

Dr. Jessica Holloway

Contact information

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Work history

Position	Organisation	Years
Senior Research Fellow and ARC DECRA Fellow	Institute for Learning Sciences and Teacher Education, Australian Catholic University	2021 -
Research Fellow and ARC DECRA Research Fellow	Research for Educational Impact Centre, Deakin University	2019 - 2021
Postdoctoral Research Fellow	Research for Educational Impact Centre, Deakin University	2017 - 2019
Assistant Professor	Department of Educational Leadership, College of Education, Kansas State University	2015 - 2017
Faculty Associate	School of Education, Arizona State University	2016 - 2017
Research Assistant	School of Education, Arizona State University	2015 - 2017
Secondary School Teacher	English/Language Arts Teacher, Boulder Creek High School, Arizona	2006 – 2012
Middle School Teacher	English/Language Arts Teacher, Rancho Solano Private School, Arizona	2006 - 2012
Middle School Teacher	English/Language Arts Teacher, Emerald Coast Middle School, Florida	2006 - 2012

Education, fields of expertise and research supervision

Education

Qualifications	Organisation	Completed
Doctor of Philosophy	Arizona State University	2014
Master of Educational Leadership and Administration	Arizona State University	2011
Bachelor of Science, English Teaching	Florida State University	2004

Fields of educational expertise

- Politics and policy of education
- Policy sociology
- Educational leadership and governance
- Teacher evaluation and accountability
- Teacher expertise, authority and professionalism
- Value-added models
- Digital data and assessment
- Democracy and democratic practice

Expertise in qualitative, quantitative and mixed research design methodologies

Expertise in qualitative research design in education policy sociology and case study research. Specific methodologies include Foucauldian analysis of discourse, critical discourse analysis and comparative case study.

Research supervision fields

- Education policy
- Educational governance
- Teachers and teaching
- Digital data, assessment and accountability
- Teachers' expertise, authority and professionalism
- Teacher education
- Educational leadership

Funded research

Competitive grants

Year	Grants	Funding
2019-2022	Australian Research Council, Discovery Early Career Researcher Award: Holloway, J. (lead CI), <i>The role of teacher expertise, authority and professionalism in education</i>	\$383,000
2020-2022	Kings College London – King's College Faculty of Social Science & Public Policy: Santori, D. & Holloway, J. <i>Participatory Immersion: Developing the Discursive Dislocation Method</i>	£10,000 (~\$18,700 AUD)

Other funded research

Year	Research	Funding
2019-2020	Kings College London – School of Education, Communication and Society: Santori, D. & Holloway, J. <i>Against the Standardisation of Childhood: A Network Ethnography</i>	\$4,470

Publications

Books

Holloway, J. (2021). *Metrics, Standards and Alignment in Teacher Policy Critiquing Fundamentalism and Imagining Pluralism*. Singapore: Springer Nature. https://doi.org/10.1007/978-981-33-4814-1_5

Book chapters

Holloway, J., & Lewis, S. (2021). Datafication and surveillance capitalism: The Texas Teacher Evaluation and Support System. In C. Wyatt-Smith, B. Lingard, & E. Heck (Eds.), *Digital Disruption in Teaching and Testing: Assessments, Big Data, and the Transformation of Schooling* (pp. xxx-xxx). Oxon: Routledge. <https://doi.org/10.1080/17508487.2017.1288150>

Holloway, J. & La Londe, P. (2020). The performative to the datafied teacher subject. *2021 World Yearbook in Education* edited by Grek, S., Verger, T. & Malloy, C. <https://doi.org/10.4324/9781003014164>

Uysal, H., & **Holloway, J.** (2020). Distributing Leadership Within Rural Schools: Sharing Responsibility for Diverse Student Needs. In Slapac, A., & Coppersmith, S. A. (Ed.), *Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators* (pp. 126-145). IGI Global. Link unavailable.

- Holloway J.** (2019) The OECD's Campaign for Distributed Leadership: The Risks of Pushing for More Accountability and Teacher Responsibility. In: Ydesen C. (eds) *The OECD's Historical Rise in Education. Global Histories of Education*. Palgrave Macmillan, Cham. http://dx.doi.org/10.1007/978-3-030-33799-5_10
- Holloway, J., Kerr, J., & Zacharakis, J.** (2019). Teachers as leaders: Accountability-era school leadership and the limits of democratic participation, in McMahon, B. J., & Merriweather, L. R. *Convictions of Conscience: How Voices From the Margins Inform Public Actions and Educational Leadership*. IAP, Information Age Publishing, Incorporated. <https://books.google.com.au/books?id=kxTFDwAAQBAJ>
- Holloway, J. & Hamre, B.** (2018). School reforms, market logics and the politics of inclusion in the US and Denmark, in Hamre, B., Morin, A., & Ydesen, C. *Testing technologies and practices as part of a democratic and inclusive school - International challenges and opportunities*. Abingdon: Routledge. <http://dx.doi.org/10.4324/9781315204048-8>
- Holloway, J.** (2016). What counts as good teaching? How a student growth percentile (SGP) model has defined teacher quality at one urban middle school. Chapter 7 in Kappler Hewitt, K., & Amrein-Beardsley, A. *Student growth measures: Where policy meets practice*. Palgrave Macmillan. http://dx.doi.org/10.1057/978-1-137-53901-4_7
- Holloway, J.** (2014). Myth: Merit pay is a good way to increase teacher performance. Chapter 11 in Berliner, D. C., Glass, G. V & Associates. *50 Myths and Lies that Threaten America's Public Schools: The Real Crisis in Education*. NY: Teachers College Press. https://www.tcpress.com/50-myths-and-lies-that-threaten-america%E2%80%99s-public-schools-9780807755242?page_id=785
- Holloway, J.** (2014). Myth: Teachers unions are responsible for much poor school performance. Incompetent teachers cannot be fired if they have tenure. Chapter 15 in Berliner, D. C., Glass, G. V & Associates. *50 Myths and Lies that Threaten America's Public Schools: The Real Crisis in Education*. NY: Teachers College Press. https://www.tcpress.com/50-myths-and-lies-that-threaten-america%E2%80%99s-public-schools-9780807755242?page_id=785

Articles

- Smith, W. & **Holloway, J.** (2020). School testing culture and teacher satisfaction: An international survey of TALIS data. *Educational Assessment, Evaluation and Accountability*, 32,461–479. <https://doi.org/10.1007/s11092-020-09342-8>
- Holloway, J.** (2020). Aligning teacher preparation, professional development and evaluation: The orthodox ontology of TAP teachers and teaching. *Studia Paedagogica*, 25(2), 117-137. https://digilib.phil.muni.cz/bitstream/handle/11222.digilib/142790/1_StudiaPaedagogica_25-2020-2_9.pdf?sequence=1
- Geiger, T. J., Amrein-Beardsley, A., & **Holloway, J.** (2020). Using test scores to evaluate and hold school teachers accountable in New Mexico. *Educational Assessment, Evaluation and Accountability*, 32, 187–235. <https://doi.org/10.1007/s11092-020-09324-w>
- Holloway, J.** (2020). Teacher accountability, datafication and evaluation: A case for reimagining schooling. *Education Policy Analysis Archives*. <https://doi.org/10.14507/epaa.28.5026>
- Amrein-Beardsley, A., Sloat, E., & **Holloway, J.** (2020). All value-added models (VAMs) are wrong, but sometimes they may be useful. *AASA Journal of Scholarship and Practice*, 17(1), 31-39. Retrieved from <https://www.aasa.org/uploadedFiles/Publications/JSPspring2020.FINAL.v1.pdf>
- Anderson, K. & **Holloway, J.** (2020). Discourse analysis as theory, method, and epistemology in studies of education policy, 28(56), 1-12. *Journal of Education Policy*. <https://doi.org/10.1080/02680939.2018.1552992>
- Holloway, J., & Keddie, A.** (2020). Competing locals in an autonomous schooling system: The fracturing of the 'social' in social justice. *Educational Management Administration & Leadership*, 48(5), 786–801. <https://doi.org/10.1177/1741143219836681>
- Lewis, S., Savage, G.C., & **Holloway, J.** (2020). Standards without standardisation? Assembling standards-based reforms in Australian and US schooling. *Journal of Education Policy*, 35(6), 737-764. <https://doi.org/10.1080/02680939.2019.1636140>
- Lewis, S., & **Holloway, J.** (2019). Datafying the teaching 'profession': Remaking the professional teacher in the image of data. *Cambridge Journal of Education*, 49(1), 35-51. <https://doi.org/10.1080/0305764X.2018.1441373>
- Larsen, T., **Holloway, J., & Hamre, B.** (2019). How is an inclusive agenda possible in an excluding education system: Revisiting the Danish dilemma. Special Issue: Who's in? Who's out? Who decides? What are we going to do about it? *International Journal of Inclusive Education* 23(10), 1049-1064. <https://doi.org/10.1080/13603116.2019.1626497>

- Brass, J. & **Holloway, J.** (2019, Online ahead of print). Re-professionalizing the teacher: The new professionalism in the United States. *Critical Studies in Education*, 1-18. <https://doi.org/10.1080/17508487.2019.1579743>
- Holloway, J.** (2019). Risky teachers: U.S. teacher accountability policy as risk management. *Discourse: Studies in the Cultural Politics of Education*, 40(3), 399-411. <https://doi.org/10.1080/01596306.2017.1322938>
- Amrein-Beardsley, A. & **Holloway, J.** (2019). Value-added models (VAMs) for teacher evaluation and accountability: Commonsense assumptions. *Educational Policy*, 33(3), 516-542. <https://doi.org/10.1177/0895904817719519>
- Holloway, J.** (2019). Teacher evaluation as an onto-epistemic framework. *British Journal of Sociology of Education* 40(2), 174-189. <https://doi.org/10.1080/01425692.2018.1514291>
- Fischman, G., Topper, A. M., Silova, I., & Goebel, J. **Holloway, J.** (2019). Examining the influence of international large-scale assessments on national education policies. *Journal of Education Policy*, (34)4, 470-499. <https://doi.org/10.1080/02680939.2018.1460493>
- Holloway, J.** & Keddie, A. (2019). 'Make money, get money': How two autonomous schools have commercialised their services. *Discourse: Studies in the Cultural Politics of Education*, 40(6), 889-901 <https://doi.org/10.1080/01596306.2018.1451305>
- Sloat, E., Amrein-Beardsley, A., **Holloway, J.** (2018). Different teacher-level effectiveness estimates, different results: Inter-model concordance across six generalized value-added models (VAMs). *Educational Assessment, Evaluation and Accountability*, 30(4), 367-397. <https://doi.org/10.1007/s11092-018-9283-7>
- Holloway, J.** & Brass, J. (2018). Making accountable teachers: The terrors and pleasures of performativity. *Journal of Education Policy*, 33(3), 361-382. <https://doi.org/10.1080/02680939.2017.1372636>
- Holloway, J.**, Nielsen, A., & Saltmarsh, S. (2018). Distributed leadership in the era of accountability: The experiences of mentor teachers. *Educational Management Administration & Leadership*, 46(4), 538-555. <https://doi.org/10.1177/1741143216688469>
- Holloway, J.**, Sorensen, T. B., & Verger, A. (2017). Global perspectives on high-stakes teacher accountability policies. *Education Policy Analysis Archives*, 25(85) 1-18. <https://doi.org/10.14507/epaa.25.3325>
- Zacharakis, J. & **Holloway, J.** (2016). What is reality? The murky waters of marketization and commodification of adult education in the United States. *European Journal for Research on the Education and Learning of Adults*, 7(2) 223-236. <http://dx.doi.org/10.3384/rela.2000-7426.rela9083>
- Amrein-Beardsley, A., Polasky, S. A., & **Holloway, J.** (2016). Validating "value-added" in the primary grades: One district's attempts to increase fairness and inclusivity in its teacher evaluation system. *Educational Assessment, Evaluation and Accountability*, 28, 139-159. <https://doi.org/10.1007/s11092-015-9234-5>
- Amrein-Beardsley, A., **Holloway, J.**, Montana Cirell, A., Hays, A., & Chapman, K. (2015). "Rational" observational systems of educational accountability and reform. *Practical Assessment, Research and Evaluation*, 20(17), 1-8. <https://doi.org/10.7275/td4c-tr89>
- Holloway, J.** (2015). Evidence of grade and subject-level bias in value-added measures: A research note. *Teachers College Record*. Online print only. Retrieved from <https://www.tcrecord.org/Content.asp?ContentID=17987>
- Cisneros, J., **Holloway, J.**, Gomez, L., Corley, K., & Powers, J. (2014). The access gap: A look at Arizona's advanced placement course distribution. *AASA Journal of Scholarship and Practice*, 11(2), 20-33. Retrieved from [https://www.aasa.org/uploadedFiles/Publications/Journals/AASA Journal of Scholarship and Practice/JPS-Summer2014%20FINAL.pdf](https://www.aasa.org/uploadedFiles/Publications/Journals/AASA%20Journal%20of%20Scholarship%20and%20Practice/JPS-Summer2014%20FINAL.pdf)
- Holloway, J.**, & Collins, C. (2014). VAM-based teacher evaluation policies: Ideological foundations, policy mechanisms, and implications. *InterActions: UCLA Journal of Education and Information Studies*, 10(1). Retrieved from <https://escholarship.org/uc/item/1pm161v8>

Reports

- Sefton-Green, J., Lewis, S., & **Holloway, J.** (2018). *Framing an agenda for educational change in Armenia 2018: Strategy, international context and ways forward*. Report commissioned and paid for by TUMO Centre for Creative Technologies, Yerevan, Armenia. Burwood: Deakin University. <http://hdl.handle.net/10536/DRO/DU:30116941>

Theses

Holloway, J. (2014). *Teacher Evaluation Systems: How Teachers and Teacher Quality are (re)Defined by a Market-Based Discourse*. (Ph.D. Doctoral thesis, Arizona State University, Arizona, USA).
https://repository.asu.edu/attachments/143380/content/HollowayLibell_asu_0010E_14501.pdf

Other

Selected authored media articles

Holloway, J., & Lewis, S. (2019, August 29). No, minister! Keep NAPLAN results away from student job applications. *The Conversation*. <https://theconversation.com/no-minister-keep-naplan-results-away-from-student-job-applications-122629>.

Lewis, S., & **Holloway, J.** (2019, August 29). Opinion: NAPLAN has lost sight of its main purpose. *Herald Sun*, 29.

https://www.researchgate.net/publication/335462671_NAPLAN_has_lost_sight_of_its_main_purpose

Savage, G.C., **Holloway, J.**, & Lewis, S. (2018, August 28). NAPLAN 2018 summary results: A few weeks late, but otherwise little change from previous years. *The Conversation*. <https://theconversation.com/naplan-2018-summary-results-a-few-weeks-late-but-otherwise-little-change-from-previous-years-102096>.

Selected media appearances

Quoted in *The Age*: “Are you ready to start the test? Then we’ll begin ...” (2019, September). Available: <https://www.theage.com.au/national/victoria/are-you-ready-to-start-the-test-then-we-ll-begin-20190913-p52roi.html>

Television Interview on *ABC News Victoria* (August 28, 2019). NAPLAN results and Victorian Education Minister James Merlino’s proposal to link Year 9 NAPLAN results to a performance certificate. Available: <https://iview.abc.net.au/show/abc-news-vic#>

Television Interview on *WIN News* (August 28, 2019). NAPLAN results and Victorian Education Minister James Merlino’s proposal to link Year 9 NAPLAN results to a performance certificate. Link unavailable.

Interview on *ABC Radio Melbourne Breakfast*, (August 28, 2019). NAPLAN results and Victorian Education Minister James Merlino’s proposal to link Year 9 NAPLAN results to a performance certificate. Available: <https://www.abc.net.au/radio/melbourne/programs/breakfast/breakfast/11436878>.

Interview on *ABC Radio Goulburn Murray Breakfast*, (August 28, 2019). NAPLAN results and Victorian Education Minister James Merlino’s proposal to link Year 9 NAPLAN results to a performance certificate. Available: <https://www.abc.net.au/radio/goulburnmurray/programs/breakfast/breakfast/11436970>.

Holloway, J., & Lewis, S. (2019, August 27). NAPLAN results not so reliable this year, Deakin experts warn. *Deakin University Media Release*. <https://www.deakin.edu.au/about-deakin/media-releases/articles/naplan-results-not-so-reliable-this-year,-deakin-experts-warn>.

Scholarly contributions

Editorial roles

- Associate Editor, *Critical Studies in Education*, 2020 -
- Special Interest Group (SIG) Co-convenor, AARE Policy and Politics in Education SIG, 2019 -
- Special Issue Editor, *Education Policy Analysis Archives*, ‘Teachers and Educational Policy: Professionalism, Expertise, and Choice in an Age of Populist Politics’, 2021
- Special Issue Editor, *Education Policy Analysis Archives*, ‘Global Perspectives on High-Stakes Teacher Accountability Policies’, 2017

Editorial board memberships

- Editorial Advisory Board Member, *Journal of Global Education and Research*, 2017 -

Fellowships, awards and memberships

- Best paper award for *Educational Management, Administration and Leadership*, 2020
- Discovery Early Career Researcher Award, Australian Research Council, 2018
- Faculty Development Award, Kansas State University – The Office of Research and Sponsored Programs, 2016

- Graduate Education 2014 Fall Completion Fellowship, Arizona State University, 2014
- Graduate Fellowship Award, Arizona State University, 2014-2015
- Graduate Fellowship Award, Arizona State University, 2013-2014
- Graduate Fellowship Award, Arizona State University, 2012-2013

Invited reviewer

- Australian Educational Researcher
- Cambridge Journal of Education
- Critical Studies in Education
- Curriculum Inquiry
- Discourse: Studies in the Cultural Politics of Education
- Educational Management, Administration and Leadership
- Educational Measurement: Issues and Practice
- Education Policy Analysis Archives
- Educational Review
- European Educational Research Journal
- International Journal of Inclusive Education
- International Journal of Leadership in Education
- Journal of Curriculum Studies
- Journal of Education Policy
- Leadership and Policy in Schools
- Policy Studies
- Review of Education: An International Journal of Major Studies in Education
- Teaching Education

Scholarly contributions

- Australian Research Council, Detailed assessor, 2019 - present
- Springer Nature, Invited reviewer, 2018 - present
- Media Centre for Education Research Australia, Invited contributor, 2018 – present
- Deakin University, Faculty of Arts and Education, Internal grant assessor and mentor, 2019-2020
- Co-Director of the Ed.D. Cohort at Shawnee Mission School District, Kansas State University, 2016 – 2017
- Institutional Review Board committee member, University Research Compliance, Kansas State University, 2016 – 2017
- Academic Affairs Committee representative, College of Education, Kansas State University, 2016 – 2017