

1. Record Nr.	UNINA9910464691203321
Autore	Robinson Wendy
Titolo	A Learning Profession? : Teachers and their Professional Development in England and Wales 1920-2000 / / by Wendy Robinson
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2014
ISBN	9789462095724 9462095728
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (205 p.)
Collana	Studies in Professional Life and Work ; ; 2
Disciplina	370.710941
Soggetti	Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Prelimachers' Einary Material -- Introduction: Aims, Context and Methodology -- National Policy Mapping -- The Vacation Course 1920–1940 -- Special Advanced Courses for Teachers 1945–1960 -- The Teachers' Centre 1960–1990 -- Texperiences of Professional Development -- Evaluating Impact: Personal and Professional Perspectives -- Professional Development and Perceptions of Teacher Professional Identity -- Conclusion -- Select Bibliography.
Sommario/riassunto	This ground-breaking book uncovers a hidden history of the professional development of serving teachers. Drawing on hitherto unpublished archive material, Wendy Robinson reveals an optimistic and liberal age of high class conferences in the 1920s and 1930s, in London hotels and Oxford colleges, free from government control, where teachers from across the country and abroad, gathered for professional, intellectual and cultural 'refreshment'. The status attached to these occasions was signified by the celebrities who graced them, including royalty, public intellectuals, educational practitioners and politicians. Professor Robinson then shows how post-war training became more instrumental, taken over by the Ministry of Education with its centrally-prescribed advanced courses, and, from 1970, by Local Education Authorities' invention of apparently democratic Teachers' Centres. This analysis is complemented by face-to-face interviews with teachers and other practitioners once active in professional development. Fascinating, detailed interviews brilliantly

capture teachers' lived experience of professional development and its influence on their teaching, career development and professional identity. Fresh and original, lucidly written by one of the leading historians of education in Britain, *A Learning Profession?* is essential and engaging reading for those interested in the development of a teaching profession.

---