto Shanghai and East Asian Schooling Systems. In Waldrow, F., and Steiner-Khamsi, G. (Eds) *Understanding PISA’s Attractiveness: Critical Analyses in Comparative Policy Studies*. (pp. 49-64). London: Bloomsbury.
- Lingard, B. and Hursh, D. (2019). Grassroots democracy in New York State: Opting-out and resisting the corporate reform agenda in schooling. In Apple, M.W. and Riddle, S. (Eds) *Re-imagining Education for Democracy*. (pp. 239-255). New York: Routledge.
- Baroutsis, A., & Lingard, B. (2019). Headlines and hashtags herald new “damaging effects”: Media and Australia’s declining PISA performance. In Baroutsis, A., Riddle, S. and Thompson, P. (Eds) *Education research and the media: Challenges and possibilities*, (pp. 27-46). London: Routledge.
- Hogan, A. and Lingard, B. (2019). Teachers’ perceptions of commercialization in Australian public schools: Implications for teacher professionalism. In Netlicky, D. Andrews, J. and Paterson, C. (Eds) *Flip the System Australia: What Matters in Education*. (pp. 19-25). London: Routledge.
- Hursh, D., McGinnis, Chen, Z. and Lingard, B. (2018). Resisting the neo-liberal: Parent activism in New York State against the corporate reform agenda in schooling. In Hamilton, M. and Tett, L. (Eds) *Resisting the Neoliberal Discourse in Education: Local, National and Transnational Perspectives*. (pp. 89-102). Bristol: Policy Press.
- Savage, G. and Lingard, B. (2018). Changing modes of governance in Australian teacher education policy. In Hobbel, N. and Bales, B. (Eds) *Teacher Education Policy and the Common Good: International Perspectives*. (pp. 64-80). New York: Routledge.
- Lingard, B. (2018). The national curriculum in Australia: A response to and articulation of globalisation. In Reid, A. and Price, D. (Eds) *The Australian Curriculum: Promises, Problems and Possibilities*. (pp. 253-262). Sydney: ACSA.
- Sellar, S., Lingard, B., Rutkowski, D. and Takayama, K. (2018). Student preparation for large-scale assessments: Comparative policy analysis. In Maddox, B. (Ed) *International Large-scale Assessments in Education*. (pp. 137-155). London: Bloomsbury.
- Gable, A. and Lingard, B. (2018). NAPLAN data: a new policy assemblage and mode of governance in Australian schooling. In Henman, P. and Gable, A. (Eds) *Performing the State: Critical Encounters with Performance Measurement in Social and Public Policy*. (pp. 568-582). London: Routledge.
- Lingard, B. (2018). Reforming education: The spaces and places of education policy and learning. In Hultqvist, E., Lindblad, S. and Popkewitz, T. (Eds) *Critical Analyses of Educational Reforms in an Era of Transnational Governance*. (pp. 41-60). London: Springer.
- Thrupp, M. with responses from Bob Lingard, Meg Maguire and David Hursh. (2018). *The Search for Better Educational Standards: A Cautionary Tale*. (pp. 213-229) New York: Springer.
- Sellar, S., Lingard, B., Rutkowski, D., & Takayama, K. (2018). Student preparation for large-scale assessments: a comparative analysis. *International Large-Scale Assessments in Education. Insider Research Perspective*. (pp. 137-155). London: Bloomsbury.
- Lingard, B., Sellar, S. and Lewis, S. (2017). Accountabilities in Schools and Systems. In Noblit, G. (Ed) *Oxford Research Encyclopedia of Education*. New York: Oxford University Press.
- Fobes, J., and Lingard, B. (2017). Assured optimism in Scottish girls’ school: habitus and the (re)production of global privilege. In J. Kenway and A. Koh (Eds.), *New Sociologies of Elite Schooling* (pp. 116-136). Abington, Oxon: Routledge.
- Mundy, K., Green, A., Lingard, B. and Verger, T. (2016). Introduction: The Globalization and education policy - Key approaches and Debates. In Mundy, K., Green, A., Lingard, B. and Verger, T. (Eds.) *The Handbook of Global Education Policy*. (pp. 1-20). Oxford: Blackwells.

- Lingard, B. & Sellar, S. (2016). The changing organizational and global significance of the OECD's education work. In Mundy, K., Green, A., Lingard, B. and Verger, T. (Eds.) *The Handbook of Global and Education Policy*. (pp. 357-373). Oxford: Blackwells.
- Hogan, A., Sellar, S. & Lingard, B. (2016). In G. Steiner-Khamsi, C. Lubienski & A. Verger (Eds.), *World yearbook of education 2016: The global education industry*. (pp. 107-124). New York: Routledge.
- Lingard, B., Thompson, G. and Sellar, S. (2016). National testing from an Australian perspective. In B. Lingard, G. Thompson and S. Sellar (eds.) *National Testing in Schools: An Australian Assessment*. (pp. 1-17). London: Routledge.
- Thompson, G., Sellar, S. and Lingard, B. (2016). The life of data: evolving national testing. In B. Lingard, G. Thompson and S. Sellar (Eds.) *National Testing in Schools: An Australian Assessment*. (pp. 212-229). London: Routledge.
- Lingard, B. and Lewis, S. (2016). Globalization of the Anglo-American approach to top-down, test-based educational accountability. In G. Brown and L. Harris (eds.) *Handbook of Human and Social Conditions in Assessment*. (pp. 387-403). London: Routledge.
- Sellar, S. & Lingard, B. (2015). New literacisation, curricular isomorphism and the OECD's PISA. In M. Hamilton, B. Maddox & C. Addey (Eds.), *Literacy as numbers: Researching the politics and practices of international literacy assessment* (pp. 17-34). Cambridge: Cambridge University Press.
- Hogan, A., Sellar, S. & Lingard, B. (2015). Network re-structuring of global edu-business: The case of Pearson's *Efficacy Framework*. In J. Ferrare & W. Au (Eds.), *Mapping corporate education reform: Power and policy networks in the neoliberal state* (pp. 43-62). New York: Routledge.
- Rawolle, S. and Lingard, B. (2015). Bourdieu and doing policy sociology in education. In K. Gulson, M. Clarke and E. Bendix Petersen (Eds.) *Education Policy and Contemporary Theory*. (pp. 15-26) London: Routledge.
- Rawolle, S. and Lingard, B. (2015). Mediatization of education: a sociological account. In K. Lundby (Ed.) *Mediatization of Communication: vol. 21 in the Handbooks of Communication Science*. (pp. 595-616). Berlin: De Gruyter Mouton.
- Lingard, B. (2013). Positions/dispositions: Reflections on engaging with feminism and masculinity politics. In M. Weaver-Hightower and C. Skelton (Eds.) *Leaders in gender and education*. (pp. 129-146). Rotterdam: Sense.
- Lingard, B., & McGregor, G. (2013). High stakes assessment and new curricula: A Queensland case of competing tensions in curriculum development. In M. Priestley & G. Biesta (Eds.), *Reinventing the curriculum*. (pp. 207-228). London: Bloomsbury.
- Lingard, B., & Sellar, S. (2013). Globalization and sociology of education policy: The case of PISA. In R. Brooks, M. McCormack & K. Bhopal (Eds.), *Contemporary debates in the sociology of education*. (pp. 19-38). London: Palgrave.
- Rawolle, S., & Lingard, B. (2013). Bourdieu and educational research: Thinking tools, relational thinking, beyond epistemological innocence. In M. Murphy (Ed.), *Social theory and educational research: Understanding Foucault, Habermas, Derrida and Bourdieu*. (pp. 117-137). London: Routledge.
- Sellar, S., & Lingard, B. (2013). Expanding PISA and the role of the OECD in global educational governance. In H.-D. Meyer & A. Benavot (Eds.), *Who succeeds at PISA and why? The role of international benchmarking in emerging global governance*. (pp. 185-206). New York: Teachers' College Press.
- Lingard, B., Forbes, J., Weiner, G., & Horne, J. (2012). Multiple capitals and Scottish independent schools: The (re)production of advantage. In J. Allan & R. Catts (Eds.), *Social capital, children and young people: Implications for practices, policy and research* (pp. 181-198). Bristol, UK: The Policy Press.
- Lingard, B., Hardy, I., & Heimans, S. (2012). Deparochializing educational research. In T. Fenwick & L. Farrell (Eds.), *Knowledge mobilization and educational research* (pp. 211-236). Abingdon: Routledge.
- Lingard, B., MacKinlay, L., & Vass, G. (2012). Reimagining lines of flight in schooling for Indigenous students in Australia. In J. Lavia & S. Mahlomaholo (Eds.), *Culture, education, and community: Expressions of the postcolonial imagination*. (pp. 125-146). London: Palgrave.
- Thomson, P., Lingard, B., & Wrigley, T. (2012). Reimagining school change: The necessity and reasons for hope. In T. Wrigley, P. Thomson & B. Lingard (Eds.), *Changing schools: Alternative ways to make a world of difference* (pp. 1-14). London: Routledge.
- Wrigley, T., Thomson, P., & Lingard, B. (2012). Resources for changing schools: Ideas in and for practice. In T. Wrigley, P. Thomson & B. Lingard (Eds.), *Changing schools: Alternative ways to make a world of difference* (pp. 194-214). London: Routledge.
- Grek, S., Lawn, M., Lingard, B., Ozga, J., Rinne, R., Segerholm, C., & Simola, H. (2011). National policy brokering and the construction of the European education space in England, Sweden, Finland and Scotland. In J. Ozga, P. Dahler-Larsen, C. Segerholm & H. Simola (Eds.), *Fabricating quality in Europe: Data and education governance*. (pp. 56-74). London: Routledge.
- Lingard, B. (2011). Changing teachers' work in Australia. In N. Mockler & J. Sachs (Eds.), *Rethinking educational practice through reflexive inquiry* (pp. 229-245). London: Springer.

- Lingard, B. (2010). The impact of research on education policy: The relevance for doctoral students. In P. Thomson & M. Walker (Eds.), *The Routledge doctoral students' companion: Getting to grips with research in education and the social sciences* (pp. 377-389). London: Routledge.
- Lingard, B. (2010). Towards a sociology of pedagogies. In M. Apple, S. J. Ball & L. Gandin (Eds.), *The Routledge international handbook of sociology of education* (pp. 167-178). London: Routledge.
- Lingard, B., & Gale, T. (2010). Presidential Address as pedagogy. In T. Gale & B. Lingard (Eds.), *Educational Research by Association* (pp. 1-22). Rotterdam: Sense Publishers.
- Lingard, B., & Rawolle, S. (2010). Comparative education and the rescaling of education politics and policy. In M. Larsen (Ed.), *New thinking in comparative education* (pp. 33-52). Rotterdam: Sense Publishers.
- Lingard, B. (2009). Pedagogizing teacher professional identities. In S. Gewirtz, P. Mahony, I. Hextall & A. Cribb (Eds.), *Changing teacher professionalism: International trends, challenges, and ways forward* (pp. 81-93). London: Routledge.
- Lingard, B. (2009). Researching education policy in a globalized world: Theoretical and methodological considerations. In T. S. Popkewitz & F. Rizvi (Eds.), *Globalization and the study of education* (pp. 226-246). Massachusetts: Wiley-Blackwell Malden.
- Lingard, B., & Rawolle, S. (2009). Rescaling and reconstituting education policy: The knowledge economy and the scalar politics of global fields. In M. Simons, M. Olsen & M. Peters (Eds.), *Re-reading education policies: Studying the policy agenda of the twenty-first century* (pp. 205-219). Rotterdam: Sense Publishers.
- Lingard, B., & Renshaw, P. (2009). Teaching as a research-informed and research-informing profession. In A. Campbell & S. Groundwater-Smith (Eds.), *Connecting inquiry and professional learning* (pp. 26-39). London: Routledge.
- Rizvi, F., & Lingard, B. (2009). The OECD and global shifts in education policy. In R. Cowen & A. Kazamias (Eds.), *International handbook of comparative education* (pp. 431-447). Dordrecht: Springer.
- Lingard, B. (2008). Pedagogies of indifference: Research, policy and practice. In B. Lingard, J. Nixon & S. Ranson (Eds.), *Transforming learning in schools and communities: The remaking of education for a cosmopolitan society* (pp. 209-235). London: Continuum.
- Lingard, B. (2008). Scottish education: Reflections from an international perspective. In T. G. K. Bryce & W. M. Humes (Eds.), *Scottish education: Beyond devolution* (3 ed., pp. 968-981). Edinburgh: Edinburgh University Press.
- Lingard, B., Nixon, J., & Ranson, S. (2008). Remaking education for a globalized world: Policy and pedagogic possibilities. In B. Lingard, J. Nixon & S. Ranson (Eds.), *Transforming learning in schools and communities: The remaking of education for a cosmopolitan society* (pp. 3-33). London: Continuum.

## Articles

- Lingard, B. (2020). The changing and complex entanglements of research and policy making in education: issues for environmental and sustainability education. *Environmental Education Research*.  
<https://doi.org/10.1080/13504622.2020.1752625>
- Macdonald, D., Johnson, R., & Lingard, B. (2020). Globalisation, neoliberalisation, and network governance: an international study of outsourcing in health and physical education. *Discourse: Studies in the Cultural Politics of Education*, 41(2), 169-186. <https://doi.org/10.1080/01596306.2020.1722422>
- Adhikary, R. W., Hardy, I., & Lingard, B. (2020). Social enterprise as a policy panacea: panel discussions, data and the cultural formulation of policy in Bangladesh. *Globalisation, Societies and Education*, 18(2), 194-207. [Doi: 10.1080/14767724.2020.1711708](https://doi.org/10.1080/14767724.2020.1711708)
- Adhikary, R. W., & Lingard, B. (2019). Global-local imbrications in education policy: Methodological reflections on researching the sociology of Teach for Bangladesh. *London Review of Education*, 17(3), 252-267. [doi:10.18546/LRE.17.3.02](https://doi.org/10.18546/LRE.17.3.02)
- Lingard, B. (2019). Toward a global political sociology of school choice policies. *Educational Policy*, 34(1), 261-280. [doi: 10.1177/0895904819888233](https://doi.org/10.1177/0895904819888233)
- Lingard, B. (2019). Numbers, nations, globalization and education policy. *International Journal for the Historiography of Education*. 2, 264-267.
- Takayama, K. and Lingard, B. (2019). Datafication of schooling in Japan: an epistemic critique through the problem of Japanese education. *Journal of Education Policy*. 34(4), 449-469.  
[doi: 10.1080/02680939.2018.15](https://doi.org/10.1080/02680939.2018.15)
- Dai, K., Lingard, B., & Musofer, R. P. (2019). Mobile Chinese students navigating between fields:(Trans) forming habitus in transnational articulation programmes?. *Educational Philosophy and Theory*.  
[doi: 10.1080/00131857.2019.1689813](https://doi.org/10.1080/00131857.2019.1689813)
- Dai, K., Lingard, B. and Reyes, V. (2018). 'In-betweeners': Chinese students' experiences in China-Australia articulation programs. *Scottish Education Review*. 50(1), 36-55.
- Lingard, B. (2018). The Australian curriculum: A critical interrogation of why, what and where to? *Curriculum Perspectives*. 38(1), 55-65. [doi:10.1007/s41297-017-003-7](https://doi.org/10.1007/s41297-017-003-7)

- Rasmussen, A. and Lingard, B. (2018). Excellence in education policies: Catering to the needs of the gifted and talented or those of self-interest? *European Educational Research Journal*. 17(6), 877-897.  
[doi:10.1177/1474904118771466](https://doi.org/10.1177/1474904118771466)
- Adhikary, R.W., Lingard, B. and Hardy, I. (2018). A critical examination of *Teach for Bangladesh's* Facebook page: 'Social-mediatisation' of global education reforms in the 'post-truth' era. *Journal of Education Policy*. 33(5), 632-661. [doi:10.1080/02680939.2018.1445294](https://doi.org/10.1080/02680939.2018.1445294)
- Tsao, J., Hardy, I. and Lingard, B. (2018). Aspirational ambivalence of middle-class students in Hong Kong. *British Journal of Sociology of Education*. 39(8) 1094-1110. [doi:10.1080/01425692.2018.1456904](https://doi.org/10.1080/01425692.2018.1456904)
- Sellar, S. and Lingard, B. (2018). International large-scale assessments, affective worlds and policy impacts in education. *International Journal of Qualitative Studies in Education*. 31(5), 367-381.
- Hogan, A., Thompson, G., Sellar, S. and Lingard, B. (2018). Teachers' and school leaders' perceptions of commercialization in Australian public schools. *The Australian Educational Researcher*. 45(2), 141-160.  
[doi:10.1007/s13384-017-02467](https://doi.org/10.1007/s13384-017-02467)
- Lingard, B. (2018). The Australian curriculum: a critical interrogation of why, what and where to?. *Curriculum Perspectives*, 38(1), 55-65.
- Adhikary, R. W., & Lingard, B. (2018). A critical policy analysis of 'Teach for Bangladesh': A travelling policy touches down. *Comparative Education*, 54(2), 181-202. [doi:10.1081/03050068.2017.1360567](https://doi.org/10.1081/03050068.2017.1360567).
- Lingard, B. (2018). Miseducation. *British Journal of Sociology of Education*. 39(5), 723-728.  
[doi: 10.1080/01425692.2018.1469244](https://doi.org/10.1080/01425692.2018.1469244)
- Lingard, B. and Lewis, S. (2017). Placing PISA and PISA for Schools in two federalisms, Australia and the USA. *Critical Studies in Education*. 58(3), 266-279. [doi:10.1080/17508487.2017.1316295](https://doi.org/10.1080/17508487.2017.1316295)
- Gulson, K., Lewis, S., Lingard, B., Lubienski, C., Takayama, K. and Webb, P. Taylor. (2017). Policy mobilities and methodology: a proposition for inventive methods in education policy studies. *Critical Studies in Education*. 58(2), 224-241. [doi:10.1080/17508487.2017.1288150](https://doi.org/10.1080/17508487.2017.1288150)
- Addey, C., Sellar, S., Steiner-Khamsi, G., Lingard, B. and Verger, A. (2017). The rise of international large-scale assessments and rationales for participation. *Compare: A Journal of Comparative and International Education*. 47(3), 434-452. [doi:10.1080/03057925.2017.1301399](https://doi.org/10.1080/03057925.2017.1301399)
- Hursh, D. and Lingard, B. (2017). Education policy, globalization, commercialization: An interview with Bob Lingard by David Hursh. *Policy Futures in Education*. 15(4), 526-536.
- Baroutsis, A. and Lingard, B. (2017). Counting and comparing school performance: An analysis of media coverage of PISA in Australia, 2000-2014. *Journal of Education Policy*. 32(4), 432-449.
- Lingard, B. and Thompson, G. (2017). Doing time in the sociology of education. *British Journal of Sociology of Education*. 38(1), 1-12.
- Lingard, B. (2016). Rationales for and Reception of OECD's PISA. *Educacao & Sociedade*. 37(136), 609-627 (in English and Portuguese).
- Lingard, B. (2016). Think tanks, 'policy experts' and 'ideas for' education policy making in Australia. *The Australian Educational Researcher*. 43(1), 15-33.
- Thompson, G., Savage, G. and Lingard, B. (2016). Think tanks, edu-businesses and education policy: issues of evidence, expertise and influence. *The Australian Educational Researcher*. 43(1), 1-13.
- Hogan, A. Sellar, S. and Lingard. (2016). Commercialising comparison: Pearson puts the TLC in soft capitalism. *Journal of Education Policy*. 31(3), 243-258.
- Anagnostopoulos, D., Lingard, B. and Sellar, S. (2016). Argumentation in educational policy disputes: competing visions of quality and equity. *Theory into Practice*. 55(4), 342-351.
- Gable, A. and Lingard, B. (2016). NAPLAN data: a new policy assemblage and mode of governance in Australian schooling. *Policy Studies*. 37(6), 568-582.
- Peacock, D. Lingard, R. & Sellar, S. (2016). Texturing space-times in the Australian curriculum: Cross-curriculum priorities. *Curriculum Inquiry*. 45(4), 367-388.
- Lewis, S., Sellar, S. and Lingard, B. (2016). 'PISA for Schools': Topological rationality and new spaces of the OECD's educational governance. *Comparative Education Review*. 60(1), 27-57.
- Lewis, S. and Lingard, B. (2015). The multiple effects of international large-scale assessment on education policy and research. *Discourse: Studies in the Cultural Politics of Education*. 36(5), 621-637.  
[doi.org/10.1080/01596306.2015.1039765](https://doi.org/10.1080/01596306.2015.1039765)
- Keddie, A. and Lingard, B. (2015). Navigating the demands of the English schooling context: problematics and possibilities for social equity. *International Journal of Inclusive Education*.  
[doi.org/10.1080/13603116.2015.1044200](https://doi.org/10.1080/13603116.2015.1044200)
- Lingard, B. (2015). Le panoptisme global: l'influence des tests internationaux et des infrastructures de données en éducation. *Administration & Éducation*, 145(1), 127-132 (in French).
- Forbes, J. and Lingard, B. (2015). Assured optimism in a Scottish girls' school: *British Journal of Sociology of Education*. 36(1), 116-136.
- Lingard, B., Sellar, S. & Baroutsis, A. (2015). Researching the habitus of global policy actors in education. *Cambridge Journal of Education*, 45(1), 25-42.

- Gale, T. and Lingard, B. (2015) Evoking Bourdieu in educational research. *Cambridge Journal of Education*, 45(1), 1-8.
- Lingard, B. & Sellar, S. (2014). Representing your Country: Scotland, PISA and New Spatialities of Educational Governance. *Scottish Educational Review*, 46(1), 5-18.
- Lingard, B., Sellar, S. & Savage, G. (2014). Test-based accountabilities and data infrastructures: Rearticulations of social justice as equity in education policy. *British Journal of Sociology of Education*. 35, 710-730.
- Lingard, B. and McGregor, G. (2014). Two contrasting Australian Curriculum responses to globalisation: what students should learn or become, *The Curriculum Journal*. 25(1), 90-110.  
[doi: 10.1080/09585176.2013.872](https://doi.org/10.1080/09585176.2013.872)
- Peacock, D., Sellar, S. & Lingard, B. (2014). The activation, appropriation and practices of student-equity policy in Australian higher education. *Journal of Education Policy*. 29(3), 377-396.  
[doi:10.1080/02680939.2013.839829](https://doi.org/10.1080/02680939.2013.839829)
- Lingard, B. (2013). Historicizing and contextualizing global policy discourses: Test- and standards-based accountabilities in education, *The International Education Journal: Comparative perspectives*, 12(2), 122-133.
- Lingard, B., Martino, W. and Rezai-Rashti, G. (2013). Testing regimes, accountabilities and education policy: commensurate global and national developments, *Journal of Education Policy*, 28(5), 539-556.
- Lingard, B. and Sellar, S. (2013). Globalization, edu-business and network governance: the policy sociology of Stephen J. Ball and rethinking education policy analysis. *London Review of Education*, 11 (3), 265-280.
- Lingard, B. and Keddie, A. (2013). Redistribution, recognition and representation: working against pedagogies of indifference. *Pedagogy, Culture and Society*, 21(3), 427-447.
- Lingard, B. (2013). The impact of research on education policy in an era of evidence-based policy. *Critical Studies in Education*, 54(2), 113-131.
- Sellar, S. & Lingard, B. (2013). The OECD and global governance in education. *Journal of Education Policy*, 28 (5), 710-725.
- Sellar, S. and Lingard, B. (2013). The OECD and the expansion of PISA: new global modes of governance in education. *British Educational Research Journal*. 40(6), 917-936.
- Lingard, B. (2013) Thinking about theory in educational research. *Educational Philosophy and Theory*.  
[doi: 10.1080/00131857.2013.793928](https://doi.org/10.1080/00131857.2013.793928)
- Lingard, B. and Sellar, S. (2013). 'Catalyst data': Perverse systemic effects of audit and accountability in Australian schooling. *Journal of Education Policy*, 28(5), 634-656.
- Lingard, B., Martino, W. and Mills, M. (2013). Managing oppositional masculinity politics: The gendering of a government commissioned research project. *International Journal of Qualitative Research in Education*, 26(4), 434-454.
- Martino, W., Rezai-Rashti, G. and Lingard, B. (2013). Gendering in gender research: methodological considerations. *International Journal of Qualitative Studies in Education*, 26(4), 391-399.
- Sellar, S. and Lingard, B. (2013). Looking East: Shanghai, PISA and the reconstitution of reference societies in the global education policy field. *Comparative Education*, 49(4), 464-484.
- Smala, S., Bergas Paz, J. and Lingard, B. (2012). Languages, cultural capital and school choice: Distinction and second- language immersion programmes. *British Journal of Sociology of Education*. 34(3), 373-391.
- Honan, E., Hamid, M. O., Alhamdan, B., Phommalangsy, P., & Lingard, B. (2012). Ethical issues in cross-cultural research. *International Journal of Research and Method in Education*.  
[doi: 10.1080/1743727X.2012.705275](https://doi.org/10.1080/1743727X.2012.705275)
- Lingard, B., & Sellar, S. (2012). A policy sociology reflection on school reform in England: From the 'third way' to the 'big society'. *Journal of Educational Administration and History*, 44(1), 43-63.
- Lingard, B., Creagh, S., & Vass, G. (2012). Education policy as numbers: Two Australian cases of misrecognition. *Journal of Education Policy*, 27(3), 315-333.
- Lingard, B., Mills, M., & Weaver-Hightower, M. B. (2012). Interrogating recuperative masculinity politics in schooling. *International Journal of Inclusive Education*, 16(4), 407-421.
- Smala, S., Bergas Paz, J., & Lingard, B. (2012). Languages, cultural capital and school choice: Distinction and second-language immersion programmes. *British Journal of Sociology of Education*.  
[doi: 10.1080/01425692.2012.722278](https://doi.org/10.1080/01425692.2012.722278)
- Thomson, P., Lingard, B., & Wrigley, T. (2012). Ideas for changing educational systems, educational policy and schools. *Critical Studies in Education*, 53(1), 1-7.
- Wrigley, T., Lingard, B., & Thomson, P. (2012). Pedagogies of transformation: Keeping hope alive in troubled times. *Critical Studies in Education*, 53(1), 1-14.
- Hardy, I., Heimans, S., & Lingard, B. (2011). Journal rankings: Positioning the field of educational research and educational academics. *Power and Education*, 3(1), 4-17.
- Horne, J., Lingard, B., Weiner, G., & Forbes, J. (2011). Capitalizing on sport: Sport, physical education and multiple capitals in three Scottish independent schools. *British Journal of Sociology of Education*, 32(6), 861-879.



- Lingard, B. (2011). Policy as numbers: Accounting for educational research. *Australian Educational Researcher*, 38(4), 355-382.
- Lingard, B. (2011). Redistribution et reconnaissance: le refus des pedagogies de l'indifference (Redistribution and recognition: working against pedagogies of indifference). *Education de Societies*, 27(1), 39-52.
- Lingard, B., & Rawolle, S. (2011). New scalar politics: Implications for education policy. *Comparative Education*, 47(4), 489-502.
- Rizvi, F., & Lingard, B. (2011). Social equity and the assemblage of values in Australian higher education. *Cambridge Journal of Education*, 41(1), 5-22.
- Lingard, B. (2010). Policy borrowing, policy learning: Testing times in Australian schooling. *Critical Studies in Education*, 51(2), 129-147.
- Lingard, B., & Gale, T. (2010). Defining educational research: A perspective of/on presidential addresses and the Australian Association for Research in Education. *The Australian Educational Researcher*, 37(1), 21-49.
- Rawolle, S., & Lingard, B. (2010). The mediatization of the knowledge based economy: A field based account. *Communications: The European Journal of Communication Research*, 35(3), 269-286.
- Grek, S., Lawn, M., Lingard, B., & Varjo, J. (2009). Dwelling in the flow: Europeanization through quality assurance processes in education. *Journal of Education Policy*, 24(2), 121-133.
- Grek, S., Lawn, M., Lingard, B., Ozga, J., Rinne, R., Segerholm, C., & Simola, H. (2009). National policy brokering and the construction of the European education space in England, Sweden, Finland and Scotland. *Comparative Education*, 45(1), 5-21.
- Johannesson, I., Lingard, B., & Mills, M. (2009). Possibilities in the 'Boy Turn'? Comparative lessons from Australia and Iceland. *Scandinavian Journal of Educational Research*, 53(2), 309-325.
- Lingard, B., & Ali, S. (2009). Contextualising education in Pakistan, a White Paper: Global/national articulations in education policy. *Globalisation, Societies and Education*, 7(3), 237-256.
- Lingard, B., & Rawolle, S. (2009). Understanding quality and equity of schooling in Scotland: Locating educational traditions globally. *Education in the North*, 17(1), 1-25.
- Hardy, I., & Lingard, B. (2008). Teacher professional development as an effect of policy and practice: A Bourdieuan analysis. *Journal of Education Policy*, 23(1), 63-80.
- Lingard, B. (2008). Globalizing research accountabilities, access: Critical perspectives on communication. *Access: Cultural & Policy Studies*, 27(1 & 2), 175-188.
- Lingard, B., Mundy, K., Wexler, P., & Sunker, H. (2008). Review Symposium: Education, equality and social cohesion: A comparative analysis. *British Journal of Sociology of Education*, 29(2), 225-236.
- Rawolle, S., & Lingard, B. (2008). The sociology of Pierre Bourdieu and researching education policy. *Journal of Education Policy*, 23(6), 729-740.

## Reports

- (2019) Wyatt, C., Lingard, B., and Heck, E. *Digital Learning Assessments and Big Data: Implications for teacher professionalism*. [UNESCO ERF Working Paper No 25](#).
- (2019) Hogan, A., Thompson, G., Lingard, B. and Dakuidreketi, M. *Commercial Activity in Pacific Education*. Brussels: Education International.
- (2018) Cumming, J., Jackson, C., Day, C., Maxwell, G., Adie, L., Lingard, B., Haynes, M. & Heck, E. *2018 Queensland NAPLAN review: School and system perceptions report and literature review*.
- (2017) Lingard, B., Sellar, S., Hogan, A. and Thompson, G. *Commercialisation in Public Schools*. Sydney: New South Wales Teachers Federation.
- (2002) Lingard, B., Martino, W., Mills, M., & Bahr, M. *Addressing the educational needs of boys: Report to the Commonwealth Department of Education, Science and Training*.
- (2001) Lingard, B., Ladwig, J., Luke, A., Mills, M., Hayes, D., & Gore, J. *The Queensland School Reform Longitudinal Study: Final Report (Vol. 1 and 2)*. Brisbane: Education Queensland.
- (2001) Martino, W., Lingard, B., & Mills, M. *Literature review: Addressing the educational needs of boys: Report to Commonwealth Department of Education, Training and Youth Affairs*.
- (2001) Milojevic, I., Luke, A., Luke, C., Mills, M., Land, R., Alexander, D., Lingard, B. *Moving forward: Students and teachers against racism*. Armadale: Eleanor Curtin.
- (1997) Lingard, B. *Poverty and education: A discussion paper*: Prepared for the Ministerial Advisory Committee on Equity Matters (MACEM). Brisbane: Education Queensland.
- (1997) Luke, A., Burnett, P., & Lingard, B. *Like schools profile*: Prepared for Education Queensland. Brisbane: Education Queensland.
- (1995) Lingard, B., & Rizvi, F. *External environmental scan*. Brisbane Commissioned by Queensland State Department of Education. Brisbane: Education Queensland.
- (1992) Lingard, B., & Chant, D. *An index for the classification of disadvantaged schools in Queensland*: Commissioned by the Queensland State Department of Education. Brisbane: Education Queensland.

(1991) Lingard, B., & Collins, C. *Education under Goss Labor: Incrementalist reform?* (pp. 1-18). Brisbane: The Centre for Australian Public Sector Management, Griffith University.

### **Art publications**

- (2017) Peter Cripps, Public Project (Model), Catalogue Essay. In Cramer, S. and Harding, L. (Eds) *Call of the Avant-Garde: Constructivism and Australian Art*. Melbourne: Heide Museum of Modern Art.
- (2014) Lingard, B. *The art of Gordon Bennett: Art that challenges the 'post' in 'post-colonial'*. Arena Magazine. No 132, 44-46.
- (2010) Lingard, B. From here on in. In R. Coates (Ed.), *Peter Cripps: Towards and elegant solution*. Melbourne: Australian Centre for Contemporary Art.
- (2010) Lingard, B., & Cripps, P. Flattening Australian Art History. In R. Coates (Ed.), *Peter Cripps: Towards and elegant solution*. Melbourne: Australian Centre for Contemporary Art.

### **Scholarly contributions**

#### **Editorial roles**

- Joint Editor, *Discourse: Studies in the Cultural Politics of Education*
- Editor, Book Series, Routledge, New York: *Key Ideas and Education*
- Member Editorial Boards: *British Journal of Sociology of Education*, *International Journal of Inclusive Education*, *Policy Futures in Education*, *Critical Studies in Education*, *Asia-Pacific Journal of Education*.
- National President: Australian Association for Research in Education; Australian College of Educators; The Australian Sociological Association.

#### **Executive roles**

- National President (2013 – 2015)  
Australian College of Educators
- Immediate Past President (2001)  
Australian Association for Research in Education
- President (1999 – 2000)  
Australian Association for Research in Education
- Elected Executive Member (1994 – 1998)  
Australian Association for Research in Education
- Member (1983 – 1990)  
Committee of the Institute of Modern Art, Brisbane (Made Life Member, 1986)
- Elected Executive Member (1982 – 1989)  
Sociological Association of Australia and New Zealand
- President (1986 – 1987)  
Institute of Modern Art, Brisbane
- President (1986 – 1987)  
Sociological Association of Australia and New Zealand
- Secretary (1982 – 1986)  
Sociological Association of Australia and New Zealand

#### **Other**

- Member of Governing Board of Queensland Studies Authority – appointed February, 2010 by Minister for Education, until 2014
- Chair of P-12 Curriculum Committee, Queensland Studies Authority, 2010-2014
- Member, Reference Group, Queensland Government Review of Teacher Education, 2010
- Member, Reference Group, Queensland Institute of Educational Leadership, 2009
- Chair, Governing Board, Queensland Studies Authority - Appointed by Minister for Education, 2001-2004
- Chair/Member, Advisory Committee, Centre for Student Equity in Higher Education, University of South Australia
- Chair/member, Centre for Literacy, Policy and Learning Cultures Advisory Committee, University of South Australia, 2002-2003
- Member of the Centre for the Study of Risk Advisory Committee, Charles Sturt University, 2008
- Member of the Ministerial Advisory Committee on Gender Equity, Queensland 1998

### **Invited reviewer**

- External Reviewer: Youth Research Centre, Melbourne Graduate School of Education, The University of Melbourne, October, 2016
- External Reviewer: Masters Degrees by Research Program Review, Faculty of Arts and Social Sciences, The University of New South Wales, June, 2016
- External Reviewer: Griffith Institute for Educational Research, 2015
- External Reviewer: School of Education, The University of Adelaide, 2011
- External Reviewer: School of Education, Victoria University, 2010
- External Examiner, Masters and Doctoral degrees in education, Universiti Sains Malaysia, 2009-2010
- External Examiner, Masters degrees in education at the University of London, 2004-2008
- External Examiner, Masters degrees in education, Queen's University Belfast, 2004-2008

### **Fellowships**

- Fellow of the Australian College of Educators – appointed 2015
- Honorary Life Membership, Australian Association for Research in Education – awarded 2015
- Fellow of the Academy of Social Sciences, Australia – elected 2011
- Fellow of the Australian Council of Educational Leadership - appointed 2010
- Fellow of the UK Academy of Social Sciences - elected 2008
- Honorary Life Membership, Institute of Modern Art, Brisbane 1986

### **Awards**

- Honorary Life Membership, Queensland Teachers' Union - awarded 2019
- Fellow of the Australian College of Educators – appointed 2015
- Gold Medal, Australian College of Educators – awarded 2019
- Honorary Life Membership, Australian Association for Research in Education – awarded 2015
- Fellow of the Academy of Social Sciences, Australia – elected 2011
- Fellow of the Australian Council of Educational Leadership - appointed 2010
- Fellow of the UK Academy of Social Sciences - elected 2008
- Honorary Life Membership, Institute of Modern Art, Brisbane 1986

### **Memberships**

- The Academy of Social Sciences (nominated by the British Educational Research Association)
- Academy of Social Sciences, Australia
- British Educational Research Association
- Australian Association for Research in Education
- American Educational Research Association
- Australian College of Educators
- Australian Council of Educational Leaders
- College of Teachers, Queensland
- Institute of Modern Art, Brisbane (Life Member)