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- a beginner's guide to effective grasping of key concepts • explanations are quick and easy to understand • holistic

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Proceedings of a
Rockefeller
Foundation--ILCA
Social Science
Research Fellows
Workshop Held at
ILCA, Addis Ababa,
Ethiopia, 14-18
November 1994
Sif Biology OI
Practical Wb
Who wants to change
school science

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education and why?

What mechanisms

exist to effect

change? What

implications do they

have for teachers'

professionalism?

These are the

principal questions

explored in this book.

The authors focus on

strategies for effecting

change, including

decentralized and

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statutory

mechanisms, and the use of systems of assessment. The authors question the effectiveness of centralized programmes in improving the quality of students' science education. They suggest that this arises from a failure to acknowledge the

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contribution that the science teaching profession must make to reform. They argue that sustained and effective change, embodying improvements in standards, depends upon promoting the initiative

Core and Extended
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breaking book
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development of
serving teachers.**

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hitherto
unpublished
archive material,
Wendy Robinson
reveals an
op-timistic and
liberal age of high
class conferences
in the 1920s and
1930s, in Lon-don
hotels and Oxford
colleges, free from**

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government control, where teachers from across the country and abroad, gathered for professional, intellectual and cultural ‘refreshment’. The status attached to these occasions was signified by

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**the celebrities who
graced them,
including royalty,
public
intellectuals,
educational
practitioners and
politicians.**

**Professor
Robinson then
shows how post-
war training
became more**

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**instrumental,
taken over by the
Ministry of
Education with its
centrally-
prescribed
advanced courses,
and, from 1970, by
Local Education
Authorities’
invention of
ap-parently
democratic**

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Teachers' Centres.

**This analysis is
complemented by
face-to-face
interviews with
teachers and other
practitioners once
active in
professional
development.**

**Fascinating,
detailed
inter-views**

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**brilliantly capture
teachers' lived
experience of
professional
development and
its influence on
their teaching,
career
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In highlighting

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focus groups,
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they can help
social science
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effectively
answer certain
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