

# PERCEPTIONS OF TEACHING

Primary School  
Teachers in  
England  
and France

Yvonne Korth-Bräuner  
and Margaret MacLure  
with Elizabeth  
and Alison Walker

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# Perceptions Of Teaching Primary School Teachers In England And France

**David Johnson, Rupert Maclean**



## **Perceptions Of Teaching Primary School Teachers In England And France:**

*Perceptions of Teaching* Patricia Broadfoot, Marilyn Osborn, 1993 This study is based on comparisons between primary schools in France and England Using detailed interviews with teachers in both countries it demonstrates different approaches on curriculum content teaching and school organization and highlights the fundamental differences in the education

**The Autonomy Paradox: Teachers' Perceptions of Self-Governance Across Europe** Wieland Wermke, Maija Salokangas, 2021-03-24 What do we mean when we speak about teacher autonomy How free are teachers to go about their work To answer these complex questions the authors asked thousands of teachers in four national contexts in Finland Ireland Germany and Sweden what they think autonomy looks like The resulting book examines teacher autonomy theoretically and empirically comparing teachers perceptions of their professional autonomy Utilizing a mixed method approach the authors combine data from a large scale questionnaire study teacher interviews lesson and meeting observations and workshops that brought together teachers from the four participating countries All this engagement with teachers revealed that simply increasing their professional autonomy might not lead to desired outcomes This is because from a teachers point of view increased decision making capacity brings further complexity and risk to their work and it may instead lead to anxiety self restriction and the eventual rejection of autonomy These surprising conclusions challenge the increasingly orthodox view that increased autonomy is a desirable end in itself This is what the authors call the autonomy paradox

**European Perspectives on Professional Development in Teacher Education** Ken Jones, Jim O'Brien, 2016-01-08 This collection focuses on the ways in which policy relating to professional development and professional learning in teacher education is changing across Europe The chapters examine how policies change with time and with changes in personnel at various levels in the political or professional spectrum It also highlights the continued diversity of the education systems of Europe despite moves towards economic and social integration A common theme running through the chapters is an understanding of the importance of professional development and professional learning of educators in the success and effective operation of the education systems of the countries concerned This book was originally published as a special issue of *Professional Development in Education*

*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

**Effective Primary Teaching** Paul Croll,Nigel Hastings,2013-11-26 First Published in 1996 This book is concerned with bringing the findings of educational research to bear on the practical problems faced by teachers in primary school classrooms We take as our starting point a number of claims which we shall develop in more detail through the book Teachers matter relationship between teaching behaviour and educational outcomes any attempt to improve education must be concerned with outcomes there is no single one best approach teaching situations have important aspects in common teaching is a thoughtful activity that demands considerable intellectual engagement and reflective and self critical analysis

**Primary Education** Anna Craft,2002-09-11 This wide ranging collection examines current and future trends in assessing and planning learning in the primary school Containing practical advice on classroom management quality control and teacher and performance assessment

**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 fty chapters written by nearly ninety leading researchers from a number of countries It is organized into ve 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 ser exivity 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 di erent 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 nally 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

**What Teachers Do** Andrew Pollard,Patricia Broadfoot,Elizabeth McNess,Marilyn Osborn,Pat Triggs,2001-01-01 A comprehensive analysis of the work of teachers as it impinges on children colleagues other professionals managers parents the community and educational policy In the process

it relates theoretical perspectives to 15 detailed case studies

**Educational Issues in the Learning Age** Catherine Matheson, David Matheson, 2000-09-01 Education and its context are both changing rapidly In a world characterized by postmodernism and globalization even the discourses that we use to discuss education are changing This raises fundamental questions concerning the relationship of education to culture identity society and power To understand education in the twenty first century we need a new map By considering issues both fundamental and topical from citizenship to lifelong learning from school effectiveness to learning outside the school this book provides a comprehensive multi disciplinary guide to education in the new era

Researching Primary Education: Methods and Issues Rosemary Webb, 2013-09-13 This book increases understanding of and provides inspiration for the conduct of research in primary elementary education It discusses and evaluates the selection and development of research methods used for their own innovative projects They explore the relationship between their choice of research methods the frameworks for analysis used and research findings In so doing they address the topical and controversial issues posed by these methods and alternative data gathering techniques These include the case for the use of random controlled trials to inform policy making and improve classroom practice the role of mixed methods to investigate the social aspects of inclusion children as researchers researching their peers the relationship between research and teacher development an analysis of the portrayal of teachers and education in the regional and national news the contribution of qualitative research in cross national projects In research on teaching and learning in primary schools accessing the views and experiences of children is crucial Consequently the possibilities and limitations of data collection techniques for collecting the views of children are central and concerns about validity and ethics posed by the power relationships between researchers and research participants are examined This book was based on a special issue of Educational 3 13 International Journal of Primary Elementary and Early Years Education

**Teaching: Professionalisation, Development and Leadership** David Johnson, Rupert Maclean, 2008-06-04 Harry Judge It is doubly fortunate that a foreword is not an introduction Since it is mercifully brief it should not be expected to mention respectfully each of the distinguished contributions which constitute the work before which it modestly stands as herald For the same reason it cannot be expected to constrain within one overarching framework contributions which are essentially varied in subject matter and method The brief of a foreword writer might indeed be compared to that of a musician commissioned to write an overture to an opera which he had not written To write such a piece for a volume devoted to Eric Hoyle is nevertheless a privilege as well as a pleasure Partly of course because this volume celebrates a long and distinguished career devoted to the application of intelligence and less assertively theory to the improvement of practice And partly because this abbreviated overture is privileged by being placed before a set of virtuoso performances throughout which consistent and coherent themes do insistently resonate Those themes are the very same that distinguish Eric Hoyle's own work

Understanding Teacher Education James Calderhead, Susan B. Shorrock, 2003-09-02 This text reports a study of 20

student primary teachers 10 on a conventional PGCE course and 10 on a school based articulated teacher training course documenting their learning experiences over a two year period the authors explore the factors that facilitate or impede the students learning as teachers In drawing upon these case studies together with existing theoretical models of professional development the authors distinguish several key characteristics of learning to teach and discuss the implications of these for the design of effective school based teacher education courses     **Curriculum and the Teacher** Nigel Norris,2014-06-03 Bringing together seminal papers from the Cambridge Journal of Education around the theme of curriculum and the teacher this book explores the changing conceptions of curriculum and teaching and the changing role of the teacher in curriculum development     Learning from Comparing: new directions in comparative education research Robin Alexander,Patricia Broadfoot,David Phillips,1999-01-01 Learning from Comparing is a major two volume study which reassesses the contribution of comparative educational research and theory to our understanding of contemporary educational problems and to our capacity to solve them At a time when educational research is under attack on the grounds of bias and irrelevance and under pressure to address only those questions which are acceptable politically as good a definition of bias as any this is a serious attempt to bridge the worlds of research policy and practice The editors have put together a collection in terms of both perspective and nationality which ensures contrasting viewpoints on each topic     Teachers' Professional Lives Ivor F. Goodson,2002-11-01 This text provides a discussion of the meaning of teacher professionalism and how it can be improved     *The Sociology of Assessment: Comparative and Policy Perspectives* Patricia Broadfoot,2021-01-26 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces 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 In a collection of her most influential work spanning nearly four decades Patricia Broadfoot applies her trademark sociological and comparative perspective to empirical studies at every level of the educational system From her classic long term study of the impact of changing national assessment policies on pupils and teachers in the classrooms of England and France to her sustained championship of the need for a better understanding of the impact of assessment on learning Broadfoot has consistently championed the need for a more developed sociological understanding of assessment Broadfoot s accessible writing offers insights that are as novel as they are important for the education of future generations This book allows readers to follow themes and strands across Patricia Broadfoot s career and will be of interest to all followers of her work and any reader interested in the development of teaching learning and assessment     *Catholicism, Politics and Society in Twentieth-century France* Kay Chadwick,2000-01-01 Catholicism once the protean monster still functions as a complex component of French identity No consideration of modern France would be complete without reference to the enduring impact and influence of Catholicism on the life of the nation This volume sets out

to capture some of the variety and significance of the Catholic phenomenon in twentieth century secular France and to express something of its extraordinary vitality and interest Each contribution focuses on a specific theme or period crucial to an understanding of the role played by French Catholics and their Church Collectively these studies reveal that Catholics were involved in almost every event of consequence and voiced an opinion on almost every issue Equally the volume offers a collage of insights which reflects the fragmentation of Catholic activity and attitudes as the century progressed Being Catholic in modern France no longer means the espousal of a particular political or social agenda Nor does it necessarily mean regular and traditional religious observance or even strict adherence to the dictates of the Church Modern French Catholicism truly has many mansions

**Calvin** James L. Codling,2010-06-09 This study examines the influence of John Calvin in ethics eschatology and education as well as those influences that affected him It examines his writings to determine if his vision made him an innovator The research searched for reforms in the areas of ethics curriculum understanding of the teaching office and universal education It also looked at philosophy economics and labor A belief in the after life and end times was an ethical motivation for Calvin and education was a means by which the people that he worked with and wrote to could understand how they should live and why they should live like that Thus there is an important connection among ethics eschatology and education All people were to work to their potential at their job because in doing their job they would honor God Teachers were especially important Those who taught would affect the quality of education Calvin worked to provide teacher training and support He believed that all occupations could be a special calling from God and education was a means to prepare the young person for his or her calling Schools existed in Geneva before Calvin arrived in 1536 however they did not function in the way that Calvin would have liked Calvin provided the elementary students with a needed text when he prepared a catechism The students had written material that they could read and study and a systematic presentation of the basic doctrines of the Christian faith Calvin also wanted more appropriate facilities in which the students could learn Although his organization of the schools improved the atmosphere for learning the building of the Academy was his dream and became his major educational achievement in the city of Geneva Because 16th century students needed to be prepared for the new world there was a need for curriculum change The students were required to read many of the prominent Greek and Roman authors in the ancient languages but the student learned theology Hebrew poetry dialectic and rhetoric physics and mathematics as well Calvin wished to graduate a well rounded scholar who could take his or her place in society In this way the citizens of Geneva and all those of the Reformed belief would be better prepared for life on earth and the after life

Handbook of Public Policy in Europe H. Compston,2004-10-01 The Handbook of Public Policy in Europe provides an invaluable overview of the content of public policy across the full range of policy areas in Britain France and Germany It is designed to be used by students experts and practitioners both to help compare public policy across different policy areas and countries and as a source of information on individual policy areas Each chapter describes the nature of public policy in

a particular area makes detailed comparisons of selected aspects and outlines recent developments Detailed Internet references are also provided **What Pupils Say** Andrew Pollard,Pat Triggs,2001-01-01 The result of a research project this work an attempt to report on what has actually been happening in our schools answers such questions as what difference have education reforms made to pupils experience in schools and how has recent education policy impacted on children today



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