



Modern Times?  
Work,  
Professionalism  
and Citizenship  
in Teaching  
Martin Lawn

# Modern Times Work Professionalism And Citizenship In Teaching

**John Clarke, Sharon Gewirtz, Eugene  
McLaughlin**



## **Modern Times Work Professionalism And Citizenship In Teaching:**

*Modern Times?* Martin Lawn, 2005-10-26 This is an account of modern since the 1930s teaching The book examines changes in teaching past policy and new policies introduced since the 1988 Education Act It also explores the impact of new kinds of work relations and skills in relation to changes in public service and the state *Educators, Professionalism and Politics* Terri Seddon, John Levin, 2013 This title brings together contributions from around the world that analyse and reflect on the way curriculum is configuring and reconfiguring that world Deployed to Deliver Athena Vongalis-Macrow, 2008-01-01 Education is a vital institution for balancing the excesses of globalisation and changing understandings of civic and global responsibility However education policy often bows to promoting education that dovetails with a global economy increasingly predicated on consumption and competition What can teachers do Under these circumstances is policy for education really about education Deployed to Deliver Teachers in Globalised Education Systems investigates these and other questions and the dilemmas they pose for national international and supranational educational policy makers educators social theorists and practitioners It works from the premise that education policy for a knowledge society necessitates a critical analysis of global agencies and how they reconstruct education for a global economy If we are to understand that education has its negative and positive manifestations and possibilities we need to go beyond the simplistic agendas of global agencies and problematise the view of the future *Good Citizenship and Educational Provision* Ian Davies, Ian Gregory, Shirley Riley, 2002-11 The work presented here is vitally important for the future of educational policy making and for classroom practice With citizenship education high on the government's agenda this book should be read by a large audience Educating the Gendered Citizen Madeleine Arnot, 2009 Globalisation and global human rights are the two major forces in the twenty first century which are likely to shape the sort of learner citizen created by the educational system Schools will be expected to prepare young men and women for national as well as global citizenship Male and female citizens will need to adapt to new social conditions only some of which will encourage gender equality This book offers a unique introduction to the contribution that sociological research on the education of the citizen can make to these national and global debates It brings together for the first time a selection of influential new and previously published papers by Madeleine Arnot on the theme of gender education and citizenship It describes feminist challenges to liberal democracy the gendered construction of the good citizen and citizenship education it explores the implications of social change for the learner citizen and offers alternative gender sensitive models of global citizenship education Reaching right to the heart of current debates the chapters focus on feminist democratic values in education teachers constructions of the gendered citizen European languages of citizenship the inclusion of women's rights into English citizenship textbooks gender struggles for equality in school pedagogy and curriculum the implications of personalised learning for the individualised learner citizen globalisation and the construction of a global ethic for citizenship education It will be an invaluable text for all those

interested in citizenship education gender studies sociology of education educational policy studies critical pedagogy and curriculum studies and international or comparative education     International Handbook of Research on Teachers and Teaching Lawrence J. Saha,Anthony Gary Dworkin,2009-04-17 The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever changing nature of the teaching profession throughout the world This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant     **The Continuing Professional Development of Educators** Alex Alexandrou,Kit Field,Helen Mitchell,2005-04-04 The aim of this book is to take a critical look at continuing professional development policy and practice from a broad European perspective examining both values and paradigms In turn it is hoped this will highlight models and concepts and how these relate to cultural contexts which will develop lessons to be learned This issue is tackled from across professions and from several European countries Not only has a generic European perspective been put forward but so have perspectives from both northern and southern Europe with a touch of North America to add a little spice This is an eclectic mix of views and standpoints which are inextricably linked by the editors and authors profound belief that only through continuing professional development can progress be achieved at both an individual and an organisational level It is hoped this book will provide some answers be informative and stimulate positive debate among both academics and practitioners     **The Work and Lives of Teachers in China** Qing Gu,2014-10-30 By bringing together a distinguished group of scholars who have deep extensive and complementary knowledge and expertise of the Chinese education system The Work and Lives of Teachers in China engages in detailed discussions on contemporary issues about teachers and teaching in China It locates teachers work and lives in a critical analysis of the political socio cultural ideological and educational reform contexts and through this demonstrates how teachers in different professional life phases and in different schools are able to retain their vocational strength and commitment for learning and development Using rich illustrations from real teachers in real primary and secondary schools this book represents a collection of scholarly writings which build research and practice informed new knowledge about the nature of teachers work and lives in China Through these comprehensive case studies the book illustrates to policy makers head teachers and training and development organisations the importance of sustaining teachers commitment and wellbeing in their efforts to improve quality and standards in today s Chinese schools The Work and Lives of Teachers in China provides valuable insight for policy makers educators researchers teachers and students in education and beyond     Educational Research and Policy-Making Lesley Saunders,2007-09-12 Looking into the troubled relationship between research and policy making in education with contributions from leading UK educationalists this book will be invaluable to academics wanting to learn from the experience of senior researchers     *International Handbook of Educational Policy* Nina Bascia,Alister Cumming,Amanda Datnow,Kenneth Leithwood,David Livingstone,2008-05-14 Nina Bascia Alister Cumming Amanda Datnow

Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The serendipity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

**Power, Pedagogy and Praxis**, 2008-01-01 The aim of the text is to respond to gaps in an emergent discourse running along minority majority world fault lines through various perspectives linking globalization education and human rights The editors standpoint allows the consideration of equity in education as the foremost expression of social justice in this era of economic and technological globalization regardless of political or cultural contexts This project continues the tradition of critical social pedagogy in creating common ground that accesses new approaches to political and classroom based relations of power and praxis

Realities of Teachers' Work Sandra Acker, 1999-04-01 The Realities of Teacher Work Never a Dull Moment follows the fortunes of the teachers at Hillview Primary School over ten years It explores what it is like to be a primary or elementary school teacher in an urban school with about 200 children mixed in social class and ethnicity and suggests what we may learn from them for the future Sandra Acker links her research with other literature on teachers work and describes the school as a workplace focusing on four key features the characteristics of the children the school's physical setting the available resources and the ethos of the school She successfully places us in the classroom giving vivid images of daily interactions with the children and shows too how teaching extends far beyond the classroom door The book explores the caring culture that has developed among the teachers and helps them to cope with the difficulties they encounter It also considers the school as located in the wider community by looking at changes in teachers careers over time and the effects on Hillview of recent educational reform This book shows us how and why we need to revise our assumptions about schools and teachers and see them not as isolated individuals in closed classrooms and self contained schools but as an integral part of a much broader community Above all it shows that teaching is hard demanding work that is influenced by workplace cultures and the gendered

expectations society holds about teachers      **Teacher Education in Taiwan** Shen-Keng Yang, Jia-Li Huang, 2016-04-14 Since the Teacher Education Act was in place in 1994 student teachers were educated through diverse educational institutions instead of the traditional normal schools Taiwan's equivalent of teachers colleges But such market based teacher education has been altered by politics society and culture in the direction of government controlled teacher education particularly in the quality evaluation of teacher education Taiwan maintains teacher education quality by controlling the number of teachers using teacher assessment to eliminate teachers who are not up to standard evaluating teacher education institutions evaluating professional development of teachers to raise elementary and secondary teacher quality This book uses Taiwan as a case study to analyze the transformation of teacher education in a country which goes through political economic and societal transitions along the axis of state regulation vs marketization It analyzes the uniqueness of Taiwanese teacher education for international reference and draws implications for teacher education policies in the context of education reform The Formation of Two Approaches to Teacher Education Teacher Education Policy and Policy Direction in Taiwan The Ideology Implications Applications of Teacher Profession Standards The Teacher Education Strategic Alliances in Taiwan This book will interest policy makers researchers and students in the field of education especially in teacher education and comparative education      Critical Practice with Children and Young People Robb, Martin, Montgomery, Heather, 2019-06-21 This valuable textbook for advanced students and practitioners helps readers cultivate a deeper knowledge and critical understanding of the contexts in which practice with children and young people takes place and to develop as critical reflective practitioners This new edition is substantially updated to reflect the changes in the field since the publication of the first edition It contains additional chapters discussing new and emerging topics including key theoretical perspectives for critical practice the politics of child protection working with grieving children the impact of devolution on policy and practice with children and young people Giving equal attention to practice with both children and young people this book will be essential both for students and for practitioners in fields such as social work education health care and related fields      **New Managerialism, New Welfare?** John Clarke, Sharon Gewirtz, Eugene McLaughlin, 2000-09-28 New Managerialism New Welfare is a carefully integrated textbook that explores the continuing restructuring of the state and social welfare in the United Kingdom It combines studies of specific policy areas such as health education criminal justice local government with chapters that examine cross cutting themes and developments The book provides a thorough and critical reflection on New Labour's vision of the past and future of social welfare and public services in the construction of a modern society      *Education, Reform and the State* John Furlong, Robert Phillips, 2002-11-01 The last quarter of the twentieth century was a very important period in history of education Beginning with the so called Great Debate the period witnessed intense public and political interest in educational issues culminating in an almost unprecedented amount of education related legislation the most symbolic of which was the Education Reform Act of 1988

Some scholars have rightly claimed that the education system was transformed during this period pointing to major changes in the ways in which schools further education colleges and universities were organised managed and controlled Others have claimed that these changes altered the power relationships which had underpinned the education system since 1944 Given the sheer scale and pace of the education policy related reforms of this period this edited collection brings together some of the leading scholars in education to reflect on the major legislative and structural changes in education over the past few decades Published in the year of the twenty fifth anniversary of Callaghan s Ruskin College speech in 1976 it provides a definitive contemporary history of education policy in the late twentieth century The editors bring together some of the leading educationalists to reflect on the major legislative and structural changes in the field over the last twenty five years The book will be of use to education students on undergraduate and postgraduate courses as well as students and academics working in social policy

*Teachers' Work in a Globalizing Economy* Alistair Dow, Robert Hattam, Alan Reid, Geoffrey Shacklock, John Smyth, 2005-08-02 Extended critical case studies provide a tangible working expression of the labour process of teaching showing how teachers are simultaneously experiencing significant changes to their work as well as responding in ways that actively shape these processes For teachers and researchers this book shows what processes are at work in the global economy which impact on and sometimes control the role of the teacher It also reveals how teachers accommodate resist or redefine their working circumstances and explores methods researchers might employ in order to increase our understanding and knowledge of the effect of globalization on teaching

**Adult and Lifelong Education** Marcella Milana, John Holford, Vida A. Mohor?i? Špolar, 2017-10-02 Adult and Lifelong Education explores why politicians researchers and practitioners involved in educating post school young people and adults have quietly abandoned the term education in favour of learning Bringing together contributions from experienced as well as younger scholars and from Europe North America and Australasia it draws on global national and local perspectives to reveal key features of adult education s policy environment At the book s heart are three main concerns First what is the spatial reach of these developments and what processes of fluidity and fixity emerge Second does increased state and international recognition of civil society s role in adult education and learning help to voice grass roots learning needs for individuals and communities Or does it create new patterns of dependency and domestication Finally given the growing culture of monitoring and the investment of money time and attention which international organizations national governments and research institutes around the world are making in gathering information on people s skills and knowledge and how they use them what is happening when literacy numeracy and problem solving abilities are tested How is this knowledge used and abused in various policy environments and who benefits The book is an outcome of the work of the European Society for the Research on the Education of Adults ESREA Research Network on Policy Studies in Adult Education s inaugural conference held at the University of Nottingham in 2012 This book was originally published as a special issue of Globalisation Societies and Education

*Shaping the Future*

,2007-01-01 World wide the production of teachers has become a sharp political issue during the early years of the twenty first century Current systems for ensuring a supply of capable and knowledgeable teachers have come sustained under attack from politicians economists parents organisations and social critics alike There is less agreement now about teacher education than in any time over the pass fifty years Much of the debate in the public and political arenas has been driven by narrow and expedient consideration and too much of it demonstrates a poor grasp of the deep and complex issues which teacher education in a democracy must confront At the same time there has been a serious educational debate which has focused on what a well trained teacher ought to be able to do and what methods of training and education can produce competent teachers The chapters of this book address these issues in a critical way asking what should the objectives of teacher education be The authors demonstrate the international reach of the debate over teacher education and they ground their discussions within the national contexts of their own experience All the authors share the view that teacher education involves much more than acquiring a set of skills and techniques Important as these are the well trained teacher needs for example to have an understanding of the contexts of teaching of the reasons why we teach of the role of schools as institutions within political environments as well as a coherent perspective on curriculum and the relevant bodies of theory which give overall point to what is being done What teacher education entails will probably never be beyond contestation at least not so long as it takes place within capitalist democracies These democracies with their tensions running between liberal ideals and economic imperative push and pull teacher education in contradictory directions At present educational ideals seems too quickly and too dogmatically to be traded for immediate fiscal policy The authors of these chapters articulate the reasons why such short term thinking will be detrimental to any approach to teacher education which commits itself to producing well rounded and comprehensively professional teachers A Century of Education Richard

Aldrich,2002-11-01 Education is a country s biggest business and the most important shared experience of those who live in it A Century of Education provides an accessible authoritative and fascinating overview of the role and nature of education in the twentieth century Eminent historian of education Professor Richard Aldrich has assembled a team of contributors all noted experts in their respective fields to review the successes and failures of education in the last century and to look forward to the next A succinct overview of twentieth century social economic political and intellectual developments in the first chapter is followed by chapters on ten key topics Each chapter has four sections a review of the educational situation in 2000 a similar assessment in 1900 changes and continuities throughout the century and a conclusion reviewing the lessons for today and tomorrow This is a work of information interpretation and reference which demonstrates the strengths and weaknesses of education during the twentieth century and identifies educational priorities for the twenty first For anyone interested in what has become the most important Issue of our time this unique book is set to become a classic text

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