



Education Policy Analysis  
Archives/Archivos Analíticos de Políticas  
Educativas

ISSN: 1068-2341

epaa@alperin.ca

Arizona State University  
Estados Unidos

Anderson, Gary; Herr, Kathryn  
New Public Management and the New Professionalism in Education: Framing the Issue  
Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas, vol. 23,  
2015, pp. 1-6  
Arizona State University  
Arizona, Estados Unidos

Available in: <http://www.redalyc.org/articulo.oa?id=275041389086>

- How to cite
- Complete issue
- More information about this article
- Journal's homepage in redalyc.org

redalyc.org

Scientific Information System

Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal

Non-profit academic project, developed under the open access initiative

## SPECIAL ISSUE

### New Public Management and the New Professionalism in Education: Compliance, Appropriation and Resistance

## education policy analysis archives

A peer-reviewed, independent,  
open access, multilingual journal



Arizona State University

Volume 23 Number 84

September 14<sup>th</sup>, 2015

ISSN 1068-2341

## New Public Management and the New Professionalism in Education: Framing the Issue

*Gary Anderson*

New York University



*Kathryn Herr*

Montclair State University

United States

**Citation:** Anderson, G. & Herr, K. (2015). New public management and the new professional educator: Framing the issue. *Education Policy Analysis Archives*, 23(84).  
<http://dx.doi.org/10.14507/epaa.v23.2222>. This article is part of the Special Issue on *New Public Management and the New Professionalism in Education: Compliance, Appropriation and Resistance* Guest Edited by Gary Anderson & Kathryn Herr.

**Abstract:** This article provides an introductory frame for this special issue dedicated to New Public Management and the New Professional Educator. We will introduce the five articles and how they analyze the characteristics of NPM and this emerging new professional as well as forms of educator resistance and advocacy.

**Keywords:** New Public Management; New Professional Educator; resistance; advocacy

### Nueva Gestión Pública y el Nuevo Educador Profesional: Enmarcando el Problema

**Resumen:** Este artículo ofrece un marco introductorio para este número especial dedicado a la Nueva Gestión Pública y el Nuevo Educador Profesional. Presentaremos los cinco artículos y cómo analizan las características de la NGP y este nuevo modelo de educador profesional, así como las

Journal website: <http://epaa.asu.edu/ojs/>

Facebook: /EPAAA

Twitter: @epaa\_aape

Manuscript received: 8/23/2015

Revisions received: 8/23/2015

Accepted: 8/23/2015

formas de resistencia y activismo.

**Palabras clave:** Nueva Gestión Pública; Nuevo Educador Profesional; resistencia; defensa.

### **Nova Gestão Pública e New Professional Educator: Enquadrando o Problema**

**Resumo:** Este documento fornece um quadro introdutório para esta edição especial sobre a Nova Gestão Pública e o Novo Educador Profissional. Apresentamos os cinco artigos e como analisam as características do NPM e este novo modelo de educador profissional, e as formas de resistência e ativismo.

**Palavras-chave:** Gestão Pública; Nova New Educador Profissional; resistência; defesa

## **New Public Management and the New Professional Educator**

The study of education is a parochial field. It tends to be siloed and narrow in its disciplinary focus and country specific in its research focus, even though school reform is now a global phenomenon. Researchers across fields are so specialized they can't possibly understand the proverbial elephant, but only the trunk, a leg, or the tail. And yet, what is happening to teachers today is also happening to principals, counselors, nurses, social workers, doctors and police officers. A "new professionalism" (Evetts, 2009; 2011) is being constructed in all professions and in all countries. While it is enacted differently depending on local contexts, the struggles and dilemmas of the English, Chilean and U.S. teachers, principals, and professors portrayed in these articles are strikingly similar, as are the neoliberal policies these countries have implemented since the 1980s. We are also becoming increasingly aware that the new policy networks of venture philanthropists, think tanks, foundations, international agencies and edubusinesses, who are successfully promoting current reforms, are themselves global (Ball, 2012).

As public schools are increasingly absorbed into a market, profit, and efficiency logic, the professional identities of teachers and leaders are being redesigned around the vision of these policy entrepreneurs, few of whom are educators (Ball, 2001; Gillies, 2011). Urban school districts in the U.S. and around the globe have become sites of experimentation with an array of neoliberal and New Public Management (NPM) reforms that are largely non-evidence-based (Ward, 2011). NPM essentially transfers managerial logics from the private to the public sector (See Anderson & Cohen, this issue, for an overview of NPM).

Moreover, these new policy networks are largely bipartisan, implemented in England by the Tories and New Labour, in the U.S. by both Republicans and New Democrats, and in Chile by the Christian Democrats and the Concertación (an alliance of left parties). Apple (2001) provides a useful overview of what he calls a "hegemonic alliance of the New Right" including *neoliberals*, *social conservatives*, *religious conservatives* and a *new professional middle class*. Apple's notion of *alliances* is useful in that even though these groups may differ in some areas ideologically and politically, they form a sort of informal coalition pushing for markets, standardization, a reversal of separation of church and state, and a perpetuation of inequality based on notions of individualism and meritocracy.

Thanks largely to the influence of these bipartisan policy networks, a long list of reforms has been implemented globally in the last three decades. They include high-stakes testing, school choice, vouchers, charter schools (or their equivalent), principal "autonomy," alternative and fast track pathways to teaching and leading, privatization and contracting out of public services, mayoral control, data-driven management, public-private partnerships, increased school policing and surveillance, schools and districts as profit-centers for "vendors", and digitalization of learning through virtual schools.

In fact, many of these reforms are not being adopted in middle class and affluent communities, but are exclusively targeting low-income communities of color (Scott, 2011). While school choice policies and the privatization of urban public schools is viewed by many reformers as the civil rights issue of our time, some research is finding that public schools actually out-perform private and charter schools when socio-economic level is controlled for (Lubienski & Lubienski, 2014; Mizala & Romaguera, 1998).

Globally, these reforms are creating a “new professionalism” across all public sectors that is the result of a transfer of private sector logics into the public sector and the replacement of an ethos of public service with the discipline of the market (Denhardt & Denhardt, 2011; Exworthy & Halford, 1999). Evetts (2009) and other sociologists of the professions (Gleeson & Knights 2006; Stronach, Corbin, McNamara, Stark & Warne, 2002), are finding similar trends among other public sector professionals.

In education, these changes have had a dramatic impact on what it means to be a teacher and leader, particularly in districts that serve low-income students. New advocacy networks funded by venture philanthropists seek the demise of university-based teacher education and the production of “new professionals” who are trained to work in the highly scripted, franchised charter and virtual schools of the future (Zeichner & Pena-Sandoval, 2015).

This collection of articles provides international perspectives on the new professionalism at the school and university levels. Research from Chile, England, and the U.S. provide evidence from three countries that were early adopters of neoliberalism and NPM. The special issue will describe the characteristics of NPM and this emerging new professional and will also review forms of educator resistance and advocacy. The articles provide both conceptual analysis and studies of how new professionalism is manifested within schools as well as in university-based certification programs both through “fast track,” online programs and hybrid programs in which alternative certification (Teach for America, Teaching Fellows) programs partner with university-based programs. The articles use multiple methodologies including interviews, observations, experience sampling methodology (ESM) logs, Q-sort methods, self-ethnography, and discourse and content analysis.

In the first article, *A Framework for Studying Educator Resistance and Advocacy in the Context of New Professionalism*, Gary Anderson & Michael Cohen provide an overview of the literature on new professionalism, New Public Management and forms of resistance, both individual and collective. This article offers a conceptual analysis of the major themes of the resistance literature and proposes a new framework for studying educator resistance and advocacy. Rather than a return to “old” professionalism, they provide characteristics of a new community-based, advocacy professional.

Kathryn Herr, in her article, *Cultivating Disruptive Subjectivities: Interrupting the New Professionalism* provides a self-ethnography of her lived experience of “everyday neoliberalism” and the ways it creates new subjectivities in the workplace. This article explores the tensions and contradictions between graduate students’ experiences in an action research class and the larger goals of an educational leadership certification program designed to prepare teachers who can seamlessly enter schools reflective of the audit culture of New Public Management.

In *Targets, Threats and (dis)Trust: The Managerial Troika for Public School Principals in Chile*, Carmen Montecinos, Luis Ahumada, Sergio Galdames, Fabian Campos, and Veronica Leiva study how principals experience everyday neoliberalism as their professional role changes from instructional leader to school marketer. They explore how a structural problem (public schools’ declining enrollment in Chile) created by neoliberal policies is transformed into an individual problem to be managed by the public school principal. They document the ways that school principals have been

charged with meeting targets for increasing enrollment and how much of their daily time is spent devising marketing schemes.

In *Conceptualizing teacher professional identity in neoliberal times: Resistance, compliance and reform*, David Hall and Ruth McGinity report findings from extensive ethnographic school data on everyday neoliberalism and how teachers comply or resist current reforms in English schools. They argue that theorizing and researching resistance at a time of widespread compliance has become an urgent issue for educational researchers, which includes a localized understanding of how compliance has been secured.

Finally, in *Hybridized teacher education programs: A missed opportunity from the forced partnership between university-based and alternative teacher preparation?*, Angus Shiva Mungal reports the findings of an interview study of six university-based teacher preparation programs that integrated alternative pathways to teaching (Teach for America, Teaching Fellows, etc.). The objective of the study was to explore how education schools adapted as alternative teacher preparation programs entered their institutional environment. This forced merger of more traditional notions of professionalism and new professionalism highlighted distinctions between conflicting notions of professionalism and revealed the potential for a hybrid teacher.

We hope that this special issue will stimulate more research on how NPM and market-based policies filter into the everyday lives of professionals. It is important to “study up” to look at the new policy networks that are promoting these policies, but it is equally important to better understand how they are refashioning a new professional and how this is lived (and resisted) on the ground.

## References

- Apple, M. (2001). *Educating the “right” way: Markets, standards, God and inequality*. New York, NY: Routledge/Falmer.
- Ball, S. (2001). Performativities and fabrications in the education economy: Towards the performative society. In D. Gleason & C. Husbands (Eds.), *The performing school: Managing, teaching and learning in a performance culture* (pp. 210–226). London, UK: Routledge/Falmer.
- Ball, S. (2012). *Global education Inc.: New policy networks and the neo-liberal imaginary*. London, UK: Routledge.
- Denhardt J. & Denhardt, R. (2011). *The new public service: Serving, nor steering*. Armonk, NY: M. E. Sharpe.
- Evetts, J. (2009). New professionalism and New Public Management: Changes, continuities, and consequences. *Comparative Sociology*, 8, 247-266.  
<http://dx.doi.org/10.1163/156913309X421655>
- Evetts, J. (2011). A new professionalism? Challenges and opportunities. *Current Sociology*, 59(4), 406-422. <http://dx.doi.org/10.1177/0011392111402585>
- Exworthy, M., & Halford, S. (1999). *Professionals and the new managerialism in the public sector*. Philadelphia, PA: Open University Press.
- Gillies, D. (2011). Agile bodies: A new imperative in neoliberal governance. *Journal of Education Policy*, 26(2), 207-223. <http://dx.doi.org/10.1080/02680939.2010.508177>
- Gleeson, D. & Knights, D. (2006). Challenging dualism: Public professionalism in ‘troubled’ times. *Sociology*, 40(2), 277-295. <http://dx.doi.org/10.1177/0038038506062033>
- Lubienski, C. & Lubienski, S. (2014). *The public school advantage: Why public schools outperform private schools*. Chicago: The University of Chicago Press.

- Mizala, A., & Romaguera, P. (1998). ¿Cómo se comparan los resultados de la prueba SIMCE entre colegios privados y públicos? [How do private and public schools SIMCE test results compare?]. *Revista Perspectivas en Política, Economía y Gestión*, 2(1), 107-130.
- Scott, J. (2011). Market-driven education reform and the racial politics of advocacy. *Peabody Journal of Education*, 86, 580-599. <http://dx.doi.org/10.1080/0161956X.2011.616445>
- Stronach, I., Corbin, B., McNamara, O., Stark, S. and Warne, T. (2002). Towards an Uncertain Politics of Professionalism: Teacher and Nurse Identities in Flux, *Journal of Educational Policy* 7(1), 110–38.
- Ward, S. (2011). The machinations of managerialism: New public management and the diminishing power of professionals. *Journal of Cultural Economy*, 4(2), 205-215. <http://dx.doi.org/10.1080/17530350.2011.563072>
- Zeichner, K. & Pena-Sandoval, C. (2015). Venture philanthropy and teacher education policy in the U.S.: The role of the New Schools Venture Fund. *Teachers College Record*, Online First.

## About the Guest Editors

### Gary L. Anderson

New York University

Email: [gary.anderson@nyu.edu](mailto:gary.anderson@nyu.edu)

Gary L. Anderson is a professor of Educational Leadership in the Steinhardt School of Culture, Education, and Human Development at New York University. A former high school teacher and principal, he has published on topics such as educational policy and leadership, critical ethnography, action research, and school micro-politics. His most recent books include: *The Action Research Dissertation: A Guide for Students and Faculty* (2015, Sage), with Kathryn Herr, and *Advocacy Leadership: Toward a Post-Reform Agenda* (2009, Routledge).

### Kathryn Herr

Montclair State University

Email: [herrk@mail.montclair.edu](mailto:herrk@mail.montclair.edu)

Kathryn Herr is a professor in the Department of Educational Foundations in the College of Education and Human Services at Montclair State University, Montclair, NJ. She currently primarily teaches qualitative and action research. Recent publications include *The Action Research Dissertation: A Guide for Students and Faculty*, (2015, Sage) with co-author, Gary Anderson.

## SPECIAL ISSUE

### New Public Management and the New Professionalism in Education: Compliance, Appropriation and Resistance

## education policy analysis archives

Volume 23 Number 84

September 14<sup>th</sup>, 2015

ISSN 1068-2341



Readers are free to copy, display, and distribute this article, as long as the work is attributed to the author(s) and **Education Policy Analysis Archives**, it is distributed for non-commercial purposes only, and no alteration or transformation is made in the work. More details of this Creative Commons license are available at <http://creativecommons.org/licenses/by-nc-sa/3.0/>. All other uses must be approved by the author(s) or **EPAA**. **EPAA** is published by the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University. Articles are indexed in CIRC (Clasificación Integrada de Revistas Científicas, Spain), DIALNET (Spain), [Directory of Open Access Journals](#), EBSCO Education Research Complete, ERIC, Education Full Text (H.W. Wilson), QUALIS A2 (Brazil), SCImago Journal Rank; SCOPUS, Socolar (China). Please contribute commentaries at <http://epaa.info/wordpress/> and send errata notes to Gustavo E. Fischman [fischman@asu.edu](mailto:fischman@asu.edu)

Join EPAA's Facebook community at <https://www.facebook.com/EPAAAPE> and Twitter feed @epaa\_aape.