

The Politics of *Accountability*

**Educative and
International
Perspectives**

Editor

Reynold J. S. Macpherson

Yearbook of the Politics of Education Association

Politics Of Accountability Educative And International

J Elliott



Politics Of Accountability Educative And International:

The Politics of Accountability Reynold J.S. Macpherson, 1998-04-09 This book reports on the outcomes of an international policy research project concerned with how power is being used in education to construct and discharge obligations between stakeholders and to suggest how such processes might better serve educational ends [The Politics of Accountability](#) Reynold J.S. Macpherson, 1998-04-09 This book reports on the outcomes of an international policy research project concerned with how power is being used in education to construct and discharge obligations between stakeholders and to suggest how such processes might better serve educational ends **The Politics of Teacher Education Reform** National Commission on Teaching & America's Future (U.S.), 2000-04-18 Yearbook of the Politics of Education Association A competent caring and qualified teacher for every student in the United States This audacious goal is taken right from the opening pages of the report of the National Commission on Teaching and America's Future NCTAF What Matters Most Teaching for America's Future The NCTAF findings are so powerful and unique that The Politics of Teacher Association PTA uses them as the basis for this 2000 Yearbook Editors Gallagher and Bailey along with leading educators explore the controversies and ramifications of the Commission's major recommendations Get serious about standards for both students and teachers Reinvent teacher preparation and professional development Overhaul teacher recruitment and put qualified teachers in every classroom Encourage and reward teaching knowledge and skill Create schools that are organized for student and teacher success The contributors to this book speak to the underlying assumptions research bases and values found in the recommendations Long time and persistent issues about teaching teacher education programs and public policy making are examined under the new light of the latest research Real life successes of the recommendations in action are shown in two state level stories and an urban school partnership This PEA 2000 yearbook will prove a valuable resource for students researchers and all educators interested in teacher education reform in the 21st century [Handbook of Education Policy Research](#) Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners **Politics,**

Policies and Pedagogies in Education Bob Lingard, 2013-07-24 In the World Library of Educationalists international experts compile career long collections of what they judge to be their finest pieces of work extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Bob Lingard has spent the last 30 years researching and writing in universities in Australia England and Scotland about changing education policy issues His work is written from a sociological perspective and with a commitment to social justice He is the co editor and co author of 17 books and more than 100 journal articles and book chapters In *Politics Policies and Pedagogies in Education* Bob Lingard provides critical sociological engagement with the politics of education The focus is education policy and the impact of globalization including epistemological and methodological issues necessary for researching education policy today Topics analyzed include educational restructuring new accountabilities and testing mediatization of education policy policy as numbers the global policy field and policy borrowing pedagogies Lingard also considers the nature of educational research today He has selected 12 of his key writings and in a critical introduction situates and contextualizes the work against key developments in the field and in the changing world *EBOOK: Leadership Gender and Culture in Education* John Collard, Cecilia Reynolds, 2004-10-16 This rich explorative book examines the intricacies of gender sexuality ethnicity and class and how these complex influences weave their patterns in the daily lives of leaders It achieves the difficult balance between acknowledging differences as well as unifying elements The book also raises many questions about the context for leadership and examines the central issues of leadership for what What are leaders there to do and for whom To ensure that students achieve higher examination scores or to promote equity and social justice This book offers many fresh insights into these and other important questions Professor Kathryn Riley Institute of Education University of London This book features chapters by leading international scholars on gender and educational leadership Drawing on research in schools in the United Kingdom Australia New Zealand Sweden the United States and Canada it introduces new discussions about the impact of gender race class institutional setting and recent ideologies on leadership discourses The book shows how early research has over emphasized gender stereotypes and tended to simplify and polarize the ways men and women lead Looking at differences and similarities in how men and women take on and exercise leadership roles the authors counter essentialist claims based on biological psychological and sociological theories that stress gender difference The discussions employ sophisticated understandings of gender relations and leadership discourses in today's globalized context The book is for students and scholars studying leadership and for leaders in different educational contexts around the world **Handbook of Critical Approaches to Politics and Policy of Education** Kenneth J. Saltman, Nicole Nguyen, 2022-04-27 The Handbook of Critical Approaches to Politics and Policy of Education provides a broad overview of educational policy and politics from critical perspectives engaging with both foundational and cutting edge topics

In critical perspectives educational policy debates and programs for reform are about more than narrow questions of efficacy say to raise test scores or for simply more educational inclusion fairer school spending or even cultural responsiveness Rather policy and reform debates represent contested visions for schools and society by social groups vying for hegemony Critical approaches to educational policy and politics see schooling and education more broadly as contested terrain in which competing visions for education are imbricated with the material and symbolic interests and cultural ideologies of different classes and cultural groups Chapters in this volume are organized into five sections The first three sections provide a foundational overview to educational policy and politics covering culture and politics of education political economy of education and subjectivity and education These chapters address longstanding and current policy and political debates as well as foundational theoretical debates The last two sections are organized around two themes that address some of the most significant recent directions of educational politics and policy disaster politics and technology

Globalisation, Ideology and Politics of Education Reforms Joseph Zajda, 2015-10-09 This 14th volume in the 24 volume book series sets out to explore the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in the light of recent shifts in accountability quality and standards driven education and policy research By doing so it provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education The book draws upon recent studies in the areas of globalisation equality and the role of the state It explores conceptual frameworks and methodological approaches applicable in the research covering the state globalisation and education reforms It critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way that shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally Individual chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and democracy and examine both the reasons and outcomes of education reforms and policy change They provide an informed critique of models of accountability quality and standards driven education reforms that are informed by Western dominant ideologies and social values The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education

Educational Equity and Accountability Linda Skrla, James Joseph Scheurich, 2004-02-02 After decades of such inputs as how many books are in the school library and the number of computers in the classroom American education is shining a spotlight on results

Contrasting Dynamics in Education Politics of Extremes, 2015-01-01 This book aims to enhance understanding of school choice as a supra national travelling policy explored in two strikingly different societies Latin American Chile and North European Finland Chile was among the first countries to implement school choice as a policy which it did comprehensively in the early 1980s through the creation of a market environment Finland introduced parental

choice of a school on a very moderate scale and without the market elements in the mid 1990s Predominant aspects of Chilean basic schooling include provision by for profit and non profit private and municipal organisations voucher system parental co payment and ranking lists Finland persists in keeping education under public authority governance and free of charge and in prohibiting profit making and rankings The wide range of sociologists of education contributing to this book offer novel analyses and perspectives on the operation of school choice in Chile the trailblazer and Finland the European PISA leader Agn s van Zanten s description of how school choice operates as a major dimension of social reproduction sets the scene After that Chilean and Finnish authors explore how the policy is displayed and used explicitly for very different societal purposes although implicitly following similar patterns in the two countries with their histories politics and cultures Empirically the focus is on how families view and act on school choice The research material includes large surveys interviews and ethnographic data gathered in urban Chile and Finland Capitalising on the concept of dynamics the book concludes with some insights into how this globally travelling education policy has materialised in two apparently dissimilar societies and their localities

Political Philosophy, Educational Administration and Educative Leadership Reynold Macpherson, 2013-10-01 In this book Reynold Macpherson initiates a politically critical theory of educative leadership as a fresh line of inquiry in the practice research and theory of educational administration and educational leadership Divided into four parts the book introduces the sub discipline of political philosophy to the field of educational administration management and leadership It does this by clarifying the knowledge domain of each and identifying how four political ideologies specifically pragmatism communitarianism communicative rationalism and egalitarian liberalism have primarily informed and surreptitiously provided contestable justifications for power in the development of practice research and theory in the field of study The book goes on to offer three case studies illustrating how political philosophy can be used to interpret how people become leaders and administrators of educational institutions and systems Additional case studies then demonstrate how crises in governance in educational institutions and systems can be analyzed and improvements made using the tools of political philosophy The final part uses the sub discipline to critique the author s decades of research into educative leadership and concludes the book by both establishing the relativity of politically critical critique and the ideology it favours neo pragmatism Political Philosophy Educational Administration and Educative Leadership will provide practitioners researchers and theorists in educational administration management and leadership with a deeper appreciation of power by formally introducing them to the assumptions limits and tools of political philosophy

[Policy and Politics in Global Primary English](#) Janet Enever, 2018-06-14 Janet Enever explores the complex forces that shape national and local language education policymaking for the early introduction of English as a foreign language at primary and pre primary levels worldwide This is the first book of its kind demonstrating the extent to which English is now perceived as a prerequisite for participation in the global economy reflecting the rapid development of early start English now exploding

across Asia Latin America and other fast growing economies This is a timely and important book Professor Enever demonstrates comprehensive knowledge of primary English policy and practice in a range of countries and from a sound theoretical framework draws together evidence to show how policies are all too often guided by short term political considerations rather than sound educational practice Whilst critiquing inappropriate practice she also analyses the conditions which have the potential to lead to quality and equitable English language programmes at the primary level David Hayes Department of Applied Linguistics Brock University Canada *Resources in Education* ,1999 **Globalizing Educational Accountabilities** Bob Lingard, Wayne Martino, Goli Rezai-Rashti, Sam Sellar, 2015-07-30 Globalizing Educational Accountabilities analyzes the influence that international and national testing and accountability regimes have on educational policy reform efforts in schooling systems around the world Tracing the evolution of those regimes with an emphasis on the OECD's PISA it reveals the multiple effects of policy as numbers in countries with different types of government and different education systems From the effect of Shanghai's PISA success on nations trying to compete economically to the perverse effects of linking funding to performance targets in Australia the analysis links testing and accountability to new modes of network governance new spatialities and the significance of data infrastructures This highly illustrative text offers scholars and policy makers a critical policy sociology framework for doing education policy analysis today [International Handbook of Teacher Quality and Policy](#) Motoko Akiba, Gerald K. LeTendre, 2017-09-01 The International Handbook of Teacher Quality and Policy is a comprehensive resource that examines how teacher quality is conceptualized negotiated and contested and teacher policies are developed and implemented by global national and local policy actors Edited by two of the leading comparative authorities in the field it draws on the research and contributions of scholars from across the globe to explore five central questions How has teacher quality been conceptualized from various disciplinary and theoretical perspectives How are global and transnational policy actors and networks influencing teacher policies and practices What are the perspectives and experiences of teachers in local policy contexts What do comparative research studies tell us about teachers and how their work and policy contexts influence their teaching How have various countries implemented policies aimed at improving teacher quality and how have these policies influenced teachers and students The international contributors represent a wide variety of scholars who identify global dynamics influencing policy discourses on teacher quality and examine national and local teaching and policy environments influencing teacher policy development and implementation in various countries Divided into five sections the book brings together the latest conceptual and empirical studies on teacher quality and teacher policies to inform future policy directions for recruiting educating and supporting the teaching profession **Handbook of Education Politics and Policy** Bruce S. Cooper, James G. Cibulka, Lance D. Fusarelli, 2014-11-10 This revised edition of the Handbook of Education Politics and Policy presents the latest research and theory on the most important topics within the field of the politics of education Well known scholars in

the fields of school leadership politics policy law finance and educational reform examine the institutional backdrop to our educational system the political behaviors and cultural influences operating within schools and the ideological and philosophical positions that frame discussions of educational equity and reform In its second edition this comprehensive handbook has been updated to capture recent developments in the politics of education including Race to the Top and the Common Core State Standards and to address the changing role politics play in shaping and influencing school policy and reform Detailed discussions of key topics touch upon important themes in educational politics helping leaders understand issues of innovation teacher evaluation tensions between state and federal lawmakers over new reforms and testing and how to increase student achievement Chapter authors also provide suggestions for improving the political behaviors of key educational groups and individuals with the hope that an understanding of political goals governance processes and policy outcomes may contribute to ongoing school reform

The Politics of Education in Developing Countries Samuel Hickey, Naomi Hossain, 2019 This book focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries It deploys a new conceptual framework to show how the type of political settlement shapes the level of elite commitment and state capacity to improving learning outcomes

The Politics of Structural Education Reform Keith A. Nitta, 2008-01-07 Education policymaking is traditionally seen as a domestic political process The job of deciding where students will be educated what they will be taught who will teach them and how it will be paid for clearly rests with some mix of district state and national policymakers This book seeks to show how global trends have produced similar changes to very different educational systems in the United States and Japan Despite different historical development social norms and institutional structures the U S and Japanese education systems have been restructured over the past dozen years not just incrementally but in ways that have transformed traditional power arrangements Based on 124 interviews this book examines two restructuring episodes in U S education and two restructuring episodes in Japanese education The four episodes reveal a similar politics of structural education reform that is driven by symbolic action and bureaucratic turf wars which has ultimately hindered educational improvement in both countries

Social Theory and the Politics of Higher Education Mark Murphy, Ciaran Burke, Cristina Costa, Rille Raaper, 2020-12-10 Social Theory and the Politics of Higher Education brings together an international group of scholars who shine a theoretical light on the politics of academic life and higher education The book covers three key areas 1 Institutional governance with a specific focus on issues such as measurement surveillance accountability regulation performance and institutional reputation 2 Academic work covering areas such as the changing nature of academic labour neoliberalism and academic identity and the role of gender and gender studies in university life 3 Student experience which includes case studies of student politics and protest the impact of graduate debt and changing student identities The editors and chapter authors explore these topics through a theoretical lens using the ideas of Michel Foucault Niklas Luhmann Barbara Adams Donna Massey Margaret Archer Jürgen

Habermas Pierre Bourdieu Hartmut Rosa Norbert Elias and Donna Haraway among others The case studies from Africa Europe Australia and South America draw on a wide range of research approaches and each chapter includes a set of critical reflections on how social theory and research methodology can work in tandem Critical Perspectives on Teachers and Teaching Jessica Holloway, 2024-02-08 This book draws attention to the new ways the field of education is problematising the emerging and evolving conditions that shape the work lives and identities of teachers It offers geographically diverse accounts of the teacher and teaching demonstrating what it means to do critical research well Teachers and their practice have been and continue to be important sites of critical research This book offers varied perspectives from diverse geographies to examine how teacher subjectivities are shaped by conditions of possibility Collectively they show how critiquing conditions rather than the teachers themselves provide a means for problematising the teacher while also advocating the well being of teachers as humans Contributions offer compelling examples of how critical scholars can emphasise teaching as a political and value laden exercise and therefore treat the teacher subject as also being constituted through political and value laden discourses Critical Perspectives on Teachers and Teaching offers a provocation to inspire new questions moving forward That is critical researchers have an obligation to challenge taken for granted assumptions not only by looking outwards at the policymakers edu businesses and intergovernmental agencies e g OECD but also by looking inwards and challenging their assumptions about power discourse and subjectivity This book was originally published as a special issue of Critical Studies in Education

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