

1. Record Nr.	UNINA9910299517603321
Titolo	Education Policies and the Restructuring of the Educational Profession : Global and Comparative Perspectives // edited by Romuald Normand, Min Liu, Luís Miguel Carvalho, Dalila Andrade Oliveira, Louis LeVasseur
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2018
ISBN	9789811082795 9811082790
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (277 pages)
Collana	Perspectives on Rethinking and Reforming Education, , 2366-1666
Disciplina	370.711
Soggetti	Education and state International education Comparative education Teachers - Training of Educational Policy and Politics International and Comparative Education Teaching and Teacher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1 Introduction -- Chapter 2 Soft Infusion: Constructing 'Teachers' in the PISA Sphere -- Chapter 3 Politics of Professionnalization of Teaching: Contemporanean Development and Variations of Uses -- Chapter 4 School Inspectors in Europe: Towards a New Public Professionalism? -- Chapter 5 Changes in School Governance and the Reshaping of Head Teachers' Roles and Identities in Portugal -- Chapter 6 Education Policies, the Teaching Profession and Teacher Training in Germany – The Ever-Evolving 16-Piece Mosaic -- Chapter 7 Policies for Teacher Training and Work in Argentina from the Turn of the Century -- Chapter 8 Between Evidence-based Education and Professional Judgment, What Future for Teachers and Their Knowledge? -- Chapter 9 New Public Management and Its Effects in the Teaching Profession: Recent Trends in Spain and Catalonia -- Chapter 10 Comparison and Benchmarking as Key Elements in Governing Processes in Norwegian Schools -- Chapter 11 Restructuring

the Educational Profession in Denmark -- Chapter 12 A Postsocialist Perspective on Audit Culture: Changing Practices and Subjectivities of School Teachers in a Russian Region -- Chapter 13 Neo-liberal Managerialism and Professionalization in U.S. Schools -- Chapter 14 The Teaching Profession in the Context of New Public Management -- Chapter 15 Leadership and New Public Management: the Forgotten Professional Dimension of School Organizations -- Chapter 16 Overcoming Fragmented Professionalism? Accountability for Improvement in Teacher Preparation in Italy -- Chapter 17 Work Regulations and Teacher Subjectivity in a Context of Standardization and Accountability Policies in Chile -- Chapter 18 Neoliberalism and New Public Action in Education in Québec: Changes in Primary School Culture and Teacher Identities? -- Biographies.

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### Sommario/riassunto

The book analyzes worldwide changes in school organization and the teaching profession, and how the profession has been impacted by education policies that promote assessments and accountability. It also identifies some shifts in professional positions, statuses and profiles, and characterizes the impact and contextualization of professional standards that shape teaching practices and the management of schools. Further, the book provides relevant comparative and empirical data on the restructuring of the teaching profession in an era of globalization through a critical perspective on and an overview of the main research and comparative findings across countries. As such, the book is not only directed to educational researchers but will also interest professionals and policymakers, addressing a broader education and policy community concerned by the new aspects shaping the teaching profession in the 21st century.

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