

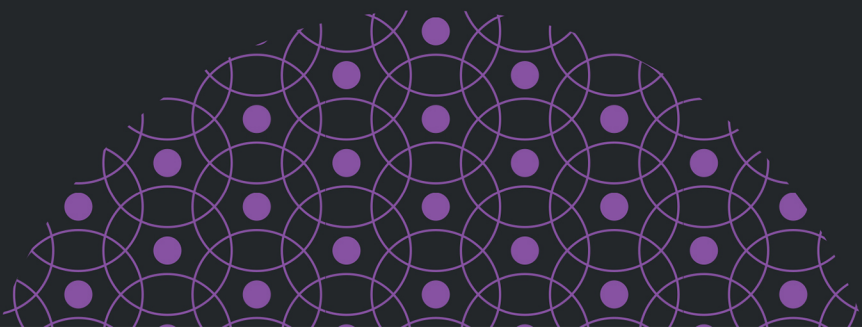


EMERALD POINTS

# TEACHING IN ENGLAND POST-1988

Reflections and Career Histories

JOAN WOODHOUSE



# TEACHING IN ENGLAND POST-1988

Accounts of change in education tend to focus on capturing how policy is developed at a system level. *Teaching in England Post-1988* is important because it examines a 30-year period of unprecedented change in English schools through in-depth interviews which capture the lived experiences of some of the teachers who survived it. This enables it to offer a detailed, longitudinal perspective that remains all too rare, and new insights into how and why teachers maintain their commitment to teaching and schools in the face of increasing pressures and demands. As a result, it should be read carefully by everyone interested in the future of schools and of education more widely.

—*Michael Jopling, Professor of Education, University of Brighton*

Joan Woodhouse has applied her considerable experience as both a teacher and a teacher educator to bring to our attention the previously under-researched phenomenon of teacher retention. While other researchers and the mass media have focussed on the issue of early leavers, Woodhouse details the creativity and tenacity of those who have responded to ever-shifting policies which have increased prescription and proscription, heralded the erosion of teachers' autonomy and creativity, imposed longer working hours and increased workload, and facilitated changes in the culture of schooling and the nature of teaching. The essential question – Why have these career-long teachers remained in the profession, when so many of their peers quit? – is addressed through enlightening and original accounts which offer deeper understanding of how this generation of teachers navigated the changes and sustained their commitment to teaching. 'Vocation', 'wisdom' and 'agency' are shown to be their essential characteristics, which provides a much-needed antidote to the doom and gloom image of teachers as burnt-out automatons often promulgated in public discourse.

Career teachers should enjoy reading this well-researched and well-written text in the knowledge that they are not alone in their dedication. Anyone considering teaching as a profession will find much to comfort them, and to arm them for the challenges they will face. Policy-makers, who rarely seem informed by research which doesn't fit their preconceptions, would particularly benefit from understanding the damage they have wrought and identifying potential remedial strategies by reading about the real experiences of dedicated professionals.

—*Ralph Leighton, Former Principal Lecturer and Secondary  
PGCE Programme Director, Canterbury Christ Church University*

This book could not be more timely: with teachers leaving the profession in droves, and teacher recruitment at an all-time low, it is vital that we learn more about the experiences of those who have remained in the profession for some time. Dr Woodhouse is ideally placed to give this account, based on her long experience working with teachers, and as a former teacher herself. It will be useful to post grad and PGCE students and, from both theoretical and practical perspectives, represents a valuable contribution to the literature.

*—Professor Jacqueline Baxter, Professor of Public Leadership and Management, The Open University*

Joan Woodhouse has created a fascinating and innovative history of education from 1988 through the eyes of long-serving teachers whose vision and wisdom has enabled them to have marathon careers in times when many teachers have left the profession. Her own wisdom and vision – which I’ve known for years since we taught together in the 1980s – make this a provocative and vital read for all who care about teaching and teacher supply.

*—Lat Blaylock, Editor, RE Today magazine,  
National RE adviser, NATRE*

This book is exactly what is needed currently. The teacher recruitment and retention crisis, the meltdown in the initial teacher education ‘space’ wrought by the ideologically motivated ‘market review’, and the well-documented impact of the pandemic on teachers’ well-being, welfare and willingness to remain in the profession, all contribute to its necessity. Insufficient qualitative research has been undertaken on why teachers leave. What exists are statistics and trends which show the outcomes, not the reasons. Even less qualitative research has been undertaken on why teachers stay, up to this point. Politicians tend not to ask; system leaders are more concerned about performance and outcomes, and armchair analysts assume they have an authentic answer to everything. Joan’s approach here builds on her years as a successful classroom teacher, teacher trainer and educational researcher. She builds positive and mutually respectful relationships with peers and those she’s teaching. Few others could successfully administer a research tool such as this because of its dependence on professional, collaborative relationships. Consequently, the findings are genuinely authentic, giving this book a degree of validity and reliability, in a sector dominated by external perceptions of truth.

*—Dr Simon Hughes FRSA, Freelance Educational Adviser,  
former Her Majesty’s Inspector and former diocesan Director of Education*

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# TEACHING IN ENGLAND POST-1988: REFLECTIONS AND CAREER HISTORIES

BY

JOAN WOODHOUSE

*University of Leicester, UK*



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INVESTOR IN PEOPLE

*In memory of my father, Francis Joseph Smith (1927–2022)*



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## LIST OF ABBREVIATIONS

‘A’ level	Advanced level
Cert. Ed.	Certificate of Education
CSE	Certificate of Secondary Education
CPD	Continuing Professional Development
CTCs	City Technology Colleges
CV	Curriculum Vitae
DfE	Department for Education
EAL	English as an Additional Language
ERA	Education Reform Act
ETI	Education and Training Inspectorate
FGM	Female Genital Mutilation
GCSE	General Certificate of Secondary Education
GERM	Global Education Reform Movement
GM	Grant Maintained
HMI	Her/His Majesty’s Inspectors or Inspectorate
ICT	Information and Communications Technology
IPA	Interpretative Phenomenological Analysis
ITT	Initial Teacher Training
LEA	Local Education Authority
LGBT	Lesbian, Gay, Bisexual and Transgender
LMS	Local Management of Schools
MAT	Multi Academy Trust
NQT	Newly Qualified Teacher
Ofsted	The Office for Standards in Education, Children’s Services and Skills
‘O’ level	Ordinary Level
PGCE	Postgraduate/Professional Certificate of Education
PISA	Programme for International Student Assessment

RI	Registered Inspector
SATs	Standard Assessment Tests
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
SPAG	Spelling and Grammar
TA	Teaching Assistant
UK	United Kingdom
USA	United States of America

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