

BERA DIALOGUES

1991

Number 5

Managing Better Schools & Colleges

An Action Research Way

Edited by Pamela Lomax

This book is about the way that teachers have used action research in order to improve the schools, colleges, curricula and courses with which they are involved – as well as their own practices as teachers and managers.

There are no apologies for presenting action research that has flourished in the context of college based award linked courses. Gurney's work formed part of her PhD thesis. Evans produced hers for an MEd thesis. Nicholas' work formed an interim assessment on the way to an MEd. Neale, Busby, Loftus and Twells undertook theirs as part of a Diploma in Professional Studies in Education. Griffiths, Tann and Lomax present the other side of the coin by examining their practice as reflective tutors who support colleagues and students involved in award linked courses.

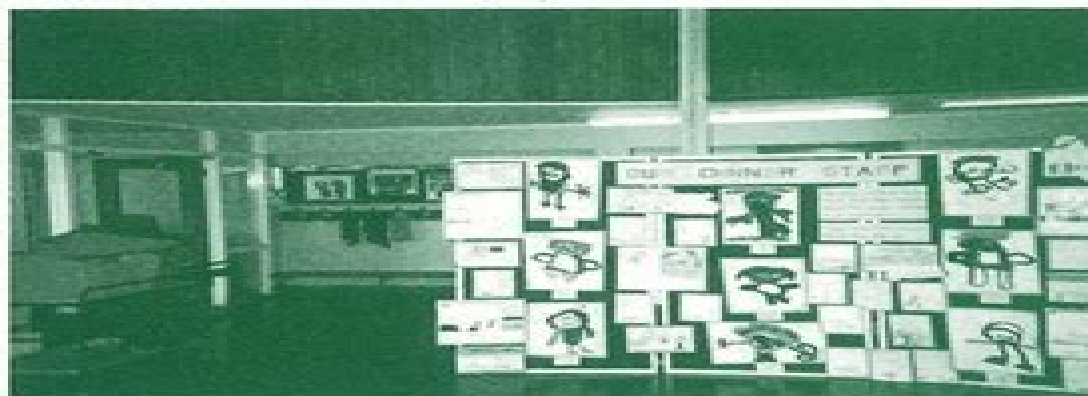
It is important to emphasise the relationship between support that teachers receive when registered for award bearing courses and the often successful outcome of their school based research. Carr

(1990) has conceptualised two of the main criticisms made about such work as *domestication* and *hijacking*. Domestication is about incorporating action research within the confines of award bearing courses and distorting potentially emancipatory outcomes by course based evaluative criteria and assessment procedures. Hijacking is where action research is taken over by academics to serve academic needs and interests.

Both these concerns need to be put in a perspective that recognises the enormous sup-

port that teachers get from the tutors in question. But this is not to pretend that there are no difficulties for tutors in treading the narrow path between facilitating and manipulating, or between enabling and being prescriptive. These tensions are also mirrored in the interface of public theory and teacher practice and in the situations in which the teachers themselves are embedded. Evans, in Chapter 1 is critical of the work of Kemmis and Elliott for 'appearing prescriptive in a mode of enquiry which has as its central theme the involvement of the practitioners in making their own decisions about their practice and in doing so taking ownership of the process'.

Similarly Neale in Chapter 3 argues that 'action research should have a practice centred rationale, but any further definition becomes difficult – the essence of action re-



Managing Better Schools And Colleges The Action Research Way

Pamela Lomax



Managing Better Schools And Colleges The Action Research Way:

Managing Better Schools and Colleges Pamela Lomax, 1991 An edited collection about teachers who use action research to improve their work in classrooms and as managers The accounts cover research about cross curricula study skills personal and social education equal opportunities team teaching and gender teaching science through drama the management of ancillary staff reflective practices and peer review in teacher research *Teacher Research and Special Education Needs* Graham Vulliamy, Rosemary Webb, 2018-10-03 First published in 1992 This book provides accounts of case study research and evaluation in the area of special educational needs carried out by teachers in ordinary and special schools Contributors discuss their experiences of the problems and possibilities of teacher research and provide advice on information gathering analysis and writing up The findings presented address both whole school matters such as the use of support staff in ordinary schools and the development of an assessment policy in a special school and a range of current issues such as partnership with parents and the teaching of children with emotional and behavioural difficulties It is of interest to all teachers and tutors involved in research based courses students in primary and secondary initial teacher training teachers on in service courses support staff for special educational needs **In Fairness to Children** Morwenna Griffiths, Carol Davies, 2013-12-19 First Published in 1996 This innovative series is an ideal means of supporting professional practice in the post Dearing era when a new focus on the quality of teaching and learning is possible The series promotes reflective teaching and active forms of pupil learning The books explore the implications of these commitments for curriculum and curriculum related issues This volume is addressed to busy teachers to help them develop their own teaching and learning and everything discussed in the book actually took place as part of normal school life *Educational Research For Social Justice* Morwenna Griffiths, 1998-11-16 This is a book for all researchers in educational settings whose research is motivated by considerations of justice fairness and equity It addresses questions such researchers have to face Will a prior political or ethical commitment bias the research How far can the ideas of empowerment or giving a voice be realised How can researchers who research communities to which they belong deal with the ethical issues of being both insider and outsider The book provides a set of principles for doing educational research for social justice These are rooted in considerations of methodology epistemology and power relations and provide a framework for dealing with the practical issues of collaboration ethics bias empowerment voice uncertain knowledge and reflexivity at all stages of research from getting started to dissemination and taking responsibility as members of the wider community of educational researchers Theoretical arguments and the realities of practical research are brought together and interwoven Thus the book will be helpful to all researchers whether they are just beginning their first project or whether they are already highly experienced It will be of great value to research students in designing and writing up their theses and dissertations **Quality Management in Education** Pamela Lomax, 1996 This book describes the work of a number of professionals who have used action research to improve the quality of their

organization and their classrooms Underpinning all the accounts is the idea that shared values and a shared vision are central to improvement in education The accounts show how the writers use action research methods to question traditionally held assumptions and interpretations about educational management and classroom practice They are then able to put forward new theories and strategies which will help other educators to achieve a higher quality of education The book provides valuable source material for all those involved in professional development research methodology or educational management

Enabling Access Barry Carpenter,Chris Stevens,Keith Bovair,Rob Ashdown,2014-04-08 First Published in 1997 In special education we are at last in a good position to offer pupils a broad and balanced curriculum which is relevant to their needs and which is based on the same range of provision enjoyed by all pupils Such a curriculum can only be planned as a cohesive whole compartmentalizing aspects of the whole curriculum risks seeing one part as having more merit or worth than another The whole curriculum in all schools will vary depending on local needs and opportunities In special education it is important that we embrace that whole curriculum using its diversity and opportunity to plan for breadth balance and relevance This book makes a significant contribution to the developments in planning for access to the whole curriculum

Professional Encounters in TESOL K. Richards,2016-01-23 An investigation of the developing discourses of English Language teachers in teaching and training Showing how teachers are shaped by the discourses they participate in and how they shape these discourses By analyzing professional development through professional discourse the book sheds light on what teachers do and why they do it

Teaching Secondary English Mark Pike,2003-10-30 What the book does extremely well is to describe the way things are in terms of the requirements of the Framework for Teaching English the curriculum and the new specifications and for this reason it is likely to be most useful to those contemplating English teaching in the maintained sector from outside returnees aspiring NQTs or those in the independent sector Times Educational Supplement Instead of taking us yet again on a tour through the four modalities of English this book's tripartite structure takes a refreshingly different approach by offering thought provoking argument grounded in classroom practicality Nick McGuinn University of York Students comments on Teaching Secondary English The book is written in clear digestible terms offering many practical ideas for teaching the key skills and the wide range of material encountered in the English classroom It is the kind of book which can be dipped into which is particularly useful for people who spend most of their time planning lessons Teaching Secondary English is a must for student teachers and NQTs It is a clear comprehensive and practical guidebook dealing not solely with theory and pedagogy but with the very real issues facing new teachers today It is clear that Teaching Secondary English unlike so many textbooks on the subject is written by someone with recent classroom experience and this helps the reader to trust and respect the advice it purports I certainly feel it is grounded in practicalities not pie in the sky theory that will not work in most real classrooms This book enables English teachers to implement change and rise to new challenges while remaining true to an ethically and socially just position which provides the rationale for their vocation The

author describes and evaluates recent changes to English teaching brought about by initiatives such as the Literacy Strategy the new A levels and the requirement to focus on spiritual moral social and cultural development Examples of innovative teaching and learning strategies are provided throughout The author helps teachers to foster keen readers writers and communicators He shows how they can enable their students to acquire skills and knowledge as well as to recognize the value of aesthetic experience emotional literacy and spiritual and moral response to literature in their own lives and in their communities This book is essential reading for PGCE students as well as practising teachers and all those involved in English in education

Equality and Diversity in Education: National and international contexts Patricia Potts, Felicity Armstrong, Mary Masterton, 1995 Schools, Food and Social Learning Gurbinder Singh Lalli, 2019-09-30 This book explores the potential of school dining halls as spaces of social learning through interactions between students and teachers Schools Food and Social Learning highlights the neglect of school dining halls in sociological research and the fact that so much can be gained from fostering interpersonal relations with other students and the school staff over meals The book focuses primarily on social and life skills that students develop during lunch hour meetings modelling behaviors while eating and conversing in the school space known as the restaurant With case studies based in the UK the book takes a social constructivist approach to dealing with the tensions and challenges between the aims of the school creating an eating space that promotes social values and encourages the development of social skills and the activities of teachers and catering assistants of managing and providing food for many students daily The book carries snippets of interviews with children dining hall attendants teachers parents and the school leadership team offering a new way of thinking about social learning for both scholars and students of Social Anthropology Sociology Social Policy Food Policy Education Studies and Childhood Studies

Science and Drama: Contemporary and Creative Approaches to Teaching and Learning Peta J White, Jo Raphael, Kitty van Cuylenburg, 2021-12-03 This edited volume presents interdisciplinary and transdisciplinary approaches to drama and science in education Drawing on a solid basis of research it offers theoretical backgrounds showcases rich examples and provides evidence of improved student learning and engagement The chapters explore various connections between drama and science including students ability to engage with science through drama dramatising STEM mutuality and inter relativity in drama and science dramatic play based outdoor activities and creating embodied aesthetic and affective learning experiences The book illustrates how drama education draws upon contemporary issues and their complexity intertwining with science education in promoting scientific literacy creativity and empathetic understandings needed to interpret and respond to the many challenges of our times Findings throughout the book demonstrate how lessons learned from drama and science education can remain discrete yet when brought together contribute to deeper more engaged and transformative student learning

Methodological Approaches to STEM Education Research Volume 3 Peta J. White, Russell Tytler, Joseph Paul Ferguson, John Cripps Clark, 2022-09-30 We live in challenging and uncertain times

with profound implications for the purpose and nature of education The crises of the Anthropocene with the related climate related challenges biodiversity loss a global pandemic and changes to the world of work driven by science and technology innovation and the ascendancy of data and knowledge pressure us to rethink how we prepare people for such futures This in turn has changed the landscape of educational research perhaps particularly in the areas of mathematics health and environmental education research that are so central to responding to these global pressures and potential solutions We need to think critically about education research design and practice as part of a considered and robust discussion of education research theory and practice that will inform and help shape education systems into the future This volume responds to these challenges casting fresh light on contemporary methodologies fit for reconsidering education into the future Chapters explore post qualitative inquiry with overviews and practices arts based and interdisciplinary methodologies self study and auto ethnography for the Anthropocene co design with teachers researching for system change the ethics of netnography and principles and practices of literature review

Change In Classroom Practice Steve Farrow, Jerry Norton, 2005-08-04 Over the last ten years deliberate and determined efforts have been made to improve schooling This book charts recent and current developments in the practical business of changing classroom practice to make schools more effective It is devoted to detecting the effects on classroom practice of the efforts made to improve schools and classrooms and to understanding how classroom practice changes Contributors include advisory teachers Higher Education HE tutors and researchers and work described ranges from early years classrooms to post experience course outcomes and the tracking of Inservice education and training INSET effectiveness

Equality and Diversity in Education 2 Felicity Armstrong, Mary Masterton, Patricia Potts, 2013-12-16 Like the first reader this collection examines the grounds which are accepted for inclusion or exclusion of students and looks at how appropriate support can be guaranteed for people who experience difficulties in learning who are disabled or who experience social or other kinds of disability This volume explores national and international contexts for educational practice and research and discusses practical ethical and political issues which are relevant to undertaking that research Part one covers issues facing local government and the consumers of educational services in the UK Part two compares policy and practice in eleven different countries and part 3 discusses research which explores the issues of equality and diversity in education This volume and her sister Equality and Diversity in Education 1 Learning Teaching and Managing in Schools are reraders for the Open University course Developing Inclusive Curricula Equality and Diversity in Education E829 The two books in the series will appeal to teachers non teaching assistants and other school based staff parents disabled people and those who have experienced difficulties in learning social and health workers and those working for voluntary organisations

Teacher Education Policy Rob McBride, 2003-12-16 To improve schools we need to improve teachers This volume provides recent research evidence that suggests that current education policy is not Promoting Effective Teacher Education And That Teacher Education Policy has failed to support the

formation of professional partnerships in initial teacher education has almost ignored the induction of newly qualified teachers and has narrowed in service education into support for the implementation of central policy The evidence gathered in this book is used to argue for new forms of teacher education in every phase built upon the foundation of professional partnership between schools and institutions of higher education It is suggested that the funding for such changes could be drawn from less effective forms of school improvement such as National Curriculum development and school inspection With the implementation of such changes it is argued good quality teacher education programmes would prosper and foster a broad consensus about educational development that is often absent

Managing Staff Development in Schools Pamela Lomax, 1990 This book contains accounts written by teacher researchers who were using action research to improve management practices in their schools and colleges particularly in relation to the development of staff in schools

Routledge Library Editions: Special Educational Needs Various, 2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications

Professional Development and Institutional Needs Gillian Trorey, Cedric Cullingford, 2017-07-05 The tension between institutional needs and those of the individual has rarely been higher Increasing demands on institutions to deliver set targets and value for money whilst adhering to set expectations and external constraints has led to an erosion of the notion of staff development This book looks at how the conflict between the two outlooks emerges and what can be done to overcome it Based on empirical evidence the authors reveal what is happening in a range of institutions and explore the tensions between the personal needs of the individual and the demands of managers They examine the reasons behind the conflict and discuss what measures can be taken to overcome it The book will provide a central text on an important but relatively neglected subject of interest to all engaged in the profession

Subject Leadership and School Improvement Hugh Busher, Alma Harris, 2000 Curriculum and subject leadership in schools has recently gained substantial attention from both researchers and policy makers The Teacher Training Agency TTA has reinforced the importance of subject leadership in school improvement proposing a new measure of such leadership competence through the creation of national subject leader standards NPQSL Subject Leadership and School Improvement reflects critically on the work of subject and curriculum leaders especially in schools in England and Wales that is those within the policy framework of The National Curriculum and the Teacher Training Agency The book debates the functions of subject leaders in primary and secondary schools using current research

Managing Teachers as Professionals in Schools Hugh Busher, Rene Saran, 2013-04-15 This text examines the challenges facing education managers as the introduction of the National Curriculum a number of Education Acts and the reorganization of management have altered the concepts of teacher

professionalism and their statutory duties

Unveiling the Power of Verbal Artistry: An Psychological Sojourn through **Managing Better Schools And Colleges The Action Research Way**

In some sort of inundated with monitors and the cacophony of instantaneous transmission, the profound power and psychological resonance of verbal beauty frequently fade into obscurity, eclipsed by the regular assault of noise and distractions. Yet, situated within the lyrical pages of **Managing Better Schools And Colleges The Action Research Way**, a charming work of fictional elegance that impulses with organic feelings, lies an memorable journey waiting to be embarked upon. Written by a virtuoso wordsmith, that enchanting opus manuals visitors on a psychological odyssey, lightly revealing the latent possible and profound affect stuck within the elaborate web of language. Within the heart-wrenching expanse with this evocative examination, we will embark upon an introspective exploration of the book is key subjects, dissect its captivating publishing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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