

Beachside Comprehensive A Case Study Of Secondary Schooling

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Beachside Comprehensive

This important account of the experiences of schooling of the pupils in a single comprehensive school is based on three years' field work which Stephen J. Ball spent as participant observer at 'Beachside Comprehensive'. First published in 1981, it is an institutional study in the tradition of Colin Lacey's Hightown Grammar and David Hargreaves' Social Relations in a Secondary School, and provides a deep and dynamic portrayal of a school in the process of radical change. Dr Ball raises important questions about the practice of comprehensive education through a detailed examination of the processes of selection and socialisation experienced by two cohorts of pupils moving through the school, one banded and the other taught in mixed-ability classes. This also reveals the way in which teachers confronted the problems of teaching mixed-ability classes and illustrates the enormous gap which existed between the rhetoric and the reality of comprehensive education. The book will be of interest to teachers and students of sociology and education, to school teachers and others concerned about the organisation of schools and educational policy.

Doing Educational Research

Thirteen major educationalists offer semi-autobiographical accounts of their own influential research work, focusing on the practical and personal realities of the research process. Authors such as Barbara Tizard and Martin Hughes, Stephen J. Ball, David Reynolds and Peter Mortimore discuss their approaches to aspects of research from conception and funding of the project to information gathering and analysis, writing up and publishing.

Experiencing Comprehensive Education

In this study, first published in 1983, Robert Burgess discusses the definitions, redefinitions, strategies and bargains used in and out of classrooms by teachers and pupils in a co-educational Roman Catholic school where he spent some time as a researcher and part-time teacher. He also looks at the role of the school's headmaster, and his conception of the school, and at the house and departmental staff. This absorbing study will be of interest to teachers and students of sociology and education, practicing and prospective school teachers, researchers, administrators, policy makers and others who are concerned with schools and schooling.

Boys and Their Schooling

This book re-evaluates the debate over why so many boys are failing at school, moving it from a focus on gender construction and the panic about achievement to the broader question of what it is to experience being schooled as a boy in the new liberal educational environment.

Teaching and Learning in the Secondary School

Research and writing on secondary education is often a specialised treatment of isolated themes. This reader draws together the most significant work of recent years across a whole range of themes to give students and new teachers an overview of some of the most important issues and challenges that faced secondary teachers in the 1990s. It looks at the central players - the children and the teachers - at the classrooms in which they work together; at the curriculum, both implicit and overt; and at the wider community and political context of secondary education. Divided into sections to allow easy access to material of interest, the book covers: * learners * teachers * classrooms * curriculum * schools. Throughout, the reader addresses the crucial issues of effectiveness, quality and achievement and how these will influence the work of the secondary teacher in the coming years.

Ability-grouping in Primary Schools

The use of ability-grouping is currently increasing in primary schools. Teachers and teacher educators are placed in the unenviable position of having to marry research evidence suggesting that ability-grouping is ineffectual with current policy advocating this approach. This book links theory, policy and practice in a critical examination of ability-grouping practices and their implications in primary schools, with particular reference to primary mathematics. It provides an accessible text for teacher educators to support their students in engaging with the key debates and reflecting upon their practice. Key changes in structural approaches, such as the movement between streaming, setting or mixed-ability teaching arrangements, are explored in the light of political trends, bringing this up to date with a discussion of current policy and practice.

Physical Education, Curriculum And Culture

This collection of studies addresses contemporary issues and problems in the physical education curriculum. The editors stress that physical education is a part of social life and is therefore a key site for the production of cultural mores, values and symbols.

The Routledge Education Studies Textbook

The Routledge Education Studies Textbook is an academically wide-ranging and appropriately challenging resource for students beyond the introductory stages of a degree programme in Education Studies. Written in a clear and engaging style, the chapters are divided into three sections that examine fundamental ideas and issues, explore educational contexts, and offer study and research guidance respectively. To support the development of critical thinking, debates between contributors are interspersed within sections and address the following questions: Do private schools legitimise privilege? Should the liberal state support religious schooling? Are developments in post-14 education reducing the divide between the academic and the vocational? Do schools contribute to social and community cohesion? Do traditional and progressive teaching methods exist or are there only effective and ineffective methods? Educational Research: a foundation for teacher professionalism? Each chapter opens with an overview of the rationale behind it and closes with a summary of the main points. At the end of every chapter key questions are posed, encouraging the student to critically reflect on the content, and suggestions for further reading are made. The Routledge Education Studies Textbook is essential reading for students of Education Studies, especially during second and third years of the undergraduate degree. It will be of interest to trainee teachers, including those working towards M

Level. A companion volume, *The Routledge Education Studies Reader* by the same editors, contains key classic and contemporary academic articles and has been designed to be used alongside this Textbook.

All-Attainment Teaching in Secondary Mathematics

This book is about the promotion of all-attainment teaching in the mathematics classroom. The book contains the individual stories of six teachers working in three different schools: an inner London comprehensive with a largely working class intake, a comprehensive on the south coast and a rural comprehensive in Cambridgeshire. Each story describes and explains in brief the background of the teacher and how each came to teach all-attainment groups in mathematics. The research reported in this book is the only close examination and analysis of the practices and methodologies of successful all-attainment educators in the modern age. Three major themes are identified and examined: what sustains the teachers; how they introduce, develop and maintain all-attainment teaching; and how they make all-attainment work in the classroom. From an analysis of these findings, the book presents two interrelated models of the knowledge and understandings the research has generated. The first one is an overarching model of situation and horizon. Used as a means of visualizing and understanding the current situation for teachers, it can aid in encouraging change for the better. The second model offers teachers a way to think of all-attainment teaching as an enabler for all students, most especially for disadvantaged students. Both models have original and explanatory power and offer new ways of conceptualizing how mathematics teaching for social justice might be understood and implemented, offering fresh perspectives and unique insights. As such it will be of help to students at undergraduate, Masters and doctoral level and to education researchers more widely.

The Sharp Edge of Educational Change

The Sharp Edge of Educational Change conveys the realities of reform as they affect educators' practice. The collected chapters each focus on particular current reform and reveal the technical and logistical complications, social and political dynamics, cognitive disjunctures and limitations, and emotional demands of reform. In so doing, they provide new and rich conceptual perspectives on the contemporary nature of teachers' and administrators' work in classrooms, schools and other educational settings.

Age and Generation

Age and Generation introduces students to the main sociological and anthropological issues surrounding this topic, from childhood to old age, and focuses, in particular, on youth culture.

Good Schools/Real Schools

Literature on school reform tends to concentrate on the initiation and implementation of reform. This work seeks to provide change agents, policy makers, and students of educational change with advice on the sustaining of change and the scaling up of change to more systemic reform.

Uncertain Masculinities

In this era of rapid and unsettling change, boys now more than ever face difficulties in establishing their self-image and status. In this original and challenging study Mike O'Donnell and Sue Sharpe explore how teenage boys from white, African-Caribbean and Asian backgrounds negotiate contemporary uncertainties to construct their gender identities. Drawing theoretical insights about how class, race and ethnicity critically affect the formulation of masculinities throughout, the authors examine: * the discrepancies between boys and girls' attitudes and expectations * the split between boys' formal acceptance of politically correct ideas and their informal behaviour amongst the peer group * boys' leisure pursuits including involvement in illegal activities and their selective identification with global youth culture. *Uncertain Masculinities* is a fascinating account of the complexity of contemporary boys' identities and will be of use to students of the sociology of youth and of gender studies.

An Ethnography in an Irish Girls Secondary School

Based on an ethnographic study, this book explores the cultural experiences of a group of Irish 6th year girls. Facing the high stakes Leaving Certificate examinations while on the cusp of adulthood, this study contributes to the agency-structure debate from a feminist perspective. Findings elicit

insights into incidences of social and cultural reproduction with hegemony evident in visible and invisible ways among the cultural group. This ethnography describes how a group of girls navigate this territory in school. It explores the effects of the personal, group and institutional habitus that mediate the girls' everyday interactions. The girls' peer interactions and contextual experiences serve as an explanatory framework, which references how power is shared, wielded and resisted among the myriad of relationships within the school. The school life of the girls is described at an individual and group level with themes such as friendship, conformity, resistance and alienation discussed, within the framework of school life. Findings related to youth culture and identities elicit challenges for the girls as they manage the duality of adolescence and scholarly endeavour.

Maladjusted Schooling (RLE Edu L)

The problems this book discusses are the same now as they were 25 years ago: unemployment, poor housing, inadequate facilities, poverty, racism, violence. What is the function of a school in such a situation? Although many schools hold reformist ideals, their practice is constrained by organisational demands. School organisation is based upon a coercive theory of social control which is intolerant of expressions of individuality by teachers and pupils. Needs for individuality may be mistaken for deviance, and deviance is at least in part produced by, or exacerbated by, school organisation. The author maintains that schooling is therefore largely maladjusted to the needs of individuals.

Resisting Education: A Cross-National Study on Systems and School Effects

This book focuses on how school-level features affect student resistance to education from a comparative angle, taking into account cross-national differences. All over the world, policy makers, school administrators, teachers, and parents are dealing with students who resist education. Resisting school might ultimately lead to unqualified dropout, and it is therefore crucial to understand what triggers resistance in students. The book uses the ISCY data set to study multilevel questions in detail. It does so based on the view that system effects and school effects intertwine: system-level policy measures affect student outcomes in part by shaping school-level features, and school effects may differ according to certain system-level features. We start from an overarching theoretical framework that ties the various city-specific insights together, and contains empirical studies from Barcelona, Bergen, Ghent, Montréal, Reykjavik, Sacramento, and Turku. It shows that, in all countries, the act of resisting school is more likely to occur among the socio-economically disadvantaged, and those in the most disadvantaged schools. However, educational system features, including tracking, free school choice, and school autonomy, are important driving factors of the differences between schools. As such, systems have the tools to curb between-school differences in resistance. Previous research turns resistance into a problem of individual students. However, if school or system features engender resistance to school, policy initiatives directed at individual students may solve the problem only partially.

Understanding Educational Research

This book explores educational research in terms of the relationship between epistemology, methodology and practice. Divided into two sections, the first examines the frameworks which underpin the methods educational researchers use. The second looks at a broad spectrum of approaches, including feminist approaches, action research, ethnography and biographical research. The issues covered are central to all within the research community including students undertaking research degrees or research methodology courses.

Histories of Everyday Life

Histories of Everyday Life is a study of the production and consumption of popular social history in mid-twentieth century Britain. It explores how non-academic historians, many of them women, developed a new breed of social history after the First World War, identified as the 'history of everyday life'. The 'history of everyday life' was a pedagogical construct based on the perceived educational needs of the new, mass democracy that emerged after 1918. It was popularized to ordinary people in educational settings, through books, in classrooms and museums, and on BBC radio. After tracing its development and dissemination between the 1920s and the 1960s, this book argues that 'history of everyday life' declined in the 1970s not because academics invented an alternative 'new' social history, but because bottom-up social change rendered this form of popular social history untenable in the changing context of mass education. Histories of Everyday Life ultimately uses the subject of history

to demonstrate how profoundly the advent of mass education shaped popular culture in Britain after 1918, arguing that we should see the twentieth century as Britain's educational century.

Bridging the Achievement Gap

The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966. The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement. Black and Hispanic students are much less likely than white students to graduate from high school, acquire a college or advanced degree, or earn a middle-class living. They are also much more likely than whites to suffer social problems that often accompany low income. While educators have gained an understanding of the causes and effects of the education achievement gap, they have been less successful in finding ways to eliminate it—until now. This book provides, for the first time in one place, evidence that the achievement gap can be bridged. A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites. Bridging the Achievement Gap brings together the findings of renowned education scholars who show how various states, school districts, and individual schools have lifted the achievement levels of poor and minority students. The most promising strategies include focusing on core academic skills, reducing class size, enrolling students in more challenging courses, administering annual achievement assessment tests, creating schools with a culture of competition and success, and offering vouchers in big-city school districts. While implementing new educational programs on a large scale is fraught with difficulties, these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap.

In the Field

An authoritative guide to the problems and procedures associated with data collection and analysis in field research.

Advances in Education Research

These papers aim to provide a substantial review of the literature pertaining to a comprehensive range of traditional and contemporary research paradigms and research methods. The book is designed as a reference work for novice researchers in the fields of geographical and environmental education.

Understanding Geographical and Environmental Education

Text accompanied by a companion web site.

Social Research Methods

This work traces the link between teacher development and educational change. Each chapter expands on some aspect of teacher development and points to directions for reform and the improvement of practice. They draw upon work carried out in Canada, England and the United States.

Teacher Development And Educational Change

A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education.

A University's Challenge

This book provides critical and reflective discussions of a wide range of issues arising in education at the interface between philosophy, research, policy and practice. It addresses epistemological questions about the intellectual resources that underpin educational research, explores the relationship between philosophy and educational research, and examines debates about truth and truthfulness in educational research. Furthermore, it looks at issues to do with the relationship between research, practice and policy, and discusses questions about ethics and educational research. Finally, the book delves into the deeply contested area of research quality assessment. The book is based on extensive engagement in empirically based educational research projects and in the institutional and professional management of research, as well as in philosophical work. It clarifies what is at stake in international debates around educational research and teases out the nature of the arguments, and, where argument

permits, the conclusions to which these point. The book discusses these familiar themes using less predictable sources and points of reference, such as: codes of social obligation in contemporary Egypt and New Zealand; the 'Soviet', and the inspiration of the nineteenth-century philosopher, Abai in contemporary Kazakhstan; seventeenth-century France, Pascal, and the disputes between Jesuits and Jansenites; eighteenth-century Italy, Giambattista Vico, and *la scienza nuova*; 'educational magic' in traditional Ethiopia; and ends at a banquet with Socrates and dinner with wine and a conversation-loving Montaigne.

Philosophy in Educational Research

Bullying is one of the most destructive but common social practices that young people experience in schools, and one of the most difficult for teachers to manage successfully. Sexual bullying is even more difficult to deal with. Most adults can recall the important part sexual reputation played in the hierarchies of peer-group popularity during secondary schooling. The significance of this formative period of our sexual identities seems obvious, but is largely ignored by education policy makers and rarely appears in staff training programmes. This book draws together a number of theories on gender, adolescent behaviour and schooling to examine social interactions in four comprehensive schools. The original research underpinning this book comprises of group and individual interviews with the pupils, case-studies and classroom-practitioner observations over a seven-year period. This book will stimulate interest amongst all concerned with pupil welfare and social change.

Sexual Bullying

Integrating Critical and Contextual Studies in Art and Design examines the relationship between two aspects of art education that appear at times inseparable or even indistinguishable, and at others isolated and in conflict: Critical and Contextual Studies (CCS) and studio practice. Underpinned by international contexts, this book is rooted in British art and design education and draws upon contemporary case studies of teaching and learning in post-compulsory settings in order to analyse and illustrate identities and practices of CCS and its integration. The chapters in this book are divided into three sections that build on one another: 'Discourse and debate'; 'Models, types and tensions'; and 'Proposals and recommendations'. Key issues include: knowledge hierarchies and subject histories and identities; constructions of 'theory' and the symbiotic relationship between theory and practice; models and practices of CCS within current post-compulsory British art and design education; the reification of ubiquitous terms in the fields of art and design and of education: intuition and integration; approaches to curriculum integration, including design and management; and suggestions for integrating CCS in art and design courses, including implications for pedagogy and assessment. *Integrating Critical and Contextual Studies in Art and Design* offers a comprehensive analysis of the current drive towards integration within art education, and elucidates what we understand by the theory and practice of integration. It explores the history, theory, teaching and student experience of CCS, and will be of interest to lecturers, teachers and pedagogues involved in art and design as well as researchers and students of art education.

Integrating Critical and Contextual Studies in Art and Design

This book focuses upon the debate about quantitative and qualitative research which took root in the 1960s, although many of the central themes go back centuries. The basic terms of the debate have been felt in many of the disciplines which make up the social sciences, especially sociology, social psychology, education research, organization studies, and evaluation research.

Quantity and Quality in Social Research

Differentiation is a key part of effective teaching and is currently an INSET priority for many secondary schools. By giving real-life examples, this book makes links between the theory of differentiation and some of the wide range of good practice already happening in schools. It explores the meaning and issues surrounding terms like 'differentiation' and 'equal opportunities' and offers practical strategies for tackling this often difficult area. The text provides helpful case studies written by practising teachers and gives useful examples of tested INSET activities.

Differentiation and the Secondary Curriculum

Statistics are everywhere. Their power and their undoubted efficacy in many areas have given rise to faith in measurement and metrics. More of them will tell us all that we need to know. Their use carries with it a number of presuppositions: that reality can be satisfactorily represented and that it can be controlled or the risks managed. The papers in this book interpret the ethics and aesthetics of statistics in terms of representation, visualisation and accessibility, focus on the appeal of 'simplicity', of technical languages, numbers, diagrams and pictures, and pay attention to their connection with action plans. The book explores what has made educational researchers dependent on statistics, and deals with their use in areas such as the prevalence of maltreatment of children, European citizenship, well-being and happiness, illegal migrants, and university expansion. There is discussion of how the quest for more and better statistics finds its voice in policy initiatives that become slogans, and how public opinion polls are used to rationalise political decision-making. Can a more limited and modest use be made of statistics which does not deflect attention away from education's core business and which does not destroy the local practical knowledge that on which good education is based? 'Smeyers and Depaepe continue to bring together a significant international group of educational philosophers and historians on topics of importance to researchers. This fifth volume in their series takes up the 'gold standard' use of statistics in case studies not contributed elsewhere. I highly recommend this text to counter a current over-emphasis on technique in research methodology. Use of statistics remains but herein under new, insightful conceptualizations.' Lynda Stone, Philosophy of Education, University of North Carolina at Chapel Hill, USA 'Once again, Depaepe and Smeyers succeeded in bringing together distinguished international and cross-disciplinary scholars exploring very timely and critical issues in current educational research. This is a groundbreaking book on a theme that can't be ignored by educational researchers and those interested in a better understanding of the culture of science and science as culture. Moreover, the present book instigates to study history of educational research, a limited but developing field, and invites reflection to those who are sometimes too reliant on number crunching as a mode of interpretation and rather credulous in the acceptance of institutional records. Frank Simon, Faculty of Psychology and Educational Sciences, Ghent University, Belgium

Educational Research - the Ethics and Aesthetics of Statistics

In this lively and challenging book over 40 contributors have written short, accessible, informed and lively articles for students, teachers and others involved in education. They address broad questions that are central to any understanding of what.

The RoutledgeFalmer Guide to Key Debates in Education

This updated second edition unpacks the discussions surrounding the finest qualitative methods used in contemporary educational research. Bringing together scholars from around the world, this Handbook offers sophisticated insights into the theories and disciplinary approaches to qualitative study and the processes of data collection, analysis and representation, offering fresh ideas to inspire and re-invigorate researchers in educational research.

Handbook of Qualitative Research in Education

The professional code of the General Teaching Council lists eight new standards, each of them analysed here in detail using questions and activities to describe what trainee teachers need to know, understand and demonstrate as they work towards Qualified Teacher Status. Each of the eight standards cover the following issues: expectations, diversity and achievement personal and professional values values in the classroom values, rights and responsibilities in the wider community the community of the school professional relationships personal and professional development professional responsibility. This practical and jargon-free guide features an extensive range of examples and suggestions for further reading, designed to help those in their early professional development.

Professional Values and Practice

This timely book looks at social literacy within the revised National Curriculum which places an obligation on schools and teachers to promote social cohesion, community involvement and a sense of social responsibility among young people. Social Literacy, Citizenship Education and the National Curriculum is an introduction to the social purposes and aims contained in the revised National Curriculum. It provides the theory behind the movement for social literacy as well as providing information for teachers, lecturers and policy makers on putting the government's ideas into practice.

Social Literacy, Citizenship Education and the National Curriculum

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.

International Handbook of Educational Change

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.

Extending Educational Change

The relationship between welfare and the state has undergone a sustained process of reconfiguration over the past two decades and managerialism has played a key role in this process. In education, parents are now seen as consumers and schools as small businesses, their income dependent on their success in attracting customers within competitive local 'markets'. At the same time, management practices borrowed from business, such as target setting and performance monitoring, now play a key role in regulating schools. What kinds of schools are the reforms producing? What impact are they having on school culture and values? What are the social justice implications of applying a business model to the provision of schooling? In *The Managerial School* Sharon Gerwitz draws on in-depth interviews with teachers in a range of secondary schools and close observation of school practices to try to answer these questions. Through a comparison of Conservative and New Labour policies, she argues that New Labour's 'third way' for education is a contradictory mix of neo-liberal, authoritarian and humanistic strands that is not in any real sense a new educational settlement. This empirically based account of over a decade of education reform offers a unique insight into the effects of managerialism on schools and a hard-hitting analysis of the inherent tensions in a system that undoubtedly perpetrates social injustice.

The Managerial School

In many Western societies there is concern that children from less advantaged social backgrounds have limited aspirations, and are disproportionately unlikely to go to university. *Children's Lives, Children's Futures* explores how children in their first year of secondary school feel about school, its place in their lives and its role in their futures. The authors use child voice to look at the ways in which children are active constructors of their lives, and the implications this has for the alignment between education

and ambition. The authors explore the nature of children's engagement with education, the choices and constraints they experience and the reasons some young people fail to take advantage of educational opportunities.

Children's Lives, Children's Futures

This volume provides an international perspective on special education issues. There is limited literature examining issues in special education from an international perspective, as such this volume will add considerably to the knowledge base across the globe.

Special Education International Perspectives