schools in England for some time to come. The desire to achieve policy objectives through the creation of new groups of ‘professionalised’ workers using values that are policy-driven rather than organically developed, may have significant consequences for the durability of these emergent professional identities, which may be forcibly reshaped as new policy agendas emerge. Policy-driven professionalism by governments impatient for change may therefore undermine both the longer term professionalism of the workforce and the achievement of policy, particularly if staff feel unable to act as autonomous professionals with the confidence to take responsibility for vital decisions.

References

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