

# The Politics of Professionalism

Teachers and the Curriculum

GARY McCULLOCH, GILL HELSBY  
and PETER KNIGHT

CONTINUUM



# Politics Of Professionalism Teachers And The Curriculum

**Terri Seddon, John Levin**



## **Politics Of Professionalism Teachers And The Curriculum:**

The Politics of Professionalism Gary McCulloch, Gill Helsby, Peter Knight, 2000-05-01 Many commentators feared that the Education Reform Act of 1988 sounded the death knell for teacher professionalism in Britain. More than a decade later, however, professionalism appears to have staged a miraculous recovery. David Blunkett says that it is back at the very heart of teaching. But what kind of professionalism is this? In whose interest is its recovery and what effects will it have? And how does this development relate to changes in other professions? *The Politics of Professionalism* provides authoritative answers to these questions. It does so by setting the debates in their historical context and by drawing on detailed research findings on teachers' experience of work and education, especially the curriculum in the current era. In the process, this book makes a major contribution to our understanding of the politics, history and sociology of teaching and the other professions.

**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.

**The Politics of Teacher Professional Development** Ian Hardy, 2012 *The Politics of Teacher Professional Development: Policy Research and Practice* provides innovative insights into teachers' continuing development and learning in contemporary western contexts. Rather than providing a list of how-tos and must-dos, this volume is premised on the understanding that by learning more about the current conditions under which teachers and other educators work and learn, it is possible to understand and consequently improve the learning opportunities teachers experience. Teacher professional development is not simply construed as an isolated series of events such as day-long workshops marking the beginning of each school year or term, or individualistic one-off activities focused on new teaching approaches, curricula or assessment strategies. Rather, through application of sociologist Pierre Bourdieu's understanding of social practices as contested, teacher professional development is revealed as a complex social practice which exists as policy, as a research product and process, and as an important part of teachers' work. The book reveals how PD as policy, research and teachers' work are inherently contested. An extended series of case studies of teacher professional development practices from Canada, England and Australia are employed to show how these tensions play out in complex ways in policy and practice.

*Preparation, Practice, and Politics of Teachers* Mark Ginsburg, 2013-02-11 This edited volume, based on papers presented at the World Congress of Comparative Education, Istanbul 2010, presents research examining pre-service teacher education in service teacher development and the politics of teachers' work in a variety of geographical regions including Asia, Africa, Eurasia, Europe, Latin America and North America. More specifically, the chapters examine the situations, activities and education of teachers in the societal contexts of Cuba, Equatorial Guinea, France, Germany, Ghana, Hong Kong, Ireland, Lithuania, The Netherlands, Scotland, Spain, Turkey and the United States. The authors address a variety of important questions related to a group of employees who are key actors in determining the quality of education. How can pre-service teacher education best be organized for

different purposes in various settings What kinds of activities should be organized and who should be involved in in service professional development to promote teacher capacity and commitment to perform their roles in classrooms and communities What kinds of incentives can motivate teachers engagement with various aspects of their work How do certain educational policies and reforms promote the professionalization or the deprofessionalization and proletarianization of teaching What are the opportunities and constraints for teachers as they seek to operate within the micro politics of schools and the macro politics of society The book thus contributes to refining our understanding of the critical theoretical issues in the field of comparative and international education as well as calling attention to dynamics that should be considered in developing and implementing as well as critiquing and resisting educational policies in varying contexts *The Routledge International Handbook of Teacher and School Development* Christopher Day, 2012 The contributions are authoritative and of high quality This is an important resource The Teacher Trainer A seminal state of the art critical review of teacher and school development which touches upon and discusses issues at both policy and practice levels Education, Reform and the State John Furlong, Robert Phillips, 2002-11 This book supplies the definitive contemporary history of education policy in the late twentieth century Some of the leading educationalists reflect on the major legislative and structural changes in the field over the last 25 years **Teachers' Professional Lives** Ivor F. Goodson, 2002-11 First published in 2004 Routledge is an imprint of Taylor Francis an informa company **Proceedings of the 2024 8th International Seminar on Education, Management and Social Sciences (ISEMSS 2024)** Lu Chang, Gabriel Antunes de Araujo, Lei Shi, Qian Zhang, 2024-10-31 This is an open access book The conference will focus on educational management and social studies discussing key challenges and research directions for the development of the field promoting the development and application of theories and methods in the field in universities and enterprises and providing a favorable platform for innovative scholars and experts focusing on the field of research to exchange new ideas and present their research results **International Encyclopedia of Education** , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board

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### **Reflective Teaching in Primary Schools**

Andrew Pollard, Dominic Wyse, Ayshea Craig, Caroline Daly, Sinead Harmey, Louise Hayward, Steve Higgins, Amanda McCrory, Sarah Seleznyov, 2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of today's primary school teachers This book uniquely provides two levels of support practical evidence based guidance on key classroom issues such as relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition More case studies and research summaries based on teaching in the primary school than ever before New reflective activities and guidance on key readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support

### **Proceedings of the 2022 2nd International Conference on Education, Information Management and Service Science (EIMSS 2022)**

Zehui Zhan, Ding Zhou, Honglin Wu, 2022-12-28 This is an open access book 2022 2nd International Conference on Education Information Management and Service Science EIMSS 2022 was held on July 22-24 2022 in Changsha China EIMSS 2022 is to bring together innovative academics and industrial experts in the field of Education Information Management and Service Science to a common forum The primary goal of the conference is to promote research and developmental activities in Education Information Management and Service Science and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world The conference will be held every year to make it an ideal platform for people to share views and experiences in Education Information Management and Service Science and related areas

### **Crisis, Austerity, and New Frameworks for Teaching and Learning**

Maria Chalari, 2019-05-28 This book attempts to examine the educational consequences of the recent social and economic situation in Greece and it explores on a general level new possibilities for teaching and learning at times of national crisis Using Greece as an exemplary case Maria Chalari demonstrates how the relationship between neo liberalism and education is especially salient during difficult times it also demonstrates the effect of this relationship on teachers day to day experiences By attending to yet moving beyond the negative implications of socio economic crisis this volume aims to present core educational values of

the current era as well as the crucial issues that may become opportunities for reflection and change

**The New Politics of the Textbook** Heather Hickman, Brad J. Porfilio, 2012-10-29 In an era when corporate and political leaders are using their power to control every aspect of the schooling process in North America there has been surprisingly little research on the impact of textbook content on students The contributors of this volume and its partner *The New Politics of the Textbook: Problematizing the Portrayal of Marginalized Groups in Textbooks* guide educators school administrators academics and other concerned citizens to unpack the political social and cultural influences inherent in the textbooks of core content areas such as math science English and social science They urge readers to reconsider the role textbooks play in the creation of students political social and moral development and in perpetuating asymmetrical social and economic relationships where social actors are bestowed unearned privileges and entitlements based upon their race gender sexuality class religion and linguistic background Finally they suggest ways to resist the hegemony of those texts through critical analyses critical questioning and critical pedagogies

*Education And Politics For The 1990s* Denis Lawton, 2003-12-16 Examines the ideological differences between the education policies of the two main political parties in the UK and discusses the emergence of these differences within the context of the 1988 Education Reform Act It also looks at the world wide influence of the New Right politics on education

*Politics and the Primary Teacher* Peter Cunningham, 2011-12-15 Why is primary education so high on the political agenda and so contentious Why is the performance of primary schools so often in the media spotlight Why should primary teachers trouble themselves with the politics of their work *Politics and the Primary Teacher* is an accessible introduction to some of the thorniest aspects of a primary teacher's role It aims to support your understanding of the constant changes in education policy give you confidence to engage critically with current political debates and consider how you might shape your response accordingly Including questions for reflection and selected further reading and resources it examines the complex interface between the work of a teacher and the world beyond the classroom walls Key issues explored include assessment testing league tables and national accountability measures the media's impact in shaping both local and national views about education political implications of new policies such as academies and free schools conditions of work in the classroom and workforce remodelling the curriculum its purposes and structure pedagogy and teaching methods education for citizenship health and well being *Politics and the Primary Teacher* is essential reading for all education professionals who want to think more deeply about primary education what it offers and how children families and communities are served by the primary school

**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

*Politics of Classroom Life* Nobuo K. Shimahara, 2014-04-08 The growing economic competition among the world s industrialized and developing nations has spurred comparisons and examinations of national school systems An important aspect of any school system is school and classroom management which is an indicator of the ultimate goals that a nation has for its future workers In this volume international scholars examine the daily life of elementary school classrooms in six nations with complex economies an international presence and salient minority and immigrant populations These original essays analyze contemporary classroom management practices and policies as well as their historical and theoretical frameworks

Teachers: The Culture and Politics of Work (RLE Edu N) Martin Lawn, Gerald Grace, 2012-04-27 This book examines the experience and politics of teachers work questions of teacher appraisal and the struggles of the teachers action of 1984 86 A major section of the book charts the changing power relations between organized teachers and the State in Britain from 1900 to the late 1980s The contributors to this volume write from a variety of perspectives including conflict theory socio historical analysis feminist analysis diary based ethnography and interview based research With its sensitivity to this range of perspectives and its bringing together of the experimental aspects of teaching as well as its class gender and political relations this book is an authoritative source for courses in education sociology history and social policy

Proceedings of the 2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022) Augustin Holl, Jun Chen, Guiyun Guan, 2023-02-09 This is an open access book ICHES started in 2018 the last four sessions of ICHES have all been successfully published ICHES is to bring together innovative academics and industrial experts in the field of Humanities Education and Social Sciences to a common forum And we achieved the primary goal which is to promote research and developmental activities in Humanities Education and Social Sciences and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world 2022 5th International Conference on Humanities

Education and Social Sciences ICHESS 2022 was held on October 14-16, 2022 in Chongqing, China. ICHESS 2022 is to bring together innovative academics and industrial experts in the field of Humanities Education and Social Sciences to a common forum. The primary goal of the conference is to promote research and developmental activities in Humanities Education and Social Sciences, and another goal is to promote scientific information interchange between researchers, developers, engineers, students, and practitioners working all around the world. The conference will be held every year to make it an ideal platform for people to share views and experiences in Humanities Education and Social Sciences and related areas. **ICMEIM 2023**

Youbin Chen, Vishalache Balakrishnan, Mehmet Cüneyt Birkök, 2023-11-23. The 4th International Conference on Modern Education and Information Management ICMEIM 2023 was successfully held from September 8th to 10th, 2023 in Wuhan, China. This conference aimed to bring together scholars, researchers, and practitioners from around the world to discuss and exchange ideas on the latest trends and advancements in modern education and information management. The conference program featured a diverse range of research topics, including educational technology, digital learning, information systems, and knowledge management. With a focus on exploring innovative approaches and strategies, the conference provided a platform for participants to present their research findings and share insights on the future development of the field. Distinguished speakers included Prof. Qing Ding from Huazhong University of Science and Technology, China; Prof. Longkai Wu from Central China Normal University, China; Assoc. Prof. Lim Chee Leong from Taylor's University, Malaysia; and Assoc. Prof. Teh Sin Yin from Universiti Sains Malaysia, Malaysia. These experts delivered keynote speeches offering valuable perspectives and stimulating discussions on the conference themes. The 4th International Conference on Modern Education and Information Management ICMEIM 2023 played a significant role in shaping the future development of the field. It provided a platform for researchers and practitioners to share their knowledge, explore emerging trends, and address key challenges in modern education and information management. By facilitating collaboration and promoting interdisciplinary dialogue, the conference contributed to the advancement of innovative practices and strategies in this rapidly evolving field. We extend our sincere appreciation to all participants, presenters, organizers, and sponsors for their valuable contributions in making the ICMEIM a success. We look forward to future editions of the conference and the continued growth and advancement of the field.



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