

***Teachers as Collaborative Learners:  
Challenging Dominant Forms of Supervision,*  
by John Smyth. Philadelphia, PA:  
Open University Press, 1991, 137 pp.**

Reviewed by: DAVID D. WILLIAMS

The seventh in a series edited by Christopher Day titled "Developing Teachers and Teaching", this book is an invitation to teachers to take greater control of their own teaching and professional development by collaborating with other educators to describe, interpret, and revise their work—an alternative view of teacher evaluation. Smyth critiques various practiced versions of a common notion of teacher evaluation—clinical supervision, claiming this approach is often used by administrators as a technical and psychological means of controlling teachers. In contrast, he "argues the need to move from close surveillance of teachers to teacher-initiated critical inquiry" (p. 1).

In Chapter One, Smyth documents the foundation of clinical supervision on principles of scientific management and argues that the assumptions associated with that outmoded view of teachers has been de-humanizing.

In Chapter Two, he notes that supervision as many experience it "is suffering from a legacy of being affiliated with an outmoded interpretation of science and technology" (p. 20). He argues that this form of evaluation has been "social engineering in the guise of neutral science [which] no longer suffices."

In Chapter Three, Smyth critiques the widespread adoption of the Madeline Hunter "teaching/supervision model" of clinical supervision and claims that schools' uses of this approach have ignored and silenced teachers in attempts to reform education.

In Chapter Four, he suggests that teacher supervision was originally meant to be a very different activity than it has become. Smyth invites the reader to consider "shift[ing] supervision from its current oppressive managerial preoccupation with accountability, quality control, efficiency, effectiveness, and sanction-ridden forms of surveillance" and to "embrace more robust possibilities that question the presumed supremacy of the

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Evaluation Practice, Vol. 14, No. 2, 1993, pp. 211-213.  
ISSN: 0886-1633

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# Teachers As Collaborative Learners Challenging Dominant Forms Of Supervision

**Alex Moore**



## **Teachers As Collaborative Learners Challenging Dominant Forms Of Supervision:**

**Teachers as Collaborative Learners** John Smyth,1991 A critique of prescriptive educational reforms which have produced alienation demoralization and fragmentation among teachers and schools in Western industrial societies The author argues that teachers should be given control over their own teaching and their own development as professionals

Rethinking Instructional Supervision Duncan Waite,2004-06-02 Published in the year 19595 Rethinking Instructional Supervision is a valuable contribution to the field of Education

**Standards for Instructional Supervision** Steven Gordon,2020-03-25 The standards in this book will enhance teaching and learning The list of the book s contributors reads like a Who s Who in the field of instructional supervision These standards are practical specific and flexible so that schools and districts can adapt them to their own contexts and goals Each set also includes activities for professional development

Critical Pedagogy for Social Justice John Smyth,2011-10-20 We live in a time when those who wield unrestrained power believe they have the inalienable right to determine the destiny nature and shape of social institutions like schools Critical Pedagogy for Social Justice challenges this arrogance by showing how teachers students parents communities and researchers can develop narratives that amount to working with and for those who are increasingly being silenced marginalized and excluded John Smyth sets out to revisit critical pedagogy from a number of key leverage points The overarching aim of this book is to unmask the deforming and distorting way power operates while at the same time revealing how a commitment to a more socially just world can exist in the everyday lives and narratives of people who have a passion for transformative possibilities His clear concise and persuasive book is ideal for those who are dissatisfied with the current turn in education and who are seeking an alternative set of views that emerge from the grounded experiences and practices ion schools struggling with the most disadvantaged circumstances

**Teacher Education: Professionalism, social justice and teacher education** David Hartley,Maurice Whitehead,2006

**Paradigm Debates in Curriculum and Supervision** Linda Behar-Horenstein,Jeffrey Glanz,2000-01-30 Paradigm debates in the educational research community are a frequent if not common occurrence How do paradigm debates in other educational fields such as curriculum and supervision shape educators understanding and practice In this volume it is suggested that educators adherence to particular views of curriculum and supervision is influential in guiding their beliefs and subsequent actions For example a widely accepted belief is that if an individual adopts a mechanistic view of the curriculum then s he is likely to deliver a curriculum grounded in pre established objectives and evaluate student achievement in relationship to formulated objectives Postmodernists contend that such educators are bound by rigid bifurcation and a constrictive linear logic In supervision educational leaders who favor leadership styles comprised by autocratic behaviors tend to create school climates that favor a top down approach to human relationships Autocratic leaders rely on hierarchical organizational structures and styles that seek to instill compliance and subordination Yet prospective administrators who want concrete proposals put in practice find

modern perspectives of supervision helpful In contrast postmodern supervisors allege that such leaders disallow the emergence of relevant and authentic relationships that might occur when conventional hierarchical structures are diminished and open lines of communication between teachers students administrators become normative The chapters in this book present an in depth analysis of how an individual s predisposition towards modern and postmodern views of curriculum and supervision are likely to influence 1 curriculum development 2 teaching styles 3 leadership styles 4 teacher and student evaluation and 5 the missions intrinsic to the creation of professional preparation programs that serve to promulgate existing practice or create a new order of teachers and administrator

The Practice and Theory of School Improvement David Hopkins, 2008-05-13 ANDY HARGREAVES Department of Teacher Education Curriculum and Instruction Lynch School of Education Boston College MA U S A ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching Stanford CA U S A MICHAEL FULLAN Ontario Institute for Studies in Education University of Toronto Canada DAVID HOPKINS Department for Education and Skills London U K This set of four volumes on Educational Change brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world Many of these writers whose chapters have been specially written for these books have been investigating helping initiate and implementing educational change for most or all of their lengthy careers Others are working on the cutting edge of theory and practice in educational change taking the field in new or even more challenging directions And some are more skeptical about the literature of educational change and the assumptions on which it rests They help us to approach projects of understanding or initiating educational change more deeply reflectively and realistically Educational change and reform have rarely had so much prominence within public policy in so many different places Educational change is ubiquitous It figures large in Presidential and Prime Ministerial speeches It is at or near the top of many National policy agendas Everywhere educational change is not only a policy priority but also major public news Yet action to bring about educational change usually exceeds people s understanding of how to do so effectively

Social Work: Themes, Issues and Critical Debates Robert Adams, Lena Dominelli, Malcolm Payne, 2017-09-16 Social Work Themes Issues and Critical Debates one of the most respected and widely used textbooks in social work has now been completely revised and updated With its accessible and clearly structured framework the book offers expert discussion of the core topics in social work by top writers teachers and practitioners in the field It provides an essential grounding in the debates that shape the profession as well as a clear insight into the issues at the heart of practice What makes this highly regarded and bestselling book stand out from other texts Its range authority and theoretical integrity Its clear and effective structure which reflects major shifts in teaching and makes it easy to use across modules The importance it lays on practice based learning and on developing core practice skills such as communication assessment and intervention Its value as a springboard to further reading including extensive guidance on further print and electronic sources Its compact size perfect for readers who are travelling between campus and

practice settings This is one of three interrelated books edited by the internationally renowned and widely published team Robert Adams Lena Dominelli and Malcolm Payne The companion books are Critical Practice in Social Work second edition and Practising Social Work in a Complex World Each book can be used alone or in combination with the other two as a uniquely flexible and comprehensive programme of study      **Teachers in the Middle** John Smyth, Peter McInerney, 2007 Textbook      **Revolutionizing Pedagogy** S. Macrine, P. McLaren, D. Hill, 2009-12-21 This book brings together a group of top international scholars who consider Pedagogy of Critique Revolutionary Pedagogy and Radical Critical Pedagogy as forms of praxis to examine the paradoxical roles of schooling in reproducing and legitimizing large scale structural inequalities

International Handbook of Teachers and Teaching Bruce J. Biddle, T.L. Good, I. Goodson, 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education      **Enhancing Autonomy in Language Education** Manuel Jiménez Raya, Flávia

Vieira, 2015-04-24 The book explores the idea that pedagogy for autonomy requires the integration of teacher and learner development and can be enhanced through a case based approach in teacher education A case based approach values experiential professional learning and expands professional competences necessary to promote autonomy in schools developing a critical view of language education managing local constraints so as to open up spaces for manoeuvre centring teaching on learning interacting with others in the professional community Two strategies to implement the approach are presented and illustrated The first one involves teachers in designing implementing and evaluating experiences of pedagogy for autonomy which are the basis for writing professional narratives and building a case portfolio The second draws on teachers pedagogical experience as the basis for the construction of case materials where experiential elements are combined with theoretical input and reflective tasks so that the teachers who use those materials can reflect about and explore their own practice      **Extending the Boundaries** Allan Edwards, James Skinner, Keith Gilbert, 2002      **IJER Vol 9-N4** International Journal of Educational Reform, 2000-10-01 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines

authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world

**Key Works in Critical Pedagogy** kecia hayes, Shirley R. Steinberg, Kenneth Tobin, 2011-11-22 Key Works in Critical Pedagogy Joe L Kincheloe comprises sixteen papers written within a twenty year period in which Kincheloe inspired legions of educators with his incisive analyses of education Kincheloe was a prolific thinker and writer who produced an enormous number of books and chapters and journal articles In a career cut short by his untimely death Kincheloe led the way with an approach to research and pedagogy that incorporated multiperspectival approaches that examined a wide range of topics including schooling cultural studies research bricolage kinderculture Christotainment and capitalism In these works Kincheloe used accessible elegantly produced language to capture his emotional yet scholarly ways of engaging with the world He was a champion of the disenfranchised and his writing consistently examined social life from the perspective of participants who were often treated harshly because of their marginalization The articles in this book were selected to encompass Kincheloe s impressive scholarly career and to draw attention to the necessity for educators to take a critical stance with respect to the enactment of education to reproduce disadvantage Among the theoretical frameworks included in the works are critical pedagogy research hermeneutics phenomenology cultural studies and post formal thought Key Works in Critical Pedagogy is a comprehensive introduction to the scholarly contributions of one of the foremost educational researchers of our time The selected chapters and associated scholarly review essays constitute a reference resource for researchers educators students of education and all of those with an interest in adopting a deeper view of ways in which policies and practices shape education and social life to produce privilege and disadvantage simultaneously in ways that are often hidden from view The critical perspective that permeates these works constitute ways of thinking and being in the world that others can adopt as a framework for analyzing their engagement in education as researchers teacher educators policymakers students parents of students and members of the community at large Responding to each of Kincheloe s chapters is a scholar teacher who is intimately familiar with the works theories and epistemologies of this unique scholar

**Being Reflexive in Critical and Social Educational Research**

Geoffrey Shacklock, John Smyth, 2002-11-01 This text is a collection of case studies and readings on the subject of doing research in education It takes a personal view of the experience of doing research Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research Coming from the researcher's own perspectives their positions are revealed within a wider space that can be personal political social and reflexive With this approach many issues such as ethics gender race validity reciprocity sexuality class voice empowerment authorship and readership are given an airing

**Teaching and Learning** Alex Moore, 2012 Teaching and Learning Pedagogy Curriculum and Culture is designed to share important theory with readers in an accessible but sophisticated way It offers an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of education professionals in the classroom This second edition has been updated to take account of significant changes in the field young people's use of digital technologies the increasing involvement of world of business in state education and ongoing high profile debates about assessment to name but a few It examines the global move from traditional subject and knowledge based curricula towards skills and problem solving and discusses how the emphasis on education for citizenship has forced us to reconsider the social functions of education Central topics also covered include an assessment of the most influential theorists of learning and teaching the ways in which public educational policy impinges on local practice the nature and role of language and culture in formal educational settings an assessment of different models of good teaching alternative models of curriculum and pedagogy With questions points for consideration and ideas for further reading and research throughout this book delivers discussion and analysis designed to support understanding of classroom interactions and to contribute to improved practice It will be essential reading for all student teachers those engaged in professional development and Education Studies students

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

**Working with Experience** David Boud, Nod Miller, 2002-11 Whilst much is known about teaching

and being taught less attention is given to the learner in context in particular to learning outside the classroom This book brings together experiences of a number of practitioners

**Teaching and Learning: Pedagogy, Curriculum and Culture** Alex Moore, 2002-11-01 Provides an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of classroom teachers It includes questions points for consideration and ideas for further reading and research



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