

# **DISCOURSE AND POWER IN EDUCATIONAL ORGANIZATIONS**

*Understanding  
Education and Policy  
Series*

**edited by DAVID CORSON**

# Discourse And Power In Educational Organizations Understanding Education And Policy

**Luis F. Mirón**



## **Discourse And Power In Educational Organizations Understanding Education And Policy:**

**Discourse and Power in Educational Organizations** David Corson, 1995 In today's post modern and post traditional institutions power is mainly exercised through the generation of consent through the distribution of ideologies and through the subtle indoctrination of self disciplining practices rather than through the use of force or brute authority This change in the nature of institutional practices focuses the role that language has always had in the exercise of power To address the topic as it affects educational organisations the editor combines two central traditions in contemporary social science inquiry concern for the post modern and post positivist condition of the contemporary world and concern for the praxis of critical theory Contributors to the book's 14 chapters approach their topics from either or both of these traditions In his introductions to the two parts of the book the editor suggests how these traditions can combine and at the same time respond to the challenges of educational concerns within the post modern condition This book's style and content should appeal to students and researchers in educational research curriculum studies policy studies and educational administration The authors are all noted for their contributions to the analysis of discourse and its power co ordinates They will introduce some readers to new worlds the worlds of teacher supervision female leadership critical language awareness the signing deaf and minority outgroups International Handbook of Educational Leadership and Administration Kenneth A.

Leithwood, Judith Chapman, P. Corson, P. Hallinger, Ann Hart, 2012-12-06 EDITORS This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters A synopsis of the contents of those chapters is also provided SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail After all there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years Such a view is captured for example in Bennis observation that Of all the hazy and confounding areas in social psychology leadership theory undoubtedly contends for top nomination Probably more has been written and less is known about leadership than any other topic in the behavioural sciences 1959 page 259 We do not find this state of affairs discouraging nor entirely accurate and of course it did not prevent Bennis from proceeding either One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory a theory which applies to all or most domains of organized human activity This aspiration inevitably produces decontextualized and therefore abstract categories of practice Howard Gardner's 1995 depiction of leadership as story telling is a case in point *Educational Reform* Jordan T. Ville, 2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject

Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicates     **International Handbook of Educational Change** Andy Hargreaves,A. Lieberman,M. Fullan,D.W. Hopkins,2014-11-14 The International Handbook of Educational Change is a state of the art collection of the most important ideas and evidence of educational change The book brings together some of the most influential thinkers and writers on educational change It deals with issues like educational innovation reform restructuring culture building inspection school review and change management It asks why some people resist change and what their resistance means It looks at how men and women older teachers and younger teachers experience change differently It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either It looks critically and controversially at the social economic cultural and political forces that are driving educational change School leaders system administration teacher leaders consultants facilitators educational researchers staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting edge understandings of educational change no other work provides as comprehensive coverage of the field of educational change     *The Democratic Classroom* Arthur Pearl,Tony Knight,1999 This text argues that difficult problems can not be solved without a democratic process Essential to the resolution of such problems is a reconstructed school that prepares students to become effective problem solvers and informed responsible democratic citizens     Understanding and Using Challenging Educational Theories Karl Aubrey,Alison Riley,2024-08-30 Introducing 20 key educational thinkers who have offered challenging perspectives on education Exploring Their ideas how to apply them in practice and their relevance to teaching and learning today Understanding The strengths and limitations of each theory and links to other concepts This third edition includes Two new chapters on the works of Diane Ravitch and Gloria Ladson Billings Revamped reflective tasks with a greater practical focus for the classroom Fully updated chapters with links to current educational socio political developments and expanded critical commentary This is an essential textbook for any university course that includes learning theory with particular relevance for initial teacher education education studies and early childhood degrees Karl Aubrey has recently retired from his post at Bishop Grosseteste University Alison Riley is the Programme Leader for the BA Early Childhood Studies at Bishop Grosseteste University The perfect companion to Aubrey Riley Understanding and Using Educational Theories 3e 9781529761306     **The Social Construction of Urban Schooling** Luis F. Mirón,1996 This text explores the possibilities for the reconstruction of urban schooling The author urges a rethinking of the concept of urban education and a theory of the relationships between urban processes and urban schooling     Assessment and Control at Parkview School Hilary A. Radnor,1996 Schools are a prominent part of contemporary society s formal organisation of education The overriding expectation on education is to provide the young person with the tools to be successful in a dynamically ever changing world As society changes so too does society s expectations of schools State maintained

institutions dependent on the state for their survival are subject to the prevailing beliefs and values that drive the economic political and educational systems through which society is organised This interpretive study investigates the process of implementation of externally imposed educational change It s central core is a finely detailed empirical case study that offers insights into the meaning of educational change by coming to an understanding of the ideologies values and attitudes of key participants a group of teachers who reveal why they act the way they do when faced with management directives to make changes to their professional working practices The theme of the book is articulated by the question that weaves through the study how do individuals manage to retain a sense of freedom with constraints imposed on them The approach adopted shares the perspective known as policy ethnography which stresses the problematic nature of implementation viewing it as an active process whereby individuals engaged in the act of implementation interpret reinterpret reform and reconstruct the policy ideas when actively putting them into practice or into use

**Talking about a Revolution** Cheryl L. Sattler,1997 This text provides a qualitative inquiry into the politics and practice of feminist teaching It weaves together theoretical feminist writings with the lives of feminist women teachers revealing a complex interplay among feminist identity and the organization of the high school and university American Book Publishing Record ,1995 Making Meaning of Community in an American High School Kathleen Knight Abowitz,2000 This is a case study of a public high school in the midst of school reform conflict and change The volume analyzes liberal communitarian debates engaging from a methodology that attempts to understand how the idea of community in a public school is actually constructed

**From Nihilism to Possibility** Frederick L. Yeo,Barry Kanpol,1999 This text advocates theory and practice for the transformation of inner city education through the development and application of critical principles grounded in the postmodern the moral and possibility The contributors argue for the construction of a more democratic praxis for urban education

*Values-spoken and Values-lived* Maike Philipsen,1999 This ethnography depicts the cultural consequences of a local school closing in a small rural predominantly black community It shows how the dynamics of the community deepen fundamental contradictions between strong beliefs in education values spoken and actual conduct values lived

*Caring as Tenacity* Mary Anne Pitman,Debbie Zorn,2000 The impact of an ethic of care or its absence is the focus of the schooling stories that make up this volume The case studies examine the interconnected level of daily behaviour describing relationships within various urban school support programmes

*Power, Voice and the Public Good* Rodney Hopson,Carol Camp-Yeakey,Francis Musa Boakari,2008-12-01 Focuses on such themes as attention to the definitional and theoretical underpinnings of globalization the ubiquitous nature and topical display of globalization and the possibilities of understanding redefining and rethinking aspects of globalization with the backdrop of issues that relate to education and the pursuit of public good

*The Kids Got Smarter* George W. Noblit,William W. Malloy,Carol E. Malloy,2001 This clinical manual presents approximately 200 commonly encountered medical surgical disorders and procedures in a concise alphabetical format for quick clinical

reference The two colour design highlights key information and helpful cross references to the Lewis text direct students to more extensive background information The 3rd edition features expanded patient and family teaching content as well as additional illustrations and tables to enhance functionality and visual appeal **Educational Perspectives** ,2007

**American Educational Research Association Annual Meeting Program** American Educational Research Association,2006 *Re-framing Educational Politics for Social Justice* Catherine Marshall,Cynthia I. Gerstl-Pepin,2005 The new Benjamin January novel from the best selling author Abishag Shaw is seeking vengeance for his brother s murder and Benjamin January is seeking money after his bank crashes Far beyond the frontier in the depths of the Rocky Mountains both are to be found at the great Rendezvous of the Mountain Men a month long orgy of cheap booze shooting matches tall tales and cut throat trading But at the rendezvous the discovery of a corpse opens the door to hints of a greater plot of madness and wholesale murder **The Power of Resistance** Rowhea M. Elmesky,Carol Camp Yeakey,Olivia C. Marcucci,2017-10-13 This book is guided through the powerful ideological frameworks of culture and social reproduction and looks specifically to the role of schooling as a vehicle for catalysing change

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