

Promoting Quality in Learning

Does England Have the Answer?

Findings from the Quest project



Patricia Broadfoot, Marilyn Osborn, Claire Planel and Keith Sharpe

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Mark Steyvers



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Promoting Quality in Learning Patricia Broadfoot, Marilyn Osborn, Claire Paniel, 2000-02-01 Are English children able to grasp grammar better or worse than that of children in other countries Are they better or worse at numeracy than their neighbours Does the English education system measure up to the challenge from its competitors This is an examination of the education system in England as compared with neighbouring countries such as France This text shows what pupils in England and France are doing in the classroom and what standards they achieve The voices of the pupils themselves articulate numerous perceptions

The Sociology of Assessment: Comparative and Policy Perspectives Patricia Broadfoot, 2021-01-26 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field In a collection of her most influential work spanning nearly four decades Patricia Broadfoot applies her trademark sociological and comparative perspective to empirical studies at every level of the educational system From her classic long term study of the impact of changing national assessment policies on pupils and teachers in the classrooms of England and France to her sustained championship of the need for a better understanding of the impact of assessment on learning Broadfoot has consistently championed the need for a more developed sociological understanding of assessment Broadfoot's accessible writing offers insights that are as novel as they are important for the education of future generations This book allows readers to follow themes and strands across Patricia Broadfoot's career and will be of interest to all followers of her work and any reader interested in the development of teaching learning and assessment

Learning and Teaching at M-Level Hazel Bryan, Chris Carpenter, Simon Houlton, 2010-03-22 Your teacher training or professional development course will now probably include Masters level assessment and credits as teaching becomes an M level profession and a greater emphasis is placed on helping teachers develop deeper understandings about aspects of learning and teaching through a higher level of critical reflection This book will guide you through the various different aspects of doing M level work at either primary or secondary stage and help you to develop a deeper professional understanding Your ability to research and understand learning environments will form a key part of making you an inquisitive and better teacher and engagement with research underpins the book Chapters include primary and secondary vignettes and examples to help link theory into practice as well as reflective questions activities and suggestions for further reading This book is relevant to all trainee and qualified teachers working across the age ranges of 7-19

The Cambridge Primary Review Research Surveys Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England's biggest enquiry into primary education for over forty years Fully independent of

government it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations This book brings together the twenty eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published A particular feature is the prominence given to international and comparative perspectives With an introduction from Robin Alexander the Review s director the book is divided into eight sections covering children s lives and voices school home and community children s development learning diversity and needs aims values and contexts for primary education the structure and content of primary education outcomes standards and assessment in primary education teaching in primary schools structures and processes teaching in primary schools training development and workforce reform policy frameworks governance funding reform and quality assurance The Cambridge Primary Review Research Surveys is an essential reference tool for professionals researchers students and policy makers working in the fields of early years primary and secondary education The Bloomsbury Handbook of Method in

Comparative and International Education Matthew A. M. Thomas,tavis d. jules,Michele Schweisfurth,Robin Shields,2025-03-27 This handbook provides an overview of research concepts methodologies approaches and methods used regularly in the field of comparative and international education As an interdisciplinary field CIE does not espouse a singular or consistent research method Instead researchers generally utilize or are inspired by approaches from a wide range of disciplines including economics anthropology sociology political science philosophy and more Given this diversity this book helps readers understand the unique ways researchers employ method in comparative and international education The handbook includes contributions from leading researchers based in Australia Japan Norway Spain the UK the USA etc and each chapter includes a practical research example focused on a common topic throughout the book It includes four sections covering core concepts methodology approaches and methods and analysis with chapters as diverse as autoethnography Indigenous approaches international large scale assessments and social network analysis among others The book is a partner volume to the Bloomsbury Handbook of Theory in Comparative and International Education *Comparative and International Research In Education* Michael Crossley,Keith Watson,2003-09-02 This book is designed as a text on how to go about setting up and effectively running international research projects Essays on Pedagogy Robin Alexander,2013-09-05 Seven authoritative contributions to the emerging field of pedagogy and to comparative cultural and policy studies in education A must for those who want to do more than merely comply with received versions of best practice Pedagogy is at last gaining the attention in English speaking countries which it has long enjoyed elsewhere But is it the right kind of

attention Do we still tend to equate pedagogy with teaching technique and little more Now that governments too have become interested in it is pedagogy a proper matter for public policy and official prescription In *Essays on Pedagogy* Robin Alexander brings together some of his most powerful recent writing drawing on research undertaken in Britain and other countries to illustrate his view that to engage properly with pedagogy we need to apply cultural historical and international perspectives as well as evidence on how children most effectively learn and teachers most productively teach The book includes chapters on a number of themes expertly woven together the politicisation of school and classroom life and the trend towards a pedagogy of compliance the benefits and hazards of international comparison pedagogical dichotomies old and new and how to avoid them how education and pedagogy might respond to a world in peril the rare and special chemistry of the personal and the professional which produces outstanding teaching the scope and character of pedagogy itself as a field of enquiry and action For those who see teachers as thinking professionals rather than as technicians who merely comply with received views of best practice this book will open minds while maintaining a practical focus For student teachers it will provide a framework for their development Its strong and consistent international perspective will be of interest to educational comparativists but is also an essential response to globalisation and the predicaments now facing humanity as a whole

Readings for Reflective Teaching Andrew Pollard, 2002-01-01 This unique book provides the reader with a mini library of over one hundred readings containing both classic and contemporary readings international contributors material drawn from books and journals An essential reference resource in its own right *Readings for Reflective Teaching* also contains numerous cross references to Andrew Pollard's *Reflective Teaching* *Understanding Primary Education* Penelope Harnett, 2007-12-17 *Understanding Primary Education* will help trainees and newly qualified teachers reflect on the professional decisions they need to make within their planning and classroom practice The authors analyse key issues and policies within contemporary education through reference to research and pedagogical practice They encourage readers to reflect on policy and practice and support them in articulating their own beliefs and values A broad perspective of the curriculum is outlined with a focus on what curriculum breadth and balance looks like in practice Readers are encouraged to consider questions such as What are the purposes of education What values are important in a pluralist society and what values might we share In what ways can children be encouraged to be active participants within their communities *Achieving Competence, Success and Excellence in Teaching* Mark Brundrett, Peter Silcock, 2002 This book explains how different levels or qualities of teaching can be identified and achieved It outlines the criteria for successful educational practice while suggesting ways of achieving the highest measure of excellence [Transforming education policy](#) Philip A. Woods, 2011-07-06 Education is in a state of continual change and schools ever more diverse People want more participation and meaning in their lives organisations want more creativity and flexibility Building on these trends this timely book argues that a new paradigm is emerging in education sowing the seeds of a self organising system that values holistic

democracy It is an essential read for anyone academics policy makers practitioners students parents school sponsors and partners who is interested in how education can broaden its horizons *Literacy and Schooling* Kathy Hall,2017-11-27 Originally published in 2004 In this book Kathy Hall analyses recent educational reform in England relating to primary education and literacy By taking account of themes such as globalisation teacher education children s learning and especially literacy she develops a critique of government reactions and explores alternative responses to the crucial issues of our time The book concludes with policy recommendations based on evidence drawn from a range of perspectives Inviting the reader to consider what is happening in primary education generally and in literacy more specifically the book will prove both thought and action provoking **Essays on Pedagogy** Robin J. Alexander,2008 Seven authoritative contributions to the emerging field of pedagogy and to comparative cultural and policy studies in education A must for those who want to do more than merely comply with received versions of best practice Pedagogy is at last gaining the attention in English speaking countries which it has long enjoyed elsewhere But is it the right kind of attention Do we still tend to equate pedagogy with teaching technique and little more Now that governments too have become interested in it is pedagogy a proper matter for public policy and official prescription In *Essays on Pedagogy* Robin Alexander brings together some of his most powerful recent writing drawing on research undertaken in Britain and other countries to illustrate his view that to engage properly with pedagogy we need to apply cultural historical and international perspectives as well as evidence on how children most effectively learn and teachers most productively teach The book includes chapters on a number of themes expertly woven together the politicisation of school and classroom life and the trend towards a pedagogy of compliance the benefits and hazards of international comparison pedagogical dichotomies old and new and how to avoid them how education and pedagogy might respond to a world in peril the rare and special chemistry of the personal and the professional which produces outstanding teaching the scope and character of pedagogy itself as a field of enquiry and action For those who see teachers as thinking professionals rather than as technicians who merely comply with received views of best practice this book will open minds while maintaining a practical focus For student teachers it will provide a framework for their development Its strong and consistent international perspective will be of interest to educational comparativists but is also an essential response to globalisation and the predicaments now facing humanity as a whole Citizenship Through Secondary Geography David Lambert,Paul Machon,2004-01-14 This book reveals the potential of geography to engage with citizenship It provides theoretical signposts in the form of short digestible explanations for key ideas such as racism values identity community and social exclusion a number of inset activities for further thinking a critique of the discipline and the pitfalls to avoid in teaching citizenship through geography practical teaching suggestions All the contributions to this valuable book point to the capacity of geography to engage with citizenship values education and people environment decision making on scales that range from the local to the global It offers positive and direct ways to become involved in the

thinking that must underpin any worthwhile citizenship education for all experienced teachers student teachers heads of department curriculum managers principals and policy makers **What Pupils Say** Andrew Pollard,Pat Triggs,2001-01-01 The result of a research project this work an attempt to report on what has actually been happening in our schools answers such questions as what difference have education reforms made to pupils experience in schools and how has recent education policy impacted on children today *International Handbook of Comparative Education* Robert Cowen,Andreas M. Kazamias,2009-08-22 A big project like this Handbook means that you incur debts and not only to your authors and your publisher As editors we along with our colleague Elaine Unterhalter who edited the section on postcolonialism would like to thank most warmly those authors who delivered on time and who did not fuss but just got on and did a r rate job We would also like to thank all authors who did deliver which was almost everyone we asked We know that some of our authors worked in very dif cult private circumstances as they were nishing their chapters and we hope the publication of the Volumes will later be for them a happy reminder of dif culties and disasters overcome The only sad theme is that some very close colleagues with whom we were wo ing and for whom we had the greatest respect and liking became very ill and died while the volumes were being prepared We decided to ask for copyright permissions to publish something of theirs These permissions were graciously given by two major journals and with the agreement also of our publishers Springer Rolland Paulston and Terry McLaughlin have examples of their writing in this Handbook *Contesting the Global Development of Sustainable and Inclusive Education* Antonio Teodoro,2020-03-25 Documenting the outcomes from three decades of transnational research conducted under the leadership of Ant nio Teodoro this volume offers a robust scaffolding of the social and political context in which global education is being challenged by the contradictions of neoliberalism globalization deregulation governance and democracy Contesting the Global Development of Sustainable and Inclusive Education presents outcomes from transnational studies conducted in response to global policies advocating the development of sustainable and inclusive education for all Chapters map the impacts of globalization on education policy and consider how international organizations are shaping national education reforms Focusing on questions of social justice the volume asks how the neoliberal strategies enacted by national governments are affecting the work of teachers as well as curriculum teacher training and assessment Finally the text asks whether there are alternatives to financially driven competition based reforms that might better position education as an action project for social justice This volume will be of interest to postgraduate students scholars researchers and policymakers in the fields of global education comparative education and education policy *Revisiting Insider-Outsider Research in Comparative and International Education* Michael Crossley,Lore Arthur,Elizabeth McNess,2015-11-01 This volume recognises how many researchers across the social sciences and in comparative and international education in particular see themselves as insiders or outsiders or more pertinently shifting combinations of both in the research process The book revisits and problematises these concepts in an era where the global mobility of

researchers and ideas has increased dramatically and when advances in comparative qualitative research methodologies seek to be more inclusive collaborative participatory reflexive and nuanced Collectively the chapters argue that in the context of such change it has become more difficult to categorise and label groups and individuals as being inside or outside systems professional communities or research environments In doing so it is recognised that individual and group identities can be multiple flexible and changing such that the boundary between the inside and the outside is permeable less stable and less easy to draw The book draws upon an exciting collection of original research carried out in a diversity of educational systems from British European Latin American Indian Ocean South Asian African and Chinese contexts and cultures This develops a deep and innovative reconsideration of key issues that must be faced by all researchers involved in the planning and conduct of in depth field research This is a challenging and stimulating methodological contribution designed to advance critical and reflective thinking while providing practical and accessible guidance insights and support for new and experienced researchers within and beyond the field of comparative and international education

Inclusive Education

Zeta Brown,2016-04-28 Inclusive education is complex multi faceted and ever changing and to date there has been no fixed definition of what is meant by the term inclusion leading to confusion about what inclusive education actually means in practice This key text introduces readers to the underlying knowledge and wider complexities of inclusion and explores how this can relate to practice Considering inclusion as referring to all learners it surveys the concept of inclusive practice in its broadest sense and examines its implementation in a variety of educational institutions Throughout the book international contributors consider this broader concept to critically evaluate the realities of practically implementing inclusive objectives Each chapter assesses key theories and concepts alongside a range of examples to encourage students to think critically and reappraise their own experience as learners Key topics covered include studying the definition of inclusion the relevance of pedagogy in inclusive practice how to lead and manage for inclusion the issue of inclusion in early years primary secondary and post 16 settings inclusive practice for families international perspectives on inclusive practice Fully illustrated with tasks case studies discussion questions and recommended reading Inclusive Education is essential reading for second and third year students looking to extend their research and writing and to develop their critical and reflective thinking

A World Of Difference? Comparing Learners Across Europe Osborn, Marilyn,Broadfoot, Patricia,McNess, Elizabeth,2003-10-01 This fascinating volume compares the experience of young learners in England France and Denmark in order to examine the relationship between national educational cultures individual biographies and classroom practices in creating the context for learning It explores how secondary schools in three very different education systems work to develop the aptitudes and attitudes conducive to lifelong learning in conditions of complexity uncertainty and multiple change

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