

BERA DIALOGUES

1991

Number 5

Managing Better Schools & Colleges

An Action Research Way

Edited by Pamela Lomax

This book is about the way that teachers have used action research in order to improve the schools, colleges, curricula and courses with which they are involved – as well as their own practices as teachers and managers.

There are no apologies for presenting action research that has flourished in the context of college based award linked courses. Gurney's work formed part of her PhD thesis. Evans produced hers for an MEd thesis. Nicholas' work formed an interim assessment on the way to an MEd. Neale, Busby, Loftus and Twells undertook theirs as part of a Diploma in Professional Studies in Education. Griffiths, Tann and Lomax present the other side of the coin by examining their practice as reflective tutors who support colleagues and students involved in award linked courses.

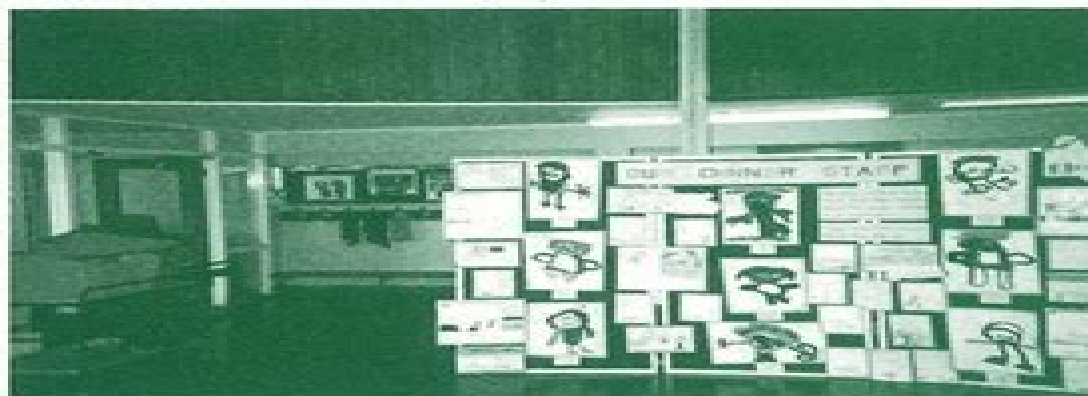
It is important to emphasise the relationship between support that teachers receive when registered for award bearing courses and the often successful outcome of their school based research. Carr

(1990) has conceptualised two of the main criticisms made about such work as *domestication* and *hijacking*. Domestication is about incorporating action research within the confines of award bearing courses and distorting potentially emancipatory outcomes by course based evaluative criteria and assessment procedures. Hijacking is where action research is taken over by academics to serve academic needs and interests.

Both these concerns need to be put in a perspective that recognises the enormous sup-

port that teachers get from the tutors in question. But this is not to pretend that there are no difficulties for tutors in treading the narrow path between facilitating and manipulating, or between enabling and being prescriptive. These tensions are also mirrored in the interface of public theory and teacher practice and in the situations in which the teachers themselves are embedded. Evans, in Chapter 1 is critical of the work of Kemmis and Elliott for 'appearing prescriptive in a mode of enquiry which has as its central theme the involvement of the practitioners in making their own decisions about their practice and in doing so taking ownership of the process'.

Similarly Neale in Chapter 3 argues that 'action research should have a practice centred rationale, but any further definition becomes difficult – the essence of action re-



Managing Better Schools And Colleges The Action Research Way

James McKernan



Managing Better Schools And Colleges The Action Research Way:

Managing Better Schools and Colleges Pamela Lomax,1991 An edited collection about teachers who use action research to improve their work in classrooms and as managers The accounts cover research about cross curricula study skills personal and social education equal opportunities team teaching and gender teaching science through drama the management of ancillary staff reflective practices and peer review in teacher research

Quality Management in Education Pamela Lomax,1996 This book describes the work of a number of professionals who have used action research to improve the quality of their organization and their classrooms Underpinning all the accounts is the idea that shared values and a shared vision are central to improvement in education The accounts show how the writers use action research methods to question traditionally held assumptions and interpretations about educational management and classroom practice They are then able to put forward new theories and strategies which will help other educators to achieve a higher quality of education The book provides valuable source material for all those involved in professional development research methodology or educational management

Enabling Access Barry Carpenter,Rob Ashdown,Keith Bovair,2017-10-05 This Routledge Classic Edition brings together widely experienced editors and contributors to show how access to a whole school curriculum can be provided for learners with moderate to profound and multiple learning difficulties Along with a new appraisal of the contents from the editors the contributors raise debates illustrate effective teaching ideas and discuss strategies for providing a high quality education for these pupils and a celebration of their achievements The book also discusses the active involvement of family members and the learners themselves in these processes and considers issues surrounding empowerment of learners professional development of the workforce and curriculum principles such as differentiation personalisation and engagement Winner of the prestigious nasen TES Academic Book Award in 1996 Enabling Access is an essential read for students and lecturers in higher education and for teachers support staff and other professionals in all educational settings in the UK and abroad catering for these learners

Professional Encounters in TESOL K. Richards,2016-01-23 An investigation of the developing discourses of English Language teachers in teaching and training Showing how teachers are shaped by the discourses they participate in and how they shape these discourses By analyzing professional development through professional discourse the book sheds light on what teachers do and why they do it

Methodological Approaches to STEM Education Research Volume 3 Peta J. White,Russell Tytler,Joseph Paul Ferguson,John Cripps Clark,2022-09-30 We live in challenging and uncertain times with profound implications for the purpose and nature of education The crises of the Anthropocene with the related climate related challenges biodiversity loss a global pandemic and changes to the world of work driven by science and technology innovation and the ascendancy of data and knowledge pressure us to rethink how we prepare people for such futures This in turn has changed the landscape of educational research perhaps particularly in the areas of mathematics health and environmental education research that are so central to responding to these global

pressures and potential solutions We need to think critically about education research design and practice as part of a considered and robust discussion of education research theory and practice that will inform and help shape education systems into the future This volume responds to these challenges casting fresh light on contemporary methodologies fit for reconsidering education into the future Chapters explore post qualitative inquiry with overviews and practices arts based and interdisciplinary methodologies self study and auto ethnography for the Anthropocene co design with teachers researching for system change the ethics of netnography and principles and practices of literature review Science and Drama:

Contemporary and Creative Approaches to Teaching and Learning Peta J White,Jo Raphael,Kitty van Cuylenburg,2021-12-03 This edited volume presents interdisciplinary and transdisciplinary approaches to drama and science in education Drawing on a solid basis of research it offers theoretical backgrounds showcases rich examples and provides evidence of improved student learning and engagement The chapters explore various connections between drama and science including students ability to engage with science through drama dramatising STEM mutuality and inter relativity in drama and science dramatic play based outdoor activities and creating embodied aesthetic and affective learning experiences The book illustrates how drama education draws upon contemporary issues and their complexity intertwining with science education in promoting scientific literacy creativity and empathetic understandings needed to interpret and respond to the many challenges of our times Findings throughout the book demonstrate how lessons learned from drama and science education can remain discrete yet when brought together contribute to deeper more engaged and transformative student learning **Teaching**

Secondary English Mark Pike,2003-10-30 What the book does extremely well is do describe the way things are in terms of the requirements of the Framework for Teaching English the curriculum and the new specifications and for this reason it is likely to be most useful to those contemplating English tech9ng in the maintained sector from outside returnees aspiring NQTs or those in the independent sector Times Educational Supplement Instead of taking us yet again on a tour through the four modalities of English this book s tri partite structure takes a refreshingly different approach by offering thought provoking argument grounded in classroom practicality Nick McGuinn University of York Students comments on Teaching Secondary English The book is written in clear digestible terms offering many practical ideas for teaching the key skills and the wide range of material encountered in the English classroom It is the kind of book which can be dipped into which is particularly useful for people who spend most of their time planning lessons Teaching Secondary English is a must for student teachers and NQTs It is a clear comprehensive and practical guidebook dealing not solely with theory and pedagogy but with the very real issues facing new teachers today It is clear that Teaching Secondary English unlike so many textbooks on the subject is written by someone with recent classroom experience and this helps the reader to trust and respect the advice it purports I certainly feel it is grounded in practicalities not pie in the sky theory that will not work in most real classrooms This book enables English teachers to implement change and rise to new challenges while remaining true to an

ethically and socially just position which provides the rationale for their vocation The author describes and evaluates recent changes to English teaching brought about by initiatives such as the Literacy Strategy the new A levels and the requirement to focus on spiritual moral social and cultural development Examples of innovative teaching and learning strategies are provided throughout The author helps teachers to foster keen readers writers and communicators He shows how they can enable their students to acquire skills and knowledge as well as to recognize the value of aesthetic experience emotional literacy and spiritual and moral response to literature in their own lives and in their communities This book is essential reading for PGCE students as well as practising teachers and all those involved in English in education

Equality and Diversity in Education: National and international contexts Patricia Potts,Felicity Armstrong,Mary Masterton,1995

Equality and Diversity in Education 2 Felicity Armstrong,Mary Masterton,Patricia Potts,2013-12-16 Like the first reader this collection examines the grounds which are accepted for inclusion or exclusion of students and looks at how appropriate support can be guaranteed for people who experience difficulties in learning who are disabled or who experience social or other kinds of disability This volume explores national and international contexts for educational practice and research and discusses practical ethical and political issues which are relevant to undertaking that research Part one covers issues facing local government and the consumers of educational services in the UK Part two compares policy and practice in eleven different countries and part 3 discusses research which explores the issues of equality and diversity in education This volume and her sister *Equality and Diversity in Education 1* Learning Teaching and Managing in Schools are reraders for the Open University course Developing Inclusive Curricula *Equality and Diversity in Education* E829 The two books in the series will appeal to teachers non teaching assistants and other school based staff parents disabled people and those who have experienced difficulties in learning social and health workers and those working for voluntary organisations

Change In Classroom Practice Steve Farrow,Jerry Norton,2005-08-04 Over the last ten years deliberate and determined efforts have been made to improve schooling This book charts recent and current developments in the practical business of changing classroom practice to make schools more effective It is devoted to detecting the effects on classroom practice of the efforts made to improve schools and classrooms and to understanding how classroom practice changes Contributors include advisory teachers Higher Education HE tutors and researchers and work described ranges from early years classrooms to post experience course outcomes and the tracking of Inservice education and training INSET effectiveness

Teacher Education Policy Rob McBride,2003-12-16 To improve schools we need to improve teachers This volume provides recent research evidence that suggests that current education policy is not Promoting Effective Teacher Education And That Teacher Education Policy has failed to support the formation of professional partnerships in initial teacher education has almost ignored the induction of newly qualified teachers and has narrowed in service education into support for the implementation of central policy The evidence gathered in this book is used to argue for new forms of teacher education in

every phase built upon the foundation of professional partnership between schools and institutions of higher education It is suggested that the funding for such changes could be drawn from less effective forms of school improvement such as National Curriculum development and school inspection With the implementation of such changes it is argued good quality teacher education programmes would prosper and foster a broad consensus about educational development that is often absent

In Fairness to Children Morwenna Griffiths,Carol Davies,2013-12-19 First Published in 1996 This innovative series is an ideal means of supporting professional practice in the post Dearing era when a new focus on the quality of teaching and learning is possible The series promotes reflective teaching and active forms of pupil learning The books explore the implications of these commitments for curriculum and curriculum related issues This volume is addressed to busy teachers to help them develop their own teaching and learning and everything discussed in the book actually took place as part of normal school life

Teacher Research and Special Education Needs Graham Vulliamy,Rosemary Webb,2018-10-03 First published in 1992 This book provides accounts of case study research and evaluation in the area of special educational needs carried out by teachers in ordinary and special schools Contributors discuss their experiences of the problems and possibilities of teacher research and provide advice on information gathering analysis and writing up The findings presented address both whole school matters such as the use of support staff in ordinary schools and the development of an assessment policy in a special school and a range of current issues such as partnership with parents and the teaching of children with emotional and behavioural difficulties It is of interest to all teachers and tutors involved in research based courses students in primary and secondary initial teacher training teachers on in service courses support staff for special educational needs

Routledge Library Editions: Special Educational Needs Various,2021-07-29 This set of 62 volumes originally published between 1951 and 1999 amalgamates a wide breadth of literature on Special Educational Needs with a particular focus on inclusivity class management and curriculum theory This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time and will be of particular interest to students of Education and those undertaking teaching qualifications

Professional Development and Institutional Needs Gillian Trorey,Cedric Cullingford,2017-07-05 The tension between institutional needs and those of the individual has rarely been higher Increasing demands on institutions to deliver set targets and value for money whilst adhering to set expectations and external constraints has led to an erosion of the notion of staff development This book looks at how the conflict between the two outlooks emerges and what can be done to overcome it Based on empirical evidence the authors reveal what is happening in a range of institutions and explore the tensions between the personal needs of the individual and the demands of managers They examine the reasons behind the conflict and discuss what measures can be taken to overcome it The book will provide a central text on an important but relatively neglected subject of interest to all engaged in the profession

Schools, Food and Social Learning Gurbinder Singh Lalli,2019-09-30 This book explores the potential of school dining

halls as spaces of social learning through interactions between students and teachers Schools Food and Social Learning highlights the neglect of school dining halls in sociological research and the fact that so much can be gained from fostering interpersonal relations with other students and the school staff over meals The book focuses primarily on social and life skills that students develop during lunch hour meetings modelling behaviors while eating and conversing in the school space known as the restaurant With case studies based in the UK the book takes a social constructivist approach to dealing with the tensions and challenges between the aims of the school creating an eating space that promotes social values and encourages the development of social skills and the activities of teachers and catering assistants of managing and providing food for many students daily The book carries snippets of interviews with children dining hall attendants teachers parents and the school leadership team offering a new way of thinking about social learning for both scholars and students of Social Anthropology Sociology Social Policy Food Policy Education Studies and Childhood Studies

Subject Leadership and School Improvement Hugh Busher, Alma Harris, 2000 Curriculum and subject leadership in schools has recently gained substantial attention from both researchers and policy makers The Teacher Training Agency TTA has reinforced the importance of subject leadership in school improvement proposing a new measure of such leadership competence through the creation of national subject leader standards NPQSL Subject Leadership and School Improvement reflects critically on the work of subject and curriculum leaders especially in schools in England and Wales that is those within the policy framework of The National Curriculum and the Teacher Training Agency The book debates the functions of subject leaders in primary and secondary schools using current research

Living Headship Harry Tomlinson, Helen M Gunter, Pauline Smith, 1999 The book has a wide appeal to existing heads aspiring heads lecturers and writers about headship The contributors to this book have lifted the curtain on the realities of headships and in the process have added to our understanding of what school leadership is all about these days Managing Schools Today Practitioners and trainers understand how vitally important school leadership is to the practice of headship Living Headship presents the experiences of successful heads working in primary and secondary schools We hear in their accounts the authentic voices of heads determined to ensure that their leadership enhances the performance of their schools Some have been in post for many years and

Managing Teachers as Professionals in Schools Hugh (Lecturer in Education Busher, Rene (Honorary Visiting Fellow Saran, 2013-04-15 This text examines the challenges facing education managers as the introduction of the National Curriculum a number of Education Acts and the reorganization of management have altered the concepts of teacher professionalism and their statutory duties

Curriculum and Imagination James McKernan, 2007-08-07 Curriculum and Imagination describes an alternative process model for designing developing implementing and evaluating curriculum suggesting that curriculum may be designed by specifying an educational process which contains key principles of procedure This comprehensive and authoritative book offers a practical and theoretical plan for curriculum making without objectives

shows that a curriculum can be best planned and developed at school level by teachers adopting an action research role complements the spirit and reality of much of the teaching profession today embracing the fact that there is a degree of intuition and critical judgement in the work of educators presents empirical evidence on teachers human values Curriculum and Imagination provides a rational and logical alternative for all educators who plan curriculum but do not wish to be held captive by a mechanistic ends means notion of educational planning Anyone studying or teaching curriculum studies or involved in education or educational planning will find this important new book fascinating reading

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