

Contents

<i>List of illustrations</i>	x
<i>List of contributors</i>	xi
Introduction: Connecting teacher and school development: policies, practices and possibilities <i>Christopher Day</i>	1
THEME 1	
Issues in teacher professionalism and performativity	13
Introduction <i>Leslie N. K. Lo</i>	13
1 Performing to expectations: teachers' dilemmas in East Asia and in Chinese societies <i>Leslie N. K. Lo, Manhong Lai and Shuangye Chen</i>	19
2 Performance cultures of teaching: threat or opportunity? <i>Judyth Sachs and Nicole Mockler</i>	33
3 Teaching as a profession: are we there yet? <i>A. Lin Goodwin</i>	44
4 Accountability vs. teacher autonomy: an issue of balance <i>Miriam Ben-Peretz</i>	57
THEME 2	
Conjuncture and disjuncture in teachers' work and lives	67
Introduction <i>Ciaran Sugrue</i>	67

5	Warehousing the schoolhouse: impact on teachers' work and lives <i>Susan G. Lasky</i>	73	15	Local context, social relations and school organisation <i>Ruth Lupton</i>	194
6	Work and life of South American teachers in their context <i>Menga Lüdke and Luiz Alberto Boing</i>	84	16	The politics of teacher development for an indigenous people: colonising assumptions within Māori education in Aotearoa, New Zealand <i>Martin Thrupp and Carl Mika</i>	204
7	Teachers' work and lives: a European perspective <i>Maria Assunção Flores</i>	94			
8	Teachers' work and lives in sub-Saharan Africa: outsider perspectives <i>Ciaran Sugrue and Alicia Fentiman</i>	108			
THEME 3			THEME 5		
Reason and emotion in teaching		121	Student voices in a global context: rights, benefits and limitations		215
Introduction <i>Daniel P. Liston</i>		121	Introduction <i>Ruth Leitch</i>		215
9	Changing the story: teacher education through re-authoring their narratives <i>Mellony Graven</i>	127	17	Critical issues and contexts of student voice in the United States <i>Stephanie Serriere and Dana Mitra</i>	223
10	Growing immigration and multiculturalism in Europe: teachers' emotions and the prospects of social justice education <i>Michalinos Zembylas and Sharon M. Chubbuck</i>	139	18	Engaging students in research relationships for school reform <i>Bill Atweh, Derek Bland, Kylie Smith and Ash Woodward</i>	233
11	Presence in teaching <i>Carol R. Rodgers and Miriam Raider-Roth</i>	149	19	Students' views on equity and justice in India's schools <i>Anita Rampal</i>	243
12	Learning as devotional practice: the role of the teacher <i>Andrew Metcalfe and Ann Game</i>	159	20	Agency, access, silence and ethics: how young people's voices from Africa can contribute to social and educational change in adult-dominated societies <i>Susan Kiragu, Sharlene Swartz, Jeremiah Chikovore, Fibian Lukalo and Georgina Yaa Oduro</i>	254
THEME 4			THEME 6		
Schools in different circumstances: contexts make a difference		169	Professional learning and development		265
Introduction <i>Pat Thomson</i>		169	Introduction <i>Anne Edwards</i>		265
13	Collaborative inquiries into literacy, place and identity in changing policy contexts: implications for teacher development <i>Helen Nixon and Barbara Comber with Helen Grant and Marg Wells</i>	175	21	The praxis of expansive learning in teaching <i>Wolff-Michael Roth</i>	271
14	Teachers, the politics of the governed and educational development: insights from South Africa <i>Brahm Fleisch</i>	185	22	Policies and practices for the continuing professional development of teachers in South Africa and Namibia <i>Kerry Kretchmar, John Nyambe, Maureen Robinson, Melanie Sadeck and Ken Zeichner</i>	281

23	Continuing professional learning in the Asia-Pacific region: tensions and opportunities in teacher knowledge and the governance of education <i>Joce Nuttall, Terri Seddon and Hien T. T. Phan</i>	293	32	Capital formation in the futures focused school: indicators of a breakthrough in school improvement <i>Brian Caldwell, David Loader, Jessica Harris and Yong Zhao</i>	410
24	The professional development of teachers: European perspectives <i>Anne Edwards and Viv Ellis</i>	302	THEME 9		
THEME 7			Successful schools, successful leaders		421
Innovative pedagogies		313	Introduction		421
Introduction <i>Annette Woods and Allan Luke</i>		313	<i>Olof Johansson</i>		
25	What makes teachers effective?: profiles of innovative classroom practice <i>Alison Kington, Christopher Day, Pam Sammons, Elaine Regan, Eleanor Brown and Judith Gunraj</i>	319	33	Successful schools across North America: meeting challenges and extending opportunities in Canada and the United States <i>Paul V. Bredeson, Carolyn J. Kelley and Hans W. Klar</i>	427
26	Weaving as frontload and backend pedagogies: building repertoires of connected learning <i>Dennis Kwek</i>	335	34	Successful schools: a European perspective <i>Katarina Norberg</i>	437
27	From new media to critical media literacies: politics, practice, and pedagogy <i>Korina Jocson and Jeff Share</i>	351	35	Successful school leadership in China <i>Allan Walker and Haiyan Qian</i>	446
28	Moving with the times: pedagogies for mobile students <i>Robyn Henderson and Patrick A. Danaher</i>	360	36	Successful schools, successful leaders: the Australian case <i>David Gurr</i>	458
THEME 8			THEME 10		
School effectiveness and improvement			Learning about professional communities: their practices, problems and possibilities		469
Introduction <i>Tony Townsend</i>		373	Introduction <i>Ann Lieberman</i>		469
29	School effectiveness research, 1932 to today, including a call for future research <i>Sam Stringfield and Charles Teddlie</i>	379	37	Learning communities in learning schools: developing the social capacity for change <i>Karen Seashore Louis</i>	477
30	Using educational effectiveness research to improve the quality of teaching practice <i>Bert P. M. Creemers and Leonidas Kyriakides</i>	389	38	Deepening learning in school-to-school networks <i>Louise Stoll, Judy Halbert and Linda Kaser</i>	493
31	Good schools for some but why not better schools for all?: Sub-Saharan Africa in transition <i>Tom Bisschoff and Chris Rhodes</i>	400	39	Sustaining professional learning networks: the Australasian challenge <i>Susan Groundwater-Smith and Nicole Mockler</i>	506
			40	School networks, networked learning and 'network theory' <i>Mark Hadfield and Michael Jopling</i>	516
			Index		527