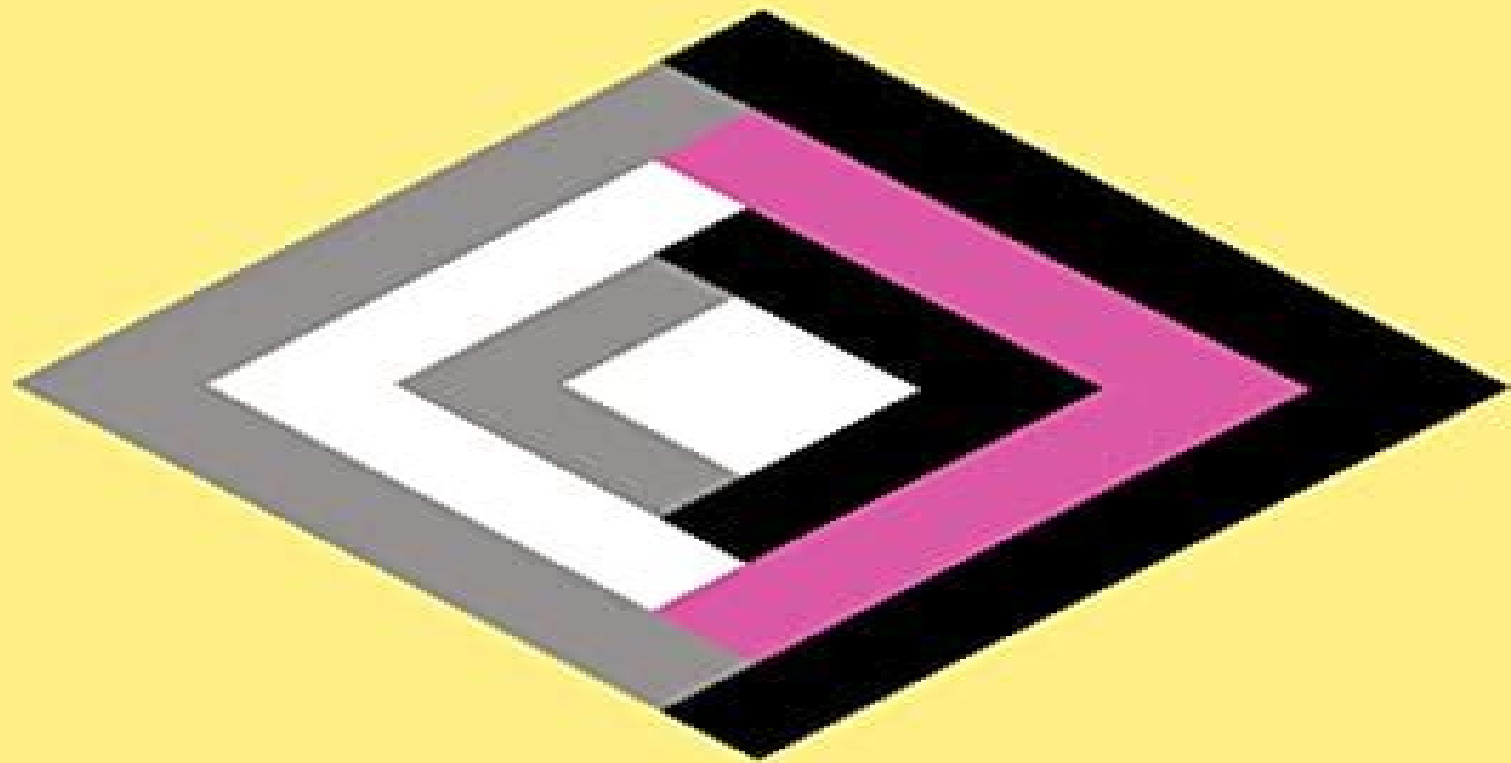


A Socially
Critical View of the
Self-Managing School
Edited by John Smyth



Socially Critical View Of The Self Managing School

Christian Drosten



Socially Critical View Of The Self Managing School:

A Socially Critical View Of The Self-Managing School John Smyth, 2005-09-21 The shift from the model of central government educational control to school based management has been widely adopted and acclaimed and has created the general impression of increased democracy and participation The international contributors to this book tackle this important policy issue and look behind the scenes of the moves towards school self management They investigate the phenomenon of the self managing school Why It Is Happening Now What Is The Truth Behind This Notion And The problems which lie behind devolution and self management The self managing school it is claimed is not about grassroots democracy or parent participation but absolutely the reverse and this contradiction is best understood in terms of the ideology of the New Right Enlightened and informed perspectives of the reality behind school self management suggest that the devolution of power is only superficial Hierarchies continue to exist as unequally funded schools which perpetuate class gender and ethnic divisions The mechanism involved promotes the Survival Of The Fittest Through Notions Of Choice For Those Involved in school management and education generally this book should provide a useful insight into the struggle surrounding the control of schooling

Educational Management In Managerialist Times Thrupp, Martin, Willmott, Robert, 2003-08-01 For academics and students Education Management in Managerialist Times offers a critical guide to existing educational management texts and makes a strong case for redefining educational management along more socially and politically informed lines

The Socially Just School John Smyth, Barry Down, Peter McInerney, 2014-07-08 This book explores schools and how they can function as social institutions that advance the interests and life chances of all young people especially those who are already the most marginalized and at an educational disadvantage Social justice is a key theme as the book examines the needs of youth the concept of school culture school community relations socially critical pedagogy curriculum and leadership and a socially critical approach to work The Socially Just School is based upon four decades of intensive writing and researching of young lives This work presents an alternative to the damaging school reform in which schools are made to serve the interests of the economy education systems the military corporate or national interests Readers will discover the hallmarks of socially just schools They educationally engage young people regardless of class race family or neighbourhood location and they engage them around their own educational aspirations They regard all young people as being morally entitled to a rewarding and satisfying experience of school not only those whose backgrounds happen to fit with the values of schools They treat young people as having strengths and being at promise rather than being at risk and with deficits or as bundles of pathologies to be remedied or fixed They are active listeners to the lives and cultures of their students and communities and they construct learning experiences that are embedded in young lives This highly readable book will appeal to students and scholars in education and sociology as well as to teachers and school administrators with an interest in social justice

Education Governance and Social Theory Andrew Wilkins, Antonio Olmedo, 2018-10-04 The study

of education governance is a significant area of research in the twenty first century concerned with the changing organisation of education systems relations and processes against the background of wider political and economic developments occurring nationally and globally In Education Governance and Social Theory these important issues are critically examined through a range of innovative theoretical perspectives and methodological approaches to assist in guiding those interested in better understanding and engaging with education governance as an object of critical inquiry and a tool or method of research With contributions from an international line up of academics the book judiciously combines theory and methodologies with case study material taken from diverse geo political settings to help frame and enrich our understanding of education governance This is a theoretically and empirically rich resource for those who wish to research education governance and its multifarious operations conditions and effects but are not sure how to do so It will therefore appeal to readers who have a strong interest in the practical application of social theory to making sense of the complex changes underway in education across the globe

An Intellectual History of School Leadership Practice and Research
Helen M. Gunter, 2016-01-28 An Intellectual History of School Leadership Practice and Research presents a detailed and critical account of the ideas that underpin the practice of educational leadership through drawing on over 20 years of research into those who generate popularise and use those ideas It moves from abstracted accounts of knowledge claims based on studying field outputs towards the biographies and practices of those actively involved in the production and use of field knowledge The book presents a critical account of the ideas underpinning educational leadership and engages with those ideas by examining the origins development and use of conceptual frameworks and models of best practice It deploys an original approach to the design and composition of an intellectual history and as such it speaks to a wider audience of scholars who are interested in developing and deploying such approaches in their particular fields

Key Concepts for Understanding Curriculum: Planning, management, and ideology Colin J. Marsh, 1997 Each chapter of this book is devoted to a separate concept which is analyzed in terms of its major features Follow up questions at the end of each chapter are designed to challenge the reader to reflect further on the specific issues raised

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Jsl Vol 15-N2 JOURNAL OF SCHOOL LEADERSHIP, 2005-04-21 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses

on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Re-Imagining Comparative Education Peter Ninnes, Sonia Mehta, 2004-06-09 This book provides clear and concise discussions of key elements of contemporary social theories and their application to the field of comparative education

Managing Finance, Resources and Stakeholders in Education Lesley Anderson, Ann R J Briggs, Neil Burton, 2001 This book will provide readers with knowledge and understanding of the theory and practice of managing finance resources and stakeholders in schools and colleges Written specifically for those studying for an academic qualification at Masters level in educational management it provides self study material and links to other key texts in the field The authors deal with the links between finance resources and stakeholders in the context of school and college self management Examples are drawn from international settings as well as from the United Kingdom Building on an examination of theoretical perspectives practical considerations and applications are examined in a format which encourages the reader to explore the c

Education, Social Justice and the Legacy of Deakin University Richard Tinning, Karen Sirna, 2012-01-01 The late Joe Kincheloe once wrote that the amazing Deakin Mafia provided innovative and unprecedented critical scholarship on education for a few short years Informed by various theoretical perspectives eg critical theory neo Marxist poststructuralist postcolonial feminist critical literacy Bourdieuan Foucauldian key Deakin University scholars pursued their commitments to social justice through education A certain criticality characterised their work Individually and collectively they created a national and international reputation for critical scholarship in education Since that time the 1980s and 90s however most of the Deakin mafia have moved to senior academic posts elsewhere in Australian and internationally and their influence in educational research and discourse now continues as members of the Deakin diaspora This collection is an account of the stories of many of these scholars It will provide valuable reading for any scholar of education who is particularly interested in critical pedagogy and the critical project in education more generally It also provides insights into what makes a faculty of education successful at a particular point in time Preparing Teachers in Times of Change David Lynch, 2011-08-04 This

book is about teacher education reform The book aims to stimulate renewed debate in teacher education in Australia and elsewhere Introd **Challenges for Public Education** Jane Wilkinson, Richard Niesche, Scott Eacott, 2018-10-29 An

accelerating pattern in Australia and internationally is the dismantling of public education systems as part of a long standing trend towards the modernisation marketisation and privatisation of educational provision Responsibility for direct delivery of education services has been shifted to contracting and monitoring under the clarion call of school and leadership autonomy and parental choice Part of this pattern is an increasing blurring of boundaries between the state and private sector a move from government to new forms of strategic governance and from hierarchy to heterarchy Challenges for Public Education examines the educational leadership policy and social justice implications of these trends in Australia and internationally It maps this movement through early shifts to school based management in Australia New Zealand and Sweden and recent

moves such as the academies programme in England and charter schools in the United States It draws on recent studies of a distinct new phase in Australian school reform the creation of independent public schools IPS in Western Australia and Queensland and global policy moves in public education in order to provide a truly international dialogue and debate on these matters This book moves beyond critique It innovatively brings together Australian and international perspectives and a rich range of diverse theoretical lenses practice philosophy feminism gender relational and postmodernism As such it provides a crucial forum for illuminating alternate ways to conceptualise educational leadership policy and social justice as resources for hope

Inclusive Education Keith Ballard,2002-11-01 The aim of this text is to convey the experience of excluded children their parents teachers and remaining classmates Looking at all those involved the book offers reflections on inclusion and exclusion in the context of schools that do not cater well for diversity The contributors and issues raised are international giving the reader everything necessary for considering concepts and practices across countries and cultures and highlighting ways in which schools might bring down the barriers to participation and learning

Educational Leadership and Pierre Bourdieu Pat Thomson,2016-11-03 Pierre Bourdieu was one of the most important thinkers of the twentieth century He argued for and practiced rigorous and reflexive scholarship interrogating the inequities and injustices of modern societies Through a lifetime s explication of the ways in which schooling both produces and reproduces the status quo Bourdieu offered a powerful critique and method of analysis of the history of schooling and of contemporary educational policies and trends Though frequently used in educational research Bourdieu s work has had much less take up in Educational Leadership Management and Administration Educational Leadership and Pierre Bourdieu argues that ELMA scholars have much to gain by engaging more thoroughly with his work The book explains each of the key terms in Bourdieu s thinking tool kit showing how the tripartite concepts of field habitus and capitals offer a way through which to understand the interaction of structure and agency and the limits on the freedom of an individual in this case an educational leader to act Educational Leadership and Pierre Bourdieu offers an analysis of dominant trends in ELMA research examining the kinds of questions asked projects undertaken and methods used It provides alternative questions and methods based on a Bourdieusian approach further readings and a range of exemplars of the application of these tools The book will be of interest to those whose primary focus is the utility of Bourdieu s social theory

EBOOK: ENGAGING TEACHERS Trevor Gale,Kathleen Densmore,2003-04-16 This is a useful interesting and valuable work The authors ask the difficult questions and attempt answers which although complex are written in an accessible and open manner It deserves to be widely read Educational Review Engaging Teachers makes a deliberate attempt to reclaim the education discourse captured by new right politics and connect it with a radical democratic agenda for schooling On its agenda are education markets policy leadership professionalism and communities Engaging with these is conceived on at least two levels First as an invitation to teachers to become involved in reconstructing schooling for socially just purposes and in democratic ways From this perspective the

politics of engagement is not simply a matter of acquiescence or resistance but is informed by a commitment to generate alternatives teachers parents and students making things happen rather than having things done to them Also signalled is an intent to work collectively exploring and acting on common interests and across uncommon ground Second the book also celebrates teachers engaging in these reconstructive efforts in attractive and meaningful ways The attraction is decisions about schooling made by those they affect as well as decisions that are meaningful because they engage the interests of all

Engaging Teachers Gale, Trevor, Densmore, Kathleen, 2003-04-01 Engaging Teachers makes a deliberate attempt to reclaim the education discourse captured by new right politics and connect it with a radical democratic agenda for schooling On its agenda are education markets policy leadership professionalism and communities Engaging with these is conceived on at least two levels

Educational Leadership Relationally Scott Eacott, 2015-01-19 Educational leadership management and administration has a rich history of epistemological and ontological dialogue and debate However in recent times at least since the publication of Colin Evers and Gabriele Lakowski's trilogy knowing exploring and doing educational administration there has been a distinct dearth Educational Leadership Relationally explicitly returns matters of epistemology and ontology to the centre of the discussion Through a sustained and rigorous engagement with contemporary thought and analysis Scott Eacott articulates and defends a relational approach to scholarship in educational leadership management and administration Eacott belongs to a group of scholars in educational administration who could be called meta sociologist This group blends sociology historical revisionism managerial theories and general philosophy to emphasise the relevance of sociological analysis in the field of educational administration Proposing a relational turn Eacott outlines a methodological agenda for constructing an alternative approach to educational leadership management and administration scholarship that might be persuasive beyond the critical frontier The relational research programme is arguably the most ambitious agenda in educational leadership management and administration coming out of Australia since Colin Evers and Gabriele Lakowski's natural coherentism and Richard Bates Critical Theory of Educational Administration As a research agenda it engages with the centrality of administration in constructions of the social world the legitimation of popular labels such as leadership the inexhaustible and inseparable grounding of administrative labour in time and space and overcomes contemporary tensions of individualism collectivism and structure agency to provide a productive rather than merely critical space to theorise educational leadership management and administration

The International Handbook on the Sociology of Education Carlos Alberto Torres, Ari Antikainen, 2002-12-10 The twentieth century has been marked by the expansion of educational opportunities worldwide It has been the century of education and the role of the state in the promotion of public education has been decisive Yet at the millennium's turn efforts to diminish the role of the state are rapidly changing education especially in terms of its role in democracy This comprehensive handbook offers a fresh view of the social context of education outlining the challenges as well as the advances in public and private education systems The book offers a

systematic account of current social theory and methodologies applied perspectives on the development of education in many regions of the world and compares key themes such as access school choice equity and educational performance A Class Act Susan Robertson, 2017-09-29 This book offers an original and challenging theoretical and empirical approach to mapping the changing nature of teachers work historically and in the contemporary period It is an attempt to understand how and in what ways teachers work has changed following the demise of the post war settlement and the imminent collapse of teachers project of professionalism secured through solidaristic strategies such as unionism Dr Robertson argues that in order to understand these issues a more rigorous set of conceptual tools around social class occupational power and worker control is needed The first two sections of the book set out to address that problem The final section elaborates on the changing contexts and conditions for contemporary teachers more generally and argues that structural and ideological changes within educational provision have led to differing capacities in the realization of class assets

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