

RECONSTRUCTING TEACHING



Standards, performance
and accountability

Pat Mahony and Ian Hextall

Reconstructing Teaching Standards Performance And Accountability

**Richard Waller, Jane Andrews, Timothy
Clark**



Reconstructing Teaching Standards Performance And Accountability:

Reconstructing Teaching Ian Hextall, Pat Mahony, 2013-04-15 One of the greatest resources a school has is its staff How teachers themselves and their work are defined are therefore matters of utmost importance Major trends of increased control and new managerialism are occurring in most OECD countries radically altering both the content and form of teacher education This book outlines recent changes in teacher education and professional development and by drawing on recent research findings explores the positive and negative impacts on the nature of teaching and the shape of the profession

Transforming Learning in Schools and Communities Bob Lingard, Jon Nixon, Stewart Ranson, 2011-11-03 Many educators have been looking for a fundamentally different approach to engage young people and encourage progress in learning Supported by recent public policy developments a transformation is beginning to take place in the practice of many schools The focus of learning is shifting away from the child as an individual in a classroom detached from the surrounding neighbourhood to a learning community that embraces carers and families as well as young people and teachers This monograph analyses the organising principles of this cultural transformation and considers how it will shape learning in schools and communities throughout the world The book brings together key thinkers from the fields of new learning new communities of educational practice and new forms of educational governance Arguing for the necessary interconnectedness of pedagogy institutions and governance this ground breaking book will undoubtedly shape the policy agenda in this area for years to come

Practical Theorising in Teacher Education Katharine Burn, Trevor Mutton, Ian Thompson, 2022-07-28 This insightful collection offers a timely contribution to the body of research on practical theorising in teacher education Acknowledging the importance of experience and reflective practice in teaching this book simultaneously embraces the essential need for teachers at all career stages to engage effectively and critically with evidence from research Drawing together a range of perspectives from university based and school based teacher educators this book examines the challenges and critiques advanced when practical theorising was first proposed as well as recent tensions created by the performative culture that now pervades education It illustrates the constant renegotiation and renewal necessary to sustain such an approach to beginners learning investigating a range of tools developed by teacher educators to help beginning teachers navigate these demands Demonstrating the value of practical theorising and therefore promoting powerful professional learning for practitioners this book is essential for teachers at all career stages including trainee teachers and student teachers

Transforming Teacher Education Viv Ellis, Jane McNicholl, 2015-02-26 Teacher education has a central role in the improvement of educational systems around the world but what do the teacher educators in universities and colleges actually do Day to day how do they support the learning and development of the thousands of new teachers we need every year And why does this matter Drawing on recent research by the authors situated in the growing international literature *Transforming Teacher Education* puts these questions in cultural and historical context and offers a practical

answer in the form of an original agenda for the transformation of current conditions in teacher education with future designs for practice Viv Ellis and Jane McNicholl argue that the academic work of teacher education needs to be reconfigured in order to stimulate the renewal of the profession of teaching and to develop new modes of educational research that will have impact on practice as well as building the discipline of Education within the universities They offer suggestions for future designs for teacher education drawing not only on the latest research in teacher learning and development but from across the social sciences

Teaching the National Strategy at Key Stage 3 Pat Perks, Stephanie Prestage, 2013-10-23 National Numeracy Strategy NNS for Key Stage 3 will be introduced into Secondary Schools in September 2001 The NNS document Framework for Teaching Mathematics in Years 7 to 9 is based on the National Curriculum but offers a very different interpretation of some of the expected learning outcomes for year 7 to 9 This practical book interprets and explains the document for busy practitioners spells out the expectations of the framework and offers guidance on how to fulfil these describes and explains the types of teaching methods for maximising students learning and includes many practical ideas for classroom activities within the framework of the NNS

Becoming a Teacher Justin Dillon, Meg Maguire, 2011-07-01 This edition addresses important educational questions It is designed to represent a coherent challenging thoughtful set of articles that will help readers to firm up their own ideas give a factual basis for discussion debate

International Handbook of Research on Teachers and Teaching Lawrence J. Saha, Anthony Gary Dworkin, 2009-04-17 The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever changing nature of the teaching profession throughout the world This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant

The Struggle for the General Teaching Council Richard Willis, 2020-10-28 This book chronicles the history of the struggle to promote a self governing body for the teaching profession from its early problems at the start of the twentieth century right through to the establishment of the General Teaching Council of England in 2000 It also explores the interest groups and policy makers who impeded its achievement and the attitude of teacher unions and the teachers themselves to the establishment of such a body The book will be of interest to academics researchers and historians as well as postgraduate students

Critical Perspectives on Educational Policies and Professional Identities Richard Waller, Jane Andrews, Timothy Clark, 2024-06-04 The collection features the cutting edge work of 14 doctoral graduates from the University of the West of England UWE exploring the issue of education policy and its impact on professional identities including changing professional and policy contexts confronting doctoral candidates and their peers

Men Teaching Children 3-11 Elizabeth Burn, Simon Pratt-Adams, 2015-11-19 Men Teaching Children 3 11 provides a comprehensive exploration of work experiences of men who teach young children The authors draw on their own research as well as international studies to provide realistic strategies to help to remove barriers in order to develop a

more gender balanced teacher workforce Burn and Pratt Adams former primary school teachers who have both experienced these unfair gender practices also trace the historical roots of the gender barriers that have now become embedded within the occupational culture Throughout *Men Teaching Children* 3 11 the authors argue that primary school teachers should be judged by their teaching talents rather than by the application of biased gender stereotypes and that male and female teachers need to work together to remove these stereotypes from the occupation

Improving the Context for Inclusion Andy Howes, S.M.B. Davies, Sam Fox, 2009-09-10 This book addresses the requirement for increasing the multi agency capacity around young people analysing accounts of collaborative action research to show how teachers can engage with inclusion for the benefit of themselves and their pupils

Technology Supported Learning and Teaching: A Staff Perspective O'Donoghue, John, 2006-03-31 This book enumerates the difficulties in implementing technology within the educational curriculum in the context of institutional policy and procedures Provided by publisher

Making Sense of Education Policy Geoff Whitty, 2002-07-24 This book is a very worthwhile read for teachers student teachers and teacher educators It would be encouraging if politically based policy makers were to digest its contents also Citizenship Social and Economics Education I recommend this book as an enjoyable thought provoking and politically important read Widening Participation and Lifelong Learning This important book challenges current educational policies in England in a style for the most part easily accessible to a wide audience Geoff Whitty's assertions are supported by a wide variety of research findings and this is a book that should be of considerable interest to student of sociology and to all member of the teaching profession

Mark Pepper *Equals* The particular strength of this book is Geoff Whitty's grasp on and insights into the politics of education he is able to bring to bear an authoritative perspective which is unrivaled in the United Kingdom there is no other current book which compares in terms of the breadth and depth of this Professor Stephen Ball Institute of Education University of London This book represents a struggle by the director of the London Institute of Education one of our foremost centres of teacher training and research in education to understand what lies behind the education policies of recent governments It is tempting to conclude that if a leading educational sociologist such as Geoff Whitty who happens also to be brother of the former general secretary of the Labour party has difficulty with this there can be little hope for the rest of us But now at least we have this personal odyssey to guide us

Bob Doe *Times Educational Supplement* This book aims to make sense of the changes in education policy over the past decade using the resources of the sociology and politics of education The author shows that wider sociological perspectives can help us to appreciate both the limits and the possibilities of educational change Geoff Whitty illustrates this through studies of curriculum innovation school choice teacher professionalism and school improvement He considers how far education policy can be used to foster social inclusion and social justice and the book concludes with an assessment of New Labour education policy in these terms The book deals with education policy in England and Wales as well as making comparisons with contemporary education policy in other countries This book is

relevant to students of education at masters and doctoral levels students of social policy and policy makers **Connecting Inquiry and Professional Learning in Education** Anne Campbell, Susan Groundwater-Smith, 2013-03-07 How might inquiry enhance the professional practice of student and practising teachers teacher educators and other practitioners What effect might this have on the learning of young people in and outside of the classroom Based on the findings of an international colloquium and drawing upon a range of practices from the UK USA Canada Europe and Australia this book is designed to make explicit the connections between Practitioner Inquiry and Teacher Professional Learning in Initial Teacher Education and Ongoing Teacher Professional Development Considering issues such as the relationship between practitioner inquiry and pedagogical content knowledge whether it is possible to scale up from small local and intensive innovations to more broadly based inquiry inquiry's role in professional identity both individual and communal prevailing socio political contexts and consequences for social policy formation It brings together writers who work in designing teacher education courses and those who are practice based researchers and policy makers Crucially many of these writers inhabit both spheres and their accounts of how they successfully combine their multiple roles will prove vital reading for all those involved in examining and improving practice leading to enhanced teacher professional learning *Historical Perspectives on Teacher Preparation in Aotearoa New Zealand* Tanya Fitzgerald, Sally Kneipe, 2019-07-11 This book documents and critiques the historical origins and historiography of schooling and teacher preparation in New Zealand The country has a unique educational history as the overview of the history and development of schools for the nation's children both Pakeha European and Maori will highlight Changing Teacher Professionalism Sharon Gewirtz, Pat Mahony, Ian Hextall, Alan Cribb, 2009-01-08 Significant changes in the policy and social context of teaching over the last 30 years have had substantial implications for teacher professionalism As the influence of central regulation and marketisation has increased so the scope for professional influence on policy and practice has in many cases diminished Instead teachers have had to respond to a range of other demands stemming from broader social changes including greater public scepticism towards professional authority combined with demands for public services that are more responsive to diverse cultural and social identities This collection of work by leading international scholars in the field makes a unique contribution to understanding both how these changes are impacting on teaching and how teachers might change their practice for the better The central premise of the book is that if research is going to be helpful in improving professional learning and the quality of teachers practice the full potential of three broad approaches to research on teacher professionalism needs to be brought to bear on these issues research on the changing political and social context of professional work and practice research on the working lives and lived experiences of teachers and research on how teachers professional practices might be enhanced In bringing together and drawing out the complementarities of these three approaches this book represents a ground breaking collection of work **Education Science** , 2009-01-01 Educational research is not what it was fifteen years ago In this discipline the changes

have been dramatic far reaching and rapid Out of the criticisms of the 1990s and the calls for greater accountability of the early 2000s one idea has come to the fore education science There are two main components to education science The first is the principle that research in education must model itself more closely on disciplines seen as highly credible and successful mainly the natural sciences and medicine The second part is that educators must build their practice upon the insights developed through this scientific research process Overall education science has the potential to change how we think about education how we build knowledge about it and how we know when it is successful This volume brings together some of the most active proponents of education science and some of the most committed critics Within it the idea of education science is explored in depth randomized controlled trials considered the gold standard of education science are discussed in detail and the philosophical difficulties of knowledge in education are explored Established thinkers are brought alongside newly emerging analysts and detailed accounts of the institutions driving education science are included Each contribution is thoughtful and balanced engaging with the issues of the field and how they might be addressed As a body of work this collection of essays provides a well rounded critical discussion of the potential and the problems of the education science movement

Workplace Learning in Physical Education Tony Rossi, Lisa Hunter, Erin Christensen, Doune Macdonald, 2014-12-05 Pre service and beginning teachers have to negotiate an unfamiliar and often challenging working environment in both teaching spaces and staff spaces Workplace Learning in Physical Education explores the workplace of teaching as a site of professional learning Using stories and narratives from the experiences of pre service and beginning teachers the book takes a closer look at how professional knowledge is developed by investigating the notions of professional and workplace learning by drawing on data from a five year project The book also critically examines the literature associated with and the rhetoric that surrounds the practicum fieldwork school experience and the induction year The book is structured around five significant dimensions of workplace learning Social tasks of teaching and learning to teach Performance practice and praxis Identity subjectivities and the professional Space and place for and of learning Micropolitics As well as identifying important implications for policy practice and research methodology in physical education and teacher education the book also shows how research can be a powerful medium for the communication of good practice This is an important book for all students pre service and beginning teachers working in physical education for academics researching teacher workspaces and for anybody with an interest in the wider themes of teacher education professional practice and professional learning in the workplace

Education - An Anatomy of the Discipline John Furlong, 2013-09-02 Education An Anatomy of the Discipline focuses on the development of the discipline of education how it is understood and practised in contemporary universities and the potential threats to its future As the author John Furlong argues disciplines are not only intellectually coherent fields of study they also have a political life they are argued for supported challenged and debated Nowhere is this more true than in the discipline of education In this authoritative text

Furlong describes the history as well as the current state of the discipline of education in universities. He also explores the range of national and global changes that have helped to shape the discipline in recent years. Education's final arrival in the university sector coincided with major changes in universities themselves. Today universities are very diverse institutions; they no longer have a sense of essential purpose and have largely accepted their loss of autonomy, especially in education where government intervention is particularly strong. If education is now fully integrated into universities, then like the system as a whole it urgently needs to find a voice, set out a vision for itself and state what its purpose should be within a university in the modern world. The book therefore brings together four vitally important topics: the changing nature of the university; the academic and scholarly study of education as a field; the professional education and training of teachers; the nature and organisation of educational research. *Education: An Anatomy of the Discipline* will occupy a central place in contemporary literature about education, although based on evidence from British universities, its implications are important across the world. The book will be invaluable reading for all professionals working in university departments and faculties of education, as well as those with an interest in the changing role of the university in contemporary society. **Practice**

Theory and Education Julianne Lynch, Julie Rowlands, Trevor Gale, Andrew Skourdoumbis, 2016-11-25. *Practice Theory and Education* challenges how we think about practice, examining what it means across different fields and sites. It is organised into four themes: discursive practices; practice change and organisations; practising subjectivity and professional practice; public policy and education. Contributors to the collection engage and extend practice theory by drawing on the legacies of diverse social and cultural theorists, including Bourdieu, de Certeau, Deleuze and Guattari, Dewey, Latour, Marx and Vygotsky, and by building on the theoretical trajectories of contemporary authors such as Karen Barad, Yrjö Engeström, Andreas Reckwitz, Theodore Schatzki, Dorothy Smith and Charles Taylor. The proximity of ideas from different fields and theoretical traditions in the book highlights key matters of concern in contemporary practice thinking, including the historicity of practice; the nature of change in professional practices; the place of discursive material in practice; the efficacy of refiguring conventional understandings of subjectivity and agency; and the capacity for theories of practice to disrupt conventional understandings of asymmetries of power and resources. Their juxtaposition also points to areas of contestation and raises important questions for future research. *Practice Theory and Education* will appeal to postgraduate students, academics and researchers in professional practice and education, and scholars working with social theory. It will be of particular interest to those who wish to move beyond the limiting configurations of practice found in contemporary neoliberal, new managerialist and narrow representationalist discourses.

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