

STUDIES IN EUROPEAN EDUCATION SERIES

Governing by Inspection

First Edition

Edited by
Sotiria Grek and Joakim Lindgren



Governing By Inspection Studies In European Education

Sotiria Grek, Joakim Lindgren



Governing By Inspection Studies In European Education:

Governing by Inspection Sotiria Grek, Joakim Lindgren, 2014-09-19 In recent decades governing practices in education have become highly contradictory deregulation and decentralisation are accompanied by re regulation and increased centralisation contributing to considerable governing tensions in and across different national systems and within the emergent European education policy space On the one hand there is the persistence of performance monitoring through target setting indicators and benchmarks and on the other the promotion of self evaluation and light touch regulation that express a softer governance turn and promote self regulation as the best basis for constant improvement Drawing on research undertaken into three national systems this edited volume explores the attempts to manage these tensions in Europe through the development of inspection as a governing practice Inspectorates and inspectors offer key locations for the exploration of governing tensions positioned as they are between the international the national and the local and institutional and with responsibility for both regulation and development All three national systems offer contrasting approaches to inspection all of which have changed considerably in recent years Governing by Inspection positions inspection in the framework of changing education policy and politics and in a period of intensive policy development and exchange in Europe It will be key reading for academics researchers and postgraduate students in the fields of education political science and social policy

Governing by Inspection Sotiria Grek, Joakim Lindgren, 2014-09-19 In recent decades governing practices in education have become highly contradictory deregulation and decentralisation are accompanied by re regulation and increased centralisation contributing to considerable governing tensions in and across different national systems and within the emergent European education policy space On the one hand there is the persistence of performance monitoring through target setting indicators and benchmarks and on the other the promotion of self evaluation and light touch regulation that express a softer governance turn and promote self regulation as the best basis for constant improvement Drawing on research undertaken into three national systems this edited volume explores the attempts to manage these tensions in Europe through the development of inspection as a governing practice Inspectorates and inspectors offer key locations for the exploration of governing tensions positioned as they are between the international the national and the local and institutional and with responsibility for both regulation and development All three national systems offer contrasting approaches to inspection all of which have changed considerably in recent years Governing by Inspection positions inspection in the framework of changing education policy and politics and in a period of intensive policy development and exchange in Europe It will be key reading for academics researchers and postgraduate students in the fields of education political science and social policy

School Inspectors Jacqueline Baxter, 2017-04-10 This book examines the role of the inspector within the context of a number of OECD member states and explores the ways in which the inspectors themselves interpret implement and influence inspection practices and policy Inspection policy can have various

unintended consequences some of which produce radical discrepancies between the policy intent and its implementation A number of these discrepancies derive from the way in which the policy is articulated while others derive from the ways in which inspectors interpret and operationalise this policy This implementation is coloured and conditioned by several factors including the evidence on which inspectors base their judgements what counts as evidence in different policy contexts what counts as valid knowledge in inspection processes the qualities needed by inspectors working in differing policy contexts and the identities that they adopt in order to successfully carry out their work The book provides a valuable contribution to our understanding of the politics and practices which colour and shape the legitimacy and operational execution of inspection policy The work is unique in its focus on the inspectors role within the implementation of the inspection process an element often overlooked in the literature It also includes two chapters co written by inspectors offering unique insights into their life worlds and identities

The Changing Epistemic Governance of European Education Romuald Normand, 2016-06-17 This book examines the transformations of epistemic governance in education the way in which some actors are shaping new knowledge and how that new knowledge impacts other actors in charge of implementing this knowledge in the context of the decision making process and practice The book describes knowledge based and evidence based technologies that produce new modes of representation cognitive categories and value based judgements which determine and guide actions and interactions between researchers experts and policy makers It explores several major social theories and concepts analysing the transformation of the relationship between educational and social sciences and politics In the light of epistemic governance being linked to transformations of academic capitalism the book describes the ways in which academics engaged in heterogeneous networks are capable of developing new interactions as well as facing new trials imposed on them by the changing conditions of producing knowledge in their scientific community and within their institutions Knowledge is power It is materialized in metrics policy instruments and embedded in networks The governance of European higher education insightfully argues Romuald Normand is not structured by hierarchical public policies by governmental exercise of authority or heroic decision making Normand makes a sophisticated intellectual argument building upon the work of Foucault Latour Sociology of science and the pragmatic sociology of Boltanski and Thévenot sociology of justification in order to precisely analyse Europe's higher education through the circulation of ideas and instruments Based upon precise research the book is a major contribution to the understanding of high education in a capitalist Europe beyond the simple idea of neo liberalism Normand provocatively even suggests the making of a European Homo Academicus This is an innovative and important book for public policy European Studies and the sociology of Education Patrick le Gal's FBA CNRS Research Professor Centre d'Etudes Européennes Sciences Po Paris France

A European Politics of Education Romuald Normand, Jean-Louis Derouet, 2016-06-10 A European Politics of Education proposes a sociology of education establishing connections between empirical data coming from European scale comparative surveys normative assumptions structuring actors representations

and interpretative judgements and a specific focus on Lifelong Learning policy areas It invites readers to think about the place of standards expertise and calculations in the European space from a common perspective supported by a tradition of critical sociology and European political studies The book Addresses an important agenda how the policies and politics of supranational Europe are making a European educational space Contains a response to the emergence of new epistemic governance and instruments at European level Contains contributions from the EU and the UK which give a comprehensive selection of perspectives and analysis of the field as it concerns Europe The complexity of the contemporary European education policy space is addressed here with new lines of inquiry as well as a reflexive outlook on standardization policy making and actor engagement Students and researchers of European policy studies education policy analysts and theorists will all be particularly interested readers

Governing Educational Spaces Hans-Georg Kotthoff, Eleftherios Klerides, 2015-12-14 The governance of education in many countries and regions of the world is currently in transition challenging histories remaking subjectivities and shaping possible futures This book provides an up to date analysis and discussion of the cutting edge theme of educational governance from an international comparative perspective The volume explores the landscape of educational governance in its broadest sense considering new forms of steering leadership and management assessment and evaluation teaching and learning knowledge creation and the realities and possibilities for different forms of political engagement The new spatial dynamics of education are explored in institutional settings such as schools and universities and via professional groupings such as teachers administrators and leaders The chapters in this book are based on the best peer reviewed papers and keynote speeches which were delivered at the XXVI Conference of the Comparative Education Society in Europe CESE in June 2014 in Freiburg Germany Comparative Education is uniquely situated to explore the emerging dynamics of educational governance within changing and newly emerging educational spaces because it provides the opportunity to learn more about different local national or regional educational processes and trajectories and to share knowledge about the logics ideologies and impacts of different techniques and regimes of governance across Europe and beyond Hans Georg Kotthoff is Professor of Comparative Education and School Pedagogy at the University of Education Freiburg Germany and President of the Comparative Education Society in Europe CESE since 2012 Eleftherios Klerides is Lecturer in Comparative Education and History of Education at the University of Cyprus and the Secretary Treasurer of the Comparative Education Society in Europe CESE

Handbook of Education Policy Studies Guorui Fan, Thomas S. Popkewitz, 2020-06-02 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international historical and interdisciplinary perspectives By effectively breaking through the boundaries between countries and disciplines it presents new theories techniques and methods for contemporary education policy and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change Based on an analysis of the

nature of education policy and education reform this volume focuses on education reform and the concept of education quality Adopting a historical and comparative perspective it examines the dialectical relationship between education policy and education reform in various countries assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration and explores the impact of globalization on national education reform and the interdependence between countries In addition it presents studies addressing educational policy research methodology from multiple perspectives Highlighting the changes in national education macro policies this volume comprehensively reveals the complex relationship between contemporary education reform and social change and explores the links between contemporary social political and economic systems and educational policy research and practice offering a holistic portrait of macro trends in contemporary education reform

Europe's Lifelong Learning Markets,

Governance and Policy Marcella Milana, Gosia Klatt, Sandra Vatrella, 2020-07-20 This book explores European governance and policy coordination within lifelong learning markets Using an instruments approach the editors and contributors examine the ways in which governance mechanisms employed by the European Union influence policy to regulate lifelong learning and intervene in lifelong learning markets at both European and national levels Filling an important gap in the current literature this book examines how strengthened policy coordination at the EU level contributed to the blurring of boundaries between policy fields and the redefinition of the function of adult education after the 2008 recession Divided into three parts this book draws on a range of case studies from countries including Spain Denmark Bulgaria and the UK It will be of interest and value to students and scholars of education policy and governance adult education and lifelong learning

[A Research Agenda for Evaluation](#) Peter Dahler-Larsen, 2021-06-25 This unique Research Agenda addresses salient current issues in evaluation research offering a broad perspective on the role of evaluation in society

Teacher Retention in an Age of Performative Accountability Jane Perryman, 2022-03-30 In this insightful and timely volume Jane Perryman provides a definitive analysis of the crisis in teacher recruitment and retention through a critique of the culture of performative accountability in education bringing together theory literature and empirical data Drawing on data across several long term research projects and through a Foucauldian theoretical framework Perryman argues that teachers working lives both in the UK and internationally are being increasingly affected by the rise in the neoliberal performativity and accountability culture in schools Teachers work is increasingly directed towards assessment exams progress measures and preparation for review and inspection and drawn away from the more individualistic and creative aspects of the job This culture of hyper accountability and super performativity Perryman argues has created a discourse of disappointment where the hopes and aspirations of teachers are crushed beneath the performative pressures under which they work *Teacher Retention in an Age of Performative Accountability* offers a convincing compellingly written critical analysis of how the values purposes and practices embedded in education affect the working experience of teachers over time Perryman makes a significant

contribution to our understanding of the effects of accountability and performativity mechanisms in schools and offers insight into why so many teachers leave the profession This analysis is important to scholars educators and policymakers alike

The Evolving State of Policy Sociology Glenn C. Savage,2024-12-16 The Evolving State of Policy Sociology explores the dynamic and debated field of policy sociology within educational research Edited by policy sociologist Glenn C Savage this collection features reflections from scholars with varying histories in policy sociology research including Jenny Ozga and Stephen Ball whose work has been foundational to the establishment of the field The book examines the origins evolution and current state of policy sociology delving into the diverse theoretical methodological and empirical approaches that have shaped its history Readers are provoked to consider what defines policy sociology the impacts of globalisation on policy research what distinguishes policy sociology from related interdisciplinary approaches and the meanings and practices of criticality that have infused the field since its inception Offering a range of compelling perspectives this book is a valuable resource for both new and experienced researchers seeking to understand the past present and future of policy sociology in education It was originally published as a special issue of Critical Studies in Education *Education Governance and Social Theory* Andrew Wilkins,Antonio Olmedo,2018-10-04 The study of education governance is a significant area of research in the twenty first century concerned with the changing organisation of education systems relations and processes against the background of wider political and economic developments occurring nationally and globally In Education Governance and Social Theory these important issues are critically examined through a range of innovative theoretical perspectives and methodological approaches to assist in guiding those interested in better understanding and engaging with education governance as an object of critical inquiry and a tool or method of research With contributions from an international line up of academics the book judiciously combines theory and methodologies with case study material taken from diverse geo political settings to help frame and enrich our understanding of education governance This is a theoretically and empirically rich resource for those who wish to research education governance and its multifarious operations conditions and effects but are not sure how to do so It will therefore appeal to readers who have a strong interest in the practical application of social theory to making sense of the complex changes underway in education across the globe Thinking with Stephen J. Ball Maria Tamboukou,2022-06-29 This edited volume explores how Stephen Ball s work has shaped the field of the sociology of education worldwide Written by internationally based researchers who are Ball s former PhD students it draws on different strands of his work to show what it means to think write and do research inspired by Ball s theory methodology and epistemology The contributions revolve around a wide range of themes including the ethics of doing educational research disability studies the bio politics of the child s soul lived experiences of marginalisation in education educating migrant and refugee women in the borderlands and post Brexit reflections on the Bologna process Chapters draw on different lines of thought from the corpus of a significant and influential figure in the sociology of education to present explicate and discuss a

wide range of research projects themes theoretical directions as well as methodological approaches in the field of the sociology of education today More than celebrating Ball's scholarship this volume shows new and innovative directions in the sociology of education It will be highly relevant reading for researchers scholars and students in the sociology of education educational policy and politics and educational theory *The Governing-Evaluation-Knowledge Nexus* Christina Segerholm, Agneta Hult, Joakim Lindgren, Linda Rönnberg, 2019-09-10 This Open Access book analyses the interplay between governing evaluation and knowledge with an empirical focus on Swedish higher education It investigates the origins logics and mechanisms of evaluation and quality assurance reforms and their dynamic interactions with institutional national and European policy contexts The chapters report findings from extensive empirical studies that offer detailed insight into the work of governing in higher education by giving voice to actors at various levels and positions including the ministry national agency and University employees Central themes include the influence of European policy changing system designs media relations and quality assurance enactments in University institutions The book also explores the ways in which an emerging professional cadre labelled qualocrats enacts and mediates evaluation and quality assurance policy and practice Taken together the expanding evaluation machinery in Swedish higher education highlights the pivotal role of knowledge as a governing resource and points to special features of evaluation as a particular form of practice that makes knowledge work for governing *Governing Europe's spaces* Caitriona Carter, Martin Lawn, 2015-07-20 What do we imagine when we imagine Europe and the European Union To what extent is our understanding of the EU of its development its policies and its working processes shaped by unacknowledged assumptions about what Europe really is The book constructs a case for reimagining Europe not as an entity in Brussels or a series of fixed relations but as a simultaneously real and imagined space of action which exists to the extent that Europeans and others act in and on it This Europe is constantly being made in particular spaces through specific actor struggles whose interconnections are often ill defined We ask how do those concerned with building Europe with extending and elaborating the EU think of where they are and what they are doing The book captures Europeans in the process of making Europe of performing interpreting modelling referencing consulting measuring and de politicising Europe *Inspectors and Enforcement at the Front Line of Government* Steven Van de Walle, Nadine Raaphorst, 2018-12-29 This book explores the social dynamics of the interaction between inspectors and their inspectees in the public sector Government inspectors have a crucial role in enforcing rules and standards The role of inspectors has changed Their task is no longer to merely inspect and enforce but also to educate to negotiate and to make compromises Their decisions come about as a result of an interaction with inspectees Do I punish or do I let go Do I negotiate or do I issue a fine Do I believe what this inspectee is telling me Using insights from public administration regulation and sociology this book looks at the daily work of a diverse group of inspectors such as tax inspectors veterinary inspectors school inspectors environmental inspectors or health inspectors **The State, Schooling and Identity** Kari

Kantasalmi, Gunilla Holm, 2016-12-22 This book offers insights into the relationship between nation state and education by problematizing and analyzing the assumed straightforwardness of the role of education and schooling Placing the issue in very contemporary contested nation state structures like Scotland Catalonia Ukraine and Belgium These conflict situations and contested power relations are in a way some of Europe's internal North South struggles In addition the particular Nordic North South example of the Saami with their status as indigenous people recognized in international law is viewed in terms of their educational struggle for better consideration of their cultural features in Saami land crossing the Nordic states The book focuses on the Nordic countries often viewed as globally exemplary in their educational arrangements but casts deeper insight into Nordic education and points to problematic schooling issues in Northern Europe This volume presents somewhat unexpected views on European educational arrangements with regard to the European growing diversity Contemporary Jewish Communities in Three European Cities Lilach Lev Ari, 2022-02-07 Contemporary Jewish identity integration and acculturation in Europe has become an urgent topic in view of the current wave of antisemitism and reliable research on the present state of Jewish identity is scarce Lilach Lev Ari has chosen three ethnically diverse communities Paris Brussels and Antwerp that can shed a light on the identity and acculturation of the Jewish minority in Europe To understand patterns of social integration of native born and immigrant Jews in the three host societies she applies the correlational quantitative method and has conducted semi structured interviews The study can promote further understanding of Jewish continuity within the non Jewish host societies in a situation when there is a concern about the resilience and strength of the Jewish communities vis vis new waves of antisemitism **The Datafication of Primary and Early Years Education** Alice Bradbury, Guy Roberts-Holmes, 2017-10-02 The Datafication of Primary and Early Years Education explores and critically analyses the growing dominance of data in schools and early childhood education settings Recognising the shift in practice and priorities towards the production and analysis of attainment data that are compared locally nationally and internationally this important book explores the role and impact of digital data in the data obsessed school Through insightful case studies the book critiques policy priorities which facilitate and demand the use of attainment data within a neoliberal education system which is already heavily focused on assessment and accountability Using an approach influenced by policy sociology and post foundational frameworks the book considers how data are productive of data driven teacher and child subjectivities The text explores how data have become an important part of making teachers work visible within systems which are both disciplinary and controlling while often reducing the complexity of children's learning to single numbers Key ideas covered include The impact of data on the individual teacher and their pedagogical practice particularly in play based early years classrooms The problems of collecting data through assessment of young children How schools respond to increased pressure to produce the right data or how they play with numbers How data affect children and teachers identities International governance and data comparison including international comparison of young children's attainment Private

sector involvement in data processing and analysis The Datafication of Primary and Early Years Education offers a unique insight into the links between data policy and practice and is a crucial read for all interested in the ways in which data are affecting teachers practitioners and children The Oxford Handbook of Education and Globalization Paola Mattei,Xavier Dumay,Eric Mangez,Jacqueline Behrend,2023 The Oxford Handbook on Education and Globalization brings together in a unique way leading authors in social theory and in political science and reflects on how these two disciplines deal with the relation between globalization and education The handbook develops a firmer and tighter dialogue between social theory and education research and analyzes the political and institutional factors that shape the adoption of global reforms in education at multiple levels of governance It is a must read for anyone looking for a comprehensive overview of how globalization and education interact to result in distinct and varying outcomes across world regions

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