

Restructuring Schools, Reconstructing Teachers

*Responding to Change in the
Primary School*

Peter Woods, Bob Jeffrey,
Geoff Troman and Mari Boyle



Restructuring Schools Reconstructing Teachers

Martyn Hammersley



Restructuring Schools Reconstructing Teachers:

Restructuring Schools, Reconstructing Teachers Peter Woods, Bob Jeffrey, Geoff Troman, Mari Boyle, 2019-07-01

Drawing on wide ranging research this book originally published in 1997 explores how the policy changes of previous years were affecting primary teachers and their work at the time Within the context of worldwide restructuring the thoughts feelings and activities of teachers in their daily work are examined The core argument is that what used to be a complex but fulfilling job distinguished by professional dilemmas which are amenable to professional skill had become increasingly marked by tension and constraint which frustrates teacher creativity While some teachers found new opportunities in the new primary school many used strategical and micro political activity in order to cope while others fell victim to stress and burnout The authors argue that teachers own active involvement in policy change is required if their creative potential is to be realized The book will still be of interest to teachers in primary schools researchers and policy makers **Doing**

Research About Education Geoffrey Walford, 2003-09-02 This book brings together semi autobiographical accounts from major educationalists about their influential research focusing on the practical and personal aspects of the research process The collection reflects the great changes that have occurred within educational research since the 1980s and deals with the issues and situations of the late 1990s It includes accounts that cover the various stages of the research process a sampling of topics the diversity of methodologies used in educational research and a range of theoretical perspectives There is coverage of qualitative and quantitative methodologies and of large and smaller scale research Also discussed are ESRC programme research contract research and theoretical research *Teachers Learning* Colleen McLaughlin, 2013 This book is part of The Cambridge Teacher series edited by senior colleagues at the University of Cambridge Faculty of Education which has a longstanding tradition of involvement in high quality innovative teacher education and continuing professional development **Researching School Experience** Martyn Hammersley, 1999-09-09 There is a tendency in much

educational thinking to view pupils in passive terms as the material on which schools operate This damaging view is challenged here Significant recent research shows the effects of changing educational conditions on the experience of teaching and learning in schools By redressing the balance and acknowledging the affective side of pupils and their learning this book shows that improved understanding leads to improved teaching Contributions from Stephen Ball Martyn Descombe Ann Filer Andy Hargreaves Bob Jeffrey Geoff Troman Andrew Pollard and Peter Woods Radical Reforms Christopher Chapman, Helen Gunter, 2008-12-09 This book draws on the lessons from one of the most intensive periods of educational reform in any country during recent times The post 1997 English experience under a New Labour government is used to illustrate the opportunities and challenges associated with attempting to develop a world class education system Such reforms are fiercely contested and often polarized with proponents stressing the opportunities created while others reveal the erosion of professional values Contributions from UK and overseas researchers including Andy Hargreaves and John

Smyth reflect on the implications for those concerned with developing education systems across the globe Focusing on the challenges of radical reform in key areas including variation in educational achievement accountability and standards linking school and community policies workforce reform and choice and diversity the book includes chapters on Accountability for School Improvement Workforce modelling and Distributed Leadership Multi agency Work and Children s Services The Education and Poverty Link Personalised Learning Initial Teacher Education Drawing on the framework developed by New Labour to assess the approaches to and outcomes of interventions and the extent to which policies can deliver promised transformations but going much deeper and wider than this the authors present a critical account of reform by studying examples of policies and conceptualizing the interplay between policy practice and research With contributions from leading international commentators this book will be of interest to researchers in education education policy and school leadership

How Do Teachers Learn Together? Xiaolei Zhang, 2022-07-29 Based on case studies of Chinese teachers in Shanghai and their workplace learning within the context of reform this book examines how Chinese teachers learn together when they engage in school based learning activities Since the New Curriculum Reform in China in 2001 school based teaching research groups TRGs Jiaoyanzu have played an important role in changing teacher learning approaches Informed by organizational learning frameworks and organizational knowledge theory the author examines the processes and effects of teacher learning in school based settings particularly the role of school leadership in the learning and change of in service teachers Implications of sustainably optimizing the school based teacher learning communities for school improvement are also discussed The book will be helpful and valuable for policymakers school leaders researchers students teachers and other educational practitioners in understanding the distinctive features of school based teachers learning in China **Personal**

Epistemology and Teacher Education Jo Brownlee, Gregory Schraw, Donna Berthelsen, 2012-05-23 Personal Epistemology and Teacher Education edited by Joanne Brownlee Gregg Schraw and Donna Berthelsen provides an international perspective on teachers personal epistemology or beliefs about the nature of knowledge and knowing Research from The Netherlands Cyprus Australia United States Canada Norway and Taiwan is presented to provide diverse viewpoints on personal epistemology for early childhood primary secondary and tertiary teaching contexts The text provides a platform for cutting edge theory and research about how personal epistemology can be applied to the context of teacher education thereby making explicit the connection between personal epistemology and teaching and students learning outcomes Topics include Cultural differences in teacher epistemology and the impact on students learning Teachers epistemological beliefs and inclusion Teachers epistemology and reading lessons citizenship education and teaching science Epistemology in a social context Teachers epistemological beliefs and student autonomy Teacher education and analysis of preservice and practicing teachers Implications of teachers epistemological beliefs Connections to future practice Teacher education and teacher behaviours are foregrounded across the topics with an emphasis on the origin and composition of teachers epistemological

beliefs and how universities motivate change through formal teacher education Teaching behaviours are discussed in relation to how teachers beliefs are related to the curricular and pedagogical choices that they make in their classrooms assessment of learning outcomes and classroom management practices 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 **Human Resource Management in Education** Justine Mercer,Bernard Barker,Richard Bird,2010-06-10 Debates the fundamental question of how far effective human resource management policies can enable schools and colleges to transcend the paradoxes of the global reform agenda This title analyzes the relationship between leadership the classroom and results 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 Creative Learning in the Primary School Bob Jeffrey, Peter

Woods, 2009-01-08 *Creative Learning in the Primary School* uses ethnographic research to consider the main features of creative teaching and learning within the context of contemporary policy reforms In particular the authors are interested in the clash between two oppositional discourses creativity and performativity and how they are resolved in creative teacher practice The book complements previous work by these authors on creative teaching by giving more consideration to creative learning The first section of the book explores the nature of creative teaching and learning by examining four key features relevance control ownership and innovation The authors devote a chapter to each of these aspects outlining their properties and illustrating them with a wide range of examples mainly from recent practice in primary schools The second section presents some instructive examples of schools promoting creative learning and how creative primary schools have responded to the policy reforms of recent years The chapters focus specifically on how pupils act as a powerful resource for creative learning for each other and for their teachers how teachers have appropriated the reforms to enhance their creativity and how one school has moved over a period of ten years from heavy constraint to high creativity The blend of analysis case study material and implications for practice will make this book attractive to primary teachers school managers policy makers teacher educators and researchers *Tackling Under-performance in Teachers* Jill Earnshaw, Lorrie Marchington, Eve

Ritchie, Derek Torrington, 2003-12-16 All headteachers will be faced with a member of staff who is under performing at some stage in their career but knowing how to deal with the problem to everyone's benefit is not always easy Through the use of case studies the expert authors examine ways under performance can be handled in a range of circumstances Clear guidance is given on procedures that should be followed to ensure actions are within a legal framework and within current directives on performance management Key sections include how to handle capability issues ill health and capability procedures and the legal framework performance management *Tackling Under performance in Teachers* will be a valuable resource for headteachers school governors and LEA officers involved in school management Teachers as Learners Ora

Kwo, 2010-08-09 In the worldwide movements of educational reform educators are forging new roles identities and relationships Leadership is vital but must be rooted in the capacity for learning This volume responds to the tensions and paradoxes brought by educational reforms presenting a critical discourse on teachers as learners The contributions bring an array of cultural settings and methodological orientations and reveal contextual burdens that teachers should not carry in isolation Teachers learning demands collective engagement to turn challenges into opportunities in a sustainable quest for

higher goals The discourse concludes with a vision for a new relationship among educational workers as a joint force of learners in a cross boundary endeavor for moral commitment to education

The Teacher's Reflective Practice

Handbook Paula Nadine Zwozdiak-Myers, 2018-03-29 What do we mean by reflective practice What does it involve How can it help you develop as a teacher The Teacher's Reflective Practice Handbook is an essential source of advice guidance and ideas for both student and practising teachers Helping you to translate pedagogical knowledge into practice this Handbook guides you through studying your own teaching for personal development evaluating your lessons through classroom research and enhancing the quality of pupil learning It offers an innovative framework which serves to prepare you for the challenges and complexities of the classroom environment and supports the continuing improvement of your teaching Underpinned by key theoretical concepts and contemporary research within the field of education chapters help you to systematically evaluate your teaching through classroom research procedures question personal theories and beliefs and consider alternative perspectives and possibilities try out new strategies and ideas to maximise the learning potential of all students enhance the quality of and continue to improve your teaching Including a range of reflective tasks links to online resources exemplification material and further reading to help you develop your own thinking The Teacher's Reflective Practice Handbook is an accessible guide which supports the facilitation of reflective practice through self and peer assessment problem based learning and personal development planning The multi dimensional framework enables you to build a meaningful personally relevant portfolio of evidence informed practice

Reconsidering Inclusion

Alison Ekins, 2016-09-13 Informed by research undertaken on the reality of developing inclusive practices in schools and years of practitioner experience in the field of education Reconsidering Inclusion shows how staff's social and emotional relationships can sustain and build inclusive practices Providing engaging discussion of key findings and themes central to the practitioner encouraging them to critically engage in developing inclusive practices in their schools readers will find reflective questions about their practice and examples of key competing perspectives to enhance deeper understanding Ekins presents authentic accounts and discussions of the reality of developing inclusive practices as experienced and explained by teachers faced with the responsibility of enacting those practices The book concludes with a discussion on achievable implications for practice both at a personal and professional level Reconsidering Inclusion is suitable for all those interested in inclusive practice and provides a much needed critical insight into inclusive practices in schools

Teachers' Career Trajectories and Work Lives

Martin Bayer, Ulf Brinkkjaer, Helle Plauborg, Simon Rolls, 2009-06-25 The working and career lives of teachers have changed radically over the last two decades Reforms have turned education into a commodity and pupils into consumers Yet not since 1992 has there been a comprehensive overview of research findings on teachers working lives This anthology plugs the gap by collecting various scholarly contributions and perspectives on teachers career trajectories and work lives The material includes an introduction to previous research within the field presents a range of contemporary research and offers

suggestions as to what lies ahead Among the contributors are leading educational academics who describe a variety of national contexts illustrating how problems and challenges relating to the teaching profession manifest themselves and are tackled in different countries The anthology also shows just how many aspects of teachers career trajectories and work lives transcend national boundaries Common international themes include stronger ties between education and the economy and a growing importance placed on how students skills relate to the perceived needs of the labour market There is also a greater degree of political interference in curriculum goals and processes and an expanding obsession with evaluation In many countries a whole generation of teachers are reaching retirement age changing the guard with a crop of new young recruits who are ever harder to attract At a time when there is an increasing focus on issues such as teacher recruitment retention and professional development this anthology offers insight and inspiration to teacher educators and educational policy makers as well as to current and prospective teachers It also aims at encouraging research into the field of teachers working lives

A Passion for Teaching Christopher Day, 2004 This book concentrates on the heart of teaching teachers moral purposes the nature of care emotional commitment and motivation celebrating and acknowledging the best teaching and the best teachers Creativity in Education Anna Craft, Bob Jeffrey, Mike Leibling, 2001-04-01 A rounded comprehensive guide to issues of practice pedagogy and policy concerned with creative education

Developing Teachers and Teaching Practice Christopher Day, Ciaran Sugrue, 2004-01-14 Pressure is increasing on all those involved in education from teachers to policy makers to transform schools as organisations while continuing to implement effective new approaches to teaching and learning The demand is not only to reach attained targets but also to be accountable for teaching methods Developing Teachers and Teaching Practice brings together a selection of papers given at the ninth conference of the International Study Association of Teachers and Teaching ISATT The collection takes as a central theme the issue of education as a key concern within the international rhetoric of globalisation The book offers insights in to the nature of teaching and learning including the key new research area of emotions It then goes on to explore the nature of teacher learning before looking at the impact of major policy initiatives on the work of teachers internationally Developing Teachers and Teaching Practice contains contributions from some of the best known academics in the field and will be of great interest to teacher educators and educational researchers around the world *Teachers and the State* Mike Bottery, Nigel Wright, 2002-11 This book examines the status of training and continuing professional development of teachers on a national and international level The authors argue that teachers need to feel that they are part of an empowering professionalism in which their work has an effect on the abilities of students and where they play a valuable role in shaping the direction of future society

Embark on a transformative journey with is captivating work, Grab Your Copy of **Restructuring Schools Reconstructing Teachers** . This enlightening ebook, available for download in a convenient PDF format , invites you to explore a world of boundless knowledge. Unleash your intellectual curiosity and discover the power of words as you dive into this riveting creation. Download now and elevate your reading experience to new heights .

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