The Performing School

Managing teaching and learning
in a performance culture

Denis Gleeson and
Chris Husbands

London and New York

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Performing School Managing Teaching And Learning In A Performance Culture:

The Performing School Dennis Gleeson,Chris Husbands,2004-11-23 This specially commissioned collection of perspectives offers an analysis of the new organisation of the teaching profession reconstructed around the notion of performance and the implications of a performance culture The Performing School examines the roots directions and implications of the new structure by drawing together insights from policy research and practice at this time of rapid change and debate This unique volume addresses three interconnected issues of modernisation and education what is the background to and significance of performance management in modernising schools and teachers at the present time what are the likely future effects of a performance culture on teaching learning and schooling what will it take to ensure that performance management improves pedagogy and professionality beyond the narrow confines of performativity managerialism and market reform in education   The Routledge International Handbook of Teacher and School Development Christopher Day,2012-06-25 The International Handbook of Teacher and School Development brings together a collection of research and evidence based authoritative writings which focus on international teacher and school development Drawing on research from eighteen countries across seven continents the forty chapters are grouped into ten themes which represent key aspects of teacher and school development Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools Successful Leader Professional Communities their practices problems possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools both positively and negatively and the possibilities for their further development This essential handbook will be of interest to teacher educators researchers in the field of teacher education and policy makers   Teacher Evaluation Policies and Practices in Japan Masaaki Katsuno,2016-03-31 This book explores the impacts of the introduction of new teacher evaluation policies on teachers and head teachers in Japan particularly that of producing and reinforcing mutual policing relations among teachers and the destabilisation of their identities It is timely given the big surge of interest world wide in measuring and developing teachers quality to ensure better learning outcomes As in many other countries teachers in Japan have to account for their performance and competence in new ways This book focuses on the nature and impact of these new accountabilities by drawing on data from a national survey and in depth interviews with a sample of teachers and head teachers as it surveys New teacher evaluation policies Theories of teacher evaluation and performativity Views on the new teacher evaluation policies The enactment of the new teacher evaluation policies The quantitative data is used to show how teachers experience and perceive the new teacher evaluation policies and practices and the qualitative data is used to

discuss the depth of analysis required to look at the nature of performativity This book will be a valued addition to the research base upon which both policy makers and practitioners across the nations can draw for the improvement of teacher evaluation as a means of professional development and accountability   Post-Imperial Perspectives on Indigenous Education Peter Anderson,Koji Maeda,Zane M. Diamond,Chizu Sato,2020-10-05 This book explores the impact of the United Nations Declaration on the Rights of Indigenous Peoples in Japan and Australia where it has heralded change in the rights of Indigenous Peoples to have their histories cultures and lifeways taught in culturally appropriate and respectful ways in mainstream education systems The book examines the impact of imposed education on Indigenous Peoples pre existing education values and systems considers emergent approaches towards Indigenous education in the post imperial context of migration and critiques certain professional development assessment pedagogical approaches and curriculum developments This book will be of great interest to researchers and lecturers of education specialising in Indigenous Education as well as postgraduate students of education and teachers specialising in Indigenous Education   Education and Masculinities Chris Haywood,Mairtin Mac an Ghaill,2013-06-19 Argues that the relationship between education and masculinities needs to be considered within the bigger picture of local and global based changes in society   Reinventing the Curriculum Mark Priestley,Gert Biesta,2013-06-20 Scotland s Curriculum for Excellence offers an example of a different approach to national curriculum development It combines what are claimed to be the best features of top down and bottom up approaches to curriculum development and provides an indication of the broad qualities that school education should promote rather than a detailed description of curriculum content Advocates of the approach argue that it provides central guidance for schools and maintains national standards whilst at the same time allowing schools and teachers the flexibility to take account of local needs when designing programmes of education Reinventing the Curriculum uses Scotland s Curriculum for Excellence as a rich case study analysing the strengths and weaknesses of this approach to curriculum design and development and exploring the implications for curriculum planning and development around the world   **Teaching History in a Neoliberal Age** Mary Woolley,2019-09-04 This book explores changing practice in history classrooms from the autonomy of the 1980s through the introduction of GCSEs and the National Curriculum to the prescription of the National Strategies and the pervasive influence of league tables in the first decade of the twenty first century It uses individual narratives from history teachers to shed light on a changing profession Showcasing research that is crucial reading for leaders in education it uses oral accounts from 13 experienced teachers to provide a rich testimony of the constraints and affordances acting on history teachers The book offers a unique perspective to show how teachers experienced steady but substantial changes in policy and autonomy and how this affected their practice this detail enhances an analysis of policy and curricular documents across three decades The findings are crucial for educational settings today facing crises of teacher recruitment and teacher retention This book will be of great interest to academics and higher degree research students in history education history of

education and education policy It will also be of interest to beginning history teachers and senior school leaders responsible for teacher development and curriculum **Teacher Assemblage** P. Taylor Webb,2009-01-01 Teacher Assemblage is a groundbreaking report in the tradition of fieldwork in philosophy using Michel Foucault s and Gilles Deleuze s ideas to better understand how accountability policy affected teachers The case study examines different vectors of power and demonstrates how teachers interacted with each other and interacted with their immediate policy environments This unique book provides readers with grounded insights into Foucault s and Deleuze s ideas by paying close attention to the macro and micro political worlds of schools as teachers struggle with new forms of performance accountability The book illustrates ideas of power politics and policy with a unique use of surrealist art to illustrate the philosophical ideas at play in the case study The book will have a wide appeal to teachers teacher educators educational researchers policy and curriculum scholars art aficionados and those interested in the thoughts of Michel Foucault and Gilles Deleuze **A Practical Guide to Mentoring, Coaching and Peer-networking** Geoff Hampton,Christopher Rhodes,Michael Stokes,2004-07-15 Written for staff in schools and colleges this book offers the challenge and support necessary to understand analyze and adopt coaching mentoring and peer networking mechanisms as an essential part of the development of professional learning within an organisation Drawing on the new national strategy for professional development it emphasises the importance of learning with and from other colleagues helping your organisation to become a professional learning community and supporting the drive to raise standards and attainment Organised into nine distinct but interrelated chapters this is an invaluable sourcebook of practical information for in service training It contains a range of stimulating activities which engage the reader and encourages reflection on the nature and importance of professional development in schools and colleges the potential benefits and difficulties associated with coaching mentoring and peer networking factors essential to the successful establishment and management of coaching and mentoring programmes team leadership and leadership coaching the role of the coach mentor and networker with respect to the creation of professional learning communities *The SAGE Handbook of Curriculum, Pedagogy and Assessment* Dominic Wyse,Louise Hayward,Jessica Pandya,2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world Singapore's Approach to Developing Teachers Woon Chia Liu,2021-09-28 Singapore s education system

has come to international attention due to its commendable performance on the Worldwide Educating for the Future Index produced by The Economist Intelligence Unit EIU as well as the students continual sterling performance in internationally benchmarked tests such as Trends in International Math and Science Survey TIMSS and Programme for International Student Assessment PISA The accomplishments are the result of a long haul vision of education and more importantly a deep commitment towards developing teachers for the 21st century Singapore has invested steadfastly from the early years in teachers at the front line of the classrooms in schools This book explicates the thinking behind Singapore s approach to developing teachers and building the teaching profession It examines how Singapore strives to attract the best and the brightest people to become teachers develop them into autonomous professionals and grow them over their career so that they are able to deliver quality education for every child The author hopes that by sharing the hindsight insight and foresight of the system and looking at Singapore s aspirations and challenges the book can stimulate reflection and generate discussion and provide ideas for improving teaching and teacher learning worldwide **How to Run your Department Successfully** Chris Turner,2005-03-01 It is increasingly being acknowledged that subject leaders hold the key to school improvement and professional development However there is little information available for subject leaders to help them with the day to day practicalities of running a department on top of existing teaching commitments This uniquely practical book deals specifically with current issues faced by subject heads of department HoDs Engagingly and entertainingly written this book covers the major areas of concern to subject leaders including leadership styles managing staff managing pupil performance strategic planning curriculum development and coping with problems **Readings for Reflective Teaching in Early Education** Jennifer Colwell,Andrew Pollard,2015-02-26 Readings for Reflective Teaching in Early Education is a unique portable library of exceptional readings drawing together seminal extracts and contemporary literature from international sources from books and journals to support both initial study and extended career long professionalism for early years practitioners Introductions to each reading highlight the key issues explored and explain the status of classic works This book along with the core text and associated website draw upon the work of Andrew Pollard former Director of the TLRP and the work of many years of accumulated understanding of generations of early years practitioners primary school teachers and educationalists Readings for Reflective Teaching in Early Education the core text Reflective Teaching in Early Education and the website provide a fully integrated set of resources promoting the expertise of early years professionals 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 *Educational Management In Managerialist Times* Thrupp, Martin,Willmott,

Robert,2003-08-01 For academics and students Education Management in Managerialist Times offers a critical guide to existing educational management texts and makes a strong case for redefining educational management along more socially and politically informed lines   Education Policy and Social Class Stephen J. Ball,2006 This book brings together in one place Stephen Ball s key writings Drawing on over 20 years work Professor Ball has selected his most seminal work from education policy and sociology to his work on education and social class   **Handbook of Research on Educational Leadership for Equity and Diversity** Linda C. Tillman,James Joseph Scheurich,2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children   Propping up the Performative School Jo Bishop,2022-09-12 Drawing on an ethnography conducted in a state secondary school this book provides a critical examination of the role and practice of educational paraprofessionals focusing on the learning mentor It explores the lived reality of their work and how these new roles are framed within more established discourses like pastoral care   *A Decade of Research on School Principals* Helene Ärlestig,Christopher Day,Olof Johansson,2015-11-13 This book provides a unique map of the focus and directions of contemporary research on school leadership since 2000 in 24 countries Each of these directions has its own particular cultural educational and policy history Taken together the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals and their contributions to the improvement of teaching and the learning and achievement of students The particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country This collection is an important addition to existing international research that has shown beyond any reasonable doubt that the influence of school principals is second only to that of teachers in their capacity to impact students progress and achievement and to promote equity and social justice   **Advocacy Leadership** Gary L. Anderson,2009-05 Advocacy

Leadership lays out a post reform agenda that moves beyond the neo liberal competition framework to define a new accountability a new pedagogy and a new leadership role definition in education   **The Education Debate** Stephen J. Ball,2008 Education is a key political issue and seen as a crucial factor in ensuring economic productivity and competitiveness In this enthralling book Stephen J Ball offers an analysis of the flood of government initiatives and policies that have been introduced over the past 20 years including Beacon Schools the Academies programme parental choice Foundation Schools faith schools and teaching standards He looks at the politics of these policy interventions and how they have changed the face of education This bestselling book makes essential reading for student teachers other students of politics and social policy courses and for the general reader who wants to get beyond the simplistic analyses of the newspapers

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