

# **Policy and Practice in Primary Education**

Local Initiative, National Agenda

2nd edition

**Robin Alexander**



# Policy And Practice In Primary Education Local Initiative National Agenda

**Robin Alexander, Patricia  
Broadfoot, David Phillips**



## **Policy And Practice In Primary Education Local Initiative National Agenda:**

Policy and Practice in Primary Education Robin J. Alexander, 1997 This second edition provides an insider's account of the Three Wise Men episode

**Policy and Practice in Primary Education** Robin Alexander, 2012-11-12 Detailed accounts of two influential initiatives of the 1990s whose educational and political lessons remain highly relevant systemic and pedagogic reform in one of Britain's largest cities and the controversial three wise men government enquiry into primary teaching to which it led Alexander's controversial and widely read report on primary education in Leeds has now been revised as a major study of policy initiatives in primary education and their impact on practice The book examines an ambitious programme of local reform aimed at improving teaching and learning in the primary schools of one of Britain's largest cities It addresses important questions about children's needs the curriculum classroom practice and school management When first published Robin Alexander's report was hailed as seminal and the most important document since Plowden but it was also quoted and misquoted in support of widely opposed political and media agendas This new edition retains Part I from the first edition detailing the impact of Leeds LEA's programme for educational reform However it also provides a totally new and greatly extended Part II which gives an insider's account of the sequel to the Leeds report the government's 1992 three wise men report There is also a new introduction

**Media Education in Action** Alberto Parola, Maria Ranieri, 2010 Media Education ME has come a long way Today it can no longer be considered a field of study reserved for semiotic and communication researchers Nor can it be regarded as a privileged practice of those teachers who for some reason consider media of fundamental importance On one hand ME is now part of the agenda of international organizations which consider the development of media competences a necessary requisite to fully exercise citizenship in the current contemporary society On the other ME practices are becoming increasingly widespread in schools involving a growing number of teachers Notwithstanding teaching the media still seems to be a rather solipsistic task where everything is fine Indeed in ME there is a tremendous lack of research concerning the educational practices quality and effectiveness This book tries to cope with these issues by providing a set of instruments to design develop and evaluate ME activities in schools and supporting the enhancement of media educators knowledge and skills

**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.

**Educational Theories, Cultures and Learning** Harry Daniels, Hugh Lauder, Jill Porter, 2012-07-26. *Educational Theories, Cultures and Learning* focuses on how education is understood in different cultures, the theories and related assumptions we make about learners and students and how we think about them and how we can understand the principle actors in education: learners and teachers. Within this volume, internationally renowned contributors address a number of fundamental questions designed to take the reader to the heart of current debates around pedagogy, globalisation and learning and teaching, such as: What role does culture play in our understanding of pedagogy? What role do global influences, especially economic, cultural and social, have in shaping our understanding of education? How does language influence our thinking about education? What implications does our view of childhood have for education? How do learners negotiate the transition between the different phases of education? How best can children learn the school knowledge? What is a teacher? And how do teachers learn? How do we understand learners, their minds, identity and development? To encourage reflection, many of the chapters also include questions for debate and a guide to further reading. Read alongside its companion volume, *Knowledge, Values and Educational Policy*, readers will be encouraged to consider and think about some of the key issues facing education and educationists today.

**Polarised Logics of Pedagogy: Crises, Contexts and Classrooms in the Global South** Michele Schweisfurth, 2025-01-31. This novel book demonstrates the polarised logics that exist between exploring cultural, structural, political and historical contexts as a primary focus for pedagogical research versus an interventionist agenda that isolates pedagogy and its components from their environments. Combining theoretical discussions with empirical evidence and case studies, the book provides a synthesising approach to both research and educational planning, recognising pedagogy as an open system while acknowledging that not all teaching methods are equal when it comes to enhancing learning. Considering the so-called learning crisis and learning poverty in the context of Sustainable Development Goal 4 in the wake of the COVID-19 pandemic, this book is also sensitive to concerns about the mental health and wellbeing of young people and the sustainability of the planet. Ultimately providing a timely, informed and balanced discussion of these issues, this book will appeal to researchers

scholars and post graduate and doctoral students working in pedagogical research or international and comparative education and anyone interested in the relationship between education and international development

**Benchmarking for School Improvement** Anthony Kelly, 2004-08-02 Benchmarking is a term used by the DfEE and OFSTED to describe a school's performance against a national or local average. This useful guide helps senior management teams of schools or colleges to undertake their own benchmarking with the aim of increasing effectiveness and improvement. Tony Kelly looks at the different types of benchmarking and what should be benchmarked and why. He discusses the possibility of forming a benchmarking partnership with another organisation which is acknowledged to be better performing. He also addresses the process of forming a benchmarking team within a school or college. Practical guidance is provided on techniques such as making an effectiveness comparison, targeting for improvement and producing target setting tables and benchmarking comparison charts. The content of the book has been based on extensive research from the UK and overseas. It provides step by step advice, photocopiable templates and suggestions for further reading.

**The Creative Art of Troublemaking in Education** Frank Coffield, 2024-09-09 Drawing on a lifetime's experience and research in education, Frank Coffield brings together some of his previously published papers to assess the impact of a wide range of national educational policies and to examine the role of the state in public education. He concludes that damage has been done to education by political parties of both right and left and that damage will not be reversed until further vocational and adult education receive the same levels of commitment and resource as other sectors. Serious steps are taken to tackle Britain's unacceptable levels of poverty and the powers of the state are reduced. Among the unresolved challenges highlighted are the plight of young people from deprived estates, their tactics in dealing with unemployment, the task of improving learning schools, inspection and system governance, the failure to increase productivity being blamed solely on education and the dysfunctional and undemocratic political framework on which education reform is forced to depend. An essential read for anyone in education, this provocative criticism of our past and current educational system provides an accessible as well as a humorous critique of educational policy and politics.

**Essays on Pedagogy** Robin J. Alexander, 2008 In *Essays on Pedagogy*, Robin Alexander brings together some of his most powerful writing, drawing on his research in Britain and other countries over the past two decades.

**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

### **Education in Spite of Policy** Robin

Alexander, 2021-12-30 A national system of education cannot function without policy But the path to practice is seldom smooth especially when ideology overrules evidence or when ministers seek to micromanage what is best left to teachers And once the media join the fray the mixture becomes downright combustible Drawing on his long experience as teacher researcher government adviser campaigner and international consultant and on over 600 published sources Robin Alexander expertly illustrates and illuminates these processes This selection from his recent writing some hitherto unpublished opens windows onto cases and issues that concern every teacher Part 1 tackles system level reform It revisits the Cambridge Primary Review an evidence rich enquiry into the condition and future of primary education in England which challenged the UK government's policies on curriculum testing standards and more besides Here the reform narratives and strategies of successive governments are confronted and dissected Part 2 follows the development of England's current National Curriculum exposing its narrow vision and questionable use of evidence and offering a more generous aims driven alternative This section also investigates the expertise and leadership needed if children are to experience a curriculum of the highest quality in all its aspects Part 3 reaches the heart of the matter securing the place in effective pedagogy of well founded classroom talk a mission repeatedly frustrated by political intervention The centrepiece is dialogic teaching a proven tool for advancing students speaking thinking learning and arguing and an essential response to the corrosion of democracy and the nihilism of post truth Part 4 goes global It investigates governments PISA fuelled flirtations with what they think can be adapted or copied from education elsewhere examines the benefits and pitfalls of international comparison and ends with the ultimate policy initiative the United Nations mission to ensure inclusive and equitable quality education for all the world's children Education in Spite of Policy is for all those teachers students school leaders and researchers who value the conversation of policy evidence and practice and who wish to explore the parts of education that policy cannot reach

*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

**Life in Schools and Classrooms** Rupert Maclean, 2017-05-04 This book discusses key aspects of life in schools and classrooms and surveys the changes that have occurred over the years in educational research policy making and practice in these school and classroom settings It not only examines cutting edge research in these areas but also showcases good practices in the field Among the topics reviewed are recent developments in assessment methods for collecting and analysing data on classroom practice school leadership and the pros and cons of class size and small class teaching topics which are currently hotly debated in education systems around the globe As such the book objectively examines the various debates and surveys the full range of evidence available Education researchers policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and for example its relevance to class size Many of these views are based on gut feelings rather than hard evidence Unfortunately these three groups with differing perspectives often talk past each other rather than engage in a productive mutually beneficial dialogue The book builds an effective bridge between researchers policy makers and practitioners regarding the impact of these various aspects of classroom life so that the viewpoints of each can be carefully considered and evaluated

**Learning from Comparing: new directions in comparative education research** Robin Alexander, Patricia Broadfoot, David Phillips, 1999-01-01 Learning from Comparing is a major two volume study which reassesses the contribution of comparative educational research and theory to our understanding of contemporary educational problems and to our capacity to solve them At a time when educational research is under attack on the grounds of bias and irrelevance and under pressure to address only those questions which are acceptable politically as good a definition of bias as any this is a serious attempt to bridge the worlds of research policy and practice The editors have put together a collection in terms of both perspective and nationality which ensures contrasting viewpoints on each topic

*Reinventing Schools, Reforming Teaching* John Bangs, John Macbeath, Maurice Galton, 2010-09-15 This book considers the impact of educational policies on those who have to translate political priorities into the day to day work of schools and classrooms

Teachers, Democratisation and Educational Reform in Russia and South Africa Michelle Schweisfurth, 2002-01-01 How have primary school teachers in Russia and South Africa experienced educational reforms and changes in these new democracies How have their perceptions and experiences been expressed in their classroom practice This book based on research conducted in the early years of democracy in these countries attempts to link the macro world of policy with the micro world of teachers and classrooms The theme of teachers responses to policy reform is explored through international literature on the policy practice interface and changes to education since the advent of democracy in the two national contexts are examined critically Finally using case study methodology the study brings together individual teachers perspectives biographies and practice The dilemmas they face in the process of change and how they try to resolve

these reveals the complexity of the new educational agendas that have come with the transition to democracy      *Senior Management Teams in Primary Schools* Lynda Huckman, Michael Wallace, 2005-08-17 Recent years have seen dramatic developments in the way schools are structured and much greater emphasis placed on managing your school effectively Every education professional knows how demanding these new methods can be but they can also reinforce a sense of purpose and control *Senior Management Teams in Primary Schools* looks at how positive teamwork can be achieved within your school and illustrates the benefits it brings Most teachers involved in managing their school will recognise the situations detailed in the case studies contained in the book the forceful head the overworked middle managers the meetings that try to wade through the mountains of administration that face the modern teacher You will find practical advice clear guidelines case studies from schools that are involved in the process of good practice This book will organise you in your approach and ensure that you reap the benefits of teamwork while avoiding the pitfalls      *Multicultural Children in the Early Years* Peter Woods, Mari Boyle, Nick Hubbard, 2020-03-13 How do multicultural children and their parents experience the very beginning of their school careers How do teachers mediate the demands of the educational system and how do the children adapt What kind of access to the National Curriculum is offered to multicultural children Originally published in 1999 the authors answer these questions by drawing on two years intensive research in three multi ethnic institutions They explore teachers values and beliefs and how they attempt to put them into practice They describe how at times teachers were constrained to get things done because of pressures operating on them but at other times taught creatively in a way particularly relevant to the children s concerns and cultures The authors studied the children s experiences on their transition into school and argue that they were inducted into not only a general pupil role but also one based on an anglicised model of pupil Opportunities for learning which children found most meaningful came notably from free play but these became gradually more limited as they engaged with the National Curriculum These young children were forming complex identities as they sought to respond to the varying influences operating them Their parents saw a cultural divide opening up between home and school Many suggestions for practice and policy are made in the course of the book and are still relevant today      *Understanding History Teaching* Chris Husbands, Alison Kitson, Anna Pendry, 2003-09-16 *Understanding History Teaching* is an enjoyable read with a logical and flowing structure It lives up to its goal of appealing to both academic and professional readers with both academic depth and real insights and opportunities for the professional teacher to draw from It presents its data and interpretations in a manner which does not avoid the issues revealed within the research but has an uplifting effect on the reader and leaves them feeling optimistic about the quality of History teaching in UK secondary schools Robert Wyness Student De Montfort University Leicester UK Why do we teach and learn about the past How is history taught in schools What are the influences on the way teachers teach and pupils learn about the past History is one of the most ideologically disputed of school subjects Over the past generation the subject has experienced fundamental changes in content pedagogy

and approach This book is the first detailed account of the way history is taught in schools to be published for 30 years Drawing on fieldwork in comprehensive schools and on research studies worldwide the authors pose fundamental questions about the way teachers teach and learners learn They consider its purposes on teaching about the past in a world of accelerating change The book sets out to explore the realities of classroom history teaching and to offer pointers for the development on the subject in a new century

**Exploring Talk in School** Neil Mercer, Steve Hodgkinson, 2008-09-23

Selected as an Outstanding Academic Title by Choice Magazine January 2010 Classroom talk by which children make sense of what their peers and teachers mean is the most important educational tool for guiding the development of understanding and for jointly constructing knowledge So what practical steps can teachers take to develop effective classroom interaction Bringing together leading international researchers and drawing on the pioneering work of Douglas Barnes this book considers ways of improving classroom talk Chapters cover classroom communication and managing social relations talk in science classrooms using critical conversations in studying literature exploratory talk and thinking skills talking to learn and learning to talk in the mathematics classroom the emerging pedagogy of the spoken word With an accessible blend of theory research and practice the book will be a valuable resource for teachers teacher trainers policy makers researchers and students

## Unveiling the Power of Verbal Art: An Psychological Sojourn through **Policy And Practice In Primary Education Local Initiative National Agenda**

In some sort of inundated with monitors and the cacophony of quick conversation, the profound power and emotional resonance of verbal beauty often disappear in to obscurity, eclipsed by the regular onslaught of sound and distractions. However, nestled within the musical pages of **Policy And Practice In Primary Education Local Initiative National Agenda**, a captivating perform of literary elegance that impulses with fresh emotions, lies an wonderful trip waiting to be embarked upon. Written by way of a virtuoso wordsmith, this interesting opus books viewers on a mental odyssey, gently exposing the latent possible and profound impact stuck within the complex web of language. Within the heart-wrenching expanse of this evocative evaluation, we shall embark upon an introspective exploration of the book is central subjects, dissect its interesting publishing type, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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