# Craig Skerritt

## List of Publications by Year in Descending Order

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|---|---|---|---|
| 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 | Deconstructing the challenges and opportunities for blended learning in the post emergency learning era. *Irish Educational Studies*, **2022**, 41, 71-84 | 0.8 | |
| 22 | Embedding Self-Evaluation in School Routines. *SAGE Open*, **2021**, 11, 215824402110525 | 1.5 | 1 |
| 21 | 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 |
| 20 | Exploring teacher identity using poststructural tools. *International Journal of Research and Method in Education*, **2021**, 44, 179-192 | 1.6 | 5 |
| 19 | Exploring parent and student engagement in school self-evaluation in four European countries. *European Educational Research Journal*, **2021**, 20, 159-175 | 1.4 | 5 |
| 18 | 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 |
| 17 | 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 | |
| 16 | Patterns and paths towards privatisation in Ireland. *Journal of Educational Administration and History*, **2020**, 52, 84-99 | 0.9 | 9 |
| 15 | Parent and student voice in evaluation and planning in schools. *Improving Schools*, **2020**, 23, 85-102 | 2.7 | 14 |
| 14 | School autonomy and the surveillance of teachers. *International Journal of Leadership in Education*, **2020**, 1-28 | 0.8 | 8 |
| 13 | Policy and practice: including parents and students in school self-evaluation. *Irish Educational Studies*, **2020**, 39, 511-534 | 0.8 | 7 |
| 12 | Privatization and 'destatization' school autonomy as the 'Anglo neoliberalization' of Irish education policy. *Irish Educational Studies*, **2019**, 38, 263-279 | 0.8 | 11 |
| 11 | Discourse and teacher identity in business-like education. *Policy Futures in Education*, **2019**, 17, 153-171 | 0.9 | 10 |
| 10 | 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 |
| 9 | '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 |
| 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 | Middle leaders as policy translators: prime actors in the enactment of policy. *Journal of Education Policy*, 1-19 | 1.7 | 4 |

# List of Publications

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| 6 | Student voice and classroom practice: how students are consulted in contexts without traditions of student voice. *Pedagogy, Culture and Society*,1-20 | 1 | 3 |
| 5 | 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 |
| 4 | Enacting school self-evaluation: the policy actors in Irish schools. *International Studies in Sociology of Education*,1-23 | 0.8 | 9 |
| 3 | Students as co-researchers in a school self-evaluation process. *Improving Schools*,136548022110346 | 2.7 | 1 |
| 2 | 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 |
| 1 | Student voice and the school hierarchy: the disconnect between senior leaders and teachers. *Oxford Review of Education*,1-16 | 1.6 | 2 |