

# School Effectiveness for Whom?

Challenges to the School  
Effectiveness and School  
Improvement Movements



Roger Slee and Gaby Weiner  
with Sally Tomlinson (editors)

# School Effectiveness For Whom

**Bert.P.M. Creemers, Ton Peters, David  
Reynolds**



## **School Effectiveness For Whom:**

*School Effectiveness for Whom?* Roger Slee, Sally Tomlinson, Gaby Weiner, 2003-05-20 School effectiveness research together with what is now described as the school improvement movement Barber 1996 has captured both the Conservative and New Labour imaginations as a basis for educational planning and policy making in the UK Internationally school effectiveness enjoys and expanding and enthusiastic audience This book provides a critique of this research genre particularly in the light of the recent calls for teaching to go back to the basics The editors argue that this school effectiveness research is simplistic in its analysis of educational problems Far from getting to the bottom of the problem of failing students and schools they argue these movements are merely scratching at the surface of the problems and coming up with notions for superficial improvements *International Handbook of School Effectiveness and Improvement* Tony Townsend, 2007-09-21 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 School Effectiveness Louise Morley, Naz Rassool, 2002-11 This book traces the development of the school effectiveness debate and raises key questions about how it has become a dominant discourse in theories of educational change today School Effectiveness Pamela Sammons, 1999-01-01 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 *Teaching and Learning in the Effective School* Alma Harris, 2019-05-23 First published in 1999 this volume attempts to draw the literature on school effectiveness and teacher effectiveness together in one volume Its central tenet is that classroom effectiveness is central to school effectiveness and that there is much to be gained from integrating the literature on effective schooling and effective teaching Issues discussed include departments classroom communication and teacher expectation motivation and feedback Effective Schools Dennis M. McInerney, Martin Dowson, Shawn Van Etten, 2006-04-01 Students arrive in our classrooms with complex sociocultural histories that include family cultural physical social emotional and prior learning experiences In order to be effective schools must directly address these complex histories in meaningful relevant and creative ways The aim of this volume is to examine research on effective schooling from a sociocultural perspective with a focus on developing the capacities of diverse students in diverse educational contexts The chapters in this volume cover a wide range of important topics as listed below Schools Making a Difference Martin Thrupp, 1999-05-16 Does an effective school really come about through the actions of teachers and school leaders or does it also require an advantaged student intake This question reflects a longstanding research debate about

whether or not the social class mix of a school's student intake has much effect on individual achievement. *Schools Making a Difference Let's Be Realistic* presents new evidence which suggests that school mix is likely to be important because of the way many school processes are deeply influenced by student intake characteristics. Low socioeconomic schools face numerous intake related constraints which make them highly resistant to improvement efforts. By suggesting that failing schools are often overwhelmed rather than ineffective, this book provides a sympathetic reappraisal of the performance of teachers and school leaders in such schools. It also offers a critical response to the often unrealistic claims of the school effectiveness and school improvement movement and a fresh critique of market reforms in education. **School Effectiveness, School Improvement** David Reynolds, 2004-11-01

The pressure on schools to improve and to raise achievement continues to be a dominant issue in both school and government policies. *School Effectiveness and School Improvement* seeks to develop the debate further providing academics and practitioners alike with a summary and discussion of research on school effectiveness and school improvement up to the present, new perspectives on these fields developed from other traditions of thinking and research, a consideration of the role of organization theory, an integrated view of these current perspectives and clear practical implications for policy and practice. **Improvement Through Inspection?** Peter Earley, Brian Fidler, Janet Ouston, 2017-09-29

Originally published in 1996, the title of this book poses the question whether the motto of the Office for Standards in Education was an apt statement of its effects in practice. Beginning with the state of knowledge about OFSTED's early impact, the Editors review the range of complementary approaches to school improvement, most of them driven by the schools themselves that were in operation alongside the OFSTED system of inspection at the time. The major part of the book is taken up with the main quality initiatives that were at work in primary and secondary schools including Investors in People, Deming TQM, partnerships, professional competence, strategic planning and effective governorship. Each chapter examines critically, sometimes with the aid of case studies of good practice, the benefits such approaches might bring to schools in their attempts to raise standards. The book is a companion to *OFSTED Inspections: The Early Experience* by the same Editors, published and reissued simultaneously. **School Effectiveness and School Improvement** Bert P.M. Creemers, Ton Peters, David Reynolds, 2022-02-27

School effectiveness and school improvement have different origins. School effectiveness is more directed to finding out what works in education and why; school improvement is practice and policy oriented and intended to change education in the desired direction. However, in their orientation to outcomes, input, processes and context in education, they also have much in common. In the theoretical part, different orientations have been analysed and combined in a model for effective school improvement. Based on this analysis, an evaluation framework was developed for the analysis of the case studies of school improvement projects in the participating countries. The theoretical model and the results of the analyses of the case studies were combined in a framework of effective school improvement. **School Improvement After Inspection?** Peter Earley, 1998-10-28

School

inspection under OFSTED continues to generate discussion and controversy This book contributes to the wider debate about the role and function of OFSTED inspection particularly as it relates to school improvement and raising standards What do we know about the impact OFSTED is having on schools particularly in terms of their development Is inspection leading to school improvement What is the impact of inspection on the average school This book focuses on the impact of OFSTED inspection and what happens to schools after their inspection Does inspection help raise standards What are the consequences of inspection for successful schools      *Faith, Mission and Challenge in Catholic Education* Gerald Grace, 2015-09-25 In the World Library of Educationalists international experts compile career long collections of what they judge to be their finest pieces extracts from books key article salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Gerald Grace is renowned internationally for his research and teaching in the areas of Catholic education spirituality leadership and effectiveness in faith schooling and educational policy In *Faith Mission and Challenge in Catholic Education* Gerald Grace brings together 15 of his key writings in one place Starting with a specially written Introduction which gives an overview of his career and contextualises his selection within the development of the field the chapters cover the interactions of faith mission and spirituality in the development of Catholic education how to replace ideology polemic and prejudice in discussions about faith based schooling with evidence based argument understanding the distinctive nature of concepts such as leadership and effectiveness in faith based education using mission integrity as a key concept for the evaluation of contemporary Catholic schooling examining the interactions of Catholic values Catholic curriculum and educational policy developments This book not only shows how Gerald Grace s thinking developed during his career it also gives an insight into the development of the fields to which he contributed      *New Ideas for Effective School Improvement* William Ramsay, E. Eugene Clark, 1990 This book develops an approach to school development which is contextual in that it considers both the larger social structure of which the school is a part and those special features of schools themselves which impact upon the possibilities for their improvement The book derives from a eight year longitudinal study of school evaluation at St Mary s College a Catholic girls school in Tasmania It builds upon and provides a practical exploration of such recent developments as Straratt and Caldwell s work on educational vision the role of evaluation in measuring the extent to which a school s vision has become reality the effective implementation and management of change and Coleman and Hoffer s notion of social capital and the importance of school community networks in effective education      **School Effectiveness for Whom?** Roger Slee, Sally Tomlinson, Gaby Weiner, 2003-05-20 A collection of essays that challenge the school effectiveness and school improvement movements Particular criticism is levelled at the disassociation of what goes on in schools from the world at large      **World Education Research Yearbook 2015** Lori Diane Hill, Felice J. Levine, 2015-05-15 The World Education Research Association WERA is

an association of major national regional and international specialty research associations dedicated to advancing education research as a scientific and scholarly field WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country region or area of specialization \_\_\_\_\_ Reflective of the latest trends in education research this inaugural volume of the World Education Research Yearbook captures the diverse concepts and various arenas of inquiry that are engaging education researchers across the globe Comprised of nine chapters the 2015 Yearbook brings together some of the most accomplished and emerging scholars in the field from a breadth of universities and research institutions in the United States Europe Australia Asia and South America The Yearbook opens with the Presidential Address given at the 4th WERA Focal Meeting by Yin Cheong Cheng who proposes a new paradigm of educational reform to address the challenges impressed upon educators by the increased globalization of the modern world Subsequent chapters make vivid the strengths of research with a broader work view Chapter contributions shift the discourse through a global lens addressing such topics as how international children s TV can be used to further global health education and awareness strategies for remedying low academic achievement among marginalized social and culture groups and a new global model designed to aid countries in developing more effective indicators of quality education The 2015 World Education Research Yearbook is a crucial and long awaited contribution to the field of education research Its relevance extends beyond the borders of any single country or continent to encompass a worldwide perspective on educational developments which are of great value to researchers educators and students alike **School Boards** Daniel R. Paulson,2025-07-31 You want to be on the school board or you are on the board but it is chaos and frustration My time on a school board and my years in education have taught me some lessons in this book I got there to do something but then I found that I was only one of nine and had no authority to tell anyone what to do You must learn to work with the district administrator and other board members Common sense is essential but insufficient to navigate the conflicting evidence and views on issues vital to student achievement Education Studies John Sharp,Les Hankin,Stephen Ward,2009-06-30 Education Studies continues to grow as a popular undergraduate area of study This core text addresses themes common to all Education Studies courses It benefits from a large list of contributors from key institutions This second edition includes chapters on education and employment new media and sex and relationships education and is fully revised and updated For each topic an overview and discussion are accompanied by features such as Research and Pause for Thought boxes to promote reflection and analysis and to encourage the reader to engage with the text Reflective Teaching in Primary Schools Andrew Pollard,Dominic Wyse,Ayshea Craig,Caroline Daly,Sinead Harmey,Louise Hayward,Steve Higgins,Amanda McCrory,Sarah Seleznyov,2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of

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**Resources in Education** ,1990      **Data Analysis for Continuous School Improvement** Victoria L. Bernhardt,Victoria Bernhardt,2013-10-15 Data Analysis for Continuous School Improvement is about inspiring schools and school districts to commit to continuous school improvement by providing a framework that will result in improving teaching for every teacher and learning for every student through the comprehensive use of data This book provides new and very specific tools timelines and strategies that will help schools and districts become true learning organizations

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