

EAMONN CALLAN

Autonomy
and
SCHOOLING



Autonomy And Schooling

David Boud



Autonomy And Schooling:

Autonomy and Schooling Eamonn Callan, 1988 Autonomy and Schooling provides a philosophically rigorous defence of a moderate version of child centred education Since Rousseau child centred education has been advocated on the grounds that the ideals of freedom and individual autonomy require it though the relation between educational policy and these ideals has often been obscure **Autonomy, Accountability and Social Justice** Amanda Keddie, Martin Mills, 2019-04-10

Autonomy Accountability and Social Justice provides an account of recent developments in English state education with a particular focus on the academisation of schooling It examines how head teachers teachers and others working in diverse education settings navigate the current policy environment The authors provide readers with insight into the complex decision making processes that shape school responses to current educational agendas and examine the social justice implications of these responses The book draws on Nancy Fraser s social justice framework and her theorising of neoliberalism to explore current tensions associated with moves towards both greater autonomy for and accountability of state schooling These tensions are presented through four case studies that centre upon 1 a group of local authority primary schools 2 an academy chain 3 a co operative secondary school and 4 an alternative education setting The book identifies the emancipatory possibilities of these approaches amid the complex demands of autonomy and accountability seizing English schools Informed by a consideration of market parameters and social protectionist ideals this examination provides rich insights into how English schools have emancipatory capacity Autonomy Accountability and Social Justice makes a major theoretical contribution to understandings of how the market is working alongside the regulation of schooling and the implications of this for social justice By drawing on the experiences of those working in schools it demonstrates that the tensions associated with autonomy and accountability within the current education policy environment can be both productive and unproductive for social justice **Autonomy in Education** Jan De Groof, Hilde Penneman, Walter Berka, 2000

Teaching and Researching: Autonomy in Language Learning Phil Benson, 2013-11-04 Autonomy has become a keyword of language policy in education systems around the world as the importance of independent learning and new technologies has grown Now in a fully revised and updated second edition Teaching and Researching Autonomy provides an accessible and comprehensive critical account of the theory and practice of autonomy Examining the history of the concept it addresses important questions of how we can identify autonomy in language learning behaviours and how we can evaluate the wide variety of educational practices that have been designed to foster autonomy in learning Topics new to this edition include Autonomy and new technologies Teacher autonomy The sociocultural implications of autonomy With over three hundred new references and five new case studies of research on autonomy providing practical advice on research methods and topics in the field Teaching and Researching Autonomy will be an essential introduction for teachers and students to a subject at the cutting edge of language teaching and research *Education, Autonomy and Critical Thinking*

Christopher Winch, 2006 The concepts of autonomy and of critical thinking are of key importance in many contemporary accounts of the aims of education Education Autonomy and Critical Thinking analyzes their relationship to each other and to education explores their roles in mortality and politics and examines the part critical thinking has to play in fulfilling the educational aim of preparing young people for autonomy Assessing the significance of the concern with critical rationality as a key intellectual component for a worthwhile life involving autonomy this book also examines important views about what critical thinking is and how it can be cultivated Drawing from discussions on epistemology and the philosophy of language which concern the nature of rationality Christopher Winch produces a powerful critique of concepts central to contemporary philosophy of education autonomy and critical thinking Choices for Self-Managing Schools Brian Fidler, Sheila Russell, Tim Simkins, 1997-05-28 The book is helpful in a number of individual ways and makes a valuable contribution to the body of literature on education management in the late 1990s School Leadership Management The tension between the freedom to develop in an autonomous way and the need to be accountable is increasingly being commented upon and Choices for Self Managing Schools makes a useful new contribution to this debate Times Educational Supplement This book provides in an accessible way the essential ideas and concepts underlying the management of autonomous schools It aims to present theoretical frameworks which are valuable for conceptualising management and managing *Children, Home and School* Ros Edwards, 2004-08-02 In contemporary western societies there are increasing emphases on children being the responsibility of their parents contained within the home and on their compartmentalisation into separate and protected organised educational settings Thus home and school form a crucial part of children s lives and experiences This book explores the key institutional settings of home and school and other educationally linked organised spaces in children s lives and the relationships between these It presents in depth discussions concerning new research findings from a range of national contexts and focuses on various aspects of children s and sometimes adult s own understandings and activities in home and school and after school settings and the relationship between these The contributors assess children from a variety of backgrounds and circumstances and consider how these children see and position themselves as autonomous within connected to or regulated by home and school Discussion of the impact of policy and practice developments on the everyday lives of these children is also included Devolution and Autonomy in Education Pablo Buznic-Bourgeacq, 2021-08-31 Allowing learners to take some responsibility may seem obvious yet what is actually afforded to them and how this process works remains difficult to grasp It is therefore essential to study the real objects of devolution and the roles played by the subjects involved Devolution and Autonomy in Education questions the concept of devolution introduced into the field of education in the 1980s from disciplinary didactics and described in Guy Brousseau s Theory of Didactical Situations in Mathematics as the act by which the teacher makes the student take responsibility for a learning situation didactic or problem and accepts the consequences of this transfer The book revisits this concept through a variety of subject areas

mathematics French physical education life sciences digital learning play and educational domains teaching training facilitation Using these intersecting perspectives this book also examines the purpose and timeline of the core process for thinking about autonomy and empowerment in education

The Autonomy Paradox: Teachers' Perceptions of Self-Governance Across Europe Wieland Wermke, Maija Salokangas, 2021-03-24 What do we mean when we speak about teacher autonomy How free are teachers to go about their work To answer these complex questions the authors asked thousands of teachers in four national contexts in Finland Ireland Germany and Sweden what they think autonomy looks like The resulting book examines teacher autonomy theoretically and empirically comparing teachers perceptions of their professional autonomy Utilizing a mixed method approach the authors combine data from a large scale questionnaire study teacher interviews lesson and meeting observations and workshops that brought together teachers from the four participating countries All this engagement with teachers revealed that simply increasing their professional autonomy might not lead to desired outcomes This is because from a teachers point of view increased decision making capacity brings further complexity and risk to their work and it may instead lead to anxiety self restriction and the eventual rejection of autonomy These surprising conclusions challenge the increasingly orthodox view that increased autonomy is a desirable end in itself This is what the authors call the autonomy paradox

Learner and Teacher Autonomy Terry Lamb, Hayo Reinders, 2008 This edited volume offers a cohesive account of recent developments across the world in the field of learner and teacher autonomy in languages education Drawing on the work of eminent researchers of language learning and teaching it explores at both conceptual and practical levels issues related to current pedagogical developments in a wide range of contexts Global shifts have led to an increase in autonomous and independent learning both in policy and practice including self access and distance learning The book s scope and focus will therefore be beneficial to language teachers as well as to students and researchers in applied linguistics and those involved in pre and in service teacher education The book concludes with an overview of the state of research in this field focusing on the inter relationships between the concepts of learner and teacher autonomy

Learner Autonomy Across Cultures D. Palfreyman, R. Smith, 2003-11-03 What does autonomy mean within language learning Should it be enhanced within national institutional or small group culture and if so how can that be done A variety of new theoretical perspectives are here firmly anchored in research data from projects worldwide By foregrounding cultural issues and thus explicitly addressing the concerns of many educators on the appropriateness and feasibility of developing learner autonomy in practice this book fills a gap in the literature and offers practical benefits to language teachers

Finding the Right Balance Charles Leslie Glenn, Jan de Groof, 2002 Vol 2 is an in depth analysis of the legal and policy aspects of freedom accountability and competition in education It includes a discussion of the legal and policy implications of freedom autonomy and accountability in education with a discussion of the historical background and recent developments especially in Italy

School autonomy in Europe policies and measures Education Information Network in the

European Community,2007 *Teaching and Researching Autonomy in Language Learning* Phil Benson,William Grabe,Fredricka L. Stoller,2001 This text defines autonomy in language learning how it is implemented and how research and independence autonomy can inform each other Autonomy in Language Education Manuel Jimenez Raya,Flavia Vieira,2020-07-09 Autonomy in Language Education offers a holistic overview of and novel contribution to a complex and multifaceted yet under studied field of inquiry that is transforming language pedagogy It offers nineteen original chapters that critically analyze the impact of Henri Holec s seminal 1979 book *Autonomy in Foreign Language Learning* unpack theoretical empirical conceptual methodological ethical and political developments over the last forty years from many perspectives explore practical implications for teaching learning and teacher education and suggest future avenues and challenges for research and practice in this broad diverse essential field **Leadership, Ethics and Schooling for Social Justice** Richard Niesche,Amanda Keddle,2015-07-24 Issues of social justice and equity in the field of educational leadership have become more salient in recent years The unprecedented diversity uncertainty and rapid social change of the contemporary global era are generating new and unfamiliar equity questions and challenges for schools and their leaders In order to understand the moral and ethical complexity of work undertaken in the name of social justice and equity in diverse contexts this book uses a range of different theoretical tools from the work of Michel Foucault Rather than a prescriptive best practice approach to leadership and social justice this book draws on Foucault s four fold ethical framework and specifically the notions of advocacy truth telling and counter conduct to critically examine the leadership work undertaken in case studies in schools in Australia and England Our approach makes transparent the ethical work that leaders in these contexts conduct on themselves towards creating schools that can address the equity challenges of the present climate It illuminates and enables critical analysis of the moral imperatives shaping the equity work of school leaders and in particular the possibilities for transformative leadership that can work to create schools and school systems that are more socially just Overall the book s key aims are to Provide an innovative and comprehensive theorising of leadership for social justice in contemporary times Explicate the utility of key elements of Foucault s theorising of the ethical self to the domain of educational leadership and Provide significant practical insight into the social justice possibilities of school leadership in contemporary times through two in depth case studies *Neoliberalism and Education* Bronwen M.A. Jones,Stephen J. Ball,2023-04-04 The ongoing neoliberalisation of education is complex varied and relentless It involves increasingly diverse material and structural changes to curriculum pedagogy and assessment and at the same time transforms how we are made up as educational subjects It rearticulates what it means to be educated This collection brings together creative and unanticipated examples of the adoption and adaptation of neoliberal practice both collective and individual These examples not only demonstrate the insidiousness of neoliberal reform but also suggest that its trajectory is uncertain and unfixed The intention is that these examples might embolden education scholars and practitioners to think differently about education

This book is shaped by a reading of the processes of the neoliberalisation of education as a dispositif This heterogeneous dispositif encompasses and spans an uneven miscellaneous and evolving network of educational regimes of knowledge practice and subjectivities as well as artifacts and non human actants The papers included address different aspects or points within this complex arrangement at different levels and in different sectors of education They have been chosen to illustrate the evolving and multi faceted penetration of market thinking and practice in education and also points of deflection and dissent They also offer coverage of some of the uneven geography of neoliberalisation They consider the potential for the production of subjectivities to provide the wriggle room that can exist to refuse or subvert neoliberal identities This book will have appeal across the social sciences and specifically to those working in education The chapters included here were originally published in various Taylor Francis journals

Developing Student Autonomy in Learning David Boud,1981
The book discusses many of the issues in the trend towards developing student autonomy in colleges and universities and presents examples of successful courses from a wide range of disciplines which have this a prime aim Case studies are presented by practising tertiary teacher from the UK Australia Canada and Switzerland and the aspects they cover include independent study self directed learning contract learning peer support confidence building student planned courses self and peer assessment of learning

Autonomy Support Beyond the Language Learning Classroom Jo Mynard,Scott J. Shelton-Strong,2022-04-04
Through the application of self determination theory SDT to research and practice this book deepens our understanding of how autonomous language learning can be supported and understood within environments outside of the classroom Theoretical empirical and practice focused chapters examine autonomy support in a range of contexts and settings dealing with learning environments and open spaces communities and relationships and advising and self access language learning They reveal what occurs beyond the classroom how socializing agents support autonomous motivation and wellness and how SDT can enhance our understanding of supporting language learner autonomy It will be of interest to language teachers university lecturers and learning advisors who are providing support outside the classroom as well as to graduate students and researchers who are working in the fields of applied linguistics and TESOL

Inside the Autonomous School Maija Salokangas,Mel Ainscow,2017-11-27
Over recent years education systems across the globe have experimented with the concept of the autonomous school This takes a variety of forms and the schools involved have different titles such as charter schools in the USA academies in England free schools in Sweden and independent public schools in Australia As this radical trend in policy gains momentum Inside the Autonomous School considers whether the model is achieving its desired aims Drawing on evidence from an in depth longitudinal study of an academy located in an urban district in England this book traces the various developments which took place in the school on its journey from failing to achieving an inspection rating of outstanding The authors present a rich first hand account of the impacts that various policies and practices have had on the autonomous school and at the same time situate their accounts and analyses within a

wider national and international context This leads them to consider what can be done to ensure that school autonomy consistently promotes excellence and equity within education systems A fascinating read and invaluable resource for practitioners researchers and policy makers in the field of education Inside the Autonomous School sheds much needed light on an increasingly established policy which is set to have far reaching effects

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