

The teacher's soul and the terrors of performativity

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Citation Report

#	ARTICLE	IF	CITATIONS
1	The UK Policy Environment for School Leadership: Uneasy Transitions. <i>Leadership and Policy in Schools</i> , 2003, 2, 5-25.	0.9	6
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3	The Boundlessness of Performativity in Elite Australian Schools. <i>Discourse</i> , 2004, 25, 375-387.	1.1	29
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8	Making managers within post-compulsory education: policy, performativity and practice. <i>Research in Post-Compulsory Education</i> , 2004, 9, 183-202.	0.4	14
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487	Strangers and Orphans: Knowledge and mutuality in Mary Shelleyâ€™s Frankenstein. Educational Philosophy and Theory, 2013, 45, 360-370.	1.3	7
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1836	"Society gets the education it deserves". <i>Practice</i> , 2021, 3, 10-16.	0.4	1
1837	Systemic threats to the growth mindset: classroom experiences of agency among children designated as "lower-attaining". <i>Cambridge Journal of Education</i> , 2021, 51, 283-299.	1.6	3
1838	The policy and practice of music education in England, 2010-2020. <i>British Educational Research Journal</i> , 2021, 47, 469-483.	1.4	11
1839	Using the translanguaging space to facilitate poetic representation of language and identity. <i>Language Teaching Research</i> , 2021, 25, 105-133.	2.1	6
1840	When assessment defines the content: understanding goals in between teachers and policy. <i>Curriculum Journal</i> , 2021, 32, 290-314.	1.0	10
1841	Coaxing success from failure through academic development. <i>International Journal for Academic Development</i> , 2021, 26, 190-200.	0.8	3
1842	Towards initial teacher education quality: Epistemological considerations. <i>Educational Philosophy and Theory</i> , 2021, 53, 644-654.	1.3	5

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1843	Conceptualising social justice in education: a Daoist perspective. <i>Compare</i> , 2021, 51, 596-611.	1.5	11
1844	Feminist education for university staff responding to disclosures of sexual violence: a critique of the dominant model of staff development. <i>Gender and Education</i> , 2021, 33, 121-137.	1.1	10
1845	Being Prepared to Become a Moral Teacher: UK Teachers'™ Experiences of Initial Teacher Education. <i>Scandinavian Journal of Educational Research</i> , 2021, 65, 226-239.	1.0	7
1846	Neoliberal ideologies in a Chinese university's requirements and rewards schemes for doctoral publication. <i>Studies in Continuing Education</i> , 2021, 43, 68-85.	1.2	13
1847	Drowning in the shallows: an Australian study of the PhD experience of wellbeing. <i>Teaching in Higher Education</i> , 2021, 26, 602-618.	1.7	25
1848	Creative pedagogies: a systematic review. <i>Research Papers in Education</i> , 2021, 36, 299-331.	1.7	40
1849	Setting by numbers: datafication processes and ability grouping in an English secondary school. <i>Journal of Education Policy</i> , 2021, 36, 1-23.	2.1	10
1850	Academic identities in contemporary higher education: sustaining identities that value teaching. <i>Teaching in Higher Education</i> , 2021, 26, 20-35.	1.7	33
1851	At your service 24/7: preschool managers on their tasks and daily work. <i>Early Years</i> , 2021, 41, 23-35.	0.6	1
1852	Consequences of school grading systems on adolescent health: evidence from a Swedish school reform. <i>Journal of Education Policy</i> , 2021, 36, 84-106.	2.1	32
1853	Constructive alignment in Pacific tertiary education: building the <i>waka</i> with nails. <i>International Journal for Academic Development</i> , 2021, 26, 106-109.	0.8	1
1854	The instrumentation of test-based accountability in the autonomous dutch system. <i>Journal of Education Policy</i> , 2021, 36, 107-128.	2.1	6
1855	<i>Regulated time</i> and <i>expansive time</i> in primary school mathematics. <i>Pedagogy, Culture and Society</i> , 2021, 29, 119-136.	1.8	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 lazyâ€™ youths? Meritocratic discourse and perceptions of popular stereotyping of VET students in China. <i>Discourse</i> , 2022, 43, 585-600.	1.1	3
1861	Neoliberal Restructuring in Philippine Education: Towards Performativity. <i>International Journal of English Literature and Social Sciences</i> , 2021, 6, 355-366.	0.0	1
1862	Distributing Leadership: Sharing Responsibility and Maintaining Accountability. , 2021, , 131-145.		1

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1863	The Influence of Socialization Factors on Physical Educatorsâ€™ Conceptions of Assessment and Perceived Quality of Assessment. <i>Journal of Teaching in Physical Education</i> , 2021, 40, 66-75.	0.9	6
1864	Building a Framework to Achieve Work-Life Balance. <i>Advances in Higher Education and Professional Development Book Series</i> , 2021, , 215-229.	0.1	0
1865	Towards climate justice education: views from activists and educators in Scotland. <i>Environmental Education Research</i> , 2021, 27, 652-668.	1.6	25
1866	Gender and the politics of knowledge in the academy. <i>Education Science, Evidence, and the Public Good</i> , 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. <i>Education Science, Evidence, and the Public Good</i> , 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. <i>Teacher Education, Learning Innovation and Accountability</i> , 2021, , 81-94.	1.1	0
1870	The quest for better teaching. <i>Oxford Review of Education</i> , 2021, 47, 45-60.	1.4	25
1871	The Contribution of Social Representations Theory to Science Education. <i>The Anthropocene: Politik - Economics - Society - Science</i> , 2021, , 295-310.	0.2	0
1872	Social, Political and Cultural Foundations of Educational Leadership in Singapore. <i>Educational Governance Research</i> , 2021, , 215-233.	0.4	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. <i>Globalisation, Societies and Education</i> , 2021, 19, 696-710.	1.9	12
1875	Practitioner Enquiry and Action Research for Teacher Well-Being. <i>Understanding Teaching-learning Practice</i> , 2021, , 13-43.	1.3	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 â€œGrants Officesâ€™ work to nourish neoliberal researchers. <i>British Educational Research Journal</i> , 2021, 47, 1-22.	1.4	5
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

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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.	0.1	0
1883	Educational Leadership for Social Justice: Bringing Connection, Collaboration and Care from Margins to Centre. Educational Governance Research, 2021, , 193-212.	0.4	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.	0.1	0
1888	“The village and the world”: research with, for and by teachers in an age of data. Teaching Education, 2021, 32, 1-6.	0.9	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.	0.5	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.	0.4	2
1896	Reconceptualizing teacher professional learning about technology integration as intra-active entanglements. Professional Development in Education, 2021, 47, 524-537.	1.7	10
1897	Transforming existing norms for payment and legitimacy of “teaching work” in medical education. Medical Education, 2021, 55, 550-552.	1.1	0
1898	Think piece on parents, “off rolling” and wavelength methodology: issues for SENCos. Support for Learning, 2021, 36, 69-82.	0.2	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.	0.2	1

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1901	Enacting Smart Pedagogy in Higher Education Contexts: Sensemaking through Collaborative Biography. <i>Technology, Knowledge and Learning</i> , 2021, 26, 1153.	3.1	1
1902	Getting Creativity Back into Schools: How Teachers Can Adopt a Creative Pedagogy. , 2021, , 11-22.		0
1903	â€œWhat Kind of Education System are We Offeringâ€™: The Views of Education Professionals on School Refusal. <i>International Journal of Educational Psychology</i> , 2021, 10, 27.	0.2	8
1904	Risk aversion in a performativity culture â€œ what can we learn from teachersâ€™ curriculum decision making in history?. <i>Journal of Curriculum Studies</i> , 2021, 53, 659-674.	1.2	1
1905	The Double-voiced Nature of Becoming a Teacher in the Era of Neoliberal Teaching and Teacher Education. <i>Action in Teacher Education</i> , 2021, 43, 447-463.	0.4	3
1906	Developing Positive Data Cultures in High-Stakes Environments: The Role of School Leaders. <i>Journal of Cases in Educational Leadership</i> , 2021, 24, 49-62.	0.2	0
1907	Managerialism and Its Consequences for Professional Identity: A Comparative Analysis of GPs and Secondary School Teachers. <i>Administration and Society</i> , 2021, 53, 1178-1202.	1.2	5
1908	When differences are made into likenesses: the normative documentation and assessment culture of the preschool. <i>International Journal of Inclusive Education</i> , 2023, 27, 904-920.	1.5	9
1909	Supporting Young Peopleâ€™s Mental Health: Reconceptualizing the Role of Schools or a Step Too far?. <i>Frontiers in Education</i> , 2021, 5, .	1.2	5
1910	Business managers in childrenâ€™s playground : Exploring a problematic (or not!) identity construction of early childhood teachers in New Zealand. <i>Contemporary Issues in Early Childhood</i> , 0, , 146394912198936.	0.9	1
1911	Tangles and Glimmers: How African Immigrant Students in an Urban Charter School Describe Congruencies and Disconnections in Caring Between Home and School. <i>Urban Review</i> , 2021, 53, 761.	1.0	1
1912	Exploring the role of curriculum materials in teacher professional development. <i>Professional Development in Education</i> , 2021, 47, 331-347.	1.7	6
1913	Sustainable school self-evaluation: enactments and perceptions of balancing accountability and improvement goals. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 291-315.	1.3	3
1914	Crossing Boundaries: Khumalo the tightrope walker. <i>African Identities</i> , 0, , 1-17.	1.1	0
1915	Paying Professional Taxes for Promotion and Tenure: The Costs of Justice Work for Black Faculty. <i>Journal of Research on Leadership Education</i> , 0, , 194277512110022.	0.7	5
1916	Analysing micro-credentials in higher education: a Bernsteinian analysis. <i>Journal of Curriculum Studies</i> , 2021, 53, 212-228.	1.2	47
1917	â€œNever mind childrenâ€™s cognition, what about mine?â€™ Teachersâ€™ perspectives of the enactment of policy: The case of metacognition. <i>Curriculum Journal</i> , 2021, 32, 402.	1.0	0
1918	Exploring the Impacts of Student-Led Sustainability Projects with Secondary School Students and Teachers. <i>Sustainability</i> , 2021, 13, 2790.	1.6	4

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1919	Education, anthropocentrism, and interspecies sustainability: confronting institutional anxieties in omniscient times. <i>Ethics and Education</i> , 2021, 16, 164-177.	0.6	13
1920	SCHOOL LEADERSHIP, INSPECTION AND VISIBILITY: PANOPTICISM AND POST-PANOPTICISM IN AN ENGLISH COASTAL AREA OF DEPRIVATION. <i>British Journal of Educational Studies</i> , 2022, 70, 3-19.	0.9	1
1921	Student experiences of democratic education and the implications for social justice. <i>Theory and Research in Education</i> , 2021, 19, 40-64.	0.4	2
1922	Making a Spectacle of Oneself in the Academy Using the H-Index: From Becoming an Artificial Person to Laughing at Absurdities. <i>Qualitative Inquiry</i> , 2021, 27, 1027-1039.	1.0	12
1923	Back to the future? Reflections on three phases of education policy reform in Wales and their implications for teachers. <i>Journal of Educational Change</i> , 2022, 23, 371-396.	2.5	12
1924	The student as an enterprising self: Neoliberalism, English and early study abroad. <i>British Journal of Sociology of Education</i> , 2021, 42, 374-387.	1.1	13
1925	â€œI don't want to be helplessâ€ learning policymaking with teachers. <i>Arts Education Policy Review</i> , 2023, 124, 13-26.	0.9	2
1926	â€œOff-rollingâ€ and Foucault's art of visibility/invisibility: An exploratory study of senior leaders' views of â€œstrategicâ€ school exclusion in southwest England. <i>British Educational Research Journal</i> , 2021, 47, 1039-1055.	1.4	11
1927	Enacting performance-based accountability in a Southern European school system: between administrative and market logics. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 535-561.	1.3	5
1928	Why digital administrative systems create extra work and demoralize us: A study of performativity and decontextualization caused by Unikum in Swedish preschools. <i>Discourse, Context and Media</i> , 2021, 40, 100469.	0.9	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. <i>Discourse</i> , 2022, 43, 886-898.	1.1	11
1933	Exploring mindfulness in/as education from a Heideggerian perspective. <i>Journal of Philosophy of Education</i> , 2021, 55, 302-313.	0.4	4
1934	Professional development for government teaching professionals: can it be realised through the balanced scorecard approach?. <i>Teacher Development</i> , 2021, 25, 278-295.	0.4	2
1935	Side effects and the enactment of accountability: results of a comparative study in two German federal states. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 403-425.	1.3	0
1937	Cognition in art education. <i>British Educational Research Journal</i> , 2021, 47, 1323-1339.	1.4	11
1938	Actividades emocionales del trabajo docente: un estudio de shadowing en Chile. <i>Quadernos De Psicologia</i> , 2021, 23, e1689.	0.1	2
1939	Diminishing hope and utopian thinking: faculty leadership under neoliberal regime. <i>Journal of Educational Administration and History</i> , 2021, 53, 106-120.	1.4	11

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1940	Teacher subjectivation in the quality dispositive: the example of VET in Austria. <i>British Journal of Sociology of Education</i> , 2021, 42, 792-811.	1.1	3
1941	Why do early years educators engage with phonics policy directives in their work with under-threes in England?. <i>Policy Futures in Education</i> , 2022, 20, 1-18.	1.2	1
1942	NGOs working for gender justice with boys and men: Exploring challenges of accountability. <i>Gender, Work and Organization</i> , 2021, 28, 1461-1474.	3.1	0
1943	Postmemory and multilingual identities in English language teaching: a duoethnography. <i>Language Learning Journal</i> , 2021, 49, 483-498.	1.4	12
1944	Resistance as commitment. A reflective case study of teacher professionalism in neoliberal times. <i>Teaching in Higher Education</i> , 2023, 28, 1656-1670.	1.7	1
1945	The governance quality conundrum. , 2021, , 139-160.		0
1946	Influences on teachers' attitudes towards languages of learning and teaching: the Estonian experience. <i>Journal of Multilingual and Multicultural Development</i> , 0, , 1-16.	1.0	1
1947	Teachers' views 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. <i>Educational Review</i> , 0, , 1-19.	2.2	1
1948	The cruel optimism of co-production. <i>Qualitative Research Journal</i> , 2022, 22, 56-66.	0.4	2
1949	The entanglement of knowing and being: Hegel, ontology and education in the 21st century. <i>Educational Practice and Theory</i> , 2021, 43, 23-39.	0.2	1
1950	Panopticism, teacher surveillance and the "unseen". <i>British Journal of Sociology of Education</i> , 2021, 42, 812-827.	1.1	5
1951	Diversity, difference, equity: how student differences are socially constructed in Singapore. <i>Cambridge Journal of Education</i> , 2021, 51, 693-712.	1.6	8
1952	The Dialogic Possibilities for Interactive Fiction in the Secondary Academy English Classroom. <i>Changing English</i> , 2021, 28, 395-410.	0.2	0
1953	"I feel like two different teachers": the split self of teacher subjectivity. <i>Pedagogy, Culture and Society</i> , 2023, 31, 515-530.	1.8	1
1954	Rethinking adult learning and education as global citizenship education: A conceptual model with implications for policy, practice and further research. <i>International Journal of Development Education and Global Learning</i> , 2021, 13, .	0.2	3
1955	Beyond deliberation - radical reflexivity, contemplative practices and teacher change. <i>Journal of Educational Change</i> , 2023, 24, 1-23.	2.5	3
1956	Emerging Trends in Metaphoric Images of Curriculum Reform Implementation in Schools: A Critical Literature Review. <i>International Journal of Learning, Teaching and Educational Research</i> , 2021, 20, 194-210.	0.3	0
1957	Love as the lifeblood of being-well: a call for care for teachers in England's schools. <i>Pastoral Care in Education</i> , 2021, 39, 269-290.	0.9	14

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1958	Belonging and being: developing inclusive ethos. <i>International Journal of Leadership in Education</i> , 0, , 1-24.	1.4	1
1959	Comparing sources of stress for state and private school teachers in England. <i>Improving Schools</i> , 2022, 25, 205-220.	0.6	9
1960	Mainstream teachersâ€™ concerns about inclusive education for children with special educational needs and disability in England under preâ€andemic conditions. <i>Journal of Research in Special Educational Needs</i> , 2022, 22, 31-43.	0.5	15
1961	The risks of standardised school building design: Beyond aligning the parts of a learning environment. <i>European Educational Research Journal</i> , 0, , 147490412110212.	1.4	2
1962	Primary teachersâ€™ experiences of neo-liberal education reform in England: â€Nothing is ever good enoughâ€™. <i>Research Papers in Education</i> , 2022, 37, 1214-1240.	1.7	1
1963	Recasting solidarity: a call for radical engagement and academic unification. <i>International Journal of Qualitative Studies in Education</i> , 2023, 36, 1599-1611.	0.8	2
1964	DIOS-AMOR Y FILOSOFÃA DE LA EDUCACIÃN. DIÃLOGO ABIERTO CON ALGUNAS DISCUSIONES PEDAGÃGICAS ACTUALES DESDE UNA OLVIDADA FILOSOFÃA CRISTIANA DEL AMOR. <i>Edetania Estudios Y Propuestas Socioeducativas</i> , 2021, , 127-146.	0.1	0
1965	Challenges and pedagogical conflicts for teacher-Forest School leaders implementing Forest School within the UK primary curriculum. <i>Education 3-13</i> , 2023, 51, 1-12.	0.6	1
1966	Test-based accountability and perceived pressure in an autonomous education system: does school performance affect teacher experience?. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 483-509.	1.3	4
1967	The Development of Market-Driven Identities in Young People: A Socio-Ecological Evolutionary Approach. <i>Frontiers in Psychology</i> , 2021, 12, 623675.	1.1	2
1968	Crossing borders and taking risks: supporting the music educator as policy practitioner. <i>Arts Education Policy Review</i> , 2024, 125, 35-47.	0.9	5
1969	Quantification and classification in education: What is at stake?. <i>Policy Futures in Education</i> , 2022, 20, 120-134.	1.2	4
1970	Disrupting discourses of deficiency in English for Academic Purposes: dialogic reflection with a critical friend. <i>Pedagogy, Culture and Society</i> , 2023, 31, 669-685.	1.8	6
1971	OKUL YÃNETÃCÃLÃÄNÃN MESLEKLEÅMESÃ. <i>Uluslararası Liderlik ÅsalÃÅmalarÃ Dergisi: Kuram Ve Uygulama</i> , 0, , .		
1972	Letting the ghosts in: re-designing HE teaching and learning through posthumanism. <i>Teaching in Higher Education</i> , 0, , 1-23.	1.7	8
1973	Spaces for coping with change: Kindergarten educatorsâ€™ emotional refuges. <i>International Journal of Early Years Education</i> , 2023, 31, 79-94.	0.4	1
1974	Bourdieuâ€™s Theory of Practice and the OECD PISA Global Competence Framework. <i>Journal of Research in International Education</i> , 2021, 20, 154-170.	0.7	10
1975	EMI as a performative technology of acceleration in higher education contexts: academics and administratorsâ€™ perspectives. <i>International Journal of Bilingual Education and Bilingualism</i> , 2023, 26, 1170-1182.	1.1	5

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1976	Risky Choices. <i>New Zealand Journal of Teachers' Work</i> , 2021, 18, 36-51.	0.2	1
1977	On the front foot: Indigenous leadership in Aotearoa/New Zealand higher education. <i>Higher Education Research and Development</i> , 2022, 41, 2048-2063.	1.9	2
1978	Comparing teacher autonomy in different models of educational governance. <i>Nordic Journal of Studies in Educational Policy</i> , 2022, 8, 103-118.	0.5	4
1979	The Dance and the Tune: A Storied Exploration of the Teaching of Stories. <i>Changing English</i> , 0, , 1-13.	0.2	2
1980	The role of teacher identity in teacher self-efficacy development: the case of Katie. <i>Journal of Mathematics Teacher Education</i> , 2022, 25, 725-747.	1.0	10
1981	Decolonising globalised curriculum landscapes: The identity and agency of academics. <i>London Review of Education</i> , 2021, 19, .	1.3	0
1982	“œI never thought it would be that bad” Increasing teachers’ awareness of psychological well-being through recovery-stress monitoring and individualised feedback. <i>Work</i> , 2021, 69, 1217-1227.	0.6	3
1983	School Management Culture, Emotional Labor, and Teacher Burnout in Mainland China. <i>Sustainability</i> , 2021, 13, 9141.	1.6	17
1984	Early career researchers' identity: A qualitative review. <i>Higher Education Quarterly</i> , 2022, 76, 786-799.	1.8	7
1985	School partnerships in a post-conflict society: addressing challenges of collaboration and competition. <i>Irish Educational Studies</i> , 2023, 42, 257-274.	1.5	1
1986	Marketing Australian public schools: the double bind of the public school principal. <i>Asia Pacific Journal of Education</i> , 2023, 43, 599-612.	1.2	4
1987	Classroom as heterotopia: English lessons as a space to problematise war. <i>British Journal of Sociology of Education</i> , 0, , 1-17.	1.1	3
1988	Teachers within Neoliberal Educational Reforms: A Case Study of Delhi. <i>International Perspectives on Education and Society</i> , 2021, , 159-187.	0.4	0
1989	Contextual coaching: leveraging and leading school improvement through collaborative professionalism. <i>International Journal of Mentoring and Coaching in Education</i> , 2021, 10, 399-417.	0.7	8
1990	Numbers and their contexts: how quantified actors narrate numbers and decontextualization. <i>Educational Assessment, Evaluation and Accountability</i> , 2021, 33, 511-533.	1.3	5
1991	Pedagogy for its own sake: teacher’s beliefs about activity-based learning in rural government schools of Kashmir. <i>Quality Assurance in Education</i> , 2021, 29, 311-327.	0.9	3
1992	The DEIS programme as a policy aimed at combating educational disadvantage: fit for purpose?. <i>Irish Educational Studies</i> , 2023, 42, 381-399.	1.5	17
1993	Institutional Accreditation and the Professionalisation of Teaching in the HE Sector. , 0, , .		0

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1994	Resisting the managed and fragmented selves in academia: Collaborative autoethnographies about modulations of control and surveillance in the neoliberal classroom. <i>Women's Studies International Forum</i> , 2021, 88, 102502.	0.6	5
1995	A Literature Review of the Concept of Entitlement and the Theoretical Informants of Excessive Teacher Entitlement. <i>Advances in Research on Teaching</i> , 2021, , 17-34.	0.2	4
1996	The glocalization of physical education assessment discourse. <i>Sport, Education and Society</i> , 2023, 28, 1-16.	1.5	3
1997	Becoming a teacher in higher education: Creating an academic development program to catalyse doctoral students' professionalization. <i>The Hungarian Educational Research Journal</i> , 2021, 11, 246-253.	0.2	0
1998	Moral distress among school leaders: an Alberta, Canada study with global implications. <i>International Journal of Leadership in Education</i> , 0, , 1-23.	1.4	3
1999	The Interaction of Culture and Context in the Construction of Teachers' Putative Entitled Attitude in the Midst of Change. <i>Advances in Research on Teaching</i> , 2021, , 77-101.	0.2	2
2000	A trio of teacher education voices: developing professional relationships through co-caring and belonging during the pandemic. <i>Qualitative Research Journal</i> , 2022, 22, 157-172.	0.4	5
2001	The impact of OECD research on the education system of Kazakhstan. <i>Asia Pacific Education Review</i> , 2021, 22, 757-766.	1.4	6
2002	The Importance of Context in Social Justice Leadership: Implications for Policy and Practice. <i>European Journal of Educational Research</i> , 2021, 10, 1989-2002.	0.7	2
2003	What matters to teachers about literacy teaching: Exploring teachers'™ everyday/everynight worlds through creative data visualisation. <i>Teaching and Teacher Education</i> , 2021, 107, 103480.	1.6	1
2004	Neoliberal Approach in Higher Education. <i>Advances in Logistics, Operations, and Management Science Book Series</i> , 2022, , 212-227.	0.3	0
2005	Teachers'™ Experiences of Marketization in the United Arab Emirates. <i>Gulf Education and Social Policy Review</i> , 0, , .	0.0	1
2006	Conflicts in professional concern and the exclusion of pupils with SEMH in England. <i>Emotional and Behavioural Difficulties</i> , 2021, 26, 31-45.	0.7	12
2007	Empowering student voice in a secondary school: Character Education through project-based learning with students as teachers. <i>Teacher Development</i> , 2021, 25, 103-119.	0.4	7
2008	A Good Education: School Achievement, Sport and Becoming a Successful Girl. <i>New Femininities in Digital, Physical and Sporting Cultures</i> , 2021, , 83-108.	0.2	0
2009	The Ranking Regime and the Production of Knowledge: Implications for Academia. , 2021, , 75-101.		7
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2015	Beyond the tyranny of the typology: moving from labelling to negotiating international school teachersâ€™ identities. <i>Educational Review</i> , 2022, 74, 1157-1171.	2.2	5
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2022	Taking Local Contexts More Seriously. , 0, , 109-127.		4
2023	â€˜Will there be flowers shoved at me?â€™ 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 1992â€“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
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2028	Does the Teaching Profession Still Need Universities?. , 2008, , 85-97.		1
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2030	Seeking Eudaimonia: The Emotions in Learning to Teach and to Mentor. , 2009, , 33-53.		24

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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
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2047	â€œNow There's Everything to Stop Youâ€ Teacher Autonomy Then and Now. ICME-13 Monographs, 2018, , 209-230.	1.0	2
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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.	0.6	3
2050	(Re)conceptualising Teacher Resilience: A Social-Ecological Approach to Understanding Teachers' Professional Worlds. , 2018, , 13-33.		86

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2057	Making Sense of Curriculum Innovation and Mathematics Teacher Identity. , 2009, , 107-122.		4
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2066	Assessment and the Reform of Education Systems. The Enabling Power of Assessment, 2014, , 233-247.	0.5	2
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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
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2104	Who Is to Be Positioned as Employable? Adult Graduatesâ€™ Educational and Working Life Pathways. , 2017, , 237-254.		2
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2106	Workplace Literacies and Audit Society. , 2015, , 51-70.		5
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2167	Assessed into form. Educare - Vetenskapliga Skrifter, 2017, , 130-144.	0.1	1
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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
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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	Musicianâ€“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
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2205	Subverting the pseudo-science of inspection with research-informed practice and pedagogic principles. , 2018, , 151-160.		1
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2215	Consequences of neoliberal traits in curriculum design; English influences and the implementation of moral education in schools in the United Arab Emirates. <i>Globalisation, Societies and Education</i> , 2022, 20, 669-681.	1.9	1
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2221	The Rhetoric of Teacher Evaluation: New York City Teachersâ€™ Responses to Performance Labels. <i>Educational Policy</i> , 2023, 37, 769-799.	1.4	5
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2239	Professional Learning at Work. Professional and Practice-based Learning, 2010, , 3-15.	0.2	1
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