

James Tooley

Reclaiming Education



CONTINUUM STUDIES IN EDUCATION POLICY

Reclaiming Education Continuum Studies In Education Policy

Kate O'Connor



Reclaiming Education Continuum Studies In Education Policy:

A Political Sociology of Education Policy Helen M. Gunter, 2024-05-21 This book aims to restore the role of political analysis in education policy by presenting a new political sociology for framing conducting and presenting research In doing so it will be the first in the field to connect political thinking from Arendt with sociological thinking from Bourdieu *Lacan and Education Policy* Matthew Clarke, 2019-06-13 Lacan and Education Policy draws on the rich conceptual resources of Lacanian psychoanalysis Using Lacan's four discourses Matthew Clarke offers a sophisticated critique of recent education policy and the neoliberal model of political economy within which it sits including the ways in which education has been diminished and trivialised through the economistic and depoliticising moves of policy Clarke articulates possibilities for thinking differently about education and education policy beyond the reductive narratives of neoliberalism He argues that psychoanalytic theory is valuable not so much for allowing us to see what education really is but for offering insights into what prevents education from being enabling us to shift our focus instead into the possibilities education offers as a space of becoming The book suggests possibilities for conceptualising and creating the other side of education **Reclaiming Education** James Tooley, 2005-03-01 What is wrong with education Why do educational reforms always miss their target How can we create a better education system And what can we learn from other countries Reclaiming Education tackles the challenges facing education that really matter the ones that academics often ignore parents demand solution to and politicians need to confront Drawing on his global research James Tooley shows that there is an alternative to poor quality and wasteful inefficiency in education and that education can be radically transformed to guarantee freedom and higher standards Tooley radically challenges any complacency we may have about education in the 21st century Sir Bob Salisbury Tooley is an extremist some of his ideas are outrageous Professor Geoffrey Walford University of Oxford This is truly a radical book It should be read by everyone who thinks deeply about education Sir Christopher Ball Marxisms and Education Noah De Lissovoy, 2019-07-23 Beginning from the premise that a range of Marxist theoretical tendencies or Marxisms inform recent critical scholarship in education this volume reaffirms rearticulates and interrogates central philosophical and practical commitments in this tradition Chapters engage important issues confronting the field in the present conjuncture in global capitalism including the meaning of democratic education neoliberalism's ideological and material assault on teaching and learning relationships between race and class in schooling and society models for critical and emancipatory pedagogy the implication of education in imperialism and colonialism and links between education and revolutionary organizations and movements Rather than attempting to provide a comprehensive view of the field this volume presents a diverse set of crucial interventions that take up foundational as well as contemporary developments in Marxist theory and consider their implications for the field of education The chapters in this book were originally published as journal articles by Taylor and Francis *The Politics of Public Education* Gunter, Helen M., 2018-11-28 At a time when public education and reform

agendas are changing the way we approach education this book critically examines the key issues facing the public with implications for education policy makers professionals and researchers Drawing on empirical evidence gathered over 20 years Helen Gunter confronts current issues about social justice and segregation She uses Arendtian ideas to help the reader to think politically about education and how and why public services education can be reimagined for the future *The Routledge International Encyclopedia of Education* Gary McCulloch, David Crook, 2013-11-26 The Routledge International Encyclopedia of Education is a unique and major resource for the field of education It is a comprehensive single volume work arranged alphabetically and comprising around 600 entries The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics The volume includes authoritative and critical commentary on historical and contemporary themes examinations of continuities changes and emerging issues and discussions of the educational traditions and features of major countries and continents The following special features are also included Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe including Australia Brazil Canada China Finland India Israel Japan New Zealand South Africa the United Kingdom and the United States A distinguished international advisory board Fully cross referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting informed and sometimes provocative way The Routledge International Encyclopedia of Education is an invaluable work of reference for educators students researchers and policy makers in education and related fields internationally

Private Schooling in Less Economically Developed Countries Prachi Srivastava, Geoffrey Walford, 2007-05-14 The increased marketisation and privatisation of schooling in economically developing countries struggling to achieve Education for All and Millennium Development Goals warrants a focused examination of the phenomenon However there is little work on the nature and extent of private provision in countries that on the one hand are striving to meet international commitments of universal schooling provision and on the other face such challenges as constrained public budgets low levels of quality and persistent schooling gaps This volume brings together new research evidence from academics and policy makers on the nature and extent of private provision in a range of countries across Asia and Africa As South Asia and sub Saharan Africa account for the majority of the world's population of children out of school this book sheds new light on the changing context of schooling provision in some of the most vulnerable regions Of particular interest is the nature and potential impact of private provision on the educational opportunities of economically and socially disadvantaged children

Consultants and Consultancy: the Case of Education Helen M. Gunter, Colin Mills, 2017-02-27 This book is a comprehensive study into and about consultants doing consultancy and having influence in ways that generate concerns about an emerging consultocracy with privileged access to governments and public services It presents a detailed mapping of consultants and consultancy in education as a site of change and modernisation in public

sector service provision It considers consultancy at a macro level of globalised policy at a meso level of national government policy and at a micro level with vivid descriptions and analyses of consultants at work The rapid rise of edubusinesses combined with the restructuring of public services in western style democracies has generated new types of knowledge actors within education policy Three main developments that have led to this change are the entry of education policy and service consultants from within major companies into the public education market place the emergence of celebrity entrepreneurial actors and private businesses who make interventions into Universities and schools and the rapid growth of small businesses based on individuals who have relocated their work from the public to the private sector Such knowledge actors and the complexities they bring to public education are as yet under described and largely un theorized Based on current research and drawing upon a range of theoretical tools this book fills the gap Gunter and Mills provide an invaluable contribution to scholarship on the neoliberal restructuring of public education by mapping and analyzing the under examined yet central role of corporate education consultants Their thoughtful and thorough discussion expands our understanding of how consultants promote and trade in the ideologies of corporate culture Gunter and Mills show how consultants are integral to both knowledge making practices in schools and a radical reform agenda for schools in the UK and around the globe This is an accessible and important volume for not just policy and politics scholars but anyone concerned about defending public forms of education and associated living at a moment when they are increasingly being positioned for pillage by profiteers Kenneth J Saltman University of Massachusetts Dartmouth USA Politics, Education and Social Change Agnieszka Gromkowska-Melosik, Inetta Nowosad, Aleksandra Boroń, Marzanna Farnicka, Marcin Gierczyk, 2025-01-20 The authors analyse macro level political decisions across various societies as well as individual actions and experiences to advocate for a more inclusive and effective education system capable of driving social change They consider relationships between politics education and social change in various contexts and dimensions The macro level of educational policy and politics is confronted with the micro realities of human biographies However the authors do not consider people who are influenced by political decisions as incapacitated mass Thus social change always results from these macro micro connections This interdisciplinary book includes themes related to political sciences education and sociology which resulted from the authors study of contemporary social and education phenomena It gives insight into interesting paradoxes and controversies

Reflective Teaching in Further, Adult and Vocational Education Margaret Gregson, Yvonne Hillier, Gert Biesta, Sam Duncan, Lawrence Nixon, Trish Spedding, Paul Wakeling, 2015-02-26 Reflective Teaching in Further Adult and Vocational Education is the definitive textbook for reflective professionals in further adult and vocational education drawing on the experience of the author team and the latest research including that of the Teaching and Learning Research Programme TLRP findings It offers extensive support for trainee and practising teachers in further adult and vocational settings for both practice based training and career long professionalism Now in its fourth edition written by a collaborative author team of

further adult and vocational education experts led by Yvonne Hillier and Margaret Gregson *Reflective Teaching in Further Adult and Vocational Education* offers two levels of support practical guidance for practitioner success with a focus on the key issues including individual and collaborative approaches to reflective practice a systematic approach to educational improvement based upon Joint Practice Development and evidence informed principles to aid understanding of how theories can effectively inform teaching practices and offer ways to develop deeper understanding of effective practices The new edition is also enhanced by improved navigation and updated pedagogical features including a revised chapter structure and text design all new case studies activities figures and diagrams The team includes Margaret Gregson University of Sunderland UK Yvonne Hillier University of Brighton UK Gert Biesta University of Luxembourg Luxembourg Sam Duncan Institute of Education University College London UK Lawrence Nixon University of Sunderland UK Trish Spedding University of Sunderland UK Paul Wakeling Havering Sixth Form College UK *Reflective Teaching in Further Adult and Vocational Education* directly compliments and extends the chapters of this book It has been designed to provide convenient access to key texts working as a compact and portable library The associated website www.reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings and advice on further readings It also features a glossary of educational terms links to useful websites and showcases examples of excellent research and practice This book forms part of the *Reflective Teaching* series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education

School Leadership and Education System Reform Toby Greany, Peter Earley, 2021-08-26 How can school leaders shape organisations that offer consistently high quality rounded and equitable education in the context of rapid change How can wider education systems support and encourage all schools to succeed in this way What are the challenges and opportunities involved What can we learn from existing evidence and research *School Leadership and Education System Reform* considers the ways in which school leadership and its practice has changed and developed in response to a rapidly changing educational context over the last decade This new edition is substantially revised and updated with ten completely new chapters It includes contributions from a range of leading thinkers and researchers in the field of educational leadership and management Theoretically and conceptually informed the contributors draw on recent empirical research studies into leadership learning and system reform in England and more widely to explore the key issues for contemporary school leadership and management in high autonomy high accountability systems New chapters look at System governance and lateral accountability in self improving school systems Leading curriculum development and accelerating progress for disadvantaged children in schools Effective deployment of teaching assistants leadership for inclusion School collaboration partnerships and system leadership Securing improvement at scale across multiple schools and across localities New conceptions of leadership including ethical and invitational leadership *School Leadership and Education System Reform* provides accessible but research and theory

informed chapters each of which includes summaries and suggestions for further reading Academic Achievement in Bilingual and Immersion Education Elizabeth Rata, Tauwehe Sophie Tamati, 2021-12-29 This book is about two innovative methods for teachers of bilingual students to use in improving their academic achievement Transacquisition Pedagogy or TAP developed by Tauwehe Sophie Tamati is the method described in the book's first part It uses principles of flexible bilingualism and a task sequenced approach The success of TAP in an intervention study in two of New Zealand's Māori schools illustrates how cognitive and linguistic processes can be used to increase student conceptual understanding and to improve their academic biliteracy Part two is about the Curriculum Design Coherence Model CDC Model created by Elizabeth Rata It shows teachers how to design concepts content and competencies to connect academic knowledge and thinking processes The CDC Model has proved its success in the Knowledge Rich School Project in New Zealand and England TransAcquisition Pedagogy and the CDC Model are aligned TAP works by putting the CDC design method into practice The separate usefulness of TAP and the CDC Model and the added value of their alignment provides an innovative approach to education Used together or separately they provide invaluable teaching methods for bilingual immersion and mainstream education Unbundling the University Curriculum Kate O'Connor, 2022-09-02 In a context in which explicit attention to the curriculum has been sidelined in universities strategy this book makes an argument for why curriculum matters both in understanding the effects of unbundled online learning and more broadly It takes up two particular curriculum issues which are amplified in an unbundled context differences in the formulation of curriculum between disciplines and professional fields and the extent these are recognised in university strategy and the push for constructivist pedagogies and its effects on curriculum construction Since the onslaught of MOOCs in 2012 unbundled forms of online learning offered via partnerships with external online program management and MOOC providers have grown significantly across the university sector There has been much debate about the implications of these partnerships but the focus has predominantly been on the engagement of students and their learning This book takes a different and novel approach looking instead at the effects on curriculum and knowledge Drawing on selected case studies the book reflects on how university leaders and academics engaged with MOOCs and other forms of unbundled online learning in the early 2010s and the effects of these reforms on curriculum practice It captures in detail the complex and difficult work involved in university curriculum making in a way rarely seen in discussions of higher education And it generates new insights about some of the critical problems manifest in the ongoing moves to embrace unbundled online learning today **American Public Education and the Responsibility of its Citizens** Sarah M. Stitzlein, 2017-06-01 Rather than poorly performing schools the current educational crisis is really about citizen responsibility Citizens must insure that democratic processes are nurtured This is perhaps most achievable in public schools Therefore citizens have a responsibility to support public schools and this book offers tools and knowledge to help citizens fulfill it *Community-Based Qualitative Research* Laura Ruth Johnson, 2016-03-18 Community Based Qualitative

Research Approaches for Education and the Social Sciences by Laura Ruth Johnson is a practical text that integrates theoretical perspectives with guidelines for designing and implementing community based qualitative research projects Coverage of participatory research designs and approaches is complemented by chapters on specific aspects of this research process such as developing relationships and sharing findings to strengthen programs Included are useful handouts and templates for applying to the reader's own projects and end of chapter questions for self reflection and class discussion Readers will find the book's engaging case studies interdisciplinary real life examples and insights from project participants as a helpful foundation for future work in the field

Politics of Quality Improvement in English Further Education

Zahid Naz, 2023-01-12 This book offers a rich account of how quality improvement agendas informed by neoliberalism create contradictory and complex contexts in which teachers produce different types of practices for specific purposes Drawing on Michel Foucault's analytical tools archaeology and genealogy this book weaves together findings from classroom observations field notes and interviews to explore the dichotomies between practices focussing on day to day pedagogies and practices concerned with performance management and accountability initiatives By attending to a Foucauldian conception of power and counter conduct it explores new means of defining quality in teaching spaces After considering existing quality assurance judgements the book illuminates the significance of moving slightly away from an institutionalised enterprise culture and loosening relations with reductionist approaches as a starting point While doing so it reworks the idea of quality by presenting other ways of looking at the complex character of pedagogical realities with new insights into an emergentist and process oriented conception of teaching practices The book argues that we need to unlearn our existing knowledge of quality that overlooks contextual constraints and opportunities enmeshed in teaching practices It questions the assumptions that the existing methods of observation are capable of quantifying the quality of education in a classroom or in a college in toto By introducing the idea of documentisation the book breaks new theoretical ground to show that this so called system of robust accountabilities is not as self evident as we believe and why we must rethink quality by unthinking our current common sense Written for researchers in educational studies practising teachers and policy makers this book combines profound insights from theory and contemporary teaching practices with clear guidelines as to how educational policy making should be approached

Educational Goods Harry Brighouse, Helen F. Ladd, Susanna Loeb, Adam Swift, 2018-01-26 An ambitious effort that succeeds in providing a fundamentally new way to talk about and think about policy choices in education Jeffrey R Henig Teachers College Columbia University We spend a lot of time arguing about how schools might be improved But we rarely take a step back to ask what we as a society should be looking for from education what exactly should those who make decisions be trying to achieve In Educational Goods two philosophers and two social scientists address this very question They begin by broadening the language for talking about educational policy educational goods are the knowledge skills and attitudes that children develop for their own benefit and that of others childhood goods are the valuable experiences and

freedoms that make childhood a distinct phase of life Balancing those and understanding that not all of them can be measured through traditional methods is a key first step From there they show how to think clearly about how those goods are distributed and propose a method for combining values and evidence to reach decisions They conclude by showing the method in action offering detailed accounts of how it might be applied in school finance accountability and choice The result is a reimagining of our decision making about schools one that will sharpen our thinking on familiar debates and push us toward better outcomes Every education decision maker and every education researcher would benefit from reading this book David N Figlio School of Education and Social Policy Northwestern University Imaginative informative and unfailingly constructive Michael S McPherson co author of Lesson Plan An Agenda for Change in American Higher Education The Politics of Knowledge in Education Elizabeth Rata,2012 This book explores the decline of the teaching of epistemic conceptual knowledge in schools its replacement with everyday social knowledge and its relation to changes in the division of labor within the global economy It argues that the emphasis on social knowledge in postmodern and social constructionist pedagogy compounds the problem and examines the consequences of these changes for educational opportunity and democracy itself

Researching Student Learning in Higher Education Jennifer M. Case,2013-07-31 Many contemporary concerns in higher education focus on the student experience of learning With a larger and much more diverse intake than ever before linked with a declining unit of resource questions are being asked afresh around the purposes of higher education Although much of the debate is currently focused on issues of student access and success a simple input output model of higher education is insufficient This book turns this conversation on its head by inserting a full consideration of student agency into the context of higher education Working sociologically it explores the influence of the social context on what the individual student achieves The theoretical tenets of a social realist approach are laid out in detail in the book the potential value of this approach is then illustrated by a case study of student learning in engineering education Employing Margaret Archer s social realist theory an analysis of student narratives is used to work towards a realist understanding of the underlying mechanisms that constrain and enable student success Building on this analysis the book develops a novel set of proposals for potential ways forward in improving student learning in higher education

Educational Leadership and Pierre Bourdieu Pat Thomson,2016-11-03 Pierre Bourdieu was one of the most important thinkers of the twentieth century He argued for and practiced rigorous and reflexive scholarship interrogating the inequities and injustices of modern societies Through a lifetime s explication of the ways in which schooling both produces and reproduces the status quo Bourdieu offered a powerful critique and method of analysis of the history of schooling and of contemporary educational policies and trends Though frequently used in educational research Bourdieu s work has had much less take up in Educational Leadership Management and Administration Educational Leadership and Pierre Bourdieu argues that ELMA scholars have much to gain by engaging more thoroughly with his work The book explains each of the key terms in Bourdieu s thinking tool kit showing

how the tripartite concepts of field habitus and capitals offer a way through which to understand the interaction of structure and agency and the limits on the freedom of an individual in this case an educational leader to act Educational Leadership and Pierre Bourdieu offers an analysis of dominant trends in ELMA research examining the kinds of questions asked projects undertaken and methods used It provides alternative questions and methods based on a Bourdieusian approach further readings and a range of exemplars of the application of these tools The book will be of interest to those whose primary focus is the utility of Bourdieu s social theory

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Table of Contents Reclaiming Education Continuum Studies In Education Policy

1. Understanding the eBook Reclaiming Education Continuum Studies In Education Policy
 - The Rise of Digital Reading Reclaiming Education Continuum Studies In Education Policy
 - Advantages of eBooks Over Traditional Books
2. Identifying Reclaiming Education Continuum Studies In Education Policy
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Reclaiming Education Continuum Studies In Education Policy
 - User-Friendly Interface
4. Exploring eBook Recommendations from Reclaiming Education Continuum Studies In Education Policy
 - Personalized Recommendations
 - Reclaiming Education Continuum Studies In Education Policy User Reviews and Ratings
 - Reclaiming Education Continuum Studies In Education Policy and Bestseller Lists
5. Accessing Reclaiming Education Continuum Studies In Education Policy Free and Paid eBooks
 - Reclaiming Education Continuum Studies In Education Policy Public Domain eBooks
 - Reclaiming Education Continuum Studies In Education Policy eBook Subscription Services
 - Reclaiming Education Continuum Studies In Education Policy Budget-Friendly Options
6. Navigating Reclaiming Education Continuum Studies In Education Policy eBook Formats

- ePub, PDF, MOBI, and More
- Reclaiming Education Continuum Studies In Education Policy Compatibility with Devices
- Reclaiming Education Continuum Studies In Education Policy Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Reclaiming Education Continuum Studies In Education Policy
 - Highlighting and Note-Taking Reclaiming Education Continuum Studies In Education Policy
 - Interactive Elements Reclaiming Education Continuum Studies In Education Policy
- 8. Staying Engaged with Reclaiming Education Continuum Studies In Education Policy
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Reclaiming Education Continuum Studies In Education Policy
- 9. Balancing eBooks and Physical Books Reclaiming Education Continuum Studies In Education Policy
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Reclaiming Education Continuum Studies In Education Policy
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Reclaiming Education Continuum Studies In Education Policy
 - Setting Reading Goals Reclaiming Education Continuum Studies In Education Policy
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reclaiming Education Continuum Studies In Education Policy
 - Fact-Checking eBook Content of Reclaiming Education Continuum Studies In Education Policy
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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