Craig Skerritt

List of Publications by Citations

23 papers	134 citations	8 h-index	10 g-index
27 ext. papers	165 ext. citations	1.3 avg, IF	4.26 L-index

#	Paper	IF	Citations
23	Parent and student voice in evaluation and planning in schools. *Improving Schools*, **2020**, 23, 85-102	2.7	14
22	Irish migrant teachers' experiences and perceptions of autonomy and accountability in the English education system. *Research Papers in Education*, **2019**, 34, 569-596	1.6	12
21	Privatization and 'destatization' school autonomy as the 'Anglo neoliberalization' of Irish education policy. *Irish Educational Studies*, **2019**, 38, 263-279	0.8	11
20	Discourse and teacher identity in business-like education. *Policy Futures in Education*, **2019**, 17, 153-171	0.9	10
19	'I think Irish schools need to keep doing what they're doing' Irish teachers' views on school autonomy after working in English academies. *Improving Schools*, **2019**, 22, 267-287	2.7	10
18	Patterns and paths towards privatisation in Ireland. *Journal of Educational Administration and History*, **2020**, 52, 84-99	0.9	9
17	Enacting school self-evaluation: the policy actors in Irish schools. *International Studies in Sociology of Education*,1-23	0.8	9
16	School autonomy and the surveillance of teachers. *International Journal of Leadership in Education*, **2020**, 1-28	0.8	8
15	Policy and practice: including parents and students in school self-evaluation. *Irish Educational Studies*, **2020**, 39, 511-534	0.8	7
14	For improvement, accountability, or the economy? Reflecting on the purpose(s) of school self-evaluation in Ireland. *Journal of Educational Administration and History*,1-16	0.9	5
13	Global messages from the edge of Europe the cause and effect of leadership and planning strategies during the COVID-19 pandemic. *Irish Educational Studies*, **2021**, 40, 151-159	0.8	5
12	Exploring teacher identity using poststructural tools. *International Journal of Research and Method in Education*, **2021**, 44, 179-192	1.6	5
11	Exploring parent and student engagement in school self-evaluation in four European countries. *European Educational Research Journal*, **2021**, 20, 159-175	1.4	5
10	Middle leaders as policy translators: prime actors in the enactment of policy. *Journal of Education Policy*,1-19	1.7	4
9	Researching how student voice plays out in relation to classroom practice in Irish post-primary schools: a heuristic device. *Irish Educational Studies*,1-18	0.8	4
8	The code for success? Using a Bernsteinian perspective on sociolinguistics to accentuate working-class students' underachievement in the Republic of Ireland. *Irish Journal of Sociology*, **2017**, 25, 274-296	0.7	3
7	Student voice and classroom practice: how students are consulted in contexts without traditions of student voice. *Pedagogy, Culture and Society*,1-20	1	3

List of Publications

6	Student voice and the school hierarchy: the disconnect between senior leaders and teachers. *Oxford Review of Education*,1-16	1.6	2
5	PRESSURE, BUREAUCRACY, ACCOUNTABILITY, AND ALL FOR SHOW: IRISH PERSPECTIVES ON LIFE INSIDE ENGLAND'S SCHOOLS. *British Journal of Educational Studies*, **2020**, 1-21	0.9	1
4	Embedding Self-Evaluation in School Routines. *SAGE Open*, **2021**, 11, 215824402110525	1.5	1
3	Students as co-researchers in a school self-evaluation process. *Improving Schools*,136548022110346	2.7	1
2	Classes for lessons and classes for life: segregating students within schools, between schools, and after school. *British Journal of Sociology of Education*, **2020**, 41, 1081-1089	1.3	
1	Deconstructing the challenges and opportunities for blended learning in the post emergency learning era. *Irish Educational Studies*, **2022**, 41, 71-84	0.8	