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MOORE NICOLE

Failure-Free Education? SAGE

This book reviews of the development, implementation and practice of the disciplines of school effectiveness and school improvement. Seven main topics are addressed: History of the school effectiveness movement over the last 25 years; Changes in accountability and standards; Leadership in school effectiveness; Changes in teacher education; Impact of Diverse Populations; Education Funding and its Impact; and Best Practice Case Studies. The contributors are active in school effectiveness research worldwide.

Questioning the Language of Improvement and Reform in Education Routledge

This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment (ILSA). It includes historical, economic, and policy perspectives, theoretical foundations, methodology, and reviews of findings from analyses of ILSA data. After decades, during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy, practice and research, such a broad overview for a wide-ranging audience is much needed. With contributions from authors and editors from all continents, this handbook appeals to an international audience and keeps a neutral perspective, not favoring one ILSA over another. The handbook is suitable to be read by politicians, researchers and stakeholders who are seeking an overview of ILSAs, their history and development, and both potential benefits and limitations with regard to policy implications. The reviews of findings from studies analyzing ILSA data will be of interest to stakeholders, teachers, researchers, and policymakers. Considering that the reviews extend to all fields pertaining to educational research, the book will be valuable to all researchers interested in education. Students may use the book to learn about ILSAs in the context of policy, theoretical underpinnings, or research. Moreover, the methodology section is written in a manner that is understandable and accessible for students, stakeholders, or researchers not familiar with these data. This methodology part, however, is also a valuable resource for researchers who are familiar with ILSA data, as it provides overviews of the design and sampling procedures of several ILSAs, and includes advice on methods of analysis. Even the owners of the ILSAs may find the book valuable, as it contains overviews and insights into a number of ILSAs, provides information how the data is used by the research community, and includes recommendations for future instruments.

Handbook of Education Politics and Policy IGI Global

The economics of education is a burgeoning area of study, employing increasingly sophisticated analytical tools to answer questions with high societal impact. Thus, the aim of this handbook is to provide readers with an up-to-date overview of the current state of the field of the economics of education and its main areas of research. This comprehensive handbook provides an authoritative overview of key theoretical and policy areas, covering topics like econometric methods for education economics, returns to education, competition in education provision, education and economic growth, and education and inequality. It reviews the current state of research from early childhood through postgraduate education as well as adult education and life-long learning. Offering a truly international perspective, the handbook benefits from a global group of contributors and attention to both developed and developing country contexts. The Routledge Handbook of the Economics of Education will be a valuable resource for advanced students, researchers, and policymakers across economics, education, and public policy.

Handbook of Research on Effective Electronic Gaming in Education John Wiley & Sons

What constitutes quality schooling? What are the implications for educational practice and administration? The text looks at these questions and examines international research evidence and reform initiatives with particular emphasis on North America, UK, Australasia and the Third World. It offers a synopsis of the Third World School Effects Research (SER). The authors claim that the

challenges now facing educational leaders is to find a balance between SER and the other school movements and to ask more demanding questions of our educational systems.

What Research Tells Us About Whether, When and How A&C Black

David Reynolds is recognised internationally as one of the leaders of the school effectiveness and school improvement movement, and Failure Free Education? brings together for the first time many of his most influential and provocative pieces. Drawing on the author's work from over three decades, these extracts from his seminal books, chapters, papers and articles combine to give a unique overview of how the movement developed, the problems involved in the application of the knowledge and the disciplines' potentially glittering future now. The book also covers the issues raised by, and lessons learned from, his close involvement with English government educational policymaking from the mid 1990s to date. This book is essential reading for those who seek to understand how we can make every school a good school, and what the obstacles may be to achieving that goal.

Review, Reflection and Reframing Routledge

Bringing together the expertise of top evaluation leaders from around the world, The SAGE International Handbook of Educational Evaluation addresses methods and applications in the field, particularly as they relate to policy- and decision-making in an era of globalization. The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation approaches. Key Features Discusses substantive issues surrounding globalization, and its implication for educational policy and practice and ultimately evaluation; Includes state-of-the-art theory chapters and method chapters within scientific, accountability-oriented, learning-oriented, and political genres of evaluation approaches; Provides real-world case exemplar chapters to illustrate core concepts within genres; Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization; Summarizes, by means of an integration chapter, the issues, tensions and dilemmas confronting educational evaluators in an era of globalization. Serving as a state-of-the-art resource on educational evaluation, this volume is designed for graduate students, evaluation scholars and researchers and professional evaluation practitioners with an interest in educational program and policy evaluation.

Reclaiming Meaning Routledge

In this book the authors have conducted extensive research and describe what makes a successful school and how this varies in different countries. The book follows the progress of a cohort of 7-year-old children through their schools over a two-year period. It covers schools in the US, Canada, Hong Kong, Taiwan, Australia, the UK, Norway, the Netherlands, and Ireland and: *draw together what it is that the most and least effective schools do in each country *pinpoints what makes 'effective teaching' across the globe *analyses which effectiveness-producing school and teaching factors appear to be the same and which are context specific *discusses how educational policies can be used to generate World Class Schools and which new blends of practice can, or should be used The existing literature based upon the comparison of the educational achievements of different countries is inadequate. This unique study provides a rich picture of the processes of the education systems of different countries which will appeal to practitioners and policy makers.

Effective Teaching in Higher Education Springer Science & Business Media

The SAGE Handbook of School Organization presents a substantial review of the history, current status and future prospects of the field of school organization. Bringing together chapters exploring key issues, important debates and points of tension, the Handbook highlights the dynamics and interplay of the political, social, historical and cultural contexts of the field. This volume is designed to provide a much-needed critically informed and coherent account of the field, against a backdrop of increasing complexity in which schooling as an institution and schools as organizations operate. Part I: Schools as organizations Part II: The leadership, management and governance of schools as organizations Part III: Theoretical perspectives on schools as organizations Part IV: Organizing in schools Part V: Researching schools as organizations

International Handbook of School Effectiveness and Improvement

Routledge

The disciplines of school effectiveness research and school improvement practice and research have been apart for too long. This book is the first major attempt, by leading writers and practitioners in these fields, to bring the areas together in a coherent way. Existing knowledge about the characteristics of 'good' schools is outlined, together with the knowledge base about how to 'make schools good schools'. The book also makes an entirely original contribution to re-thinking practice in school improvement that can revolutionise our thinking in the late 1990s, and which can be of use to academics, to policymakers and to the practitioners which much existing work has neglected. *The Routledge Handbook of the Economics of Education* Springer Science & Business Media

"This book presents a framework for understanding games for educational purposes while providing a broader sense of current related research. This creative and advanced title is a must-have for those interested in expanding their knowledge of this exciting field of electronic gaming"--Provided by publisher.

International Handbook of Comparative Large-Scale Studies in Education The International Handbook of School Effectiveness Research

The Effectiveness of Mathematics Teaching in Primary Schools: Lessons from England and China provides a unique insight into the mathematics classrooms of these two countries and arrives at a time when the world is eager to know how Chinese learners consistently excel at learning mathematics and other core subjects. Showcasing the kinds of teaching methods that work within and across countries, this book presents a rich collection of views, including those from teachers, their native colleagues, their foreign colleagues and the researcher, regarding the quality of mathematics teaching today. Interweaving scientific results about teaching and learning evaluations with multiple perspectives of various roles in and out of the classroom, Miao and Reynolds offer insights into how and why different approaches of teaching have led to different learning outcomes in mathematics internationally. Building on rigid and robust analyses of the most up-to-date data in England and China, the book indicates that it is through changing teaching rather than changing teachers that mathematics learning can be improved, because it is what teachers do in the classroom that really makes a big difference. Containing four decades of wisdom from the field of teaching effectiveness research, this book is essential reading for all who want to improve the quality of mathematics teaching worldwide. This book is particularly relevant for educational researchers, postgraduate students and teachers, as well as school leaders, policymakers and parents.

The Routledge International Handbook of Educational Effectiveness and Improvement Taylor & Francis

ANDY HARGREAVES Department of Teacher Education, Curriculum and Instruction Lynch School of Education, Boston College, MA, U.S.A. ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching, Stanford, CA, U.S.A. MICHAEL FULLAN Ontario Institute for Studies in Education, University of Toronto, Canada DAVID HOPKINS Department for Education and Skills, London, U.K. This set of four volumes on Educational Change brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world. Many of these writers, whose chapters have been specially written for these books, have been investigating, helping initiate and implementing educational change, for most or all of their lengthy careers. Others are working on the cutting edge of theory and practice in educational change, taking the field in new or even more challenging directions. And some are more skeptical about the literature of educational change and the assumptions on which it rests. They help us to approach projects of understanding or initiating educational change more deeply, reflectively and realistically. Educational change and reform have rarely had so much prominence within public policy, in so many different places. Educational change is ubiquitous. It figures large in Presidential and Prime Ministerial speeches. It is at or near the top of many National policy agendas. Everywhere, educational change is not only a policy priority but also major public news. Yet action to bring about educational change usually exceeds people's understanding of how to do so effectively.

The Routledge International Handbook of Universities, Security and Intelligence Studies Routledge

Updated to reflect the latest developments and increasing scope

of school-based options, the second edition of the Handbook of Research on School Choice makes readily available the most rigorous and policy-relevant research on K-12 school choice. This comprehensive research handbook begins with scholarly overviews that explore historical, political, economic, legal, methodological, and international perspectives on school choice. In the following sections, experts examine the research and current state of common forms of school choice: charter schools, school vouchers, and magnet schools. The concluding section brings together perspectives on other key topics such as accountability, tax credit scholarships, parent decision-making, and marginalized students. With empirical perspectives on all aspects of this evolving sphere of education, this is a critical resource for researchers, faculty, and students interested in education policy, the politics of education, and educational leadership.

[The Routledge International Handbook of Educational Effectiveness and Improvement](#) Routledge

The International Handbook of School Effectiveness Research Routledge

[The Practice and Theory of School Improvement](#) Springer

Recent research into school effectiveness has corroborated the theory that the school leader plays a pivotal role making their school a successful institution, and is most often cited as the key factor in a school's development. Reflecting the importance it is given in the today's education landscape, this book explores the latest trends in school leadership from both theoretical and practical perspectives. Each chapter provides insight into an aspect of current research, with detailed case studies coming from as far afield as Hong Kong and Canada. In the context of the ever-increasing burden of responsibility placed on education management to safeguard and enhance the quality of education they provide, school leadership is now a core concern of policy makers. In addition, most countries are undertaking fundamental education reforms that will have a major influence on the nature of school leadership. Offering the most up-to-date research on this central issue, this book will both inform and shape the debate.

[School Effectiveness](#) Routledge

The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty-one countries in nine different regions of the world. The handbook contains nine sections that provide regional overviews; a consideration of theoretical and contextual aspects; system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the

leader in supporting learning. It also considers the challenge of educating current leaders for this new perspective, and how leaders themselves can develop leadership for learning in others and in their organisations, especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition 'for' between the two readily known and understood terms of 'leadership' and 'learning' changes everything as it foregrounds learning and complexifies, rather than simplifies, what that word may mean. Whereas common terms such as 'instructional leadership' reduce learning to 'outcomes', leadership for learning embraces a much wider, developmental view of learning.

[International Handbook of School Effectiveness and Improvement](#) Routledge

As societies continue to set educational goals that are, on current performance, beyond the capacity of the system to deliver, strategies for enhancing student learning through school and classroom intervention have become increasingly important. Yet, as David Hopkins argues in his book, many of the educational initiatives recently developed under the umbrella of school improvement are inadequate or unhelpful. Simply blaming teachers and delegating financial responsibility, he maintains, has little positive impact on classroom practice. This is the bleak context within which school improvement has to operate today. School Improvement for Real offers a genuine alternative: a strategy for educational change that focuses on student achievement by modifying classroom practice and adapting the management arrangements within the school to support teaching and learning. It outlines an approach to school improvement that has a medium term, systemic orientation, providing both principles and suggestions for better practice. The author's experience in the field of school improvement ensures that the text is informed by a practical wisdom that is so often lacking from the more typical managerial texts on improvement and effectiveness.

[The SAGE Handbook of School Organization](#) CRC Press

This book reviews of the development, implementation and practice of the disciplines of school effectiveness and school improvement. Seven main topics are addressed: History of the school effectiveness movement over the last 25 years; Changes in accountability and standards; Leadership in school effectiveness; Changes in teacher education; Impact of Diverse Populations; Education Funding and its Impact; and Best Practice Case Studies.

The contributors are active in school effectiveness research worldwide.

[World Class Schools](#) Springer

This volume explores the influence of students' background on educational outcomes, ways of contextualising school performance, and current issues and developments in school effectiveness research. Also investigated is how the research contributes to understanding of school and classroom processes.

[School Effectiveness](#) Springer Science & Business Media

In an era of intensified international terror, universities have been increasingly drawn into an arena of locating, monitoring and preventing such threats, forcing them into often covert relationships with the security and intelligence agencies. With case studies from across the world, the Routledge International Handbook of Universities, Security and Intelligence Studies provides a comparative, in-depth analysis of the historical and contemporary relationships between global universities, national security and intelligence agencies. Written by leading international experts and from multidisciplinary perspectives, the Routledge International Handbook of Universities, Security and Intelligence Studies provides theoretical, methodological and empirical definition to academic, scholarly and research enquiry at the interface of higher education, security and intelligence studies. Divided into eight sections, the Handbook explores themes such as: the intellectual frame for our understanding of the university-security-intelligence network; historical, contemporary and future-looking interactions from across the globe; accounts of individuals who represent the broader landscape between universities and the security and intelligence agencies; the reciprocal interplay of personnel from universities to the security and intelligence agencies and vice versa; the practical goals of scholarship, research and teaching of security and intelligence both from within universities and the agencies themselves; terrorism research as an important dimension of security and intelligence within and beyond universities; the implication of security and intelligence in diplomacy, journalism and as an element of public policy; the extent to which security and intelligence practice, research and study far exceeds the traditional remit of commonly held notions of security and intelligence. Bringing together a unique blend of leading academic and practitioner authorities on security and intelligence, the Routledge International Handbook of Universities, Security and Intelligence Studies is an essential and authoritative guide for researchers and policymakers looking to understand the relationship between universities, the security services and the intelligence community.