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# Teaching Under Inspection The Effect Of School Inspections On Primary Teachers

**Annelies Wilder-Smith**



## **Teaching Under Inspection The Effect Of School Inspections On Primary Teachers:**

*Testing Teachers* Bob Jeffrey, Peter Woods, 2005-08-16 OFSTED inspections are often the most challenging searching uncompromising and stressful events teacher have to experience This text looks at what effects the inspections have on teachers and their work on their self and role

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

*Methods and Modalities of Effective School Inspections* Melanie C.M. Ehren, 2016-04-05 This book provides an overview and discussion of the evidence base of effective school inspections reflecting on issues of validity and reliability of school inspections in relation to school effectiveness research unintended consequences and emergent roles and responsibilities of Inspectorates of Education Chapters include findings from systematic literature reviews and primary research while also presenting a range of practical examples from inspections systems from all over the world The book provides relevant background materials for Inspectorates of Education who aim to improve the effectiveness of their systems and working methods as well as clear examples for researchers aiming to analyse and understand the effectiveness of these systems The final chapter reflects on changes in the current education landscape and discusses newer models of school inspections that fit within a more decentralized inspection system

*Becoming A Teacher: Issues In Secondary Education* Dillon, Justin, Maguire, Meg, 2011-07-01 *Becoming a Teacher* 4e remains a unique and powerful combination of ideas analysis questions answers and wisdom drawing on the professional

experience of the editors and contributors     Testing Teachers Bob Jeffrey, Peter Woods, 2005-08-16 Since the 1992 Education Act inaugurated national arrangements for inspection schools have operated within an inspection climate which pervades every aspect of school life on a continual basis The significance of OFSTED inspections cannot be overestimated They are often the most challenging searching uncompromising and stressful events teachers have ever experienced What effects do they have on teachers and their work on their self and role and on school policy and ethos Drawing on case studies from contrasting primary schools over a three year period this book reveals how OFSTED inspections were received within primary schools It meets the need for detailed rigorous research into inspections and their effects on teachers

**Evidence-informed reasoning of pre- and in-service teachers** Ingo Kollar, Martin Greisel, Robin Stark, 2023-06-14

School Inspectors Jacqueline Baxter, 2017-04-10 This book examines the role of the inspector within the context of a number of OECD member states and explores the ways in which the inspectors themselves interpret implement and influence inspection practices and policy Inspection policy can have various unintended consequences some of which produce radical discrepancies between the policy intent and its implementation A number of these discrepancies derive from the way in which the policy is articulated while others derive from the ways in which inspectors interpret and operationalise this policy This implementation is coloured and conditioned by several factors including the evidence on which inspectors base their judgements what counts as evidence in different policy contexts what counts as valid knowledge in inspection processes the qualities needed by inspectors working in differing policy contexts and the identities that they adopt in order to successfully carry out their work The book provides a valuable contribution to our understanding of the politics and practices which colour and shape the legitimacy and operational execution of inspection policy The work is unique in its focus on the inspectors role within the implementation of the inspection process an element often overlooked in the literature It also includes two chapters co written by inspectors offering unique insights into their life worlds and identities     Learning to

Teach Gill Nicholls, 2014-05-12 Written in accordance with the Teacher Training Association and DfEE guidelines this text is intended to become a course reference The author examines all modules which need to be studied in teacher training programmes and takes account of the Labour government's plans for teacher education     *Reviews of National Policies for Education OECD Review of Resourcing Schools to Address Educational Disadvantage in Ireland* OECD, 2024-07-18 The OECD Review of Resourcing Schools to Address Educational Disadvantage in Ireland provides an independent analysis meant to support Irish authorities in identifying ways to strengthen the resources and supports provided to students at risk of educational disadvantage in both DEIS and non DEIS schools The report serves three purposes i to provide insights and advice to Irish education authorities ii to help other countries understand the Irish approach to equitable education and iii to provide input for comparative analyses of the OECD Education for Inclusive Societies project The scope for the analysis in this report covers primary and post primary education The focus areas of the review in Ireland are i governance ii resourcing

iii capacity building iv school level interventions and v monitoring and evaluation This report will be of interest in Ireland and other countries looking to improve the equity of students at risk of educational disadvantage in their education systems

**Continuing Professional Development for Teachers** Carol Morgan, Peter Neil, 2004-03-01 This volume is designed for teachers whether just setting out or climbing the ladder It examines the complex set of options and requirements facing teachers from qualifying as a teacher to developing skills through middle and senior roles and continually improving teaching skills

**Learning Beyond the Objective in Primary Education** Ruth Wills, 2019-06-18 Learning Beyond the Objective in Primary Education explores an existential perspective for pedagogy proposed in response to the current technocratic paradigm of education prevalent in many countries worldwide This new perspective is termed Bildung s Repetition The book seeks to encourage policy makers and educational practitioners to consider the impact of education on children over and above the meeting of set targets and objectives Located in a philosophical framework this book considers how children might learn authentically in the light of their own personal contingency A series of case studies reflecting the effectiveness of this perspective through the curriculum is provided each illustrating how Bildung s Repetition allows for personalized meaningful learning within current structures Recommendations for practice are provided encouraging all stakeholders in education to consider the value of this perspective and effect a ten degree shift within educational thought This unique book fuses theory with practice and will be of great interest to academics researchers and students in the fields of primary education and teacher training It will also be of interest to school leaders and practicing 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 strategic 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

**Teacher Evaluation Policies and Practices in Japan** Masaaki Katsuno, 2016-03-31 This book explores the impacts of the introduction of new teacher evaluation policies on teachers and head teachers in Japan particularly that of producing and reinforcing mutual policing relations among teachers and the destabilisation of their identities It is timely given the big surge of interest world wide in measuring and developing teachers quality to ensure better learning outcomes As in many other countries teachers in Japan have to account for their performance and competence in new ways This book focuses on the nature and impact of these new accountabilities by

drawing on data from a national survey and in depth interviews with a sample of teachers and head teachers as it surveys New teacher evaluation policies Theories of teacher evaluation and performativity Views on the new teacher evaluation policies The enactment of the new teacher evaluation policies The quantitative data is used to show how teachers experience and perceive the new teacher evaluation policies and practices and the qualitative data is used to discuss the depth of analysis required to look at the nature of performativity This book will be a valued addition to the research base upon which both policy makers and practitioners across the nations can draw for the improvement of teacher evaluation as a means of professional development and accountability

**Researching the Art of Teaching** Peter Woods, 2013-09-27 This book is a follow up to *Inside Schools* It reviews the position of ethnography in educational research in the light of current issues and of the author's own research over the past ten years Starting from an analysis of teaching as science and as art Peter Woods goes on to review the general interactionist framework in which his own work is situated and how this relates to postmodernist trends in qualitative research The approach is illustrated through reference to the author's own personal history and research career and his recent research on creative teaching critical events and his teachers' reactions to school inspections How to represent such research is a central feature and includes a consideration of the tools used in that task and how they relate to the ethnographer's self whatever forms of representation are selected however the audience's own concerns will guide them in their interpretation of the work Prominent themes include the person of the ethnographer in research the art of teaching and new ways of representing it while not forgetting the science of teaching and of research research for educational use and the uses of educational research collaborative work between researchers and teachers The issues covered include such matters as research purposes research design research careers access data collection data analysis truth criteria the relationship between theory and research methods writing up and dissemination

[Report on the Progress of Education in the Punjab](#) Punjab (India). Education Department, 1909 *Report on the Progress of Education in the Punjab for the Year ,1912*

*Taking Education Really Seriously* Michael Fielding, 2004-08-02 Michael Fielding looks at what the Labour Government has achieved in the last four years with its policy of education education education There has been widespread disappointment in New Labour's education policies which on the whole have not steered too far wide of those put in place by Margaret Thatcher including issues of marketisation testing and performativity Michael Fielding has called on the key policy thinkers in education to offer their opinions on what has happened in education over the first three to four years of the New Labour Government Education policy is a controversial subject and with a General Election expected within the next few months this book will be read widely by people within education politicians and journalists and by others anxious to get to facts and avoid the spin The subject matter and the presence of so many high profile educationalists make this an essential read

**Teacher Retention in an Age of Performative Accountability** Jane Perryman, 2022-03-30 In this insightful and timely volume Jane Perryman provides a definitive analysis of the crisis in teacher recruitment and

retention through a critique of the culture of performative accountability in education bringing together theory literature and empirical data Drawing on data across several long term research projects and through a Foucauldian theoretical framework Perryman argues that teachers working lives both in the UK and internationally are being increasingly affected by the rise in the neoliberal performativity and accountability culture in schools Teachers work is increasingly directed towards assessment exams progress measures and preparation for review and inspection and drawn away from the more individualistic and creative aspects of the job This culture of hyper accountability and super performativity Perryman argues has created a discourse of disappointment where the hopes and aspirations of teachers are crushed beneath the performative pressures under which they work Teacher Retention in an Age of Performative Accountability offers a convincing compellingly written critical analysis of how the values purposes and practices embedded in education affect the working experience of teachers over time Perryman makes a significant contribution to our understanding of the effects of accountability and performativity mechanisms in schools and offers insight into why so many teachers leave the profession This analysis is important to scholars educators and policymakers alike

**The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05** Great Britain: Office for Standards in Education, 2005-10-19 The remit of the Office for Standards in Education OFSTED is to improve standards and quality of childcare and education for learners up to 19 years of age through regular inspection some of which is carried out jointly with other inspectorates This annual report covers the year 2004 05 and includes sections on childcare and early learning primary and maintained nursery schools secondary schools special schools pupil referral units further education colleges initial teacher training local education authorities Also included is a section on surveys and themes examining national education strategies in schools in different areas A final section takes a retrospective view on inspection and the contribution OFSTED has made to education over the past 13 years An accompanying CD ROM includes detailed reports on subjects in schools and curriculum areas in colleges

**UGC NET Paper 2 \_ Education Volume - 3** Mr. Rohit Manglik, 2024-03-05 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels

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