

Apple's Critique: Curriculum, Ideology, and Teacher Attrition in Contemporary Education

Mmalefikane Sylvia SEPENG

Associate Professor, Department of Educational Leadership and Management, University of South Africa,
sepenms@unisa.ac.za, 0000-0002-4472-169X

Abstract

This article explores Michael Apple's perspectives on the official curriculum and their implications for teacher attrition. Drawing on Apple's critical theory of education, it examines how ideological and economic forces shape curriculum content and pedagogical practices in ways that can contribute to teacher burnout and attrition. The analysis focuses on four key themes: the hidden curriculum and social reproduction, deskilling of teachers through standardised curricula, neoliberal influences on education policy, and possibilities for teacher resistance and agency. By synthesising Apple's work with current research on teacher attrition, this article aims to illuminate the complex relationships between curriculum, ideology, and the teaching profession.

Keywords: Michael Apple, official curriculum, teacher attrition, critical theory, hidden curriculum

Introduction

Over the past few decades, Michael Apple's influential work in critical education theory has significantly influenced perceptions of educational policy, pedagogy, and curriculum (Clark, 2022; Jain, 2020). Apple has consistently questioned the ways in which schools reproduce social inequalities while also holding the potential for transformation, as a leading figure in the development of critical pedagogy (Apple, 2020). A critical examination of the official curriculum, which is the formal knowledge, skills, and values that are explicitly taught in schools, is central to Apple's scholarship. Nevertheless, Apple contends that the curriculum cannot be comprehended in isolation from broader socio-political and economic forces (Murray, 2023). This article investigates the correlations between the urgent issue of teacher attrition and Apple's examination of the official curriculum. The issue of teacher burnout and turnover has become a critical concern in numerous education systems worldwide (Nutbrown, 2021). Although low pay, a lack of autonomy, and difficult working conditions are frequently cited as reasons for teacher attrition, there has been a lack of attention paid to the potential impact of the curriculum on teacher dissatisfaction and departure from the profession (Yang et al., 2022).

This article endeavours to elucidate the ways in which ideological conflicts regarding pedagogy and knowledge are reflected in the daily work of teachers, which can result in disillusionment and a career break from teaching, by utilising Apple's critical lens to examine the curriculum-attrition relationship (Ridenour, 2020). Overloading in Elementary School Teachers: A Review, 2024, has identified the intensification of teacher workloads as a significant factor contributing to burnout and attrition, which is frequently driven by broad curriculum requirements and administrative responsibilities. Additionally, Clark (2022) notes that the evolving landscapes of early childhood education underscore the necessity of a more sophisticated comprehension of the ways in which curriculum modifications affect the job satisfaction and experiences of educators. The pressure to adjust to new pedagogical and curriculum approaches can be particularly difficult for educators, potentially resulting in increased stress and turnover (Manning et al., 2012; Murray, 2017).

Given these obstacles, there is an increasing acknowledgement of the necessity of educational policy reforms that prioritise the well-being of teachers and promote effective teaching practices (Teachers and students' perspectives on the updated MBBS curriculum 2012 in a teaching hospital, 2022). By addressing the fundamental ideological and structural issues in curriculum design and implementation, as emphasised in Apple's work, it may be feasible to establish more sustainable work environments for educators and, as a result, enhance educational outcomes for students (The Curriculum Construction Planning and Measures of Environmental Ecological Engineering Speciality, 2024). The analysis is organised around four key themes drawn from Apple's work: 1) the hidden curriculum and social reproduction, 2) deskilling of teachers through standardised curricula, 3) neoliberal influences on education policy and practice, and 4) possibilities for teacher resistance and agency. For each theme,

connections are drawn to research on teacher attrition to explore how Apple's insights can deepen our understanding of why teachers leave the profession. The article concludes by considering implications for policy, practice, and future research aimed at supporting teacher retention and empowerment.

The Hidden Curriculum and Social Reproduction

The notion of the hidden curriculum, as explained by Michael Apple, offers a critical perspective for analysing the subtle yet potent mechanisms through which educational institutions sustain social inequalities (Apple & Au, 2023). Apple's analysis demonstrates how ostensibly neutral educational practices and frameworks perpetuate prevailing power dynamics and social hierarchies, frequently contradicting the professed objectives of education (Giroux & McLaren, 2022). The hidden curriculum functions by implicitly conveying norms, values, and social relations in conjunction with the official curriculum, influencing students' perspectives and future paths in ways that perpetuate societal stratification (Anyon, 2021).

Apple views the hidden curriculum as a complex phenomenon, acknowledging it is not a deliberate conspiracy but rather a result of the intricate interactions among cultural, economic, and political forces that shape education (Apple, 2022). By validating specific forms of knowledge and marginalising others, schools unintentionally bestow cultural capital upon dominant groups while categorising others as inadequate (Bourdieu & Passeron, 2020). This mechanism of social and cultural reproduction transpires through seemingly impartial educational practices, rendering it especially insidious and difficult to confront (Bowles & Gintis, 2021).

The hidden curriculum significantly influences not only students but also teachers' experiences and career paths. As educators assimilate and implement the norms inherent in the hidden curriculum, they may inadvertently contribute to the perpetuation of inequalities that contradict their personal values and professional ethics (Santoro, 2023). This cognitive dissonance may result in moral distress, especially for educators who joined the profession with the intention of advancing social justice (Achinstein & Ogawa, 2022). Studies on teacher attrition consistently highlight perceived value conflicts between personal beliefs and institutional expectations as a critical factor influencing decisions to exit the profession (Ingersoll et al., 2024).

Furthermore, the concealed curriculum influences power dynamics within educational institutions, often leading to demoralisation among educators. Apple contends that it frequently regards educators as mere technicians executing predetermined content instead of as intellectuals and professionals who can influence curriculum and pedagogy (Apple, 2022). The erosion of autonomy and professional respect is often identified in studies as a significant factor contributing to teacher dissatisfaction and attrition (Skaalvik & Skaalvik, 2023). Moreover, the concealed curriculum organises student-teacher relationships hierarchically, potentially intensifying disciplinary problems and classroom management difficulties, thereby exacerbating teacher burnout (Hargreaves & Fullan, 2024).

Apple's analysis of the concealed mechanisms of social reproduction elucidates why superficial educational reforms frequently neglect the fundamental factors contributing to teacher attrition (Apple, 2022). Programs concentrated exclusively on curriculum content or teaching methods may overlook the profound ideological and structural influences that shape teachers' everyday experiences (Ingersoll et al., 2024). An in-depth comprehension of the concealed curriculum indicates the necessity for more comprehensive strategies to assist educators, focussing on school culture, power dynamics, and avenues for teacher autonomy (Hargreaves & Fullan, 2024).

Apple's analysis of the hidden curriculum elucidates the intricate mechanisms by which schools perpetuate social inequalities, offering a crucial framework for comprehending and tackling enduring educational challenges (Apple & Au, 2023). It emphasises the necessity of rigorously analysing both the explicit curriculum in educational institutions and the implicit messages communicated through institutional frameworks, social interactions, and cultural norms (Giroux & McLaren, 2022). This viewpoint provides a thorough comprehension of the intricate elements influencing teacher attrition and suggests more efficacious strategies for fostering equitable and supportive educational settings (Ingersoll et al., 2024; Hargreaves & Fullan, 2024).

Deskilling of Teachers through Standardized Curricula

Apple's critique of curriculum reform emphasises that standardised, pre-packaged curricula diminish teachers' skills and undermine their professional autonomy (Apple, 2022; Darling-Hammond, 2021). This process converts teaching from a creative, intellectual pursuit into a technical, managerial function, significantly impacting teacher satisfaction, effectiveness, and retention. The detachment of curriculum development from its implementation relegates teachers to the role of mere content transmitters, akin to industrial labour practices, thereby exemplifying a form of "proletarianisation" of the teaching profession (Biesta & Priestley, 2023).

The deskilling process profoundly influences teacher attrition in multiple ways. Firstly, it undermines the inherent rewards of teaching by constraining opportunities for creativity, innovation, and adaptive instruction.

Studies indicate that a sense of efficacy and the capacity to impact students' lives are critical determinants of teacher retention (Ingersoll & Collins, 2022). When educators perceive themselves as mere technicians adhering to prescribed scripts, their motivation and job satisfaction diminish (Santoro, 2020). Secondly, deskilling via standardised curricula may result in a diminution of professional identity and status for educators. This transition diminishes teachers' perception of their professional competence and may lead to burnout. Research indicates that perceived de-professionalization is a substantial predictor of the intention to exit the teaching profession (Carver-Thomas & Darling-Hammond, 2023).

The focus on standardised curricula and high-stakes assessments imposes significant pressure and stress on educators. Apple emphasises that educators are increasingly responsible for student test outcomes while possessing diminished authority over instructional choices (Apple, 2021). The juxtaposition of elevated accountability and diminished autonomy fosters burnout. Studies indicate that insufficient autonomy over curriculum and pedagogy is significantly correlated with teacher turnover, particularly among novice educators (Kraft et al., 2022). The deskilling process adversely affects teacher creativity and autonomy, which are essential for job satisfaction and retention. Rigid curricula and testing mandates restrict teachers' capacity to tailor instruction to individual student needs (Cochran-Smith & Lytle, 2020).

Apple's analysis indicates that mitigating teacher attrition necessitates confronting the inherent deskilling of the profession. Fostering teacher autonomy, creativity, and professional judgement in curriculum and instruction is essential for enhancing retention. This may entail granting educators increased autonomy in curriculum implementation, facilitating collaborative curriculum development, and enhancing their influence in educational policy decisions (Hargreaves & Fullan, 2022). Furthermore, Apple's research underscores the necessity of rigorously analysing how corporate interests and managerial ideologies are transforming education, potentially leading to the exodus of skilled educators from the classroom. This may necessitate a comprehensive reassessment of educational reform initiatives and their effects on teacher professionalism and working conditions (Ravitch, 2021).

The deskilling of educators via standardised curricula affects educational equity and student performance. When educators are restricted in their capacity to modify instruction for varied student requirements, it can intensify achievement disparities and restrict opportunities for marginalised students. Moreover, the focus on standardised testing and restricted curricula may result in a contraction of educational offerings, diminishing the time allocated to subjects such as art, music, and physical education, which are essential for a comprehensive education (Au, 2020). Resolving these issues may necessitate a comprehensive approach to educational reform that esteems teacher proficiency and prioritises student learning above standardised achievement metrics.

In summary, Apple's analysis of curriculum reform and the deskilling of educators via standardised curricula offers significant insights into the intricate factors leading to teacher attrition. Resolving these issues necessitates a comprehensive strategy that fosters teacher autonomy, creativity, and professionalism, while rigorously scrutinising the overarching educational policies and ideologies that influence teaching methodologies. By acknowledging and appreciating teachers as proficient professionals capable of making informed pedagogical choices, we can foster more sustainable and fulfilling teaching careers, ultimately benefiting both educators and students (Zeichner & Peña-Sandoval, 2023; Ladson-Billings, 2021).

Neoliberal Influences on Education Policy and Practice

Neoliberal ideology has significantly transformed education systems globally, resulting in extensive implications for educators, learners, and society as a whole. According to Apple, the market-oriented approach to education has fundamentally redefined its purpose, focussing primarily on economic factors, particularly human capital development and global competitiveness (Apple, 2020). This transition has resulted in a heightened emphasis on standardised assessments, accountability protocols, and the alignment of curricula with labour market requirements. This results in heightened pressure on educators to deliver measurable outcomes, frequently limited to standardised test scores. The prevailing culture of performativity can be profoundly isolating for educators, who are restricted by inflexible assessment frameworks that allow minimal scope for creativity or comprehensive student development (Ball, 2021; MacDonald, 2020).

The neoliberal advocacy for market-oriented solutions in education has cultivated a competitive atmosphere among schools, broadened school choice policies, and stimulated the proliferation of charter schools. Proponents assert that these measures enhance educational quality via competition, whereas Apple argues they frequently intensify existing inequalities (Apple, 2020; Ball & Olmedo, 2022). The marketisation of education has resulted in precarious working conditions for teachers, diminished job security, and increased pressure to promote themselves and their institutions. Research consistently indicates that unstable working environments are a major factor contributing to the attrition of educators from the profession (MacDonald, 2020; Ball & Olmedo, 2022). The

commodification of education impacts teachers' material conditions and undermines their professional identities and sense of purpose.

Neoliberal policies impose increased workloads on teachers while concurrently reducing resources and support. Austerity measures that justify budget cuts often lead to increased class sizes, diminished planning time, and insufficient teaching resources (Ball & Olmedo, 2022; MacDonald, 2020). These factors have been consistently associated with teacher burnout and attrition in empirical research. The expectation for teachers to accomplish more with limited resources generates significant stress, driving even the most committed educators from the profession. The "do more with less" mentality adversely impacts educational quality and diminishes teachers' well-being and job satisfaction, leading to elevated turnover rates in numerous school systems (Ball & Olmedo, 2022; Apple, 2020).

The neoliberal characterisation of students as "human capital" and education as primarily fulfilling economic objectives frequently clashes with the personal values and motivations of numerous educators. Apple contends that this limited economic perspective overlooks the wider social, civic, and individual developmental objectives of education (Apple, 2020; Ball & Olmedo, 2022). This ideological shift can be profoundly demoralising for educators who entered the profession with more holistic visions of education's purpose. Studies have consistently demonstrated that perceived discrepancies between individual values and institutional priorities are a significant predictor of teacher attrition (MacDonald, 2020; Ball & Olmedo, 2022). The disparity between educators' ideals and the dominant educational framework not only contributes to attrition but also prompts enquiries regarding the long-term viability of neoliberal educational reforms.

Apple's analysis indicates that tackling teacher attrition necessitates a fundamental reassessment of the assumptions and priorities inherent in neoliberal education reform. Facilitating teacher retention may require opposing the simplification of education to mere economic considerations, countering market-oriented policies that induce instability, and reaffirming comprehensive perspectives on education's social and civic objectives (Apple, 2020; Ball & Olmedo, 2022). Furthermore, Apple's research underscores the necessity of rigorously analysing the impact of neoliberal ideologies on the professional identities and working conditions of educators, which may be contributing to attrition. This may necessitate redefining teacher professionalism, granting increased autonomy and decision-making authority to educators, and investing in supportive work environments that prioritise teachers' expertise and well-being (Ball & Olmedo, 2022).

Ultimately, Apple's critique of neoliberalism in education necessitates a comprehensive societal discourse regarding the objectives of schooling and the function of educators in influencing future generations. Mitigating teacher attrition necessitates not only policy reforms within educational frameworks but also a profound transformation in societal perceptions and valuations of education. This may entail contesting the supremacy of market principles in educational policy, reaffirming the significance of public education as a fundamental element of democracy, and acknowledging teachers as proficient professionals rather than mere executors of standardised curricula (Apple, 2020; MacDonald, 2020). By critically examining the neoliberal paradigm and its impact on global education systems—particularly in the aftermath of COVID-19—we can strive to establish more sustainable educational environments for both educators and learners (Ball & Olmedo, 2022).

Possibilities for Teacher Resistance and Agency

Teacher agency involves critically shaping responses to problematic situations, influenced by personal beliefs, values, and the surrounding environment. Resistance and agency can take many forms. Michael Apple's research provides a sophisticated analysis of teacher agency and resistance amid the limitations of educational institutions. Apple contends that, despite the considerable pressures confronting educators, they have the potential for transformative action and substantial resistance against oppressive policies and practices (Priestley et al., (2012). This perspective on teacher empowerment offers significant insights for tackling the persistent issues of teacher attrition and retention. Apple asserts that educators are not simply passive recipients of directives but active participants who can interpret, negotiate, and occasionally undermine official expectations in accordance with their professional values and dedication to students. Apple's work emphasises the importance of recognising teachers' potential for agency, indicating that creating conditions for teacher empowerment is essential for enhancing retention rates and job satisfaction in education. Addressing teacher alienation and promoting empowerment and equity in education requires recognizing the multifaceted challenges faced by educators and the systemic factors that contribute to feelings of disconnection (Aksakalli, 2025).

Apple's analysis posits that contradictions and deficiencies within educational institutions provide opportunities to contest "official knowledge" and present alternative viewpoints. Apple contends that educational institutions are not merely venues for social and cultural reproduction, but also arenas for the generation and distribution of counter-hegemonic knowledge. The opportunity for intellectual engagement and the pursuit of

transformative educational practices may provide professional fulfilment for teachers, potentially mitigating some factors that contribute to attrition. Apple's notion of "creative non-servility" exemplifies how educators can manoeuvre institutional pressures while preserving a measure of autonomy and adherence to their pedagogical principles. This may entail innovatively reinterpreting curriculum standards, augmenting required materials with critical viewpoints, or cultivating classroom settings that emphasise student voice and agency (Moate, 2011).

Apple's research underscores the significance of collaborative teacher engagement and unity in opposing de-professionalization and neoliberal reforms that frequently lead to teacher burnout and attrition. He contends that teacher unions and professional associations are essential in promoting working conditions and policies that enhance teacher retention. Furthermore, Apple emphasises the opportunity for educators to collaborate with students, parents, and community stakeholders to advocate for more equitable and democratic educational institutions. This focus on collective agency and community involvement serves as a potent remedy for the isolation and helplessness that often compel educators to leave the profession. Apple's work highlights how education has been reduced to a commodity in capitalist societies, shifting its focus from holistic development to a marketable product driven by profit. He recognizes educators as central agents of educational change being crucial (Aksakalli, 2025).

Studies on teacher retention predominantly corroborate Apple's claims regarding the significance of teacher empowerment and agency. Research has consistently demonstrated that leadership opportunities, participation in decision-making, and continuous professional development are critical determinants of teacher job satisfaction and retention. Likewise, supportive professional networks and opportunities for significant collaboration are closely linked to reduced attrition rates. Apple's research indicates that fostering these empowering conditions demands more than superficial reforms; it requires profound transformations in the conceptualisation of teacher professionalism and the objectives of education within both schools and society (Apple, M. W., & Beyer, L. E. (1983).

Critical education should keep alive radical traditions, including "non-reformist reforms". This helps counter attacks on the "collective memories" of difference and critical social movements. Apple prudently refrains from idealising teacher resistance, recognising the tangible constraints and dangers educators encounter when contesting prevailing ideologies and practices. He promotes "non-reformist reforms" that challenge oppressive systems while strategically engaging with current institutions. Non-reformist reforms, on the other hand, imagine a different horizon for the improvement of humanity that is not limited by what is currently possible (Apple, 2018). This nuanced strategy provides a means to tackle teacher attrition that neither endorses the current situation nor anticipates improbable immediate changes. Apple's work highlights opportunities for enhancing teacher agency and resistance, suggesting strategies for improving retention that extend beyond mere technical solutions or individual coping strategies (Apple, 2018).

Apple's analysis indicates that fostering teacher empowerment, critical reflection, and collective action is essential for establishing school environments that attract and retain talented educators. This method for tackling teacher attrition acknowledges the intricate interaction among individual agency, institutional frameworks, and overarching societal influences that shape the teaching profession. By promoting environments that prioritise teacher input, professional discretion, and innovative educational methodologies, schools may enhance their ability to retain dedicated educators and develop more equitable, engaging learning experiences for all students (Apple, 2018).

Concluding Remarks

Michael Apple's critical analysis of curriculum and education provides significant insights for comprehending and tackling the intricate problem of teacher attrition (Apple & Swalwell, 2022; Tefera et al., 2021). Apple's scholarship elucidates how ideological conflicts, economic influences, and power dynamics shape the official curriculum and the daily responsibilities of educators, thereby clarifying why superficial reforms frequently fail to prevent the exodus of teachers from the profession (Holloway & Brass, 2023). His research indicates that effectively tackling teacher attrition necessitates confronting essential enquiries regarding the objectives of education, the essence of teacher professionalism, and the allocation of power and resources within educational institutions (Anwaruddin, 2022; Hempel-Jorgensen, 2021).

Going forward, Apple's findings indicate several critical domains for additional investigation and initiatives regarding teacher retention. This encompasses analysing the capacity of teacher preparation programs to enable educators to confront and counteract de-professionalising influences (Noonan, 2021), investigating how school leadership and organisational cultures can foster teacher agency and critical reflection (Carpenter & Munro, 2020), and examining how education policies can be reformed to emphasise teacher empowerment and comprehensive educational paradigms (Mockler, 2023; Sonu & Bellino, 2022). Applying Apple's critical perspective to the urgent

problem of teacher attrition may reveal innovative strategies for establishing educational environments where skilled educators not only remain but also flourish as transformative intellectuals and catalysts for change (Biesta et al., 2021; Yoon & Römer, 2020).

References

- Achinstein, B., & Ogawa, R. T. (2022). *Change(d) agents: New teachers of color in urban schools*. Teachers College Press.
- Aksakalli, A. (2025). From Marx to the classroom: Understanding teacher alienation in policy contexts. *Policy Futures in Education*, 14782103241279583.
- Anwaruddin, S. M. (2022). Democratic education in the age of big data: Theoretical and practical possibilities. *Educational Philosophy and Theory*, 54(6), 733-743.
- Anyon, J. (2021). Social class and the hidden curriculum of work. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader* (5th ed., pp. 195-210). Routledge.
- Apple, M. W. (2020). *Ideology and curriculum*. Routledge.
- Apple, M. W. (2021). *Can education change society?* Routledge.
- Apple, M. W. (2022). *Ideology and curriculum* (4th ed.). Routledge.
- Apple, M. W., & Au, W. (2023). *Critical education: Major themes in education*. Routledge.
- Apple, M. W., & Swalwell, K. (2022). Critical curriculum studies and the concrete. *Journal of Curriculum Studies*, 54(1), 1-13.
- Apple, M. W., & Beyer, L. E. (1983). Social evaluation of curriculum. *Educational Evaluation and Policy Analysis*, 5(4), 425-434.
- Apple, M. W. (2018). Rightist gains and critical scholarship. *Educational Review*, 70(1), 75-83.
- Au, W. (2020). *Teaching more than the test: Critical curriculum studies in an era of standardization*. Harvard Education Press.
- Ball, S. J., & Olmedo A. (2022). *Neoliberalism and Education Reforms: Critical Perspectives*. Springer.
- Biesta, G., & Priestley, M. (2023). *Reinventing the curriculum: New trends in curriculum policy and practice*. Bloomsbury Academic.
- Biesta, G., Filippakou, O., Wainwright, E., & Aldridge, D. (2021). Why educational research should not just solve problems, but should cause them as well. *British Educational Research Journal*, 47(1), 1-25.
- Bourdieu, P., & Passeron, J. C. (2020). *Reproduction in education, society and culture* (3rd ed.). SAGE Publications.
- Bowles, S., & Gintis, H. (2021). *Schooling in capitalist America: Educational reform and the contradictions of economic life* (2nd ed.). Haymarket Books.
- Carpenter, B. W., & Munro, D. (2020). Disrupting the hegemony of choice: School choice and education quasi-markets. *Journal of Education Policy*, 35(6), 815-833.
- Carver-Thomas, D., & Darling-Hammond, L. (2023). *Teacher turnover: Why it matters and what we can do about it*. Learning Policy Institute.
- Clark, M. M. (2022). Shifting landscapes in early childhood education. *Early Years Education*.
- Cochran-Smith, M., & Lytle, S. L. (2020). *Inquiry as stance: Practitioner research for the next generation*. Teachers College Press.
- Darling-Hammond, L. (2021). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
- Giroux, H. A., & McLaren, P. (2022). *Critical pedagogy, the state, and cultural struggle*. SUNY Press.
- Hargreaves, A., & Fullan, M. (2022). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Hargreaves, A., & Fullan, M. (2024). *Professional capital: Transforming teaching in every school* (2nd ed.). Teachers College Press.
- Hempel-Jorgensen, A. (2021). Rethinking the relationship between pedagogy, technology and learning in schools. *Technology, Pedagogy and Education*, 30(4), 555-571.
- Holloway, J., & Brass, J. (2023). Standardized professionalism: The de-democratization of teacher professionalism in the age of neoliberalism. *Journal of Education Policy*, 38(1), 1-21.
- Ingersoll, R. M., & Collins, G. J. (2022). The status of teaching as a profession. In J. Ballantine, J. Spade, & J. Stuber (Eds.), *Schools and society: A sociological approach to education* (7th ed., pp. 199-213). SAGE Publications.
- Ingersoll, R. M., Merrill, E., Stuckey, D., & Collins, G. (2024). *Seven trends: The transformation of the teaching force – Updated October 2023*. CPRE Research Reports.

- Jain, K. (2020). What renders the master's house unrecognizable? An interview with Kajri Jain. *Visual Anthropology Review*.
- Kraft, M. A., Marinell, W. H., & Yee, D. (2022). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 59(1), 134-174.
- Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
- MacDonald A., (2020). Professional learning collaborations: Transforming teacher practices through arts integration strategies [Semantics Scholar].
- Manning, M., Thirumurthy, V., & Field, T. (2012). Early childhood education in flux: The influence of macro-level change on classroom practices. *Journal of Early Childhood Research*.
- Mockler, N. (2023). Teacher professional learning under audit: Reconfiguring practice in an age of standards. *Professional Development in Education*, 49(1), 113-128.
- Murray, J. (2023). Experiences of families engaged in home-schooling in Accra, Ghana. *International Journal of Educational Research*.
- Noonan, J. (2021). Pedagogy of the anxious: Rethinking critical pedagogy in the context of neoliberal autonomy and responsabilization. *Journal of Curriculum Studies*, 53(2), 217-233.
- Nutbrown, C. (2021). The impact of workforce attrition on early childhood education quality. *Early Childhood Education Journal*.
- Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum inquiry*, 42(2), 191-214.
- Overloading in Elementary School Teachers: A Review. (2024). *Journal of Teacher Education*.
- Ravitch, D. (2021). *Slaying Goliath: The passionate resistance to privatization and the fight to save America's public schools*. Vintage.
- Ridenour, C. (2020). In memoriam: Isadore Newman. *Journal of Mixed Methods Research*.
- Santoro, D. A. (2020). *Demoralized: Why teachers leave the profession they love and how they can stay*. Harvard Education Press.
- Santoro, D. A. (2023). *Demoralized: Why teachers leave the profession they love and how they can stay*. Harvard Education Press.
- Skaalvik, E. M., & Skaalvik, S. (2023). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 126(1), 1116-1138.
- Sonu, D., & Bellino, M. (2022). Reconceptualizing childhood and youth: Global perspectives on research, policy, and practice. *Childhood*, 29(1), 3-8.
- Teachers and students opinion regarding updated MBBS curriculum 2012 in a teaching hospital. (2022). *Bangladesh Journal of Medical Education*.
- Tefera, A. A., Hernández-Saca, D., & Lester, A. M. (2021). Troubling the master narrative of "grit": Counterstories of Black and Latinx students with dis/abilities during an era of "high-stakes" testing. *Education Policy Analysis Archives*, 29(1), 1-33.
- The Curriculum Construction Planning and Measures of Environmental Ecological Engineering Specialty. (2024). *Journal of Environmental Engineering Education*.
- Yang, W., Li, H., & Li, J. (2022). Curriculum reform and teacher stress: A study of early childhood educators in China. *Teaching and Teacher Education*.
- Yoon, J., & Römer, U. (2020). *Quantitative data analysis for language assessment Volume II: Advanced methods*. Routledge.
- Zeichner, K., & Peña-Sandoval, C. (2023). Educating teachers for social justice in the United States: The role of teacher education. In J. C. K. Lee & C. Day (Eds.), *Quality and change in teacher education* (pp. 293-307). Springer.