

SCHOOL EFFECTIVENESS RESEARCH: ITS MESSAGES FOR SCHOOL IMPROVEMENT

Sheila Riddell and Sally Brown (editors) (HMSO for SOED, 1991), pp. vi + 77, £6.75

ANDREW MCPHERSON

In the past fifteen years we have learned a lot about the correlates of effective schooling and have achieved a better understanding of the questions and values we invoke when judging the work of teachers and schools. But two other tasks have proved more difficult. One is to produce plausible explanations of how schools achieve, maintain or lose effectiveness. The other is to apply the knowledge we have, whether as researchers or practitioners, to the task of school improvement.

During this time, the world has not waited for our answers. Two changes of particular significance have occurred. First, the task of judging and improving schools has been laicised, taken away from teachers, education authorities and academics and handed over to parents, consumers and markets. Second, central government has sought both to regulate these markets and to maintain a form of accountability by creating a framework of quality assurance that relies heavily on indicators of performance. Public administration has been retooled with methods borrowed from research, but research itself has been subjected to greater controls and opened up to private-sector markets.

These changes are reflected in the character of this volume. It was commissioned by HMI who also asked the University of Stirling, where Sally Brown is a Professor of Education, to organise a companion conference on the effectiveness of schooling (see Eric Drever 'School Effectiveness: Criteria and Evidence', *Spotlight 31*, Scottish Council for Research in Education, 1991). The Riddell and Brown volume is just one of a multi-volume range of resources provided by SOED. Other volumes include those on relative ratings, standard examination tables, and indicators of ethos and effectiveness, volumes in which, incidentally, the authorship of the volume reviewed here is attributed to SOED itself.

Riddell and Brown have aimed the book at practitioners and especially at local authorities. It attempts, they write, to

'... make the link between the *practical* efforts of local authorities or schools to improve their educational provision, and the *research* findings about the characteristics of effective schools and strategies for school improvements' (p. 1, editors' emphases).

Up to a point, the volume succeeds. The chapters are clear and accessible, and offer concise summaries of the research fields that interest their authors. Peter Mortimore and David Reynolds respectively describe findings on effectiveness at the primary- and secondary-school stages. Gray and colleagues evaluate the early attempts of education authorities in England and Wales to incorporate indicators of school performance in their advisory and inspectorial functions. Then two chapters, by Louise Stoll and David Hopkins, discuss the strategies for improvement that are open to local authorities and individual schools. In a final chapter, the editors

School Effectiveness Research Its Effectiveness For School Improvement

**Christopher Chapman,Paul
Armstrong,Alma Harris,Daniel
Muijs,David Reynolds,Pam Sammons**

School Effectiveness Research Its Effectiveness For School Improvement:

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 David Reynolds, 2010-07-15 This volume reviews the research in the field of school effectiveness and improvement Many key questions are examined such as different methods for assessing school effectiveness and variations in examination attainment in schools It draws together the funding of the programmes of improvement being implemented in schools and provides practical discussion of effective school practice and its direct implications in schools It is aimed at teachers student teachers administrators and advisors The contributors are Bill Badger Louise S Balkey Bert P M Creemers Carol T Fitz Gibbon Anthony F Heath Daniel V Levine Peter Mortimore Joseph Murphy School Effectiveness and School Improvement Bert.P.M. Creemers, Ton Peters, David Reynolds, 2022-02-26 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 **Making Good Schools** Robert Bollen, Bert P.M. Creemers, David

Hopkins, Nijs Lagerweij, David Reynolds, Louise Stoll, 2005-06-21 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 **Perspectives on School Effectiveness and School Improvement** Michael Barber, Louise Stoll, 1997 This

collection of papers presents the debate between supporters and critics of the school effectiveness movement School effectiveness research explores the different contributions schools make to pupils learning and the factors that make some schools more successful than others Politically influential helping to shape the education policies of the two main parties it

has also been used at a practical level to generate programmes and policies for school improvement Members of the Institute of Education's School Effectiveness and Improvement Centre (ISEIC) which leads the field in research in this area contribute papers to this volume that both describe the research and reply to criticisms of it while other contributors from both within and outside the Institute provide philosophical, sociological and cross-cultural critiques which are challenged in an Endpiece by Peter Mortimore and Pam Sammons

School Effectiveness and Improvement Research, Policy and Practice Christopher Chapman, Paul Armstrong, Alma Harris, Daniel Muijs, David Reynolds, Pam Sammons, 2012-03-12 This book provides a contemporary overview of school effectiveness and improvement. It charts the development of theory and research in this area and looks at the contribution made to policy and practice. It also challenges some assumptions that have become ingrained into the theoretical and methodological traditions of the field. By challenging these orthodoxies it provides a framework that sets a new agenda and repositions the field to meet the emerging challenges of the twenty-first century. It argues that traditional measures of school effectiveness are challenged as systems have attempted to adapt to a complex range of emerging agendas. New theoretical perspectives are required which consider education and a broader set of outcomes. This shift requires a rethink of how effectiveness and improvement have been understood by the field and a reconstruction by policy makers and practitioners. Attention must be given to promoting equity as well as effectiveness so that one school or student's gain no longer means another's loss. The field must develop new methodologies if inequities are to be challenged and a broader set of outcome measures are to be developed. The two questions guiding this book are: How can educational effectiveness and improvement research and practice support the development of a more equitable education service? What are the key indicators of educational effectiveness and improvement and what are the new methodologies required to facilitate a shift from school effectiveness and improvement to educational effectiveness and improvement? This book uses lenses of research, policy and practice to explore these key questions and articulate what such a repositioning may look like and how it may be achieved. It will prove invaluable for teachers, school leaders and anyone involved in policy and educational research.

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.

Advances in School Effectiveness Research and Practice D. Reynolds, B. Creemers, P.S. Nesselrodt, E.C. Shaffer, S. Stringfield, C. Teddlie, 2014-06-28 *Advances in School Effectiveness Research and Practice* presents a worldwide state-of-the-art summary of the rapidly growing field of school effectiveness research by an internationally renowned group of authors. Current knowledge in the field is reviewed to

present an integrated and coherent internationally valid perspective on school effectiveness and instructional effectiveness The book creatively outlines some new directions in which the field should move if it is to fulfil its promise These include the development of international studies and the generating and testing of school effectiveness theory Improving School Effectiveness John MacBeath, Peter Mortimore, 2001-04-16 What have we learned after three decades of research into school effectiveness What are the messages for policy makers for schools for classroom teachers for parents and their children What can we say with confidence about how schools improve What do we want from our schools in the future and how can we achieve it This book sets out to answer these questions reviewing findings from seminal international work and from a major study conducted recently in Scotland the Improving School Effectiveness Project It builds up a fascinating picture of what effectiveness is how it can be measured and what it means for teachers parents and pupils It provides key quantitative data that shows just how schools can and do make a difference but that their effects tend to be more powerful at different stages in a child's school career and with differing effects for girls and boys and for different school subjects From in depth work with twenty four case study schools we are also given much rich qualitative evidence about for instance the links between attitudes and attainment within a school about the ethos of a school and its capacity for change about the significance of a school development plan in bringing about changes and about the role and impact of critical friends in pursuing improvement in schools Improving School Effectiveness is an important book for everyone who is interested in valuing the effectiveness of and securing improvement in schools for teachers heads inspectors policy makers and students and scholars of school effectiveness and improvement Improving Quality in Education Bert P.M. Creemers, Leonidas Kyriakides, 2013-07-03 Improving Quality in Education is a major contribution to the area of school improvement setting out a dynamic framework that will help schools collect data evaluate themselves decide on priorities for improvement and develop action plans

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

Creating Equity and Quality Terrence Wendel, Society for the Advancement of Excellence in Education, 2000 This monograph is the first in a series of reports related to the Successful Secondary Schools Study in three Canadian provinces a

study that will contribute to high student achievement outcomes for students of low socioeconomic status This document provides a synopsis of the literature and research dealing with successful and effective schools school improvement and the effects of socioeconomic status on overall student learning The particular focus is on practices in high achieving schools with low socioeconomic status Chapter 1 introduces the Successful Secondary Schools Study and chapter 2 considers the literature on socioeconomic status and student achievement Chapter 3 provides a historical view of school effectiveness and chapter 4 considers linking school effectiveness and school improvement The review of research shows that schools can make a difference and can help students overcome the harmful effects of socioeconomic status School improvement is revealed as neither simple nor easy but research shows that committed teachers focusing on student learning make the difference Contains 4 figures and 57 references SLD

Improving School Effectiveness Jaap Scheerens, 2000 This booklet reviews the research evidence that has been obtained on school effectiveness in developed and developing countries School effectiveness is difficult to define and to measure and each case is specific Whilst there is broad agreement in the qualitative reviews the quantitative studies show much uncertainty as to what is generally applicable and the author cautions against their use a blueprint for what should happen in schools

School Effectiveness Research Sheila Riddell, Peter Mortimore, 1991

Organizational Effectiveness And Improvement In Education Bennett , Nigel, Harris, Alma, Preedy , Margaret, 1997-03-01 This book focuses upon the relationship between effectiveness and improvement in schools and colleges The main theories and research findings concerning organizational effectiveness and improvement are brought together within this single volume The book aims to provide an understanding of the way in which organizational effectiveness is conceptualized measured and realized in practice It also explores the ways in which change associated with organizational improvement is effectively managed The emphasis throughout the book is upon making theory accessible and of practical use to those concerned with organizational effectiveness and improvement It will assist practitioners and managers to understand how improvement can be initiated managed and sustained at all levels within the organization This volume forms part of the Leadership and Management in Education series This four book series provides a carefully chosen selection of high quality readings on key contemporary themes in educational management professional development reflection on practice leadership team working effectiveness and improvement quality strategy and resources The series will be an important resource for classroom teachers and lecturers as well as those holding designated management posts in schools and colleges and will provide a valuable basis for professional development programmes

School Improvement Alma Harris, 2002 This concise accessible book provides an overview for the busy teacher about the connections between school improvement and improving what goes on in the classroom The book illustrates how classroom improvement occurs

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 *The Practice and Theory of School Improvement* David Hopkins, 2008-05-13

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 **School Effectiveness** David Reynolds, Peter Cuttance, 1992 School-Based Management and School Effectiveness Clive Dimmock, 2013-11-26 This book explores the connections between school based management school effectiveness and school improvement bringing together studies completed in Australia and New Zealand Canada the UK and the USA It describes and analyses how effective principals and teachers perceive and undertake educational change and school based management how a sense of values vision and school culture can improve leadership ways in which delegating financial management to schools may lead to improved teaching and learning and the contribution made by school development planning through reviews and evaluation to school improvement Finally it suggests future directions for study and research in school effectiveness school improvement and school based management

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Table of Contents School Effectiveness Research Its Effectiveness For School Improvement

1. Understanding the eBook School Effectiveness Research Its Effectiveness For School Improvement
 - The Rise of Digital Reading School Effectiveness Research Its Effectiveness For School Improvement
 - Advantages of eBooks Over Traditional Books
2. Identifying School Effectiveness Research Its Effectiveness For School Improvement
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an School Effectiveness Research Its Effectiveness For School Improvement
 - User-Friendly Interface
4. Exploring eBook Recommendations from School Effectiveness Research Its Effectiveness For School Improvement
 - Personalized Recommendations

- School Effectiveness Research Its Effectiveness For School Improvement User Reviews and Ratings
- School Effectiveness Research Its Effectiveness For School Improvement and Bestseller Lists
- 5. Accessing School Effectiveness Research Its Effectiveness For School Improvement Free and Paid eBooks
 - School Effectiveness Research Its Effectiveness For School Improvement Public Domain eBooks
 - School Effectiveness Research Its Effectiveness For School Improvement eBook Subscription Services
 - School Effectiveness Research Its Effectiveness For School Improvement Budget-Friendly Options
- 6. Navigating School Effectiveness Research Its Effectiveness For School Improvement eBook Formats
 - ePub, PDF, MOBI, and More
 - School Effectiveness Research Its Effectiveness For School Improvement Compatibility with Devices
 - School Effectiveness Research Its Effectiveness For School Improvement Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of School Effectiveness Research Its Effectiveness For School Improvement
 - Highlighting and Note-Taking School Effectiveness Research Its Effectiveness For School Improvement
 - Interactive Elements School Effectiveness Research Its Effectiveness For School Improvement
- 8. Staying Engaged with School Effectiveness Research Its Effectiveness For School Improvement
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers School Effectiveness Research Its Effectiveness For School Improvement
- 9. Balancing eBooks and Physical Books School Effectiveness Research Its Effectiveness For School Improvement
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection School Effectiveness Research Its Effectiveness For School Improvement
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine School Effectiveness Research Its Effectiveness For School Improvement
 - Setting Reading Goals School Effectiveness Research Its Effectiveness For School Improvement
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of School Effectiveness Research Its Effectiveness For School Improvement
 - Fact-Checking eBook Content of School Effectiveness Research Its Effectiveness For School Improvement

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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