

The Rules of School Reform

Max Angus



Educational Change and Development

Rules Of School Reform

Alex Molnar



Rules Of School Reform:

The Rules of School Reform Max Angus, 2005-10-20 Why are legislators often left wondering why after new acts and regulations have been implemented the educational practice remains the same This text provides perspectives on the way in which regulation can enable or obstruct reform within the

The Rules of School Reform Max Angus, 2005-10-20 Why do new legislative acts and regulations designed to improve schools have little impact on teaching Why have so many attempts at school reform been so notably unsuccessful While seeking to answer these questions Angus examined the complex issue of rules and regulations He found a shell of rules around teaching that is guarded by unions and departmental officials This shell is made up not only of official rules but also informal rules some of which even though unspoken are highly influential Collectively these rules provide stability but also confine the extent of any change In *The Rules of School Reform* the author draws two separate but related conclusions that have serious implications for school improvement Firstly as long as the basic regulatory structures are left in place there is unlikely to be any enduring change to teaching Secondly should officials remove these structures they will lose control of the system they are employed to manage There is no escape from this dilemma The author asks how can school reform succeed unless we examine how established rule systems shape classroom life

Law and School Reform Jay Philip Heubert, 1999-01-01 An examination of six of the most controversial school reform initiatives in the US school desegregation school finance reform special education education of immigrant children integration of youth services and enforceable performance mandates

The Limits of Law-Based School Reform Todd A. DeMitchell, Richard Fossey, 1997 A confusing and contentious debate often surrounds law based school reforms lawsuits regulations statutes and collective bargaining provisions DeMitchell and Fossey argue that law based reforms have not changed the fundamental character of the nation's schools Although hundreds of law based initiatives have been introduced most have had little effect on learning Law based reform is an important and necessary strategy but by itself it is not enough to change the way children are schooled Rational decision making which undergirds most law based reform can take us only part way to the schools our children deserve

The Politics of School Reform, 1870 - 1940 Paul E. Peterson, 1985-07 Was school reform in the decades following the Civil War an upper middle class effort to maintain control of the schools Was public education simply a vehicle used by Protestant elites to impose their cultural ideas upon recalcitrant immigrants In *The Politics of School Reform 1870 1940* Paul E Peterson challenges such standard revisionist interpretations of American educational history Urban public schools he argues were part of a politically pluralistic society Their growth both in political power and in sheer numbers had as much to do with the demands and influence of trade unions immigrant groups and the public more generally as it did with the actions of social and economic elites Drawing upon rarely examined archival data Peterson demonstrates that widespread public backing for the common school existed in Atlanta Chicago and San Francisco He finds little evidence of systematic discrimination against white immigrants at least with respect to classroom crowding

and teaching assignments Instead his research uncovers solid trade union and other working class support for compulsory education adequate school financing and curricular modernization Urban reformers campaigned assiduously for fiscally sound politically strong public schools Often they had at least as much support from trade unionists as from business elites In fact it was the business backed machine politicians from San Francisco s William Buckley to Chicago s Edward Kelly who deprived the schools of funds At a time when public schools are being subjected to searching criticism and when new educational ideas are gaining political support The Politics of School Reform 1870 1940 is a timely reminder of the strength and breadth of those groups that have always supported free public schools

School Reform Proposals

Alex Molnar,2002-04-01 Twelve American academics and researchers contribute 13 chapters to this text reviewing current research on the conditions policies and practices in the reform of the American public school system Coverage includes an examination of schools as institutions and their structures the teachers who deliver public education and various proposals to replace all or part of the traditional public education system with institutions from outside that system The reforms examined include examples of those which have clearly demonstrated their effectiveness and others of questionable value For scholars policymakers and citizens interested in education reform No subject index Annotation copyrighted by Book News Inc

Portland OR Rule of Law Reform and Development M. J. Trebilcock,Ronald J. Daniels,2009-01-01 Rule of Law Reform and Development stands out as an important contribution Michael Trebilcock and Ronald Daniels have produced an ambitious comprehensive and persuasive book that will be of interest to both rule of law practitioners and academics the book s overall strengths as a near encyclopaedic appraisal of law and development will ensure its standing as a key resource for this still rapidly evolving field Irina Ceric Canadian Journal of Law and Society This book offers a sophisticated yet pragmatic account of the proper purposes of rule of law reform the obstacles to achieving it and the role that the international community can play The procedural conception of the rule of law offers an appealing alternative to both one size fits all universalism on the one hand and unconstrained relativism on the other Kevin Davis New York University School of Law US This is the book that I have been waiting for Even though rule of law has become the new mantra in development its meaning remains elusive and its operational content unclear This book helps us think systematically about it Grounded in a procedural conceptualization of the rule of law and supported by detailed case studies Trebilcock and Daniels analysis lays out a theoretically sophisticated yet practical agenda for making progress with rule of law reforms Dani Rodrik Harvard University US This is a book on the role of legal institutions in economic development that is rich in institutional analysis and nuanced in terms of sensitivity to social historical and political economy issues that arise in the implementation of the rule of law I particularly value its major focus on the need for balance between independence and accountability that afflict any rule of law reform a balance which is missing in more one sided accounts in the literature I believe the book will be widely read and appreciated Pranab Bardhan University of California Berkeley US Within the law and development literature it is the most knowledgeable and

comprehensive book on legal reform I think that it will find a grateful readership among people working in development agencies in humanitarian organizations and among scholars and students of development studies Hans Bernd Sch fer University of Hamburg Germany By identifying the key politico economic reasons why rule of law reforms in developing countries have faltered and drawing out the implications for future strategy this book is of immense importance and should be widely read Anthony Ogus CBE FBA University of Manchester UK This important book addresses a number of key issues regarding the relationship between the rule of law and development It presents a deep and insightful inquiry into the current orthodoxy that the rule of law is the panacea for the world s problems The authors chart the precarious progress of law reforms both in overall terms and in specific policy areas such as the judiciary the police tax administration and access to justice among others They accept that the rule of law is necessarily tied to the success of development although they propose a set of procedural values to enlighten this institutional approach The authors also recognize that states face difficulties in implementing this institutional structures and identify the probable impediments before proposing a rethink of law reform strategies and offering some conclusions about the role of the international community in the rule of law reform Reviewing the progress in the rule of law reform in developing countries specifically four regions Latin America Africa Central and Eastern Europe and Asia this book makes a significant contribution to the literature It will be of great interest to scholars and advanced students as well as practitioners in the field including international and bilateral aid agencies working on rule of law reform projects and international and regional non governmental organiza

The Politics of Comprehensive School Reforms Katharina Sass,2022-08-25 This book provides a comparative historical analysis of school politics in Norway and Germany inspired by Rokkanian cleavage theory [The SAGE Handbook of School Organization](#) Michael Connolly,David H. Eddy-Spicer,Chris James,Sharon D. Kruse,2018-12-10 The SAGE Handbook of School Organization provides 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 school and system organisational structure processes and dynamics coupled with insights into important theoretical foundations from diverse perspectives 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 organisations operate

School Reform and Democracy in East Asia Masamichi Ueno,2020-10-01 This book discusses how East Asia has introduced school and curricular reform to reflect democratic citizenship and globalized skills knowledge dispositions and competencies in the 21st century It also focuses on the tendencies and reasons students from Japan China South Korea Taiwan and Singapore receive the highest scores in international students assessment such as PISA and TIMSS yet their curiosity and motivation for learning are the lowest internationally Moreover Indonesian and Vietnamese students are likely to receive the lowest testing scores yet their motivation for learning is quite high It is worth investigating high academic achievement in East Asia in light

of the trend towards democratization The authors consider controversial issues such as whether the goals of democratic education should be the attainment of high academic scores consideration of whether to implement competency based curriculums or meritocratic systems of academic competition and the provision of equal opportunities in the community of learning The book illuminates each country s struggle to realise school reform on the basis of its social and cultural settings and looks at what connects East Asia s past present and future

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