

The Sharp Edge of Educational Change

Teaching, leading and the realities of reform

Edited by

Nina Bascia and Andy Hargreaves

Educational Change and Development Series



Sharp Edge Of Educational Change Teaching Leading And The Realities Of Reform

Peter Knight



Sharp Edge Of Educational Change Teaching Leading And The Realities Of Reform:

The Sharp Edge of Educational Change Nina Bascia, Andy Hargreaves, 2000 This book brings together the evidence of recent educational research to convey the realities of reform as they affect educators practice **The Sharp Edge of**

Educational Change Nina Bascia, Andy Hargreaves, 2014-01-14 The Sharp Edge of Educational Change conveys the realities of reform as they affect educators practice The collected chapters each focus on particular current reform and reveal the technical and logistical complications social and political dynamics cognitive disjunctures and limitations and emotional demands of reform In so doing they provide new and rich conceptual perspectives on the contemporary nature of teachers and administrators work in classrooms schools and other educational settings **Movements of Educational Reform**

David A. Escobar Arcay, 2016-10-25 In a public education world of vast multiple rapid and often colliding educational reforms Movements of Educational Reform provides the novice as well as the veteran educator and administrator a sort of map of educational changes and processes Movements of Educational Reform is intended to help the devoted and dedicated education professional and scholar make sense of the successes and the pitfalls of reforms by tracing the landscape through four movements Movements promises to ignite and energize your passion for leading educational reform and to bring awareness of system strategies and its structural and cultural aspects many of which continue to challenge theorists practitioners and leaders of educational change **EBOOK: Being A Teacher In Higher Education** Peter

Knight, 2002-07-16 Being A Teacher in Higher Education draws extensively on research literatures to give detailed advice about the core business of teaching instruction learning activities assessment planning and getting good evaluations It offers hundreds of practical suggestions in a collegial rather than didactic style This is not however another book of tips or heroic success stories For one thing Peter Knight appreciates the different circumstances that new part time and established teachers are in For another he insists that teaching well and enjoying it is as much about how teachers feel about themselves as it is about how many slick teaching techniques they can string together He argues that it is important to develop a sense of oneself as a good teacher particularly in increasingly difficult working conditions and it is for this reason that the final part of this work is about career management and handling change This is a book about doing teaching and being a teacher about reducing the likelihood of burn out and improving the chances of getting the psychic rewards that make teaching fulfilling It is an optimistic book for teachers in universities many of whom feel that opportunities for professional fulfilment are becoming frozen *Between Caring & Counting* Lindsay Kerr, 2006-12-15 One of the key planks of conservative Ontario

premier Mike Harris s 1990s platform was education reform Amid a sea of official reports policy documents and expert opinions on education however the voices of actual classroom teachers were difficult to find This omission is redressed in Lindsay Kerr s *Between Caring Counting* Through a focus group of present day secondary school teachers in Toronto Kerr delivers a passionate account of the unassailably negative changes affecting secondary education and teachers work From a

critical feminist perspective and using institutional ethnography Kerr situates the problem in education squarely as a conflict between an accounting logic and an ethic of care at the centre of education practice She exposes paradoxes inherent in education reform such as the increase of government control at the same time that government funding for education decreases She also connects educational restructuring to changes in the power relations of gender class and race across the public education system These local changes she finds do not reflect sound pedagogy but the imperatives of neoliberal globalization Counteracting despair with hope Kerr explores self reflexive suggestions for teacher educators to exercise agency in their lives and to continue to work toward a just and equitable public education system **International**

Conversations on Curriculum Studies ,2009-01-01 This collection of essays from the most prominent scholars in the field of curriculum studies paint an intellectually rich palette of the present state of curriculum research across the countries and continents when the traditionally prevailed national imaginaries give increasingly way to transnational international and postnational impulses The main parameters of education subjectivity and its belonging is shifting by employing the contradictory and broader issues around the question of nation and nation state as well as around its traditional educational counterpart the psychologized individual both radically reinterpreted by post and rereadings of old educational and social canons International Conversations on Curriculum identifies the present transformations at work nationwide worldwide between and beyond by focusing on these shifts from a variety of methodological theoretical national political and pedagogic concerns It will open new and one could argue compelling vistas for reconsidering the social and political mission and moral purpose of education policies of curriculum theory and practice in the increasingly but unevenly connected world characterized by economic volatility unfair trade ethnic and religious conflicts and growing social instability and collective existential insecurity As such the essays are a vital international testimony to the scholarly vibrancy and to the global awareness of the current intellectualized field of curriculum studies to alertly recognize and register the cultural educational and political urgencies of our times *Culture and Technology Integration in Higher Education* Ling Li,2023-06-16 This

book investigates universities technology implementation from a cultural perspective Through an ethnographic study conducted in a Chinese university the book examines the impact of culture on teachers technology adoption at multiple levels focusing on pedagogical beliefs personal level collegial culture interpersonal level and managerial culture institutional level The finding reveals how culture influenced teachers perception interpretation and engagement with technology thereby upsetting the university s efforts to change With the wholesale top down adoption of education technology in the COVID 19 context this book is a timely treatise on a global understanding of culture s meaning in change implementation The culturally anchored issues documented in this book will shed light on the formulation of effective change strategies that focus on the minds of people and will be especially useful for those who strive to forge a more successful and sustainable future of higher education with technology Internationalizing Teaching and Teacher Education for Equity Jubin Rahatzad,Hannah

Dockrill, Suniti Sharma, JoAnn Phillion, 2016-09-01 In *Internationalizing Teaching and Teacher Education for Equity Engaging Alternative Knowledges Across Ideological Borders* editors Jubin Rahatzad Hannah Dockrill JoAnn Phillion and Suniti Sharma present a collection of teacher educators cross cultural perspectives on the formation of knowledge through the internationalization of teacher education Each chapter contributes to ongoing discussions about the process of internationalization in teacher education and the impact of crossing ideological boundaries on the practice of teaching and teacher education The varied perspectives that authors offer establish the importance of ideological travel as imperative to preparing internationally competent educators This collection seeks to engage readers in a variety of critical reflections on the often presumed benefits of internationalization in teacher education Through questioning the presumed benefits of globalization as a hegemonic ideology readers will encounter alternative perspectives that demonstrate the possibility of thinking otherwise The diverse perspectives available in this book broaden theory research and practice working toward more critical spaces of engagement with the process of internationalization This collection intends to challenge the maintenance of the dominant ideologies internationally through research from a multiplicity of backgrounds Each chapter is informed by the authors commitment to an ethical practice within teacher education for the purpose of constructing equitable social relations understanding the process of internationalizing teacher education as a social justice movement Opportunities and challenges within international teacher education are offered to inspire meaningful praxis Planetary understandings inform readers through critical examinations of theory research and practice for the purpose of equitable social and educational transformations

Leading Learning: Making Hope Practical In Schools Lingard, Bob, Hayes, Debra, Mills, Martin, 2003-07-01 How can we understand and theorise school leadership How can school leadership work towards enhancing student learning What are the constraints and possibilities for school leadership at the beginning of a new century This title is relevant to anyone concerned with improving schooling and enhancing the professional practices of educators The authors focus on leadership for enhancing student outcomes both academic and social While recognizing the significance of the principal or headteacher in school leadership the authors argue a strong case for the dispersal of leadership Based on extensive research conducted within schools Focuses on leading learning across the school Theoretically sound reflects the theories of Bourdieu and Foucault Politically aware discusses the context of leadership within school communities educational systems global pressures new policy directions Current topical and thoughtful *Leading Learning* is key reading for principals or headteachers teachers and other school leaders policy makers and for students studying educational administration

Diversity in Mathematics Education Alan Bishop, Hazel Tan, Tasos N Barkatsas, 2014-09-20 This book presents a research focus on diversity and inclusivity in mathematics education The challenge of diversity largely in terms of student profiles or contextual features is endemic in mathematics education and is often argued to require differentiation as a response Typically different curricula text materials task structures or pedagogies are favoured responses

but huge differences in achievement still result. If we in mathematics education seek to challenge that status quo more research must be focussed not just on diversity but also on the inclusivity of practices in mathematics education. The book is written by a group of experienced collaborating researchers who share this focus. It is written for researchers, research students, teachers and in-service professionals who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy, ones that take for granted the positive values of diversity. Several chapters report new research in this direction. The authors are part of or have visited with the mathematics education staff of the Faculty of Education at Monash University in Melbourne, Australia. The chapters all focus on the ideas of development in both research and practice, recognising that the current need is for new inclusive approaches. The studies presented are set in different contexts including Australia, China, the United States and Singapore.

Mentoring for Wellbeing in Schools Benjamin Kutsyruba, Frances K. Kochan, 2024-01-01. This volume of the Perspectives on Mentoring Series explores the role of mentoring in promoting wellbeing of both mentees or proteges and mentors in K-12 school settings. At its core, mentoring is about helping, advising, supporting and guiding mentees and proteges to gain a wide variety of skills, abilities and/or attributes. Another outcome of mentoring, less often discussed, is the positive impact it can have on the mental health and wellbeing of both the mentor and mentee. Of particular interest for this edited volume is how mentoring can promote mental health, build resilience and develop capacity to maintain and sustain emotional, psychological and social wellbeing for all in the K-12 school settings. The notion of wellbeing in general includes both hedonic aspects of feeling good, positive emotions and eudemonic conducive to happiness aspects of living well that entail experiences of positive relationships, meaningfulness in life and work, senses of mastery and personal growth, autonomy and achievement. This edited volume expands and adds to the existing literature on mentoring in schools by offering a collection of works that examine the connection between mentorship and wellbeing. This volume includes chapters that describe effective mentoring for wellbeing, detail positive approaches to mentoring youth, offer recommendations for growing the wellbeing of pre-service teachers, early career teachers and mid-late career teachers, illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing, and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings. Through these chapters, authors advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K-12 school settings.

ENDORSEMENTS *Mentoring for Wellbeing in Schools* shines light on wellbeing in studies of mentoring in K-12 education. This collection provides researchers, practitioners and policymakers alike with a rich array of wellbeing in mentoring relationships, not as an add-on feature of mentorship but rather an essential aspect of mentors' support and role. As demonstrated from various perspectives, a culture of wellbeing in schools has multiple benefits for people and organizational cultures, including teacher and leader preparation. Readers, especially those concerned with the flourishing of schools, in a

pandemic world will walk away better prepared to make mentoring work Carol A Mullen Virginia Tech Effectively marshalled by Kutsyuruba and Kochan respected international authorities on mentoring the authors provide a wealth of examples and guidance on much needed means of promoting wellbeing and human flourishing in schools Given the vast number of threats and impediments to the wellbeing of students trainee teachers established teachers and principals worldwide this work is extremely timely Arguably it should be compulsory reading for school principals mentors teacher educators mentor trainers education researchers in these spaces and perhaps more importantly anyone who holds public office and makes or has the capacity to influence decisions which impact the work of school teachers and principals Andrew J Hobson University of Brighton UK

EBOOK: Assessment, Learning And Employability Peter Knight, Mantz Yorke, 2003-10-16 What is assessed gets attention what is not assessed does not When higher education is expected to promote complex achievements in subject disciplines and in terms of employability problems arise how are such achievements to be assessed In the first part of the book it is argued that existing grading practices cannot cope with the expectations laid upon them while the potential of formative assessment for the support of learning is not fully realised The authors argue that improving the effectiveness of assessment depends on a well grounded appreciation of what assessment is and what may and may not be expected of it The second part covers summative judgements for high stakes purposes Using established measurement theory a view is developed of the conditions under which affordable useful valid and reliable summative judgements can be made One conclusion is that many complex achievements resist high stakes assessment which directs attention to low stakes essentially formative alternatives Assessment for learning and employability demands more than module level changes to assessment methods The final part discusses how institutions need to respond in policy terms to the challenges that have been posed The book concludes with a discussion of how institutions can respond in policy terms to the challenges that have been posed

Assessment Learning and Employability has wide and practical relevance to teachers module and programme leaders higher education managers and quality enhancement specialists

The Routledge International Handbook of Creative Learning Julian Sefton-Green, Pat Thomson, Ken Jones, Liora Bresler, 2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people's potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics

and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning Snapshots of School Leadership in the 21st Century Michele A.

Acker-Hocevar,Gary Ivory,A. William Place,Julia Ballenger, Ph.D.,2012-08-01 In the book we provide snapshots describing this critically important time in our nation when federal educational policy implementation has been at a level previously unheard of in the United States We present a chapter on the design and method of Voices 3 eight chapters on analyses of the focus group discussions and two invited chapters that provide a review and critique of our work The chapters will be excellent resources for professors of educational leadership as we respond to the changing environment and improve preparation programs for superintendents and principals We also see the book as a good resource for practitioners who desire to take the pulse of their colleagues in the field to see common concerns across various issues Finally it will be useful to policy makers as they consider the impact of their decisions on the implementation phases in districts and schools With this book you are receiving access to the 27 focus group transcripts on which the chapters are based Instructors of qualitative research may find these data useful in their classes e g for students to practice different types of data analysis and coding *Change Management in TVET Colleges* Kraak, Andre,Paterson, Andrew,2016-07-25 The Technical and Vocational Education and Training TVET college environment is marked by increasingly stark juxtapositions between what needs to be achieved in the post school education sector and the increasing difficulty of current conditions The triple challenge of poverty inequality and unemployment weighs heavily on the social political and economic fabric of the country and expectations are high that the TVET colleges can make a pivotal contribution to counter these challenges Despite laudable increases in TVET enrolment the education system needs to work harder to accommodate the weight of demand for post school further education and training FET band qualifications from young people not in education employment or training At the same time it is vital to secure adequate quality in TVET programmes which depend so much on the competence and commitment of college lecturers This collection offers a set of research papers that provide new analytic and empirical material on The political economy of TVET types in different countries which by comparison illuminate the South African case A periodisation of government interventions in the TVET sector over the last three decades The unsettled state and status of TVET lecturers in relation to their job requirements and conditions of service The halting evolution of collegial relationships between college lecturers towards higher collegiality Employer expectations of college graduates and how colleges are responding and An analysis of the outcomes of a college improvement intervention in Limpopo and the Eastern Cape This book will offer valuable information and insights for decision makers as well as analysts of institutional change concerning links between education and economic growth with particular regard to TVET graduates employment rates *Pedagogies for Development*

Arathi Sriprakash, 2012-01-24 *Pedagogies for Development* takes a sociological approach to examine the introduction of child centred education in contemporary Indian policy and school contexts. It investigates the promise of democratic learning in development discourses to ask how far child centred models can address poverty and social inequalities in rural Indian communities. Drawing on in depth ethnographic research conducted in the south Indian state of Karnataka the book offers a multi level analysis of international national and state education practices of pedagogic reform. The book contributes to pressing debates about how quality education should be conceptualised and assessed in development contexts and brings into focus the assumptions which associate schooling to social justice.

Reforming Education Benjamin Levin, 2004-06-02 A study of large scale education reform in five different settings: England, New Zealand, the Canadian provinces of Alberta and Manitoba and the US state of Minnesota.

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.

Methodological Choice and Design Lina Markauskaite, Peter Freebody, Jude Irwin, 2010-11-04. Beginning and well seasoned researchers alike face significant challenges in understanding the complexities of research designs arising from both within and across methodological paradigms and in applying them in ways that maximise impact on knowledge practice and policy. This volume engages educational and social researchers in a scholarly debate offering some crucial reinterpretations of established research methodologies in light of contemporary conditions and critical introduction to some contemporary research approaches yet to gain general recognition. This book is a contemporary vademecum for researchers, practitioners and graduate students on research methodologies and designs for educational and social change in today's world. The chapters chart and analyse the

conceptual and practical complexities of a variety research designs for contemporary educational and social work research This anthology taken overall provides readers with the knowledge and understanding needed not only to design technically sound and coherent research studies but also to develop methodologically innovative research projects that cross the boundaries between different methodological traditions to the benefit of scholarship policy and practice The chapters cover nine research approaches Design based research Action research Ethnomethodological research Negotiated ethnography Arts informed research Historical analysis and postcolonial scholarship Policy analysis Comparative research Quantitative modelling of correlational and multi level data The book provides a critical discussion of epistemological questions and methodological frontiers Knowledge and epistemology in scholarship practice and policy Digital knowledge and digital research Emerging methodological challenges for educational research Challenges and futures for social work and social policy research methods Methodology and the knowledge industry **Teaching in the Knowledge Society** Andy Hargreaves,2003

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