The teacher's soul and the terrors of performativity

Journal of Education Policy 18, 215-228

DOI: 10.1080/0268093022000043065

Citation Report

#	Article	IF	CITATIONS
1	The UK Policy Environment for School Leadership: Uneasy Transitions. Leadership and Policy in Schools, 2003, 2, 5-25.	1.5	6
2	Regulation and autonomy in teacher education: government, community or democracy?. Journal of Education for Teaching, 2004, 30, 117-130.	2.0	20
3	The Boundlessness of Performativity in Elite Australian Schools. Discourse, 2004, 25, 375-387.	1.3	29
4	Culture, context and the quality of education: evidence from a smallâ€scale extended case study in England and Denmark. Compare, 2004, 34, 315-327.	2.1	15
5	LEARNING OR THERAPY? THE DEMORALISATION OF EDUCATION. British Journal of Educational Studies, 2004, 52, 112-137.	1.3	93
6	The politics of care: emotional labour and trainee further education lecturers[1]. Journal of Vocational Education and Training, 2004, 56, 05-20.	1.5	36
7	Critical pedagogy, performativity and a politics of hope: trainee further education lecturer practice. Research in Post-Compulsory Education, 2004, 9, 301-316.	0.7	24
8	Making managers within post-compulsory education: policy, performativity and practice. Research in Post-Compulsory Education, 2004, 9, 183-202.	0.7	14
9	A critical evaluation of education reforms in Hong Kong: Counting our losses to economic globalisation. International Studies in Sociology of Education, 2005, 15, 237-256.	1.8	40
10	Knowing me, knowing you: The rise of therapeutic professionalism in the education of adults. Studies in the Education of Adults, 2005, 37, 182-200.	1.2	45
11	Doing Things with Words: The Case of 'Management' and 'Administration'. Public Administration, 2005, 83, 617-637.	3.5	67
12	Undone business: Examining the production of academic labour. Women's Studies International Forum, 2005, 28, 51-65.	1.1	61
13	Profissionalismo, gerencialismo e performatividade. Cadernos De Pesquisa, 2005, 35, 539-564.	0.3	116
14	School leadership and management after Special Measures: discipline without the gaze?. School Leadership and Management, 2005, 25, 281-297.	1.6	13
15	Examining the Possibilities of School Transformation for Peace in Northern Ireland from a Narrative Perspective. Journal of Transformative Education, 2005, 3, 6-32.	1.1	7
16	The anatomy of accountability. Journal of Education Policy, 2005, 20, 189-208.	2.8	47
17	All in a day's work: primary teachers â€~performing' and â€~caring'. Gender and Education, 2005, 17, 271-	-2 87 .	56
18	Becoming a lecturer in further education in England: the construction of professional identity and the role of communities of practice. Journal of Education for Teaching, 2005, 31, 47-62.	2.0	117

#	Article	IF	Citations
19	Rethinking academic identities in neo-liberal times. Teaching in Higher Education, 2005, 10, 421-433.	2.6	172
20	Understanding and enriching young people's learning: issues, complexities and challenges \hat{A}^{\otimes} . Improving Schools, 2005, 8, 269-284.	1.0	19
21	Challenging modernization: remodelling the education workforce. Educational Review, 2005, 57, 131-137.	3.7	19
22	Empowering participants or corroding learning? Towards a research agenda on the impact of student consumerism in higher education. Journal of Education Policy, 2005, 20, 267-281.	2.8	238
23	The challenging academic development (CAD) collective. International Journal for Academic Development, 2005, 10, 59-61.	1.1	11
24	Who cares? The classed nature of childcare. Gender and Education, 2005, 17, 289-303.	1.7	46
25	Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. Teaching and Teacher Education, 2005, 21, 995-1006.	3.2	419
27	When democratic education goes to market. Pedagogy, Culture and Society, 2006, 14, 241-247.	2.6	0
28	Leadership, personalization and high performance schooling: naming the new totalitarianism. School Leadership and Management, 2006, 26, 347-369.	1.6	42
29	Using educational research when conceptually developing the good society. British Educational Research Journal, 2006, 32, 133-145.	2.5	0
30	Talk as action in â€~collaborative action research': making and taking apart teacher/researcher relationships. British Educational Research Journal, 2006, 32, 617-632.	2.5	30
31	Deconstructing Professionalism in Early Childhood Education: Resisting the Regulatory Gaze. Contemporary Issues in Early Childhood, 2006, 7, 5-14.	1.3	281
32	Neo-Liberalism and Marketisation: The Implications for Higher Education. European Educational Research Journal, 2006, 5, 1-17.	2.1	400
33	Fostering creativity with wisdom. Cambridge Journal of Education, 2006, 36, 337-350.	2.4	89
34	Liminality and in/exclusion: exploring the work of teaching assistants. Pedagogy, Culture and Society, 2006, 14, 171-187.	2.6	37
35	â€~Smoke and mirrors': an examination of the concept of professionalism within the FE sector. Research in Post-Compulsory Education, 2006, 11, 289-302.	0.7	16
36	Changing the context of teachers' work and professional development: A European perspective. International Journal of Educational Research, 2006, 45, 242-253.	2,2	42
37	Media Education: Authority, Identity and Value — An Editorial Dialogue. Media International Australia, 2006, 120, 76-89.	2.4	3

#	ARTICLE	IF	CITATIONS
38	TAKING SCHOOL CONTEXTS MORE SERIOUSLY: THE SOCIAL JUSTICE CHALLENGE. British Journal of Educational Studies, 2006, 54, 308-328.	1.3	126
39	The Learning Society and Governmentality: An introduction. Educational Philosophy and Theory, 2006, 38, 417-430.	1.8	64
40	Pedagogy and possibility thinking in the early years. Thinking Skills and Creativity, 2006, 1, 108-119.	3 . 5	169
41	Professionals, discretion and public sector reform in the UK: reâ€visiting Lipsky. International Journal of Public Sector Management, 2006, 19, 629-642.	1.8	92
42	Panoptic performativity and school inspection regimes: disciplinary mechanisms and life under special measures. Journal of Education Policy, 2006, 21, 147-161.	2.8	186
43	Control and professional development: are teachers being deskilled or reskilled within the context of decentralization?. Educational Studies, 2006, 32, 17-37.	2.4	30
44	The choreography of accountability. Journal of Education Policy, 2006, 21, 201-214.	2.8	55
45	McSchools for McWorld? Mediating global pressures with a McDonaldizing education policy response. Cambridge Journal of Education, 2006, 36, 81-98.	2.4	16
47	Rethinking â€~Professionalism' in the Early Years: Perspectives from the United Kingdom. Contemporary Issues in Early Childhood, 2006, 7, 1-4.	1.3	16
48	â€~Sending Messages to a Machine': Articulating Ethe-Real Selves in Blended Teaching (and Learning). E-Learning and Digital Media, 2006, 3, 88-99.	2.6	9
49	Leadership Refrains: Patterns of Leadership. Leadership, 2006, 2, 181-201.	1.8	32
50	The Permanent Quality Tribunal in Education and the Limits of Education Policy. Policy Futures in Education, 2006, 4, 292-305.	1.8	9
51	Globalization and leadership and management: a comparative analysis of primary schools in England and Finland. Research Papers in Education, 2006, 21, 407-432.	3.0	12
52	Diversity, Inequality, and a Post-structural Politics for Education. Discourse, 2006, 27, 33-42.	1.3	59
53	What does it mean to be a community relations professional in Northern Irish education? Some researchâ€based answers. Reflective Practice, 2006, 7, 215-231.	1.4	2
54	Network utopias and alternative entanglements for educational research and practice. Journal of Education Policy, 2006, 21, 661-677.	2.8	44
55	The Politics of Distributing Leadership. Educational Policy, 2006, 20, 163-196.	2.0	56
56	Commercial breaks: an overview of corporate opportunities for commercializing education in US and English schools. London Review of Education, 2006, , .	1.8	6

#	Article	lF	CITATIONS
57	Physical education teacher educators' professional identities, continuing professional development and the issue of gender equality. Physical Education and Sport Pedagogy, 2006, 11, 247-263.	3.0	46
58	Leadership, radical student engagement and the necessity of personâ€centred education. International Journal of Leadership in Education, 2006, 9, 299-313.	2.2	141
59	Imagination, hope and the positive face of feminism: pro/feminist pedagogy in †post†feminist times?. Studies in Higher Education, 2006, 31, 469-482.	4.5	13
60	Reducing school administration to a technicality? Philosophical reflections of senior German school administrators in the context of New Public Managementâ€based vocational school reform. International Journal of Leadership in Education, 2006, 9, 111-128.	2.2	2
61	Challenging Dualism: Public Professionalism in â€~Troubled'Times. Sociology, 2006, 40, 277-295.	2.5	138
62	Subjectivation and performative politics—Butler thinking Althusser and Foucault: intelligibility, agency and the raced–nationed–religioned subjects of education. British Journal of Sociology of Education, 2006, 27, 511-528.	1.8	163
63	Professionalism and performativity: the feminist challenge facing early years practitioners. Early Years, 2006, 26, 187-199.	1.0	93
64	Accounting for Teacher Knowledge: Reterritorializations as epistemic suicide. Discourse, 2007, 28, 279-295.	1.3	11
65	Pedagogy and the intuitive appeal of learning styles in postâ€compulsory education in England. Journal of Vocational Education and Training, 2007, 59, 39-51.	1.5	6
66	The limits of tutor intervention: understanding improvement in a cultural view of FE learning and teaching. Educational Review, 2007, 59, 469-482.	3.7	9
67	Civic professionalism: teacher education and professional ideals and values in a commercialised education world. Journal of Education for Teaching, 2007, 33, 379-395.	2.0	17
68	Performativity by stealth: a critique of recent initiatives on creativity. Education 3-13, 2007, 35, 193-203.	1.0	23
69	Endless change in the learning and skills sector: the impact on teaching staff. Journal of Vocational Education and Training, 2007, 59, 155-173.	1.5	37
70	New Labour, new leaders? Gendering transformational leadership. British Journal of Sociology of Education, 2007, 28, 149-163.	1.8	8
71	Biography as Education Governance. Discourse, 2007, 28, 467-483.	1.3	5
72	National policy and the development of inclusive school practices: a case study. Cambridge Journal of Education, 2007, 37, 473-488.	2.4	24
73	Looking over our shoulders: critical thinking and ontological insecurity in higher education. London Review of Education, 0, 5, .	1.8	12
76	Breaking silence: educating citizens for love, care and solidarity. International Studies in Sociology of Education, 2007, 17, 1-19.	1.8	53

#	Article	IF	Citations
77	Gifts, talents and meritocracy. Journal of Education Policy, 2007, 22, 283-299.	2.8	28
79	The â€~Response' of the Greek State to Global Trends of Educational Policy Making. European Educational Research Journal, 2007, 6, 25-38.	2.1	12
80	Modernizing the School Workforce in England: Challenging Transformation and Leadership?. Leadership, 2007, 3, 47-64.	1.8	31
81	Discretion and Control in Education. Educational Management Administration and Leadership, 2007, 35, 555-572.	3.8	47
82	Responses to a policy initiative: the case of Centres for Excellence in Teaching and Learning. Studies in Higher Education, 2007, 32, 633-646.	4.5	22
83	Information and communications technologies and teacher professional learning policy and practice in Scotland: some primary school perspectives. Journal of in-Service Education, 2007, 33, 425-441.	0.8	1
84	â€To be informed': understanding the role of feedback information for Flemish/European policy. Journal of Education Policy, 2007, 22, 531-548.	2.8	34
85	promoting high quality early childhood education and care services. Journal of Early Childhood Research, 2007, 5, 263-283.	1.6	26
86	Restructuring Teachers' Work and Trade Union Responses in England: Bargaining for Change?. American Educational Research Journal, 2007, 44, 224-251.	2.7	53
87	Excellence and education: rhetoric and reality. Education, Knowledge and Economy, 2007, 1, 19-35.	0.4	9
88	The New Public Management and Evaluation. Advances in Program Evaluation, 0, , 1-16.	0.2	10
89	New Public Management and Evaluation under Decentralizing Regimes in Educationâ [†] . Advances in Program Evaluation, 2007, , 129-138.	0.2	3
90	Evaluation and Trust. Advances in Program Evaluation, 0, , 139-153.	0.2	2
91	Learning and caring in the age of the five outcomes. Education 3-13, 2007, 35, 225-237.	1.0	1
92	Transforming academic work: Communities of practice in Australian universities. Journal of Organisational Transformation and Social Change, 2007, 4, 263-278.	0.4	16
93	Sustainability and teacher education. Journal of Further and Higher Education, 2007, 31, 351-362.	2.5	17
95	Of  duckers and divers', mice and men: the impact of market fundamentalism in FE colleges postâ€incorporation. Research in Post-Compulsory Education, 2007, 12, 53-69.	0.7	10
96	Making citizens governable? The Crick Report as governmental technology. Journal of Education Policy, 2007, 22, 301-319.	2.8	49

#	Article	IF	CITATIONS
97	Exploring who we are in the context of global reforms in education: the Second Level Support Service in conversation. Irish Educational Studies, 2007, 26, 239-252.	2.5	4
98	Conceptions of effective teaching in higher education: extending the boundaries. Teaching in Higher Education, 2007, 12, 25-40.	2.6	82
99	Cultural shifts in teaching: new workforce, new professionalism?. Curriculum Journal, 2007, 18, 253-270.	1.5	16
100	Disciplining the practice of creative inquiry: the suppression of difference in teacher education. International Journal of Research and Method in Education, 2007, 30, 33-55.	1.9	5
101	Challenging Performative Fabrication: Seeking authenticity in academic development practice. International Journal for Academic Development, 2007, 12, 45-54.	1.1	16
102	Alternative assessment for learner engagement in a climate of performativity: lessons from an English case study. Assessment in Education, 2007, 14, 353-371.	1.2	4
103	Defining and Rewarding Academic Citizenship: The implications for university promotions policy. Journal of Higher Education Policy and Management, 2007, 29, 261-273.	2.3	108
104	Inspection and emotion. Cambridge Journal of Education, 2007, 37, 173-190.	2.4	79
105	Politics, change and compromise: restructuring the work of the Scottish teacher. Educational Review, 2007, 59, 251-265.	3.7	6
106	Student teachers' perception of their role and responsibilities as Catholic educators. European Journal of Teacher Education, 2007, 30, 445-465.	3.7	7
107	Getting emotional over class concerns: reflecting on fieldwork and the pursuit of ethical practice by a fledgling school ethnographer. Ethnography and Education, 2007, 2, 159-174.	0.8	5
108	The paradox of professionalism in English Further Education: a TLC project perspective. Educational Review, 2007, 59, 451-467.	3.7	57
109	The human cost and intellectual poverty of high performance schooling: radical philosophy, John Macmurray and the remaking of personâ€centred education. Journal of Education Policy, 2007, 22, 383-409.	2.8	75
110	"Student Voice―and Governmentality: The production of enterprising subjects?. Discourse, 2007, 28, 343-358.	1.3	140
111	Entrepreneurialism and critical pedagogy: reinventing the higher education curriculum. Teaching in Higher Education, 2007, 12, 525-537.	2.6	48
112	Macropolitics caught up in micropolitics: the case of the policy on quality control in Flanders (Belgium). Journal of Education Policy, 2007, 22, 471-491.	2.8	80
113	â€~How do I cope with that?' The challenge of â€~schooling' cultures in further education for trainee FE lecturers. British Educational Research Journal, 2007, 33, 509-532.	2.5	29
114	Revolution, evolution or a Trojan horse? Piloting assessment for learning in some Scottish primary schools. British Educational Research Journal, 2007, 33, 605-627.	2.5	49

#	Article	IF	CITATIONS
115	Parent Choice of Early Childhood Education and Care Services. Australasian Journal of Early Childhood, 2007, 32, 51-57.	1.0	13
116	'First do no harm': developing teachers' ability to use ICT in subject teaching: some lessons from the UK. British Journal of Educational Technology, 2007, 38, 365-368.	6.3	10
117	LIVING WITH THE CONTRADICTIONS OF MODERNIZATION? EMOTIONAL MANAGEMENT IN THE TEACHING PROFESSION. Public Administration, 2007, 85, 979-1001.	3.5	20
118	Biopolitical Utopianism in Educational Theory. Educational Philosophy and Theory, 2007, 39, 683-702.	1.8	15
120	Why did people become secondary-school English as a foreign language teachers in China? An examination of the pathways, motivations and policy through a life-history narrative approach. Educational Research for Policy and Practice, 2008, 7, 183-195.	1.9	11
121	The contrasting discourses in the professional lives of educators in Vancouver, Canada. Journal of Educational Change, 2008, 9, 101-121.	3.6	10
122	The Project in Intergroup Education and Sarason's Modal Process of Change: A Historical Exemplar of Educational Reform. Journal of Educational Change, 2008, 9, 123-151.	3.6	1
123	Mediating creativity and performativity policy tensions in dance education-based action research partnerships: insights from a mentor's self-study. Thinking Skills and Creativity, 2008, 3, 94-103.	3.5	7
124	Studying collaborative creativity: Implications for education. Thinking Skills and Creativity, 2008, 3, 241-245.	3.5	39
125	Some Sociologies of Education: A History of Problems and Places, and Segments and Gazes. Sociological Review, 2008, 56, 650-669.	1.6	26
126	Being an academic: authorship, authenticity and authority. London Review of Education, 0, 6, .	1.8	19
127	Academic identities under threat?. British Educational Research Journal, 2008, 34, 329-345.	2.5	382
128	Creativity and performativity in teaching and learning: Tensions, dilemmas, constraints, accommodations and synthesis. British Educational Research Journal, 2008, 34, 577-584.	2.5	64
129	'We're all in this game whether we like it or not to get a number of As to Cs.' Design and technology teachers' struggles to implement creativity and performativity policies. British Educational Research Journal, 2008, 34, 585-600.	2.5	30
130	Creativity and performativity: the case of further education. British Educational Research Journal, 2008, 34, 601-618.	2.5	47
131	Creativity and performativity: Counterpoints in British and Australian education. British Educational Research Journal, 2008, 34, 667-682.	2.5	112
132	†First do no harm': Factors influencing teachers' ability and willingness to use ICT in their subject teaching. Computers and Education, 2008, 51, 439-447.	8.3	29
133	Teachers' Work Intensification and Educational Contradictions in Aboriginal Communities. Canadian Review of Sociology, 2008, 45, 389-418.	1.0	18

#	Article	IF	CITATIONS
134	Teacher professionalism in Flemish policy on teacher education: a critical analysis of the Decree on teacher education (2006) in Flanders, Belgium. Teachers and Teaching: Theory and Practice, 2008, 14, 283-294.	1.9	28
135	Femininities/masculinities and a sense self: thinking gendered academic identities and the intellectual self. Gender and Education, 2008, 20, 209-221.	1.7	26
136	Towards educational inclusion in a contested society: from critical analysis to creative action. International Journal of Inclusive Education, 2008, 12, 401-422.	2.6	19
137	Power, participation and decision making in the primary classroom: children as action researchers. Educational Action Research, 2008, 16, 457-468.	1.5	22
138	Outcomes approaches to assessment: comparing nonâ€government and government caseâ€study schools in Western Australia. Curriculum Journal, 2008, 19, 161-175.	1.5	7
139	Inclusivity and senior physical education. insights from Queensland and Western Australia. Sport, Education and Society, 2008, 13, 431-452.	2.1	23
140	Devising inequality: a Bernsteinian analysis of highâ€stakes testing and social reproduction in education. British Journal of Sociology of Education, 2008, 29, 639-651.	1.8	90
141	Playing the game: examining parental engagement in schooling in postâ€millennial Queensland. Journal of Education Policy, 2008, 23, 701-713.	2.8	12
142	Continuity and change. Injury Prevention, 2008, 14, 1-1.	2.4	0
143	Comments on Bulterman-Bos: Research Relevancy or Research for Change?. Educational Researcher, 2008, 37, 429-431.	5.4	6
144	Technologies of audit at work on the writing subject: a discursive analysis. Studies in Higher Education, 2008, 33, 673-683.	4.5	42
145	Globalisation, Societies and Education. Globalisation, Societies and Education, 2008, 6, 201-202.	2.6	0
146	Switched off? A study of disengagement among computing students at two universities. Research Papers in Education, 2008, 23, 191-201.	3.0	70
147	The contradictions of highâ€stakes accountability â€`success': a case study of focused leadership and performance agency. International Journal of Leadership in Education, 2008, 11, 1-22.	2.2	10
148	Has anyone read the reading? Using assessment to promote academic literacies and learning cultures. Teaching in Higher Education, 2008, 13, 621-632.	2.6	34
149	The casualisation of teaching and the subject at risk. Studies in Continuing Education, 2008, 30, 145-157.	1.9	43
151	National policy and the implementation of recognition of prior learning in a Swedish municipality. Journal of Education Policy, 2008, 23, 515-531.	2.8	11
152	Elusive search for quality education. International Journal of Educational Management, 2008, 22, 417-431.	1.5	11

#	Article	IF	CITATIONS
153	School reform policy in England since 1988: relentless pursuit of the unattainable. Journal of Education Policy, 2008, 23, 669-683.	2.8	22
154	Between education and the economy: highâ€stakes testing and the contradictory location of the new middle class. Journal of Education Policy, 2008, 23, 501-513.	2.8	18
155	Tony Blair, the promotion of the â€~active' educational citizen, and middleâ€class hegemony. Oxford Review of Education, 2008, 34, 639-650.	2.0	71
156	Learning to label: socialisation, gender, and the hidden curriculum of highâ€stakes testing. British Journal of Sociology of Education, 2008, 29, 149-160.	1.8	33
157	Making teaching a 21st century profession: Tony Blair's big prize. Oxford Review of Education, 2008, 34, 727-739.	2.0	36
158	Improving schools through reflection for teachers: lessons from Singapore. School Effectiveness and School Improvement, 2008, 19, 225-238.	2.9	21
160	Globalisation, the Singapore state and educational reforms: towards performativity. Education, Knowledge and Economy, 2008, 2, 111-120.	0.4	48
161	Healthism: A New Conservatism?. Qualitative Health Research, 2008, 18, 974-982.	2.1	80
162	Considering †best practiceâ€: the social construction of teacher activity and pupil learning as performance. Cambridge Journal of Education, 2008, 38, 375-392.	2.4	17
163	A crossâ€curricular approach to †learning to learn' languages: government policy and school practice. Curriculum Journal, 2008, 19, 255-268.	1.5	11
164	Looking for a balance between internal and external evaluation of school quality: evaluation of the SVI model. Journal of Education Policy, 2008, 23, 379-395.	2.8	45
165	Becoming an â€`honours student': the interplay of literacies and identities in a highâ€ŧrack class. Journal of Curriculum Studies, 2008, 40, 481-507.	2.1	3
166	How does the new emphasis on managerialism in education redefine teacher professionalism? A case study in Guangdong Province of China. Educational Review, 2008, 60, 267-282.	3.7	29
167	Building Professional Learning Communities Within a University—Public School Partnership. Theory Into Practice, 2008, 47, 286-293.	1.6	16
168	Reâ€mapping power in educational micropolitics. Critical Studies in Education, 2008, 49, 127-142.	4.5	23
169	Vers une régulation post-bureaucratique des systèmes d'enseignement en Europe�. Sociologie Et Sociétés, 0, 40, 31-55.	0.1	61
173	Performativity and identity: mechanisms of exclusion. Journal of Education Policy, 2009, 24, 353-369.	2.8	24
174	Problematizing neighborhood renewal: community, school effectiveness and disadvantage. Critical Studies in Education, 2009, 50, 37-50.	4.5	7

#	Article	IF	CITATIONS
175	Transformative educational development scholarship: beginning with ourselves. International Journal for Academic Development, 2009, 14, 123-132.	1.1	24
176	The reflection game: enacting the penitent self. Teaching in Higher Education, 2009, 14, 455-459.	2.6	59
177	Working within and against neoliberal accreditation agendas: opportunities for Professional Experience. Asia-Pacific Journal of Teacher Education, 2009, 37, 27-44.	1.9	48
178	The happiness of teaching (as eudaimonia): disciplinary knowledge and the threat of performativity. Teachers and Teaching: Theory and Practice, 2009, 15, 241-256.	1.9	51
179	â€~What you risk reveals what you value': fostering creativity in primary physical education. Education 3-13, 2009, 37, 121-130.	1.0	5
180	Educational development in the UK: a complex and contradictory reality. International Journal for Academic Development, 2009, 14, 5-18.	1.1	92
181	Just leading? Social justice and socially just outcomes. Management in Education, 2009, 23, 155-160.	1.6	2
182	Students' Perceptions of Schooling in a Senior Secondary Education System. Australian Journal of Education, 2009, 53, 54-68.	1.5	3
183	The Induction of Beginning Teachers in Scotland and Hong Kong: Getting it Right?. Research in Comparative and International Education, 2009, 4, 74-86.	1.3	3
184	Students â€~atâ€risk' policy: competing social and economic discourses. Journal of Education Policy, 2009, 24, 461-476.	2.8	18
185	On being bottom of the pecking order: beginner teachers' perceptions and experiences of support. Teacher Development, 2009, 13, 299-320.	0.7	27
186	How do children understand themselves as learners? Towards a learnerâ€centred understanding of pedagogy. Pedagogy, Culture and Society, 2009, 17, 41-55.	2.6	29
187	Whose big prize? A response to Hall and Gunter. Oxford Review of Education, 2009, 35, 771-774.	2.0	1
188	Tony Blair's big prize? A reply to Furlong. Oxford Review of Education, 2009, 35, 765-770.	2.0	2
189	Generational shockwaves and the implications for higher education. London Review of Education, 0, 7, .	1.8	0
190	Proposing conditions for assessment efficacy in physical education. European Physical Education Review, 2009, 15, 389-405.	2.0	75
192	Personalization and de-schooling: Uncommon trajectories in contemporary education policy. Critical Social Policy, 2009, 29, 374-397.	1.9	39
193	On the Consequences of the Marketisation of Public Education in Sweden: For-Profit Charter Schools and the Emergence of the â€~market-oriented Teacher'. European Educational Research Journal, 2009, 8, 299-310.	2.1	45

#	Article	IF	CITATIONS
194	Educational action research in Singapore: to prove or improve?. Asia Pacific Journal of Education, 2009, 29, 357-371.	2.1	20
195	Negotiating Policy in an Age of Globalization: Exploring Educational "Policyscapes―in Denmark, Nepal, and China. Comparative Education Review, 2009, 53, 63-88.	0.8	226
196	Saving the teacher's soul: exorcising the terrors of performativity. London Review of Education, 0, 7, .	1.8	28
197	Dance partners for creativity: choreographing space for coâ€participative research into creativity and partnership in dance education. Research in Dance Education, 2009, 10, 177-197.	1.0	21
199	Kindness. London Review of Education, 0, 7, .	1.8	10
200	New Public Management and District Reform. Urban Education, 2009, 44, 489-521.	1.8	13
201	Participation in mathematics: what is the problem?. Improving Schools, 2009, 12, 277-288.	1.0	10
202	Who I am in how I teach is the message: selfâ€understanding, vulnerability and reflection. Teachers and Teaching: Theory and Practice, 2009, 15, 257-272.	1.9	509
203	Leading and learning in schools and universities. Management in Education, 2009, 23, 175-181.	1.6	0
204	Towards the Idea of a World University. Interchange, 2009, 40, 1-23.	1.8	19
205	The effects of reform: Have teachers really lost their sense of professionalism?. Journal of Educational Change, 2009, 10, 141-157.	3.6	127
206	Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 2009, 21, 33-46.	2.3	772
207	Creative Science Teaching Labs: New dimensions in CPD. Thinking Skills and Creativity, 2009, 4, 44-59.	3.5	9
208	Childcare workforce reform in England and †the early years professional': a critical discourse analysis. Journal of Education Policy, 2009, 24, 733-751.	2.8	94
209	Running to stay still in the knowledge economy. Journal of Education Policy, 2009, 24, 237-253.	2.8	31
210	The dearth of managerialism in implementation of national examinations policy. Journal of Education Policy, 2009, 24, 55-81.	2.8	10
211	A †teaching excellence†for the times we live in?. Teaching in Higher Education, 2009, 14, 107-112.	2.6	35
212	Towards educational inclusion in a transforming society: some lessons from community relations and special needs education in Northern Ireland. International Journal of Inclusive Education, 2009, 13, 211-230.	2.6	8

#	Article	IF	CITATIONS
213	The dilemmas of the †efficiency university' policy and the everyday life of university teachers. Teaching in Higher Education, 2009, 14, 417-428.	2.6	30
214	Convergences and hybridization of educational policies around †postâ€bureaucratic†models of regulation. Compare, 2009, 39, 71-84.	2.1	93
216	From performativity to professionalism: lecturers' responses to student feedback. Teaching in Higher Education, 2009, 14, 441-454.	2.6	92
217	Revolution or backlash? The mediatisation of education policy in Australia. Critical Studies in Education, 2009, 50, 159-172.	4.5	33
218	Inspection and the fabrication of professional and performative processes. Journal of Education Policy, 2009, 24, 611-631.	2.8	102
219	New regimes of truth: The impact of performative school self evaluation systems on teachers' professional identities. Teaching and Teacher Education, 2009, 25, 850-856.	3.2	49
220	Struggling with workload: Primary teachers' experience of intensification. Teaching and Teacher Education, 2009, 25, 1150-1157.	3.2	107
221	Putting words in their mouths: The alignment of identities with system goals through the use of Individual Learning Plans. British Educational Research Journal, 2009, 35, 221-242.	2.5	50
222	Chasing improved pupil performance: The impact of policy change on school educators' perceptions of their professional identity, the case of further change in English schools. British Educational Research Journal, 2010, 36, 903-917.	2.5	11
223	Online Communities and Social Computing. Lecture Notes in Computer Science, 2009, , .	1.3	6
224	School selfâ€evaluation and its impact on teachers' work in England. Research Papers in Education, 2009, 24, 311-334.	3.0	15
225	Navigating a treacherous game: conceptualising parental engagement in contemporary Queensland schooling. British Journal of Sociology of Education, 2009, 30, 563-576.	1.8	13
226	â€~Extra appendage' or integrated service? School counsellors' reflections on their professional identity in an era of education reform. Counselling and Psychotherapy Research, 2009, 9, 174-181.	3.2	18
227	Making a mess of academic work: experience, purpose and identity. Teaching in Higher Education, 2009, 14, 495-506.	2.6	57
228	Initial teacher education in the panopticon. Journal of Education for Teaching, 2009, 35, 283-297.	2.0	27
229	Now I am NObody, see me for who I am: the paradox of performativity. Gender and Education, 2009, 21, 1-16.	1.7	39
230	Making â€right' choices? An ethnographic account of creativity, performativity and personalised learning policy, concepts and practices. Oxford Review of Education, 2009, 35, 689-704.	2.0	57
231	Legitimacy and identity in teacher education: a microâ€political struggle constrained by macroâ€political pressures1. Asia-Pacific Journal of Teacher Education, 2009, 37, 5-26.	1.9	24

#	Article	IF	CITATIONS
232	How fares the â€New Professionalism' in schools? Findings from the â€State of the Nation' project. Curriculum Journal, 2009, 20, 121-138.	1.5	7
233	Affective Equality., 2009, , .		117
234	Innovation in education: some observations and questions. International Journal of Innovation in Education, 2009, $1, 8$.	0.1	2
235	Educational entrepreneurs? Practitioner-led action research and the formation of the professional adult literacies instructor. Studies in the Education of Adults, 2009, 41, 175-191.	1.2	2
236	Analysing a 'neoliberal moment' in English higher education today. Learning and Teaching, 2010, 3, 55-72.	0.8	8
237	Te Upoko o Mata'oho (Mangere Mountain): The Performative Tensions of a Living Museum. Labour History, 2010, , 55.	0.1	1
238	Just another piece of paper: creative research and writing. Journal of Writing in Creative Practice, 2010, 3, 5-15.	0.2	3
239	Schooling, Citizenship and the Myth of the Meritocracy. Citizenship, Social and Economics Education, 2010, 9, 3-13.	0.7	8
240	Chapter 11 Revisiting self in the midst of NCATE and other accountability demands. Advances in Research on Teaching, 2010, , 183-198.	0.2	1
241	Educational institution reform: Insights from the Complexity-Intelligence strategy. Human Systems Management, 2010, 29, 1-9.	1.1	10
242	Rerouting: Discipline, Assessment and Performativity in Contemporary Swedish Educational Discourse. Education Inquiry, 2010, 1, 177-195.	2.9	19
243	Connecting administrative and professional perspective in the era of accountability. Asia Pacific Education Review, 2010, 11, 433-445.	2.5	6
244	Precarious spaces: Risk, responsibility and uncertainty in school-based suicide prevention programs. Social Science and Medicine, 2010, 71, 2187-2194.	3.8	27
245	Examining outcomesâ€based educational evaluation through a critical theory lens. New Directions for Evaluation, 2010, 2010, 59-69.	0.7	3
246	Beyond the multiversity: neoliberalism and the rise of the schizophrenic university. Social Anthropology, 2010, 18, 15-29.	0.4	215
247	Reform of the School Workforce. , 2010, , 242-248.		0
248	Possibility Thinking and Wise Creativity: Educational Futures in England?., 2010,, 289-312.		25
250	Aboriginal Educational Policy in Ontario (Canada): Professional and Moral Implications for Catholic Teachers. International Journal of Education, 2010, 2, .	0.1	4

#	Article	IF	CITATIONS
251	A performatividade nas polÃticas de currÃculo: o caso do ENEM. Educação Em Revista, 2010, 26, 89-110.	0.1	20
252	States of White Ignorance, and Audit Masculinity in English Higher Education. Social Politics, 2010, 17, 477-506.	1.5	53
254	Education in Real Time. Current Sociology, 2010, 58, 570-596.	1.4	5
255	Parables, Storytelling, and Teacher Education. Journal of Teacher Education, 2010, 61, 153-160.	3.5	14
256	Carelessness: A hidden doxa of higher education. Arts and Humanities in Higher Education, 2010, 9, 54-67.	1.4	216
259	Power and Resistance in Further Education: Findings from a Study of First-Tier Managers. Power and Education, 2010, 2, 126-139.	0.6	7
260	Professional experience in new times: issues and responses to a changing education landscape. Asia-Pacific Journal of Teacher Education, 2010, 38, 181-193.	1.9	70
261	New Voices, New Knowledges and the New Politics of Education Research: The Gathering of a Perfect Storm?. European Educational Research Journal, 2010, 9, 124-137.	2.1	105
262	Teachers' Collective Actions, Alliances and Resistance within Neo-Liberal Ideas of Education: The Example of the Individual Programme. European Educational Research Journal, 2010, 9, 232-244.	2.1	14
263	Keys to Successful Leadership: High Support for Capable and Versatile Principals. Educational Forum, 2010, 74, 90-103.	1.8	3
265	An investigation of the confidence levels of course/subject coordinators in undertaking aspects of their assessment responsibilities. Assessment and Evaluation in Higher Education, 2010, 35, 315-324.	5.6	13
266	Organic collaboration: sustaining teachers and teacher educators in the cottage industry of curriculum making. Teachers and Teaching: Theory and Practice, 2010, 16, 373-387.	1.9	11
267	Risky bodies: health surveillance and teachers' embodiment of health. International Journal of Qualitative Studies in Education, 2010, 23, 785-802.	1.2	55
268	National Curriculum tests and the teaching of thinking skills at primary schools – parallel or paradox?. Education 3-13, 2010, 38, 69-86.	1.0	5
269	Empowering Academics the Viskerian Way. South African Journal of Philosophy, 2010, 29, 288-305.	0.4	3
270	Teacher evaluation in Japanese schools: an examination from a microâ€political or relational viewpoint. Journal of Education Policy, 2010, 25, 293-307.	2.8	20
271	Trust and Leadership in Post-Compulsory Education: Some Snapshots of Displaced Dissent. Power and Education, 2010, 2, 48-62.	0.6	13
272	Maggie's day: a smallâ€scale analysis of English education policy. Journal of Education Policy, 2010, 25, 639-656.	2.8	61

#	Article	IF	CITATIONS
273	State regulation and the professionalisation of further education teachers: a comparison with schools and HE. Journal of Vocational Education and Training, 2010, 62, 441-454.	1.5	26
274	Understanding reason in policy reform: engaging â€~problematic' families. International Journal of Inclusive Education, 2010, 14, 609-629.	2.6	5
275	Acting, accidents and performativity: challenging the hegemonic good student in secondary schools. British Journal of Sociology of Education, 2010, 31, 413-430.	1.8	26
276	Kindness in pedagogical practice and academic life. British Journal of Sociology of Education, 2010, 31, 719-735.	1.8	66
277	The Effects of Power Mechanisms in Education: Bringing Foucault and Bourdieu Together. Power and Education, 2010, 2, 1-17.	0.6	14
278	Learning to lead the riskâ€conscious organization: an empirical study of five English primary school leaders. International Journal of Leadership in Education, 2010, 13, 121-139.	2.2	8
279	Developing professional knowledge about teachers through metaphor research: facilitating a process of change. Teacher Development, 2010, 14, 381-395.	0.7	62
280	The theory into practice dilemma: Lesson planning challenges facing Botswana student-teachers. Improving Schools, 2010, 13, 205-220.	1.0	9
281	Professional identity in early childhood care and education: perspectives of pre-school and infant teachers. Irish Educational Studies, 2010, 29, 167-187.	2.5	47
282	From External Inspection to Self-Evaluation: A Study of Quality Assurance in Hong Kong Kindergartens. Early Education and Development, 2010, 21, 205-233.	2.6	15
283	Curriculum reform and the displacement of knowledge in Peruvian rural secondary schools: exploring the unintended local consequences of global education policies. Compare, 2010, 40, 311-325.	2.1	7
284	Troubling the discourse of teacher centrality: a comparative perspective. Journal of Education Policy, 2010, 25, 207-231.	2.8	71
285	Pedagogy – how is it influenced in primary schools? A comparative study of literature about pedagogical influences in primary schools in England and Poland, with a focus on English primary schools. Education 3-13, 2010, 38, 55-67.	1.0	5
286	The allegiance and experience of student literacy teachers in the postâ€compulsory education context: competing communities of practice. Journal of Education for Teaching, 2010, 36, 5-17.	2.0	7
287	Conditions for linking school mathematics and moral education: A case study. Teaching and Teacher Education, 2010, 26, 949-956.	3.2	3
288	Neoliberalism and the academic as critic and conscience of society. Teaching in Higher Education, 2010, 15, 85-96.	2.6	33
289	Change, Changing, and Being Changed: A study of self in the throes of multiple accountability demands. Studying Teacher Education, 2010, 6, 63-73.	1.4	18
290	Negotiations left behind: inâ€between spaces of teacher–student negotiation and their significance for education. Journal of Curriculum Studies, 2010, 42, 353-369.	2.1	23

#	Article	IF	CITATIONS
291	Reconstructing professionalism in ECEC: the case for the †critically reflective emotional professional'. Early Years, 2010, 30, 119-133.	1.0	166
292	Exploring some ethical dilemmas and obligations of the ethnographer. Ethnography and Education, 2010, 5, 159-173.	0.8	22
293	Do we practice what we preach? An examination of the pedagogical beliefs of teacher educators. Teaching in Higher Education, 2010, 15, 435-448.	2.6	16
294	Imagining the university of the future: eyes wide open? Expanding the imaginary through critical and feminist ruminations in and on the university. Contemporary Social Science, 2011, 6, 165-174.	1.9	18
295	Decolonizing the evidenceâ€based education and policy movement: revealing the colonial vestiges in educational policy, research, and neoliberal reform. Journal of Education Policy, 2011, 26, 181-206.	2.8	106
296	"Still game†an analysis of the life history and career disappointments of one veteran male teacher of physical education in Scotland. Educational Review, 2011, 63, 329-343.	3.7	11
297	Creating a dialogical and critical classroom: reflection and action to improve practice. Educational Action Research, 2011, 19, 327-343.	1.5	16
298	Transformation narratives in academic practice. International Journal for Academic Development, 2011, 16, 201-213.	1.1	11
299	Life in the Pressure Cooker – School League Tables and English and Mathematics Teachers' Responses to Accountability in a Results-Driven Era. British Journal of Educational Studies, 2011, 59, 179-195.	1.3	116
300	…and the market created the student to its image and likening. Neo-liberal governmentality and its effects on higher education in Ireland. Irish Educational Studies, 2011, 30, 271-284.	2.5	25
301	Policy fuzz and fuzzy logic: researching contemporary Indigenous education and parent–school engagement in north Australia. Journal of Education Policy, 2011, 26, 321-339.	2.8	35
302	Twelve years of upper-secondary education in Sweden: the beginnings of a neo-liberal policy hegemony?. Educational Review, 2011, 63, 313-327.	3.7	57
303	The call to teach and teacher hopefulness. Teacher Development, 2011, 15, 127-140.	0.7	54
304	Education, leadership and the age of austerity: an investigation into the experiences at college level. Research in Post-Compulsory Education, 2011, 16, 289-301.	0.7	4
305	Rethinking assessment and inequality: the production of disparities in attainment in early years education. Journal of Education Policy, 2011, 26, 655-676.	2.8	22
306	Economies of racism: grounding education policy research in the complex dialectic of race, class, and capital. Journal of Education Policy, 2011, 26, 595-619.	2.8	39
307	When worlds collide: excellent and equitable learning communities? Australia's â€~social capitalist' paradox?. Journal of Education Policy, 2011, 26, 33-59.	2.8	43
308	Teachers' professional identity, educational change and neo-liberal pressures on education in Hong Kong. Teacher Development, 2011, 15, 363-380.	0.7	40

#	Article	IF	Citations
309	Making art invisible: visual education and the cultural stagnation of neo-liberal rationality. Discourse, 2011, 32, 415-429.	1.3	4
310	Beyond All Reason: Spaces of Hope in the Struggle for England's Universities. Representations, 2011, 116, 62-87.	0.3	15
311	Creative learning conversations: producing living dialogic spaces. Educational Research, 2011, 53, 363-385.	1.8	63
312	Policy rationalities and policy technologies: a programme for analysing the raised schoolâ€leaving age in Western Australia. Journal of Education Policy, 2011, 26, 115-130.	2.8	18
313	Contesting the city: neoliberal urbanism and the cultural politics of education reform in Chicago. Discourse, 2011, 32, 217-234.	1.3	43
314	Challenges to teacher resilience: conditions count. British Educational Research Journal, 2013, 39, 22-44.	2.5	162
315	Mapping Equity and Quality in Mathematics Education., 2011,,.		35
316	Packaging poetry? Pupils' perspectives of their learning experience within the postâ€primary poetry classroom. English in Education, 2011, 45, 206-223.	0.7	19
317	Policy actors: doing policy work in schools. Discourse, 2011, 32, 625-639.	1.3	208
318	Creativity, Pedagogic Partnerships, and the Improvisatory Space of Teaching., 0,, 51-72.		14
319	Internal marketisation and teachers defending their educational setting $\hat{a} \in \text{``Accounting and mobilisation in Swedish upper secondary education. Education Inquiry, 2011, 2, 619-636.}$	2.9	5
320	STRATEGIC SELF-MANAGEMENT - Danish gymnasium management between playing solo and showing solidarity. Journal of Public Administration and Governance, 2011, 1, 186.	0.2	5
321	Teachers' Experiences with School Choice: Clashing Logics in the Swedish Education System. Education Research International, 2011, 2011, 1-10.	1.1	18
322	"Living with Market Forcesâ€Principals' Perceptions of Market Competition in Swedish Upper Secondary School Education. Education Inquiry, 2011, 2, 601-617.	2.9	18
323	Dialogic feedback for children and teachers: evaluating the â€~spirit of assessment'. International Journal of Children's Spirituality, 2011, 16, 331-346.	2.1	13
324	Standards-based accountability: reification, responsibility and the ethical subject. Teaching Education, 2011, 22, 397-412.	1.3	26
325	Skills for Life: insights from the new †professionalsâ€. Journal of Educational Administration and History, 2011, 43, 61-83.	1.8	5
326	How school middle leaders in Singapore understand and practise 'innovation in education'. International Journal of Innovation in Education, 2011, 1, 253.	0.1	1

#	Article	IF	Citations
328	Evaluation $\hat{a} \in \text{``the (not so)}$ softlysoftly approach to governance and its consequences for compulsory education in the Nordic countries. Education Inquiry, 2011, 2, 671-687.	2.9	21
329	Paperwork, Rotas, Words and Posters: An Anthropological Account of Some Inner London Childminders' Encounters with Professionalisation. Sociological Review, 2011, 59, 779-802.	1.6	36
330	Crafting the Elastic Self? Gender and Identities in Senior Appointments in Irish Education. Gender, Work and Organization, 2011, 18, 631-649.	4.7	49
331	The Degradation of the Arts in Education. International Journal of Art and Design Education, 2011, 30, 156-160.	1.1	16
332	Making Creative Spaces: The Art and Design Classroom as a Site of Performativity. International Journal of Art and Design Education, 2011, 30, 423-432.	1,1	15
333	â€ ⁻ The falcon cannot hear the falconer …'. The Pedagogical Turn and the Negative Space of Irish Art Education. International Journal of Art and Design Education, 2011, 30, 349-362.	1.1	4
334	The urgent need for new approaches in school evaluation to enable Scotlandâ∈™s Curriculum for Excellence. Educational Assessment, Evaluation and Accountability, 2011, 23, 89-106.	2.3	5
335	Deliberative Inquiry: Integrated Ways of Working in Children Services. Systemic Practice and Action Research, 2011, 24, 67-84.	1.7	2
336	From the Bronx to Bengifunda (and other lines of flight): deterritorializing purposes and methods in science education research. Cultural Studies of Science Education, 2011, 6, 113-125.	1.3	5
337	Being and becoming: Elements of pedagogies described by three East Anglian creative practitioners. Thinking Skills and Creativity, 2011, 6, 57-66.	3.5	4
338	Health, (body) image, and primary schooling: †Why do they have to be a certain weight?†M. Sport, Education and Society, 2011, 16, 431-449.	2.1	6
339	Cultural shifts in teaching. , 2011, , .		0
340	Research engagement and educational decentralisation: problematising primary school English teachers' research experiences in China. Educational Studies, 2011, 37, 207-219.	2.4	17
341	Evidenceâ€based practice and teacher actionâ€research: a reflection on the nature and direction of â€~change'. British Educational Research Journal, 2013, 39, 126-147.	2.5	10
342	Leadership strategies: re-conceptualising strategy for educational leadership. School Leadership and Management, 2011, 31, 35-46.	1.6	20
343	Academic identities re-formed? Contesting technological determinism in accounts of the digital age. Contemporary Social Science, 2011, 6, 175-189.	1.9	10
344	Professors as intellectual leaders: formation, identity and role. Studies in Higher Education, 2011, 36, 57-73.	4.5	121
345	†Perform, measure accurately, optimise': on the constitution of (evidenceâ€based) education policy. International Studies in Sociology of Education, 2011, 21, 115-135.	1.8	17

#	Article	IF	Citations
346	Managing learning trajectories: the case of 14–19 mathematics. Educational Review, 2011, 63, 179-193.	3.7	3
347	Performativity, Faith and Professional Identity: Student Religious Education Teachers and The Ambiguities of Objectivity. British Journal of Educational Studies, 2011, 59, 403-419.	1.3	20
348	New lecturers and the myth of â€~communities of practice'. Studies in Continuing Education, 2011, 33, 67-77.	1.9	40
350	A Challenge to Metrics as Evidence of Scholarity. European Educational Research Journal, 2011, 10, 64-82.	2.1	11
351	The discursive performance of leadership in schools. Management in Education, 2011, 25, 32-36.	1.6	17
352	Market Competition in Upper Secondary Education: Perceived Effects on Teachers' Work. Policy Futures in Education, 2011, 9, 193-205.	1.8	37
354	Responsibly Competent: Teaching, Ethics and Diversity. Policy Futures in Education, 2011, 9, 130-137.	1.8	16
356	EU Funding and Issues of â€~Marketisation' of Higher Education in Greece. European Educational Research Journal, 2011, 10, 393-406.	2.1	3
357	Assessment of composing in the lower secondary school in the English National Curriculum. British Journal of Music Education, 2011, 28, 51-67.	0.3	13
358	Managing Disability Equality in Scotland: Tensions between Social Audit and Disability Equality. Social Policy and Society, 2011, 10, 229-238.	1.0	3
359	The role of leadership in developing and sustaining teachers' professional learning. Management in Education, 2011, 25, 149-155.	1.6	27
360	Reflection on reflection on reflection: collaboration in action research. Educational Action Research, 2011, 19, 469-487.	1.5	22
361	The idea of a world university: can Foucauldian research offer a vision of educational futures?. Pedagogy, Culture and Society, 2011, 19, 367-383.	2.6	11
362	Identity Work and Critical Social Service Management: Balancing on a Tightrope?. British Journal of Social Work, 2011, 41, 432-448.	1.4	57
363	Professionalism and the postâ€performative teacher: new teachers reflect on autonomy and accountability in the English school system. Professional Development in Education, 2011, 37, 389-409.	2.8	117
364	The Australian Early Development Index: Reshaping Familyâ€"Child Relationships in Early Childhood Education. Contemporary Issues in Early Childhood, 2011, 12, 134-147.	1.3	10
365	Pupil participation in Scottish schools: How far have we come?. Improving Schools, 2011, 14, 130-144.	1.0	10
366	Breaking the wall? Autoethnography and the transition from subject specialist to professional educator in FE. Journal of Further and Higher Education, 2011, 35, 409-421.	2.5	3

#	Article	IF	Citations
367	Being in two camps: conflicting experiences for practice-based academics. Studies in Continuing Education, 2011, 33, 79-91.	1.9	23
368	Quality self assessment: a process of course team development or contrived collegiality and impression management?. Research in Post-Compulsory Education, 2011, 16, 413-433.	0.7	4
369	The lucid loneliness of the gatekeeper: exploring the emotional dimension in principals' work lives. Oxford Review of Education, 2011, 37, 93-108.	2.0	73
370	Spaces of possibility in pre-service teacher education. British Journal of Sociology of Education, 2011, 32, 881-900.	1.8	22
371	Performativity, wellâ€being, social class and citizenship in English schools. Educational Studies, 2011, 37, 49-58.	2.4	5
372	Looking Backwards to Reach Forward: A Strategic Architecture for Professional Development in Music Education. Arts Education Policy Review, 2011, 112, 95-103.	1.4	27
373	Fabricating an identity in neoâ€liberal times: performing schooling as â€~number one'. Oxford Review of Education, 2011, 37, 75-92.	2.0	53
374	Delivering better forms of work organization: Comparing vocational teachers in England, Wales and Norway. Economic and Industrial Democracy, 2012, 33, 29-49.	1.6	10
375	A question of values: why we need art and design in higher education. Art, Design and Communication in Higher Education, 2012, 11, 5-16.	0.2	3
376	Value conflicts in higher education teaching. Teaching in Higher Education, 2012, 17, 257-268.	2.6	26
377	Teachers' Perceptions of their Work Environment in Swedish Junior High Schools. Research in Comparative and International Education, 2012, 7, 376-393.	1.3	10
378	Towards an ethical music education? Looking through the lens of Levinas. Music Education Research, 2012, 14, 381-399.	1.4	0
379	When Physical Activity Participation Promotes Inactivity. Youth and Society, 2012, 44, 3-27.	2.3	58
380	Crossing borders: new teachers co-constructing professional identity in performative times. Professional Development in Education, 2012, 38, 65-77.	2.8	44
381	The importance of teaching: pedagogical constraints and possibilities in working-class schools. Journal of Education Policy, 2012, 27, 601-620.	2.8	42
382	Exploring quality assurance in sixth form colleges. Quality Assurance in Education, 2012, 20, 259-273.	1.5	1
383	Earthquakes, cancer and cultures of fear: qualifying as a Skills for Life teacher in an uncertain economic climate. Oxford Review of Education, 2012, 38, 437-454.	2.0	15
384	Creating space: maximising the potential of the Graduate Teaching Assistant role. Teaching in Higher Education, 2012, 17, 353-358.	2.6	11

#	Article	IF	CITATIONS
385	Walking the Methodological Tightrope. Qualitative Inquiry, 2012, 18, 463-474.	1.4	6
386	Policy-to-practice contexts for early childhood mathematics in England. International Journal of Early Years Education, 2012, 20, 59-77.	0.8	20
387	â€ [¬] If thereâ€ [™] s going to be a subject that you donâ€ [™] t have to do …â€ [™] Findings from a mapping study of P education in English secondary schools. Pastoral Care in Education, 2012, 30, 5-18.	SHE 1.8	24
388	Low-profile policy: the case of study support in education policy ensembles in England. Journal of Education Policy, 2012, 27, 555-572.	2.8	1
389	Humanism, administration and education: the demand of documentation and the production of a new pedagogical desire. Journal of Education Policy, 2012, 27, 491-507.	2.8	15
390	Collaborative inter-professional policy and practice: in search of evidence. Journal of Education Policy, 2012, 27, 367-386.	2.8	19
391	Push and pull in the classroom: competition, gender and the neoliberal subject. Gender and Education, 2012, 24, 765-781.	1.7	29
392	Teachers' Trust in Role Partners, Intention to Continue in Teaching, and Schools Social Composition in Israel. Urban Education, 2012, 47, 835-864.	1.8	13
394	Teachers' Perceptions of Individual Performance-related Pay in Practice: A Picture of a Counterproductive Pay System. Educational Management Administration and Leadership, 2012, 40, 376-391.	3.8	11
395	â€~Managing' Managerialism: The Impact of Educational Auditing on an Academic â€~specialist' School. European Educational Research Journal, 2012, 11, 274-289.	2.1	8
396	Enlarging the social justice agenda in education: an analysis of rural teachers' narratives beyond the distributive dimension. Asia-Pacific Journal of Teacher Education, 2012, 40, 83-95.	1.9	29
397	Stress and anxiety surrounding forthcoming Standard Assessment Tests in English schoolchildren. Pastoral Care in Education, 2012, 30, 289-302.	1.8	23
398	A sociocultural perspective as a curriculum change in health and physical education. Sport, Education and Society, 2012, 17, 293-311.	2.1	39
399	Policy, performativity and partnership: an ethical leadership perspective. Research in Post-Compulsory Education, 2012, 17, 423-433.	0.7	9
400	Reality aftershock and how to avert it: second-year teachers' experiences of support for their professional development. Cambridge Journal of Education, 2012, 42, 177-196.	2.4	22
401	Barriers and solutions to HE progression for Early Years' practitioners. Journal of Vocational Education and Training, 2012, 64, 543-560.	1.5	8
402	Raising educational standards: national testing of pupils in the United Kingdom, 1988–2009. Policy Studies, 2012, 33, 231-247.	1.6	4
403	ldeology, class and rationality: a critique of Cambridge International Examinations'Thinking Skillscurriculum. Cambridge Journal of Education, 2012, 42, 481-495.	2.4	8

#	Article	IF	CITATIONS
404	Teacher leadership as intellectual leadership: creating spaces for alternative voices in the English school system. Professional Development in Education, 2012, 38, 345-360.	2.8	16
405	â€~Thrash yourself Thursday': the production of the â€~healthy' child through a fitness-based PE practice. Sport, Education and Society, 2012, 17, 405-429.	2.1	15
406	Cultural regulation and the reshaping of the university. Globalisation, Societies and Education, 2012, 10, 539-562.	2.6	6
407	Oh to be a scholar – an HE in FE perspective. Journal of Further and Higher Education, 2012, 36, 243-261.	2.5	18
408	Co-operative Education and Schools: An Old Idea for New Times?. Power and Education, 2012, 4, 327-341.	0.6	17
409	â€ïl Feel Absolutely Incompetent': Professionalism, Policy and Early Childhood Teachers. Contemporary Issues in Early Childhood, 2012, 13, 175-186.	1.3	54
410	Learning-centred leadership or pedagogical leadership? An alternative approach to leadership in education contexts. International Journal of Leadership in Education, 2012, 15, 107-118.	2.2	28
411	Poetry is an Unfamiliar Text: Locating Poetry in Secondary English Classrooms in New Zealand and England during a Period of Curriculum Change. Changing English, 2012, 19, 395-410.	0.6	14
412	It matters which class you are in: student-centred teaching and the enjoyment of learning mathematics. Research in Mathematics Education, 2012, 14, 273-290.	1.2	26
413	Whose hand rocks the cradle? Parallel discourses in the baby room. Early Years, 2012, 32, 113-127.	1.0	20
415	Into another world: From creativity to creative learning. Improving Schools, 2012, 15, 116-129.	1.0	9
416	"lt's for Us to Change That― Adult Education Quarterly, 2012, 62, 252-271.	1.5	5
417	Transformation, trust and the 'importance of teaching': continuities and discontinuities in the Coalition government's discourse of education reform. London Review of Education, 0, 10, .	1.8	5
418	Investigating participation in Advanced level mathematics: a study of student drop-out. Research Papers in Education, 2012, 27, 123-138.	3.0	14
419	Beyond compliance: teacher education practice in a performative framework. Research Papers in Education, 2012, 27, 303-318.	3.0	8
420	Teaching within and against the circle of privilege: reforming teachers, reforming schools. Journal of Education Policy, 2012, 27, 231-251.	2.8	41
421	â€~What rough beast?' Conceptualising the poetry teacher in Ireland through the eyes of the pupil. Asia-Pacific Journal of Teacher Education, 2012, 40, 379-394.	1.9	3
422	Childhood in a digital age: creative challenges for educational futures. London Review of Education, 0, 10, .	1.8	51

#	Article	lF	Citations
423	Chapter 7 Scholarly Work in a Globalised World. International Perspectives on Higher Education Research, 2012, , 137-161.	0.3	5
425	New Managerialism in Education. , 2012, , .		189
426	The performative institutional embrace. Journal of Organizational Ethnography, 2012, 1, 195-212.	0.9	4
427	Teacher education lesson observation as boundary crossing. International Journal of Mentoring and Coaching in Education, 2012, 1, 89-103.	1.1	14
428	Mandated literacy assessment and the reorganisation of teachers' work: federal policy, local effects. Critical Studies in Education, 2012, 53, 119-136.	4.5	96
429	Perform or else: the performative enhancement of teacher professionalism. Asia Pacific Journal of Education, 2012, 32, 285-303.	2.1	28
430	Chapter 8 Continuing Challenges. International Perspectives on Higher Education Research, 2012, , 163-176.	0.3	0
431	Contemporary Debates in Childhood Education and Development. , 0, , .		7
433	Successful school leadership in Sweden and the US. International Journal of Educational Management, 2012, 26, 428-441.	1.5	14
434	A Case Study of Co-Teaching in an Inclusive Secondary High-Stakes World History I Classroom. Theory and Research in Social Education, 2012, 40, 260-291.	1.9	22
435	Exploring the Potential of Assessment Efficacy in Sports Coaching: A Response to Commentaries. International Journal of Sports Science and Coaching, 2012, 7, 223-226.	1.4	0
436	Engineering compliance and worker resistance in UK further education. Employee Relations, 2012, 34, 534-554.	2.4	12
437	The spectre of neoliberalism: pedagogy, gender and the construction of learner identities. Critical Studies in Education, 2012, 53, 197-210.	4.5	28
438	Performativity as pretence: a study of testing practices in a compulsory school in Sweden. Ethnography and Education, 2012, 7, 297-309.	0.8	9
439	Chapter 2 Intellectual Work and Knowledge Production. International Perspectives on Higher Education Research, 2012, , 23-40.	0.3	3
440	Hard Labour? Academic Work and the Changing Landscape of Higher Education. International Perspectives on Higher Education Research, 2012, , i.	0.3	7
441	Being different and the same? The paradoxes of †tailoring†in education quasi - markets. Journal of Pedagogy, 2012, 3, 279-302.	0.3	8
442	Care, performance and performativity: Portraits of teachers' lived experiences. Education As Change, 2012, 16, 113-127.	0.5	11

#	Article	IF	CITATIONS
443	Chapter 4 Academic Work and Performance. International Perspectives on Higher Education Research, 2012, , 65-85.	0.3	7
444	†I think I would have learnt more if they had tried to teach us more' – performativity, learning and identities in a Swedish Transport Programme. Ethnography and Education, 2012, 7, 77-92.	0.8	15
445	Teachers who teach their practice: the modulation of hybridised professional teacher identities in work-related educational programmes in Canada. Journal of Education and Work, 2012, 25, 473-505.	1.6	24
446	Self-monitoring, self-blaming, self-sacrificing workers: Gendered managerialism in the non-profit sector. Women's Studies International Forum, 2012, 35, 362-371.	1.1	32
447	Lifelong Learning as Enactment for Education in Norway:  From Cradle to Grave'. Procedia, Social and Behavioral Sciences, 2012, 46, 2503-2508.	0.5	3
448	Teacher misbehaviour: an analysis of disciplinary orders by the General Teaching Council for England. British Educational Research Journal, 2012, 39, 1-20.	2.5	4
449	Academic care, classroom pedagogy and the house group teacher: â€~making hope practical' in uncertain times. Pastoral Care in Education, 2012, 30, 303-315.	1.8	3
450	Schools as damaging organisations: instigating a dialogue concerning alternative models of schooling. Pedagogy, Culture and Society, 2012, 20, 251-271.	2.6	59
451	Higher education in further education: capturing and promoting HEness. Research in Post-Compulsory Education, 2012, 17, 179-193.	0.7	24
452	The medicalisation of food pedagogies in primary schools and popular culture: a case for awakening subjugated knowledges. Discourse, 2012, 33, 713-728.	1.3	20
453	Scaffolding and mediating for creativity: suggestions from reflecting on practice in order to develop the teaching and learning of gymnastics. Journal of Further and Higher Education, 2012, 36, 225-241.	2.5	3
454	Time is not enough: promoting strategic engagement with writing for publication. Studies in Higher Education, 2012, 37, 641-654.	4.5	45
455	Quality: an ongoing conversation over time. Journal of Vocational Education and Training, 2012, 64, 511-527.	1.5	7
456	Colonised by quality? Teacher identities in a research-led institution. British Journal of Sociology of Education, 2012, 33, 793-811.	1.8	8
457	Facilitating primary head teacher succession in England: the role of the School Business Manager. School Leadership and Management, 2012, 32, 141-157.	1.6	10
458	Personal, relational and beautiful: education, technologies and John Macmurray's philosophy. Oxford Review of Education, 2012, 38, 709-725.	2.0	14
459	Critical Leadership and Music Educational Practice. Theory Into Practice, 2012, 51, 221-228.	1.6	2
460	Envisioning Autonomy through Improvising and Composing: Castoriadis visiting creative music education practice. Educational Philosophy and Theory, 2012, 44, 151-182.	1.8	8

#	Article	IF	CITATIONS
461	Narrative Identity and Early Childhood Education. Educational Philosophy and Theory, 2012, 44, 289-301.	1.8	15
462	Quality in early years settings: Government, research and practitioners' perspectives. British Educational Research Journal, 2012, 38, 635-654.	2.5	24
463	Policy Alienation of Public Professionals: A Comparative Case Study of Insurance Physicians and Secondary School Teachers. International Journal of Public Administration, 2012, 35, 259-271.	2.3	20
464	†Critical bureaucracy' in action: embedding student voice into school governance. Pedagogy, Culture and Society, 2012, 20, 393-412.	2.6	8
466	Assessment technologies in schools:  deliverology' and the  play of dominations'. Research Papers in Education, 2012, 27, 513-533.	3.0	58
467	Reflective creative partnerships as â€~meddling in the middle': developing practice. Reflective Practice, 2012, 13, 579-595.	1.4	4
468	Performativity, Commodification and Commitment: An I-Spy Guide to the Neoliberal University. British Journal of Educational Studies, 2012, 60, 17-28.	1.3	533
469	International education research and the sociology of knowledge. Journal of Research in International Education, 2012, 11, 230-244.	1.2	13
470	Singapore schools and professional learning communities: teacher professional development and school leadership in an Asian hierarchical system. Educational Review, 2012, 64, 405-424.	3.7	171
471	Neoliberalism and the marginalisation of social justice: the making of an education policy to combat social exclusion. International Journal of Inclusive Education, 2012, 16, 1131-1154.	2.6	38
472	Talkin' â€~bout a revolution: the social, political, and fantasmatic logics of education policy. Journal of Education Policy, 2012, 27, 173-191.	2.8	57
473	Practice, Learning and Change. Professional and Practice-based Learning, 2012, , .	0.4	75
474	Accountability and the affective labour of teachers: a Marxist–Vygotskian perspective. Australian Educational Researcher, 2012, 39, 397-412.	2.3	35
475	Teachers' Professional Identities in an Era of Testing Accountability in Japan: The Case of Teachers in Low-Performing Schools. Education Research International, 2012, 2012, 1-8.	1.1	11
476	Boa educação na era da mensuração. Cadernos De Pesquisa, 2012, 42, 808-825.	0.3	25
478	Policy Alienation: Analyzing the Experiences of Public Professionals with New Policies. SSRN Electronic Journal, 2012, , .	0.4	3
479	Authoritarian science curriculum standards as barriers to teaching and learning: An interpretation of personal experience. Science Education, 2012, 96, 291-310.	3.0	16
480	Knowing and doing vocational education and training reform: Evidence, learning and the policy process. International Journal of Educational Development, 2012, 32, 696-708.	2.7	26

#	Article	IF	CITATIONS
481	The Poverty Reduction Strategy Papers: An analysis of a hegemonic link between education and poverty. International Journal of Educational Development, 2012, 32, 507-516.	2.7	22
482	The Schizophrenia of Contemporary Education and the Moral Work of Teaching. Curriculum Inquiry, 2012, 42, 285-307.	1.1	13
483	A preliminary analysis of teacher perceptions of the effects of NAPLAN on pedagogy and curriculum. Australian Educational Researcher, 2013, 40, 299-314.	2.3	93
484	Organisational self-evaluation and teacher education for community relations in a transforming society?. European Journal of Teacher Education, 2013, 36, 320-345.	3.7	4
485	Being a mathematics teacher in times of reform. ZDM - International Journal on Mathematics Education, 2013, 45, 535-545.	2.2	14
486	â€Ît's not a hobby': reconceptualizing the place of writing in academic work. Higher Education, 2013, 66, 79-91.	4.4	30
487	Strangers and Orphans: Knowledge and mutuality in Mary Shelley's Frankenstein. Educational Philosophy and Theory, 2013, 45, 360-370.	1.8	7
488	Creativity in crisis in Design & Design	3.5	28
489	Transformations in Research, Higher Education and the Academic Market. Higher Education Dynamics, 2013, , .	0.3	23
490	Jigsawing education evaluation. Pieces from the Italian New Public Management puzzle. Journal of Educational Administration and History, 2013, 45, 306-335.	1.8	13
491	Learning mathematicsâ€"letting the pupils have their say. Educational Studies in Mathematics, 2013, 83, 163-180.	2.8	25
492	Rethinking Networks in Education: Case Studies of Organisational Development Networks in Neoliberal Contexts. Interchange, 2013, 43, 343-362.	1.8	8
493	Framing pre-service teachers' professional learning using Web2.0 tools: positioning pre-service teachers as agents of cultural and technological change. Professional Development in Education, 2013, 39, 260-272.	2.8	9
494	The critical policy discourse analysis frame: helping doctoral students engage with the educational policy analysis. Teaching in Higher Education, 2013, 18, 833-845.	2.6	38
495	Accountability as a policy technology: accounting for education performance in Europe. International Review of Administrative Sciences, 2013, 79, 292-309.	3.1	33
496	Personal action potency: early years practitioners participating in interprofessional practice in early years settings. International Journal of Early Years Education, 2013, 21, 39-55.	0.8	8
497	Surveillance, performativity and normalised practice: the use and impact of graded lesson observations in Further Education colleges. Journal of Further and Higher Education, 2013, 37, 694-714.	2.5	41
498	Reclaiming the ground of master's education for teachers: lessons to be learned from a case study of the East Midlands Masters in Teaching and Learning. Journal of Education for Teaching, 2013, 39, 39-59.	2.0	5

#	Article	IF	CITATIONS
499	Mapping Teacher-Faces. Studies in Philosophy and Education, 2013, 32, 379-395.	0.5	5
500	Nurse to educator? Academic roles and the formation of personal academic identities. Nurse Education Today, 2013, 33, 620-624.	3.3	44
501	Care of the self, resistance and subjectivity under neoliberal governmentalities. Critical Studies in Education, 2013, 54, 85-96.	4.5	381
502	Located futures: Recognising place and belonging in narratives of the future. International Journal of Educational Research, 2013, 61, 116-125.	2.2	11
503	Foucault, counter-conduct and school leadership as a form of political subjectivity. Journal of Educational Administration and History, 2013, 45, 144-158.	1.8	44
504	Academic Dystopia: Knowledge, Performativity, and Tertiary Education. Review of Education, Pedagogy, and Cultural Studies, 2013, 35, 27-43.	0.7	35
505	Synergies for Better Learning. OECD Reviews of Evaluation and Assessment in Education, 2013, , .	1.0	123
506	Performing failure in conservation policy: The implementation of European Union directives in the Netherlands. Land Use Policy, 2013, 31, 280-288.	5.6	73
507	Inbound, outbound or peripheral: the impact of discourses of †organisational†professionalism on becoming a teacher in English further education. Discourse, 2013, 34, 731-748.	1.3	21
508	Drawing a veil over managerialism: leadership and the discursive disguise of the New Public Management. Journal of Educational Administration and History, 2013, 45, 267-282.	1.8	40
509	Lessons learned from research on individual educational plans in Sweden: obstacles, opportunities and future challenges. European Journal of Special Needs Education, 2013, 28, 413-426.	3.0	30
510	Privilege, Agency and Affect. , 2013, , .		49
511	Old and New Markets in Education: Austerity, Standards and ICT as Pushes towards Privatisation(s) in Italy. European Educational Research Journal, 2013, 12, 425-446.	2.1	3
512	Teachers Performing Professionalism. SAGE Open, 2013, 3, 215824401351126.	1.7	13
513	Preparing Principals: What Can We Learn from MBA and MPA Programmes?. Educational Management Administration and Leadership, 2013, 41, 435-452.	3.8	15
514	Terror/enjoyment: performativity, resistance and the teacher's psyche. London Review of Education, 0, 11 , .	1.8	26
515	Inquiring into educational policies: a special issue on the contribution of Stephen Ball. London Review of Education, 0, 11 , .	1.8	1
516	To Infinity and beyond …: Heterarchical Governance, the Teach for All Network in Europe and the Making of Profits and Minds. European Educational Research Journal, 2013, 12, 492-512.	2.1	48

#	Article	IF	CITATIONS
517	Pedagogy of the Impossible: Neoliberalism and the Ideology of Accountability. Policy Futures in Education, 2013, 11, 423-435.	1.8	41
518	Education, opportunity and the prospects for social mobility. British Journal of Sociology of Education, 2013, 34, 678-700.	1.8	205
519	The Case of Rivera Elementary School. Journal of Cases in Educational Leadership, 2013, 16, 47-61.	0.4	1
520	Performativity and affectivity. Management in Education, 2013, 27, 138-145.	1.6	9
521	Expansive and restrictive approaches to professionalism in FE colleges: the observation of teaching and learning as a case in point. Research in Post-Compulsory Education, 2013, 18, 348-364.	0.7	18
522	Teachers' action research in a culture of performativity. Educational Action Research, 2013, 21, 343-358.	1.5	29
523	State Education Agencies, Information Systems, and the Expansion of State Power in the Era of Test-Based Accountability. Educational Policy, 2013, 27, 217-247.	2.0	21
524	Head teachers' experiences of school inspection under Ofsted's January 2012 framework. Management in Education, 2013, 27, 164-169.	1.6	11
525	Critical Pedagogy as Educational Resistance: A Post-Structuralist Reflection. Power and Education, 2013, 5, 268-279.	0.6	5
526	The potential of audio and video for formative assessment purposes in music education in the lower secondary school in England: Issues arising from a small-scale study of trainee music teachers. Journal of Music, Technology and Education, 2013, 6, 29-42.	0.2	5
527	Location Independent Working in Academia: Enabling Employees or Supporting Managerial Control?. Journal of Workplace Rights, 2013, 17, 425-442.	0.2	1
528	To Be Accountable in Neoliberal Times: An Exploration of Educational Policy in Ecuador. Policy Futures in Education, 2013, 11, 1-12.	1.8	4
529	A Reflection of our Journey into the Future $\hat{a} \in \text{``Sustaining and Transferring our Practices.'}, 2013, , 177-187.$		1
530	On not researching school leadership: the contribution of S. J. Ball. London Review of Education, 0, 11, .	1.8	14
531	Biting the League Table that Feeds: Reflections on Managerialism at Work within UK University Sustainability Agendas. Journal of Workplace Rights, 2013, 17, 389-410.	0.2	2
532	Accountability and accomplished teaching: Researching the chartered teacher programme in Scotland. Irish Educational Studies, 2013, 32, 291-308.	2.5	1
533	Out of the box: Making space for everyday critical pedagogies. Canadian Geographer / Geographie Canadien, 2013, 57, 381-388.	1.5	11
534	A critical interrogation of the contemporary discourses associated with inclusive education in <scp>E</scp> ngland. Journal of Research in Special Educational Needs, 2013, 13, 182-188.	1.1	23

#	Article	IF	Citations
535	The coming and going: the work of educational developers when admission criteria and desired outcomes change simultaneously. International Journal for Academic Development, 2013, 18, 344-355.	1.1	3
536	The regulation of teaching as symbolic politics: rituals of order, blame and redemption. Discourse, 2013, 34, 643-659.	1.3	15
537	Teacher fabrication as an impediment to professional learning and development: the external mentor antidote. Oxford Review of Education, 2013, 39, 345-365.	2.0	32
538	Surviving and flourishing in a neoliberal world: primary trainees talking. British Educational Research Journal, 2013, 39, 1060-1075.	2.5	9
539	Emotional intelligence and educational reform. Educational Review, 2013, 65, 140-154.	3.7	16
540	THE MIRAGE OF MERIT. Australian Feminist Studies, 2013, 28, 127-143.	0.6	108
541	Performativity, fabrication and trust: exploring computer-mediated moderation. Ethnography and Education, 2013, 8, 371-387.	0.8	14
542	â€~Catalyst data': perverse systemic effects of audit and accountability in Australian schooling. Journal of Education Policy, 2013, 28, 634-656.	2.8	188
543	Positively transformational or poisoned chalice? The impact of a course on higher education teaching at a research-intensive institution. Teaching in Higher Education, 2013, 18, 908-919.	2.6	13
544	Stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK. Journal of Further and Higher Education, 2013, 37, 844-863.	2.5	17
545	Leadership, New Public Management and the re-modelling and regulation of teacher identities. International Journal of Leadership in Education, 2013, 16, 173-190.	2.2	40
546	The impact of reform policies on teachers' work and professionalism in the Chinese Mainland. Asia-Pacific Journal of Teacher Education, 2013, 41, 239-252.	1.9	15
547	Research policy and academic performativity: compliance, contestation and complicity. Studies in Higher Education, 2013, 38, 1162-1174.	4.5	119
548	Thriving amid the performative demands of the contemporary audit culture: a matter of school context. Journal of Education Policy, 2013, 28, 750-766.	2.8	51
549	â€The spirit of research has changed': reverberations from researcher identities in managerial times. Higher Education Research and Development, 2013, 32, 122-135.	2.9	38
550	The abolition of the General Teaching Council for England and the future of teacher discipline. Journal of Education Policy, 2013, 28, 231-246.	2.8	10
551	Judgementoring and other threats to realizing the potential of schoolâ€based mentoring in teacher education. International Journal of Mentoring and Coaching in Education, 2013, 2, 89-108.	1.1	148
552	The teacher as reflexive professional: making visible the excluded discourse in teacher standards. Discourse, 2013, 34, 411-423.	1.3	59

#	ARTICLE	IF	Citations
553	Pupil vulnerability and school exclusion: developing responsive pastoral policies and practices in secondary education in the UK. Pastoral Care in Education, 2013, 31, 279-291.	1.8	12
554	Professionalism, identity and the self: the de-moralisation of teachers in English sixth form colleges. Research in Post-Compulsory Education, 2013, 18, 365-376.	0.7	3
555	Equity and marketisation: emerging policies and practices in Australian education. Discourse, 2013, 34, 161-169.	1.3	36
556	Time for curriculum reform: the case of mathematics. Curriculum Journal, 2013, 24, 511-528.	1.5	4
557	Culture clash: mentoring student Literacy educators in a marketised and instrumentalist further education policyscape. Research in Post-Compulsory Education, 2013, 18, 239-256.	0.7	8
558	Researching and conceptualising the field. Journal of Educational Administration and History, 2013, 45, 201-212.	1.8	21
559	Revising rationality: the use of $\hat{a} \in \mathbb{N}$ undge $\hat{a} \in \mathbb{N}$ approaches in neoliberal education policy. Journal of Education Policy, 2013, 28, 247-267.	2.8	46
560	Transcending systems thinking in education reform: implications for policy-makers and school leaders. Journal of Education Policy, 2013, 28, 38-54.	2.8	27
561	Discourses of merit. The hot potato of teacher evaluation in Italy. Journal of Education Policy, 2013, 28, 767-791.	2.8	25
562	Social class (in)visibility and the professional experiences of middle-class novice teachers. Journal of Education for Teaching, 2013, 39, 416-428.	2.0	10
563	Remediating child poverty via preschool: exploring practitioners' perspectives in England. International Journal of Early Years Education, 2013, 21, 85-96.	0.8	48
564	The effective mathematics department: adding value <i>and</i> i>increasing participation?. School Effectiveness and School Improvement, 2013, 24, 1-17.	2.9	63
565	Women School Teachers in New Times: Some Preliminary Reflections. Indian Journal of Gender Studies, 2013, 20, 335-356.	0.2	14
566	Transforming Insecurity into a Commodity: Using the Digital Tools Unikum and InfoMentor as an Example in Swedish Education. European Educational Research Journal, 2013, 12, 480-491.	2.1	4
567	Scripting, ritualising and performing leadership: interrogating recent policy developments in Australia. Journal of Educational Administration and History, 2013, 45, 126-143.	1.8	17
568	Professional standards, teacher identities and an ethics of singularity. Cambridge Journal of Education, 2013, 43, 487-500.	2.4	50
569	Qualitative research in sport, exercise and health in the era of neoliberalism, audit and New Public Management: understanding the conditions for the (im)possibilities of a new paradigm dialogue. Qualitative Research in Sport, Exercise and Health, 2013, 5, 440-459.	5.9	49
570	Education policy and the â€~ideal learner': producing recognisable learner-subjects through early years assessment. British Journal of Sociology of Education, 2013, 34, 1-19.	1.8	227

#	Article	IF	CITATIONS
571	All in This Together? HRM and the Individualisation of the Academic Worker. Higher Education Policy, 2013, 26, 397-419.	2.0	24
572	Neoliberalism, policy advocacy networks and think tanks in the Spanish educational arena: The case of FAES. Education Inquiry, 2013, 4, 22618.	2.9	10
575	Servant leadership in English sixth form colleges: what do teachers tell us?. International Journal of Educational Management, 2013, 27, 377-386.	1.5	13
576	The Critical Higher Education Policy Discourse Analysis Framework. International Perspectives on Higher Education Research, 2013, , 41-59.	0.3	14
577	Domestic Violence, Family Law and School. , 2013, , .		15
580	Chapter 18 Who I am in how I Teach is the Message: Self-Understanding Vulnerability, and Reflection. Advances in Research on Teaching, 2013, , 379-401.	0.2	2
582	Using Benchmark Principles as a Formative Evaluation Strategy to Build a Leadership Development Culture in the Australian Rail Industry. Evaluation Journal of Australasia, 2013, 13, 20-30.	0.6	0
583	Masculinities in Management. , 2013, , .		0
584	Discourses of Trust., 2013,,.		36
586	Teacher Identity and the Neoliberal Condition: Asserting a Participative-Professional, Socially Democratic Teacher Imaginary in Technical-Managerial Times. Journal of Educational and Social Research, 2013, , .	0.4	3
587	Motivation Techniques Used by the Needs of Universities of Highest Education. Journal of Studies in Education, 2013, 3, .	0.2	0
588	Exploring the Impact of the Increased Tuition Fees on Academic Staffs' Experiences in Post-92 Universities: A Small-Scale Qualitative Study. Education Sciences, 2014, 4, 229-246.	2.6	12
589	Researching the Assemblage of Cultural Diversity in Norway. International Review of Qualitative Research, 2014, 7, 93-110.	0.3	7
590	Transformaciones en la cultura escolar en el marco de la implementaci \tilde{A}^3 n de pol \tilde{A} ticas de accountability en Chile: Un estudio etnogr \tilde{A}_i fico en dos escuelas clasificadas en recuperaci \tilde{A}^3 n. Estudios Pedagogicos, 2014, 40, 07-26.	0.3	22
591	Grounding and Confounding the Educational Entrepreneur: An Exploration of Entrepreneurial Educational Practice Under Market Policy and Discourse in New Jersey. SSRN Electronic Journal, 2014, , .	0.4	0
592	The assessment process in two different year-five classrooms in Sweden. Education Inquiry, 2014, 5, 24619.	2.9	0
593	The construction of the ideal pupil – teacher training as a discursive and governing practice. Education Inquiry, 2014, 5, 23136.	2.9	8
594	Longitudinal study of levels of moral reasoning of undergraduate students in an Irish university: the influence of contextual factors. Irish Educational Studies, 2014, 33, 57-74.	2.5	17

#	Article	IF	CITATIONS
595	Dealing with racist incidents: what do beginning teachers learn from schools?. Race Ethnicity and Education, 2014, 17, 388-406.	2.6	14
596	â€Ît's like Spiderman … with great power comes great responsibility': school autonomy, school context and the audit culture. School Leadership and Management, 2014, 34, 502-517.	1.6	39
597	Performers and postulates: the role of evolving socio-historical contexts in shaping new teacher professional identities. Critical Studies in Education, 2014, 55, 303-318.	4.5	17
598	Performativity pressures at urban high schools in Sweden and the USA. Ethnography and Education, 2014, 9, 298-312.	0.8	5
599	Putting collective reflective dialogue at the heart of the evaluation process. Reflective Practice, 2014, 15, 563-578.	1.4	10
600	Finding time for quality teaching: an ethnographic study of academic workloads in the social sciences and their impact on teaching practices. Higher Education Research and Development, 2014, 33, 483-495.	2.9	32
601	Dialectics and dilemmas: psychosocial dimensions of ability grouping policy. Critical Studies in Education, 2014, 55, 186-200.	4.5	10
602	Lesson study as a vehicle for collaborative teacher learning in a secondary school. Professional Development in Education, 2014, 40, 511-529.	2.8	65
603	The Neo-Liberalisation Policy Agenda and its Consequences for Education in England: A Focus on Resistance Now and Possibilities for the Future. Policy Futures in Education, 2014, 12, 286-296.	1.8	18
604	Policy Governance without Government in European Higher Education. Power and Education, 2014, 6, 197-209.	0.6	2
605	Addressing Barriers to Minority Ethnic Students' Learning in a Performative Culture: Possible or Aan u SuuraGelin? NiemoÅ⅓liwe? Nemoguće? ناممک܆?. Urban Review, 2014, 46, 846-859.	1.6	1
606	Enacting policy: the capacity of school leaders to support early career teachers through policy work. Australian Educational Researcher, 2014, 41, 603-620.	2.3	27
607	Teacher professionalism under the recent reform of performance pay in Mainland China. Prospects, 2014, 44, 429-443.	2.3	30
608	Raising Teachers' Voice on Achievement in Urban Schools in England: An Introduction. Urban Review, 2014, 46, 783-799.	1.6	13
609	New capitalism, educational modernisation and the new role of the professional student. Discourse, 2014, 35, 527-539.	1.3	9
610	In between self-knowledge and school demands: policy enacted in the Swedish middle-year classroom. Discourse, 2014, 35, 554-569.	1.3	6
611	Overlooking entitlement. International Journal of Inclusive Education, 2014, 18, 241-252.	2.6	6
612	Promoting collaborative practice and reciprocity in initial teacher education: realising a †dialogic space' through video capture analysis. Journal of Education for Teaching, 2014, 40, 101-113.	2.0	27

#	Article	IF	Citations
613	Inspecting the inspectors: race equality and quality in initial teacher education. Race Ethnicity and Education, 2014, 17, 445-470.	2.6	10
614	Head teachers' perceptions of secondary school rankings: Their nature, media coverage and impact on schools and the educational arena. Education As Change, 2014, 18, 211-225.	0.5	3
615	Gendered educational leadership: beneath the monoglossic façade. Gender and Education, 2014, 26, 321-337.	1.7	18
616	Activist Science and Technology Education. Cultural Studies of Science Education, 2014, , .	0.2	55
617	School gardens: teaching and learning outside the front door. Education 3-13, 2014, 42, 23-38.	1.0	35
618	Health-education policy interface: the implementation of the Eat Well Be Active policies in schools. Sport, Education and Society, 2014, 19, 991-1013.	2.1	10
619	A quest for legitimacy: on the professionalization policies of Sweden's Teachers' Unions. Journal of Education Policy, 2014, 29, 86-104.	2.8	15
620	Professionalism: doing a good job!. Research in Post-Compulsory Education, 2014, 19, 107-118.	0.7	5
621	Preschool or Prep School? Rethinking the Role of Early Years Education. Contemporary Issues in Early Childhood, 2014, 15, 185-199.	1.3	43
622	Post-Identitarian Postgraduate Pedagogy: Deleuzian Mediation and Resistance to †Measuring Up'. Power and Education, 2014, 6, 268-282.	0.6	4
623	Prioritizing Children's Spirituality in the Context of Church of England Schools: Understanding the Tensions. Journal of Education and Christian Belief, 2014, 18, 41-59.	0.4	3
624	Accountability and the rise of "play safe―pedagogical practices. Education and Training, 2014, 56, 663-674.	3.1	18
625	Mentoring student teachers; a vulnerable workplace learning practice. International Journal of Mentoring and Coaching in Education, 2014, 3, 201-218.	1.1	20
626	Transformative evaluation: organisational learning through participative practice. Learning Organization, 2014, 21, 146-157.	1.4	12
627	Neoliberal individualism in Dutch universities: Teaching and learning anthropology in an insecure environment. Learning and Teaching, 2014, 7, 46-72.	0.8	17
628	Healthy, happy and ready to teach, or why kids can't learn from fat teachers: the discursive politics of school reform and teacher health. Critical Public Health, 2014, 24, 210-225.	2.4	26
629	â€~Give â€~em the old razzle dazzle' – surviving the lesson observation process in further education. Research in Post-Compulsory Education, 2014, 19, 261-275.	0.7	2
630	School collaborations within the contemporary English education system: possibilities and constraints. Cambridge Journal of Education, 2014, 44, 229-244.	2.4	4

#	Article	IF	CITATIONS
632	Managing serious teacher misbehaviour. School Leadership and Management, 2014, 34, 269-283.	1.6	7
633	Paying the price for being inclusive: the story of Marshlands. Support for Learning, 2014, 29, 24-38.	0.4	6
634	Managing curriculum change and â€~ontological uncertainty' in tertiary education. Higher Education Research and Development, 2014, 33, 496-509.	2.9	14
635	Possibility in impossibility? Working with beginning teachers of English in times of change. English in Education, 2014, 48, 26-40.	0.7	14
636	â€There isn't kind of a White History Month or anything like that for them': equity, schooling and the problematics of group identity politics. International Journal of Inclusive Education, 2014, 18, 809-822.	2.6	3
637	Educating leaders for social justice: the case of special educational needs co-ordinators. International Journal of Inclusive Education, 2014, 18, 783-797.	2.6	14
638	Managerial Rhetoric, Accountability, and School Leadership in Contemporary Australia. Leadership and Policy in Schools, 2014, 13, 169-187.	1.5	16
639	Simple solutions to complex problems: moral panic and the fluid shift from â€equity' to â€quality' in education. Review of Education, 2014, 2, 115-143.	2.1	14
640	Influence of contextual challenges and constraints on learning-centered leadership. School Effectiveness and School Improvement, 2014, 25, 451-468.	2.9	20
641	The value of the personal in teachers' professional learning: a case study. Professional Development in Education, 2014, 40, 130-146.	2.8	2
642	A logic of appropriation: enacting national testing (NAPLAN) in Australia. Journal of Education Policy, 2014, 29, 1-18.	2.8	70
644	Constituting Common Subjects: Toward an Education Against Enclosure. Educational Studies - AESA, 2014, 50, 537-553.	0.9	16
645	Teacher Change in an Era of Neo-Liberal Policies: A Neo-Institutional Analysis of Teachers' Perceptions of Their Professional Change. European Educational Research Journal, 2014, 13, 360-379.	2.1	6
646	How a †top-performing' Asian school system formulates and implements policy. Educational Management Administration and Leadership, 2014, 42, 743-763.	3.8	35
647	Exploring the Ideal of Dialogue by Taking into Account Both an Observed Interaction Session and the Participants' Views on the Interaction. Interchange, 2014, 45, 59-73.	1.8	0
648	"No Ceiling on Achievement― Breaking the Glass Ceiling or Hitting a Steel Plate in Urban Schools?. Urban Review, 2014, 46, 877-890.	1.6	1
649	A piece of resistance: exploring behaviour assessment and political subjectification in a Swedish upper secondary school. International Journal of Qualitative Studies in Education, 2014, 27, 626-640.	1.2	2
650	That's Not For Our Kids: The strange death of philosophy and ethics in a low socioeconomic secondary school. Educational Philosophy and Theory, 2014, 46, 1225-1237.	1.8	1

#	Article	IF	CITATIONS
651	Literacy assessment that counts: mediating, interpreting and contesting translocal policy in a primary school. Ethnography and Education, 2014, 9, 343-358.	0.8	6
652	Lean social care and worker identity: The role of outcomes, supervision and mission. Critical Social Policy, 2014, 34, 433-453.	1.9	46
653	The â€~messy' business of academic developers leading other academic developers: critical reflection on a curriculum realignment exercise. International Journal for Academic Development, 2014, 19, 293-304.	1.1	3
654	Mapping the effects of policy on mathematics teacher education. Educational Studies in Mathematics, 2014, 87, 187-201.	2.8	22
655	Subjectivity, Agency and Political Pedagogy in the Primary School. Global Studies of Childhood, 2014, 4, 3-10.	0.6	7
656	NGOs as a framework for an education in and through music: Is the third sector viable?. International Journal of Music Education, 2014, 32, 31-52.	1.5	7
657	Applying Process Mapping and Analysis as a Quality Improvement Strategy to Increase the Adoption of Fruit, Vegetable, and Water Breaks in Australian Primary Schools. Health Promotion Practice, 2014, 15, 199-207.	1.6	7
658	Knowing the intentions, meaning and context of classroom assessment: A case study of Singaporean teacher's conception and practice. Studies in Educational Evaluation, 2014, 43, 70-78.	2.3	13
659	Subdued by the system: Neoliberalism and the beginning teacher. Teaching and Teacher Education, 2014, 41, 13-21.	3.2	52
660	Teacher evaluation and school improvement: An analysis of the evidence. Educational Assessment, Evaluation and Accountability, 2014, 26, 5-28.	2.3	112
661	In search of leadership: what happened to management?. Educational Management Administration and Leadership, 2014, 42, 226-242.	3.8	13
662	The standards agenda: reflections of a special educational needs coâ€ordinator. Support for Learning, 2014, 29, 39-53.	0.4	4
663	Exploring the language of learning within further education. Journal of Further and Higher Education, 2014, 38, 249-267.	2.5	3
664	The use of case-based learning in the development of student teachers' levels of moral reasoning. European Journal of Teacher Education, 2014, 37, 312-330.	3.7	23
665	Teacher Effectiveness: Making <i>The</i> Difference to Student Achievement?. British Journal of Educational Studies, 2014, 62, 111-126.	1.3	31
666	Academic resistance to quality assurance processes in higher education in the UK. Policy and Society, 2014, 33, 215-224.	5.6	53
668	Ironising with intelligence. British Journal of Sociology of Education, 2014, 35, 598-614.	1.8	17
669	Community and conversation: tackling beginning teacher doubt and disillusion. Asia-Pacific Journal of Teacher Education, 2014, 42, 82-97.	1.9	4

#	Article	IF	CITATIONS
670	Policy enactment, context and performativity: ontological politics and researching Australian National Partnership policies. Journal of Education Policy, 2014, 29, 826-844.	2.8	76
671	Peer-formativity: a framework for academic writing. Higher Education Research and Development, 2014, 33, 1166-1179.	2.9	9
672	Teaching in the †margins': rekindling a passion for teaching. British Journal of Sociology of Education, 2014, 35, 1-18.	1.8	15
673	Manipulating the data: teaching and NAPLAN in the control society. Discourse, 2014, 35, 129-142.	1.3	62
674	Exploring faculty experiences in a striving university through the lens of academic capitalism. Studies in Higher Education, 2014, 39, 1097-1115.	4.5	90
675	Education and the Demand for Emancipation. Scandinavian Journal of Educational Research, 2014, 58, 713-733.	1.7	5
676	Wicked problems: inescapable wickedity. Journal of Education for Teaching, 2014, 40, 415-430.	2.0	49
677	Helping Muslim boys succeed: the case for history education. Curriculum Journal, 2014, 25, 396-431.	1.5	5
678	Media representation of teachers across five countries. Comparative Education, 2014, 50, 490-505.	2.7	32
679	Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. Teaching and Teacher Education, 2014, 43, 99-109.	3.2	177
680	Education policy-making and time. Journal of Education Policy, 2014, 29, 700-715.	2.8	47
681	Raising the stakes: classroom observation in the further education sector in England. Professional Development in Education, 2014, 40, 530-545.	2.8	13
682	University Under Structural Reform: A Micro-Level Perspective. Minerva, 2014, 52, 55-75.	2.4	40
683	<i>>From England with love</i> … ARK, heterarchies and global †philanthropic governanceâ€. Journal of Education Policy, 2014, 29, 575-597.	2.8	58
684	The Second Leap Toward "World Class―Education in Korea. Asia-Pacific Education Researcher, 2014, 23, 783-794.	3.7	11
685	Early childhood assessment: observation, teacher â€~knowledge' and the production of attainment data in early years settings. Comparative Education, 2014, 50, 322-339.	2.7	24
686	â€~It'II look good on your personal statement': self-marketing amongst university applicants in the United Kingdom. British Journal of Sociology of Education, 2014, 35, 224-243.	1.8	19
687	Differentiated learning: from policy to classroom. Oxford Review of Education, 2014, 40, 331-348.	2.0	61

#	Article	IF	CITATIONS
688	Reboundarying professional jurisdiction: educational work on discount sale. Globalisation, Societies and Education, 2014, 12, 373-390.	2.6	3
689	Teacher Evaluation Policies: Logics of Action and Complex Adaptation to School Contexts. Procedia, Social and Behavioral Sciences, 2014, 116, 1201-1210.	0.5	3
690	Education for All in Norway: Unpacking Quality and Equity. Procedia, Social and Behavioral Sciences, 2014, 116, 1193-1200.	0.5	12
691	Professional accreditation of initial teacher education programmes: Teacher educators' strategies—Between â€~accountability' and â€~professional responsibility'?. Teaching and Teacher Education, 2014, 37, 11-20.	3.2	40
692	Teacher beliefs about listening in a foreign language. Teaching and Teacher Education, 2014, 40, 44-60.	3.2	57
693	Authentic leadership in English education: what do college teachers tell us?. International Journal of Educational Management, 2014, 28, 510-522.	1.5	6
694	Toward Reconstructing the Narrative of Teacher Education. Journal of Teacher Education, 2014, 65, 185-194.	3.5	28
695	Developing Children's Critical Thinking through Picturebooks. , 0, , .		4
696	What are they talking about?. Education Inquiry, 2014, 5, 23356.	2.9	1
698	Special Education Today in the United Kingdom. Advances in Special Education, 2014, , 109-145.	0.1	0
699	Pedagogues' Constructions of Gender Equality in Selected Swedish Preschools: A qualitative study. Education Inquiry, 2014, 5, 24618.	2.9	2
700	The Neo-Liberal Turn in Understanding Teachers' and School Leaders' Work Practices in Curriculum Innovation and Change: A Critical Discourse Analysis of a Newly Proposed Reform Policy in Lower Secondary Education in the Republic of Ireland. Citizenship, Social and Economics Education, 2014, 13, 185-198.	0.7	19
701	Building institutional capacity: more accountability than autonomy?. Journal of Organizational Change Management, 2014, 27, 331-343.	2.7	3
702	So we can dance! Towards a new inclusive Australian dance curriculum – power, contestations and settlements. International Journal of Education Through Art, 2014, 10, 221-234.	0.3	10
703	Leadership cultures and discursive hybridisation. International Journal of Public Leadership, 2015, 11, 147-165.	0.8	12
704	Linguistic Ethnography. , 2015, , .		34
705	Changes in the Assessment Process in Swedish Compulsory School Classrooms. Procedia, Social and Behavioral Sciences, 2015, 191, 424-431.	0.5	1
708	Growing connections – the connected professional. Research in Post-Compulsory Education, 2015, 20, 476-498.	0.7	2

#	Article	IF	Citations
709	Ordinary or meaningful lives? â€~Deep personalization' and the under-explored contribution of village and intentional communities. International Journal of Developmental Disabilities, 2015, 61, 113-118.	2.0	4
711	The assessment process in a Swedish year five classroom:  Reach page 52!'. Education 3-13, 2015, 43, 743-755.	1.0	1
712	Plastic people in pinstripe suits: an exploration of the views of Irish parents on the publication of school league tables. Educational Studies, 2015, 41, 513-533.	2.4	11
713	Continuities and discontinuities in the life histories of teacher educators in changing times. Irish Educational Studies, 2015, 34, 379-394.	2.5	5
714	Educational administration and neoliberalism: historical and contemporary perspectives. Journal of Educational Administration and History, 2015, 47, 101-104.	1.8	4
716	Data-Driven Performativity: Neoliberalism's Impact on Drama Education in Western Australian Secondary Schools. Review of Education, Pedagogy, and Cultural Studies, 2015, 37, 460-475.	0.7	8
717	Managerialist vis-Ã-vis learning and development goals for EAL teachers: a case study of an in-service professional development provider. International Journal of Pedagogies and Learning, 2015, 10, 38-46.	0.3	5
718	The intensification of performativity in early childhood education. Journal of Curriculum Studies, 2015, 47, 633-652.	2.1	40
719	Towards a Deleuzo-feminist ethics of empowerment and freedom from logics of judgement. Gender and Education, 2015, 27, 539-554.	1.7	4
720	Working together: research and scholarly activity in further, adult and vocational education. International Journal of Training Research, 2015, 13, 106-118.	1.4	1
721	Moving elite athletes forward: examining the status of secondary school elite athlete programmes and available post-school options. Physical Education and Sport Pedagogy, 2015, 20, 442-458.	3.0	8
722	Regulating Hospital Social Workers and Nurses: Propping Up an "Efficient―Lean Health Care System. Studies in Political Economy, 2015, 95, 115-136.	0.4	6
723	Discussion board moderators for online learning communities. International Journal of Continuing Engineering Education and Life-Long Learning, 2015, 25, 116.	0.2	0
724	Raising of the participation age in the UK: the dichotomy between full participation and institutional accountability. International Journal of Management in Education, 2015, 9, 359.	0.2	1
725	How do practising teachers understand creativity?. International Journal of Teaching and Case Studies, 2015, 6, 61.	0.1	0
726	Re-thinking professional development and accountability: towards a more educational training practice. International Journal for Transformative Research, 2015, 2, 1-10.	0.1	0
729	Teacher autonomy in the era of New Public Management. Nordic Journal of Studies in Educational Policy, 2015, 2015, 28144.	0.9	35
730	Education accountability and principal leadership effects in Hong Kong primary schools. Nordic Journal of Studies in Educational Policy, 2015, 2015, 30150.	0.9	12

#	Article	IF	CITATIONS
731	Promoting Early Career Teacher Resilience., 0,,.		22
733	Understanding Primary Physical Education. , 0, , .		18
734	Learning to Teach Geography in the Secondary School. , 0, , .		21
736	Persuading others: Young Roma women negotiating access to university. Education As Change, 2015, 19, 91-112.	0.5	8
737	Researching the researcher: the heart and mind in sub-prime times. Qualitative Research Journal, 2015, 15, 178-188.	0.7	7
738	Postâ€fabrication and putting on a show: examining the impact of short notice inspections. British Educational Research Journal, 2015, 41, 613-628.	2.5	12
740	Transformations in the field of symbolic control and their implications for the Greek educational administration. European Educational Research Journal, 2015, 14, 508-530.	2.1	6
741	Neuroscience and Education – an Incompatible Relationship. Sociology Compass, 2015, 9, 49-61.	2.5	6
742	European education policy initiatives and teacher education curriculum reforms in Greece. Education Inquiry, 2015, 6, 28421.	2.9	12
743	Regimes of Teacher Beliefs from a Comparative and International Perspective. International Perspectives on Education and Society, 2015, , 111-144.	0.6	3
744	The rhetoric of conscience and teachers' resistance in an era of accountability: a Macao study. Asian Education and Development Studies, 2015, 4, 357-370.	1.8	1
745	Education work and identity in an English Sixth Form college. International Journal of Organizational Analysis, 2015, 23, 233-249.	2.9	0
746	Living the Neoâ€liberal University. European Journal of Education, 2015, 50, 258-261.	2.8	77
748	Definitions of Identity. Advances in Research on Teaching, 2015, , 5-21.	0.2	0
749	Naming-and-Being-Named. Advances in Research on Teaching, 2015, , 23-36.	0.2	0
751	â€~Elite' careerâ€changers in the teaching profession. British Educational Research Journal, 2015, 41, 1010-1030.	2.5	17
752	The visibility and invisibility of performance management in schools. British Educational Research Journal, 2015, 41, 1031-1049.	2.5	26
753	Developing a culture of publication: a joint enterprise writing retreat. Journal of Applied Research in Higher Education, 2015, 7, 429-442.	1.9	6

#	ARTICLE	IF	Citations
754	Glories of the Soviet Past or Dim Visions of the Future: Russian Teacher Education as the Site of Historical Becoming. Anthropology and Education Quarterly, 2015, 46, 147-166.	1.1	11
7 55	A nova gestão pública na Inglaterra: a permanente instabilidade da reforma neoliberal. Educacao E Sociedade, 2015, 36, 743-758.	0.4	12
756	Sociological Research on Teachers' Emotions: Four Approaches and the Shared Themes. Journal of Sociological Research, 2015, 6, 150.	0.2	5
757	A Critical Analysis of the Australian ECEC Policy Reform: An Opportunity for Transforming Educators into Pedagogical Leaders?. Australasian Journal of Early Childhood, 2015, 40, 127-131.	1.0	4
758	Global Education from an †Indigenist†Manti-colonial Perspective. Journal of Contemporary Issues in Education, 2015, 9, .	0.4	4
7 59	â€~Answer your names please': a small-scale exploration of teachers technologically mediated â€~new lives'. Teachers and Teaching: Theory and Practice, 2015, 21, 366-378.	1.9	2
760	Prioritizing social and moral learning amid conservative curriculum trends: spaces of possibility. Journal of Curriculum Studies, 2015, 47, 355-373.	2.1	5
761	Local quality work in an age of accountability – between autonomy and control. Journal of Education Policy, 2015, 30, 590-607.	2.8	31
762	Performativity and pedagogising knowledge: globalising educational policy formation, dissemination and enactment. Journal of Education Policy, 2015, 30, 363-384.	2.8	56
763	Queer(y)ing New Schooling Accountabilities Through (i> My School (li>: Using Butlerian Tools to Think Differently About Policy Performativity. Educational Philosophy and Theory, 2015, 47, 159-172.	1.8	20
764	The New Zealand experiment: assessment-driven curriculum – managing standards, competition and performance to strengthen governmentality. Journal of Education Policy, 2015, 30, 831-854.	2.8	14
765	Children's Violently Themed Play and Adult Imaginaries of Childhood: A Bakhtinian Analysis. International Journal of Early Childhood, 2015, 47, 235-250.	1.0	19
766	Managing leadership in university reform. Educational Management Administration and Leadership, 2015, 43, 290-307.	3.8	15
767	Changing headship, changing schools: how management discourse gives rise to the performative professionalism in England (1980s–2010s). Journal of Education Policy, 2015, 30, 483-499.	2.8	16
768	Student voice and teacher accountability: possibilities and problematics. Pedagogy, Culture and Society, 2015, 23, 225-244.	2.6	42
769	In defence of care: Gilligan's relevance for primary education. Pedagogy, Culture and Society, 2015, 23, 281-300.	2.6	8
770	Schools for Health and Sustainability. , 2015, , .		22
771	Higher Education in the BRICS Countries. Higher Education Dynamics, 2015, , .	0.3	27

#	ARTICLE	IF	Citations
772	Vulnerability: The role of schools in supporting young people exposed to challenging environments and situations. International Journal of Educational Development, 2015, 41, 301-306.	2.7	7
773	Consultants, consultancy and consultocracy in education policymaking in England. Journal of Education Policy, 2015, 30, 518-539.	2.8	90
774	Performativity, propriety and productivity: The unintended consequences of investing in the Early Years. Contemporary Issues in Early Childhood, 2015, 16, 179-191.	1.3	7
775	Quality drift within a narrative of investment in early childhood education. European Early Childhood Education Research Journal, 2015, 23, 690-705.	1.9	19
776	Between policy and a hard pedagogical place: the emotional geographies of teaching for citizenship in low socio-economic schools. Pedagogy, Culture and Society, 2015, 23, 369-388.	2.6	13
777	Performance Government: Activating and regulating the self-governing capacities of teachers and school leaders. Educational Philosophy and Theory, 2015, 47, 833-847.	1.8	12
778	A critical turn in higher education research: turning the critical lens on the Academic Language and Learning educator. Discourse, 2015, 36, 881-893.	1.3	5
780	†Ît's very much taken as an insult if I say anything': do new educators have a right to speak their mind?. Cambridge Journal of Education, 2015, 45, 401-414.	2.4	3
781	Standards-based governance of English teaching, past, present, and future?. English Teaching, 2015, 14, 241-259.	0.6	15
782	Performativity Culture in Universities: Social Work Fabrications. British Journal of Social Work, 2015, 45, 511-526.	1.4	13
783	Partnership as cultural practice in the face of neoliberal reform. Journal of Educational Administration and History, 2015, 47, 174-192.	1.8	5
784	Corporate Speak and "Collateral Recruitment†Surfing the Student Body. Review of Education, Pedagogy, and Cultural Studies, 2015, 37, 345-358.	0.7	3
785	Teacher activist organizations and the development of professional agency. Teachers and Teaching: Theory and Practice, 2015, 21, 745-758.	1.9	29
786	Narrative inquiry in physical education research: the story so far and its future promise. Sport, Education and Society, 2015, 20, 924-940.	2.1	23
787	Teachers' dilemmatic decision-making: reconciling coexisting policies of increased student retention and performance. Teachers and Teaching: Theory and Practice, 2015, 21, 831-842.	1.9	9
788	Understanding problematic pupil behaviour: perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. Educational Research, 2015, 57, 237-253.	1.8	26
789	Interrogating Motivational Theory in the Context of Contemporary Educational Policy. Procedia, Social and Behavioral Sciences, 2015, 191, 1383-1391.	0.5	1
790	Fear and loathing in neoliberalism: school leader responses to policy layers. Journal of Educational Administration and History, 2015, 47, 140-154.	1.8	32

#	Article	IF	CITATIONS
791	More? Great? Childcare? A discourse analysis of two recent social policy documents relating to the care and education of young children in England. International Journal of Early Years Education, 2015, 23, 230-244.	0.8	11
792	An alternative proposition to Lewis' views on the †Constructions of professional identity in a dynamic higher education sector'. Research in Post-Compulsory Education, 2015, 20, 324-343.	0.7	7
793	Teacher Unionism in Changing Times: Is This the Real "New Unionism�. Journal of School Choice, 2015, 9, 604-625.	0.8	14
794	Inclusive Education and the Issue of Change. , 2015, , .		19
795	School evaluation and consultancy in Italy. Sliding doors towards privatisation?. Journal of Educational Administration and History, 2015, 47, 294-314.	1.8	9
796	Consultants of conduct: new actors, new knowledges and new â€resilient' subjectivities in the governing of the teacher. Journal of Educational Administration and History, 2015, 47, 232-250.	1.8	14
797	Navigating the demands of the English schooling context: problematics and possibilities for social equity. International Journal of Inclusive Education, 2015, 19, 1117-1125.	2.6	10
798	The tyranny of no alternative: co-operating in a competitive marketplace. International Journal of Inclusive Education, 2015, 19, 1172-1189.	2.6	7
799	New modalities of state power: neoliberal responsibilisation and the work of academy chains. International Journal of Inclusive Education, 2015, 19, 1190-1205.	2.6	16
800	Educational reform and modernisation in Europe: The role of national contexts in mediating the new public management. European Educational Research Journal, 2015, 14, 487-507.	2.1	40
801	Still in the LEGO (LEGOS) room: female teachers designing curriculum around girls' popular culture for the coeducational classroom in Australia. Gender and Education, 2015, 27, 909-927.	1.7	12
802	Education reform in England: quality and equity in the performative school. International Journal of Inclusive Education, 2015, 19, 1143-1160.	2.6	57
803	<i>Get off my bus!</i> School leaders, vision work and the elimination of teachers. International Journal of Leadership in Education, 0, , 1-23.	2.2	35
804	Distributing leadership in English Sixth Form Colleges. International Journal of Educational Management, 2015, 29, 522-538.	1.5	5
805	Values-led entrepreneurship: Developing business models through the exercise of reflexivity. Local Economy, 2015, 30, 520-533.	1.4	5
806	Hybridisation or ousterisation? The case of local accountability policy in Finnish early childhood education. European Educational Research Journal, 2015, 14, 395-417.	2.1	13
807	â€~lt's a real journey – a life changing experience.' A comparison case study of Creative Partnership and other primary schools. Education 3-13, 2015, 43, 433-444.	1.0	1
808	â€~Everyone can imagine their own Gellert': the democratic artist and â€~inclusion' in primary and nursery classrooms. Education 3-13, 2015, 43, 420-432.	1.0	5

#	Article	IF	Citations
809	Academic staff performance and workload in higher education in the UK: the conceptual dichotomy. Journal of Further and Higher Education, 2015, 39, 665-679.	2.5	12
811	Being professional: accountability and authority in teachers' responses to science curriculum reform. Studies in Science Education, 2015, 51, 87-120.	5.4	36
812	Principals as Political Agents in The Implementation of IDEA's Least Restrictive Environment Mandate. Educational Policy, 2015, 29, 140-161.	2.0	30
813	Assembling, disassembling and reassembling †youth services' in Austerity Britain. Critical Studies in Education, 2015, 56, 116-130.	4.5	67
814	A feel for numbers: affect, data and education policy. Critical Studies in Education, 2015, 56, 131-146.	4.5	105
815	Teachers' personal web use at work. Behaviour and Information Technology, 2015, 34, 443-453.	4.0	24
816	A paradoxical academic identity: fate, utopia and critical hope. Teaching in Higher Education, 2015, 20, 37-47.	2.6	39
817	Developing the whole child in an age of academic measurement: Can this be done according to U.K. teachers?. Teaching and Teacher Education, 2015, 47, 195-203.	3.2	16
818	Control by numbers: new managerialism and ranking in higher education. Critical Studies in Education, 2015, 56, 190-207.	4.5	187
819	School choice: neoliberal education policy and imagined futures. British Journal of Sociology of Education, 2015, 36, 395-413.	1.8	91
820	â€~It Takes Me Half a Bottle of Whisky to Get through One of Your Assignments': Exploring One Teacher Educator's Personal Experiences of Dyslexia. Dyslexia, 2015, 21, 177-192.	1.5	10
821	Education as recovery: neoliberalism, school reform, and the politics of crisis. Journal of Education Policy, 2015, 30, 1-20.	2.8	76
822	Thinking About Theory in Educational Research: Fieldwork in philosophy. Educational Philosophy and Theory, 2015, 47, 173-191.	1.8	9
823	Forms in search of substance: Quality and evaluation in Romanian universities. European Educational Research Journal, 2015, 14, 113-125.	2.1	3
824	Towards mentoring as feminist praxis in early childhood education and care in England. Early Years, 2015, 35, 139-153.	1.0	5
825	Promises and lies: An exploration of curriculum managers' experiences in FE. Journal of Further and Higher Education, 2015, 39, 399-416.	2.5	16
826	Addressing issues of (in)justice in public schools within postwar Lebanon: Teachers' perspectives and practices. International Journal of Educational Development, 2015, 43, 63-76.	2.7	10
827	Funding, reputation and targets: the discursive logics of high-stakes testing. Cambridge Journal of Education, 2015, 45, 245-264.	2.4	36

#	Article	IF	CITATIONS
828	Stepping outside: collaborative inquiry-based teacher professional learning in a performative policy environment. Professional Development in Education, 2015, 41, 5-20.	2.8	14
829	Teachers' experiences of engagement with and in educational research: what can be learned from teachers' views?. Oxford Review of Education, 2015, 41, 270-286.	2.0	40
830	Producing the docile body: analysing Local Area Under-performance Inspection (LAUI). Cambridge Journal of Education, 2015, 45, 265-280.	2.4	7
831	Education as a â€~risky business': Theorising student and teacher learning in complex times. British Journal of Sociology of Education, 2015, 36, 375-394.	1.8	28
832	Knowledge politics. British Journal of Sociology of Education, 2015, 36, 495-504.	1.8	2
833	What is quality education? How can it be achieved? The perspectives of school middle leaders in Singapore. Educational Assessment, Evaluation and Accountability, 2015, 27, 307-322.	2.3	20
834	Engaging with Student Voice in Research, Education and Community. , 2015, , .		51
835	English for Academic Purposes in Neoliberal Universities: A Critical Grounded Theory. Educational Linguistics, 2015, , .	0.9	69
836	Unmasking School Leadership. , 2015, , .		25
838	Thinking and learning? On (not) dreaming in the classroom. Psychoanalysis, Culture and Society, 2015, 20, 49-66.	0.5	3
839	Leadership in a Performative Context: A framework for decision-making. Educational Philosophy and Theory, 2015, 47, 387-401.	1.8	11
840	Marland and pastoral care: critical reflections, change and an †ability to swim against the tide'. Pastoral Care in Education, 2015, 33, 3-7.	1.8	1
841	The †datafication†of early years pedagogy: †if the teaching is good, the data should be good and if there†sould teaching, there is bad dataâ€. Journal of Education Policy, 2015, 30, 302-315.	2.8	113
842	Becoming-topologies of education: deformations, networks and the database effect. Discourse, 2015, 36, 732-748.	1.3	33
843	The state of professional practice and policy in the English further education system: a view from below. Research in Post-Compulsory Education, 2015, 20, 78-95.	0.7	24
844	After exclusion what?. International Journal of Inclusive Education, 2015, 19, 561-567.	2.6	12
845	An assessment arms race and its fallout: high-stakes grading and the case for slow scholarship. Assessment and Evaluation in Higher Education, 2015, 40, 528-541.	5.6	60
846	Testing, training and tensions: the expression of health within physical education curricula in secondary schools in England and Wales. Sport, Education and Society, 2015, 20, 423-441.	2.1	4

#	ARTICLE	IF	CITATIONS
847	"Schooling―performance measurement: The politics of governing teacher conduct in Australia. Policy and Society, 2015, 34, 63-74.	5.6	10
848	Evaluation policy in education: the effects of international standards and performativity on Brazil's postgraduate programmes of excellence. Journal of Education Policy, 2015, 30, 406-428.	2.8	4
849	What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism. European Journal of Education, 2015, 50, 75-87.	2.8	347
850	A critical political ecology of consensus: On "Teaching Both Sides―of climate change controversies. Geoforum, 2015, 65, 255-265.	2.5	17
851	Accounting for a sociological life: influences and experiences on the road from welfarism to neoliberalism. British Journal of Sociology of Education, 2015, 36, 817-831.	1.8	25
852	Neoliberal common sense and race-neutral discourses: a critique of "evidence-based―policy-making in school policing. Discourse, 2015, 36, 894-907.	1.3	13
853	†Epistemic chaos†: the recontextualisation of undergraduate curriculum design and pedagogic practice in a new university business school. British Journal of Sociology of Education, 2015, 36, 1236-1257.	1.8	11
855	Predicting religion. Journal of Beliefs and Values, 2015, 36, 54-63.	0.6	3
856	Neoliberal governance in Indonesian universities: the impact upon academic identity. International Journal of Sociology and Social Policy, 2015, 35, 666-682.	1.2	17
857	Navigating layers of teacher uncertainty among preservice science and mathematics teachers engaged in action research. Educational Action Research, 2015, 23, 581-598.	1.5	13
858	â€~We Put in a Few Ramps in Here and There, that's about It'. , 2015, , 137-153.		1
859	†Here there is order, full stop!†M†radical reflexivity and teachers†Mmigrations from the orders of education toward the (dis)orders of (self-)relations. Teacher Development, 2015, 19, 22-39.	0.7	1
860	Theorizing teacher identity: self-narratives and finding place in an audit society. Teacher Development, 2015, 19, 79-96.	0.7	9
861	Student performativity in higher education: converting learning as a private space into a public performance. Higher Education Research and Development, 2015, 34, 338-350.	2.9	76
862	Transparency and Opacity: Levinasian Reflections on Accountability in Australian Schooling. Educational Philosophy and Theory, 2015, 47, 118-132.	1.8	11
863	School autonomy, accountability and collaboration: a critical review. Journal of Educational Administration and History, 2015, 47, 1-17.	1.8	44
864	Schooling Teachers: Professionalism or disciplinary power?. Educational Philosophy and Theory, 2015, 47, 84-100.	1.8	31
865	The politics of teaching as an occupation in the professional borderlands: the interplay of gender, class and professional status in a biographical study of trainee teachers in England. Journal of Education Policy, 2015, 30, 258-274.	2.8	12

#	Article	IF	Citations
866	Professionalizing school governance: the disciplinary effects of school autonomy and inspection on the changing role of school governors. Journal of Education Policy, 2015, 30, 182-200.	2.8	46
867	Exploring inclusive practices in primary schools: focusing on children's voices. European Journal of Special Needs Education, 2015, 30, 106-121.	3.0	48
868	What is the meaning of special education? Problem representations in Swedish policy documents: late 1970s–2014. European Journal of Special Needs Education, 2015, 30, 122-137.	3.0	28
869	Higher Education Reforms in Romania. , 2015, , .		14
870	The position of dance in physical education. Sport, Education and Society, 2015, 20, 855-871.	2.1	26
871	Teacher knowledge: a complex tapestry. Asia-Pacific Journal of Teacher Education, 2015, 43, 99-116.	1.9	23
872	Fabrications, Time-Consuming Bureaucracy and Moral Dilemmas — Finnish University Employees' Experiences on the Governance of University Work. Higher Education Policy, 2015, 28, 393-410.	2.0	11
873	Towards a Transformational Political Concept of Love in Critical Education. Studies in Philosophy and Education, 2015, 34, 31-44.	0.5	33
874	Evaluation in Local School Governance: A Framework for Analysis. Education Inquiry, 2016, 7, 29914.	2.9	3
875	Uneven Relationalities, Collective Biography, and Sisterly Affect in Neoliberal Universities. Feminist Formations, 2016, 27, 189-216.	0.3	38
876	Teacher ambivalence towards school evaluation: promoting and ruining teacher professionalism. Education Inquiry, 2016, 7, 30200.	2.9	15
877	Teachers' Interpretations of the Ethical Dimensions of Teaching on the Chinese Mainland: A Case Study of Two Secondary Schools in Shanghai. Frontiers of Education in China, 2016, 11, 165-186.	2.2	6
878	Performativity and the Power of Shame: Lesson Observations, Emotional Labour and Professional Habitus. Sociological Research Online, 2016, 21, 136-150.	1.1	15
879	Emotional Experience of Caam2 in Teaching: Power and Interpretation of Teachers' Work. Frontiers in Psychology, 2016, 07, 1400.	2.1	6
880	Early Childhood Teachers' Work in a Time of Change. Australasian Journal of Early Childhood, 2016, 41, 38-45.	1.0	16
881	Lesson Study and Pedagogic Literacy in Initial Teacher Education: Challenging Reductive Models. British Journal of Educational Studies, 2016, 64, 503-521.	1.3	23
882	Fieldwork in philosophy, emancipation and researcher dis-position. Qualitative Research Journal, 2016, 16, 2-12.	0.7	7
883	What Do We Mean by Performativity in Organizational and Management Theory? The Uses and Abuses of Performativity. International Journal of Management Reviews, 2016, 18, 440-463.	8.3	237

#	Article	IF	CITATIONS
884	The translation of leadership standards into leadership practices. Journal of Educational Administration, 2016, 54, 593-608.	1.5	15
885	Teachers as health workers: Patterns and imperatives of Australian teachers' work. British Educational Research Journal, 2016, 42, 258-276.	2.5	16
886	Legitimation, performativity and the tyranny of a †hijacked†word. Journal of Education Policy, 2016, 31, 757-772.	2.8	10
887	Inequitable access to the knowledge market in Nigeria. Industry and Higher Education, 2016, 30, 424-432.	2.2	3
888	We need to talk about managerialism: On the importance of values dialogue and renewal within Catholic schools. Policy Futures in Education, 2016, 14, 1078-1090.	1.8	0
889	Expert Teachers. , 0, , .		6
890	Ideological governing forms in education and teacher education: a comparative study between highly secular Sweden and highly non-secular Republic of Ireland. Nordic Journal of Studies in Educational Policy, 2016, 2016, 32041.	0.9	3
891	Martin Buber, <i>Hasidism </i> , and Jewish spirituality: the implications for education and for pastoral care. Pastoral Care in Education, 2016, 34, 133-143.	1.8	6
894	Teacher Quality and Teacher Education Quality. , 0, , .		1
895	A multiple case study of teachers referring to their own religious beliefs in mathematics teaching. International Journal of Children's Spirituality, 2016, 21, 243-255.	2.1	3
896	Techniques and paradoxes in performing performance measurements: concluding reflections. Policy Studies, 2016, 37, 597-609.	1.6	8
897	The social and emotional dimensions of schooling: A case study in challenging the †barriers to learning'. British Educational Research Journal, 2016, 42, 1041-1055.	2.5	12
898	Leadership as a subversive activity: principals' perceptions. International Journal of Leadership in Education, 2016, , 1-14.	2.2	7
899	Teachers and Academic Partners in Urban Schools. , 0, , .		7
901	Educating for Democracy in England and Finland. , 0, , .		2
903	World Yearbook of Education 2016., 0, , .		111
904	Pedagogical content knowledge in action: its impromptu development by an expert practitioner. Pedagogy, Culture and Society, 2016, 24, 101-121.	2.6	11
905	Dialogic feedback as divergent assessment for learning: an ecological approach to teacher professional development. Critical Studies in Education, 2016, 57, 277-295.	4.5	20

#	Article	IF	CITATIONS
906	University-based professional learning for women teachers and the  to care' or  to lead' dilemma. Professional Development in Education, 2016, 42, 610-627.	2.8	6
907	Reconciling discourse about geography and teaching geography: the case of Singapore pre-service teachers. International Research in Geographical and Environmental Education, 2016, 25, 151-165.	1.6	18
908	Equivalence and performance gaps in Swedish school inspection: context and the politics of blame. Discourse, 2016, 37, 133-148.	1.3	6
909	Writing for publication group: professional development situated in the interstices of academia and performativity. Reflective Practice, 2016, 17, 444-455.	1.4	0
910	Questioning special needs-ism: Supporting student teachers in troubling and transforming understandings of human worth. Teaching and Teacher Education, 2016, 56, 127-137.	3.2	18
911	Reluctantly governed: The struggles of early educators in a professional development course that challenged their teaching in a high-stakes neo-liberal early education context. Contemporary Issues in Early Childhood, 2016, 17, 210-234.	1.3	7
912	Side Effects of School Inspection; Motivations and Contexts for Strategic Responses. , 2016, , 87-109.		5
913	The Emperor's perfect map: leadership by numbers. Australian Educational Researcher, 2016, 43, 377-391.	2.3	10
914	Activism within music education: working towards inclusion and policy change in the Finnish music school context. British Journal of Music Education, 2016, 33, 5-23.	0.3	21
916	Enacting Informal Science Learning: Exploring the Battle for Informal Learning. British Journal of Educational Studies, 2016, 64, 485-501.	1.3	3
917	Visibility and differentiation: systemic testing in a developing country context. Curriculum Journal, 2016, 27, 272-290.	1.5	4
918	Hoarse with no name: chronic voice problems, policy and music teacher marginalisation. Music Education Research, 2016, 18, 109-126.	1.4	6
919	Posthuman Research Practices in Education. , 2016, , .		94
920	Theorizing as Practice: Engaging the Posthuman as Method of Inquiry and Pedagogic Practice within Contemporary Higher Education., 2016,, 242-257.		4
921	Struggling to Overcome the State's Prescription for Practice. Journal of Teacher Education, 2016, 67, 183-202.	3.5	36
922	An analysis of individual and departmental geographical stories, and their role in sustaining teachers. International Research in Geographical and Environmental Education, 2016, 25, 134-150.	1.6	9
923	The power of numbers: the adoption and consequences of national low-stakes standardised tests in Israel. Globalisation, Societies and Education, 2016, 14, 183-202.	2.6	26
924	Engaging with childhood: Student placements and the employability agenda. Childhood, 2016, 23, 286-300.	1.0	2

#	ARTICLE	IF	CITATIONS
925	Disciplinary mechanisms and the discourse of identity: The creation of â€~silence' in an elite sports academy. Culture and Organization, 2016, 22, 221-244.	0.8	44
926	The Kaleidoscope Of English Language Teacher Professionalism: A Review Analysis Of Traits, Values, And Political Dimensions. Critical Inquiry in Language Studies, 2016, 13, 132-156.	2.9	9
927	Methods and Modalities of Effective School Inspections. , 2016, , .		13
928	A shared vision of human excellence: Confucian spirituality and arts education. Pastoral Care in Education, 2016, 34, 156-166.	1.8	7
929	The curriculum in school external evaluation frameworks in Portugal and England. Research in Comparative and International Education, 2016, 11, 282-297.	1.3	6
930	â€`Letting the right one in': Provider contexts for recruitment to initial teacher education in the United Kingdom. Teaching and Teacher Education, 2016, 60, 291-302.	3.2	23
931	Knowledge outside the box $\hat{a}\in$ " sustainable development education in Swedish schools. Educational Research, 2016, 58, 283-299.	1.8	6
932	Reassembling teacher professional development: the case for Quality Teaching Rounds. Teachers and Teaching: Theory and Practice, 0, , 1-15.	1.9	14
933	Towards a spiritual pedagogy of pastoral welfare and care. Pastoral Care in Education, 2016, 34, 122-132.	1.8	2
934	Educating the Deliberate Professional. Professional and Practice-based Learning, 2016, , .	0.4	19
936	Education for Sustainable Development in Further Education. , 2016, , .		4
937	Meet the phallic teacher: designing curriculum and identity in a neoliberal imaginary. Australian Educational Researcher, 2016, 43, 473-486.	2.3	18
938	Quality Assurance in Higher Education: Reflection, Criticism, and Change. Chinese Education and Society, 2016, 49, 7-19.	0.2	18
939	Are current accountability frameworks appropriate for degree apprenticeships?. Higher Education, Skills and Work-based Learning, 2016, 6, 345-356.	1.6	12
940	Language Teacher Identity and the Domestication of Dissent: An Exploratory Account. TESOL Quarterly, 2016, 50, 708-734.	2.9	44
941	Empty rituals? A qualitative study of users' experience of monitoring & evaluation systems in HIV interventions in western India. Social Science and Medicine, 2016, 168, 7-15.	3.8	12
942	Neoliberal education? Confronting the slouching beast. Policy Futures in Education, 2016, 14, 1046-1059.	1.8	266
944	The Absence of Resistance Training? Exploring the Politics of Health in High Performance Youth Triathlon. Sociology of Sport Journal, 2016, 33, 269-281.	1.0	4

#	Article	IF	CITATIONS
945	Zombie graduates driven by rickshaw faculty – a qualitative case study: Private universities in urban Bangladesh. Policy Futures in Education, 2016, 14, 1020-1035.	1.8	1
946	Judgementoring and how to avert it: introducing ONSIDE Mentoring for beginning teachers. International Journal of Mentoring and Coaching in Education, 2016, 5, 87-110.	1.1	63
947	School-University Partnerships in English Language Teacher Education. Springer Briefs in Education, 2016, , .	0.2	6
948	The Making of a New Homo Academicus?. Educational Governance Research, 2016, , 199-226.	0.5	0
949	The development of school autonomy and accountability in Hong Kong. International Journal of Educational Management, 2016, 30, 1207-1230.	1.5	22
950	Toward social movement activist research. International Journal of Qualitative Studies in Education, 2016, 29, 1241-1254.	1.2	15
951	Revisiting Pasts, Reimagining Futures: Memories of (Post)Socialist Childhood and Schooling. European Education, 2016, 48, 159-169.	1.0	18
952	Leaders in the Sociology of Education. , 2016, , .		6
953	Understanding Social Justice in Rural Education. , 2016, , .		56
954	The Confucian Educational Philosophy and Experienced Teachers' Resistance: A Narrative Study in Macau. Frontiers of Education in China, 2016, 11, 1-22.	2.2	1
955	The cultural construction of subject discipline knowledge: comparing â€~abstraction' in two international contexts. Research in Comparative and International Education, 2016, 11, 434-448.	1.3	1
956	The perceptions of non music staff and senior management of the impact of the implementation of the Musical Futures approach on the whole school. British Journal of Music Education, 2016, 33, 133-157.	0.3	10
957	The magic of mentoring: a democratic approach to mentoring trainee teachers in post-compulsory education. Research in Post-Compulsory Education, 2016, 21, 246-259.	0.7	2
958	A pilot cluster randomised controlled trial of a support and training intervention to improve the mental health of secondary school teachers and students – the WISE (Wellbeing in Secondary) Tj ETQq1 1 0.7	′84 2. ∮4 rgl	BT 10 verlock
959	With a personal appearance from the online teacher. Video Journal of Education and Pedagogy, 2016, 1 , .	0.5	0
960	Research utilisation and the struggle for the teacher's soul: a narrative review. European Journal of Teacher Education, 2016, 39, 616-629.	3.7	27
961	Performativity and creativity in senior secondary drama classrooms. NJ Drama Australia Journal, 2016, 40, 15-26.	0.7	2
962	â€Why all of a sudden do we need to teach fundamental British values?' A critical investigation of religious education student teacher positioning within a policy discourse of discipline and control. Journal of Education for Teaching, 2016, 42, 280-297.	2.0	46

#	Article	IF	CITATIONS
963	Teaching to the data collection? (Un)intended consequences of online child assessment system, "Teaching Strategies GOLD― Global Studies of Childhood, 2016, 6, 98-112.	0.6	15
964	Exploring Teachers' Early-Retirement Decisions: A Qualitative Study. Work, Aging and Retirement, 2016, 2, 436-446.	3.0	11
966	The Changing Epistemic Governance of European Education. Educational Governance Research, 2016, , .	0.5	32
967	Boys, Transitions, and Physical (In)activity: Exploring the Socio-Behavioural Mediators of Participation. Physiotherapy Canada Physiotherapie Canada, 2016, 68, 81-89.	0.6	14
968	Reflective writing: I wouldn't start from here – examining a professional development initiative to enhance the scholarly activity of English HE in FE lecturers. Reflective Practice, 2016, 17, 430-443.	1.4	0
969	Embodying pre-tense conditions for research among teacher educators in the Australian university sector: a Bourdieusian analysis of ethico-emotive suffering. Asia-Pacific Journal of Teacher Education, 2016, 44, 348-363.	1.9	5
970	Learning to be a â€~goody-goody': Ethics and performativity in high school elite athlete programmes. International Review for the Sociology of Sport, 2016, 51, 957-974.	2.4	9
971	Masticating â€~quality' and spitting the bits out. Contemporary Issues in Early Childhood, 2016, 17, 26-38.	1.3	6
972	Travelling inscriptions of neo-liberalism in Nordic early childhood: Repositioning professionals for teaching and learnability. Global Studies of Childhood, 2016, 6, 80-97.	0.6	26
973	An Eroding Social Justice Agenda: The Case of Physical Education and Health Edu-Business in Schools. Research Quarterly for Exercise and Sport, 2016, 87, 151-164.	1.4	16
974	Relationships of surveillance, assurance and recognition: early career primary teachers' engagement with discourses of accountability and performance. Irish Educational Studies, 2016, 35, 269-288.	2.5	6
975	Tensions and fissures: the politics of standardised testing and accountability in Ontario, 1995–2015. Curriculum Journal, 2016, 27, 95-112.	1.5	18
976	†Cruel optimism†: teacher attachment to professionalism in an era of performativity. Journal of Education Policy, 2016, 31, 666-677.	2.8	88
977	Academic freedom and the eye of power: the politics and poetics of open enclosures. Journal of Political Power, 2016, 9, 249-268.	3.8	2
978	Imagining a future: changing the landscape for third space professionals in Australian higher education institutions. Journal of Higher Education Policy and Management, 2016, 38, 519-533.	2.3	39
979	The Regime of Self-Evaluation: Self-Conception for Teachers and Schools. British Journal of Educational Studies, 2016, 64, 523-541.	1.3	17
980	Against academic identity. Higher Education Research and Development, 2016, 35, 409-412.	2.9	8
981	Writing by academics: a transactional and systems approach to academic writing behaviours. Higher Education Research and Development, 2016, 35, 940-950.	2.9	18

#	Article	IF	CITATIONS
983	The datafication of early years education and its impact upon pedagogy. Improving Schools, 2016, 19, 119-128.	1.0	25
984	Elite coaching and the technocratic engineer: <i>thanking the boys at Microsoft!</i> . Sport, Education and Society, 2016, 21, 828-850.	2.1	39
985	The â€~Civic-minded' Professional? An exploration through Hannah Arendt's â€~vita activa'. Education Philosophy and Theory, 2016, 48, 123-137.	al 1.8	1
986	No time to think: policy, pedagogy and professional learning. Journal of Education Policy, 2016, 31, 142-160.	2.8	7
987	Asking the â€~right' questions: the constitution of school governing bodies as apolitical. Journal of Education Policy, 2016, 31, 161-177.	2.8	10
988	Measuring †progress': performativity as both driver and constraint in school innovation. Journal of Education Policy, 2016, 31, 226-238.	2.8	18
990	The policy discourse of networking and its effect on school autonomy: a Foucauldian interpretation. Journal of Educational Administration and History, 2016, 48, 89-112.	1.8	6
991	Teachers' work and innovation in alternative schools. Critical Studies in Education, 2016, 57, 131-141.	4.5	11
992	The implications of assessment for learning in physical education and health. European Physical Education Review, 2016, 22, 150-166.	2.0	33
993	An â€~appropriate' test taker: the everyday classroom during the national testing period in school year three in Sweden. Ethnography and Education, 2016, 11, 237-252.	0.8	21
994	Children's friendships in diverse primary schools: teachers and the processes of policy enactment. Journal of Education Policy, 2016, 31, 482-494.	2.8	12
995	â€`Learning to play with new friends': systematic quality development work in a leisure-time centre. Early Child Development and Care, 2016, 186, 307-323.	1.3	9
996	Listening to old wives' tales: small stories and the (re)making and (re)telling of research in HE/FE practitioner education. Research in Post-Compulsory Education, 2016, 21, 116-136.	0.7	3
997	Performativity and accountability in the UK education system: a case for humanness. Pedagogy, Culture and Society, 2016, 24, 307-312.	2.6	3
998	Neoliberalism and justice in education for sustainable development: a call for inclusive pluralism. Environmental Education Research, 2016, 22, 827-841.	2.9	45
999	Redefining "Employability―as something to be achieved. Higher Education, Skills and Work-based Learning, 2016, 6, 55-68.	1.6	20
1000	Mentors and student-teachers "lesson studying―in initial teacher education. International Journal for Lesson and Learning Studies, 2016, 5, 84-98.	0.9	33
1001	Exploring the relationship between reflexivity and reflective practice through lesson study within initial teacher education. International Journal for Lesson and Learning Studies, 2016, 5, 99-115.	0.9	22

#	ARTICLE	IF	CITATIONS
1002	Enquiry into the side effects of school inspection in a â€~low-stakes' inspection context. Research Papers in Education, 2016, 31, 462-482.	3.0	3
1003	International instructional systems: How England measures up. Curriculum Journal, 2016, 27, 151-165.	1.5	6
1004	A tale from the pit – educational work at the university. Reflective Practice, 2016, 17, 245-256.	1.4	2
1005	Assessment-based curriculum: globalising and enterprising culture, human capital and teacher–technicians in Aotearoa New Zealand. Journal of Education Policy, 2016, 31, 598-621.	2.8	5
1006	The multiple impacts of teacher misbehaviour. Journal of Educational Administration, 2016, 54, 2-18.	1.5	5
1007	Voices from the ground: The emotional labour of English teachers' work. Teaching and Teacher Education, 2016, 55, 267-278.	3.2	82
1008	What should Educational Institutions be for?. British Journal of Educational Studies, 2016, 64, 375-391.	1.3	11
1009	Awarding teaching excellence: †what is it supposed to achieve?' Teacher perceptions of student-led awards. Teaching in Higher Education, 2016, 21, 166-174.	2.6	25
1010	Moving into and out of high-performance sport: the cultural learning of an artistic gymnast. Physical Education and Sport Pedagogy, 2016, 21, 69-80.	3.0	30
1011	Media accounts of school performance: reinforcing dominant practices of accountability. Journal of Education Policy, 2016, 31, 567-582.	2.8	41
1012	Teacher education as academic work: the affordances of a materialist analysis. Asia-Pacific Journal of Teacher Education, 2016, 44, 364-378.	1.9	9
1013	†There's so much data': Exploring the realities of data-based school governance. European Educational Research Journal, 2016, 15, 54-68.	2.1	38
1014	Supporting beginner teacher identity development: external mentors and the third space. Research Papers in Education, 2016, 31, 133-158.	3.0	54
1015	Principals of audit: testing, data and â€implicated advocacy'. Journal of Educational Administration and History, 2016, 48, 1-18.	1.8	34
1016	<i>âê Decentralised†< (i>neoliberalism and/or<i>âê masked†< (i>re-centralisation? The policy to practice trajectory of Maltese school reform through the lens of neoliberalism and Foucault. Journal of Education Policy, 2016, 31, 443-465.</i></i>	2.8	16
1017	Systematic quality development work in a Swedish leisure-time centre. Scandinavian Journal of Educational Research, 2016, 60, 694-708.	1.7	8
1018	School Direct, a policy for initial teacher training in England: plotting a principled pedagogical path through a changing landscape. Professional Development in Education, 2016, 42, 511-526.	2.8	21
1019	Post-panopticism and school inspection in England. British Journal of Sociology of Education, 2016, 37, 623-642.	1.8	40

#	Article	IF	CITATIONS
1020	To grade or not to grade: balancing formative and summative assessment in post-16 teacher trainee observations. Journal of Further and Higher Education, 2016, 40, 247-261.	2.5	5
1021	So what do managers say about classroom management?. Journal of Further and Higher Education, 2016, 40, 568-583.	2.5	2
1022	Restricted opportunities under employment reform: the experiences of select universities in the Chinese Mainland. Higher Education Research and Development, 2016, 35, 516-530.	2.9	7
1023	Threatening the patriarchy: teaching as performance. Gender and Education, 2016, 28, 20-36.	1.7	4
1024	Children of the market: performativity, neoliberal responsibilisation and the construction of student identities. Oxford Review of Education, 2016, 42, 108-122.	2.0	87
1025	Teacher professionalism: why are we still talking about it?. Teachers and Teaching: Theory and Practice, 2016, 22, 413-425.	1.9	230
1026	Privatization of early childhood education in Iceland. Research in Comparative and International Education, 2016, 11, 80-97.	1.3	23
1027	Hannah Arendt 40 years on: thinking about educational administration. Journal of Educational Administration and History, 2016, 48, 129-135.	1.8	4
1028	Deploying Foucauldian genealogy: Critiquing â€~quality' reform in early childhood policy in Australia. Power and Education, 2016, 8, 35-53.	0.6	23
1029	Demonstrating understanding, a whole body experience? Can year one children show their science understanding through the use of gestures?. Education 3-13, 2016, 44, 140-160.	1.0	1
1030	New structures of power and regulation within $\hat{a} \in \hat{d}$ distributed $\hat{a} \in \hat{d}$ education policy $\hat{a} \in \hat{d}$ the example of the US Common Core State Standards Initiative. Journal of Education Policy, 2016, 31, 213-225.	2.8	26
1031	Race, Equity, and Education. , 2016, , .		7
1032	Subjectivity as a site of struggle: refusing neoliberalism?. British Journal of Sociology of Education, 2016, 37, 1129-1146.	1.8	229
1033	Teachers' perceptions of disruptive behaviour in schools: a psychological perspective. Emotional and Behavioural Difficulties, 2016, 21, 167-180.	1.2	42
1034	Who's counting? Legitimating measurement in the audit culture. Discourse, 2016, 37, 442-456.	1.3	3
1035	Struggling within and beyond the Performative University: Articulating activism and work in an "academia without wallsâ€, Women's Studies International Forum, 2016, 54, 100-110.	1.1	69
1036	School autonomy as †the way of the futureâ€. Educational Management Administration and Leadership, 2016, 44, 713-727.	3.8	33
1037	Education, Measurement and the Professions: Reclaiming a space for democratic professionality in education. Educational Philosophy and Theory, 2017, 49, 315-330.	1.8	91

#	Article	IF	CITATIONS
1038	Desiring machines and nomad spaces: neoliberalism, performativity and becoming in senior secondary drama classrooms. Discourse, 2017, 38, 197-208.	1.3	6
1039	Policy rhetorics and resource neutral reforms in higher education: their impact and implications?. Studies in Higher Education, 2017, 42, 130-148.	4.5	14
1040	Artifice or integrity in the marketization of research impact? Investigating the moral economy of (pathways to) impact statements within research funding proposals in the UK and Australia. Studies in Higher Education, 2017, 42, 2360-2372.	4.5	108
1041	Discourse appropriation and category boundary work: casual teachers in the market. Discourse, 2017, 38, 511-529.	1.3	7
1042	Improvisation and teacher expertise: implications for the professional development of outstanding teachers. Professional Development in Education, 2017, 43, 6-22.	2.8	16
1043	Doing education policy enactment research in a minor key. Discourse, 2017, 38, 185-196.	1.3	17
1044	Spaces and physical education pre-service teachers' narrative identities. Sport, Education and Society, 2017, 22, 825-838.	2.1	8
1045	Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices. Professional Development in Education, 2017, 43, 36-56.	2.8	34
1046	Opening up the Pandora's box of sustainability league tables of universities: a Kafkaesque perspective. Studies in Higher Education, 2017, 42, 480-503.	4.5	4
1047	Pedagogic governance: theorising with/after Bernstein. British Journal of Sociology of Education, 2017, 38, 144-163.	1.8	33
1048	â€ʾl assume they don't think!': teachers' perceptions of Normal Technical students in Singapore. Curriculum Journal, 2017, 28, 212-230.	1.5	12
1049	Aligning the market and affective self: care and student resistance to entrepreneurial subjectivities. Gender and Education, 2017, 29, 115-131.	1.7	11
1050	Late neoliberalism: Delineating a policy regime. Critical Social Policy, 2017, 37, 64-84.	1.9	38
1051	The Eclipse of Imagination Within Educational †Official' Framework and Why It Should be Returned to Educational Discourse: A Deweyan Perspective. Studies in Philosophy and Education, 2017, 36, 443-462.	0.5	2
1052	The teacher †problem': an analysis of the NSW education policy <i>Great Teaching</i> , <i>Inspired Learning</i> . Discourse, 2017, 38, 782-793.	1.3	16
1053	The new articulation of equity education in neoliberal times: the changing conception of social justice in Ontario. Globalisation, Societies and Education, 2017, 15, 160-174.	2.6	13
1054	Policy critics and policy survivors: who are they and how do they contribute to a department policy role typology?. Discourse, 2017, 38, 923-936.	1.3	7
1055	Structural marginalisation, othering and casual relief teacher subjectivities. Critical Studies in Education, 2017, 58, 104-119.	4.5	9

#	ARTICLE	IF	CITATIONS
1056	Computer adaptive testing, big data and algorithmic approaches to education. British Journal of Sociology of Education, 2017, 38, 827-840.	1.8	31
1057	†This game is not easy to play': a narrative inquiry into a novice EFL teacher educator's research and publishing experiences. Professional Development in Education, 2017, 43, 474-491.	2.8	27
1058	Distributed leadership in a Maltese college: the voices of those among whom leadership is â€~distributed' and who concurrently narrate themselves as leadership â€~distributors'. International Journal of Leadership in Education, 2017, 20, 149-175.	2.2	13
1059	The  doublethink' of data: educational performativity and the field of schooling practices. British Journal of Sociology of Education, 2017, 38, 671-685.	1.8	39
1060	Individual Development Plans as Governance Tools – Changed Governance of Teachers' Work. Scandinavian Journal of Educational Research, 2017, 61, 689-700.	1.7	1
1061	Teachers' emotions in the context of education reform: labor process theory and social constructionism. British Journal of Sociology of Education, 2017, 38, 841-855.	1.8	26
1062	My life as a pupil: The autobiographical memories of adolescents excluded from school. Journal of Adolescence, 2017, 55, 16-23.	2.4	5
1063	Beyond the middle finger: affective labour, an ethic of care and the reform of teacher education. Teaching Education, 2017, 28, 88-93.	1.3	8
1064	The politics of teaching time in disciplinary and control societies. British Journal of Sociology of Education, 2017, 38, 26-37.	1.8	16
1065	Doing time in the sociology of education. British Journal of Sociology of Education, 2017, 38, 1-12.	1.8	69
1066	The moral frontiers of English education policy: governmentality and ethics within an alternative provision free school. Educational Review, 2017, 69, 349-365.	3.7	5
1067	The evaluation turn in the higher education system: lessons from Italy. Journal of Educational Administration and History, 2017, 49, 87-107.	1.8	14
1068	The â€~strong' state and the â€~soft' market in educational reform processes: Management philosophies and their consequences. Power and Education, 2017, 9, 18-36.	0.6	2
1069	Reconceiving barriers for democratic health education in Danish schools: an analysis of institutional rationales. Asia-Pacific Journal of Health, Sport and Physical Education, 2017, 8, 81-96.	0.9	3
1070	Curriculum policy reform in an era of technical accountability:  fixing' curriculum, teachers and students in English schools. Journal of Curriculum Studies, 2017, 49, 55-74.	2.1	27
1071	Teachers matter – but how?. Journal of Curriculum Studies, 2017, 49, 1-6.	2.1	15
1072	Target-setting, early-career academic identities and the measurement culture of UK higher education. Higher Education Research and Development, 2017, 36, 597-611.	2.9	38
1073	Lost souls? The demoralization of academic labour in the measured university. Higher Education Research and Development, 2017, 36, 625-636.	2.9	48

#	Article	IF	CITATIONS
1074	â€~Submission' to the rule of excellence: Ordinary affect and precarious resistance in the labor of organization and management studies. Organization, 2017, 24, 36-58.	4.8	74
1075	Consultants and Consultancy: the Case of Education. Educational Governance Research, 2017, , .	0.5	67
1076	Supporting and inhibiting the wellâ€being of early career secondary school teachers: Extending selfâ€determination theory. British Educational Research Journal, 2017, 43, 168-191.	2.5	38
1077	Counter-conduct in creative university research: deliberations on freedom. Higher Education Research and Development, 2017, 36, 241-254.	2.9	4
1078	Telling stories: engaging critical literacy through urban legends in an English secondary school. English Teaching, 2017, 16, 85-96.	0.6	3
1080	Policy and Inequality in Education. Education Policy & Social Inequality, 2017, , .	0.1	3
1081	The â€~3 RS' of Pedagogic Frailty. , 2017, , 33-48.		8
1082	Teaching health education. Health Education, 2017, 117, 323-340.	0.9	4
1083	Near Future School: World building beyond a neoliberal present with participatory design fictions. Futures, 2017, 94, 15-23.	2.5	14
1084	Translating policy: governmentality and the reflective teacher. Journal of Education Policy, 2017, 32, 745-756.	2.8	86
1085	Overcoming the problem of embedding change in educational organizations. Management in Education, 2017, 31, 33-38.	1.6	26
1086	Theory, practice and research in initial teacher education in Brazil: challenges and alternatives. European Journal of Teacher Education, 2017, 40, 326-341.	3.7	14
1087	Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times. New Frontiers of Educational Research, 2017, , 119-144.	0.4	16
1088	Governing by numbers: Local effects on students' experiences of writing. English in Education, 2017, 51, 14-26.	0.7	6
1089	Poor relations? Tensions and torment; a view of excellence in teaching and learning from the Cinderella sector. Teaching in Higher Education, 2017, 22, 437-450.	2.6	10
1090	Designing and using an organisational culture inquiry tool to glimpse the relational nature of leadership and organisational culture within a South Australian primary school. School Leadership and Management, 2017, 37, 120-140.	1.6	3
1091	The Changing Academic Profession in Hong Kong. , 2017, , .		15
1092	Juridification of examination systems: extending state level authority over teacher assessments through regrading of national tests. Journal of Education Policy, 2017, 32, 673-693.	2.8	7

#	Article	IF	CITATIONS
1093	The  tyranny of time': getting to the heart of the impact of educational cuts on the provision of guidance counselling in Ireland. British Journal of Guidance and Counselling, 2017, 45, 97-111.	1.2	6
1094	Research capacity and initial teacher education reform: Irish experiences, international perspectives. Teaching and Teacher Education, 2017, 62, 19-29.	3.2	27
1095	Foucault as Educator. Springer Briefs in Education, 2017, , .	0.2	47
1096	Teacher confidence and professional capital. Teaching and Teacher Education, 2017, 62, 10-18.	3.2	94
1097	Teachers' lifelong learning: Emerging dialogues from Gert Biesta's philosophical views. Policy Futures in Education, 2017, 15, 861-873.	1.8	3
1098	National testing data in Norwegian classrooms: a tool to improve pupil performance?. Nordic Journal of Studies in Educational Policy, 2017, 3, 67-81.	0.9	6
1099	â€~Because then you could never ever get a job!': children's constructions of NAPLAN as high-stakes. Journal of Education Policy, 2017, 32, 564-587.	2.8	25
1100	Discursive positioning of beginning teachers' professional learning during induction: a critical literature review from 2004 to 2014. Asia-Pacific Journal of Teacher Education, 2017, 45, 505-519.	1.9	10
1101	Inspiring School Change., 0, , .		12
1102	Policy, philanthropy and profit: the OECD's PISA for Schools and new modes of heterarchical educational governance. Comparative Education, 2017, 53, 518-537.	2.7	24
1103	Research and reflexivity: the discourse of female students completing teacher education. Reflective Practice, 2017, 18, 554-566.	1.4	5
1104	Does entrepreneurial education trigger more or less neoliberalism in education?. Education and Training, 2017, 59, 635-650.	3.1	37
1105	Primary schools and network governance: A policy analysis of reception baseline assessment. British Educational Research Journal, 2017, 43, 671-682.	2.5	10
1107	Shame and performativity: Thoughts on the psychology of neoliberalism. Psychoanalysis, Culture and Society, 2017, 22, 364-382.	0.5	19
1108	The Bologna process and the search for excellence: between rhetoric and reality, the emotional reactions of teachers. Teaching in Higher Education, 2017, 22, 467-482.	2.6	20
1109	Responsibilising the next generation: Fostering the enterprising self through de-mobilising gender. Organization, 2017, 24, 892-915.	4.8	22
1112	The enactment of the policy initiative for critical thinking in Singapore schools. Journal of Education Policy, 2017, 32, 588-603.	2.8	21
1113	Participatory action research (PAR) as democratic disruption: new public management and educational research in schools and universities. International Journal of Qualitative Studies in Education, 2017, 30, 432-449.	1.2	37

#	ARTICLE	IF	Citations
1115	Primary school leadership in England: performativity and matters of professionalism. British Journal of Sociology of Education, 2017, 38, 1245-1257.	1.8	28
1116	Behind and Beyond Self-Mastery: Risk, Vulnerability, and Becoming Through Dewey and Heidegger. Interchange, 2017, 48, 97-115.	1.8	1
1117	Education as Critique—â€~Un-thinking' Education. Springer Briefs in Education, 2017, , 35-60.	0.2	0
1118	The reporting of university league table employability rankings: a critical review. Journal of Education and Work, 2017, 30, 403-418.	1.6	30
1119	Navigating unfreedoms & Damp; re-imagining ethical counter-conducts: Caring about refugees & Damp; asylum seekers. Educational Philosophy and Theory, 2017, 49, 294-305.	1.8	6
1120	â€~Should I stay or should I go?': unpacking teacher attrition/retention as an educational issue. Teachers and Teaching: Theory and Practice, 2017, 23, 961-977.	1.9	156
1121	Perceived teaching practice and its prediction of student engagement in Singapore. Asia Pacific Education Review, 2017, 18, 451-463.	2.5	5
1123	Nurture corners in preschool settings: involving and nurturing children and parents. Emotional and Behavioural Difficulties, 2017, 22, 383-396.	1.2	2
1124	Education governance and standardised tests in Denmark and England. Journal of Education Policy, 2017, , 1-20.	2.8	8
1125	Adolescents finding purpose: Comparing purpose and life satisfaction in the context of Singaporean and Israeli moral education. Journal of Moral Education, 2017, 46, 308-322.	1.5	14
1126	Current Knowledge on the Nature, Prevalence, Sources and Potential Impact of Teacher Stress. Aligning Perspectives on Health, Safety and Well-being, 2017, , 23-54.	0.3	53
1127	â€Îlt's not doable!' Exploring physical education teachers' perspectives on the policy change of sport physical education in Chinese universities. International Journal of Sport Policy and Politics, 2017, 9, 397-413.	and 1.6	2
1128	Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds. Teaching and Teacher Education, 2017, 68, 99-113.	3.2	144
1129	The Role of â€~Autonomy' in Teaching Expertise. Journal of Philosophy of Education, 2017, 51, 588-604.	0.8	2
1130	Validity and participation: implications for school comparison of Australia's National Assessment Program. Journal of Education Policy, 0, , 1-19.	2.8	7
1131	Teaching excellence in higher education: critical perspectives. Teaching in Higher Education, 2017, 22, 391-395.	2.6	59
1132	External mentoring for new teachers: mentor learning for a change agenda. International Journal of Mentoring and Coaching in Education, 2017, 6, 178-195.	1.1	26
1133	Humanities in the primary school – philosophical considerations. Education 3-13, 2017, 45, 343-353.	1.0	1

#	Article	IF	CITATIONS
1134	The place of emotions while inspecting schools: reflections of two Ofsted inspectors. School Leadership and Management, 2017, 37, 267-287.	1.6	0
1135	â€~Elite' career-changers and their experience of initial teacher education. Journal of Education for Teaching, 2017, 43, 171-190.	2.0	20
1136	The language of performativity? A content analysis concerning differing constructions of leadership for secondary school PE departments. School Leadership and Management, 2017, 37, 311-329.	1.6	4
1137	Managing performance evaluation uncertainties in schools: When teachers become struggling performers. European Educational Research Journal, 2017, 16, 885-906.	2.1	12
1138	Killing curiosity? An analysis of celebrated identity performances among teachers and students in nine London secondary science classrooms. Science Education, 2017, 101, 741-764.	3.0	36
1139	Towards a shift in perspective for inclusive education research – a continental approach. International Journal of Inclusive Education, 2017, 21, 1245-1260.	2.6	10
1140	†Having to say everyday † l'm not black enough † l'm not white enough'. Discourses of Aborigi the Australian education context. Race Ethnicity and Education, 2017, 20, 737-751.	nality in 2.6	6
1141	Primary pupils' creative writing: enacting identities in a Community of Writers. Literacy, 2017, 51, 162-168.	0.9	11
1142	Classroom Behaviour Management in the Post-School Sector. , 2017, , .		1
1143	Management and leadership in UK universities: exploring the possibilities of change. Journal of Higher Education Policy and Management, 2017, 39, 540-558.	2.3	17
1144	Early career teachers' perceptions and experiences of leadership development: balancing structure and agency in contrasting school contexts. Research Papers in Education, 2017, 32, 553-577.	3.0	10
1145	Issues of agency, discipline and criticality: an interplay of challenges involved in teachers engaging in research in a performative school context. Educational Action Research, 2017, 25, 650-666.	1.5	9
1146	Tracking the Topological: The Effects of Standardised Data Upon Teachers' Practice. British Journal of Educational Studies, 2017, 65, 219-238.	1.3	33
1147	The Standardized Performance Trap. Kappa Delta Pi Record, 2017, 53, 107-109.	0.2	0
1148	Teacher-Advocates Respond to ESSA: "Support the Good Partsâ€"Resist the Bad Parts― Peabody Journal of Education, 2017, 92, 445-465.	1.3	7
1149	The "Datafication―of Teaching: Can Teachers Speak Back to the Numbers?. Peabody Journal of Education, 2017, 92, 537-557.	1.3	39
1150	Performance over professional learning and the complexity puzzle: lesson observation in England's further education sector. Professional Development in Education, 2017, 43, 573-591.	2.8	12
1151	Leaving or staying in teaching: a â€~vignette' of an experienced urban teacher â€~leaver' of a London primary school. Teachers and Teaching: Theory and Practice, 2017, 23, 946-960.	1.9	29

#	Article	IF	CITATIONS
1152	When FE lecturers go the extra mile: the rhetoric and the reality. Research in Post-Compulsory Education, 2017, 22, 186-207.	0.7	2
1153	Why do longâ€serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years' experience in England. British Educational Research Journal, 2017, 43, 1083-1110.	2.5	28
1154	Swedish students' experiences of national testing in science: A narrative approach. Curriculum Inquiry, 2017, 47, 390-410.	1.1	7
1155	Changing histories: strengthening teacher agency and improving education through action research in Botswana. Educational Action Research, 2017, 25, 755-769.	1.5	4
1156	School autonomy reform and public education in Australia: implications for social justice. Australian Educational Researcher, 2017, 44, 373-390.	2.3	31
1157	Action research in the physics classroom: the impact of authentic, inquiry based learning or instruction on the learning of thermal physics. Asia-Pacific Science Education, 2017, 3, .	0.8	18
1158	Using a narrative approach to illuminate teacher professional learning in an era of accountability. Teaching and Teacher Education, 2017, 67, 161-170.	3.2	19
1160	Graduate Employability in Context. , 2017, , .		35
1161	Sisyphean neoliberal reforms: the intractable mythology of student growth and achievement master narratives within the testing and TFA era. Journal of Education Policy, 2017, 32, 255-280.	2.8	13
1162	Technologies of (Re)production in Mathematics Education Research: Performances of Progress. , 2017, , 153-169.		3
1163	Struggling for visibility in higher education: caught between neoliberalism †out there†and †in here†af at autoethnographic account. Journal of Education Policy, 2017, 32, 127-140.	2.8	39
1165	An entrepreneurial adventure? Young women pre-service teachers in remote Aboriginal Australia. Teaching and Teacher Education, 2017, 61, 179-188.	3.2	6
1166	Governing schooling through â€~what works': the OECD's PISA for Schools. Journal of Education Policy, 2017, 32, 281-302.	2.8	74
1167	â€I do not like what I am becoming but…': transforming the identity of head teachers in Catalonia. Journal of Education Policy, 2017, 32, 141-158.	2.8	21
1168	High-tech, hard work: an investigation of teachers' work in the digital age. Learning, Media and Technology, 2017, 42, 390-405.	3.2	60
1169	Professional responsibility, accountability and performativity among teachers: the leavening influence of CPD?. Teachers and Teaching: Theory and Practice, 2017, 23, 171-190.	1.9	26
1170	The Disorder of Mathematics Education. , 2017, , .		4
1171	The surveillance of teachers and the simulation of teaching. Journal of Education Policy, 2017, 32, 1-13.	2.8	59

#	Article	IF	CITATIONS
1172	A meta-ethnography of two studies on interactions in schools: reflections on the process of translation. Ethnography and Education, 2017, 12, 228-242.	0.8	6
1174	The voice of Croatian elementary school teachers: qualitative analysis of the teachers' perspective on their profession. Teachers and Teaching: Theory and Practice, 2017, 23, 518-531.	1.9	5
1175	Irish student teachers' levels of moral reasoning: context, comparisons, and contributing influences. Teachers and Teaching: Theory and Practice, 2017, 23, 59-77.	1.9	17
1177	Neo-democracy in educational policy-making: a critical case study of neoliberal reform in Massachusetts. Journal of Education Policy, 2017, 32, 211-233.	2.8	13
1178	Creating an Ofsted story: the role of early years assessment data in schools' narratives of progress. British Journal of Sociology of Education, 2017, 38, 943-955.	1.8	33
1179	An interdisciplinary approach to environmental and sustainability education: developing geography students' understandings of sustainable development using poetry. Environmental Education Research, 2017, 23, 1130-1149.	2.9	35
1180	The imaginaries that survived: Societal roles of early childhood education in an era of intensification. Global Studies of Childhood, 2022, 12, 101-117.	0.6	4
1181	Professionalism in vocational education: international perspectives. Research in Post-Compulsory Education, 2017, 22, 355-369.	0.7	9
1182	Do parental attitudes toward and expectations for their children's education and future jobs matter for their children's school achievement?. British Educational Research Journal, 2017, 43, 1111-1130.	2.5	30
1183	Policy, practice and innovative governance in the English further education and skills sector. Research in Post-Compulsory Education, 2017, 22, 370-390.	0.7	3
1184	Where is the ethic of care in early childhood summative assessment?. Global Studies of Childhood, 2017, 7, 357-368.	0.6	5
1185	â€~Doing your best' in a London secondary school: Valuing, caring and thinking through neoliberalism. Sociological Review, 2017, 65, 137-153.	1.6	4
1186	Disrupting Hegemonic Masculinity Through Creative Writing., 0,,.		0
1187	Reflexivity and Praxis: The Redress of "l―Poems in Revealing Standpoint. Studies in Qualitative Methodology, 2017, , 29-47.	0.4	3
1188	Challenging Performativity in Higher Education: Promoting a Healthier Learning Culture. , 0, , .		2
1189	Multiple professional identities: A personal exploration of the transition from nurse to lecturer. Journal of Health Visiting, 2017, 5, 94-99.	0.1	1
1190	Some recent responses to neoliberalism and its views on education. HTS Teologiese Studies / Theological Studies, 2017, 73, .	0.4	8
1191	Teachers, school choice and competition: Lock-in effects within and between sectors. Policy Futures in Education, 2017, 15, 113-128.	1.8	20

#	Article	IF	CITATIONS
1192	"Further education, future prosperity? The Implications of Marketisation on Further Education Working Practices― Research in Post-Compulsory Education, 2017, 22, 477-494.	0.7	6
1193	Who Counts?. Changing English, 2017, 24, 253-265.	0.6	2
1194	Judgemental and developmental mentoring in further education initial teacher education in England: mentor and mentee perspectives. Research in Post-Compulsory Education, 2017, 22, 574-595.	0.7	9
1195	The Saudi Tatweer Education Reforms: Implications of Neoliberal Thought to Saudi Education Policy. International Education Studies, 2017, 10, 61.	0.6	24
1196	Tactical evaluations: Everyday neoliberalism in academia. Journal of Sociology, 2018, 54, 77-91.	1.5	33
1197	A Philosophy of Schooling. , 2018, , .		8
1198	Expressions of agency within complex policy structures: science teachers' experiences of education policy reforms in Sweden. International Journal of Science Education, 2018, 40, 538-563.	1.9	14
1199	Pedagogy, Research, and Being a Curious Teacher. , 2018, , 79-101.		0
1200	The accommodation of contested identities: The impact of participation in a practice-based masters programme on beginning teachers' professional identity and sense of agency. Teaching and Teacher Education, 2018, 71, 241-250.	3.2	22
1201	Reflecting on being an effective teacher in an age of measurement. Reflective Practice, 2018, 19, 167-178.	1.4	8
1202	Empathy and Emotion in Education and Beyond. , 2018, , 279-306.		1
1203	Imposter Syndrome as a Public Feeling. Palgrave Studies in Gender and Education, 2018, , 191-219.	0.6	56
1204	Disrupting colonial discourses in the geography curriculum during the introduction of British Values policy in schools. Journal of Curriculum Studies, 2018, 50, 456-475.	2.1	19
1205	Is sport for development already an anachronism in the age of austerity or can it be a space of hope?. International Journal of Sport Policy and Politics, 2018, 10, 185-201.	1.6	18
1206	Embracing uncertainty: a diffractive approach to love in the context of early childhood education and care. International Journal of Early Years Education, 2018, 26, 173-185.	0.8	16
1207	The influence of school context on school improvement policy enactment: an australian case study. International Journal of Leadership in Education, 2018, 21, 621-632.	2.2	4
1208	Visibility and invisibility in, of and through textbook publication. Area, 2018, 50, 43-45.	1.6	3
1209	Paulo Freire and Transformative Education. , 2018, , .		3

#	Article	IF	CITATIONS
1210	Terror versus soul: The struggle for creativity in primary Initial Teacher Education. Research in Education, 2018, 100, 130-147.	1.1	3
1211	Exploring the role of †brokers' in developing a localised curriculum. Curriculum Journal, 2018, 29, 201-218.	1.5	9
1212	Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. Journal of Education for Teaching, 2018, 44, 461-478.	2.0	23
1213	Culture, pedagogy and equity in a meritocratic education system: Teachers' work and the politics of culture in Singapore. Curriculum Inquiry, 2018, 48, 184-202.	1.1	8
1214	Resistance, resilience and re-marginalization: a case study of a visual arts teacher in Macao. British Journal of Sociology of Education, 2018, 39, 998-1011.	1.8	4
1215	Exploring transitions in notions of identity as perceived by beginning post-compulsory teachers. Research in Post-Compulsory Education, 2018, 23, 4-22.	0.7	1
1216	Students as human resources in the corporatised school. British Journal of Sociology of Education, 2018, 39, 778-792.	1.8	3
1217	Tensions and paradoxes in teaching: implications for teacher education. European Journal of Teacher Education, 2018, 41, 202-213.	3.7	41
1218	Teaching mathematics to lower attainers: dilemmas and discourses. Research in Mathematics Education, 2018, 20, 53-69.	1.2	12
1219	Practice and performance: changing perspectives of teachers through collaborative enquiry. Educational Research, 2018, 60, 97-112.	1.8	9
1220	â€~Suddenly, I am part of the poem': texts as worlds, reader-response and grammar in teaching poetry. English in Education, 2018, 52, 7-19.	0.7	30
1221	Stroll into students' learning: Acts to unload teachers' values through the practices of lesson study for learning community in Vietnam. Improving Schools, 2018, 21, 173-186.	1.0	3
1222	Bringing languages to life: A longitudinal study of the development of creative practice in student teachers of modern languages. Power and Education, 2018, 10, 25-39.	0.6	0
1223	The value of the academic award in initial teacher education: key stakeholder perceptions of the masters level Postgraduate Certificate in Education in two English universities. European Journal of Teacher Education, 2018, 41, 246-261.	3.7	2
1224	Different versions of assessment <i>for</i> learning in the subject of physical education. Physical Education and Sport Pedagogy, 2018, 23, 311-327.	3.0	48
1225	Integration becoming business: Marketisation of integration training for immigrants. European Educational Research Journal, 2018, 17, 233-247.	2.1	16
1227	Becoming an inclusive educator: Agentive maneuverings in collaboratively taught classrooms. Teaching and Teacher Education, 2018, 71, 179-189.	3.2	24
1228	Engaging students in a community of learning: Renegotiating the learning environment. Nurse Education in Practice, 2018, 29, 137-142.	2.6	8

#	Article	IF	CITATIONS
1229	Problematizing Silence, Practicing Dissent: Engaging Preservice Teachers in a Critique of the Current Political Times. New Educator, 2018, 14, 42-58.	1.4	6
1230	Birds of a Feather: Senior International Baccalaureate International Schools Leadership in Service. Journal of Research in International Education, 2018, 17, 67-83.	1.2	5
1231	Professional Identities in Initial Teacher Education. , 2018, , .		7
1232	The <scp>NSEAD</scp> Survey Report 2015–16: Political Reflections from Two Art and Design Educators. International Journal of Art and Design Education, 2018, 37, 167-176.	1.1	13
1233	"I'm nobody's Mum in this university": The gendering of work around student writing in UK higher education. Journal of English for Academic Purposes, 2018, 32, 32-41.	2.5	11
1234	†You can't show impact with a new pair of shoes': negotiating disadvantage through Pupil Premium. Journal of Education Policy, 2018, 33, 526-557.	2.8	6
1235	What starts to happen to assessment when teachers learn about their children's informal learning?. Australian Educational Researcher, 2018, 45, 33-50.	2.3	7
1236	Datafication, testing events and the outside of thought. Learning, Media and Technology, 2018, 43, 139-151.	3.2	13
1237	Curiosity killed the SAT: The role of research in redirecting performativity in initial teacher education. Research in Education, 2018, 100, 50-64.	1.1	2
1238	Sociological Understandings of Teachers' Emotions in Second Language Classrooms in the Context of Education/Curricular Reforms: Directions for Future Research. , 2018, , 73-89.		7
1240	The quality agenda: governance and regulation of preschool teachers' work. Cambridge Journal of Education, 2018, 48, 515-532.	2.4	22
1241	Emotions in Second Language Teaching. , 2018, , .		42
1242	The marketisation of the English higher education sector and its impact on academic staff and the nature of their work. International Journal of Organizational Analysis, 2018, 26, 129-152.	2.9	63
1243	Teacher identity work in neoliberal schooling spaces. Teaching and Teacher Education, 2018, 72, 98-106.	3.2	36
1244	School autonomy reform in Queensland: governance, freedom and the entrepreneurial leader. School Leadership and Management, 2018, 38, 378-394.	1.6	22
1245	Academic identities and university faculty responses to new managerialist reforms: experiences from China. Studies in Higher Education, 2018, 43, 154-172.	4.5	55
1246	Saving the world through neoliberalism: philanthropic policy networks in the context of Spanish education. Critical Studies in Education, 2018, 59, 279-296.	4.5	7
1247	Entering the field: beginning teachers' positioning experiences of the staffroom. Sport, Education and Society, 2018, 23, 40-52.	2.1	9

#	ARTICLE	IF	CITATIONS
1248	Public narratives under intensified market conditions: Chile as a critical case. Discourse, 2018, 39, 53-68.	1.3	2
1249	Examining school leadership effects on student achievement: the role of contextual challenges and constraints. Cambridge Journal of Education, 2018, 48, 21-45.	2.4	52
1250	Facilitators in ambivalence. Ethnography and Education, 2018, 13, 69-83.	0.8	6
1251	The professional development needs of early career teachers, and the extent to which they are met: a survey of teachers in England. Professional Development in Education, 2018, 44, 33-46.	2.8	16
1252	†You've got to love what you do': Academic labour in a culture of authenticity. Sociological Review, 2018, 66, 91-106.	1.6	38
1253	The curriculum as a site of counter politics: theorising the â€~domain of the sayable'. British Journal of Sociology of Education, 2018, 39, 92-106.	1.8	8
1254	Conceptions of responsibility within and beyond neoliberal frames. Educational Management Administration and Leadership, 2018, 46, 124-139.	3.8	9
1255	â€~Control must be maintained': exploring teachers' pedagogical practice outside the classroom. British Journal of Sociology of Education, 2018, 39, 61-76.	1.8	22
1256	Sport management student as producer: embedding critical management studies in sport through contemporary pedagogy. Sport, Education and Society, 2018, 23, 928-937.	2.1	2
1257	Supporting disadvantaged students in an English primary school: matters of entrepreneurial and traditional professionalism. Cambridge Journal of Education, 2018, 48, 197-212.	2.4	13
1258	Bringing democratic governance into practice: policy enactments responding to neoliberal governance in Spanish public schools. Cambridge Journal of Education, 2018, 48, 227-244.	2.4	7
1259	A bit of a dirty word: †feminism' and female teachers identifying as feminist. Journal of Gender Studies, 2018, 27, 220-230.	2.2	9
1260	Teacher Evaluation, Pay for Performance, and Learning Around Instruction: Between Dissonant Incentives and Resonant Procedures. Educational Administration Quarterly, 2018, 54, 3-46.	3.0	15
1261	Performing disability in music teacher education: Moving beyond inclusion through expanded professionalism. International Journal of Music Education, 2018, 36, 34-46.	1.5	30
1262	(Dis-) Locating the transformative dimension of global citizenship education. Journal of Curriculum Studies, 2018, 50, 204-230.	2.1	31
1263	Governing teacher learning: understanding teachers' compliance with and critique of standardization. Journal of Education Policy, 2018, 33, 1-22.	2.8	39
1264	Prescribed distributed leadership in the era of accountability. Educational Management Administration and Leadership, 2018, 46, 538-555.	3.8	39
1265	Teacher professional learning as a social practice: an Australian case. International Studies in Sociology of Education, 2018, 27, 352-374.	1.8	22

#	Article	IF	CITATIONS
1266	Early career teachers in Australia: a critical policy historiography. Journal of Education Policy, 2018, 33, 262-278.	2.8	43
1267	Trends in the practices of academic developers: trajectories of higher education?. Studies in Higher Education, 2018, 43, 2336-2353.	4.5	50
1268	The adaptive professional: Teachers, school leaders and ethical-governmental practices of (self-) formation. Educational Philosophy and Theory, 2018, 50, 229-243.	1.8	8
1269	Universities need leadership, academics need management: discursive tensions and voids in the deregulation of Swedish higher education legislation. Higher Education, 2018, 75, 299-321.	4.4	41
1270	Using Bourdieu in practice? Urban secondary teachers' and students' experiences of a Bourdieusian-inspired pedagogical approach. British Journal of Sociology of Education, 2018, 39, 283-298.	1.8	24
1271	Fostering critical teacher agency: the impact of a science capital pedagogical approach. Pedagogy, Culture and Society, 2018, 26, 87-103.	2.6	18
1272	Whose quality? The (mis)uses of quality reform in early childhood and education policy. Journal of Education Policy, 2018, 33, 443-456.	2.8	42
1273	Pedagogy of the anxious: rethinking critical pedagogy in the context of neoliberal autonomy and responsibilization. Journal of Education Policy, 2018, 33, 187-205.	2.8	41
1274	Seeking Wisdom in Adult Teaching and Learning. , 2018, , .		10
1275	From trust to control – the Swedish first teacher reform. Teachers and Teaching: Theory and Practice, 2018, 24, 22-36.	1.9	12
1276	Innovation is possible, it's just not easy. Educational Management Administration and Leadership, 2018, 46, 65-85.	3.8	27
1277	Language games: University responses to ranking metrics. Higher Education Quarterly, 2018, 72, 29-39.	2.7	23
1278	Performativity, affectivity and pedagogic identities. European Educational Research Journal, 2018, 17, 489-506.	2.1	21
1279	Youth work, performativity and the new youth impact agenda: getting paid for numbers?. Journal of Education Policy, 2018, 33, 414-438.	2.8	43
1280	Selling tech to teachers: education trade shows as policy events. Journal of Education Policy, 2018, 33, 682-703.	2.8	51
1281	ELT policy interpretations and translations in rural Colombia. Current Issues in Language Planning, 2018, 19, 363-382.	2.1	3
1282	Making accountable teachers: the terrors and pleasures of performativity. Journal of Education Policy, 2018, 33, 361-382.	2.8	131
1283	Surveillance, Governmentality and moving the goalposts: The influence of Ofsted on the work of schools in a post-panoptic era. British Journal of Educational Studies, 2018, 66, 145-163.	1.3	65

#	Article	IF	CITATIONS
1284	The impact of development education and education for sustainable development interventions: a synthesis of the research. Environmental Education Research, 2018, 24, 1031-1049.	2.9	108
1286	Professionalism and competing responsibilities: moderating competitive performativity in school autonomy reform. Journal of Educational Administration and History, 2018, 50, 159-173.	1.8	32
1287	Vanilla teaching as a rational choice: the impact of research and compliance on teacher development. Teaching in Higher Education, 2018, 23, 419-434.	2.6	9
1288	Comparative study of school principals' leadership practices: Lessons for Chile from a cross-country analysis. Educational Management Administration and Leadership, 2018, 46, 279-300.	3.8	22
1289	Teachers as health promoters: Factors that influence early career teachers to engage with health and wellbeing education. Teaching and Teacher Education, 2018, 69, 289-299.	3.2	21
1290	Eastern/Western conceptions of the "Good Teacher―and the construction of difference in teacher education. Asia-Pacific Journal of Teacher Education, 2018, 46, 167-182.	1.9	5
1291	Framing ethical isomorphs in educational leadership: a sociological approach. International Journal of Leadership in Education, 2018, 21, 122-133.	2.2	4
1292	Beyond performativity: a pragmatic model of teacher professional learning. Professional Development in Education, 2018, 44, 92-106.	2.8	25
1293	Exploring the professional ideals of Christian teachers from conservative Protestant schools in the Netherlands. International Journal of Christianity and Education, 2018, 22, 8-22.	0.3	3
1294	The hybrid professional: an examination of how educational leaders relate to, with and through managerialism. British Journal of Sociology of Education, 2018, 39, 518-534.	1.8	5
1295	Closing the attainment gap $\hat{a}\in$ a realistic proposition or an elusive pipe-dream? Journal of Education Policy, 2018, 33, 299-321.	2.8	25
1296	Narrating neoliberalism: alternative education teachers' conceptions of their changing roles. Teaching Education, 2018, 29, 1-16.	1.3	13
1297	The teacher as a †colony': a case study of agentive responses to †colonising†ducation policy in Vietnam. Cambridge Journal of Education, 2018, 48, 65-86.	2.4	12
1298	Students' views on fairness in education: the importance of relational justice and stakes fairness. Research Papers in Education, 2018, 33, 336-353.	3.0	44
1299	Reclaiming teacher intellectualism through and for inclusive education. International Journal of Inclusive Education, 2018, 22, 268-284.	2.6	10
1300	Psychical contexts of subjectivity and performative practices of remuneration: teaching assistants' narratives of work. Journal of Education Policy, 2018, 33, 23-42.	2.8	6
1301	Further education sector governors as ethnographers: five case studies. Ethnography and Education, 2018, 13, 34-51.	0.8	1
1302	On being musical: Education towards inclusion. Educational Philosophy and Theory, 2018, 50, 489-498.	1.8	5

#	Article	IF	CITATIONS
1303	The new youth sector assemblage: reforming youth provision through a finance capital imaginary. Journal of Education Policy, 2018, 33, 226-242.	2.8	12
1304	Organizational governance of activation policy: Transparency as an organizational ideal in a Swedish welfare agency. International Social Security Review, 2018, 71, 71-89.	0.8	4
1305	Professional learning for teaching at a research-intensive university: The need for a †care-full†environment. South African Journal of Higher Education, 2018, 32, .	0.4	4
1306	Discoursing Education Reforms: A Case Study of Post-Handover Education Development in Hong Kong. Chinese Education and Society, 2018, 51, 431-448.	0.2	0
1307	Las PolÃticas de Evaluación de la Calidad Educativa en Argentina (2016-2018). Educacao and Realidade, 2018, 43, 1405-1428.	0.2	2
1308	Being written: Thinking the normative in the EdD. London Review of Education, $0,16,.$	1.8	4
1309	Transforming legal education through emotions. Legal Studies, 2018, 38, 450-479.	0.4	6
1310	Hypocrites or heroes? Thinking about the role of the teacher in human rights education. Human Rights Education Review, 2018, 1, 46-64.	0.2	13
1311	Data for learning? Confirming and contesting performative practices of data governance. Global Studies of Childhood, 2018, 8, 339-354.	0.6	2
1312	\hat{A}_2 Hacia la Ubersidad? Conflictos y contradicciones de la universidad digital. RIED: Revista Iberoamericana De Educaci \hat{A}^3 n A Distancia, 2018, 21, 51.	1.5	15
1315	The Rhizomes of Academic Practice: Culturally and Linguistically Diverse Students Negotiating Learning and Belonging. Advances in Research on Teaching, 2018, , 123-136.	0.2	0
1316	Specialist community public health nursing: Understanding and exploring assessment for learning. Journal of Health Visiting, 2018, 6, 248-253.	0.1	0
1317	Teachers' Work as Women's Work: Reflections on Gender, Activism, and Solidarity in New Teacher Movements. Feminist Formations, 2018, 30, 172-197.	0.3	9
1318	Testing a Unified Model of Task-specific Motivation: How teachers appraise three professional development activities. Frontline Learning Research, 2018, 6, 54-76.	0.8	6
1319	Reading the Contemporary Irish Novel 1987–2007 by Liam Harte. College Literature, 2018, 45, 567-570.	0.1	0
1321	Using evidenceâ€informed logic models to bridge methods in educational evaluation. Review of Education, 2018, 6, 267-300.	2.1	12
1322	(C)old beginnings and technologies of rectification in early years education: the implications for teachers and children with special educational needs. International Journal of Early Years Education, 2022, 30, 434-447.	0.8	3
1323	New middle-class values and context: exploring an ideological conflict between a Norwegian school and parents over an American evidence-based programme. British Journal of Sociology of Education, 2018, 39, 1160-1174.	1.8	3

#	Article	IF	CITATIONS
1325	â€~Shaking up' neoliberal policy in schools: Looking for democratic alternatives in Jacinta's satchel. Global Studies of Childhood, 2018, 8, 392-403.	0.6	2
1326	Does Governance Matter? Empirical Analysis of Job Satisfaction and Research Productivity. Higher Education in Asia, 2018, , 243-259.	0.5	4
1327	Primary Teachers' Perceptions of Professional Empowerment: From the Local Context to a Global Perspective. Curriculum and Teaching, 2018, 33, 5-22.	0.2	0
1328	Affect and ipsative approaches as a counter to pedagogic frailty: the guardian of traditional models of student success. Higher Education Research and Development, 2018, 37, 1489-1500.	2.9	4
1329	Metrics in educationâ€"control and corruption. Oxford Review of Education, 2018, 44, 533-544.	2.0	22
1330	The performative shift: middle leadership â€~in the line of fire'. Journal of Educational Administration and History, 2018, 50, 364-378.	1.8	5
1331	Constructing underachievement: the discursive life of Singapore in US federal education policy. Asia Pacific Journal of Education, 2018, , 1-16.	2.1	4
1332	Enhancing higher education curricula: A case study from the University of Waikato, New Zealand. London Review of Education, $0,16,16$	1.8	0
1333	Buying In and Selling Out – The Commodification of Creativity in the Classroom. Changing English, 2018, 25, 396-409.	0.6	2
1334	Can the Techniques of New Public Management be Used to Promote Wider Access to Higher Education?. , 2018, , 61-79.		0
1335	Critical corridor talk: Just gossip or stoic resistance? Unrecognised informal Higher Education leadership. Higher Education Quarterly, 2018, 72, 375-389.	2.7	11
1336	Educational research that has an impact: †Be realistic, demand the impossible†M. Australian Educational Researcher, 2018, 45, 569-583.	2.3	7
1337	Theorising variation in engagement in professional and curriculum development: performativity, capital, systems and purpose. Review of Education, 2018, 6, 360-407.	2.1	3
1338	Early childhood teachers' work and technology in an era of assessment. European Early Childhood Education Research Journal, 2018, 26, 927-939.	1.9	8
1339	Democracy and emancipation in teacher education: A summative content analysis of teacher educators' democratic assignment expressed in policies for Teacher Education in Sweden and Ireland between 2000-2010. Citizenship, Social and Economics Education, 2018, 17, 20-34.	0.7	14
1340	Power and the  autonomous' principal: autonomy, teacher development, and school leaders' work. Journal of Educational Administration and History, 2018, 50, 379-396.	1.8	13
1341	Positive Emotional Experiences in Teaching, Teacher Identity, and Student Behaviors: A Symbolic Interactionist Perspective. Schools: Studies in Education, 2018, 15, 228-246.	0.2	9
1343	Awakenings. , 2018, , 1-32.		0

#	Article	IF	CITATIONS
1344	Neo-gerencialismo y austeridad en el contexto académico español y europeo. ¿Dos caras de la misma moneda?. Politica Y Sociedad, 2018, 55, 257-282.	0.2	2
1345	Neither a borrower nor a lender be: exploring †teaching for mastery†policy borrowing. Oxford Review of Education, 2018, 44, 787-805.	2.0	13
1346	Resilience in Education. , 2018, , .		43
1347	Education Policies and the Restructuring of the Educational Profession. Perspectives on Rethinking and Reforming Education, 2018, , .	0.1	11
1349	Teacher Resilience in Adverse Contexts: Issues of Professionalism and Professional Identity. , 2018, , 167-184.		22
1350	Trust into mistrust: the uncertain marriage between public and private sector practice for middle managers in education. Research in Post-Compulsory Education, 2018, 23, 213-230.	0.7	9
1351	Engagement for What Purpose? Engagement Toward What Outcome? Empowering Engagement for Students from Challenging Backgrounds., 2018,, 191-209.		1
1352	School Improvement Discourses: Autonomy, †Instructional†Leadership, and Accountability. Educational Leadership Theory, 2018, , 25-50.	0.8	1
1353	School Performance Data Profiles, School-Generated Data, and Principals' Work. Educational Leadership Theory, 2018, , 143-166.	0.8	2
1354	The Meta-poetics of Creative Labour in the University. , 2018, , 385-398.		0
1356	Empowering Engagement., 2018,,.		9
1357	Embedding an Everyday Culture of Creativity: Making Creativity Work in a University Context. , 2018, , 523-542.		1
1358	The Principal and School Improvement. Educational Leadership Theory, 2018, , .	0.8	24
1360	Turning heads: The impact of political reform on the professional role, identity and recruitment of head teachers in Wales. British Educational Research Journal, 2018, 44, 608-625.	2.5	26
1361	Courage, Uncertainty and Imagination in Deweyan Work: Challenging the Neo-Liberal Educational Agenda. Journal of Philosophy of Education, 2018, 52, 316-329.	0.8	4
1362	Work Regulations and Teacher Subjectivity in a Context of Standardization and Accountability Policies in Chile. Perspectives on Rethinking and Reforming Education, 2018, , 245-257.	0.1	2
1363	New Public Management and Its Effects in the Teaching Profession: Recent Trends in Spain and Catalonia. Perspectives on Rethinking and Reforming Education, 2018, , 119-135.	0.1	4
1364	Growth and Growing in Education: Dewey's Relevance to Current Malaise. Journal of Philosophy of Education, 2018, 52, 301-315.	0.8	1

#	Article	IF	Citations
1365	Research on Teacher Identity. , 2018, , .		28
1366	The policy influence on the development of entrepreneurship in higher education. Education and Training, 2018, 60, 656-673.	3.1	15
1367	â€There is Still a Long Way to Go to be Solidly Marvellous': Professional Identities, Performativity and Responsibilisation Arising From the Send Code of Practice 2015. British Journal of Educational Studies, 2018, 66, 165-181.	1.3	8
1368	Diverse perspectives on student agency in classroom assessment. Australian Educational Researcher, 2018, 45, 1-12.	2.3	38
1369	How to mess with PISA: Learning from Japanese <i>kokugo</i> curriculum experts. Curriculum Inquiry, 2018, 48, 220-237.	1.1	15
1370	The (hidden) injuries of NAPLAN: two standardised test events and the making of †at risk†student subjects. International Journal of Inclusive Education, 2018, 22, 1108-1123.	2.6	26
1371	Children, sub-headings and verbal discussions creating evaluations: acknowledging the productiveness of ambivalence. Pedagogy, Culture and Society, 2018, 26, 363-379.	2.6	2
1372	â€~Edu-diversity': the role of alternatives in education. Discourse, 2018, 39, 954-964.	1.3	0
1373	What can onto-epistemology reveal about Holocaust education? The case of audio-headsets at Auschwitz-Birkenau State Museum. Holocaust Studies, 2018, 24, 305-328.	1.0	2
1374	Teachers as Tutors: Shadow Education Market Dynamics in Georgia. , 2018, , .		35
1375	On being transgressive in educational research! An autoethnography of borders. Irish Educational Studies, 2018, 37, 159-174.	2.5	3
1377	"Advocacy cheating― teacher noncompliance in standardised literacy testing. English Teaching, 2018, 17, 168-181.	0.6	3
1378	How Successful Secondary School Principals in England Respond to Policy Reforms: The Influence of Biography. Leadership and Policy in Schools, 2018, 17, 332-344.	1.5	15
1380	School marketing and segmentation: A comparative study in Bulgaria and the Czech Republic. International Journal of Educational Research, 2018, 90, 87-94.	2.2	5
1381	Devolution, market dynamics and the Independent Public School initiative in Western Australia: â€winning back' what has been lost?. Journal of Education Policy, 2018, 33, 662-681.	2.8	21
1382	The Philosophy of Mathematics Education Today. ICME-13 Monographs, 2018, , .	1.0	8
1383	How do teacher educators use professional standards in their practice?. Teaching and Teacher Education, 2018, 75, 83-92.	3.2	32
1384	Measurement Imperatives and Their Impact: Academic Staff Narratives on Riding the Metric Tide. , 2018 , , $171-194$.		1

#	Article	IF	CITATIONS
1385	Professional standards for teachers and school leaders. Journal of Professional Capital and Community, 2018, 3, 142-156.	1.2	21
1386	School Surveillance, Control, and Resistance in the United Kingdom. , 2018, , 17-42.		5
1387	Civic virtue and values teaching in a â€~post-secular' world. Theory and Research in Education, 2018, 16, 226-243.	0.7	20
1388	Teacher evaluation and the demoralization of teachers. Teaching and Teacher Education, 2018, 75, 49-59.	3.2	28
1390	Marketisation, managerialism and high-stake testing. International Journal of Educational Management, 2018, 32, 568-579.	1.5	2
1391	Discourse and teacher identity in business-like education. Policy Futures in Education, 2019, 17, 153-171.	1.8	16
1392	Serving two masters: how vocational educators experience marketisation reforms. Journal of Vocational Education and Training, 2019, 71, 1-20.	1.5	12
1393	Implementing disability policy in teaching and learning contexts – shop floor constructivism or street level bureaucracy?. Teaching in Higher Education, 2019, 24, 510-526.	2.6	10
1394	Teacher-chameleons: the glue in the alignment of teacher practices and learning in policy. Journal of Curriculum Studies, 2019, 51, 403-419.	2.1	11
1395	Teachers as Disempowered and Demoralised Moral Agents: School Board Management and Teachers in Hong Kong. British Journal of Educational Studies, 2019, 67, 251-267.	1.3	4
1396	â€~Student voice in learning: instrumentalism and tokenism or opportunity for altering the status and positioning of students?'. Pedagogy, Culture and Society, 2019, 27, 305-323.	2.6	24
1397	Irish migrant teachers' experiences and perceptions of autonomy and accountability in the English education system. Research Papers in Education, 2019, 34, 569-596.	3.0	15
1398	â€~Tugging at our sleeves': understanding experiences of obligation in teaching. Teaching Education, 2019, 30, 16-30.	1.3	8
1399	History as performance: pupil perspectives on history in the age of †pressure to perform'. Education 3-13, 2019, 47, 333-347.	1.0	5
1400	â€~Effeminate arty boys and butch soccer girls': investigating queer and trans-affirmative pedagogies under conditions of neoliberal governance. Research Papers in Education, 2019, 34, 131-152.	3.0	27
1401	Leisure-time teachers' reflections on systematic quality work: approaches and challenges. Early Child Development and Care, 2019, 189, 2197-2205.	1.3	5
1402	Identifying professional functionings of early childhood educators. Professional Development in Education, 2019, 45, 551-566.	2.8	29
1403	An International Comparative Perspective on Higher Education Institutions' Governance and Managementâ€"Portugal, Finland, and Brazil. , 2019, , 109-133.		2

#	Article	IF	CITATIONS
1404	Impact of ethical dilemmas on well-being of teachers in vocational education and training in Queensland, Australia. International Journal of Training Research, 2019, 17, 35-49.	1.4	7
1405	What Kind of Society Does the School Need? Redefining the Democratic Work of Education in Impatient Times. Studies in Philosophy and Education, 2019, 38, 657-668.	0.5	45
1406	School readiness, governance and early years ability grouping. Contemporary Issues in Early Childhood, 2021, 22, 244-253.	1.3	9
1407	Taking the †early yearsy' route: resistance and professionalism in the enactment of assessment policy in early childhood in England. Education 3-13, 2019, 47, 819-830.	1.0	4
1408	Narrative Portfolios as Culturally Responsive Resistance to Neoliberal Early Childhood Teacher Education: A Case Study. Journal of Research in Childhood Education, 2019, 33, 490-519.	1.0	8
1409	Putting bureaucratic accountability into a perspective in terms of academic achievement. Educational Assessment, Evaluation and Accountability, 2019, 31, 349-375.	2.3	6
1410	Being a graduate professional in the field of Early Childhood Education and Care: silence, submission and subversion. Education 3-13, 2019, 47, 862-875.	1.0	2
1411	Caught in the frontline: examining the introduction of a new national data collection system for students with disability in Australia. International Journal of Inclusive Education, 2021, 25, 1410-1424.	2.6	3
1412	The  balancing acts' of building positive relationships with students: Secondary school teachers' perspectives in England and Spain. Teaching and Teacher Education, 2019, 86, 102883.	3.2	18
1413	"Parent Leadership and Voice― How Mid-Level Administrators Appropriate Pre-Kindergarten Parent Involvement Policy. Educational Policy, 2021, 35, 1230-1257.	2.0	4
1414	Restricting Social Justice Practices in Public Education: The Neoliberal Stronghold., 2019,, 1-20.		0
1415	Vulnerable Children, Young People, and Families: Policy, Practice, and Social Justice in England and Scotland., 2019, , 1-22.		1
1416	International schools' leadership and Christianity. Globalisation, Societies and Education, 2019, 17, 458-473.	2.6	9
1418	Contesting educational assessment policies in Australia. Journal of Education Policy, 2019, 34, 836-857.	2.8	10
1419	Professional Education with Fiction Media., 2019,,.		6
1420	Facilitating en/counters with special education's cloak of benevolence in professional learning to eliminate racial disproportionality in special education. International Journal of Qualitative Studies in Education, 2019, 32, 323-340.	1.2	13
1421	Affective Governmentality. Cultural Studies and Transdisciplinarity in Education, 2019, , .	0.3	5
1422	Schools, student health and family welfare: Exploring teachers' work as boundary spanners. British Educational Research Journal, 2019, 45, 1001-1020.	2.5	5

#	Article	IF	CITATIONS
1423	Empathy and Efficiency in Healthcare at Times of Austerity. Health Care Analysis, 2019, 27, 171-184.	2.2	31
1424	Teaching 1984 in the surveillance culture of schools. English Teaching, 2019, 18, 85-99.	0.6	2
1425	Activist in (teacher) training: Educator training programs need to do their part. Power and Education, 2019, 11, 163-174.	0.6	2
1426	Reflective practice and student satisfaction: never the twain shall meet?. European Educational Research Journal, 2019, 18, 483-496.	2.1	3
1427	Restoring purpose: applying Biesta's three functions to the Melbourne Declaration. Curriculum Perspectives, 2019, 39, 125-134.	0.9	19
1428	What is teaching about? Professionalism and the limitations of standards and competences. European Journal of Education, 2019, 54, 315-318.	2.8	4
1429	"We are looking forward to another great year!― How principals' language-in-use reflect school quality ratings in Chicago Public Schools. Linguistics and Education, 2019, 53, 100756.	1.2	1
1430	Precarious, debilitated and ordinary: Rethinking (in)capacity for inclusion. Curriculum Inquiry, 2019, 49, 464-484.	1.1	6
1431	Academic Deprofessionalization: A Case Study of the Effects of Privatization on Academic Profession in Private Indian Universities. International Journal of Sociology, 2019, 49, 370-388.	1.7	2
1432	Identity Structure Analysis and Teacher Mentorship. , 2019, , .		5
1433	Teach first: what is it doing?. Practice, 2019, 1, 9-20.	0.6	1
1434	Attracting and Keeping the Best Teachers. , 2019, , .		8
1435	â€~A Government of Transformation': An Analysis of the Initial Education Policy Directions of the Labour-Led Coalition Government of New Zealand 2017–2018. New Zealand Journal of Educational Studies, 2019, 54, 229-244.	1.1	3
1436	Rethinking Reflection and Ethics for Teachers. , 2019, , .		2
1438	Participatory creativities: developing a research design for children's pastoral encounters with the natural world. Pastoral Care in Education, 2019, 37, 208-229.	1.8	2
1439	The relations between Principal support and work engagement and burnout: Testing the role of teachers' emotions and educational level. Work, 2019, 64, 203-215.	1.1	7
1440	Liminality in education: generating a creative space of encounter and dialogue between teachers and students within educational structures. Pastoral Care in Education, 2019, 37, 190-207.	1.8	9
1441	The Positioning and Making of Female Professors. Palgrave Studies in Gender and Education, 2019, , .	0.6	4

#	Article	IF	CITATIONS
1442	The Performance of REDD+: From Global Governance to Local Practices. Forests, 2019, 10, 837.	2.1	21
1443	Transnational Synergies in School Mathematics and Science Debates. , 2019, , .		1
1444	Attending to Out-of-Field Teaching: Implications of and for Education Policy., 2019, , 195-215.		7
1445	Producing assessment truths: a Foucauldian analysis of teachers' reorganisation of levels in English primary schools. British Journal of Sociology of Education, 2019, 40, 581-597.	1.8	4
1446	Editorial: Opening for debate and contestation: OECD's International Early Learning and Child Well-being Study and the testing of children's learning outcomes. Policy Futures in Education, 2019, 17, 1-10.	1.8	8
1447	Go into school, get a cushy job, move to a better area: Male primary school teachers and neoliberal regimes of value. Power and Education, 2019, 11, 346-363.	0.6	2
1448	The processual life of neoliberalisation: permutations of value systems and normative commitments in a co-operative trust setting. International Journal of Inclusive Education, 2019, 23, 1180-1195.	2.6	3
1449	Transformational professional development: (re)claiming agency and change (in the margins). Teacher Development, 2019, 23, 387-405.	0.7	10
1451	Accounting, performance management systems and accountability changes in knowledge-intensive public organizations. Accounting, Auditing and Accountability Journal, 2019, 33, 256-280.	4.2	84
1452	Learning to Rest: A Pieperian Approach to Leisure in Education. Journal of Philosophy of Education, 2019, 53, 374-393.	0.8	5
1453	Juggling With Both Hands Tied Behind My Back: Teachers' Views and Experiences of the Tensions Between Student Well-Being Concerns and Academic Performance Improvement Agendas. American Educational Research Journal, 2019, 56, 2644-2673.	2.7	24
1454	Ethical logics in teacher education. Teaching and Teacher Education, 2019, 84, 118-127.	3.2	0
1455	Data use in Kenyan secondary schools. Journal of Professional Capital and Community, 2019, 4, 216-231.	1.2	0
1456	Achieving Inclusive Education in the Caribbean and Beyond. , 2019, , .		1
1457	Interweaving Dewey and Heidegger: Theoretical Background and Educational Bearings. , 2019, , 11-38.		0
1458	The <scp>UK</scp> National Student Survey: An amalgam of discipline and neoâ€liberal governmentality. British Educational Research Journal, 2019, 45, 538-553.	2.5	27
1459	Exploring the potential of the European Portfolio for Student Teachers of Languages (EPOSTL) as a reflective tool in initial primary teacher education. Irish Educational Studies, 2019, 38, 401-417.	2.5	2
1460	The emergence of the marketing professional in schools. British Journal of Sociology of Education, 2019, 40, 883-900.	1.8	2

#	Article	IF	Citations
1461	Policy, contextual matters and unintended outcomes: the English Baccalaureate (EBacc) and its impact on physical education in English secondary schools. Sport, Education and Society, 2019, 24, 558-569.	2.1	11
1462	Dewey, Heidegger, and the Future of Education. , 2019, , .		2
1464	â€~Perhaps a Bit Different to What We Did Twenty Years Ago': Senior Teachers' Perceptions of Outdoor Adventure within Primary Education in England Sports, 2019, 7, 92.	1.7	2
1465	Review of The Search for Better Educational Standards. Policy Futures in Education, 2019, 17, 289-292.	1.8	0
1466	Performing support in higher education: negotiating conflicting agendas in academic language and learning advisory work. Higher Education Research and Development, 2019, 38, 940-953.	2.9	7
1467	Conceptualising poverty as a barrier to learning through †Poverty proofing the school day': The genesis and impacts of stigmatisation. British Educational Research Journal, 2019, 45, 356-371.	2.5	10
1468	Performative technologies and teacher subjectivities: A conceptual framework. British Educational Research Journal, 2019, 45, 502-517.	2.5	14
1469	Making up teachers: Pre-kindergarten policy and teachers' lived experiences. Contemporary Issues in Early Childhood, 2019, , 146394911984072.	1.3	0
1470	Experiences of educational transition: young women with ASD, and the staff supporting them, speak. Support for Learning, 2019, 34, 86-111.	0.4	5
1471	Regulating and manipulating the corporeal functions of women academics through political rationality. Journal of Applied Research in Higher Education, 2019, 11, 698-718.	1.9	4
1472	Policy misrecognitions and paradoxes: Developing more contextually attuned access and equity policies in Australian higher education. Policy Futures in Education, 2019, 17, 966-982.	1.8	7
1473	Making us proud: young children engaging with schooled literacy discourses. Cambridge Journal of Education, 2019, 49, 637-653.	2.4	5
1474	Literature as aesthetic knowledge: implications for curriculum and education. Curriculum Journal, 2019, 30, 181-195.	1.5	4
1475	It is a complicated thing: leaders' conceptions of students as partners in the neoliberal university. Studies in Higher Education, 2019, 44, 2196-2207.	4.5	28
1476	Critical Thinking for Social Justice in Global Geographical Learning in Schools. Journal of Geography, 2019, 118, 210-222.	1.5	6
1477	Levinas, bureaucracy, and the ethics of school leadership. Educational Philosophy and Theory, 2019, 51, 1528-1540.	1.8	6
1478	Classroom observation in context: an exploratory study in secondary schools from Northern Colombia. Revista Brasileira De Educacao, 2019, 24, .	0.4	1
1479	Taste for democracy: A critique of the mechanical paradigm in education. Research in Education, 2019, 103, 34-48.	1.1	10

#	Article	IF	CITATIONS
1480	Teacher Quality, Professional Learning and Policy., 2019,,.		8
1481	The infrastructures of objectivity in standardized testing. , 0, , .		0
1482	Resistant leadership: countering dominant paradigms in school improvement. Journal of Educational Administration and History, 2019, 51, 256-272.	1.8	9
1483	After Warnock: The Effects of Perverse Incentives in Policies in England for Students With Special Educational Needs. Frontiers in Education, 2019, 4, .	2.1	17
1484	Play-based pedagogy under threat? A small-scale study of teachers' and pupils' perceptions of pedagogical discontinuity in the transition to primary school. Education 3-13, 2019, 47, 450-461.	1.0	4
1485	English teaching and imagination: a case for revisiting the value of imagination in teaching writing. English in Education, 2019, 53, 49-60.	0.7	3
1486	The quasi-marketization of Australian public schooling: affordances and contradictions of the new work order. Asia Pacific Journal of Education, 2019, 39, 391-403.	2.1	14
1487	The implications of evaluation and educational policy reforms on English secondary school music education. Arts Education Policy Review, 2019, 120, 140-148.	1.4	9
1488	Community empowerment? School autonomy, school boards and depoliticising governance. Australian Educational Researcher, 2019, 46, 565-582.	2.3	14
1489	Changing attitudes to cultural difference: perceptions of Muslim families in English schools. Cambridge Journal of Education, 2019, 49, 1-14.	2.4	8
1490	Re-professionalizing teaching: the new professionalism in the United States. Critical Studies in Education, 2021, 62, 519-536.	4.5	31
1491	The psychological environment and teachers' collective-efficacy beliefs. Educational Psychology in Practice, 2019, 35, 147-164.	1.0	4
1492	"That would be my red line― an analysis of headteachers' resistance of neoliberal education reforms. Educational Review, 2019, 71, 31-50.	3.7	22
1493	Adaptive agency. English Teaching, 2019, 18, 153-169.	0.6	3
1494	Promoting collaboration in a competitive context: school improvement networks in Chile. Journal of Educational Administration, 2019, 58, 208-226.	1.5	12
1495	Prescriptivism, linguicism and pedagogical coercion in primary school UK curriculum policy. English Teaching, 2019, 19, 35-47.	0.6	4
1496	Agency as the achievement of reform ownership. English Teaching, 2019, 18, 249-262.	0.6	0
1497	Lesson Study Partnerships in Initial Teacher Education. , 2019, , 147-160.		5

#	Article	IF	CITATIONS
1498	Sustainable Development Goal 4 Quality Education, Inclusion and the Philosophies of Trust. , 2019, , 1-22.		0
1499	Educational Leaders Using ABCDE to Explore Human Behaviours in Social Contracts in Relation to Embedded and Disembedded Economies. , 2019, , 113-140.		0
1500	Conclusions to Education Policy as a Road Map for Achieving the Sustainable Development Goals. , 2019, , 265-284.		1
1505	Identity, agency and institutional work in higher education: a qualitative meta-synthesis. Qualitative Research in Organizations and Management, 2019, 15, 121-144.	1.2	9
1506	Neoliberal challenges in context: a case of Hong Kong. International Journal of Educational Management, 2019, 34, 641-652.	1.5	8
1507	"l love this stuff!― a Canadian case study of mentor–coach well-being. International Journal of Mentoring and Coaching in Education, 2019, 8, 325-344.	1.1	16
1508	Softening the hierarchy: the role of student agency in building learning organisations. Journal of Professional Capital and Community, 2019, 4, 147-162.	1.2	3
1511	Mapping the landscape of professional inquiry as a form of teacher learning in New Zealand: a narrative inquiry into one teacher's experience. Professional Development in Education, 2022, 48, 120-133.	2.8	3
1512	Investigating the PDR process in a UK university: continuing professional development or performativity?. Professional Development in Education, 2019, , 1-15.	2.8	3
1513	Cultivating Excellence in Education. Educational Governance Research, 2019, , .	0.5	6
1514	Extension and remodelling of teachers' perceived professional space. Teachers and Teaching: Theory and Practice, 2019, 25, 1030-1042.	1.9	5
1515	Teacher-entrepreneurialism: a case of teacher identity formation in neoliberalizing education space in contemporary India. Critical Studies in Education, 2021, 62, 422-438.	4.5	32
1516	The Quality Agenda in Early Childhood Education. , 2019, , .		5
1517	encouraging the teacher-agent: resisting the neo-liberal culture in initial teacher education. Childhood and Philosophy, $0,15,1$ -27.	0.1	2
1518	Beyond critical action learning?: Action learning's place in the world. Action Learning: Research and Practice, 2019, 16, 136-148.	0.9	14
1519	The story of Samantha: the teaching performances and inauthenticities of an early career human geography lecturer. Higher Education Research and Development, 2019, 38, 398-410.	2.9	17
1520	From accountability to digital data: The rise and rise of educational governance. Review of Education, 2019, 7, 390-427.	2.1	4
1521	The pursuit of teacher quality: identifying some of the multiple discourses of quality that impact the work of teacher educators. Asia-Pacific Journal of Teacher Education, 2019, 47, 251-264.	1.9	34

#	Article	IF	CITATIONS
1522	Leadership in early childhood education: The case for pedagogical praxis. Contemporary Issues in Early Childhood, 2019, 20, 23-34.	1.3	17
1523	International Research, Policy and Practice in Teacher Education. , 2019, , .		13
1524	Towards an Understanding of the Work of Teacher Education Professoriate in India. Higher Education for the Future, 2019, 6, 101-114.	17.2	1
1525	Children participating as researchers in primary schools: what's in it for the teachers?. Education 3-13, 2019, 47, 148-161.	1.0	0
1526	School leaders and accountability: Performance or performativity?. Educational Management Administration and Leadership, 2019, 47, 167-169.	3.8	2
1527	Examining the Phenomenon of "Teaching Out-of-field― , 2019, , .		18
1528	Reconsidering context: Six underlying features of context to improve learning from evaluation. Evaluation, 2019, 25, 99-117.	1.8	16
1529	Theorising teacher performance dispositions in an age of audit. British Educational Research Journal, 2019, 45, 5-20.	2.5	8
1530	Costs and Benefits of Commercializing Teaching, Research, and Service in the American Corporatized University. Philosophy of Engineering and Technology, 2019, , 231-257.	0.3	0
1531	Teacher evaluation as an onto-epistemic framework. British Journal of Sociology of Education, 2019, 40, 174-189.	1.8	28
1532	If not quality, then what? The discursive risks in early childhood quality reform. Discourse, 2019, 40, 917-929.	1.3	14
1533	Accountability Policies in Education. Educational Governance Research, 2019, , .	0.5	36
1534	The making of professional values in the age of accountability. European Educational Research Journal, 2019, 18, 105-124.	2.1	4
1535	A DBQ in a Multiple-Choice World: A Tale of two Assessments in a Unit on the Byzantine Empire. Journal of Social Studies Research, 2019, 43, 199-214.	0.8	3
1536	The subjectivity offalse hopeand the possibility forcritical hopeamong novice teachers. Policy Futures in Education, 2019, 17, 924-944.	1.8	3
1537	Datafied at four: the role of data in the â€~schoolification' of early childhood education in England. Learning, Media and Technology, 2019, 44, 7-21.	3.2	66
1538	Engaging with curriculum reform: insights from English history teachers' willingness to support curriculum change. Journal of Curriculum Studies, 2019, 51, 43-61.	2.1	24
1539	The micropolitics of posthuman early years leadership assemblages: Exploring more-than-human relationality. Contemporary Issues in Early Childhood, 2019, 20, 53-64.	1.3	7

#	Article	IF	CITATIONS
1540	Diversity, Affect and Embodiment in Organizing. , 2019, , .		16
1541	Affect, Diversity, and the Problem of Consolation in the Critique of Public Servant Identity. , 2019, , 275-303.		2
1542	The datafication of discipline: ClassDojo, surveillance and a performative classroom culture. Learning, Media and Technology, 2019, 44, 36-51.	3.2	99
1544	A nuanced critical realist approach to educational policy and practice development: Redefining the nature of practitioners' agency. Educational Philosophy and Theory, 2019, 51, 815-828.	1.8	1
1545	A critical review on nonnative English teacher identity research: from 2008 to 2017. Journal of Multilingual and Multicultural Development, 2019, 40, 518-537.	1.7	42
1546	Coaching in education: a professional development process in formation. Professional Development in Education, 2019, 45, 33-45.	2.8	34
1547	Reimagining teaching excellence: why collaboration, rather than competition, holds the key to improving teaching and learning in higher education. Educational Review, 2019, 71, 122-139.	3.7	18
1548	Academic Identity as a Discursive Resource for Resistance: The Case of Quality Management in German Higher Education Institutions. Higher Education Policy, 2019, 32, 49-69.	2.0	11
1549	Datafication of schooling in Japan: an epistemic critique through the â€~problem of Japanese education'. Journal of Education Policy, 2019, 34, 449-469.	2.8	23
1550	Indigenous young people, disadvantage and the violence of settler colonial education policy and curriculum. Journal of Sociology, 2019, 55, 54-71.	1.5	40
1551	From the bottom-up: New York City teacher evaluation and the narration of mediated institutional assault. Critical Studies in Education, 2019, 60, 37-54.	4.5	6
1552	Silence, obligation and fear in the possible selves of UK LGBT-identified teachers. Gender and Education, 2019, 31, 849-865.	1.7	16
1553	Context <i>matters</i> : primary schools and academies reform in England. Journal of Education Policy, 2019, 34, 6-21.	2.8	27
1554	The 2014 special educational needs and disability code of practice: old ideology into new policy contexts?. Journal of Education Policy, 2019, 34, 155-173.	2.8	8
1555	The â€~Universal Access to early childhood education' agenda in Australia: rationales and instruments. Educational Research for Policy and Practice, 2019, 18, 1-16.	1.9	5
1556	Calling for â€~urgent national action to improve the quality of initial teacher education': the reification of evidence and accountability in reform agendas. Journal of Education Policy, 2019, 34, 44-60.	2.8	42
1557	Promoting inquiry-based working: Exploring the interplay between school boards, school leaders and teachers. Educational Management Administration and Leadership, 2019, 47, 475-497.	3.8	5
1558	Datafying the teaching â€~profession': remaking the professional teacher in the image of data. Cambridge Journal of Education, 2019, 49, 35-51.	2.4	62

#	Article	IF	CITATIONS
1559	Curiosity killed by SATs: an investigation of mathematics lessons within an English primary school. Education 3-13, 2019, 47, 261-276.	1.0	6
1560	Investigating principals' data use in school: The impact of evidence-oriented attitudes and epistemological beliefs. Educational Management Administration and Leadership, 2019, 47, 925-942.	3.8	2
1561	Leadership of international schools and the International Baccalaureate learner profile. Educational Management Administration and Leadership, 2019, 47, 766-784.	3.8	10
1562	Performative Technology Intensity and Teacher Subjectivities. Scandinavian Journal of Educational Research, 2019, 63, 725-743.	1.7	4
1563	Education policy and mental weakness: a response to a mental health crisis. Journal of Education Policy, 2019, 34, 242-266.	2.8	25
1564	Head teachers' spirituality and inclusive education: a perspective from critical realism. International Journal of Inclusive Education, 2019, 23, 419-435.	2.6	2
1565	Professionalism, governance and inclusive education – A total population study of Swedish special needs educators. International Journal of Inclusive Education, 2019, 23, 559-574.	2.6	13
1566	Leisure-time centres: social pedagogical tradition in educational practice. Early Child Development and Care, 2019, 189, 2005-2017.	1.3	13
1567	Women's academic leadership under competing higher education policies in Taiwan. Compare, 2019, 49, 759-776.	2.1	13
1568	A fragile autonomy in a performativity culture? Exploring positions in the recontextualising field in a Norwegian rural municipality. Journal of Education Policy, 2019, 34, 133-152.	2.8	4
1569	Assuring the quality of curriculum, pedagogy and assessment across satellite campuses. Journal of Further and Higher Education, 2019, 43, 589-600.	2.5	4
1570	Embodiment and becoming in secondary drama classrooms: the effects of neoliberal education cultures on performances of self and of drama texts. Critical Studies in Education, 2019, 60, 149-167.	4.5	5
1571	Risky teachers: mitigating risk through high-stakes teacher evaluation in the USA. Discourse, 2019, 40, 399-411.	1.3	15
1572	Process drama as a tool for teaching modern languages: supporting the development of creativity and innovation in early professional practice. Innovation in Language Learning and Teaching, 2019, 13, 17-30.	2.8	21
1573	Education for transformation: an evaluative framework to guide student voice work in schools. Critical Studies in Education, 2019, 60, 113-130.	4.5	53
1574	Good teaching as a messy narrative of change within a policy ensemble of networks, superstructures and flows. Critical Studies in Education, 2019, 60, 55-72.	4.5	34
1575	Educational equity policy as human taxonomy: who do we compare and why does it matter?. Critical Studies in Education, 2020, 61, 329-344.	4.5	5
1576	Newness and human disclosure in Dewey and Arendt: Challenging neoliberal educational agenda. Policy Futures in Education, 2020, 18, 179-192.	1.8	2

#	ARTICLE	IF	CITATIONS
1577	â€~Everything is negative': Schoolteachers' perceptions of news coverage of education. Journalism, 2020, 21, 1694-1709.	2.7	17
1578	Rethinking teachers' production of social justice in rural schools. International Journal of Inclusive Education, 2020, 24, 1357-1371.	2.6	4
1579	Mo(ve)ments in professional identification: achieving professional identity and becoming a teacher in Danish and Kenyan teacher education. Compare, 2020, 50, 123-140.	2.1	47
1580	The Values of English Universities: Questioning the Role of Value Statements and Mapping Their Current Focus. Higher Education Policy, 2020, 33, 571-590.	2.0	3
1581	The CV as a symbol of the changing nature of academic life: performativity, prestige and self-presentation. Studies in Higher Education, 2020, 45, 796-807.	4.5	18
1582	Discourse analysis as theory, method, and epistemology in studies of education policy. Journal of Education Policy, 2020, 35, 188-221.	2.8	51
1583	Challenging boundaries to cross: primary teachers exploring drama pedagogy for creative writing with theatre educators in the landscape of performativity. Professional Development in Education, 2020, 46, 245-255.	2.8	6
1584	Navigating neoliberal school spaces: Parent and school staff perspectives on racially disproportional school exclusions in England. International Social Work, 2020, 63, 445-458.	1.6	13
1585	NAPLAN discourses: a systematic review after the first decade. Discourse, 2020, 41, 871-886.	1.3	11
1586	"Teachers repositioned and governed by dominant political rationalities …―Understanding performative pressures experienced by Heads of Physical Education (HoPE) within six Free Schools. Educational Review, 2020, 72, 711-728.	3.7	О
1587	Making sense of student data in teacher professional development. Professional Development in Education, 2020, 46, 256-273.	2.8	3
1588	Foucault, governmentality theory and â€`Neoliberal Community Development'. Community Development Journal, 2020, 55, 437-451.	1.1	11
1589	University as a workplace: searching for meaningful work. Teaching in Higher Education, 2020, 25, 286-304.	2.6	6
1590	A broken paradigm? What education needs to learn from evidence-based medicine. Journal of Education Policy, 2020, 35, 648-664.	2.8	31
1591	The tensions of innovation: experiences of teachers during a whole school pedagogical shift. Research Papers in Education, 2020, 35, 205-227.	3.0	6
1592	A critical policy analysis of local religious education in England. British Journal of Religious Education, 2020, 42, 263-274.	0.8	6
1593	He hokinga ki te mauri: strengthening te Tiriti o Waitangi public health education in tertiary education settings. Teaching in Higher Education, 2020, 25, 926-941.	2.6	6
1594	Organisational factors and academic research agendas: an analysis of academics in the social sciences. Studies in Higher Education, 2020, 45, 2382-2397.	4.5	39

#	Article	IF	CITATIONS
1595	Primary school children's beliefs associating extra-curricular provision with non-cognitive skills and academic achievement. Education 3-13, 2020, 48, 37-53.	1.0	2
1596	Accounting for mediatization in the era of individualized consequential accountability. Journal of Education Policy, 2020, 35, 421-440.	2.8	4
1597	Evaluative relationships: teacher accountability and professional culture. Journal of Education Policy, 2020, 35, 623-647.	2.8	13
1598	â€~Becoming European'? Respatialising the European Schools System through PISA for Schools. International Studies in Sociology of Education, 2020, 29, 85-106.	1.8	5
1599	Possibilities for distributed leadership in South African schools: Policy ambiguities and blind spots. Educational Management Administration and Leadership, 2020, 48, 840-860.	3.8	3
1600	What we should do vs what we do: teachers' professional identity in a context of managerial reform. Educational Studies, 2020, 46, 607-623.	2.4	17
1601	WHAT MOTIVATES PEOPLE TO TEACH, AND WHY DO THEY LEAVE? ACCOUNTABILITY, PERFORMATIVITY AND TEACHER RETENTION. British Journal of Educational Studies, 2020, 68, 3-23.	1.3	135
1602	The academic as consumed and consumer. Journal of Education Policy, 2020, 35, 585-601.	2.8	19
1603	Learning Outcomes in Scandinavian Education through the Lens of Elliot Eisner. Scandinavian Journal of Educational Research, 2020, 64, 645-660.	1.7	11
1604	Supporting Pupils in Finnish and Swedish Schools—Teachers' Views. Scandinavian Journal of Educational Research, 2020, 64, 313-332.	1.7	9
1605	Conceptions of performativity, responsibility and care within a University excellence program. Australian Educational Researcher, 2020, 47, 95-111.	2.3	5
1606	Reconceptualising Teaching and learning in higher education: challenging neoliberal narratives of teaching excellence through collaborative observation. Teaching in Higher Education, 2020, 25, 141-156.	2.6	20
1607	How inclusion became exclusion: policy, teachers and inclusive education. Journal of Education Policy, 2020, 35, 447-464.	2.8	31
1608	Investigating the CEO of a MAT: Examining practices and positions on  the street'. Educational Management Administration and Leadership, 2020, 48, 478-495.	3.8	16
1609	Seven reasons to question the hegemony of Visible Learning. Discourse, 2020, 41, 32-44.	1.3	17
1610	Doing without believing – enacting policy in the English primary school. Critical Studies in Education, 2020, 61, 433-447.	4.5	30
1611	Common standards, different stakes: A comparative and multi-scalar analysis of accountability reforms in the Spanish education context. European Educational Research Journal, 2020, 19, 142-164.	2.1	15
1612	Pedagogies of care in performative schools. Discourse, 2020, 41, 139-152.	1.3	21

#	Article	IF	CITATIONS
1613	Special educational needs and disability provision within an English multi-academy trust: capturing the vision of its practitioners. Education 3-13, 2020, 48, 288-302.	1.0	0
1614	Teacher evaluation and performativity: The edTPA as a fabrication. Arts Education Policy Review, 2020, 121, 131-140.	1.4	9
1615	Creativity within the Foundation Phase curriculum: a risky business?. Education 3-13, 2020, 48, 733-745.	1.0	3
1616	Educational leading as pedagogical love: the case for refugee education. International Journal of Leadership in Education, 2020, 23, 70-85.	2.2	32
1617	Performing †teacherâ€: exploring early career teachers†becomings, work identities and the [mis-]use of the professional standards in competitive educational assemblages. Pedagogy, Culture and Society, 2020, 28, 501-523.	2.6	9
1618	Surviving, being resilient and resisting: teachers' experiences in adverse times. Cambridge Journal of Education, 2020, 50, 219-240.	2.4	21
1619	Conceptualizing and operationalizing the student relationship management strategy: Towards a more sustainable-based platform. Journal of Cleaner Production, 2020, 244, 118707.	9.3	14
1620	Academisation and teachers' dilemmas. European Educational Research Journal, 2020, 19, 289-309.	2.1	4
1621	Performativity and the demise of the teaching profession: the need for rebalancing in Australia. Asia-Pacific Journal of Teacher Education, 2020, 48, 301-315.	1.9	22
1622	Changing Play – writing, researching and learning in an early years arts project. Ethnography and Education, 2020, 15, 222-237.	0.8	0
1623	Student access to the curriculum in an age of performativity and accountability: an examination of policy enactment. Research Papers in Education, 2020, 35, 228-248.	3.0	5
1624	Sundown for JC. Journal of Medical Humanities, 2020, 41, 263-263.	0.7	O
1625	From Hopelessness to Transformation in Geography Classrooms. Journal of Geography, 2020, 119, 3-11.	1.5	8
1626	The method of rational reconstruction for education in the tradition of Habermas. International Journal of Research and Method in Education, 2020, 43, 478-497.	1.9	1
1627	The Praise of Collective Autoethnography. Cultural Studies - Critical Methodologies, 2020, 20, 336-349.	0.8	7
1628	The ethics of competition: accountability policy enactment in Chilean schools' everyday life. Journal of Education Policy, 2020, 35, 23-45.	2.8	34
1629	The problem of now: Bernard Stiegler and the student as consumer. Educational Philosophy and Theory, 2020, 52, 337-347.	1.8	3
1630	" … When It Is Us the Tests Are Made for― Students' Argumentations in a Performative Educa System. Scandinavian Journal of Educational Research, 2020, 64, 886-900.	ition 1.7	2

#	Article	IF	CITATIONS
1631	Whole child, whole teacher: leadership for flourishing primary schools. Education 3-13, 2020, 48, 861-874.	1.0	2
1632	Mindfulness â€~thick' and â€~thin'— a critical review of the uses of mindfulness in education. Oxford Review of Education, 2020, 46, 257-278.	2.0	28
1634	Teachers' Changing Subjectivities: Putting the Soul to Work for the Principle of theÂMarket or for Facilitating Risk?. Studies in Philosophy and Education, 2020, 39, 383-398.	0.5	13
1635	PhD by Publication: innovative approach to social science research, or operationalisation of the doctoral student  … or both?. Higher Education Research and Development, 2020, 39, 288-301.	2.9	29
1636	The responsible parent and networks of support: A case study of school engagement in a challenging environment. British Educational Research Journal, 2020, 46, 161-176.	2.5	5
1637	Preparing Teachers as Democratic Professionals. Action in Teacher Education, 2020, 42, 38-48.	0.7	41
1638	Interrogating the relationship between poverty, attainment and mental health and wellbeing: the importance of social networks and support – a Scottish case study. Cambridge Journal of Education, 2020, 50, 345-370.	2.4	6
1639	Boundary crossing in school governing bodies: Perspectives from the business community. Educational Management Administration and Leadership, 2020, 48, 532-548.	3.8	3
1640	Fluctuating child–staff ratio: governing by numbers in finnish early childhood education. International Studies in Sociology of Education, 2020, 29, 158-176.	1.8	4
1641	Diversity in teachers' approaches to movement integration: A qualitative study of lower secondary school teachers' perceptions of a state school reform involving daily physical activity. European Physical Education Review, 2020, 26, 429-447.	2.0	12
1642	The performativity of monitoring and evaluation in international development interventions: Building a dialogical case study of evidence-making that situates †the general'. Culture and Psychology, 2020, 26, 96-116.	1.1	5
1643	A circle of research on disadvantaged schools, improvement and test-based accountability. Improving Schools, 2020, 23, 68-84.	1.0	2
1644	<i>New Public Management</i> (NPM) in the Iranian higher education; a moral analysis. Ethics and Education, 2020, 15, 113-133.	0.7	1
1645	Postdigital Possibilities: Operaismo, Co-research, and Educational Inquiry. Postdigital Science and Education, 2020, 2, 380-396.	5.3	6
1646	The policy and policing of language in schools. Language in Society, 2020, 49, 425-450.	0.5	42
1647	Painful invisibilities: Roll management or â€~offâ€rolling' and professional identity. British Educational Research Journal, 2020, 46, 516-531.	2.5	21
1648	The micropolitics of being a head of physical education in a secondary school: insights from an ethnographic study. Sport, Education and Society, 2020, 25, 815-828.	2.1	4
1649	Views from the staffroom: forest school in English primary schools. Journal of Adventure Education and Outdoor Learning, 2020, 20, 369-380.	1.6	13

#	Article	IF	CITATIONS
1650	Being professional in New Zealand early childhood education: A genealogy. Policy Futures in Education, 2020, 18, 597-609.	1.8	4
1651	Hampering teaching excellence? Academics making decisions in the face of contradictions. Studies in Higher Education, 2022, 47, 941-952.	4.5	4
1652	Seeking Convergence and Surfacing Tensions Between Social Justice and Core Practices: Re-Presenting Teacher Education as a Community of Praxis. Journal of Teacher Education, 2021, 72, 462-476.	3.5	12
1653	Pedagogy, Education, and Praxis in Critical Times. , 2020, , .		13
1654	Collaborating alone? Teachers' and pedagogues' unequal cross-professional collaboration and what it means for their professional learning in Danish schools. Power and Education, 2020, 12, 246-260.	0.6	1
1655	The Impact of Neoliberal Evaluation Systems on Rural Schools, Teachers, and their Bilingual Learners. Educational Policy, 2022, 36, 1288-1314.	2.0	5
1656	School autonomy and the surveillance of teachers. International Journal of Leadership in Education, 2023, 26, 553-580.	2.2	21
1657	Academics' effectiveness and professional development in Croatia: Challenges for human resource management in higher education institutions. European Journal of Education, 2020, 55, 476-488.	2.8	12
1658	PISA, Policy and the OECD., 2020, , .		23
1659	Challenging the Deprofessionalisation of Teaching and Teachers. , 2020, , .		8
1660	Building teacher professional capabilities through transformative learning. Asia-Pacific Journal of Teacher Education, 2021, 49, 450-465.	1.9	7
1661	Contesting conformity: how and why academics may oppose the conforming influences of intra-organizational performance evaluations. Accounting, Auditing and Accountability Journal, 2020, 33, 913-938.	4.2	17
1662	The future of university or universities of the future: a paradox for uncertain times. International Journal of Educational Management, 2020, 34, 1143-1153.	1.5	8
1663	The influence of anti-politics on arts education policy. Arts Education Policy Review, 2021, 122, 253-264.	1.4	5
1664	â€~In Our Daily Struggles': Diaries as a Tool for Teacher Well-being. Life Writing, 2022, 19, 261-276.	0.3	2
1665	Balancing teacher power and children's rights: rethinking the use of picturebooks in multicultural primary schools in England. Human Rights Education Review, 2020, 3, 49-68.	0.2	5
1667	Triage in teaching: the nature and impact of workload in schools. Asia Pacific Journal of Education, 2022, 42, 772-785.	2.1	14
1668	Secondary school arts teachers' practice autonomy perceptions in New Zealand and England. Journal of Curriculum Studies, 2020, , 1-15.	2.1	1

#	Article	IF	CITATIONS
1669	Understanding adolescent purpose in the context of high-performance schooling in Singapore. Cambridge Journal of Education, 2020, 50, 539-558.	2.4	3
1670	Exploring the use of a rating scale to support professional learning in early years pre-school staff: the experience of one local authority in Wales. Early Years, 2020, , 1-15.	1.0	3
1671	Community alliances and participatory action research as a mechanism for re-politicising social action for students in higher education. Educational Action Research, 2021, 29, 738-754.	1.5	4
1672	The  conduct of conduct' of VET teachers: governmentality and teacher professionalism. Journal of Vocational Education and Training, 2022, 74, 210-227.	1.5	7
1673	Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. International Journal of Inclusive Education, 2023, 27, 541-555.	2.6	19
1674	Coping with performance expectations: towards a deeper understanding of variation in school principals' responses to accountability demands. Educational Assessment, Evaluation and Accountability, 2021, 33, 427-453.	2.3	7
1675	What do undergraduate students understand by excellent teaching?. Higher Education Research and Development, 2022, 41, 466-480.	2.9	8
1676	Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools. Journal of Language, Identity and Education, 2023, 22, 121-136.	2.4	5
1677	What moves us also moves policy: the role of affect in mobilizing education policy on sustainability. Journal of Education Policy, 2022, 37, 527-547.	2.8	10
1678	Critical Online Learning Networks of Teachers: Communality and Collegiality as Contingent Elements. Palgrave Studies in Education Research Methods, 2020, , 101-126.	0.2	0
1679	Teachers' Emotion and Identity Work During a Pandemic. Frontiers in Education, 2020, 5, .	2.1	59
1680	Calculating pay in Swedish schools: Accounting, performativity, and misfires. Financial Accountability and Management, 2020, 36, 420-438.	3.2	6
1681	Education as fiction: market ideology and best teacher awards. Pedagogy, Culture and Society, 2020, , 1-18.	2.6	0
1682	Europe's Lifelong Learning Markets, Governance and Policy. Palgrave Studies in Adult Education and Lifelong Learning, 2020, , .	1.0	11
1683	The Prevent Duty in Education. , 2020, , .		14
1684	Entrepreneurship education – paradoxes in school–company interaction. Education and Training, 2020, 62, 933-945.	3.1	5
1685	Cultural memory in English teaching: a critical autobiographical inquiry. English Teaching, 2020, 19, 231-244.	0.6	2
1686	How do educational systems regulate the teaching profession and teachers' work? A typological approach to institutional foundations and models of regulation. Teaching and Teacher Education, 2020, 96, 103144.	3.2	18

#	ARTICLE	IF	CITATIONS
1687	The Network Runs the Schools: From a Loose to a Tightly Coupled School District. Journal of Cases in Educational Leadership, 2020, 23, 47-61.	0.4	0
1688	Exams tested by Covid-19: An opportunity to rethink standardized senior secondary examinations. Prospects, 2021, 51, 331-345.	2.3	19
1689	Vol 10 No 2 (2020). Professions and Professionalism, 2020, 10, .	0.3	O
1690	A tension between rationalities: "off-rolling―as gaming and the implications for head teachers and the inclusion agenda. Educational Review, 2022, 74, 1322-1341.	3.7	14
1691	Drivers of Improvement at Local Level – Tension and Support from Coexisting Logics. Scandinavian Journal of Educational Research, 2022, 66, 225-237.	1.7	0
1692	Gender in Emergency Services: Foundations for Greater Equity in Professional Codes of Ethics. Public Integrity, 2021, 23, 610-623.	1.0	2
1693	Caged (educational) birds: a hybrid metaphorical enquiry. International Journal for Academic Development, 2020, 25, 297-309.	1.1	5
1695	Evidence-informed practice in assessment: forging the nexus between research, policy & Dicy &	1.2	3
1696	When masses meet markets: credentialism and commodification in twenty-first century Higher Education. Discourse, 2022, 43, 173-187.	1.3	12
1697	Professional Development on the Science of Learning and teachers' Performative Thinkingâ€"A Pilot Study. Mind, Brain, and Education, 2020, 14, 267-278.	1.9	16
1698	â€~A less unpalatable alternative': Executive leaders strategically redefining their work in primary MATs. Management in Education, 2022, 36, 64-71.	1.6	3
1699	Special education reforms in Ireland: changing systems, changing schools. International Journal of Inclusive Education, 0, , 1-20.	2.6	22
1700	â€~Problematising' policy in practice: principals' perceptions of inclusion in an era of test-based accountability. Pedagogy, Culture and Society, 2020, , 1-20.	2.6	0
1701	â€~Lack of quality' in Swedish adult education: a policy study. Journal of Education Policy, 2022, 37, 269-284.	2.8	7
1702	Bildung in het hbo. Opvattingen van docenten over hun taak in de vorming van studenten Pedagogiek, 2020, 40, 23-44.	0.0	1
1704	â€~My life is like a massive jigsaw with pieces missing'. How â€~lower-attaining' children experience schoo in terms of their well-being. Education 3-13, 2021, 49, 1000-1012.	1.0	4
1705	The mutability of pedagogical practice and space use: a case study of collaborative learning and classroom space in a Chinese primary school. Compare, 2022, 52, 729-747.	2.1	2
1706	When performativity meets agency: how early career teachers struggle to reconcile competing agendas to become †quality' teachers. Teachers and Teaching: Theory and Practice, 2021, 27, 388-403.	1.9	14

#	Article	IF	CITATIONS
1707	Typology of OECD's Global Educational Governance and Its Policy Effect. Comparative Education Review, 2020, 64, 525-542.	0.8	3
1708	Re-thinking accountability measures for secondary school arts in England: lessons we could learn from New Zealand. Arts Education Policy Review, 2020, , 1-13.	1.4	0
1709	â€~OFSTED SAYS WE ARE OUTSTANDING': HMI CONCEPTIONS OF TEACHING EXCELLENCE IN THE NINETEENT AND TWENTIETH-CENTURY PRIMARY SCHOOL. British Journal of Educational Studies, 2020, , 1-19.	ГН- 1.3	0
1710	ESCAPING THE FIRE FOR THE FRYING-PAN? BRITISH TEACHERS ENTERING INTERNATIONAL SCHOOLING. British Journal of Educational Studies, 2021, 69, 675-692.	1.3	12
1711	Cooperation between schools and elite sports. How are schools affected from engaging in athletic talent development?. International Studies in Sociology of Education, 2022, 31, 325-346.	1.8	1
1712	What's the point of Initial Teacher Training? Former trainee voice on the influence of in-service ITT upon the practice of established post-compulsory teachers. Research in Post-Compulsory Education, 2020, 25, 337-358.	0.7	2
1714	Orwellian codes of behaviour exploring ideological power in education research policy. Power and Education, 2020, 12, 261-275.	0.6	1
1715	Professional contraction and the growth of teacher confidence. Experiences in the teaching of poetry from the Republic of Ireland and Northern Ireland. Oxford Review of Education, 0 , 0 , 0 .	2.0	4
1716	Teachers' work in the Swedish School Inspectorate's quality audits in a time of accountability. Teaching and Teacher Education, 2020, 96, 103181.	3.2	0
1718	A pedagogical meeting place or a problem space? Extending play-based pedagogy in Year One. Education 3-13, 2022, 50, 184-196.	1.0	2
1719	Re-imagining accountability: storytelling workshops for evaluation in and beyond youth work. Pedagogy, Culture and Society, 2020, , 1-18.	2.6	1
1720	We know offâ€rolling happens. Why are we still doing nothing?. Support for Learning, 2020, 35, 259-275.	0.4	4
1721	Releasing the socioâ€imagination: children's voices on creativity, capability and mental wellâ€being. Support for Learning, 2020, 35, 454-472.	0.4	4
1722	Peace and War., 2020,,.		0
1723	Critical Issues in Teaching English and Language Education. , 2020, , .		2
1724	Postcards from literacy classrooms: possibilities for teacher-generated data visualisation. Education 3-13, 2022, 50, 145-158.	1.0	1
1725	Play and Learning?. Beijing International Review of Education, 2020, 2, 182-196.	0.3	1
1727	Bourdieu and positionâ€making in a changing field: Enactment of the national curriculum in Australia. Curriculum Journal, 2020, 32, 384.	1.5	5

#	Article	IF	CITATIONS
1728	PRESSURE, BUREAUCRACY, ACCOUNTABILITY, AND ALL FOR SHOW: IRISH PERSPECTIVES ON LIFE INSIDE ENGLAND'S SCHOOLS. British Journal of Educational Studies, 2021, 69, 693-713.	1.3	2
1729	Confronting The Logic of The New Public Management'S Economic Incentive in Education: The case of Andalusia (SPAIN). Leadership and Policy in Schools, 2020, , 1-21.	1.5	0
1730	Rubbing against data infrastructure(s): methodological explorations on working with(in) the impossibility of exteriority. Journal of Education Policy, 2022, 37, 165-185.	2.8	21
1731	Corporate practices and ethical tensions: Researching social justice values and neoliberal paradoxes in a †no excuses †to charter school. British Educational Research Journal, 2020, 46, 878-893.	2.5	7
1732	The Grip of the Ideal. British Journal of Psychotherapy, 2020, 36, 415-429.	0.2	1
1733	Athena's claim in an academic regime of performativity: Discursive organizing of excellence and gender at the intersection of heterotopia and heteronomia. Management Learning, 2020, 51, 511-530.	2.1	12
1734	Casualised academic staff and the lecturer-student relationship: Shame, (Im)permanence and (II)legitimacy. British Journal of Sociology of Education, 2020, 41, 539-554.	1.8	16
1735	Handbook of Education Policy Studies. , 2020, , .		7
1736	The Importance of Connectedness in Student-Teacher Relationships. , 2020, , .		13
1737	The professional role and identity of teachers in the private and state education sectors. British Journal of Sociology of Education, 2020, 41, 717-732.	1.8	6
1738	Subjectivising academics: the ranking apparatus, social transformation, and a 'crisis of subjectivity'. Subjectivity, 2020, 13, 153-178.	0.4	5
1739	Analyzing Mentor Narratives of Reflective Practice: A Case for Supporting Adult Learning in Hungarian Initial Teacher Education. Mentoring and Tutoring: Partnership in Learning, 2020, 28, 318-339.	1.4	1
1740	The Performative University: â€̃Targets', â€̃Terror' and â€̃Taking Back Freedom' in Academia. Manag Learning, 2020, 51, 363-377.	gement 2.1	51
1741	What is the meaning of educational leadership in a time of policy engineering?. International Journal of Leadership in Education, 2023, 26, 37-53.	2.2	4
1742	Teachers, performative techniques and professional values: how performativity becomes humanistic through interplay mechanisms. Cambridge Journal of Education, 2020, 50, 695-710.	2.4	14
1743	Institutional Performativity Pressure and First-Year Teachers. Frontiers in Education, 2020, 5, .	2.1	4
1744	From new to nuanced: (Re)Considering educator professionalism and its impacts. Journal of Educational Change, 2020, 21, 443-454.	3.6	5
1745	Student nurse perceptions and experience of the personal tutor on an undergraduate nursing course $\hat{a}\in$ a pilot project. Practice, 2020, 2, 86-102.	0.6	O

#	Article	IF	CITATIONS
1746	Into the breakdown: embracing ethnographic confusion in challenging nationalist policy "truths― International Journal of Qualitative Studies in Education, 2020, 33, 166-173.	1.2	3
1747	Policy effects of regulating admission into initial teacher education degrees in New South Wales. Asia-Pacific Journal of Teacher Education, 2020, 48, 520-537.	1.9	0
1748	Short-term, short-changed? A temporal perspective on the implications of academic casualisation for teaching in higher education. Teaching in Higher Education, 2022, 27, 756-771.	2.6	40
1749	Situating subjectivities in the macrosocial policy context: critical/queer multifocal policy research. Journal of Education Policy, 2021, 36, 691-707.	2.8	7
1750	Unrooting Management Education and Entrepreneurial Self From Neoliberal Demands: An Action Research Approach. Entrepreneurship Education and Pedagogy, 2020, 3, 265-290.	2.3	8
1751	Gentle Riffs and Noises Off: Research Supervision Under the Spotlight. Journal of Philosophy of Education, 2020, 54, 146-163.	0.8	2
1752	â€~Same old story, just a different policy': race and policy making in higher education in the UK. Race Ethnicity and Education, 2020, 23, 530-547.	2.6	83
1754	Curriculum, standards and professionalisation: The policy discourse on teacher professionalism in Singapore. Teaching and Teacher Education, 2020, 91, 103056.	3.2	17
1755	Ideological disempowerment as an effect of neoliberalism on teachers. Power and Education, 2020, 12, 204-212.	0.6	13
1756	Discipline lessons from American faith-based autonomous schools: a narrative of power and â€~mini-public' ideology. Journal of Education Policy, 2022, 37, 308-333.	2.8	13
1757	Participatory performance in the secondary music classroom and the paradox of belonging. Music Education Research, 2020, 22, 229-241.	1.4	4
1758	â€~[N]ow I can be a poetic writer': using action research as a way of reclaiming and implementing professional values in the primary school. Educational Action Research, 2022, 30, 3-21.	1.5	0
1759	The birth of neoprofessionalism in the context of neoliberal governmentality: The case of productive university teachers. International Journal of Educational Research, 2020, 103, 101582.	2.2	4
1760	â€~Nid yw wedi'i fwriadu i gael ei asesu yn y ffordd rydyn ni'n asesu': Ailfeddwl am asesu ar gyfer cymhwyster yng nghyddestun gweithredu'r Cwricwlwm i Gymru. Curriculum Journal, 2020, 31, e133.	1.5	0
1761	Seeing anew: the role of student leadership in professional learning. Professional Development in Education, 2020, 46, 563-579.	2.8	5
1762	The emotional labor of doing â€⁻boy work': Considering <i>affective economies of boyhood</i> in schooling. Educational Philosophy and Theory, 2020, 52, 880-890.	1.8	13
1763	Between collaboration and conflict: the exploration of micropolitical processes during reform enactment in an Arab junior high school in Israel. Educational Review, 2022, 74, 188-206.	3.7	4
1765	Teacher autonomy and teacher agency: a comparative study in Brazilian and Norwegian lower secondary education. Curriculum Journal, 2020, 31, 115-131.	1.5	22

#	Article	IF	CITATIONS
1766	Adaptation and resistance: washback effects of the national test on upper secondary Swedish teaching. Curriculum Journal, 2020, 31, 687-703.	1.5	3
1767	â€~[lt] isn't designed to be assessed how we assess': rethinking assessment for qualification in the context of the implementation of the Curriculum for Wales. Curriculum Journal, 2020, 31, 303-316.	1.5	6
1768	Reframing teacher education in England: the case for a <i>Bildung</i> orientated approach. Educational Review, 2022, 74, 1012-1028.	3.7	4
1769	A fair game – the neoliberal (re)organisation of social and relational practices in local school settings. British Journal of Sociology of Education, 2020, 41, 410-425.	1.8	9
1770	†How do you get the courage to stand up?†Teachers†Constructions of activism in response to education policy reform. Discourse, 2021, 42, 544-558.	1.3	4
1771	Perceptions of teaching performance assessment in higher education: A study in Portugal. Innovations in Education and Teaching International, 2021, 58, 261-271.	2.5	2
1772	Teacher educators speaking up: illuminating stories stifled by the iron-grip regulation of initial teacher education. Asia-Pacific Journal of Teacher Education, 2020, 48, 572-585.	1.9	11
1773	The emotional labour and toll of managerial academia on higher education leaders. Journal of Educational Administration and History, 2020, 52, 357-372.	1.8	26
1774	Representing and intervening in Swedish education—Mediating and adjudicating by grading numbers. Financial Accountability and Management, 2020, 36, 20-32.	3.2	1
1776	â€~Core Maths chooses you; you don't choose Core Maths'. The positioning of a new mathematics course within the postâ€16 curriculum in England. Curriculum Journal, 2020, 31, 704-721.	1.5	3
1777	Integrating spirituality in tourism higher education: A study of tourism educators' perspectives. Tourism Management Perspectives, 2020, 34, 100653.	5.2	14
1778	Emotional Intelligence and Social and Emotional Learning: (Mis)Interpretation of Theory and Its Influence on Practice. Journal of Research in Childhood Education, 2020, 34, 153-166.	1.0	8
1779	Ethics in contemporary health care management and medical education. Journal of Evaluation in Clinical Practice, 2020, 26, 699-706.	1.8	18
1780	Persuasion and resistance. Large-scale collaborative professional development as a policy instrument. Journal of Curriculum Studies, 2020, 52, 395-412.	2.1	4
1781	Responding to the neoliberal and managerial changes: a generational perspective of Chinese academics. Compare, 2021, 51, 1138-1156.	2.1	6
1782	A critical discourse analysis of Curriculum for Excellence implementation in four Scottish secondary school case studies. Discourse, 2021, 42, 513-527.	1.3	3
1783	Taking stock of environmental education policy in England $\hat{a}\in$ " the what, the where and the why. Environmental Education Research, 2020, 26, 305-323.	2.9	25
1784	Accountability, performance management and inspection: how to enable positive responses to diversity?. Journal of Research in Special Educational Needs, 2020, 20, 146-171.	1.1	2

#	Article	IF	CITATIONS
1785	Walking on a tightrope: Agency and accountability in practitioner inquiry in New Zealand secondary schools. Teaching and Teacher Education, 2020, 93, 103075.	3.2	14
1786	Ethics in compulsory education – Human dignity, rights and social justice in five contexts. HTS Teologiese Studies / Theological Studies, 2020, 76, .	0.4	2
1787	(Un)teaching the †datafied student subject': perspectives from an education-based masters in an English university. Teaching in Higher Education, 2020, 25, 401-417.	2.6	7
1788	A prism of the educational utopia: the East Asian Educational Model, reference society, and reciprocal learning. Discourse, 2021, 42, 943-957.	1.3	12
1790	Visualizing Quality: University Online Identities as Organizational Performativity in Higher Education. Review of Higher Education, 2020, 43, 781-809.	1.3	10
1791	A critical analysis of the rationales underpinning the introduction of Ireland's Framework for Junior Cycle. Irish Educational Studies, 2020, 39, 319-335.	2.5	3
1792	Youth purpose, meaning in life, social support and life satisfaction among adolescents in Singapore and Israel. Journal of Educational Change, 2020, 21, 299-322.	3.6	18
1793	From LSA to teacher: the value of classroom experience in shaping a †teacher†identity. Support for Learning, 2020, 35, 23-42.	0.4	1
1794	Competing institutional logics of academic personnel system reforms in leading Chinese Universities. Journal of Higher Education Policy and Management, 2021, 43, 49-66.	2.3	24
1795	Mass Higher Education in Englandâ€"a Success Story?. Postdigital Science and Education, 2021, 3, 48-64.	5. 3	3
1796	Using the balanced scorecard as a performance management tool in higher education. Management in Education, 2021, 35, 10-21.	1.6	37
1797	THE NEO-PERFORMATIVE TEACHER: SCHOOL REFORM, ENTREPRENEURIALISM AND THE PURSUIT OF EDUCATIONAL EQUITY. British Journal of Educational Studies, 2021, 69, 27-45.	1.3	25
1798	Teacher as person: the need for an alternative conceptualisation of the â€~good' teacher in Australia's Vocational Education And Training sector. Journal of Vocational Education and Training, 2021, 73, 148-165.	1.5	12
1799	Shadow education as a form of oppression: conceptualizing experiences and reflections of secondary students in Hong Kong. Asia Pacific Journal of Education, 2021, 41, 115-129.	2.1	23
1800	Redesigning curriculum at the higher education level: challenges and successes within a sport management program. Educational Action Research, 2021, 29, 276-291.	1.5	14
1801	Student voice research as a technology of reform in neoliberal times. Pedagogy, Culture and Society, 2021, 29, 213-230.	2.6	11
1802	A study of the experiences of children aged 7-11 taking part in mindful approaches in local nature reserves. Journal of Adventure Education and Outdoor Learning, 2021, 21, 129-138.	1.6	6
1803	â€~Ethics review, neoliberal governmentality and the activation of moral subjects'. Educational Philosophy and Theory, 2021, 53, 548-558.	1.8	5

#	Article	IF	CITATIONS
1804	The challenges of providing a quality certificated dance education within secondary schools $\hat{a} \in ``findings from a comparative study exploring the experiences of eight English and Scottish dance teachers Research in Dance Education, 2021, 22, 38-55.$	1.0	0
1805	Who owns the knowledge? Knowledge construction as part of the school improvement process. Improving Schools, 2021, 24, 62-75.	1.0	5
1806	Teacher job satisfaction: the importance of school working conditions and teacher characteristics. Educational Review, 2021, 73, 71-97.	3.7	229
1807	How teacher competence functions as an institutionalised discourse in the epoch of globalisation. Cambridge Journal of Education, 2021, 51, 105-125.	2.4	6
1808	Translation, intensification and fabrication: professional football academy coaches' enactment of the Elite Player Performance Plan. Sport, Education and Society, 2021, 26, 309-325.	2.1	13
1810	Governing Higher Education: The PURE Data System and the Management of the Bibliometric Self. Higher Education Policy, 2021, 34, 238-253.	2.0	11
1811	Managerialism and teacher professional identity: impact on well-being among teachers in the UK. Educational Review, 2021, 73, 1-16.	3.7	72
1812	Negotiating professional identities in teaching language abroad: an inquiry of six native Chinese teachers in Britain. Language Learning Journal, 2021, 49, 370-381.	2.5	8
1813	On the matter of teacher quality: lessons from Singapore. Journal of Curriculum Studies, 2021, 53, 500-515.	2.1	3
1814	Performative enactments of teacher evaluation: Two preservice teachers and the edTPA. Policy Futures in Education, 2021, 19, 44-62.	1.8	0
1815	Managerialism and human rights in a post-conflict society: challenges for educational leaders in Northern Ireland. School Leadership and Management, 2021, 41, 117-131.	1.6	5
1816	Administrating existence: teachers and principals coping with the Swedish †Teachers†Salary Boost†reform. Ethnography and Education, 2021, 16, 129-144.	0.8	3
1817	Evidence of teaching practice in an age of accountability: when what can be counted isn't all that counts. Oxford Review of Education, 2021, 47, 170-188.	2.0	17
1818	Response and Responsibility: Rethinking Accountability in Education. Journal of Philosophy of Education, 2021, 55, 25-40.	0.8	9
1819	Leadership at all levels: system alignment through empowerment in Scottish education?. School Leadership and Management, 2021, 41, 22-40.	1.6	10
1820	Professionalism and teacher education in Australia and England. European Journal of Teacher Education, 2021, 44, 45-61.	3.7	30
1821	Teaching standards, globalisation, and conceptions of teacher professionalism. European Journal of Teacher Education, 2021, 44, 5-19.	3.7	39
1822	Teacher as a performer or a professional? An exploration into the possible impacts of performative culture on teachers' identities. Practice, 2021, 3, 43-50.	0.6	2

#	Article	IF	CITATIONS
1823	Between ideal teaching and â€~what works': The transmission and transformation of a content area from university to school placements within physical education teacher education. European Physical Education Review, 2021, 27, 312-327.	2.0	14
1824	Contesting quality teaching: Teachers' pragmatic agency and the debate about teacher evaluation. Teaching and Teacher Education, 2021, 98, 103246.	3.2	5
1825	Neoliberal performativity in higher education: ethical dilemmas encountered when reporting on the lived experience of women living in drought-affected regions. Gender and Education, 2021, 33, 757-772.	1.7	1
1826	Who Should Get "Ineffective� A Principal's Ethical Dilemmas on Teacher Evaluation. Journal of Cases in Educational Leadership, 2021, 24, 31-45.	0.4	3
1827	A systematic review and metasynthesis of qualitative research into teachers' authenticity. Cambridge Journal of Education, 2021, 51, 301-325.	2.4	6
1828	Creativity in primary schools: An analysis of a teacher's attempt to foster childhood creativity within the context of the Scottish Curriculum for Excellence. Improving Schools, 2021, 24, 47-61.	1.0	1
1829	Silenced by performativity: The child's right to a spiritual voice in an age of neoliberal educational imperatives. International Journal of Children's Spirituality, 2021, 26, 9-23.	2.1	12
1830	Relationships between the assessment of school quality and social justice. Educational Research, 2021, 63, 133-146.	1.8	3
1831	Destabilising data: The use of creative data visualisation to generate professional dialogue. British Educational Research Journal, 2021, 47, 105-127.	2.5	3
1832	The reader, the text, the poem: the influence and challenge of Louise Rosenblatt. Education 3-13, 2021, 49, 79-95.	1.0	2
1833	More students doing more maths? Student attitudes to mathematics and perceptions of its teaching in a new post-compulsory course. Teaching Mathematics and Its Applications, 2021, 40, 56-71.	0.8	0
1834	Identity, Culture and Belonging: Educating Young Children for a Changing World. British Journal of Educational Studies, 2021, 69, 123-124.	1.3	0
1835	Teaching about the past in Northern Ireland: avoidance, neutrality, and criticality. Irish Educational Studies, 2021, 40, 3-18.	2.5	3
1836	â€~Society gets the education it deserves'. Practice, 2021, 3, 10-16.	0.6	1
1837	Systemic threats to the growth mindset: classroom experiences of agency among children designated as $\hat{a} \in \mathbb{C}$ lower-attaining $\hat{a} \in \mathbb{C}$. Cambridge Journal of Education, 2021, 51, 283-299.	2.4	3
1838	The policy and practice of music education in England, 2010–2020. British Educational Research Journal, 2021, 47, 469-483.	2.5	11
1839	Using the translanguaging space to facilitate poetic representation of language and identity. Language Teaching Research, 2021, 25, 105-133.	4.0	6
1840	When assessment defines the contentâ€"understanding goals in between teachers and policy. Curriculum Journal, 2021, 32, 290-314.	1.5	10

#	Article	IF	CITATIONS
1841	Coaxing success from failure through academic development. International Journal for Academic Development, 2021, 26, 190-200.	1.1	3
1842	Towards initial teacher education quality: Epistemological considerations. Educational Philosophy and Theory, 2021, 53, 644-654.	1.8	5
1843	Conceptualising social justice in education: a Daoist perspective. Compare, 2021, 51, 596-611.	2.1	11
1844	Feminist education for university staff responding to disclosures of sexual violence: a critique of the dominant model of staff development. Gender and Education, 2021, 33, 121-137.	1.7	10
1845	Being Prepared to Become a Moral Teacher: UK Teachers' Experiences of Initial Teacher Education. Scandinavian Journal of Educational Research, 2021, 65, 226-239.	1.7	7
1846	Neoliberal ideologies in a Chinese university's requirements and rewards schemes for doctoral publication. Studies in Continuing Education, 2021, 43, 68-85.	1.9	13
1847	Drowning in the shallows: an Australian study of the PhD experience of wellbeing. Teaching in Higher Education, 2021, 26, 602-618.	2.6	25
1848	Creative pedagogies: a systematic review. Research Papers in Education, 2021, 36, 299-331.	3.0	40
1849	Setting by numbers: datafication processes and ability grouping in an English secondary school. Journal of Education Policy, 2021, 36, 1-23.	2.8	10
1850	Academic identities in contemporary higher education: sustaining identities that value teaching. Teaching in Higher Education, 2021, 26, 20-35.	2.6	33
1851	At your service 24/7: preschool managers on their tasks and daily work. Early Years, 2021, 41, 23-35.	1.0	1
1852	Consequences of school grading systems on adolescent health: evidence from a Swedish school reform. Journal of Education Policy, 2021, 36, 84-106.	2.8	32
1853	Constructive alignment in Pacific tertiary education: building the <i>waka</i> with nails. International Journal for Academic Development, 2021, 26, 106-109.	1.1	1
1854	The instrumentation of test-based accountability in the autonomous dutch system. Journal of Education Policy, 2021, 36, 107-128.	2.8	6
1855	<i>Regulated time</i> and <i>expansive time</i> in primary school mathematics. Pedagogy, Culture and Society, 2021, 29, 119-136.	2.6	2
1856	The Precarious., 2021,, 109-135.		0
1858	Closing the digital skills gap: Working with business to address local labour market policy. , 2021, , 193-208.		2
1859	â€~Stupid and lazy' youths? Meritocratic discourse and perceptions of popular stereotyping of VET students in China. Discourse, 2022, 43, 585-600.	1.3	3

#	Article	IF	CITATIONS
1861	Neoliberal Restructuring in Philippine Education: Towards Performativity. International Journal of English Literature and Social Sciences, 2021, 6, 355-366.	0.1	1
1862	Distributing Leadership: Sharing Responsibility and Maintaining Accountability., 2021, , 131-145.		1
1863	The Influence of Socialization Factors on Physical Educators' Conceptions of Assessment and Perceived Quality of Assessment. Journal of Teaching in Physical Education, 2021, 40, 66-75.	1.2	6
1864	Building a Framework to Achieve Work-Life Balance. Advances in Higher Education and Professional Development Book Series, 2021, , 215-229.	0.2	0
1865	Towards climate justice education: views from activists and educators in Scotland. Environmental Education Research, 2021, 27, 652-668.	2.9	25
1866	Gender and the politics of knowledge in the academy. Education Science, Evidence, and the Public Good, 2021, , 205-222.	0.3	0
1867	Who gets to be creative in class? Creativity as a matter of social justice in secondary English lessons. Education Science, Evidence, and the Public Good, 2021, , 79-95.	0.3	3
1868	Accountability and Assessment. , 2021, , 1-20.		3
1869	Opportunities and Tensions in the Experiences of Collaborative Professionalism During the Enactment of the GTPA. Teacher Education, Learning Innovation and Accountability, 2021, , 81-94.	1.1	0
1870	The quest for better teaching. Oxford Review of Education, 2021, 47, 45-60.	2.0	25
1871	The Contribution of Social Representations Theory to Science Education. The Anthropocene: Politik - Economics - Society - Science, 2021, , 295-310.	0.2	0
1872	Social, Political and Cultural Foundations of Educational Leadership in Singapore. Educational Governance Research, 2021, , 215-233.	0.5	3
1873	From policy to Implementation in the Context of Globalisation: The Case of Civics and Citizenship Education in Australia., 2021,, 583-597.		0
1874	Portraits of teachers in neoliberal times: projections and reflections generated by shadow education research. Globalisation, Societies and Education, 2021, 19, 696-710.	2.6	12
1875	Practitioner Enquiry and Action Research for Teacher Well-Being. Understanding Teaching-learning Practice, 2021, , 13-43.	2.3	0
1876	Teacher Evaluation and the Control of Risky Teachers. , 2021, , 45-58.		0
1877	Performativity, Datafication and the Techniques of Teacher Evaluation. , 2021, , 29-44.		1
1878	Giving the invisible hand a helping hand: How †Grants Offices' work to nourish neoliberal researchers. British Educational Research Journal, 2021, 47, 1-22.	2.5	5

#	Article	IF	CITATIONS
1879	Aligning Teacher Preparation, Professional Development and Evaluation: The Case of the TAP System., 2021,, 59-76.		0
1880	International School Teachers: Motivations and (Mis)conceptions. , 2021, , 59-86.		0
1881	Making Sense of Data-Informed Decision Making in Educational Contexts., 2021,, 545-563.		0
1882	Teacher Effectiveness in Australia. Advances in Educational Marketing, Administration, and Leadership Book Series, 2021, , 1-28.	0.2	0
1883	Educational Leadership for Social Justice: Bringing Connection, Collaboration and Care from Margins to Centre. Educational Governance Research, 2021, , 193-212.	0.5	2
1884	Developing, Sustaining and Retaining Teacher Quality: Factors That Count. Perspectives on Rethinking and Reforming Education, 2021, , 171-187.	0.1	1
1885	Empowerment Versus Power: The Learning and Performativity Conflict. University Development and Administration, 2021, , 1-20.	0.1	0
1886	Knowledge Marginalisation in Curriculum and Practice: Walking the Tightrope Between Curricula Freedom and Accountability. Springer Briefs in Education, 2021, , 35-48.	0.2	0
1887	Clearing the Final Hurdle: Getting Students to Engage with Feedback in Higher Education. SHS Web of Conferences, 2021, 99, 01008.	0.2	0
1888	â€~The village and the world': research with, for and by teachers in an age of data. Teaching Education, 2021, 32, 1-6.	1.3	1
1889	Academized or deprofessionalized?– policy discourses of teacher professionalism in relation to research-based education. Nordic Journal of Studies in Educational Policy, 2021, 7, 3-15.	0.9	6
1890	In pursuit of worldly justice in Early Childhood Education: bringing critique and creation into productive partnership for the public good. Education Science, Evidence, and the Public Good, 2021, , 171-188.	0.3	2
1891	Accountability, social justice and educational research. Education Science, Evidence, and the Public Good, 2021, , 45-78.	0.3	7
1892	The Onto-Epistemic Regime of Metrics, Data and Standards. , 2021, , 99-116.		0
1893	Creativity Talent Development: Fostering Creativity in Schools. Springer International Handbooks of Education, 2021, , 1045-1069.	0.1	2
1894	How are Heads of English responding to policy changes in the English school system?. English in Education, 2021, 55, 301-312.	0.7	2
1896	Reconceptualizing teacher professional learning about technology integration as intra-active entanglements. Professional Development in Education, 2021, 47, 524-537.	2.8	10
1897	Transforming existing norms for payment and legitimacy of †teaching work' in medical education. Medical Education, 2021, 55, 550-552.	2.1	0

#	Article	IF	CITATIONS
1898	Think piece on parents, †off rolling' and wavelength methodology: issues for SENCos. Support for Learning, 2021, 36, 69-82.	0.4	11
1900	Additional support services and the utilisation of teaching assistants in university settings: dissuading inclusive practice or improving academic outcomes?. Support for Learning, 2021, 36, 102-115.	0.4	1
1901	Enacting Smart Pedagogy in Higher Education Contexts: Sensemaking through Collaborative Biography. Technology, Knowledge and Learning, 2021, 26, 1153.	4.9	1
1902	Getting Creativity Back into Schools: How Teachers Can Adopt a Creative Pedagogy., 2021,, 11-22.		0
1903	â€`What Kind of Education System are We Offering': The Views of Education Professionals on School Refusal. International Journal of Educational Psychology, 2021, 10, 27.	0.8	8
1904	Risk aversion in a performativity culture – what can we learn from teachers' curriculum decision making in history?. Journal of Curriculum Studies, 2021, 53, 659-674.	2.1	1
1905	The Double-voiced Nature of Becoming a Teacher in the Era of Neoliberal Teaching and Teacher Education. Action in Teacher Education, 2021, 43, 447-463.	0.7	3
1906	Developing Positive Data Cultures in High-Stakes Environments: The Role of School Leaders. Journal of Cases in Educational Leadership, 2021, 24, 49-62.	0.4	O
1907	Managerialism and Its Consequences for Professional Identity: A Comparative Analysis of GPs and Secondary School Teachers. Administration and Society, 2021, 53, 1178-1202.	2.1	5
1908	When differences are made into likenesses: the normative documentation and assessment culture of the preschool. International Journal of Inclusive Education, 2023, 27, 904-920.	2.6	9
1909	Supporting Young People's Mental Health: Reconceptualizing the Role of Schools or a Step Too far?. Frontiers in Education, 2021, 5, .	2.1	5
1910	Business managers in children's playground : Exploring a problematic (or not!) identity construction of early childhood teachers in New Zealand. Contemporary Issues in Early Childhood, 0, , 146394912198936.	1.3	1
1911	Tangles and Glimmers: How African Immigrant Students in an Urban Charter School Describe Congruencies and Disconnections in Caring Between Home and School. Urban Review, 2021, 53, 761.	1.6	1
1912	Exploring the role of curriculum materials in teacher professional development. Professional Development in Education, 2021, 47, 331-347.	2.8	6
1913	Sustainable school self-evaluation: enactments and perceptions of balancing accountability and improvement goals. Educational Assessment, Evaluation and Accountability, 2021, 33, 291-315.	2.3	3
1914	Crossing Boundaries: Khumalo the tightrope walker. African Identities, 0, , 1-17.	1.6	0
1915	Paying Professional Taxes for Promotion and Tenure: The Costs of Justice Work for Black Faculty. Journal of Research on Leadership Education, 0, , 194277512110022.	1.4	5
1916	Analysing micro-credentials in higher education: a Bernsteinian analysis. Journal of Curriculum Studies, 2021, 53, 212-228.	2.1	47

#	Article	IF	CITATIONS
1917	â€~Never mind children's cognition, what about mine?' Teachers' perspectives of the enactment of pol The case of metacognition. Curriculum Journal, 2021, 32, 402.	icy: 1:5	0
1918	Exploring the Impacts of Student-Led Sustainability Projects with Secondary School Students and Teachers. Sustainability, 2021, 13, 2790.	3.2	4
1919	Education, anthropocentrism, and interspecies sustainability: confronting institutional anxieties in omnicidal times. Ethics and Education, 2021, 16, 164-177.	0.7	13
1920	SCHOOL LEADERSHIP, INSPECTION AND VISIBILITY: PANOPTICISM AND POST-PANOPTICISM IN AN ENGLISH COASTAL AREA OF DEPRIVATION. British Journal of Educational Studies, 2022, 70, 3-19.	1.3	1
1921	Student experiences of democratic education and the implications for social justice. Theory and Research in Education, 2021, 19, 40-64.	0.7	2
1922	Making a Spectacle of Oneself in the Academy Using the H-Index: From Becoming an Artificial Person to Laughing at Absurdities. Qualitative Inquiry, 2021, 27, 1027-1039.	1.4	12
1923	Back to the future? Reflections on three phases of education policy reform in Wales and their implications for teachers. Journal of Educational Change, 2022, 23, 371-396.	3.6	12
1924	The student as an enterprising self: Neoliberalism, English and early study abroad. British Journal of Sociology of Education, 2021, 42, 374-387.	1.8	13
1925	"l don't want to be helpless― learning policymaking with teachers. Arts Education Policy Review, 2023, 124, 13-26.	1.4	2
1926	â€~Offâ€rolling' and Foucault's art of visibility/invisibility: An exploratory study of senior leaders' views of â€~strategic' school exclusion in southwest England. British Educational Research Journal, 2021, 47, 1039-1055.	2.5	11
1927	Enacting performance-based accountability in a Southern European school system: between administrative and market logics. Educational Assessment, Evaluation and Accountability, 2021, 33, 535-561.	2.3	5
1928	Why digital administrative systems create extra work and demoralize us: A study of performativity and decontextualization caused by Unikum in Swedish preschools. Discourse, Context and Media, 2021, 40, 100469.	1.9	3
1929	Teacher educators' professional life stories across four countries. , 2021, , 106-119.		1
1930	Working-class girls' construction of learner identities and aspirations through engagement in Chinese language education in Australia. Discourse, 2022, 43, 886-898.	1.3	11
1933	Exploring mindfulness in/as education from a Heideggerian perspective. Journal of Philosophy of Education, 2021, 55, 302-313.	0.8	4
1934	Professional development for government teaching professionals: can it be realised through the balanced scorecard approach?. Teacher Development, 2021, 25, 278-295.	0.7	2
1935	Side effects and the enactment of accountability: results of a comparative study in two German federal states. Educational Assessment, Evaluation and Accountability, 2021, 33, 403-425.	2.3	0
1937	Cognition in art education. British Educational Research Journal, 2021, 47, 1323-1339.	2.5	11

#	Article	IF	CITATIONS
1938	Actividades emocionales del trabajo docente: un estudio de shadowing en Chile. Quadernos De Psicologia, 2021, 23, e1689.	0.2	2
1939	Diminishing hope and utopian thinking: faculty leadership under neoliberal regime. Journal of Educational Administration and History, 2021, 53, 106-120.	1.8	11
1940	Teacher subjectivation in the quality dispositive: the example of VET in Austria. British Journal of Sociology of Education, 2021, 42, 792-811.	1.8	3
1941	Why do early years educators engage with phonics policy directives in their work with under-threes in England?. Policy Futures in Education, 2022, 20, 1-18.	1.8	1
1942	NGOs working for gender justice with boys and men: Exploring challenges of accountability. Gender, Work and Organization, 2021, 28, 1461-1474.	4.7	0
1943	Postmemory and multilingual identities in English language teaching: a duoethnography. Language Learning Journal, 2021, 49, 483-498.	2.5	12
1944	Resistance as commitment. A reflective case study of teacher professionalism in neoliberal times. Teaching in Higher Education, 2023, 28, 1656-1670.	2.6	1
1945	The governance quality conundrum. , 2021, , 139-160.		0
1946	Influences on teachers' attitudes towards languages of learning and teaching: the Estonian experience. Journal of Multilingual and Multicultural Development, 0, , 1-16.	1.7	1
1947	"lt's about portraying that we are organised …―A case study looking at understanding identity changes within one Free school's Physical Education and School Sport (PESS) programme. Educational Review, 0, , 1-19.	3.7	1
1948	The cruel optimism of co-production. Qualitative Research Journal, 2022, 22, 56-66.	0.7	2
1949	The entanglement of knowing and being: Hegel, ontology and education in the 21st century. Educational Practice and Theory, 2021, 43, 23-39.	0.2	1
1950	Panopticism, teacher surveillance and the â€~unseen'. British Journal of Sociology of Education, 2021, 42, 812-827.	1.8	5
1951	Diversity, difference, equity: how student differences are socially constructed in Singapore. Cambridge Journal of Education, 2021, 51, 693-712.	2.4	8
1952	The Dialogic Possibilities for Interactive Fiction in the Secondary Academy English Classroom. Changing English, 2021, 28, 395-410.	0.6	0
1953	†I feel like two different teachers': the split self of teacher subjectivity. Pedagogy, Culture and Society, 2023, 31, 515-530.	2.6	1
1954	Rethinking adult learning and education as global citizenship education: A conceptual model with implications for policy, practice and further research. International Journal of Development Education and Global Learning, 2021, 13, .	0.2	3
1955	Beyond deliberation—radical reflexivity, contemplative practices and teacher change. Journal of Educational Change, 2023, 24, 1-23.	3.6	3

#	ARTICLE	IF	CITATIONS
1956	Emerging Trends in Metaphoric Images of Curriculum Reform Implementation in Schools: A Critical Literature Review. International Journal of Learning, Teaching and Educational Research, 2021, 20, 194-210.	0.6	0
1957	Love as the lifeblood of being-well: a call for care for teachers in England's schools. Pastoral Care in Education, 2021, 39, 269-290.	1.8	14
1958	Belonging and being: developing inclusive ethos. International Journal of Leadership in Education, 0, , 1-24.	2.2	1
1959	Comparing sources of stress for state and private school teachers in England. Improving Schools, 2022, 25, 205-220.	1.0	9
1960	Mainstream teachers' concerns about inclusive education for children with special educational needs and disability in England under preâ€pandemic conditions. Journal of Research in Special Educational Needs, 2022, 22, 31-43.	1.1	15
1961	The risks of standardised school building design: Beyond aligning the parts of a learning environment. European Educational Research Journal, 0, , 147490412110212.	2.1	2
1962	Primary teachers' experiences of neo-liberal education reform in England: â€~Nothing is ever good enough'. Research Papers in Education, 2022, 37, 1214-1240.	3.0	1
1963	Recasting solidarity: a call for radical engagement and academic unification. International Journal of Qualitative Studies in Education, 2023, 36, 1599-1611.	1.2	2
1964	DIOS-AMOR Y FILOSOFÃA DE LA EDUCACIÓN. DIÃŁOGO ABIERTO CON ALGUNAS DISCUSIONES PEDAGÓGICAS ACTUALES DESDE UNA OLVIDADA FILOSOFÃA CRISTIANA DEL AMOR. Edetania Estudios Y Propuestas Socioeducativas, 2021, , 127-146.	0.2	0
1965	Challenges and pedagogical conflicts for teacher-Forest School leaders implementing Forest School within the UK primary curriculum. Education 3-13, 2023, 51, 1-12.	1.0	1
1966	Test-based accountability and perceived pressure in an autonomous education system: does school performance affect teacher experience?. Educational Assessment, Evaluation and Accountability, 2021, 33, 483-509.	2.3	4
1967	The Development of Market-Driven Identities in Young People: A Socio-Ecological Evolutionary Approach. Frontiers in Psychology, 2021, 12, 623675.	2.1	2
1968	Crossing borders and taking risks: supporting the music educator as policy practitioner. Arts Education Policy Review, 2024, 125, 35-47.	1.4	5
1969	Quantification and classification in education: What is at stake?. Policy Futures in Education, 2022, 20, 120-134.	1.8	4
1970	Disrupting discourses of deficiency in English for Academic Purposes: dialogic reflection with a critical friend. Pedagogy, Culture and Society, 2023, 31, 669-685.	2.6	6
1971	OKUL YÖNETİCİLİĞİNİN MESLEKLEŞMESİ. Uluslararasi Liderlik çalışmaları Dergisi: Kuram Ve U	y gu lama:,	O;,.
1972	Letting the ghosts in: re-designing HE teaching and learning through posthumanism. Teaching in Higher Education, 0 , $1-23$.	2.6	8
1973	Spaces for coping with change: Kindergarten educators' emotional refuges. International Journal of Early Years Education, 2023, 31, 79-94.	0.8	1

#	Article	IF	CITATIONS
1974	Bourdieu's Theory of Practice and the OECD PISA Global Competence Framework. Journal of Research in International Education, 2021, 20, 154-170.	1.2	10
1975	EMI as a performative technology of acceleration in higher education contexts: academics and administrators' perspectives. International Journal of Bilingual Education and Bilingualism, 2023, 26, 1170-1182.	2.1	5
1976	Risky Choices. New Zealand Journal of Teachers' Work, 2021, 18, 36-51.	0.2	1
1977	On the front foot: Indigenous leadership in Aotearoa/New Zealand higher education. Higher Education Research and Development, 2022, 41, 2048-2063.	2.9	2
1978	Comparing teacher autonomy in different models of educational governance. Nordic Journal of Studies in Educational Policy, 2022, 8, 103-118.	0.9	4
1979	The Dance and the Tune: A Storied Exploration of the Teaching of Stories. Changing English, 0, , 1-13.	0.6	2
1980	The role of teacher identity in teacher self-efficacy development: the case of Katie. Journal of Mathematics Teacher Education, 2022, 25, 725-747.	1.8	10
1981	Decolonising globalised curriculum landscapes: The identity and agency of academics. London Review of Education, 2021, 19, .	1.8	0
1982	"l never thought it would be that bad―– Increasing teachers' awareness of psychological well-being through recovery-stress monitoring and individualised feedback. Work, 2021, 69, 1217-1227.	1.1	3
1983	School Management Culture, Emotional Labor, and Teacher Burnout in Mainland China. Sustainability, 2021, 13, 9141.	3.2	17
1984	Early career researchers' identity: A qualitative review. Higher Education Quarterly, 2022, 76, 786-799.	2.7	7
1985	School partnerships in a post-conflict society: addressing challenges of collaboration and competition. Irish Educational Studies, 2023, 42, 257-274.	2.5	1
1986	Marketing Australian public schools: the double bind of the public school principal. Asia Pacific Journal of Education, 2023, 43, 599-612.	2.1	4
1987	Classroom as heterotopia: English lessons as a space to problematise war. British Journal of Sociology of Education, 0, , 1-17.	1.8	3
1988	Teachers within Neoliberal Educational Reforms: A Case Study of Delhi. International Perspectives on Education and Society, 2021, , 159-187.	0.6	0
1989	Contextual coaching: levering and leading school improvement through collaborative professionalism. International Journal of Mentoring and Coaching in Education, 2021, 10, 399-417.	1.1	8
1990	Numbers and their contexts: how quantified actors narrate numbers and decontextualization. Educational Assessment, Evaluation and Accountability, 2021, 33, 511-533.	2.3	5
1991	Pedagogy for its own sake: teacher's beliefs about activity-based learning in rural government schools of Kashmir. Quality Assurance in Education, 2021, 29, 311-327.	1.5	3

#	Article	IF	CITATIONS
1992	The DEIS programme as a policy aimed at combating educational disadvantage: fit for purpose?. Irish Educational Studies, 2023, 42, 381-399.	2.5	17
1993	Institutional Accreditation and the Professionalisation of Teaching in the HE Sector., 0, , .		0
1994	Resisting the managed and fragmented selves in academia: Collaborative autoethnographies about modulations of control and surveillance in the neoliberal classroom. Women's Studies International Forum, 2021, 88, 102502.	1.1	5
1995	A Literature Review of the Concept of Entitlement and the Theoretical Informants of Excessive Teacher Entitlement. Advances in Research on Teaching, 2021, , 17-34.	0.2	4
1996	The glocalization of physical education assessment discourse. Sport, Education and Society, 2023, 28, 1-16.	2.1	3
1997	Becoming a teacher in higher education: Creating an academic development program to catalyse doctoral students' professionalization. The Hungarian Educational Research Journal, 2021, 11, 246-253.	0.3	O
1998	Moral distress among school leaders: an Alberta, Canada study with global implications. International Journal of Leadership in Education, 0, , 1-23.	2.2	3
1999	The Interaction of Culture and Context in the Construction of Teachers' Putative Entitled Attitude in the Midst of Change. Advances in Research on Teaching, 2021, , 77-101.	0.2	2
2000	A trio of teacher education voices: developing professional relationships through co-caring and belonging during the pandemic. Qualitative Research Journal, 2022, 22, 157-172.	0.7	5
2001	The impact of OECD research on the education system of Kazakhstan. Asia Pacific Education Review, 2021, 22, 757-766.	2.5	6
2002	The Importance of Context in Social Justice Leadership: Implications for Policy and Practice. European Journal of Educational Research, 2021, 10, 1989-2002.	1.3	2
2003	What matters to teachers about literacy teaching: Exploring teachers' everyday/everynight worlds through creative data visualisation. Teaching and Teacher Education, 2021, 107, 103480.	3.2	1
2004	Neoliberal Approach in Higher Education. Advances in Logistics, Operations, and Management Science Book Series, 2022, , 212-227.	0.4	0
2005	Teachers' Experiences of Marketization in the United Arab Emirates. Gulf Education and Social Policy Review, 0, , .	0.0	1
2006	Conflicts in professional concern and the exclusion of pupils with SEMH in England. Emotional and Behavioural Difficulties, 2021, 26, 31-45.	1.2	12
2007	Empowering student voice in a secondary school: Character Education through project-based learning with students as teachers. Teacher Development, 2021, 25, 103-119.	0.7	7
2008	A Good Education: School Achievement, Sport and Becoming a Successful Girl. New Femininities in Digital, Physical and Sporting Cultures, 2021, , 83-108.	0.3	0
2009	The Ranking Regime and the Production of Knowledge: Implications for Academia., 2021,, 75-101.		7

#	Article	IF	CITATIONS
2010	The Economic Discourse of Education: A Poststructural Perspective., 2021,, 11-28.		0
2011	Exploring Head Start teacher and leader perceptions of the Pre-K Classroom Assessment Scoring System as a part of the Head Start Designation Renewal System. Early Childhood Research Quarterly, 2021, 55, 214-229.	2.7	7
2012	Two groups separated by a shared goal: how academic managers and lecturers have embraced the introduction of digital technologies in UK Higher Education. Research in Learning Technology, 0, 29, .	2.3	0
2013	Experiencing Professional Learning as Work Intensive. , 2021, , 113-137.		O
2014	Contextualising Teacher Professional Learning in Practice and Policy. , 2021, , 1-26.		0
2015	Beyond the tyranny of the typology: moving from labelling to negotiating international school teachers' identities. Educational Review, 2022, 74, 1157-1171.	3.7	5
2017	Physical Education Policy Research in the United States: Setting a New Orientation. Quest, 2021, 73, 45-62.	1.2	16
2018	Power, Knowledge and Palpatine. Critical Studies of Education, 2021, , 125-134.	0.1	0
2019	Critical Pedagogy and Rights-Respecting Curriculum: Their Intersection and Implications for Globalised Neoliberal Discourse in Education., 2021,, 945-959.		1
2020	The Cultural Context of Teachers' Work: Policy, Practice and Performance. , 2005, , 507-525.		2
2021	Regulation and Autonomy in Teacher Education: System or Democracy?., 2007, , 127-140.		7
2022	Taking Local Contexts More Seriously. , 0, , 109-127.		4
2023	\hat{a} € Will there be flowers shoved at me? \hat{a} € M A study in organisational trust, moral order and professional integrity. , 2013, , 119-132.		7
2024	Towards the European Panopticon: EU Discourses and Policies in Education and Training 1992–2007. , 2009, , 479-495.		10
2025	The New Regulation Forms of Educational Systems in Europe: Towards a Post-bureaucratic Regime. , 2008, , 13-33.		7
2026	Building or Eroding Intellectual Capital? Student Consumerism as a Cultural Force in the Context of Knowledge Economy., 2008,, 43-55.		7
2027	The Predicament of the Teaching Profession and the Revival of Professional Authority: A Parsonian Perspective., 2008,, 11-24.		5
2028	Does the Teaching Profession Still Need Universities?. , 2008, , 85-97.		1

#	Article	IF	CITATIONS
2029	Surviving Diversity in Times of Performativity: Understanding Teachers' Emotional Experience of Change. , 2009, , 215-232.		23
2030	Seeking Eudaimonia: The Emotions in Learning to Teach and to Mentor. , 2009, , 33-53.		24
2032	An Exploration of Teacher Educator Identities Within an Irish Context of Reform. , 2019, , 47-61.		3
2033	Restricting Social Justice Practices in Public Education: The Neoliberal Stronghold. , 2020, , 193-212.		4
2034	The Purpose of University Value Statements. , 2019, , 61-73.		1
2035	The OECD's Campaign for Distributed Leadership: The Risks of Pushing for More Accountability and Teacher Responsibility. , 2019, , 199-217.		3
2036	Enacting the Prevent Duty in Further Education. , 2020, , 139-158.		3
2037	Climate Change Education in Ireland: Emerging Practice in a Context of Resistance. , 2020, , 231-248.		4
2039	Why Do Romanian Universities Fail to Internalize Quality Assurance?., 2015,, 43-61.		3
2040	Introduction: School–University Partnerships for Teacher Education. Springer Briefs in Education, 2016, , 1-12.	0.2	2
2041	Women Academic Researchers: Still Interlopers in the UK Academy?., 2017,, 227-242.		7
2042	The Assessment of Ethics and the Ethics of Assessment. , 2017, , 177-191.		3
2043	Resisting the Borg: Science Teaching for Common Wellbeing. Cultural Studies of Science Education, 2017, , 227-276.	0.2	6
2044	Publication and Performativity. , 2017, , 97-108.		7
2045	Introduction: Why Care About Schools?. , 2018, , 1-18.		1
2046	Pathways and Praxis: Designing Curriculum for Aspirational Programs. , 2018, , 207-222.		1
2047	"Now There's Everything to Stop You― Teacher Autonomy Then and Now. ICME-13 Monographs, 2018, , 209-230.	1.0	2
2048	Performativity and Education. Springer International Handbooks of Education, 2018, , 867-888.	0.1	1

#	Article	IF	Citations
2049	Significant Encounters and Consequential Eventualities: A Joint Narrative of Collegiality Marked by Struggles Against Reductionism, Essentialism and Exclusion in ELT. Educational Linguistics, 2018, , 219-236.	0.9	3
2050	(Re)conceptualising Teacher Resilience: A Social-Ecological Approach to Understanding Teachers' Professional Worlds. , 2018, , 13-33.		86
2052	The Indispensability and Impossibility of Teacher Identity. , 2018, , 217-227.		2
2053	Seeking an Institution-Decentring Politics to Regain Purpose for Australian University Futures. Palgrave Critical University Studies, 2019, , 271-292.	0.4	1
2054	Double Negative: When the Neoliberal Meets the Toxic. , 2019, , 59-81.		2
2056	Performance Measurement and Accountability: Some Reflections on the Developments in Teacher Education in England., 2015,, 209-223.		1
2057	Making Sense of Curriculum Innovation and Mathematics Teacher Identity., 2009, , 107-122.		4
2058	The Micropolitics of Educational Change and Reform: Cracking Open the Black Box. , 2010, , 237-258.		27
2059	Finding a Way Forward. Professional and Practice-based Learning, 2010, , 195-227.	0.4	1
2060	Hope, Happiness, Teaching, and Learning. , 2011, , 15-30.		17
2061	Vulnerability in Teaching: The Moral and Political Roots of a Structural Condition., 2011,, 65-82.		39
2063	Preparing Teachers as Informed Professionals: Working with a Critical Ethnographic Disposition and a Socially Democratic Imaginary. Explorations of Educational Purpose, 2012, , 45-61.	0.1	5
2064	Undermining Neo-liberal Orthodoxies in School Science: Telling the Story of Aluminium. Cultural Studies of Science Education, 2014, , 381-397.	0.2	4
2065	A Return to Practice: Practice-Based Studies of Education. Professional and Practice-based Learning, 2012, , 85-100.	0.4	15
2066	Assessment and the Reform of Education Systems. The Enabling Power of Assessment, 2014, , 233-247.	0.5	2
2067	The Academic Profession and the Role of the Service Function. , 2013, , 137-158.		6
2068	Framing Workplace Learning. , 2014, , 1-27.		6
2069	Health Education in the Context of Performance Driven Education: Challenges and Opportunities., 2015,, 211-230.		3

#	Article	IF	CITATIONS
2070	6.1 Indigenous Students' Learning of School Science: A Philosophical Interpretation. Springer International Handbooks of Education, 2015, , 1037-1053.	0.1	1
2071	Promoting Entrepreneurship and Innovation in China: Transformations in University Curriculum and Research Capacity. Higher Education Dynamics, 2015, , 439-462.	0.3	2
2072	A Story Full of Stories. , 2011, , 63-96.		2
2074	Nial-a-pend-de-quacy-in. , 2013, , 163-177.		3
2075	Overview of the Role of teacher Beliefs in Science Education. , 2014, , 17-31.		19
2076	Comparing Accountability Policy Tools and Rationales 1. Comparative and International Education, 2015, , 35-56.	0.0	16
2077	Uneasy Academic Subjectivities in the Contemporary Ontario University. Educational Futures, 2016, , 61-75.	0.6	9
2078	Continuity and Change. , 2016, , 13-27.		1
2079	Intimate Scholarship: An Examination of Identity and Inquiry in the Work of Teacher Educators., 2016,, 181-237.		14
2080	Education Policy and the Intensification of Teachers' Work: The Changing Professional Culture of Teaching in England and Implications for Social Justice. Education Policy & Social Inequality, 2017, , 169-185.	0.1	14
2081	Teacher Sense-Making in School-Based Curriculum Development Through Critical Collaborative Professional Enquiry., 2017,, 769-783.		5
2082	Towards a Principled Approach for School-Based Teacher Educators: Lessons from Research. , 2017, , 105-120.		8
2083	A Postsocialist Perspective on Audit Culture: Changing Practices and Subjectivities of School Teachers in a Russian Region. Perspectives on Rethinking and Reforming Education, 2018, , 173-187.	0.1	4
2084	Politics of Professionalization of Teaching: Contemporanean Development and Variations of Uses. Perspectives on Rethinking and Reforming Education, 2018, , 27-42.	0.1	2
2085	Co-teaching as Praxis in English Initial Teacher Education. , 2018, , 163-181.		3
2086	Creativity Talent Development: Fostering Creativity in Schools. Springer International Handbooks of Education, 2019, , 1-25.	0.1	1
2087	Quality, Trustworthiness, and S-STTEP Research. Springer International Handbooks of Education, 2020, , 299-338.	0.1	10
2088	The Changing Face of Accreditation for Initial Teacher Education Programmes in Australia. , 2019, , 27-45.		10

#	Article	IF	CITATIONS
2089	The Politics of Metrics in Education: A Contribution to the History of the Present., 2020, , 345-361.		5
2090	Quality Retention and Resilience in the Middle and Later Years of Teaching. , 2019, , 193-210.		4
2091	Neoliberalism and Power in Education. , 2016, , 1-6.		7
2092	Neoliberalism and Power in Education. , 2017, , 1538-1543.		2
2093	Postscript: To Fabricate or Authenticate Our Self as Teacher?., 2019, , 193-205.		1
2095	The Future of Workforce Development—Old Wine in New Bottles?. , 2014, , 351-372.		3
2098	â€~Getting It Right'? Producing Race and Gender in the Neoliberal School Based Sexuality Education Assemblage. , 2017, , 391-413.		16
2099	Learning About Action Research in and From the Middle East. , 2017, , 251-263.		1
2100	Rural Teaching and Learning in Neoliberal Times. , 2016, , 47-77.		2
2101	Social Justice in Rural Schooling. , 2016, , 111-136.		1
2102	Education for Democracy, Citizenship and Social Justice: The Case of Iceland., 2016,, 435-463.		4
2104	Who Is to Be Positioned as Employable? Adult Graduates' Educational and Working Life Pathways. , 2017, , 237-254.		2
2105	Education Reform and School Leadership. , 2010, , 54-69.		7
2106	Workplace Literacies and Audit Society. , 2015, , 51-70.		5
2107	Globalisation and Sociology of Education Policy: The Case of PISA. , 2013, , 19-38.		12
2108	Competition, Governance and Global Education Policy. , 2015, , 25-52.		2
2109	The Space of Academia: Privilege, Agency and the Erasure of Affect. , 2013, , 71-87.		14
2110	The Authorities of Autonomy and English Only: Serving Whose Interests?. , 2015, , 94-118.		4

#	Article	IF	Citations
2111	The culture of special schools: perceptions of the nature, purpose and value of physical education. Educational Review, 2022, 74, 773-787.	3.7	10
2113	Teacher accountability and education restructuring: an exploration of teachers' work identities in an urban school for poor in India. International Studies in Sociology of Education, 0, , 1-20.	1.8	4
2114	A cry, a clash and a parting: a French pragmatic sociology approach to †the struggle over the teacher†soulâ€. International Studies in Sociology of Education, 2022, 31, 347-366.	1.8	6
2115	Reflections and experiences of further education research in practice. Journal of Vocational Education and Training, 2003, 55, 499-516.	1.5	5
2116	Reflections and experiences of further education research in practice. Journal of Vocational Education and Training, 2003, 55, 499-516.	1.5	11
2117	: Educating Teachers for 21st-Century Challenges. , 2014, , 79-104.		8
2118	Rethinking social mobility in education: looking through the lens of professional capital. Journal of Professional Capital and Community, 2020, ahead-of-print, .	1.2	1
2119	Reshaping home–school connections in the digital age: Challenges for teachers and parents. E-Learning and Digital Media, 2020, 17, 167-182.	2.6	16
2120	'We Women Are No Good at It': Networking in Academia. Sociologicky Casopis, 2009, 45, 1239-1264.	0.4	16
2121	Entre la autoridad y el autoritarismo: an�lisis del papel de las tecnolog�as digitales en la relaci. Revista D'Innovació I Recerca En Educació, 2015, , .	0.4	1
2122	Predictors of Information Technology Integration in Secondary Schools: Evidence from a Large Scale Study of More than 30,000 Students. PLoS ONE, 2016, 11, e0168547.	2.5	8
2123	Developing a pedagogy of critical hope. Learning and Teaching, 2005, 2, 159-174.	0.3	11
2124	From the reflective to the post-personal teacher. Teoria De La Educacion, 2019, 32, 55-72.	1.1	6
2125	Teacher Professional Standards, Accountability, and Ideology: Alternative Discourses. Australian Journal of Teacher Education, 2011, 36, .	0.6	74
2126	Professional Conversations: Mentor Teachers' Theories-in-Use Using the Australian National Professional Standards for Teachers. Australian Journal of Teacher Education, 2012, 37, .	0.6	16
2127	Where to From Here? Career Choices of Pre-service Teachers Undertaking a Dual Early Childhood / Primary Qualification. Australian Journal of Teacher Education, 2013, 38, .	0.6	18
2128	Discourses of Experience: The Disciplining of Identities and Practices in Student Teaching. Australian Journal of Teacher Education, 2014, 39, .	0.6	2
2129	Teacher Wellbeing in Neoliberal Contexts: A Review of the Literature. Australian Journal of Teacher Education, 2015, 40, .	0.6	89

#	Article	IF	CITATIONS
2130	From Surveillance to Formation? A Generative Approach to Teacher †Performance and Development†in Australian Schools. Australian Journal of Teacher Education, 2015, 40, .	0.6	7
2131	'Being in' and 'feeling seen' in professional development as new teachers: The ontological layer(ing) of professional development practice. Australian Journal of Teacher Education, 2016, 41, 106-121.	0.6	8
2132	"lt's about Improving My Practice― The Learner Experience of Real-Time Coaching. Australian Journal of Teacher Education, 2016, 41, 119-135.	0.6	18
2133	A Common Language? The Use of Teaching Standards in the Assessment of Professional Experience: Teacher Education Students' Perceptions. Australian Journal of Teacher Education, 2016, 41, 56-69.	0.6	14
2134	Education or Quality of Teaching? Implications for Australian Democracy., 2017, 42, 59-73.		7
2135	Por uma leitura topológica das polÃŧicas curriculares. Education Policy Analysis Archives, 0, 24, 26.	0.4	7
2136	The Performing School: The Effects of Market & Diction Policies. Education Policy Analysis Archives, 0, 22, 70.	0.4	26
2137	Targets, threats and (dis)trust: The managerial troika for public school principals in Chile. Education Policy Analysis Archives, 0, 23, 87.	0.4	15
2138	Redesigning the identities of teachers and leaders: A framework for studying new professionalism and educator resistance. Education Policy Analysis Archives, 0, 23, 85.	0.4	47
2139	Conceptualizing teacher professional identity in neoliberal times: Resistance, compliance and reform. Education Policy Analysis Archives, 0, 23, 88.	0.4	37
2140	Cultivating disruptive subjectivities: Interrupting the new professionalism. Education Policy Analysis Archives, 0, 23, 86.	0.4	3
2141	On the Use of Educational Numbers: Comparative Constructions of Hierarchies by Means of Large-Scale Assessments. Espacio, Tiempo Y Educacion, 2016, 3, 177-202.	0.1	12
2142	Exploring the Changing Face of School Inspections. Egitim Arastirmalari - Eurasian Journal of Educational Research, 2016, 16, 1-35.	0.7	23
2143	e-Assessment for learning and performativity in higher education: A case for existential learning. Australasian Journal of Educational Technology, 0, , .	3.5	8
2144	The Development of Contemporary Student Engagement Practices at the University of Winchester and Winchester Student Union, UK. International Journal for Students As Partners, 2017, 1 , .	0.4	7
2145	Toward the formation of genuine partnership spaces. International Journal for Students As Partners, 2018, 2, 11-15.	0.4	30
2146	The Game Plan: Four Contradictions in the Development of World Class Universities from the Global South. Egitim Ve Bilim, 2016, 41, .	0.3	1
2147	The politics of being an educational researcher: Minimising the harm done by research. Waikato Journal of Education, 2015, 15, .	0.3	2

#	Article	IF	Citations
2148	Negotiating conflicting discourses of quality teaching in Fiji: Initial teacher education and practicum at the University of the South Pacific. Waikato Journal of Education, 2019, 24, 1-10.	0.3	1
2149	Culturally responsive pedagogy for sustainable quality education in the Cook Islands setting. Waikato Journal of Education, 0, 25, 31-41.	0.3	3
2150	Spirituality in the workplace: a reality for South African teachers?. South African Journal of Education, 2008, 28, 505-517.	0.6	10
2151	The effect of the ideology of new managerial professionalism on the South African education system. South African Journal of Education, 2019, 39, 1-9.	0.6	4
2152	Theories and Practices in Critical Language Teaching: A Dialogic Introduction. Revista Brasileira De Linguistica Aplicada, 2018, 18, 213-226.	0.3	8
2153	Nueva gestión pública y educación: Elementos teóricos y conceptuales para el estudio de un modelo de reforma educativa global. Educacao E Sociedade, 2015, 36, 599-622.	0.4	71
2154	Performatividade, privatização e o pós-Estado do Bem-Estar. Educacao E Sociedade, 2004, 25, 1105-1126.	0.4	81
2155	Formação de professores na cultura do desempenho. Educacao E Sociedade, 2004, 25, 1145-1157.	0.4	24
2156	Dismantling the Curriculum in Higher Education. Open Library of Humanities, 2016, 2, .	0.2	10
2157	Distributed Leadership and the Visibility/Invisibility Paradox in On-line Communities. Human Technology, 2011, 7, 49-71.	2.0	5
2158	Teacher Demoralization, Disempowerment and School Administration. Qualitative Research in Education, 2016, 5, 200-225.	0.6	19
2159	Professional responsibility and accountability?. Nordic Studies in Education, 2018, 38, 368-385.	0.3	3
2162	â€Tell me about your school': Researching local responses to New Zealand's National Standards policy. Assessment Matters, 2013, 5, 94-115.	0.4	4
2163	The University as a Contemporary Era. , 2009, , 103-119.		3
2164	Student Perceptions of the â€~Best' Feedback Practices: An Evaluation of Student-Led Teaching Award Nominations at a Higher Education Institution Teaching and Learning Inquiry, 2019, 7, 121-135.	0.4	6
2165	Poetry and Pedagogy: Exploring the Opportunity for Epistemological and Affective Development within the Classroom. Literacy Information and Computer Education Journal, 2010, 1, 178-185.	0.1	10
2166	"You can feel the exhaustion in the air around you― The Mood of Contemporary Universities and its Impact on Feminist Scholarship. Ex Aequo, 2019, , .	0.2	4
2167	Assessed into form. Educare - Vetenskapliga Skrifter, 2017, , 130-144.	0.2	1

#	Article	IF	CITATIONS
2168	â€~It feels like its sink or swim': Newly Qualified Teachers' Experiences of their Induction Year. International Journal of Learning, Teaching and Educational Research, 2018, 17, 89-101.	0.6	6
2169	What are the Relationships between Teachers' Engagement with Management Information Systems and Their Sense of Accountability?. Interdisciplinary Journal of E-Skills and Lifelong Learning, 0, 10, 217-227.	0.0	4
2170	Educating far from Equilibrium: Chaos Philosophy and the Quest for Complexity in Education. Complicity: an International Journal of Complexity in Education, 2012, 9, .	0.4	10
2171	Media i komunikowanie spoå,eczne: federacja, ale jaka? Dalsze pytania o przyszå,oå>ć dyscypliny. Studia Medioznawcze, 2019, 19, 118-129.	0.3	4
2172	New managerialism, neoliberalism and ranking. Ethics in Science and Environmental Politics, 2014, 13, 141-153.	7.9	52
2173	Academic freedom and the commercialisation of universities: a critical ethical analysis. Ethics in Science and Environmental Politics, 2016, 15, 71-85.	7.9	42
2174	Spinning in the NAPLAN Ether: †Postscript on the Control Societies' and the Seduction of Education in Australia. Deleuze Studies, 2012, 6, 564-584.	0.4	22
2175	The Eternal Return of Teaching in the Time of the Corporation. Deleuze Studies, 2014, 8, 280-298.	0.4	1
2176	Fucking Teachers. Deleuze Studies, 2015, 9, 437-451.	0.4	3
2177			

#	Article	IF	CITATIONS
2187	Les politiques d'accountability. Recherche Et Formation, 2010, , 45-59.	0.1	20
2188	Las evoluciones del trabajo de docente en Francia y en EuropaÂ: factores de cambio, incidencias y resistencias en la enseñanza secundaria. Revue Francaise De Pedagogie, 2006, , 111-142.	0.1	112
2190	Culturally Responsive Relationships Focused Pedagogies. Advances in Higher Education and Professional Development Book Series, 2017, , 1-31.	0.2	12
2191	Getting Teachers to use New Technology by just Giving them Time., 0,, 29-41.		1
2192	Construyendo "la identidad del excluido": etnografÃa del aprendizaje situado de los niños en una escuela básica municipal de Chile. Estudios Pedagogicos, 2015, 41, 97-114.	0.3	6
2193	The spirituality of student teachers: a blind spot?. Koers, 2008, 73, .	0.1	1
2194	Revisiting the Professional, Personal, and Political Dimensions of Action Research. , 0, , 6-24.		87
2195	Leadership and Teacher Education. , 2011, , 89-110.		4
2196	The Teacher and the Curriculum: Exploring Teacher Agency., 2016,, 187-201.		22
2197	Re-imagining Education for Democracy. , 0, , .		17
2200	Musician–Teacher Collaborations in Composing Contemporary Music in Secondary Schools. , 2018, , 180-192.		2
2201	A space on the side of the road. , 2018, , 99-118.		1
2202	Teacher Agency. , 2015, , 134-148.		410
2204	The transformation of higher education, credential competition, and the graduate labour market. , 2016, , 197-207.		10
2205	Subverting the pseudo-science of inspection with research-informed practice and pedagogic principles., 2018,, 151-160.		1
2207	Is the Professionalisation of Adult Basic Skills Practice Possible, Desirable or Inevitable?. Literacy and Numeracy Studies, 2010, 18, 26-42.	0.7	3
2208	Las reglas de nuestro juego: privatización neoliberal de la educación en Chile. Praxis Educativa, 2017, 12, 690-707.	0.1	6
2209	Widening the net: a review of the CETTnet practitioner research group. Teaching in Lifelong Learning: A Journal To Inform and Improve Practice, 2009, 1 , .	0.1	1

#	Article	IF	CITATIONS
2210	$\hat{A}_{\hat{c}}$ Medir lo que valoramos o valorar lo que medimos? Globalizaci \tilde{A}^3 n, responsabilidad y la noci \tilde{A}^3 n de prop \tilde{A}^3 sito de la educaci \tilde{A}^3 n. Pensamiento Educativo, 2014, 51, 46-57.	0.1	6
2211	Teachers' experiences of spirituality in Swiss secular high schools – an interpretative phenomenological analysis. Journal of Beliefs and Values, 2022, 43, 414-429.	0.6	2
2212	â€What works' and for whom? <i>Bold Beginnings</i> and the construction of the school ready child. Journal of Early Childhood Research, 2022, 20, 172-184.	1.6	10
2213	How does physical education teacher education matter? A methodological approach to understanding transitions from PETE to school physical education. Physical Education and Sport Pedagogy, 0, , 1-14.	3.0	6
2214	Understanding professional vulnerability in an era of performativity: experiences of EFL academics in mainland China. Teaching in Higher Education, 2024, 29, 318-333.	2.6	8
2215	Consequences of neoliberal traits in curriculum design; English influences and the implementation of moral education in schools in the United Arab Emirates. Globalisation, Societies and Education, 2022, 20, 669-681.	2.6	1
2216	The Skin as Seen: Thinking Through Racialized Subjectivities and Pedagogy with Levinas. Studies in Philosophy and Education, 2022, 41, 227-242.	0.5	1
2217	Understanding coaching efficacy in education through activity systems: privileging the nuances of provision. International Journal of Mentoring and Coaching in Education, 2021, ahead-of-print, .	1.1	4
2218	Investigating Technostress Among Teachers in Low-Income Indian Schools. Proceedings of the ACM on Human-Computer Interaction, 2021, 5, 1-29.	3.3	10
2219	Data Work in Education: Enacting and Negotiating Care and Control in Teachers' Use of Data-Driven Classroom Surveillance Technology. Proceedings of the ACM on Human-Computer Interaction, 2021, 5, 1-26.	3.3	13
2220	â€~Look after the staff and they would look after the students' cultures of wellbeing and mental health in the university setting. Journal of Further and Higher Education, 2022, 46, 548-560.	2.5	24
2221	The Rhetoric of Teacher Evaluation: New York City Teachers' Responses to Performance Labels. Educational Policy, 2023, 37, 769-799.	2.0	5
2222	Lifestyle Sports and Physical Education Teachers' Professional Development in the United Kingdom: A Qualitative Survey Analysis. Education Sciences, 2021, 11, 642.	2.6	4
2223	Valences and sense of personal autonomy with regard to professional development in Dutch primary teachers: Do decision contexts and age make a difference?. Frontline Learning Research, 2021, 9, 1-34.	0.8	2
2224	Teacher professional learning: a holistic and cultural endeavour imbued with transformative possibility. Educational Review, 2023, 75, 916-931.	3.7	13
2225	Selective amnesia and the political act of remembering English teaching. Pedagogy, Culture and Society, 0, , 1-19.	2.6	0
2226	The Challenges facing Professional Education and Practice of Academic Librarianship in the HE Sector in the UK. LIBER Quarterly, 2005, 15 , .	0.7	0
2227	Taking Local Contexts More Seriously. , 2007, , 779-797.		2

#	ARTICLE	IF	CITATIONS
2228	Defining and Interpreting Professional Knowledge in an Age of Performativity: a Scottish Case-Study. Australian Journal of Teacher Education, 2007, 32, .	0.6	1
2229	Decepción de las "clases medias―con respecto a la escuela. El caso de Canadá. Revue Internationale D'education, 2007, , 77-86.	0.1	3
2230	Performatiwiteit en die hedendaagse skool(hoof). Koers, 2008, 73, .	0.1	0
2232	Ethical Leadership in an Age of Evaluation: Implications for Whole School Wellbeing. International Handbooks of Religion and Education, 2009, , 943-960.	0.0	0
2233	Developing Professional Learning Communities in a University—Public School Partnership. , 2009, , 39-49.		1
2237	Trans-national technologies, national techniques and local mechanisms in Finnish university governance & amp; #8211; A journey through the layers. Nordic Studies in Education, 2009, 29, 6-17.	0.3	2
2238	Emerging school-level education policy under National 2008-9. The New Zealand Annual Review of Education, 2009, , .	0.0	2
2239	Professional Learning at Work. Professional and Practice-based Learning, 2010, , 3-15.	0.4	1
2240	Rhetoric Versus Reality. Professional and Practice-based Learning, 2010, , 145-169.	0.4	0
2241	Whose â€~Quality' and â€~Equity'? The Case of Reforming 14–16 Mathematics Education in England. , 2 191-204.	2010, ,	O
2242	Does Waldorf education need particular methods of assessment and evaluation?., 2010,, 157-171.		1
2243	\tilde{A} %-valuation et accompagnement des \tilde{A} ©tablissements en Europe \hat{A} : diversit \tilde{A} © et m \tilde{A} ©canismes d'hybridation. Education Et Societes, 2011, n \hat{A} ° 26, 145-160.	0.4	5
2246	Cultural Shifts in Teaching with Teacher Professionalism. International Journal of Information and Education Technology, 2011, , 74-79.	1.2	0
2248	Tensions autour de l'assurance-qualité et de l'évaluation dans l'instruction obligatoire suédoise. Education Et Societes, 2012, n° 28, 53-64.	0.4	1
2249	Initial Teacher Education and Autoethnography., 2011,, 5-33.		0
2250	Microinnovations in Human-Technology Interaction. Human Technology, 2011, 7, 1-3.	2.0	О
2251	Unlocking the potential of Skills for Life (SfL) tutors and learners: a critical evaluation of the implementation of SfL policy in England. Teaching in Lifelong Learning: A Journal To Inform and Improve Practice, 2011, 3, .	0.1	О
2252	Veiledning pÃ¥ egne eller andresÂvilkÃ¥r?. Norsk Pedagogisk Tidsskrift, 2011, 95, 228-238.	0.2	1

#	Article	IF	CITATIONS
2253	A Structural Analysis of the Influence of Educational Accountability Policy on the Teaching Profession. The Journal of Korean Teacher Education, 2011, 28, 237-256.	0.5	0
2254	Teachers' Perception of the Effect of Korean Educational Accountability Policies on Teaching Profession Change from the Foucault's Perspective. The Journal of Korean Teacher Education, 2011, 28, 23-40.	0.5	0
2255	Revisiting D. C. Lortie's 'School teacher: A sociological study': from a viewpoint of school change. The Journal of Korean Teacher Education, 2011, 28, 167-188.	0.5	1
2256	Global Evaluation and Quality Assurance Policy Meet Local Education Context. , 2012, , 133-146.		1
2257	Work Integrated Learning and the Humanities: Possibilities and Future Directions. International Journal of the Humanities, 2012, 9, 175-188.	0.0	0
2258	The Special Educational Needs and Disability Act (Senda) 2001., 2012, , 59-78.		0
2259	Academization of \hat{A} Danish semi-professionals $\–$; How and with what consequences?. Nordic Studies in Education, 2012, 32, 84-95.	0.3	1
2261	The End: Learning ABC from Shanghai. , 2013, , 213-224.		0
2262	Innovation and Control: Performative Research Policy in Sweden. Higher Education Dynamics, 2013, , 39-51.	0.3	2
2263	A produção bibliográfica em coautoria na área de educação. Revista Brasileira De Educacao, 2012, 17, 717-730.	0.4	5
2264	Physical and Psychological Factors Inhibiting the Use of Technological Devices in the Development of Collaborative Feedback in the Reflective Practice amongst Trainee Teachers. Compass: Journal of Learning and Teaching, 2014, 3, .	0.2	0
2266	Politique d'évaluation externe et recomposition des professionnalités dans l'enseignement primaireÂ: un cas de responsabilisation (accountability) douce. Education Et Societes, 2014, n° 32, 35-51.	0.4	9
2268	Openness, Closure And Creativity., 2013, , 131-143.		0
2271	Practice Educators in an Uncertain World: Still Too Much to Ask?. International Journal of Practice-Based Learning in Health and Social Care, 2013, 1, 29-36.	0.3	0
2272	War and peace in the classroom: moments of reprieve; a strategy for reflecting on – and improving – students' classroom behaviour. Teaching in Lifelong Learning: A Journal To Inform and Improve Practice, 2013, 5, .	0.1	1
2273	A constituição da subjetividade docente no Brasil: um contexto global. Revista Educação Em Questão, 2013, 46, .	0.1	4
2274	Re-representing Education's Image and Status: In the †Interest' of Pedagogical Innovation. , 2014, , 123-136.		2
2276	Transitions in Workplace Communication: Perspectives on the Efficacy of Formal Workplace Mentoring., 2014, , 133-152.		0

#	Article	IF	CITATIONS
2277	Le d \tilde{A} ©veloppement professionnel dans une perspective constructiviste ou socioconstructiviste \hat{A} : une compr \tilde{A} ©hension conceptuelle pour des implications pratiques. Pistes, 2014, , .	0.2	9
2278	Recolonising the Digital Natives. , 2014, , 225-241.		0
2279	Performativity and Visibility., 2014, , 151-167.		1
2280	Power, Policy and Performance: learning lessons about lesson observation from England's further education colleges. Forum for Promoting 3-19 Comprehensive Education, 2014, 56, 209.	0.1	O
2281	Inclusive Growth in Higher Education. Advances in Higher Education and Professional Development Book Series, 2014, , 132-150.	0.2	0
2282	A Rhetoric of Certainty. Advances in Higher Education and Professional Development Book Series, 2014, , 83-98.	0.2	O
2283	Questions of Value(S)., 2014,, 239-254.		2
2284	War Stories; How Experienced Teachers Said They Responded To Disruptive Students In The Lifelong Learning Sector. Teaching in Lifelong Learning: A Journal To Inform and Improve Practice, 2014, 5, .	0.1	1
2285	EDUCATING MUSICALLY IN DIFFERENCE: THE CHALLENGES THE ARTS PLACE UPON EDUCATION. Inter-Ação, 2014, 39, .	0.0	O
2286	Standard a kariérnÃ-systém uÄitele: problémy pÅ™edložené koncepce v Å¡irÅ¡Ãch souvislostech. Ped Orientace, 2014, 24, 259-274.	agogická	10
2287	Space, relationships and performativity: Using metaphor to reflect on teaching. Curriculum Matters, 2014, 10, 174-192.	0.1	5
2288	†Off the Radar:' the Framing of Speech, Language and Communication in the Description of Children with Special Educational Needs in Literacy. Journal of Education and Training Studies, 2014, 2, .	0.2	1
2291	Molding and Shaping from on High. Educational Linguistics, 2015, , 127-155.	0.9	O
2293	Worlds of educational standards: complex interplays between sociologies of education. , 2014, , 93-108.		О
2294	The impact of reform policies on teachers' work and professionalism in the Chinese mainland. , 2014, , 41-62.		1
2295	Reconstructing Education and Knowledge: Scientific Management, Educational Efficiency, Outcomes-Based Education, and the Culture of Performativity., 2015,, 375-403.		0
2297	Surviving in the ruins of the university? - Lost autonomy and collapsed dreams in the Finnish transition of university policies. Nordic Studies in Education, 2014, 34, 213-232.	0.3	11
2298	Digitalisering som statlig avdidaktisering av klasserommet. Norsk Pedagogisk Tidsskrift, 2014, 98, 440-451.	0.2	3

#	Article	IF	CITATIONS
2299	An Art-Based Life History Research on the Professional Development of an Expertise Teacher. The Journal of Korean Teacher Education, 2014, 31, 1-27.	0.5	0
2300	Be Wary of What $\hat{a} \in \mathbb{N}$ s Coming from the West: Globalisation and the Implications for Measurement in the Human Sciences. , 2015, , 1-15.		0
2301	Teachers dealing with learners' achievement – what do their emotions tell us?. Journal of Education, 2015, , .	0.4	0
2302	In Pursuit of a Common Values Base for Working with Young People in Formal, Informal and Social Learning. , 2015, , 127-144.		1
2303	Locating Governmentality in the Spread of Educational Leadership. Comparative and International Education, 2015, , 59-73.	0.0	0
2304	Inclusive and Accessible Citizenry: Making Spaces for Working with Young People with (Dis)abilities., 2015,, 195-219.		0
2309	A professional role – a pedagogy creator. , 2015, , 120-145.		0
2317	High stakes assessment, teachers and children. , 2015, , 83-94.		0
2319	Writing for life? A case study of affordances of writing in four L1 upper secondary classrooms L1 Educational Studies in Language and Literature, 2015, 15 S.I. Scand. L1 Res., .	0.3	0
2320	e-Assessment for Learning in Higher Education: Is it a wolf in sheep's clothing?. Journal of Learning Development in Higher Education, 2015, , .	0.1	2
2321	Being-Muslim and Doing-Islam: Narratives that Influence Physical Activity of Muslim Women in New Zealand. SITES: A Journal for South Pacific Cultural Studies, 2015, 12, 106.	0.1	1
2322	Cooperative learning and embodied accountability: an ethnographic analysis of classroom participation in an English school. Education Policy Analysis Archives, 0, 23, 99.	0.4	1
2324	Educational Accountability: High and Low Points of Its Implementation and Challenges for Latin America. Estudios Sobre Educacion, 0, 29, 191-213.	0.2	1
2325	Institutional Management of Peer-Led Learning: A Framework for Holistic Integration. Journal of Learning Development in Higher Education, 0, , .	0.1	0
2326	BiopolÃŧica y educación. Medición, estandarización, regularización poblacional. Teoria De La Educacion, 2015, 27, 115-135.	1.1	3
2327	Images of Teaching: Discourses Within Which Pre-service Teachers Construct Their Professional Identity as a Teacher upon Entry to Teacher Education Courses. , 2016, , 117-138.		1
2328	Modernism Confronts Tradition. , 2016, , 103-136.		0
2329	A Meta-analysis of Policy Processes. , 2016, , 217-257.		0

#	Article	IF	CITATIONS
2330	Genealogy of Collaboration. Springer Briefs in Education, 2016, , 25-50.	0.2	0
2331	Grandfather's Axe: Embracing Change While Maintaining Values in Curriculum Development. , 2016, , 181-195.		0
2332	Theoretical Frameworks for Policy Analysis. , 2016, , 69-87.		1
2333	Key Concepts: Theoretical and Empirical Foundations. , 2016, , 35-67.		O
2334	Redefining Borders between Communities and the Classroom: How Community-based Social Activists can Transform Social Work Education. Engaged Scholar Journal Community-Engaged Research Teaching and Learning, 2016, 1 , .	0.1	0
2335	I Just Want to Teach My Stuff., 2016, , 121-151.		O
2336	Practice Communities and Leaders. , 2016, , 213-222.		0
2337	Keeping the Lights On: A Play in Two Acts. , 2016, , 196-212.		O
2338	Teaching in Higher Education: Deriving a Context-Specific Knowledge-Base Through Praxis. , 2016, , 150-174.		0
2339	Lessons from Te WhÄriki: Insights into the Relevance of Vygotsky's Sociocultural Theory in the Debate about â€~Schoolification' of Early Childhood. , 2016, , 87-109.		1
2340	Narrowing Down Education. European Journal of Pragmatism and American Philosophy, 2016, VIII, .	0.2	0
2341	How can an Online Community of Practice support New Teacher Development?. Literacy Information and Computer Education Journal, 2016, 7, .	0.1	0
2342	The impact of lesson observation on practice, professionalism and teacher identity., 2016, , 76-88.		0
2343	Lesson Observation: Policies and Contexts. , 2017, , 17-46.		0
2345	Findings from the Research Study: The Observers. , 2017, , 141-172.		0
2346	Subjectivity and Objectivity in Observations. , 2017, , 69-91.		1
2347	Reclaiming the ontological over the epistemological: A case study into a New Zealand Primary School disclosing an embodied culture of teacher inquiry. New Zealand Journal of Teachers' Work, 2016, 13, 61-78.	0.2	0
2348	Governing Through Performance: A Critical Analysis on Performance-related Pay Policy for Professors in Korea National Universities. Korean Journal of Sociology of Education, 2016, 26, 1-30.	0.1	0

#	Article	IF	CITATIONS
2349	L'efficacitéÂ: une finalité digne de l'éducationÂ?. McGill Journal of Education, 0, 51, 961-971.	0.0	3
2350	Counter-Visioning Black Education: Rhetorical Turns and Critical Discursive Shifts., 2017,, 151-175.		0
2351	Here, There and Everywhere. , 2017, , 13-26.		0
2352	What Do Experienced Tutors Advise?., 2017,, 77-87.		О
2354	Re-Casting Teacher Effectiveness Approaches to Teacher Education. , 2017, , 347-357.		5
2355	Using Scoping Reviews to Document and Synthesize Current Practices in School-Based Counselling. , 2017, , 45-57.		0
2356	Gender Identities in the Australian Early Years Learning Framework. Perspectives on Children and Young People, 2017 , , 165 - 177 .	0.6	0
2357	Equity, Schooling and Wellbeing. , 2017, , 23-33.		0
2359	What Stated Aims Should School Inspection Pursue?â€"Views of Inspectors, Policy-Makers and Practitioners. Accountability and Educational Improvement, 2017, , 231-257.	0.3	1
2360	From Spare Rib to Spare Part: From Overt to Covert Sexism in Education. , 2017, , 77-96.		0
2361	In Theory It All Works…., 2017, , 27-47.		0
2362	Theorizing Standardized Assessment in Croatia. , 2017, , 227-244.		1
2363	The Freedom to Teach. , 2017, , 71-92.		0
2364	The Social and Political Aspects of Education. Springer Briefs in Education, 2017, , 113-124.	0.2	0
2365	Sharing talk, sharing cognition: philosophy with children as the basis for productive classroom interaction. Problemy Wczesnej Edukacji, 2017, 36, 21-32.	0.1	1
2366	Neoliberalism and education: A reformational-pedagogical perspective (part 1). Koers, 2017, 82, .	0.1	3
2367	Is results-based management a legitimate mode of school regulation in the eyes of teachers? A qualitative investigation in 4 school systems. Revue Francaise De Pedagogie, 2017, , 93-108.	0.1	0
2368	Towards Wicked Education. , 2018, , 177-203.		0

#	Article	IF	CITATIONS
2369	The Intensification of Teaching. , 2017, , 30-46.		0
2370	Early-career English teachers' perspectives on teaching literature in secondary schools. , 2017, , 88-99.		0
2371	The PISA-based test for schools. , 2017, , 55-71.		O
2372	Key Concept: Adult Education. , 2017, , 2-6.		1
2373	Thinking Relationally About the "School Leader― Educational Leadership Theory, 2018, , 231-241.	0.8	0
2374	Key Concept: Performativity., 2017, , 73-76.		0
2375	From Adult Education to Learning and Skills. , 2018, , 23-42.		0
2376	Overview of Teacher Professional Learning in Internationalization of Vocational Education and Training. , 2018, , 1-27.		0
2377	Avalia \tilde{A} § \tilde{A} £o externa das aprendizagens dos alunos: reflexos ao n \tilde{A} vel curricular. Revista De Estudios E Investigaci \tilde{A} 3n En Psicolog \tilde{A} a Y Educaci \tilde{A} 3n, 0, , 006-010.	0.4	0
2378	L'avvio del sistema nazionale di valutazione. La tensione non risolta tra le istanze di rendicontazione esterna e di sviluppo delle scuole. Sociologia Del Diritto, 2017, , 153-184.	0.1	1
2379	Practitioners' tensions and dilemmas. , 2017, , 37-46.		0
2380	Öğretmenler ve Okul Müdürleri Perspektifinden Okul Hesap Verebilirliği Politikaları. OPUS Uluslararası Toplum Araştırmaları Dergisi, 2017, 7, 459-496.	0.3	3
2381	Teacher Educator and Teachers in Training: A Case-Study Charting the Development of Professional Identities. Teaching in Lifelong Learning: A Journal To Inform and Improve Practice, 2017, 8, .	0.1	0
2382	Neoliberalism and education: A reformational-pedagogical perspective (part 2). Koers, 2017, 82, .	0.1	1
2383	"Opportunity to Flourish― Reconnecting Pedagogy for Youths Out-of-School and Out-of-Work. , 2018, , 145-166.		0
2384	School Leadership: Caute in the Middle. , 2018, , 103-126.		O
2385	Time for Work: Finding Worth-While-Ness in Making Mathematics. ICME-13 Monographs, 2018, , 343-352.	1.0	0
2386	New Public Management and the Academic Profession. , 2018, , 1-6.		1

#	Article	IF	CITATIONS
2387	Performativity, Creativity and Personalised Learning., 2018, , 71-100.		0
2388	â€Terre Chérieâ€"Ed U. K. Shone': A Desiring Machine for Rappin' and Extrapolatin' on the Monstro of Academia. , 2018, , 119-139.	osities	1
2389	Nouvelles figures du «Âsocial» et reconfigurations de la normativité scolaire. Raisons éducatives, 2018, N° 22, 277-294.	0.2	7
2390	Corporate Social Responsibility an australischen Hochschulen. Management-Reihe Corporate Social Responsibility, 2018, , 279-293.	0.1	0
2391	A Glitch in the Machine or a Glimmer of What Could Be? Mindfulness as Resistance in Higher Education. , 2018, , 247-258.		0
2392	Professional Standardization and Teacher Agency? What Space for Leadership Development?., 2018,, 187-217.		O
2393	"Opportunity to Re-engage― Alternative Education Programs and Pathways for Youths Who "Don't Fit― , 2018, , 167-189.		0
2394	Teacher Education in the Lifelong Learning Sector: Professionalism and the Democratic Endeavour. , 2018, , 1-33.		0
2395	Introducing a â€~United' Agenda for Principals. Educational Leadership Theory, 2018, , 1-23.	0.8	0
2396	The Evolving Nature of the Principalship: Pressures Created by Rapid School Improvement Reforms. Educational Leadership Theory, 2018, , 83-116.	0.8	0
2397	Twelve Years of Upper-Secondary Education in Sweden: The Beginnings of a Neo-Liberal Policy Hegemony?., 2018, , 101-131.		0
2398	Making Whiteness and Acting White: The Performativity of Race and Race as a Performative. , 2018, , 109-130.		1
2399	"Visual Culture―as Neoliberal Aesthetic Education. Journal of Aesthetic Education, 2018, 52, 95-111.	0.1	1
2400	Initial Teacher Education in the Lifelong Learning Sector: Developing Professional Knowledge and Practice., 2018,, 35-96.		O
2401	The Journey into Praxis: Confidence, Excellence and Routinised Practice., 2018, , 139-181.		0
2402	Poverty, Regulation and New Forms of Educational Exclusion. , 2018, , 147-169.		0
2403	Creative Partnerships: Exploring Encounters in the Contact Zone. , 2018, , 113-134.		0
2404	â€~Stick to the Knitting': Principals Identifying and Maintaining a Focus for Their School. Educational Leadership Theory, 2018, , 117-141.	0.8	O

#	Article	IF	CITATIONS
2405	Chapter 3.1: Reconceptualising Practitioner Knowledge., 2018, , 167-173.		1
2406	Occupational Stress and Mental and Musculoskeletal Health among University Teachers. Eurasian Journal of Medical Investigation, 2018, , .	0.1	5
2407	Nocne studiowanie z Bartlebym. Parezja Czasopismo Forum MÅ,odych Pedagog $ ilde{A}^3$ w Przy Komitecie Nauk Pedagogicznych PAN, 2018, , 65-75.	0.1	0
2409	Faith, apostasy and professionalism in FE. , 2018, , 116-126.		O
2411	Standardy v uÄitelské profesi: zahraniÄnÃ-pÅ™Ãstupy a pokus o jejich zhodnocenÃ. Orbis Scholae, 2015, 8, 133-158.	0.6	3
2412	FE teacher identity. , 2018, , 81-95.		0
2413	Management control in de zorg: Een kritisch essay. Maandblad Voor Accountancy En Bedrijfseconomie, 2018, 92, 47-52.	0.3	1
2414	Uma tipologia para a compreensão da avaliação de escolas. Revista Brasileira De Educacao, 2018, 23, .	0.4	1
2415	Students' Perceived Experience of Disruptive Behavior in Schools. Nordic Studies in Education, 2018, 38, 138-154.	0.3	0
2416	The role of leadership practices in establishing a curriculum policy platform at working-class schools. South African Journal of Education, 2018, 38, .	0.6	3
2418	Norms and professionality in the teaching profession: From performance to reflexivity. Recherche Et Formation, 2018, , 105-117.	0.1	3
2419	La figure du professeur de foi chez DerridaÂ(ou la foi contre la mesure). Éthique En éducation Et En Formation: Les Dossiers Du GREE, 2018, , 55-71.	0.0	0
2420	Accountability en Chile. Un Estudio SociocrÃŧico sobre Innovación Educativa y Control de la Docencia. Revista Iberoamericana De Evaluación Educativa, 2018, 11, 133-150.	0.9	2
2421	Challenges in using frog VLE in teaching english to ESL learners: a review of past studies. Journal of Counseling and Educational Technology, 2018, 1, 1.	0.3	2
2422	Strengthening School Governance in Wales: A Community of Enquiry Approach. Cylchgrawn Addysg Cymru / Wales Journal of Education, 2018, 20, 182-203.	0.2	0
2425	Professional Doctorates as Spaces of Collegiality and Resistance: A Cross-Sectoral Exploration of the Cracks in Neoliberal Institutions. Palgrave Critical University Studies, 2019, , 177-198.	0.4	0
2426	Understanding Social Support. , 2019, , 29-83.		2
2427	Education Governance by Numbers. Educational Governance, 2019, , 691-710.	0.6	3

#	Article	IF	CITATIONS
2430	Constructing a Supportive Environment for Student Learning and Teacher Development. , 2019, , 279-312.		0
2431	Social Support Giving and Teacher Development. , 2019, , 241-277.		1
2433	Teachers' opinions on implementing educational standards in Serbia and Croatia. Psihološka Istraživanja, 2019, 22, 189-206.	0.3	0
2435	Quality in an Audit Society: The Work of Teacher-Educators. , 2019, , 1-6.		O
2436	Student Voice, Schooling, and the Audit Culture. , 2019, , 1-5.		0
2437	Understanding Social Media Learning Through Postmodern Literature. , 2019, , 159-182.		0
2438	Writing Myself into an Academic Career. Palgrave Studies in Gender and Education, 2019, , 89-111.	0.6	0
2440	Quality Futures? The Case for Re-democratising Early Childhood Education and Care., 2019, , 109-121.		O
2441	Inclusion, Critical Professionalism, and Transformative Practice., 2019,, 227-243.		2
2442	â€~For the Little Ones, the Best': Australian Early Childhood Service and Policy Histories. , 2019, , 13-36.		O
2443	Teachers and the Teaching Profession: Autonomy, Regulation and Expertise. , 2019, , 55-81.		0
2444	Conclusion: Managerializing the Status Quo as Security Blanket., 2019,, 209-229.		0
2445	What Are We Doing? Reflecting on the Purpose of Education—And Where Such Reflection Might Lead. , 2019, , 131-144.		0
2446	Escolarização em instituições não escolares: uma análise de experiências em educação com oficinas en um Hospital de Custódia e Tratamento Psiquiátrico. Pro-Posições, 0, 30, .	Պ _{.0}	0
2447	Entre os enunciados polÃticos e os corredores de liberdade nas práticas curriculares dos professores. Educacao E Pesquisa, 0, 45, .	0.4	1
2448	Nga Takepu and Ako. Advances in Religious and Cultural Studies, 2019, , 364-374.	0.2	0
2450	Teachers' Careers, Work Life and Expertise. , 2019, , 83-110.		0
2451	Moving Beyond â€~Homo Economicus' into Spaces for Kindness in Higher Education: The Critical Corridor Talk of Informal Higher Education Leadership. , 2019, , 279-295.		3

#	ARTICLE	IF	CITATIONS
2452	(Dis)Assembling the Neoliberal Academic Subject: When PhD Students Construct Feminist Spaces. , 2019, , 65-91.		0
2454	The Effect Of Teachers Personal Character Toward The Teachers' Performance And Work Productivity In The Organization. , 0, , .		0
2455	Ramping Up Accountability., 2019, , 155-173.		0
2456	Governmentality, Geosemiotics, and the Visual Culture of School Banner Advertisements. Cultural Studies and Transdisciplinarity in Education, 2019, , 63-88.	0.3	0
2457	Informing Educational Approaches to PRME Using Foucault. Handbooks in Philosophy, 2019, , 1-15.	0.1	0
2458	An Embodied Approach in a Cognitive Discipline. , 2019, , 221-248.		0
2459	Governmentality, School Marketisation, and the Biopolitics of Custom-Built School Advertisements. Cultural Studies and Transdisciplinarity in Education, 2019, , 89-114.	0.3	O
2460	Perspectives of Quality in Early Childhood Settings. , 2019, , 1-12.		0
2461	ISA and PD for the Individual School. , 2019, , 35-64.		0
2462	â€~Wiping Noses and Stopping Children from Killing Each Other': Contesting an Only Quality Agenda. , 2019, , 91-107.		0
2463	Experiences of IBSE and Chain Reaction. Advances in Educational Technologies and Instructional Design Book Series, 2019, , 169-196.	0.2	0
2465	Reimagining the Teacher and Teaching in an Era of Low Teacher Retention. , 2019, , 1-5.		0
2466	Motivación de logro académico en estudiantes universitarios de psicologÃa: Un análisis psicométrico y comparativo de los datos. Revista Peruana De Investigación Educativa, 2019, 10, 159-178.	0.2	0
2467	ChapterÂ10. Experiencing literature in the poetry classroom. Linguistic Approaches To Literature, 2019, , 177-197.	0.8	3
2468	L'instrumentation de la nouvelle gestion publique dans les écoles québécoisesÂ: dispositifs et travail de changement institutionnel. Sociologies, 0, , .	0.0	0
2469	The first year of headship. , 2019, , 139-157.		O
2470	CINEMA NA ESCOLA: UMA MÃQUINA DE GUERRA CONTRA A VIOLÊNCIA PERFORMÃTICA NARCISISTA?. Revista E-Curriculum, 2019, 17, 282-303.	0.0	0
2472	Come ci cambia l'università che cambia. Le conseguenze del sistema di valutazione sugli aspetti organizzativi e istituzionali. Sociologia E Ricerca Sociale, 2019, , 29-50.	0.1	0

#	Article	IF	CITATIONS
2473	Translation and the internationalization of higher education in the anglophone West. American Translators Association Scholarly Monograph Series, 2019, , 25-52.	0.2	0
2474	Excelencia del profesorado universitario. Aportes para un estado de conocimiento. Sinéctica Revista Electrónica De Educación, 2019, , 1-20.	0.2	0
2475	Avaliaçã0 das aprendizagens no contexto de polÃticas curriculares de accountability. Linhas CrÃticas, 0, 25, .	0.1	0
2476	Avaliação das aprendizagens no contexto de polÃticas curriculares de accountability. Linhas CrÃticas, 0, 25, .	0.1	0
2477	Discretion from a Psychological Perspective. , 2020, , 163-176.		2
2478	Technologies in rational self-management. , 2019, , 99-112.		1
2479	Democratic alternatives in a neoliberal age?. , 2019, , 217-237.		0
2480	Enacting policies beyond the National Curriculum 1991 to 2011., 2019, , 118-153.		0
2481	A personal reflection of the influence of the public intellectual in neoliberal times., 2019,, 32-40.		0
2482	Educators' subjective experiences of workplace bullying within a perceived neoliberalist education system. South African Journal of Education, 2019, 39, 1-9.	0.6	3
2483	Inspection and External Audit Mechanisms. Encyclopedia of the UN Sustainable Development Goals, 2020, , 1-10.	0.1	0
2485	La segunda dimensión de la calidad educativa: Un estudio comparado en siete paÃses de América Latina. Bordon, 2019, 71, 117-133.	0.5	0
2486	Born into the Business: A Study of the Early Career Teacher as Market Native. , 2020, , 1-34.		0
2487	Integrating Language and Literature: A Text World Theory Approach. Journal of Literary Education, 2019, , 199.	0.2	1
2488	New Teacher Survival and Development in a Neo-liberal World. International Journal of Innovative Business Strategies, 2019, 5, 296-302.	0.1	0
2489	Creating Spaces of Feminine Possibilities in the Academy. Palgrave Studies in Gender and Education, 2020, , 83-102.	0.6	0
2490	New Public Management and the Academic Profession. , 2020, , 2092-2097.		0
2491	Introduction and Context. , 2020, , 3-21.		0

#	Article	IF	Citations
2492	Benchmarking, Taxonomies and Indicators for Evaluating Europe's Lifelong Learning Systems. Palgrave Studies in Adult Education and Lifelong Learning, 2020, , 127-143.	1.0	0
2493	The Digital Enterprise as an Emerging Landscape for Universities and Their Operation. Advances in E-Business Research Series, 2020, , 287-304.	0.4	1
2494	Supporting student teachers with minority identities. , 2020, , 127-138.		1
2495	Rural English Language Teacher Identities: Alternative Narratives of Professional Success. Ikala, 2020, 25, 435-453.	0.6	1
2497	Leading higher education. , 2020, , 18-36.		0
2499	A New Concept in Teacher Identıty Research: Teacher Agency. Adıyaman Üniversitesi Eğitim Bilimleri Dergisi, 2020, 10, 32-55.	0.5	3
2501	â€~It's not what Gets Taught, or How Well It may Be Taught, but who Is Doing the Teaching': Can Student Evaluations Ever Deliver a Fair Assessment on Teaching Excellence in Higher Education?. , 2020, , 151-178.		0
2502	Preface: Teaching Excellence as â€~Institutional Polishing'?. , 2020, , 1-10.		0
2503	Shifting the focus of research on effective professional development: Insights from a case study of implementation. Journal of Educational Change, 2023, 24, 345-363.	3.6	6
2504	Why should an ethics of care matter in education?. Transformation in Higher Education, 0, 6, .	0.2	2
2505	Quality teaching frameworks and arts education: Seeking a compatible approach. Journal of Curriculum Studies, 2020, 52, 840-856.	2.1	2
2506	New Evidence: Governing Schooling Through †What Works'., 2020, , 133-170.		0
2507	An Instruments Approach to European Governance in Education. Palgrave Studies in Adult Education and Lifelong Learning, 2020, , 1-20.	1.0	3
2508	Everyday erosions: neoliberal political rationality, democratic decline and the Multi-Academy Trust. British Journal of Sociology of Education, 2021, 42, 66-81.	1.8	9
2510	Transnational Power Relations in Education: How It Works Down South. , 2021, , 237-258.		1
2511	Public administration and management research : 'thermostat'Âor 'thermometer'?. Journal of Contemporary Management, 2020, 17, 1-16.	0.5	0
2512	Quality assurance in Irish schools: Inspection and school self-evaluation. Administration, 2020, 68, 161-180.	0.3	4
2513	League Tables and Targets., 2020,, 88-92.		0

#	Article	IF	CITATIONS
2514	Calling Social Work to the Movement for Educational Justice. Social Work Research, 2021, 44, 267-277.	0.6	2
2515	"Confidence―problems and literacy coaching: How a suburban kindergarten divided "good―and "bac teachers in the accountability shove-down. Journal of Early Childhood Literacy, 2023, 23, 288-316.	l―	1
2516	The role of teachers in mitigating student stress to progress learning. Australian Journal of Education, 2021, 65, 122-138.	1.5	7
2517	Australian teachers' perceptions of effectiveness in a performative culture. Teaching and Teacher Education, 2022, 109, 103542.	3.2	4
2518	Quality, Trustworthiness, and S-STTEP Research. Springer International Handbooks of Education, 2020, , 1-40.	0.1	3
2519	Connecting the Dots: Policy Development and the Out-of-Field Teaching Reality in Education. , 2020, , 1-45.		O
2520	Universality., 2019,, 12-34.		0
2521	Care, contingency and capability: ecological perspectives on higher education. Ars Educandi, 2019, , 123-138.	0.1	2
2522	Western Image of the Teacher and the Confucian JūnzǕ Contemporary Philosophies and Theories in Education, 2020, , 25-49.	0.3	0
2523	Inspection and External Audit Mechanisms. Encyclopedia of the UN Sustainable Development Goals, 2020, , 485-494.	0.1	0
2524	Narratives of Early Career Teachers in a Changing Professional Landscape. , 2020, , 491-513.		0
2525	Where Do We Go from Here? An Analysis of Practical Implications and Future Research Directions. , 2020, , 93-112.		0
2526	Enacting the Prevent Duty in Secondary Schools. , 2020, , 117-137.		4
2527	Critiquing and Cultivating the Conditions for Educational Praxis and Praxis Development. , 2020, , 65-84.		5
2528	Learning for Peace: The Montessori Way. , 2020, , 155-173.		1
2529	New Networks: Policy, Philanthropy and Profit. , 2020, , 65-95.		O
2530	Digital Devices, Online Learning and All That: How They Are Shaping Education. , 2020, , 189-208.		0
2531	Thirty years of leadership in New Zealand education: From the shadows of management to sine qua non. Journal of Educational Leadership Policy and Practice, 2020, 35, 59-77.	0.1	2

#	Article	IF	CITATIONS
2532	TEMAC Reforms, Teacher Education and the Respatialising Effects of Global-Local Knowledge Politics., 2020, , 367-385.		1
2533	The Emotional Work of Being an Assessor: A Reflective Writing Analytics Inquiry into Digital Self-assessment. , 2020, , 93-113.		3
2534	Vulnerable Children, Young People, and Families: Policy, Practice, and Social Justice in England and Scotland., 2020,, 725-746.		4
2535	Challenges to LGBTI Inclusive Education and Queer Activism in Taiwan. , 2020, , 65-92.		2
2537	Science Capital, Habitus, and Mathematical Modelling Practices in the Field of University Education. International Perspectives on the Teaching and Learning of Mathematical Modelling, 2020, , 51-61.	0.5	1
2538	The Press for Technical Rationality & Dilemmas of Professional Practice: Managing Education in a Pluralistic Institutional Environment. Educational Governance Research, 2020, , 71-87.	0.5	0
2539	New Cartographies: Relocating Schools in Topological Policy Spaces., 2020,, 97-131.		0
2540	A Critical Analysis of Masculinity During Mentoring in Contemporary Schools. , 2020, , 83-106.		1
2541	Culturally Responsive Relationships Focused Pedagogies. , 2020, , 127-157.		0
2542	A Student Compliance Intention Model for Quality Assurance in Higher Education Institutes. , 0, , .		0
2543	The Surprisingly Empty Feeling of Getting Full: Contemplations on the Contradictory Nature of Full Professorship—Margaret Kovach/Bonnie Stelmach. , 2020, , 51-65.		0
2545	Practices of Freedom? Seeking the Social Justice Aims of Peer Mentoring Within a Higher Education Professional Development Programme for Teaching Assistants. , 2020, , 255-274.		0
2546	Intelligence, Ability and Performance. Springer Texts in Education, 2020, , 331-359.	0.1	0
2549	Performance and history: elite school pupils' views on assessment and their future in Sweden. Education 3-13, 0, , 1-13.	1.0	0
2550	Understanding practices of UK college governing: Rethinking strategy and accountability. Educational Management Administration and Leadership, 0, , 174114322110536.	3.8	0
2551	Teachers and the Teaching Profession in Global Education Policy Theory: A Commentary. Comparative Education Review, 0, , 000-000.	0.8	1
2552	Like a puppet on a string … exploring Headteachers' perceived demise of Local Governing Bodies within an English Multi-Academy Trust. Management in Education, 0, , 089202062110514.	1.6	0
2553	INNOVATION AND EXTERNAL EVALUATION OF NON-HIGHER EDUCATION SCHOOLS IN PORTUGAL: A STUDY BASED ON EXTERNAL EVALUATION REPORTS. EDULEARN Proceedings, 2020, , .	0.0	0

#	ARTICLE	IF	CITATIONS
2554	Eroding Trust in Teacher Professionalism: An Ethnomethodological Analysis of Radio Interviews with Czech Experts on Education. Studia Paedagogica, 2020, 25, 47.	0.6	1
2555	Shaping Sustained Learning Agenda. Advances in Higher Education and Professional Development Book Series, 0, , 114-142.	0.2	O
2556	Special Education Today in the United Kingdom. Advances in Special Education, 2014, 28, 109-145.	0.1	0
2557	An Alternative Australian Curriculum Model: Vertical Cubic Curriculum. Learning and Teaching: an International Journal of Classroom Pedagogy, 2020, 9, 67-89.	0.0	O
2558	Siren song: Performance-based accountability systems, effectiveness, and equity. , 2020, , 215-240.		2
2559	Research ethics: Examining the tension between principlism and rational self-interest in a neoliberal university context. Transformation in Higher Education, 0, 5, .	0.2	O
2560	Emotional manipulation in social and emotional learning and pastoral support: the  dark side' of emotional intelligence and its consequences for schools. Emotional and Behavioural Difficulties, 2020, 25, 321-333.	1.2	2
2561	Exploring teachers' experiences of action research. London Review of Education, 2020, 18, .	1.8	2
2563	Education reforms within neoliberal paradigms: A comparative look at the Singaporean and Finnish education systems. Asia Pacific Journal of Education, 2020, 40, 458-471.	2.1	6
2564	POLÃ√ICAS DE EVALUACIÓN ESTANDARIZADA Y GOBERNANZA "EMPRESARIAL―EN EDUCACIÓN. Journal of Supranational Policies of Education (JOSPOE), 2020, , 8-27.	0.1	2
2565	Language diversity management in higher education: towards an analytical framework. Sociolinguistica, 2020, 34, 7-29.	0.3	3
2566	The being of a teacher: teacher pedagogical well-being and teacher self-care. Teachers and Teaching: Theory and Practice, 2020, 26, 588-601.	1.9	5
2567	La Educaci \tilde{A}^3 n in Room 320: Toward a Theory of Care-Based Resistance in the Context of Neoliberal School Reform. Teachers College Record, 2015, 117, 1-30.	0.9	8
2568	De-domesticating reflection: the role of school leadership within a colonized lifeworld. International Journal of Leadership in Education, 0, , 1-23.	2.2	5
2569	Narratives of privatization: three stories of affect and position from public universities. Journal of Education Policy, 0 , $1-19$.	2.8	0
2570	From Instrumental to Integral Mindfulness: Toward a More Holistic and Transformative Approach in Schools. Studies in Philosophy and Education, 2022, 41, 91-109.	0.5	4
2571	â€~ <i>SUCKING RESULTS OUT OF CHILDREN'</i> REFLECTIVE LIFEWORLD CASE STUDY OF A PRIMARY SCHOOL TEACHER STRIVING FOR AUTHENTICITY. British Journal of Educational Studies, 2022, 70, 719-736.	OL 1.3	2
2572	Mental health support and training to improve secondary school teachers' well-being: the WISE cluster RCT. Public Health Research, 2021, 9, 1-138.	1.3	2

#	ARTICLE	IF	CITATIONS
2573	The spectral scientists of corridor B: Neoliberalization and its ghosts in higher education. Environment and Planning A, 2022, 54, 330-346.	3.6	1
2574	Education governance and the role of the headteacher: The new policy problem in Scottish education. Management in Education, 2022, 36, 18-24.	1.6	3
2575	†l have this subversive curriculum underneath': Narratives of micro resistance in early childhood education. Journal of Early Childhood Research, 2022, 20, 431-445.	1.6	5
2576	Data, performativity and the erosion of trust in teachers. Cambridge Journal of Education, 2022, 52, 391-407.	2.4	15
2577	Exploring academics' identities in today's universities: a systematic review. Quality Assurance in Education, 2022, 30, 118-134.	1.5	4
2579	Introduction: The Place of Music in the 21st Century: A Global View. Teachers College Record, 2012, 114, 1-9.	0.9	О
2586	Dimensiones epistemol \tilde{A}^3 gicas en los sistemas de accountability de la calidad educativa: elementos para una interrogaci \tilde{A}^3 n cr \tilde{A} tica. Revista Brasileira De Educacao, 0, 26, .	0.4	1
2587	Negotiating Mandates and Memory: Inside a Small Schools Network for Immigrant Youth. Teachers College Record, 2008, 110, 2040-2066.	0.9	22
2589	Chapitre 8. Entrer dans le jeuÂ?. , 2016, , 165-178.		0
2590	Chapitre 5. Identité, marché et rankings dans l'enseignement fondamental anglais. , 2016, , 103-123.		1
2591	Examining Competing Notions of Social Justice at the Intersections of High-Stakes Testing Practices and Parents' Rights: An Inclusive Education Perspective. Teachers College Record, 2016, 118, 1-24.	0.9	4
2592	Possibilities for mathematics education? Aphoristic fragments from the past., 2018, 15, 159-177.		0
2595	University Teacher Educators' Professional Agency: A Literature Review. Professions and Professionalism, 2020, 10, .	0.3	4
2596	Recontextualiza \tilde{A} \tilde{A} \tilde{A} de um Programa de Interven \tilde{A} \tilde{A} \tilde{A} \tilde{A} Pedag \tilde{A} \tilde{A} gica para o ensino de matem \tilde{A}	0.1	О
2597	National curriculum policy in Norway and Brazil. Nordic Journal of Comparative and International Education, 2020, 4, 64-83.	0.7	1
2598	Giving value to musical creativity., 2020,, 65-76.		1
2599	Student Wellbeing in the Teaching and Learning Environment: A Study Exploring Student and Staff Perspectives. Higher Education Studies, 2020, 10, 103.	0.5	10
2600	Disillusioned, Disenchanted, Disembodied? Towards a Collective Imagination of the University. Debating Higher Education: Philosophical Perspectives, 2021, , 171-181.	0.2	1

#	Article	IF	CITATIONS
2601	Global competence in PISA 2018: deconstruction of the measure. Globalisation, Societies and Education, 2023, 21, 367-376.	2.6	3
2602	Valuation Studies and the Drama of University Quality. Valuation Studies, 2022, 8, 1-4.	1.1	1
2603	Dreams of time and space: exploring digital literacies through playful transmedia storying in school. Literacy, 2022, 56, 59-72.	0.9	3
2604	Any questions? Young children questioning in their early childhood education settings. European Early Childhood Education Research Journal, 2022, 30, 108-130.	1.9	1
2605	Taking Back Teaching: The Professionalization Work of Teacher Activist Organizations. Journal of Teacher Education, 2022, 73, 314-327.	3.5	6
2606	The cultural capital of senior leaders in elite traditional international schools: an enduring â€`leadership nobility'?. International Journal of Leadership in Education, 0, , 1-19.	2.2	4
2607	Professionalism in the era of accountability: Role discrepancy and responses among teachers in the Netherlands. British Journal of Sociology, 2022, 73, 188-205.	1.5	1
2608	Policies of interlude and interruption: stories of governance as an assemblage. Journal of Education Policy, 2023, 38, 367-385.	2.8	6
2609	â€~We're not robots!': the interaction of co-operativism and neoliberalism for students at a Co-op academy. British Journal of Sociology of Education, 2022, 43, 278-295.	1.8	1
2610	Extending the research agenda on \hat{A} (ethical) coaching and mentoring in education: embracing mutuality and prioritising well-being. International Journal of Mentoring and Coaching in Education, 2022, 11, 1-13.	1.1	9
2611	Power, authority and expertise: policy making about relationships and sex education in English primary schools. Journal of Education Policy, 0, , 1-21.	2.8	1
2612	Post-panoptic accountability: making data visible through â€~data walls' for schooling improvement. British Journal of Sociology of Education, 2022, 43, 333-348.	1.8	2
2613	Trends of WoS educational research articles in the last halfâ€eentury. Review of Education, 2022, 10, .	2.1	4
2616	Doing Things Differently in Order to Do Them Better: An Assessment of the Factors that Influence Innovation in Schools and School Systems. Education in the Asia-Pacific Region, 2022, , 321-347.	0.4	1
2617	Social Entrepreneurship Projects in the English Class: A Pandemic Multimodal Experience. How, 2022, 29, 37-63.	0.4	0
2618	Representations of student performance data in local education policy. Educational Assessment, Evaluation and Accountability, 0 , , 1 .	2.3	1
2619	Resilience to neoliberal structural constraints: lessons from Chinese inclusive education teachers. International Journal of Inclusive Education, 0 , $1-16$.	2.6	2
2620	Towards a contemplative approach to ethnography and education: an ethnography of acontemplative classroom at a North American university. Ethnography and Education, 0, , 1-20.	0.8	0

#	Article	lF	CITATIONS
2623	Challenging the Representations and Assumptions of Out-of-Field Teaching. , 2022, , 3-21.		3
2625	Perceptions of performativity in English Further Education. Research in Post-Compulsory Education, 2022, 27, 148-172.	0.7	2
2627	Pursuing Neoliberal Performativity? Performance-Based Funding and Accountability in Higher Education in Ontario, Canada. Globalisation, Comparative Education and Policy Research, 2022, , 149-167.	0.5	2
2628	Countering far-right threat through Britishness: the Prevent duty in further education. Critical Studies on Terrorism, 2022, 15, 121-142.	1.4	3
2629	Practice-near school research in Sweden: tendencies and teachers' roles. Education Inquiry, 2023, 14, 367-388.	2.9	1
2630	†Measurable but not quantifiable': The Swedish Schools Inspectorate on construing "quality―as "auditable― International Journal of Lifelong Education, 2022, 41, 199-211.	2.3	1
2631	Following the yellow brick road? Developing inspiring learning and teaching in the pursuit of teaching excellence in higher education. Journal of Further and Higher Education, 0, , 1-16.	2.5	0
2632	The politics of pupil self-evaluation: A case of Finnish assessment policy discourse. Journal of Curriculum Studies, 0, , 1-21.	2.1	0
2633	Out of the Woods Yet? The Continuing Impact of National Standards on New Zealand Music Education. New Zealand Journal of Educational Studies, 0, , 1.	1.1	0
2634	Schools closed during the pandemic: revelations about the well-being of †lower-attaining†primary-school children. Education 3-13, 2023, 51, 1077-1090.	1.0	10
2635	Re-thinking music education partnerships through intra-actions. Music Education Research, 0, , 1-13.	1.4	3
2636	Re-Imagining Approaches to Learning and Teaching: Youth and Community Work Education Post COVID-19. Education Sciences, 2022, 12, 201.	2.6	1
2637	Teachers prioritise relationships over curriculum for student well-being. Pedagogy, Culture and Society, 2024, 32, 473-489.	2.6	4
2638	Finding a way through the fog: school staff experiences of the Covid-19 pandemic. Cambridge Journal of Education, 2022, 52, 555-577.	2.4	5
2639	School Influences on Attendance and Special Educational Needs. , 2022, , 130-144.		1
2640	"Are we making a quilt, with lots of ill-fitting cloths in here?― Teachers' internal conversations on curriculum making. Journal of Educational Change, 2023, 24, 457-478.	3.6	2
2641	Quality assurance in Greek Higher Education and the imperative to use English. Globalisation, Societies and Education, 2023, 21, 307-321.	2.6	0
2642	The life and times of university teachers in the era of digitalization: A tragedy. Learning, Media and Technology, 2022, 47, 572-583.	3.2	7

#	Article	IF	CITATIONS
2643	Giving voice: inclusive early childhood teachers' perspectives about their school leaders' leadership practices. International Journal of Leadership in Education, 0, , 1-17.	2.2	3
2644	Under pressure and overlooked: the impact of COVID-19 on teachers in NSW public schools. Australian Educational Researcher, 2023, 50, 701-727.	2.3	23
2645	A critical exploration of inclusion policies of elite UK universities. British Educational Research Journal, 2022, 48, 878-895.	2.5	12
2646	Global Agenda on Knowledge and Governance and Language Literacy Practices in Secondary Education in Greece., 2022,, 63-83.		0
2647	Activities and Values in School-Age Educare Mathematics. International Journal for Research on Extended Education, 2022, 9, 45-56.	0.2	1
2648	How Policies and Policy Actors Shape the Pre-K Borderland: Implications for Early Childhood Educators' Work Experiences. Teachers College Record, 2021, 123, 117-141.	0.9	1
2649	Teacher education policy making during the pandemic: shifting values underpinning change in England?. Teachers and Teaching: Theory and Practice, 0 , , 1 - 18 .	1.9	4
2650	Change as technology in a Swedish secondary high school. Ethnography and Education, 2022, 17, 91-105.	0.8	2
2651	Teacher regulation and agency through the lens of Durkheim's professional ethics. Ethics and Education, 2022, 17, 30-43.	0.7	0
2652	Redefining the meaning of teaching in the era of (post-) performativity: the voices of Singaporean teachers. Oxford Review of Education, 0, , 1-17.	2.0	2
2653	From the Semi-Periphery with Love. A Dream of a Democratic Social Science: A Margin Lever. Journal of Studies in International Education, 2023, 27, 163-177.	3.2	1
2654	Engineering to understand: reflections on a learning and teaching partnership for preservice early grades teachers and preschoolers. Journal of Early Childhood Teacher Education, 2023, 44, 118-142.	1.5	1
2655	Democracy and teachers: the im/possibilities for pluralisation in evidence-based practice. Journal of Education Policy, 2023, 38, 432-451.	2.8	7
2656	Disciplinary Power Matters: Rethinking Governmentality and Policy Enactment Studies in China. Journal of Education Policy, 2023, 38, 408-431.	2.8	7
2657	Dilemmas in the integration of technologies in a Primary school classroom: the dialogue between teacher agency, curriculum and digital technologies. Pedagogies, 2023, 18, 333-351.	0.9	0
2658	The â€~good' teacher in an era of professional standards: policy frameworks and lived realities. Teachers and Teaching: Theory and Practice, 2022, 28, 51-63.	1.9	5
2659	Hard work / workload: discursive constructions of teacher work in policy and practice. Teachers and Teaching: Theory and Practice, 2022, 28, 517-532.	1.9	2
2660	Will the real distributed leadership stand up please? The construction of †reality†through policy rhetoric, interpretation and evaluation by post-primary inspectors in the Republic of Ireland. International Journal of Leadership in Education, 0, , 1-21.	2.2	3

#	Article	IF	CITATIONS
2661	Schools' Strengths and Areas for Improvement: Perspectives From External Evaluation Reports. Frontiers in Education, 2022, 7, .	2.1	0
2662	Twice exceptionality in neoliberal education cultures: Implications for special educational needs coâ€ordinators. Journal of Research in Special Educational Needs, 0, , .	1.1	2
2663	Nodes of tension: negotiating epistemic fluency in interdisciplinary co-teaching. Australian Educational Researcher, 0, , .	2.3	1
2670	Values at the heart of self-evaluation. , 0, , 28-41.		O
2673	Empowerment Versus Power: The Learning and Performativity Conflict. University Development and Administration, 2022, , 367-385.	0.1	0
2675	A <scp>transâ€European</scp> perspective on how artists can support teachers, parents and carers to engage with young people in the creative arts. Children and Society, 0, , .	1.7	O
2676	The Tug-of-War Over Truth: A Foucauldian Case Study on the Interplay of Competing Discourses in Education. Frontiers in Education, 2022, 7, .	2.1	1
2677	Teaching Key Stage 3 literature: the challenges of accountability, gender and diversity. Literacy, 0, , .	0.9	1
2678	Teachers' agentic actions in tight and loosely coupled effective secondary schools in Chile. Teaching and Teacher Education, 2022, 115, 103731.	3.2	2
2679	Affective learning for effective learning? Data, numbers and teachers' learning. Teaching and Teacher Education, 2022, 116, 103754.	3.2	0
2680	Educating by slogans: Rhetoric and dominion in educational neoliberalism. Policy Futures in Education, 0 , 0 , 0 , 0 , 0 , 0 , 0 , 0	1.8	0
2681	â€~Choosing the lesser of evils': cultural narrative and career decision-making in post-Soviet Russia. Journal of Youth Studies, 2023, 26, 1109-1129.	2.3	3
2682	Brothers in Arms? How Neoliberalism Connects North and South Higher Education: Finland and Portugal in Perspective. Social Sciences, 2022, 11, 213.	1.4	2
2683	â€~The pupils will suffer if we don't work': teacher professionalism and reactions to policy change in Scotland. Scottish Educational Review, 2009, 41, 86-96.	0.2	4
2684	Marketisation, Choice, and Scottish Education: enhancing parent and pupil voice?. Scottish Educational Review, 2009, 41, 81-96.	0.2	1
2685	â€~Advancing Professionalism in Teaching'? An exploration of the mobilisation of the concept of professionalism in the McCormac Report on the Review of Teacher Employment in Scotland. Scottish Educational Review, 2012, 44, 3-13.	0.2	8
2686	ĐŸÑ€ĐμĐʹÑÑ,Đ°Đ²Đ»ĐμĐ½Đ,ѕучĐ,Ñ,ĐμĐ»ĐμĐ¹ Đ¾ Đ°Ñ€ĐμаÑ,Đ,Đ²Đ½Đ¾ÑÑ,Đ, ĐʹĐμÑ,ĐμĐ¹ Đ, ĐμĐμ Ι	Ñ€Đ°Đ∙Đ²ŧ	—— иÑ,ии Đ² Ñ

2687 Ethical Scholarship and Information Overload. . 0, 73, 149-161

3

#	Article	IF	CITATIONS
2688	Scaling up effective professional development: Toward successful adaptation through attention to underlying mechanisms. Teaching and Teacher Education, 2022, 116, 103756.	3.2	2
2689	History of subjectivity in dispositif: changing arrangements of Vietnamese teachers' meeting through lesson study for learning community. Asia Pacific Journal of Education, 2022, 42, 109-123.	2.1	0
2690	The positioning of moral leadership in primary education: perspectives and contextual understandings of school principals in Ireland. International Journal of Leadership in Education, 0, , 1-17.	2.2	1
2691	A profession in crisis? Teachers' responses to England's high-stakes accountability reforms in secondary education. Teaching and Teacher Education, 2022, 117, 103778.	3.2	6
2694	Teacher educators' perceptions of practices and issues affecting initial teacher education programmes in Jamaica, Greece and Nigeria. Power and Education, 0, , 175774382211026.	0.6	1
2695	Caring about Early Childhood Education., 0, , .		0
2696	Marketing micro-credentials: An analysis of actors, voices and messages in educational innovation discourse. Innovations in Education and Teaching International, 2023, 60, 953-963.	2.5	4
2697	From performative to professional accountability: re-imagining †the field of judgment†through teacher professional development. Journal of Education Policy, 2023, 38, 452-473.	2.8	9
2700	Reconfiguring Education Through Data: How Data Practices Reconfigure Teacher Professionalism and Curriculum. Transforming Communications, 2022, , 217-241.	2.3	5
2701	Between student voice-based assessment and teacher-student relationships: teachers' responses to â€~techniques of power' in schools. British Journal of Sociology of Education, 2022, 43, 842-859.	1.8	7
2702	Knowledge and sociality: on the Institute of Education (London) as a second home. London Review of Education, 2022, 20, .	1.8	2
2703	Analysis of the Educational Administration of the Public Educational Centers of Andalusia (Spain): The Role of the Manager in the Face of New Social Challenges. Education Sciences, 2022, 12, 422.	2.6	0
2704	The interpretation and use of social and emotional learning in British primary schools. International Journal of Inclusive Education, 0 , , 1 - 17 .	2.6	0
2705	Deconstructing the problematisation of challenging behaviour in primary schools. Education 3-13, 2024, 52, 313-327.	1.0	0
2711	Shifting the Focus to Teachers: A New Approach for Music Therapists Working in Schools. Music Therapy Perspectives, 0, , .	0.5	1
2712	Reconfiguring teacher agency within market-driven early childhood spaces. Policy Futures in Education, 2023, 21, 932-946.	1.8	2
2713	Teacher agency in the selection of literary texts. English in Education, 2022, 56, 340-356.	0.7	3
2714	Teachersâ $€$ [™] professional agency in a centralisation-decentralisation system and a hierarchical cultural context: the case of Hong Kong. Pedagogy, Culture and Society, 0, , 1-21.	2.6	4

#	Article	IF	CITATIONS
2715	â \in [™] to read people differentlyâ \in [™] .: The purpose of English Literature in English secondary schools. English in Education, 0, , 1-13.	0.7	2
2716	Educational Social Enterprise and the Wicked Problem of Creativity and Literacy. Education and Urban Society, 2024, 56, 66-92.	1.5	1
2717	The Zombification Crisis in a Crisis: Neoliberal Battles and Teacher Survivors in the Pandemic. International Perspectives on Education and Society, 2022, 42A, 149-157.	0.6	0
2718	Teachers as workers and the creative work ethic in education research. Educational Philosophy and Theory, 0, , 1-10.	1.8	2
2719	Rewild My Heart: With Pedagogies of Love, Kindness and the Sun and Moon. Postdigital Science and Education, 0, , .	5.3	1
2720	Social Challenges Facing Women as Educators and Mothers. Journal of Research in Childhood Education, 0, , 1-15.	1.0	0
2721	Preservice teachers' struggles in finding culturally sustaining spaces in standardized teaching contexts. Journal of Early Childhood Teacher Education, 2023, 44, 463-483.	1.5	0
2722	"Go beyond your own comfort zone and challenge yourself― A comparison on the use of physically active learning in Norway, the Netherlands and the UK. Teaching and Teacher Education, 2022, 118, 103825.	3.2	9
2723	Disrupting dominant discourses of the Other: examining experiences of contract researchers in the academy. Studies in Higher Education, 2023, 48, 37-48.	4.5	7
2724	Reading publics and a curriculum in literature. Curriculum Journal, 2023, 34, 231-247.	1.5	1
2726	Quality in an Audit Society: The Work of Teacher-Educators. , 2022, , 1484-1489.		0
2727	Neoliberalism and its impact on academics: a qualitative review. Research in Post-Compulsory Education, 2022, 27, 373-390.	0.7	4
2728	Creativity in the lives of English teachers: voices through found poetry. English in Education, 2022, 56, 357-371.	0.7	0
2729	Open for business: a quantitative analysis of teachers' experiences of marketisation in international schools. Educational Review, 0, , 1-23.	3.7	2
2730	Examining "precarious privilege―in international schooling: white male teachers negotiating contract non-renewal. Educational Review, 0, , 1-21.	3.7	5
2731	Feeling like â€~the ham of the sandwich': The contested professional identities of school-based early childhood educators in Chile. Contemporary Issues in Early Childhood, 2024, 25, 21-35.	1.3	0
2732	Understanding mental distress: knowledge, practice and neoliberalism reform. Social Work Education, 0, , 1-3.	1.3	0
2733	International school accreditation: An isomorphic force against creativity in a growing competitive market. Journal of Research in International Education, 0, , 147524092211172.	1.2	0

#	Article	IF	CITATIONS
2734	Enhancing professional empathy to mitigate for marginalisation and the critical gaze in teacher development: a phenomenological framework. Journal of Education for Teaching, 2023, 49, 507-520.	2.0	1
2735	Voices from the rising of the curtain: Democracy and deliberation bringing the disadvantaged to the fore. Power and Education, 0, , 175774382211177.	0.6	0
2736	School Improvement Does Not Take Place in a Vacuum. , 2022, , 99-119.		0
2737	Equityâ€centered science education: The origin story of this special issue. Science Education, 2022, 106, 1013-1020.	3.0	2
2738	Performativity, managerial professionalism and the purpose of professional development: a South African case study. Journal of Education Policy, 2023, 38, 607-624.	2.8	3
2739	Is Educational Entrepreneurship Context-Dependent? Insights from Directors of Israeli Local Education Authorities. Leadership and Policy in Schools, 0, , 1-16.	1.5	1
2740	Beyond the †terrors of performativity': dichotomies, identities and escaping the panopticon. London Review of Education, 2022, 20, .	1.8	4
2741	Re-visiting systematic observation: A pedagogical tool to support coach learning and development. Frontiers in Sports and Active Living, 0, 4, .	1.8	5
2742	Am I audible? Teacher's alienation with online teaching. Power and Education, 0, , 175774382211173.	0.6	1
2743	Love, care, and solidarity: understanding the emotional and affective labour of school leadership. Cambridge Journal of Education, 2023, 53, 311-327.	2.4	5
2744	No other choices but involution: understanding Chinese young academics in the tenure track system. Journal of Higher Education Policy and Management, 2023, 45, 53-67.	2.3	10
2745	Teacher educators' knowledge about diversity: what enables and constrains their teaching decisions?. Asia-Pacific Journal of Teacher Education, 2023, 51, 28-44.	1.9	1
2746	The Impact of Widening Participation on Further Education Settings in England., 2022, , 147-165.		0
2747	Singapore Teachers' perceptions of research in practice: Contexts, constraints, and possibilities. Teaching and Teacher Education, 2022, 119, 103850.	3.2	4
2748	Critiquing Teacher Well-Being Policy in England: Developing a Values-Based Approach to Promote Trainee Teachers' Well-Being. , 2022, , 1-19.		1
2749	The PhD by Publication as Preparation for Work in the â€~Performative University'., 2022, , 199-213.		1
2750	Student Voice, Schooling, and the Audit Culture. , 2022, , 1709-1714.		0
2751	Schooling the (Achieving) Self. , 2022, , 55-84.		0

#	Article	IF	CITATIONS
2752	The Managed Body and Heart: An Empirical Study on School Management and Teachers' Emotional Labor in Chinese Counties. Beijing International Review of Education, 2022, 4, 94-117.	0.3	0
2753	Teacher Emotions in Chinese Societies: An Introduction to the Special Issue. Beijing International Review of Education, 2022, 4, 5-10.	0.3	0
2754	La reconnaissance des enseignants. Cadres d'intelligibilité, débats etÂcontroverses dans la recherche anglo-américaine. Education Et Societes, 2022, n° 48, 15-40.	0.4	0
2755	Les enseignants face à la gestion axée sur les résultats au QuébecÂ: ambivalences morales et dénis de reconnaissance. Education Et Societes, 2022, n° 48, 81-96.	0.4	O
2756	Contradictions and realisations $\hat{a} \in \hat{a}$ a critical friendship in the pursuit of transformative PETE. Curriculum Studies in Health and Physical Education, 0, , 1-15.	1.4	0
2757	A critical reconceptualization of the International Baccalaureate as a potential force for democratisation in global-heritage schools. Globalisation, Societies and Education, 0, , 1-13.	2.6	2
2758	Traversing between Supra, Macro, and Meso Sites. , 2022, 54, 70-92.		1
2759	Time to negotiate Singapore's meritocracy? Getting ready for the future of work and education. Globalisation, Societies and Education, 0, , 1-17.	2.6	0
2760	Teachersâ \in [™] personal epistemologies and professional development. Journal of Further and Higher Education, 0, , 1-13.	2.5	0
2761	Teachers for social justice: exploring the lives and work of teachers committed to social justice in education. Oxford Review of Education, 2023, 49, 569-587.	2.0	6
2762	Teachers of Color and Precarious Work: The Inequality of Job Security. Labor Studies Journal, 2022, 47, 359-382.	0.5	1
2763	A feminist critical heuristic for educational policy analysis: U.S. social emotional learning policy. Journal of Education Policy, 0, , 1-26.	2.8	2
2764	The Micropolitics of Workplace Mobbing. , 2022, , 1025-1051.		0
2765	Following performative imaginations: Social enterprises, policy networks, and reforming primary education in Bangladesh. International Journal of Educational Research, 2022, 116, 102086.	2.2	0
2766	The Worldwide Specter of Neoliberalism and the "Neoliberalization―of Educational Leaders. , 2022, , 481-502.		0
2767	Teacher Professionalism and Performance Appraisal: A Critical Discussion. Teacher Education, Learning Innovation and Accountability, 2022, , 93-109.	1.1	1
2768	Understanding Student Learning Gain: Using Student-Staff Partnerships within Higher Education to Inform the Continuous Improvement Process. Eurasian Studies in Business and Economics, 2022, , 3-17.	0.4	0
2769	Accountability and Assessment. , 2022, , 1671-1689.		O

#	Article	IF	CITATIONS
2770	Revisiting some half-forgotten ideas on children's spirituality. International Journal of Children's Spirituality, 2023, 28, 22-37.	2.1	3
2771	Reimagining accountability through educational leadership: Applying the metaphors of " <i>agora</i> and " <i>bazaar</i> ╠Educational Management Administration and Leadership, 0, , 174114322211321.	3.8	0
2772	The geography GCSE curriculum in England: a white curriculum of deceit. Whiteness and Education, 2023, 8, 313-331.	1.4	2
2773	Moral Education in Japan: Four Strands of Research on Policy and Practice. , 2023, , 1-19.		0
2774	Examining teachers' satisfaction with the new normal in a disruptive online hospitality, travel, and tourism education system. Global Knowledge, Memory and Communication, 2022, ahead-of-print, .	1.4	1
2775	Hope, vulnerability, and grief: An aspiring teacher's journey through teaching and Teach for America. Teaching and Teacher Education, 2023, 121, 103917.	3.2	1
2776	La dimensi \tilde{A}^3 n internacional de la universidad: entre el modelo econ \tilde{A}^3 mico y el cultural. Estudios Sobre Educacion, 0, 15, 87-98.	0.2	4
2777	Pastoral Care, Action Research, and Teaching as a Profession: Can †Joining the Dots†MFacilitate Teacher Reflection on Practice and Identity?., 2010, 4,.		0
2778	Self-Evaluation and the Technicist Logic of Teaching. Contemporary Philosophies and Theories in Education, 2022, , 15-34.	0.3	0
2779	The Look of the Other and the Experience of Teaching: The Failure of Solipsism and the Pursuit of Vulnerability. Contemporary Philosophies and Theories in Education, 2022, , 113-128.	0.3	0
2780	Parrhesia, Bad Faith and Accounting for Oneself. Contemporary Philosophies and Theories in Education, 2022, , 131-154.	0.3	0
2781	Policy disruptors or entrepreneurs? The tensions emerging from a network of philosophy educators. International Journal of Educational Research, 2022, 116, 102087.	2.2	0
2782	"lf I was better at managing all this― The role of neoliberal logic in framing one teacher's narratives about accountability. Teaching and Teacher Education, 2023, 121, 103944.	3.2	2
2783	â€~Deep understanding' for antiâ€racist school transformation: School leaders' professional development in the context of Black Lives Matter. Curriculum Journal, 0, , .	1.5	1
2784	The subordination of teacher identity: ethical risks and potential lines of flight. Teachers and Teaching: Theory and Practice, 2023, 29, 241-258.	1.9	0
2785	Trust and incentives in academic research and the position of universities within innovation systems. Higher Education, 2022, 84, 1343-1363.	4.4	6
2786	Ĵ"ĴユĴ±ÏサĴijĨŧĴijĨŧĴijĴユĴ®ĬŢĴμĴユÏ, ĴºĴ±Ï"Ĵ¬ Ï"Ĵ・Ĵ½ ĴμĬ†Ĵ±ĨĴ¼ĴġĴ® τωĴ½ ĴμĴºÏ€Ĵ±ĴユĴĴμÏ…Ï"ĴユĴºÏŽĴ½ Ĵ±Ĵ»Ĵ»Ĵ±Ĵ³ÏŽĴ⅓: ĴŸ€ÏŒÏʹĴμĴユÏ, ĴμĴ	ıĵ≌ ï€ĵ ∄ĵĵμΪ.	ÏĢιĴºÏŽÎ¹⁄2. ,
2787	A multi-stakeholder analysis of the risks to early school leaving: comparing young peoples' and educators' perspectives on five categories of risk. Journal of Youth Studies, 2024, 27, 414-438.	2.3	2

#	ARTICLE	IF	CITATIONS
2788	Uncovering the discursive †borders†of professional identities in English early childhood workforce reform policy. Policy Futures in Education, 2024, 22, 187-206.	1.8	1
2789	How is impact defined in initial teacher education policy in Australia?. Teachers and Teaching: Theory and Practice, 2023, 29, 133-149.	1.9	2
2790	Early career teachers and the always becoming horizon of quality teaching. Teachers and Teaching: Theory and Practice, 2023, 29, 1-19.	1.9	0
2791	Exploring the professional identity of university academics: "becoming―a university teacher. , 2023, , 504-512.		0
2792	Policy reconfiguration as enactment in the strategy of recontextualized neoliberalism: Paradigmatic shift in teacher education policy reform. International Journal of Educational Research, 2023, 117, 102098.	2.2	2
2793	ESTADO AVALIADOR, ACCOUNTABILITY E CONFIANÇA NA INSTITUIÇÃO ESCOLAR. Revista Educação E PolÃticas Em Debate, 2013, 2, .	0.1	0
2794	L'ETAT ÉVALUATEUR, ACCOUNTABILITY ET CONFIANCE DANS L'INSTITUTION SCOLAIRE. Revista Educaçã0 E PolÃŧicas Em Debate, 2013, 2, .	0.1	O
2795	HETERARCHIES AND "PHILANTHROPIC GOVERNANCE" GLOBAL: CONTROVERSIES AND IMPLICATIONS FOR SOCIAL CONTROL OF SOCIAL POLICIES. Revista Educação E PolÃŧicas Em Debate, 2013, 2, .	0.1	0
2796	Informing Educational Approaches to PRME Using Foucault. Handbooks in Philosophy, 2022, , 1045-1059.	0.1	0
2797	Negotiating Legitimacy: Struggles and Strategies for Feeling Belonging in Health and Related Sciences. Palgrave Studies in Gender and Education, 2022, , 135-182.	0.6	0
2798	Theorising Gender and Belonging in the (Early Career) Academy. Palgrave Studies in Gender and Education, 2022, , 33-74.	0.6	0
2799	Contesting Power Structures: Encountering Gatekeepers to Belonging in STEM. Palgrave Studies in Gender and Education, 2022, , 75-133.	0.6	0
2800	Academic Identities and Imagined Futures: Women's Doctoral Journeys. Palgrave Studies in Gender and Education, 2022, , 1-32.	0.6	0
2801	Interrogating Policy Diffusion in the Arts Education Sphere. Educational Policy, 2023, 37, 2026-2050.	2.0	1
2802	A sinister side of student voice: surveillance, suspicion, and stigma. Journal of Education Policy, 2023, 38, 926-943.	2.8	3
2803	Pursuing and playing the academic game: a duoethnographic perspective on two early career academics' publishing experiences in China. Compare, 0, , 1-18.	2.1	7
2804	Principals' Enactment of Policy on Research-based Education: Interpreting and Facilitating Policy in Local School Settings in Sweden. Scandinavian Journal of Educational Research, 2024, 68, 320-339.	1.7	1
2805	Researching â€~off rolling' as a sensitive topic: â€~Hard' evidence and experiential accounts. Emotional and Behavioural Difficulties, 2022, 27, 243-253.	d 1.2	3

#	Article	IF	CITATIONS
2806	Teachers' alignment between a local initiated external assessment: The diagnostic literacy testâ€"And teaching regarding special educational needs students' needs. Frontiers in Education, 0, 7, .	2.1	0
2807	†Between think big and hit hard' exploring the role of teacher agency in becoming action researchers: the Egyptian context. Educational Action Research, 2023, 31, 135-152.	1.5	1
2808	Enterprising Academics: Heterarchical Policy Networks for Artificial Intelligence in British Higher Education. ECNU Review of Education, 2023, 6, 568-596.	1.9	5
2809	Instructing the neoliberal student on the conduct of school: A case study of a schoolwide positive behavior system in kindergarten. Journal of Early Childhood Research, 0, , 1476718X2211407.	1.6	0
2810	Enquiring into a teacher performance assessment: towards intelligent professional responsibility in initial teacher education. London Review of Education, 2022, 20, .	1.8	1
2811	â€~Capturing the magic': grassroots perspectives on evaluating open youth work. Journal of Youth Studies, 0, , 1-17.	2.3	2
2813	Teaching under opportunism: The predicament of academic tutors in China. International Sociology, 2023, 38, 118-141.	0.8	2
2814	Decolonial and antiâ€racist perspectives in teacher training and education curricula in England and Wales. Curriculum Journal, 2023, 34, 1-7.	1.5	3
2815	Governing teachers through datafication: Physical–virtual hybridity and language interoperability in teacher accountability. Big Data and Society, 2022, 9, 205395172211375.	4.5	2
2817	Bringing narrative psychology to school improvement for peace: Some implications for the role of the educational psychologist in social conflict., 2005, 22, 74-96.		1
2818	How can the use of petit narratives create space and possibility when shorthand is used in educational psychology practice?., 2012, 29, 67-76.		5
2819	Bringing clarity to the leadership ofÂteaching and learning in higher education: a systematic review. Journal of Applied Research in Higher Education, 2024, 16, 265-280.	1.9	2
2820	The impact of neoliberalism on professional practice and identity within educational psychology services: A communities of practice framework., 2019, 1, 23-31.		0
2821	On the use of cognitive science in teacher education in England. , 2022, 1, 34-48.		1
2822	Becoming Teachers: Assessment and Inclusion in Professional Practices and Subjectivities. , 2022, , 237-261.		1
2823	Understanding the Stakes: The Influence of Accountability Policy Options on Teachers' Responses. Educational Policy, 0, , 089590482211420.	2.0	1
2824	Combating the Audit Culture in Music Teacher Education. Journal of Music Teacher Education, 0, , 105708372211480.	0.8	0
2825	Neoliberalism in Education and Complexity of Teaching Practices. , 2023, , 19-58.		0

#	Article	IF	CITATIONS
2826	†If you can't beat them, join them': utility, markets and the absent entrepreneur. British Journal of Sociology of Education, 2023, 44, 467-484.	1.8	1
2827	Geography education professionals' understanding of global citizenship: Insights for a more just geography curriculum. Theory and Research in Social Education, 0, , 1-26.	1.9	0
2828	Conducting school-based research during Covid: evaluating the Silver Stories programme. Cambridge Journal of Education, 2023, 53, 413-429.	2.4	0
2829	Teacher attributions of workload increase in public sector schools: Reflections on change and policy development. Journal of Educational Change, 2023, 24, 971-993.	3. 6	8
2830	The Economization of Early Life: Human Capital Theory, Biology, and Social Policy. Science Technology and Human Values, 0, , 016224392211477.	3.1	1
2831	Teachers as curriculum designers: What knowledge is needed?. Curriculum Journal, 2023, 34, 357-374.	1.5	1
2832	Advocacy leadership and the deprofessionalising of the special educational needs coâ€ordinator role. British Journal of Special Education, 0, , .	0.4	0
2833	Gigification of English Language Instructor Work in Higher Education: Precarious Employment and Magic Time. TESOL Quarterly, 0, , .	2.9	1
2834	National Standards for student achievement: Is New Zealandâ \in ^M s idiosyncratic approach any better?., 2013, 36, 99-110.		15
2835	The ethical practice of teaching literacy: Accountability or responsibility?., 2013, 36, 90-98.		26
2836	High-stakes literacy tests and local effects in a rural school. , 2013, 36, 78-89.		33
2837	Imagining Ourselves in the Future: Toward an Existential Ethics for Teachers in the Accountability Era., 0, 71, 162-170.		0
2838	Rational and Winnicottian wellbeing â€~at work'. , 2017, 1, 14-27.		1
2839	The Worldwide Specter of Neoliberalism and the "Neoliberalization―of Educational Leaders. , 2021, , 1-22.		0
2840	Privacy, power, and relationship: ethics and the home-school partnership. Oxford Review of Education, 2023, 49, 732-748.	2.0	0
2841	Teachers' Voices, Pedagogy and Discursive Practices in Ability Grouping Classrooms in Delhi Government Schools. Contemporary Education Dialogue, 2023, 20, 39-64.	1.4	0
2842	Commitment and resilience of public and private high school teachers in Yogyakarta City. SOSIOHUMANIORA Jurnal Ilmiah Ilmu Sosial Dan Humaniora, 2023, 9, .	0.1	0
2843	"Learn to Conserve Your Passion and Care― Exploring the Emotional Labor of Special-Post Teachers in Rural China. Sustainability, 2023, 15, 1991.	3.2	0

#	Article	IF	CITATIONS
2844	The 120th anniversary of IOE: critical engagement with educational and social thought, practice and development. London Review of Education, 2023, 21, .	1.8	0
2845	Teaching in the age of environmental emergencies: a $\hat{a} \in \infty$ utopian $\hat{a} \in \infty$ ploration of the experiences of teachers committed to environmental education in England. Educational Review, 0 , 0 , 0 , 0 .	3.7	4
2846	Music, Policy, and Place-Centered Education: Finding Space for Adaptability. Teachers College Record, 2012, 114, 51-73.	0.9	1
2847	"Its Influence Taints All": Urban Mathematics Teachers Resisting Performativity through Engagement with the Past. , $2017,10,10$		1
2848	Beginner Teachers' Encounters with the Reality of Education: Case of the "Teach First Lithuania!― Program. Acta Paedagogica Vilnensia, 0, 49, 56-68.	0.0	0
2849	†Below the surface': power and professionalism in the further education sector. Research in Post-Compulsory Education, 2023, 28, 26-47.	0.7	2
2850	New Teachers are Leaving the Profession: How can School Leadership Make a Difference?. SHS Web of Conferences, 2023, 157, 01002.	0.2	0
2851	The Case for Parentalism at Work: Balancing Feminist Care Ethics and Justice Ethics through a Winnicottian approach: A School Case Study. Journal of Business Ethics, 2024, 189, 231-247.	6.0	2
2852	The discursive construction of responsibility among teachers in Singapore: "Everything is good, so we do everythingâ€. Asia Pacific Education Review, 2024, 25, 187-200.	2.5	0
2853	Docility and dilemmas: Mapping â€~performative evaluation' and informal learning. Journal of Educational Change, 0, , .	3.6	0
2854	Undermined professionalism: Strategic impression management among early childhood educators. Teaching and Teacher Education, 2023, 127, 104089.	3.2	0
2855	Changes in the Organisational Assemblage of Schooling: Recontextualising the Problems of Assessment and Inclusion. , 2022, , 113-156.		0
2856	How do secondary school English teachers score NAPLAN? A snapshot of English teachers' views. , 2018, 41, 144-154.		6
2857	Untangling the making and governing of Hong Kong teachers through neoliberal, Confucian, and affective technologies: with and beyond Foucault. Asia-Pacific Journal of Teacher Education, 2023, 51, 147-161.	1.9	1
2858	Using Film as an Active Instructional Tool in Teaching and Learning in Kenyan Secondary Schools. Advances in Educational Technologies and Instructional Design Book Series, 2023, , 103-120.	0.2	0
2859	English schooling and little e and big E exclusion: what's equity got to do with it?. Emotional and Behavioural Difficulties, 2022, 27, 185-198.	1.2	1
2860	A content analysis of school leaders' conversations about â€~off rolling' on Twitter and its relevance to teacher education. Emotional and Behavioural Difficulties, 2022, 27, 254-264.	1.2	0
2861	Disrupting unlawful exclusion from school of minoritised children and young people racialized as Black: using Critical Race Theory composite counter-storytelling. Emotional and Behavioural Difficulties, 2022, 27, 231-242.	1.2	0

#	Article	IF	CITATIONS
2862	Chinese school teachers' imaginaries of being intellectuals. Comparative Education, 2023, 59, 524-543.	2.7	0
2863	Disabling experiences and inclusive school: reframing the debate in Portugal. Journal of Education Policy, 0, , 1-17.	2.8	1
2864	School leaders' experiences of high-stakes assessments during the Covid-19 pandemic in England. School Leadership and Management, 2023, 43, 189-209.	1.6	2
2865	Understanding the Impact of Everyday Stressors on One Secondary School Teacher in the UK. Advances in Human Resources Management and Organizational Development Book Series, 2023, , 432-457.	0.3	0
2867	Neoliberal performativity in low-cost private schools: experiences from Kashmir. International Journal of Qualitative Studies in Education, 0 , 0 , 0 .	1.2	0
2869	Changing Regulations and Practices in Spain. , 2023, , 327-343.		0
2870	Exclusionary Practices and Danish School Policy. , 2023, , 105-121.		1
2871	Running the canteen for profit: funding, parents and philanthropy in Queensland state schools. Critical Studies in Education, 0, , 1-15.	4.5	0
2872	Digital Humanism, Progressive Neoliberalism and the European Digital Governance System for Vocational and Adult Education. Journal of Adult and Continuing Education, 2023, 29, 735-759.	3.9	1
2873	Special issue $\hat{a} \in \mathbb{C}$ reflecting on Freire: a praxis of radical love and critical hope for science education $\hat{a} \in \hat{a} \in \mathbb{C}$ theme: transnational collaborations and solidarities. Cultural Studies of Science Education, 2023, 18, 159-173.	1.3	1
2874	Configuring governmentalized teachers through introspective panopticism from the Foucauldian perspective. International Journal of Educational Research, 2023, 118, 102158.	2.2	1
2875	Performative enactments of pedagogy in the classroom: strategies and tactics of relationality. Pedagogy, Culture and Society, 0, , 1-16.	2.6	2
2876	The Impact of Test-Based Accountability in the U.S. and Its Relevance for the Global Education Reform Movement: A Brief Review. International Journal of Scientific Research in Science, Engineering and Technology, 2023, , 362-369.	0.1	0
2877	Inequitable teacher turnover and performance-based appraisal: a global trend?. Journal of Education Policy, 2024, 39, 276-302.	2.8	0
2878	A tale of two performativities: when performative learning meets performative technologies in a private language school in China. Journal of Education for Teaching, 2024, 50, 141-154.	2.0	1
2879	Framing School Mathematics Challenges Inside and Outside Metropolitan Areas. Teachers College Record, 2023, 125, 35-65.	0.9	0
2880	The Ruskin Speech and Great Debate in English education, 1976–1979: A study of motivation. British Educational Research Journal, 2023, 49, 766-781.	2.5	0
2881	Who is the "Student� A Critical Analysis of Neoliberal Education Reform Legislation. Canadian Journal of Education, 0, , .	0.4	0

#	ARTICLE	IF	CITATIONS
2882	Policy Problems: Policy Approaches to Teacher Education Research., 2023,, 893-911.		0
2883	The "problem―of teacher quality: exploring challenges and opportunities in developing teacher quality during the Covid-19 global pandemic in England. Educational Review, 0, , 1-17.	3.7	1
2884	Critiquing Teacher Well-Being Policy in England: Developing a Values-Based Approach to Promote Trainee Teachers' Well-Being. , 2023, , 963-981.		0
2885	From Benign Neglect to Performative Accountability: Changing Policy and Practice in Continuing Professional Development for Teachers., 2023,, 431-450.		0
2886	Pedagogical Change and Professional Courage. , 2023, , 809-829.		0
2887	Struggling Along., 2023, , 101-123.		0
2888	Unlocking education through relationship building: Identity and agency in English educational institutions during Covidâ \in 19. British Educational Research Journal, 0, , .	2.5	0
2889	Making teachers by policy? The case of teacher evaluation in Norwegian education. Scandinavian Journal of Educational Research, 0, , 1-18.	1.7	1
2890	Doctoral Publication as a Sociopolitical Practice., 2023, , 17-35.		0
2891	Doctoral Publication Policies: Neoliberal Ideologies and Stakeholder Perspectives. , 2023, , 37-50.		0
2892	Gauging 21st Century Competencies of Chinese Students: A Rural-Urban Comparative Perspective. Journal of Research on Educational Effectiveness, 0, , 1-21.	1.6	0
2893	Assessing students' holistic development in China: managerialism, market, and performativity as policy technologies. Asia Pacific Education Review, 0, , .	2.5	0
2894	The calculated management of life and all that jazz: gaming quality assurance practices in English further education. Discourse, 0 , $1-15$.	1.3	1
2895	Governing teachers' subjectivity in neoliberal times: the fabrication of the bonsai teacher. Journal of Education Policy, 2024, 39, 171-190.	2.8	1
2896	Förskjutningar i innehåll i SFO/Fritidshem i Skandinavien. Pedagogisk Forskning I Sverige, 2023, 28, 100-120.	0.4	1
2897	Relevant forskning fŶr den reflekterande praktikern?. Pedagogisk Forskning I Sverige, 2023, 28, 165-170.	0.4	0
2898	Do scores â€~define' us? Adolescents' experiences of wellbeing as â€~welldoing' at school in England. Review of Education, 2023, 11, .	2.1	1
2899	Policy Mortality and UK Government Education Policy for Schools in England. British Journal of Educational Studies, 0, , 1-18.	1.3	2

#	ARTICLE	IF	Citations
2900	A Lesson in Shakespearean Insults. Advances in Educational Technologies and Instructional Design Book Series, 2023, , 241-264.	0.2	0
2901	A leap of faith: overcoming doubt to do good when policy is absurd. Journal of Education Policy, 2024, 39, 191-213.	2.8	1
2902	Teacher retention in challenging schools: please don't say goodbye!. Teachers and Teaching: Theory and Practice, 2023, 29, 753-771.	1.9	4
2903	The gap between juridical and pedagogical discourses concerning preventing and countering abusive treatment in preschool policy documents. European Early Childhood Education Research Journal, 0, , $1\text{-}15$.	1.9	O
2904	Pipeline Philanthropy: Understanding Philanthropic Corporate Action in Education During the COVID-19 Era and Beyond. Educational Policy, 2024, 38, 479-509.	2.0	0
2905	Elwick, J. (2021). Making a Grade: Victorian Examinations and the Rise of Standardized Testing. University of Toronto Press. Canadian Journal of Educational Administration and Policy, 0, , 112-115.	0.2	0
2906	The recontextualisation and cultural compatibility of student-centred education: the case of the United Arab Emirates. Higher Education, $0, , .$	4.4	0
2907	Social (in)justices during the educator developmental appraisal process: A post-apartheid South African case study. Education, Citizenship and Social Justice, 0, , 174619792311750.	1.1	0
2908	Business as the new doxa in education? An analysis of edu-business events in Finland. European Educational Research Journal, 2024, 23, 48-71.	2.1	1
2909	è¶Šå⊷éžè‹±èªžæ•™å¸å°^æ¥èªžè¨€æ•™å¸«èªåŒä¹‹å»ºæ§‹. English Teaching and Learning, 0, , .	1.3	0
2910	Growing and fixing: Comparing the creative mindsets of teachers and artist practitioners. Thinking Skills and Creativity, 2023, 48, 101312.	3.5	0
2911	Textual space and its importance to school ethos and cultural pedagogy. English in Education, 0, , 1-17.	0.7	0
2912	Joy, pride, and shame: on working in the affective economy of edu-business. British Journal of Sociology of Education, 2023, 44, 860-878.	1.8	0
2913	Smart teachers in smart schools in a smart city: teachers as adaptive agents of educational technology reforms. Learning, Media and Technology, 0, , 1-22.	3.2	1
2914	Cascading effect of upper secondary education policy reform: the experiences and perspectives of university teachers. Education Inquiry, 0, , 1-21.	2.9	0
2915	Toward Advancing African Scholarship through Afrocentric Leadership in Higher Education. , 0, , .		1
2916	Stratified legal consciousness of music teachers in the age of neoliberal reform. Arts Education Policy Review, 0, , 1-10.	1.4	0
2917	â€~Doing well' and â€~being well'— secondary school teachers' perspectives. British Educational Resolutional, 2023, 49, 987-1004.	earch 2.5	1

#	Article	IF	CITATIONS
2918	Teacher Narratives: Parrēsia and the Courage of Truth., 2023, , 157-169.		0
2919	Teacher and headteacher assessment, feedback, and continuing professional development: the Mexican case. Assessment in Education, 2023, 30, 273-301.	1.2	1
2920	Foucault and Fundamental British Values. , 2023, , 131-156.		0
2921	Literacy assessment in the early years of schooling in an era of neoliberalism. Journal of Early Childhood Literacy, 0, , 146879842311611.	0.9	0
2922	Further education and mental health during the pandemic: the moral impasse of meritocracy. Research Papers in Education, 2023, 38, 783-803.	3.0	1
2923	Coming out of the shadows: investing in English private tutoring at a transition point in Kazakhstan's education system during the global pandemic. Language Learning Journal, 0, , 1-14.	2.5	4
2924	Giving space to the subject's potential present: Zemelman's contributions to Sociology of Education. British Journal of Sociology of Education, 2023, 44, 1304-1320.	1.8	1
2925	Desafios para a participação e a inclusão numa escola burocratizada. , 2022, 15, 103-115.		0
2926	Contemplative practices and teacher professional becoming. Educational Review, 0, , 1-29.	3.7	1
2927	Higher educationÂteachers' professional well-being in the rise of managerialism: insights from China. Higher Education, 2024, 87, 1121-1138.	4.4	0
2928	From criticality to shame: Childhood memories of social class and how they matter to elementary school teachers and teaching. Theory and Research in Social Education, 2023, 51, 503-529.	1.9	1
2929	Commentary on "Diversity and inclusion policies in publicly traded New Zealand companies: inclusion of people with intellectual disabilities― Tizard Learning Disability Review, 2023, 28, 27.	0.4	0
2930	Curriculum work and hermeneutics. Curriculum Journal, 2024, 35, 6-19.	1.5	0
2931	Teachers' Attitudes towards Neoliberal Educational Policies:. The Journal of Educational Sociology, 2022, 109, 71-92.	0.0	0
2932	On the (re)move: exploring governmentality in post-colonial Macao's higher education. Discourse, 2023, 44, 389-406.	1.3	0
2933	Using found poetry to explore creativity in the professional lives of English teachers. Teachers and Teaching: Theory and Practice, 2023, 29, 739-752.	1.9	0
2934	Quiet in class? Exploring discourses on verbal participation. Educational Research, 2023, 65, 230-247.	1.8	0
2935	The Return to Bildung in the Shape of Learning Outcomes. Springer International Handbooks of Education, 2023, , $1\text{-}17$.	0.1	0

#	Article	IF	CITATIONS
2936	Governing education, governing early childhood education and care practitioners' profession?. Contemporary Issues in Early Childhood, 0, , 146394912311722.	1.3	0
2937	Neoliberalisation and educational reforms: impacts on teachers in a single school context. Educational Review, 0 , , 1 -21.	3.7	0
2938	Pluralistic environmental and sustainability education $\hat{a}\in$ a scholarly review. Environmental Education Research, 2023, 29, 1460-1485.	2.9	1
2939	Individual Self versus Collective Self: Performance Measures for Academics in a Collectivist Culture. Behavioral Research in Accounting, 2023, , 1-19.	0.8	0
2940	Enacting teacher evaluation in Norwegian compulsory education: teachers' perceptions of possibilities and constraints. Educational Assessment, Evaluation and Accountability, 2023, 35, 387-417.	2.3	2
2941	Exploring the impact of the COVID-19 school reform plan on teachers' assessment practices. Assessment in Education, 2023, 30, 245-272.	1.2	1
2942	â€~Teaching for the Time Being': Teaching and Teacher Identity in Low-fee Private Schools in Semi-urban Delhi. Contemporary Education Dialogue, 0, , .	1.4	0
2943	Technology-Enhanced Legal Education. Advances in Higher Education and Professional Development Book Series, 2023, , 64-87.	0.2	10
2944	Beyond Life Satisfaction: Wellbeing Correlates of Adolescents' Academic Attainment. School Psychology Review, 0, , 1-20.	3.0	4
2945	Balanda Talk: My Ideological Becoming as an English Literacy Teacher of Culturally and Linguistically Diverse First Nations Australian Students. Changing English, 2023, 30, 183-194.	0.6	0
2946	An ethicoâ€political analysis of a national teacher competence framework: Unravelling a â€~preferred' teacher identity. British Educational Research Journal, 2023, 49, 1210-1233.	2.5	0
2947	A  Micro'-Spatial Lens on Identity and Education. , 2023, , 29-55.		0
2948	Teacher autonomy: Good for pupils? Good for teachers?. British Educational Research Journal, 2023, 49, 1187-1209.	2.5	1
2949	Innovación Educativa: Un proceso construido sobre relaciones de poder. Revista Educación PolÃŧica Y Sociedad, 2019, 4, 9-30.	0.1	4
2951	Teachers' work under responsibilising policies: an analysis of educators' views on China's 2021 educational reforms. Journal of Education Policy, 0, , 1-18.	2.8	0
2952	Children and Spirituality. , 2023, , 103-118.		1
2953	Respect as a critical reflexive practice during induction: exploring mentor teachers $\hat{a} \in \mathbb{N}$ conceptions of respect. Teachers and Teaching: Theory and Practice, 0, , 1-18.	1.9	0
2954	Anticipations of practice-near school research in Sweden. Nordic Journal of Studies in Educational Policy, 0, , 1-15.	0.9	0

#	Article	lF	Citations
2955	Clear vision: a step towards unravelling student recruitment inÂEnglish universities?. Benchmarking, 0,	4.6	O
2956	"Because I live it.― LGB teacher identities, as professional, personal, and political. Frontiers in Education, 0, 8, .	2.1	0
2957	Qigong for the mental health of teachers – A prospective randomized controlled trial. , 2023, 3, 100018.		0
2958	Care of the profession: teacher professionalism and learning beyond performance and compliance. Pedagogy, Culture and Society, 0, , 1-19.	2.6	0
2959	Language ideologies and linguistic entrepreneurship in inter-Asian mobility: voices from international students at Chinese universities. Current Issues in Language Planning, 2024, 25, 193-211.	2.1	0
2960	Pupils' development: Policy enactment in Swedish school-age educare. Nordic Journal of Studies in Educational Policy, 0, , 1-12.	0.9	0
2961	Exploring the re-legitimisation of messages for health and physical education within contemporary English and Welsh curricula reform. Sport, Education and Society, 0, , 1-13.	2.1	0
2962	What is the purpose of education? A context for early childhood education. International Journal of Early Years Education, 2023, 31, 571-578.	0.8	2
2963	Using Interactive Fiction to Stimulate Metalinguistic Talk in the English Classroom. Literacy, 0, , .	0.9	0
2965	Science Education and Social Justice: A Possible Dream. , 2023, , 95-121.		0
2966	Framing curriculum making: bureaucracy and couplings in school administration. Journal of Curriculum Studies, 0, , 1-18.	2.1	0
2967	Professional learning communities under test-based accountability: evidence from an Israeli intervention programme. Journal of Education Policy, 0, , 1-20.	2.8	1
2968	Welfare conditionality and policy contingencies of schoolâ€allowance retractions in Sweden. Social Policy and Administration, 2024, 58, 175-188.	3.0	0
2969	Teacher Development for Equitable Mathematics Classrooms: Reflecting on Experience in the Context of Performativity. Education Sciences, 2023, 13, 993.	2.6	1
2970	Firefighting marginalisation: the lived experiences of the primary special educational needs coordinator under lockdown measures in England. Practice, 2023, 5, 161-180.	0.6	0
2971	Teachers' perspective on accountability: A comparative case study in primary rural schools of Afghanistan and Pakistan. Research in Comparative and International Education, 0, , .	1.3	0
2972	"lt Feels Like a Performance When I Teach Online― Autoethnography of Tensions in Teacher Identity. Profile: Issues in Teachers' Professional Development, 2023, 25, 15-28.	1.0	0
2973	Immunitas and (un)desirable teacher knowledge in teacher education. European Journal of Education, 2024, 59, .	2.8	0

#	Article	IF	CITATIONS
2974	Examining preservice teachers' sensemaking of teaching children through rigorous and appropriate practices: a case study. Teaching Education, 0, , 1-18.	1.3	0
2975	International students' linguistic entrepreneurship: motivation, †Chinese fever' and the neoliberal burden. Research Papers in Education, 0, , 1-18.	3.0	1
2976	Hegemony and moralistic bullying in a contested UK public sector. Culture and Organization, 2024, 30, 198-219.	0.8	0
2977	Approaching Burnout: The Work and Wellbeing of Saskatchewan School Administrators During COVID-19. Leadership and Policy in Schools, 0, , 1-19.	1.5	0
2978	Quality Mechanisms (for Equality of Opportunity)., 2023,, 1-14.		0
2979	The outsider looking in: developing deeper understandings of the complexities in †leading' professional learning in schools as †the knowledgeable other'. Professional Development in Education, 0, , 1-14.	2.8	0
2980	How marketizing and technologizing education undermines spirituality. Journal for the Study of Spirituality, 2023, 13, 163-179.	0.5	0
2981	Ofsted suicides: who is responsible for suicide prevention?. Journal of Public Mental Health, 0, , .	1.1	0
2982	Teacher professional autonomy in an atypical government school: matters of relationality and context. Oxford Review of Education, 0, , 1-16.	2.0	0
2983	Why a Re-theorisation of More-than-Parental Involvement in ECEC Is Needed. International Perspectives on Early Childhood Education and Development, 2023, , 1-19.	0.3	0
2984	Future-Readiness in Education. Asia Pacific Journal of Education, 2023, 43, 633-647.	2.1	1
2985	General further education colleges: the continuing dilemma of organisational culture. Journal of Further and Higher Education, 2024, 48, 1-13.	2.5	0
2986	Pre-service teachers and conceptions of intelligence in the Scottish context: challenging a unidimensional view. Teacher Development, 0, , 1-23.	0.7	0
2987	Teaching Mindfulness In An Unmindful System. British Journal of Educational Studies, 0, , 1-20.	1.3	0
2988	A new mode of control: an actor–network theory account of effects of power and agency in establishing education policy. Journal of Educational Administration and History, 2024, 56, 54-68.	1.8	0
2989	Doing qualitative research: Methodological reflections on researching teachers work. European Journal of Education, 2024, 59, .	2.8	0
2990	Adult education in a neoliberal policy paradigm. Irish Educational Studies, 2023, 42, 787-803.	2.5	0
2991	Why Care?., 2023,, 165-196.		O

#	Article	IF	CITATIONS
2992	Surviving the educational landscape: a case study of leadership, policy tensions and marketisation. Australian Educational Researcher, 0 , , .	2.3	1
2994	Emergency remote teaching as a window into elementary teachers' mathematics instructional systems in Finland and the U.S International Journal of Educational Research Open, 2023, 5, 100286.	2.0	0
2995	You better watch out, short stories of competition, surveillance, and compliance in the construction of vocational education English language teachers' professional identities in China. Research in Post-Compulsory Education, 2023, 28, 572-594.	0.7	0
2996	Reflecting on the Manifestations of Whiteness: Developing a Critically Conscious, Antiracist Educator Identity. New Educator, 2023, 19, 329-348.	1.4	0
2997	From New Public Management to public value: Irish education policy through the lens of Statements of Strategy. Irish Educational Studies, 0, , 1-20.	2.5	0
2998	Investment, Chinese Language Learning and Imagined Identities: A Case Study of African International Students in China. Journal of Language, Identity and Education, 0, , 1-15.	2.4	0
2999	Impacto do capitalismo financeiro na formação docente: o gerencialismo e seus efeitos na educação. PrĀŧicas Educativas, MemÓrias E Oralidades, 0, 5, e11429.	0.0	0
3000	Reâ€Creating Higher Education Pedagogy by Making Materiality and Spatiality Matter. Journal of Creative Behavior, 0, , .	2.9	1
3001	Setting the Context: The College and the Project. , 2023, , 79-96.		0
3002	The Level 1 Curriculum: A Critique. , 2023, , 55-78.		0
3003	From disenfranchisement to hope through youth-adult participatory action research. Australian Educational Researcher, 0, , .	2.3	0
3004	Do we have to rethink inclusive pedagogies for secondary schools? A critical systematic review of the international literature. British Educational Research Journal, 2024, 50, 260-286.	2.5	0
3005	Deconstructing the policy narratives at the root of arts-in-education practice in Ireland: a potential othering of teachers at play?. Irish Educational Studies, 0, , 1-18.	2.5	0
3006	Associations between children's school wellbeing, mindset and academic attainment in standardised tests of achievement. School Psychology International, 0, , .	1.9	0
3007	Bedömnings-, dokumentationspraktiker och pedagogiska identiteter. , 2015, , 206-233.		0
3008	Using Reflective Dialogues to Explore Pedagogies in Higher Education. Theory and Method in Higher Education Research, 2023, , 121-135.	0.4	0
3009	Moral Education in Japan: Four Strands of Research on Policy and Practice., 2023,, 2325-2343.		0
3010	Applications of codes of teacher ethics in the context of anthropogenic climate change. Teachers and Teaching: Theory and Practice, 0, , 1-20.	1.9	0

#	Article	IF	CITATIONS
3011	Investigating policy enactment in community sport coaching: directions for future research. Sports Coaching Review, 0, , 1-20.	1.8	0
3012	Assessment and learning loss in England: never let a good crisis go to waste. International Journal of Inclusive Education, 0, , 1-16.	2.6	O
3013	â€~Academics without publications are just like imperial concubines without sons': the â€~new times' of Chinese higher education. Journal of Education Policy, 0, , 1-18.	2.8	2
3015	The Realities of Evaluating Educational Technology in School Settings. ACM Transactions on Computer-Human Interaction, 2024, 31, 1-33.	5.7	O
3016	"lt will take time―– visual arts teachers' professional freedom in policy enactment. Arts Education Policy Review, 0, , 1-14.	1.4	0
3017	Using teacher narratives to map policy effects in the Victorian Government International Baccalaureate Primary Years Programme (IB-PYP) context. Qualitative Research Journal, 0, , .	0.7	O
3018	Community School Model: Is It an Alternative for School Closures in Rural Territories?. Eastern European Countryside, 2019, 25, 171-194.	0.2	1
3019	Facing neoliberalism in education: How English language teachers enact their critical identities. TESOL Journal, 0, , .	0.9	O
3020	Colombian English Language Teachers' Storied Agency Contesting the Inset of Globalization and Capitalism of Education. , 2023, , 163-187.		0
3021	Where Does Policy Come From?., 2023,, 53-78.		0
3022	â€Ît Feels Like a Big Performance': Space, Performativity and Young Woman Skateboarders. Sociological Research Online, 0, , .	1.1	1
3023	Sceptical teacher and silent students: a case study of teacher changes during a teacher professional development programme. Journal of Education for Teaching, 2024, 50, 310-328.	2.0	0
3024	PISA and teachers' reflexivities. A mixed methods case study. Journal of Critical Realism, 2024, 23, 53-80.	2.5	0
3025	Dissenting from what? the rupture of Chilean teachers with the long-term consensus on teacher professional development. Globalisation, Societies and Education, 0, , 1-16.	2.6	0
3026	Mission, Monarchy and Mightâ€"Peter's Story. Educational Leadership Theory, 2023, , 101-118.	0.8	0
3027	Backfire effects of performance quantification on stress and disidentification: The role of metadehumanization in organizations, sport, and social networks. British Journal of Social Psychology, 0, , .	2.8	O
3028	Teacher unions, democracy and participation: building internal power in an Australian teacher union. Globalisation, Societies and Education, 0 , $1-18$.	2.6	0
3029	Contested Professionalism and Spiritual Legitimization: Catholic Religious Education Teachers and the Theme of Spirituality in Contemporary Italian Schools. Religions, 2024, 15, 130.	0.6	O

#	Article	IF	CITATIONS
3030	Attending to slow violence: From Pride to Stand Out. Australian Educational Researcher, 0, , .	2.3	0
3031	Time for slow care: Bringing slow pedagogy into conversation with ethics of care in the infant/toddler classroom. Policy Futures in Education, 0, , .	1.8	O
3032	Teachers of action: when teachers take care of their own professional development. Professional Development in Education, 0 , , 1 - 15 .	2.8	0
3033	Identity and Leadership in Education. , 2023, , 29-41.		0
3034	Dread and the automation of education: From algorithmic anxiety to a new sensibility. Review of Education, Pedagogy, and Cultural Studies, 2024, 46, 170-182.	0.7	0
3035	Non-Educator Stakeholders and Public-School Principals' Views on the Proposed Amendments to the South African Schools Act 84 of 1996. Potchefstroom Electronic Law Journal, 0, 27, .	0.1	O
3036	Building a Coaching Culture in Irish Schools; Challenges and Opportunities: A Mixed-Methods Study. Societies, 2024, 14, 10.	1.5	0
3037	â€Same same, but different― En genealogisk studie av den 'goda' läaren, den 'goda' eleven och 'goda' skolan i svenska läarutbildningsreformer 1940-2008. , 2010, , 73-99.	den	0
3038	Political Imagination and Utopian Pedagogy. Critical Arts, 0, , 1-16.	0.8	0
3041	Chapter 5. Episodes in English education reform – from Thatcher to Brexit. , 2024, , 109-126.		O
3043	Chapter 6. Reform of Chinese shadow education. Competition, hùkǒu, and Double Reduction Policy. , 2024, , 127-152.		0
3044	Chapter 4. Educational policy towards ethnic minorities in the educational system in Poland after 1989 on the example of the Lemkos. , 2024, , 89-108.		0
3045	Chapter 3. Harm reduction after the time of pandemic – new micro-policy perspectives at the level of educational organisations. , 2024, , 73-88.		0
3046	Chapter 1. The effectiveness of education locked in myths – "on the other side of the mirrorâ€, , 2024, , 15-36.		0
3047	The teacher as designer, scientist and technician: positioning private school teachers in China as post-performative teachers. Educational Review, 0, , 1-19.	3.7	0
3048	Chapter 2. Educational policy and doctoral students in Poland. Idea and reality., 2024,, 37-72.		О
3050	The Right to Be a Subject of Your Own Lifeâ€"A Study of Parent-Teacher Conferences in Danish Lower Secondary Education. Social Sciences, 2024, 13, 66.	1.4	0
3052	Factors affecting secondary teacher wellbeing in England: Selfâ \in perceptions, policy and politics. British Educational Research Journal, 0 , , .	2.5	О

#	Article	IF	Citations
3053	Teachers' appreciation of autonomy as a personal interpretation of professional reality. Teaching and Teacher Education, 2024, 141, 104501.	3.2	0
3054	The teacher of the future and the teacher's future in a changing profession , 2024, , 17-27.	0.2	0
3055	Professional legitimacy in flux: academic tutors in a time of uncertainty. Chinese Sociological Review, 0, , 1-27.	3.5	0
3056	Bracing Ourselves: Embracing Policy Changes through a Long-Standing University–Schools Teacher Education Partnership in England. Education Sciences, 2024, 14, 158.	2.6	0
3057	Thresholds for dis/trust: exploring the impact of standards-based reforms on the process of being andÂbecoming a VET teacher inÂEngland and Austria. Education and Training, 0, , .	3.1	0
3058	Introduction: A Quantified Soul?. , 2023, , 1-13.		0
3059	Measuring, Counting, Quantifying., 2023,, 17-50.		0
3060	Teacher practice under the structural challenges of academic second chance education. Studies in Continuing Education, 0 , , 1 -23.	1.9	0
3061	The Transformation of Teachers' Subjectivities in Swedish Municipal Adult Education: An Autoethnographic Perspective. Adult Education Quarterly, 0, , .	1.5	0
3062	Platform Governance and Education Policy: Power and Politics in Emerging Edtech Ecologies. Educational Evaluation and Policy Analysis, 2024, 46, 309-328.	2.5	2
3063	Steering the â€ [~] clientâ€ [™] -oriented schooling ship: a moral-ecological assessment framework to preserve professional integrity. Oxford Review of Education, 0, , 1-18.	2.0	0
3064	Enacting powerful knowledge: overcoming the chasm of curriculum and teaching through teacher professionalism. Journal of Curriculum Studies, 2024, 56, 283-296.	2.1	0
3065	The persuasion of performative technologies: constructing calculating selves in universities. Journal of Accounting and Organizational Change, 2024, 20, 1-26.	2.0	0
3066	Activating self-monitoring through the discourse of fear and hope: The subjectivation of enterprising teachers. International Journal of Educational Research, 2024, 125, 102324.	2.2	0
3067	An educational response to the "Prevent duty―in England and Wales. Critical Studies on Terrorism, 0, , 1-25.	1.4	0
3068	Teachers' sense-making of the decentralizing curriculum reform policy: A comparative case study in South Korea. International Journal of Educational Research, 2024, 125, 102331.	2.2	0
3069	The Return to Bildung in the Shape of Learning Outcomes. Springer International Handbooks of Education, 2024, , 489-505.	0.1	0
3070	Taking Boys Seriously: a participatory action research initiative demonstrating the transformative potential of relational education. British Journal of Sociology of Education, 0 , 0 , 0 , 0 , 0 , 0 , 0 , 0	1.8	0

#	Article	IF	CITATIONS
3071	How teacher wellbeing can be cruel: refusing discourses of wellbeing in an online Reddit forum. British Journal of Sociology of Education, 0 , , 1 - 19 .	1.8	0
3072	An introduction to religious, moral and values education. Cogent Education, 2024, 11, .	1.5	0
3073	The convergence of late neoliberalism and post-pandemic scientific optimism in the configuration of scientistic learnification. Educational Review, 0, , 1-23.	3.7	0
3074	Policy tug of war: EBacc, progress 8 and modern foreign languages in England. Journal of Education Policy, 0, , 1-18.	2.8	O
3075	Fail to plan, plan to fail. Are education policies in England helping teachers to deliver on the promise of democracy?. British Educational Research Journal, 0, , .	2.5	0
3076	Enabling collaborative lesson research. Curriculum Journal, 0, , .	1.5	0
3077	School leaders navigating student wellbeing: the interplay between academic achievement and economic logics in Danish schools. Educational Review, 0, , 1-19.	3.7	0
3078	Data Harms: The Evidence Against Education Data. Postdigital Science and Education, 0, , .	5. 3	O
3079	A model to support the development of professional capital in trainee teachers: aÂconstructivist grounded theory. Journal of Professional Capital and Community, 2024, 9, 105-120.	1.2	0
3081	Wellbeing and the importance of going "out of the realm of the classroom― secondary school teachers' perspectives. Educational Review, 0, , 1-21.	3.7	O
3083	Neoliberalism, institutional change and the new culture of the university professoriate: the Spanish case. Studies in Higher Education, 0, , 1-15.	4.5	0