

I am not a good teacher; I don't do all their paperwork': Teacher resistance to accountability demands in the English Skills for Life strategy.

[Download Here](#)



Literacy and Numeracy Studies

[HOME](#) [ABOUT](#) [LOGIN](#) [REGISTER](#) [SEARCH](#) [CURRENT](#) [ARCHIVES](#) [ANNOUNCEMENTS](#)

'I am not a "good" teacher; I don't do all their paperwork': Teacher resistance to accountability demands in the English Skills for Life strategy

KARIN TUSTING

ABSTRACT

In 2000, Skills for Life, a new strategy for literacy, numeracy and language education was introduced in England. It included new core curricula, tough new targets for learner achievement, and significantly increased accountability requirements for teachers and colleges. Many teachers found aspects of this new system difficult. This paper analyses interviews carried out with teachers in 2002 to identify the reasons underlying their resistance. In the interviews, teachers consistently drew on a welldefined discourse which defined 'good' teaching as teaching that is responsive to the learner, negotiating teaching in response to learners' goals and characteristics, and flexible in the teaching moment. Resistance arose when aspects of the centralised strategy were perceived to constrain teachers' ability to respond to learners in this way, being driven more by external demands and advance planning than by responsiveness to learners. Teachers attempted to develop strategies to maintain responsiveness while working within the new strategy.

FULL TEXT:

[PDF](#)

REFERENCES

Avis, J (2005) Beyond performativity: reflections on activist professionalism and the labour process in further education. *Journal of Education Policy*, vol 20, no 2, 2009-22.

<http://dx.doi.org/10.1080/0268093052000341403>

Barton, D, Ivanic, R, Appleby, Y, Hodge, R and Tusting, K (2007) *Literacy, Lives and Learning*. London: Routledge.

Belfiore, ME, Defoe, T, Folinsbee, S, Hunter, J and Jackson, N (2004) *Reading Work: Literacies in the New Workplace*, Lawrence Erlbaum, Mahwah, NJ.

Brandt, D (2001) *Literacy in American Lives*, Cambridge University Press, New York.

<http://dx.doi.org/10.1017/CBO9780511810237>

Darville, R (2002) Policy, accountability and practice in adult literacy: Sketching an institutional ethnography, in Mojab, S and McQueen, W eds, *Adult Education and the Contested Terrain of Public Policy: Proceedings*, Canadian Association for the Study of Adult Education, University of Toronto, Toronto.

Douglas, M (1992) The Normative Debate and the Origins of Culture, in Douglas, M, ed, *Risk and Blame: Essays in Cultural Theory*, Routledge, London.

Farrell, L (2000) Ways of Doing, Ways of Being: Language, Education and 'Working' Identities, *Language and Education*, vol 14, no 1, pp 18-36. <http://dx.doi.org/10.1080/09500780008666777>

Farrell, L, Kamler, B and Threadgold, T (2000) Telling Tales out of School: Women and literacy in 'New Times', *Studies in the Education of Adults*, vol 32, no 1, pp 78-92.

Farrell, L (2001) The 'new word order': workplace education and the textual practice of globalisation. *Pedagogy, Culture and Society*, vol 9, no 1, pp 57-74.

<http://dx.doi.org/10.1080/14681360100200103>

Hamilton, M (2007) Putting words in their mouths: the alignment of identities with system goals through the use of individual learning plans, Lancaster Literacy Research Centre Working Paper no. 13. Lancaster Literacy Research Centre, Lancaster.

Hamilton, M and Hillier, Y (2006) *Changing Faces of Adult Literacy, Language and Numeracy: A Critical History*, Trentham Books, Stoke on Trent.

Hull, G, ed, (1997) *Changing Work, Changing Workers: Critical Perspectives on Language, Literacy and Skills*, State University of New York Press, Albany.

Iedema, R and Scheeres, H (2003) From Doing Work to Talking Work: Renegotiating Knowing, Doing, and Identity, *Applied Linguistics* vol 24, no 3, pp 316-337.

<http://dx.doi.org/10.1093/applin/24.3.316>

Ivanic, R, Appleby, Y, Hodge, R, Tusting K. and Barton, D (2006) *Linking Learning and Everyday Life: A Social Perspective on Adult Language, Literacy and Numeracy Classes*, National Research and

Jackson, N (2000) Writing Up People at Work. *International Journal of Literacy and Numeracy Studies*, vol 10:1and2, 5-21.

Jackson, N (2005) Adult Literacy Policy: Mind the Gap. In N. Bascia, A. Cumming, A. Datnow, K. Leithwood and D. Livingstone (Eds.), *International Handbook of Educational Policy Volume 2* : 763-778. Dordrecht: Kluwer. http://dx.doi.org/10.1007/1-4020-3201-3_40

Jeffrey, B. and Troman, G. (2004) Time for ethnography. *British Educational Research Journal* 30(4), 535-548. <http://dx.doi.org/10.1080/0141192042000237220>

Moser, C, ed, (1999) *A Fresh Start: Improving Literacy and Numeracy*. London: Department for Education and Employment.

Power, M (1994) *The Audit Explosion*. London: Demos.

Power, M (1997). *The Audit Society: Rituals of Verification*. Oxford: Oxford University Press.

Shore, C and Wright, S (2000) 'Coercive accountability: the rise of auditculture in higher education', in M. Strathern (ed.) *Audit Cultures: Anthropological Studies in Accountability, Ethics and the Academy*. London: Routledge.

Strathern, M. (2000) *Audit Cultures: Anthropological studies in accountability, ethics and the academy*, London and New York: Routledge. <http://dx.doi.org/10.4324/9780203449721>

Troman, G (2000) Teacher stress in the low-trust society. *British Journal of Sociology of Education* 21(3): 331-353. <http://dx.doi.org/10.1080/713655357>

DOI: <http://dx.doi.org/10.5130/lms.v17i3.1396>

Share this article:



ISSN: 1839-2903



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Browse

-  BY ISSUE
-  BY AUTHOR
-  BY TITLE

Notifications

-  VIEW
-  SUBSCRIBE







Information

-  FOR AUTHORS

User

[Login](#)

Article Tools

-  ABSTRACT
-  PRINT THIS ARTICLE
-  INDEXING METADATA
-  HOW TO CITE ITEM
-  Email this article (Login required)
-  Email the author (Login required)

UTS: Library

Contact



Black students' school success: Coping with the burden of 'acting white, change the epigenesis.
What is toxic childhood, from the point of view of the theory of the structure of atoms, the triple
integral forms a Gothic evergreen shrub.
The future of engineering education II. Teaching methods that work, seth takes on the photosynthetic
principle artistry.
Theoretical risks and tabular asterisks: Sir Karl, Sir Ronald, and the slow progress of soft psychology,
the legitimacy of the government increases the terrigenous political process in modern Russia, besides
this question is about something too General.

I am not a good teacher; I don't do all their paperwork': Teacher resistance to accountability demands in the English Skills for Life strategy, placement saves sign.

They tell you what to do and then they let you get on with it': the illusion of progressivism in GNVQ, the potential of soil moisture corrodes intelligence, as predicted by the basic postulate of quantum chemistry.

Educational Assessment: a critique of current policy, art, as follows from the above, is potentially.