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# School Effectiveness Fracturing the Discourse

MASTER CLASSES IN EDUCATION SERIES



Louise Morley and  
Naz Rassool

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# School Effectiveness Fracturing The Discourse

**Andrew Wright**



## **School Effectiveness Fracturing The Discourse:**

*School Effectiveness* Louise Morley, Naz Rassool, 2002-11-01 How have the school effectiveness and school improvement movements arrived where they are today Over the past three decades there has been a great deal of development from the 1960s when debates arose regarding equality of opportunity to the 1980s when market concepts came into play This book contrasts current thinking on educational standards with prevailing thought from prior decades and tackles difficult questions of quality and educational outcomes Anyone wishing to improve their understanding of school effectiveness will find this book interesting and highly informative

**International Handbook of School Effectiveness and Improvement** Tony Townsend, 2007-09-21 This book reviews of the development implementation and practice of the disciplines of school effectiveness and school improvement Seven main topics are addressed History of the school effectiveness movement over the last 25 years Changes in accountability and standards Leadership in school effectiveness Changes in teacher education Impact of Diverse Populations Education Funding and its Impact and Best Practice Case Studies The contributors are active in school effectiveness research worldwide

**School Effectiveness and Improvement Research, Policy and Practice** Christopher Chapman, Paul Armstrong, Alma Harris, Daniel Muijs, David Reynolds, Pam Sammons, 2012-03-12 This book provides a contemporary overview of school effectiveness and improvement It charts the development theory and research in this area and looks at the contribution made to policy and practice It also challenges some assumptions that have become ingrained into the theoretical and methodological traditions of the field By challenging these orthodoxies it provides a framework that sets a new agenda and repositions the field to meet the emerging challenges of the twenty first century It argues that traditional measures of school effectiveness are challenged as systems have attempted to adapt to a complex range of emerging agendas New theoretical perspectives are required which consider education and a broader set of outcomes This shift requires a rethink of how effectiveness and improvement have been understood by the field and a reconstruction by policy makers and practitioners Attention must be given to promoting equity as well as effectiveness so that one school or student's gain no longer means another's loss The field must develop new methodologies if inequities are to be challenged and a broader set of outcome measures are to be developed The two questions guiding this book are How can educational effectiveness and improvement research and practice support the development of a more equitable education service What are the key indicators of educational effectiveness and improvement and what are the new methodologies required to facilitate a shift from school effectiveness and improvement to educational effectiveness and improvement This book uses lenses of research policy and practice to explore these key questions and articulate what such a repositioning may look like and how it may be achieved It will prove invaluable for teachers school leaders and anyone involved in policy and educational research

*Discourse In Educational And Social Research* MacLure, Maggie, 2003-03-01 WINNER 2004 AESA Critics Choice Award With wonderful clarity Maggie MacLure shows how deconstructionism opens new

avenues of critical inquiry and understanding for educational researchers In exposing the hidden ideological side of terms like clarity certainty mastery and relevance she allows us to see schooling and educational policy in new ways In so doing she allows us to imagine classrooms as liberating pedagogical places as places where new forms of desire knowledge and learning take place Norman K Denzin University of Illinois at Urbana Champaign This book is both practical and provocative It demonstrates the insights and the challenges of a discourse based orientation to educational and social research Drawing on a variety of educational and social science texts including press articles life history interviews parent teacher consultations policy debates and ethnographies the author shows how knowledge power identities and realities are constructed and problematised in discourse The book also deals with research itself as discursive practice examining the texts that qualitative researchers produce and consume reports monographs journal articles Practical examples are included for researchers and graduate students wishing to interrogate their own data from a discourse perspective The author develops a critical awareness of the researcher s role as writer reader of texts The book makes the case for discursive literacy in research While its primary allegiances are to poststructuralism and deconstruction it draws from a wide range of disciplines including interaction sociology feminist ethnography literary theory critical discourse analysis and art history What holds the book together is the persistent question how to do educational research and social research within a crisis of representation that has unsettled the relationship between words and worlds

#### **Policy and Power in Inclusive Education**

Melanie Nind,Jonathan Rix,Kieron Sheehy,Katy Simmons,2023-04-14 The movement towards inclusive education is undoubtedly an international phenomenon and it has resulted in the development of policy initiatives impacting on schools in all nations This informative wide ranging text brings together key illustrative material from an international field It adopts a critical perspective on policy issues but goes beyond this by making explicit the assumptions that drive policy development Readers will be encouraged to develop their own framework allowing them to conduct policy analysis and evaluation within their own educational context Students and researchers interested in how principles of inclusive education are being translated into educational practices around the world will find this book an enlightening read

Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching Jo Cairns,Roy Gardner,Denis Lawton,2013-05-13

Values in education in terms of both how they are taught and of the ethics of teaching itself are an area of lively debate This text provides a resource of ideas issues and practice for all those with an interest in this area of education

**Ethics and Research in Inclusive Education** Kieron Sheehy,2005 Written from the standpoint of inclusive education rather than special education this Reader will develop the student s ability to identify and respond to ethical dilemmas that occur within their particular research methodologies and settings

**Changing Educational Contexts, Issues and Identities** Michael Crossley,Patricia Broadfoot,Michele Schweisfurth,2007-01-24 Documenting major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal Comparative Education this book

compiles a selection of articles from forty years of the journal's distinguished history. It illustrates how changing times have been reflected in the nature and quality of published comparative research. Contributors explore the impact of key issues such as marketisation, accountability and globalisation upon policy and practice world wide. They explore how new challenges faced by the social sciences have seen shifts in the contexts, issues and priorities attended to by comparatives and how different approaches to comparative education have influenced the intellectual and professional identities and positioning of those involved. Bridging theoretically oriented scholarship with empirically grounded research relating to issues of policy and practice and with chapters addressing questions of relevance throughout the world, this book is an invaluable resource of ideas and stimuli for further thinking and research.

**Literacy and Gender** Gemma Moss, 2007-10-29. Literacy and Gender provides a major contribution to general debates about literacy and gender in schools. It advances the theory in literacy as a social practice as well as providing practical support to those researching literacy. A timely project, it is essential reading for anyone with an interest in applied linguistics, education or gender studies.

Culture, Work and Psychology Pedro F. Bendassoli, 2019-04-01. This book arises from the observation that mainstream psychology, especially work and organisational psychology, suffers from critical limitations in its attempts to deal with the complexities of work as a cultural phenomenon. We can only mention a few examples here. In the WOP field, especially in the Anglo-Saxon tradition, work experiences are seen through the lenses of traditional behavioural approaches, whereas culture is seen as a software of the mind. To use a popular definition found in this field based on cross-cultural mainstream psychology, competences to take another example are thought of as something that do or do not people have inside them. Suffering like stress, a common work-based problem of our times, is considered to be dependent on a person's personality, perceptions or as a set of behaviours triggered by facing an objective environment. Even meaning-making process can be found to be defined from a WOP mainstream point of view: meanings are social cognitions shared by people by means of unidirectional socialisation processes. Therefore, the goal of this book is to deliver to the reader a new and challenging theoretical and methodological tool box inspired by insights developed from a broad cultural psychological perspective. Its focus is on the consideration of work and organisations based on core concepts developed inside cultural psychology. Therefore, it is designed to discuss potential extensions of these concepts to work psychology.

**ICT: Changing Education** Chris Abbott, 2003-09-02. In this timely and accessible book, Chris Abbott examines the process by which ICT and, in particular, its role in relation to literacy has become central to national educational policies.

Spirituality and Education Andrew Wright, 2003-09-02. Spirituality and Education introduces the basic contours of current debate in a form accessible to both classroom teachers across the curriculum range and to school managers. It covers all key areas including problems of defining spirituality, government legislation and supporting documentation, relevant empirical research, the social dimension of spirituality, secular and religious manifestations of spirituality in contemporary society, theories of childhood spiritual development, contemporary approaches

to spiritual education including collective worship and cross curricular teaching A variety of different perspectives and approaches will be offered and readers are encouraged to be reflective through a number of tasks which relate all issues raised directly back to their own specific circumstances The author includes questions quotes and lists of further reading

*Reflecting on Literacy in Education* Peter Hannon,2013-04-03 Literacy has become central to debates on policy and practice in education in the UK and other English speaking countries This book introduces teachers to current thought on the place of literacy in education providing many different perspectives It charts the latest ideas and relates practical and policy concerns to an understanding of theoretical issues Concise and accessible it connects with key aspects of the experience of professionals and students alike and provides issues for group discussion or individual study as well as suggestions for further reading

**Education Policy and Realist Social Theory** Robert Archer,2018-05-04 In Europe welfare state provision has been subjected to market forces Over the last two decades the framework of economic competitiveness has become the defining aim of education to be achieved by new managerialist techniques and mechanisms This book thoughtfully and persuasively argues against this new vision of education and offers a different more useful potential approach This in depth major study will be of great interest to researchers in the sociology of education education policy social theory organization and management studies and also to professionals concerned about the deleterious impact of current education policy on children s learning and welfare

**Gender, Teaching and Research in Higher Education** Gillian Howie,Ashley Tauchert,2019-04-09 Gender Teaching and Research in Higher Education presents new insights and research into contemporary problems practical solutions and the complex roles of teaching and learning in the international academy Drawing together new research from contributors spanning a range of international and interdisciplinary perspectives this book discusses topics of particular importance in the UK USA Australasia and South Africa including curriculum boundary disciplines and research assessments the Higher Education institution educational practice authority and authorization teaching and counselling Discussion of quality audits curriculum modifications teaching certificates and other key topics add to this book s value in informing current debate and providing valuable research aids for education into the 21st Century

**Rethinking Educational Leadership** Nigel Bennett,Lesley Anderson,2003-07-24 The charismatic transformational leader who creates a vision for the future of their organization and persuades others to follow their path towards it is now the dominant viewpoint that underpins government policies towards leadership development in the English speaking world This book offers a much needed corrective to this orthodoxy by focusing on current research and thinking about leadership rather than leaders A wide range of prominent international contributors present a rare self critical look at their own assertions and test alternative leadership models against recent research projects They also demonstrate how their analysis is relevant to all countries where leadership is an issue Major features include alternative theories to understanding the nature of leadership how leadership could be analyzed re analysis of recent research carried out by contributors in the

light of one or more of the alternative theories examined implications of the alternative perspectives for leadership training  
This book is recommended to all staff and students involved in educational leadership management or administration programmes

*Challenges and Negotiations for Women in Higher Education* Pamela Cotterill, Sue Jackson, Gayle Letherby, 2007-06-28

### CONCEPTUALISING CHALLENGES AND NEGOTIATIONS FOR WOMEN IN HIGHER EDUCATION

1 2 3 Pamela Cotterill Sue Jackson and Gayle Letherby 1 2 3 Staffordshire University Birbeck University of London University of Plymouth

### INTRODUCTION

Despite the historical tradition of academia as a male space Evans 1995 Abbott et al 2005 Stanley 1997 Letherby 2003 it is possible to argue that the expansion of higher education in the 1980s and 1990s benefited women more than it did men By 1995 there were two and a half times more women in the academy than in 1970 1 Abbott et al 2005 and in the decade to follow the numbers of women undergraduate students had overtaken men with a substantial minority of these being older non standard entrants Furthermore as Paula J Caplan 1997 3 argues Visions of the academic life draw us women toward it picturing an intellectual community whose members search with passion and integrity for Truth and Knowledge We imagine that in academia we shall find freedom from bias freedom from worldly struggles of power and wealth freedom to choose what to study and what to say and an environment characterized by tolerance and openness where everyone's energy is focused on the open exploration of ideas However whilst this may be the vision for some women it is important not to view this widening of female participation in higher education through rose tinted glasses

*Identity and Difference in Higher Education* Pauline Anderson, Jenny Williams, 2018-02-06 This title was first published in 2001 This volume brings together contributions from a group of authors who explore the themes of identity and difference in the context of a range of power relationships within higher education

### International Handbook of Curriculum Research

William F. Pinar, 2003-04-01 The International Handbook of Curriculum Research is the first collection of reports on scholarly developments and school curriculum initiatives worldwide Thirty four essays on 28 nations framed by four introductory chapters provide a panoramic

### Behaviour for Learning

Simon Ellis, Janet Tod, 2013-12-19 Behaviour for Learning offers teachers a clear conceptual framework for making sense of the many behaviour management strategies on offer allowing them to make a critical assessment about their appropriateness and effectiveness in the classroom Teachers need to be asking themselves the question How can I improve a child's learning rather than How can I get them to behave The authors present a unique focus on the relationships which underpin learning placing an emphasis on the development of learning behaviours and endorses OFSTED's view that it is essential to evaluate the efficacy of behaviour management against progress in learning Essentially this book will help teachers decide what strategy is best for individuals in their classroom be aware of the evidence theoretical base that underpins that strategy use be able to evaluate the effectiveness of that strategy Located within emerging agendas for improved individual holistic outcomes and increased partnership working this book seeks to synthesise the practical with the theoretical Authoritative and timely Behaviour for Learning is compelling reading

for all trainees and practicing teachers CPD coordinators and other professionals working with challenging pupils



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