

NATIONAL
STANDARDS
AND
SCHOOL
REFORM
IN
JAPAN
AND THE
UNITED
STATES

教育の革新

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National Standards And School Reform In Japan And The United States

Jeanne H. Ballantine, Joan Z. Spade



National Standards And School Reform In Japan And The United States:

National Standards and School Reform in Japan and the United States Gary DeCoker, 2002 Explores the implications of a national US curriculum through the study of Japanese education It suggests that the US educational system lacks certain organizational mechanisms that support student achievement and would facilitate teacher involvement in the educational reform process

Schools and Society Jeanne H. Ballantine, Joan Z. Spade, 2008 Presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today

Shadow Education and Social Inequalities in Japan Steve R. Entrich, 2017-12-07 This book examines why Japan has one of the highest enrolment rates in cram schools and private tutoring worldwide It sheds light on the causes of this high dependence on shadow education and its implications for social inequalities The book provides a deep and extensive understanding of the role of this kind of education in Japan It shows new ways to theoretically and empirically address this issue and offers a comprehensive perspective on the impact of shadow education on social inequality formation that is based on reliable and convincing empirical analyses Contrary to earlier studies the book shows that shadow education does not inevitably result in increasing or persisting inequalities but also inherits the potential to let students overcome their status specific disadvantages and contributes to more opportunities in education Against the background of the continuous expansion and the convergence of shadow education systems across the globe the findings of this book call for similar works in other national contexts particularly Western societies without traditional large scale shadow education markets The book emphasizes the importance and urgency to deal with the modern excesses of educational expansion and education as an institution in which the shadow education industry has made itself seemingly indispensable

Education and Training in Japan Thomas P. Rohlen, Christopher Bjork, 1998 This collection written by Japanese and foreign scholars represents an inclusive cross section of the most important work in key areas of this field Topics include the impact of Japanese education and training on Japan's economy and culture the Japanese influence on the East Asian approach to education in comparison with the educational systems of Korea Taiwan Singapore and Hong Kong Japan's promotion of learning organizations and Knowledge workers for the Information Age

Japan's School Curriculum for the 2020s Akito Okada, Sam Bamkin, 2022-07-02 Chapter 7 is available open access under a Creative Commons Attribution 4.0 International License via link [springer.com](https://www.springer.com)

Navigating English Policy and Practice in Japan's Primary Schools Peter Ferguson, 2025-09-10 This book investigates recent changes in language education policy and the implementation of English as a foreign language EFL in Japan's public elementary schools Through interviews with policymakers school principals and elementary school teachers it examines the challenges in creating transmitting and applying this new language policy It reveals not only the contents of language policy documents but the political and socioeconomic rationale for introducing EFL into Japan's national curriculum This book will aid understanding of various macro level discourses such as progressive and

conservative views of schooling in Japan and how globalization has affected attitudes toward English education It will be of interest to researchers in language policy and planning second language acquisition second language teacher education and Japanese studies

International Handbook of Mathematics Teacher Education: Volume 4, 2020-12-15 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 4 The Mathematics Teacher Educator as a Developing Professional focuses on the professionalization of mathematics teacher educators which since the first Handbook continues to grow as an important area for investigation and development It addresses teacher educators knowledge learning and practice with teachers instructors of mathematics Thus as the fourth volume in the series it appropriately attends to those who hold central roles in mathematics teacher education to provide an excellent culmination to the handbook

The Rich World and the Impoverishment of Education Dave Hill, 2010-07-15 This book advances a powerful critique of neoliberalised education privatization marketisation new public managerialism increasing control and surveillance of schools and colleges in eight of the rich countries of the world USA Canada England and Wales Finland Greece Taiwan Israel and Japan

Improving Teacher Quality Motoko Akiba, Gerald LeTendre, 2009 This groundbreaking work examines teacher quality work norms and professional learning opportunities using data from 15 countries The authors compare and contrast the United States with two high achieving countries Japan and Australia that have implemented very different approaches to improving teacher quality Drawing on both large international data sets and ethnographic and small scale studies the book addresses critical questions

- 2 How do teacher quality and teacher recruitment and hiring policies in the United States differ from those in other countries
- 2 How do the working conditions of U S teachers differ from those of teachers in other countries
- 3 How do U S teachers opportunities for professional learning differ from those of teachers in other countries
- 4 How do the characteristics of the national teaching force influence student achievement
- And 5 What U S policies offer promise for improving teacher quality

The SAGE Handbook of Educational Action Research Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action

Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action Research a Methodology for Change and Development Open University Press 2006

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