



SELF EVALUATION IN EUROPEAN SCHOOLS

A STORY OF CHANGE

JOHN MACBETH WITH MICHAEL SCHWARTZ,
LARS JACOBSEN AND DENIS MEURET

Self Evaluation In European Schools Story Of Change

Yin Cheong Cheng



Self Evaluation In European Schools Story Of Change:

Self-evaluation in European Schools John E. C. MacBeath,2000 *Self-Evaluation in European Schools* Lars

Jakobsen,2003-09-02 In a political and economic climate in which school performance is made public performance tables and inspectors reports can only tell a partial story This is a unique book It tells the story of one school seen through the eyes of a pupil a parent a teacher a headteacher and a critical friend The story is a compelling journey through the process of school improvement theories of school effectiveness and school improvement are progressively clarified This book is based on a well known and well documented research project that represents eighteen European countries which clearly sets it in a European Policy context It includes a wealth of practical tools for raising standards for teachers and school managers to refer to and guidance on how to use them This eagerly awaited follow up to *Schools Must Speak for Themselves* by John MacBeath RoutledgeFalmer 1999 is a vital and useful source of good ideas challenging insights and practical strategies for real schools

Self-Evaluation in European Schools Lars Jakobsen,2017-08-21 In a political and economic climate in which school performance is made public performance tables and inspectors reports can only tell a partial story This is a unique book It tells the story of one school seen through the eyes of a pupil a parent a teacher a headteacher and a critical friend The story is a compelling journey through the process of school improvement theories of school effectiveness and school improvement are progressively clarified This book is based on a well known and well documented research project that represents eighteen European countries which clearly sets it in a European Policy context It includes a wealth of practical tools for raising standards for teachers and school managers to refer to and guidance on how to use them This eagerly awaited follow up to *Schools Must Speak for Themselves* by John MacBeath RoutledgeFalmer 1999 is a vital and useful source of good ideas challenging insights and practical strategies for real schools Self-Evaluation John MacBeath,Archie McGlynn,2004-11-23

Self evaluation in schools sits at the top of the national agenda in response to an awareness that performance tables and inspector s reports can only tell a partial story Schools are now encouraged to raise questions about How are we doing and How do we know Self Evaluation What s in it for Schools demystifies school self evaluation and encourages schools to be self critical and self confident The book helps schools and teachers develop the necessary confidence to work with evaluation tools Accessible and packed with case studies it tackles the issues that are at the forefront of the national agenda in most countries in Europe Challenging ideas for the future are given through discussion of the concerns and issues of schools in the present day The SAGE International Handbook of Educational Evaluation Katherine Ryan,J. Bradley Cousins,2009-07-15

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

A National Developmental and Negotiated Approach to School and Curriculum Evaluation Mei Kuin Lai, 2013-10-31 This volume looks at New Zealand's distinctive systemic alternative to school self evaluation with developmental and negotiated approaches ingrained throughout the education system It details how other nations can adopt this approach and reveal how it might look at different levels of the education system and how these different levels might interact Children and Youth Speak for Themselves Heather Beth Johnson, 2010-03-23 The volume is a collection of articles from scholars who pay particular attention to children and or adolescents voices interpretations perspectives and experiences within specific social and cultural contexts Contributions include research stemming from a broad spectrum of methodological and theoretical orientations

Introducing Quality Assurance of Education for Democratic Citizenship in Schools Hermann Josef Abs, 2009-01-01 On cover Learning and living democracy

Nurturing Praxis, 2008-01-01 Nurturing Praxis offers a distinctive view of collaborative and action research in educational settings in four Nordic countries Sweden Norway Finland and Iceland Educational action research in Nordic countries is interpreted as being informed by the traditions of Bildung and folk enlightenment and thereby emphasizing the importance of collaboration discussion and dialogue in knowledge creation It explores the professional development of teachers especially through school university partnerships in which university researchers collaborate with teachers in a variety of educational settings in order to bring about change in and better understanding of practice It presents case studies of professional development in the context educational reform and change originating from both inside and outside schools and tackled with or enhanced by collaborative and action research By analysing the cases in the light of the Nordic traditions of Bildung and folk enlightenment the authors have been able to identify a number of key features of professional development enhanced by collaborative and action research These features are drawn together in the last chapter in a comprehensive framework for Nurturing Praxis

School Improvement Zijian Li, Michael Williams, 2006 School improvement is at the centre of educational reform and is perceived by many as a key to social and economic advance It contributes to determining the personal fulfilment and career paths of individual students and consequently engages the interest of parents and community members It is an ever present commitment of teachers and managers in schools Policy

makers and politicians at international national and local levels devote much time and effort to their search for better schools. School improvement has also attracted the attention of researchers and scholars in many countries. They have been drawn from various disciplines and fields within the educational studies community including psychology sociology history evaluation and studies in curriculum and assessment. There is now an established body of findings from studies conducted in many contexts. This book brings together leading experts drawn from many countries and several continents reflecting diverse approaches to educational policy and practice evaluation and research. Variations between countries and between local communities within countries are highlighted. The possibilities and difficulties inherent in transferring evidence from one educational system at a number of levels to another are clearly discussed. What emerges from the cross national and cross cultural evidence are several significant threads currently under active investigation including school structure and management classroom organisation school leadership teacher training and staff development curriculum and assessment community involvement lifelong learning and special provision for students with special educational needs.

School Improvement International Perspectives is written for national educational policy makers teachers and student teachers governing bodies and parents from various levels of schooling and university researchers and scholars.

Connecting Leadership and Learning John MacBeath, Neil Dempster, 2008-07-25

Leading schools is becoming almost daily a more complex and demanding job. *Connecting Leadership and Learning* reassesses the purpose of schools the nature of learning and the qualities of leadership that make schools authentic places of learning. Starting with a review of what we can claim to know and not know about learning leadership and their inter relationship this book explores what it means to lead schools that place learning at the centre. Drawing on research from seven different country projects including the United States Australia and five European countries the authors offer five key principles for practice a focus of learning an environment for learning a learning dialogue shared leadership accountability internal and external. These key principles have been tested by teachers senior leaders and school students and found to be applicable across cultural and linguistic boundaries. The challenges faced by inner city schools whether in London or New Jersey prove a stern test for the five principles yet as these schools testify they bring a new sense of hope and resolve that learning is for everyone. Based on rigorous research yet thoroughly grounded in practice this book aims to challenge the reader with big ideas about learning and leadership and to break new ground in thinking about where leadership and learning meet so that practitioners can see how it works in school and classroom practice. It should be of interest to all school leaders and those aspiring to the role.

Teacher-Led Development Work David Frost, Judy Durrant, 2013-12-19

This is a practical step by step guide to how the quality of teaching and learning in schools can be improved through the development of organizational capacity and professional networking. Whether you're involved in the National College of School Leadership's Networked Learning Communities scheme or simply wish to enable teachers to initiate and sustain education change this replacement to David Frost's earlier *Reflective Action*

Planning for Teachers will be of great benefit The book demonstrates how secondary and primary teachers can contribute fully to the improvement of their school while pursuing their own continued professional development and gaining accreditation through school based work It provides guidelines for school managers higher education tutors external consultants and LEA advisors establishing school based support and gives tried and tested flexible proformas checklists and other practical tools that are ideal for training INSET or a personal audit *How To Improve Your School* Jean

Rudduck, Julia Flutter, 2004-01-01 This fascinating book focuses on those who are most affected by changes in education policy and systems the pupils It draws on empirical evidence from a number of research projects and distils this into a compelling account of contemporary schooling from the pupils perspective Jean Rudduck calls for a shift in the way we currently view young people at school and sets out a case for radically rethinking aspects of school organization relationships and practice Her research confirms that we need to see pupils differently to re assess their capabilities and reflect on what they are capable of being and doing *International Handbook of School Effectiveness and Improvement* Tony

Townsend, 2007-08-01 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 **Processes of Inquiry** Joanna Higgins, Ro Parsons, Linda Bonne, 2011-11-22

This book presents inservice teacher educators accounts of systematic inquiry into their practice in a variety of contexts throughout New Zealand The importance of purposeful networks of practice at all levels of a system in supporting education change and improvement is a theme across the chapters The contributors describe the challenges and successes associated with working in professional learning and development in ways that aim to improve outcomes for teacher educators teachers and students Their accounts illuminate the importance of a research and development approach that enables the generation and application of new knowledge and more importantly enables all contributors to be learners Each of the authors describes their role in investigating the effectiveness of inservice teacher educator practice as part of the overall project that endeavoured to improve practice for the future Included are processes created for Maori indigenous settings where cultural metaphors were used to frame investigations of practice The book makes an important contribution to our knowledge base about effective inservice teacher educator practice and its influence on classroom practice The book will appeal to teacher educators interested in examining the fit between their practices and their goals in helping teachers to build knowledge and practice including those working in indigenous settings It will also be of interest to policy makers and evaluators involved in system level change a well organised and carefully argued text that offers compelling evidence for an integrated approach to project management practice research and evaluation J John Loughran Series Editor Managing School Intellectual

Capital for Strategic Development Eric C. K. Cheng, 2022-07-29 Cheng articulates the extent to which knowledge management approaches can create Intellectual Capital IC and contribute to improvements in education quality He argues that public schools have long contended with the requirements of quality assurance in a competitive environment of decreasing student numbers increasing parental choice and rising standards of accountability As public organisations schools have to demonstrate appropriate resource management and show evidence that they are meeting defined development plans and goals Cheng proposes a strategic approach IC management to help schools respond to and cope with the increasingly competitive environment while enhancing school capacity for improving student learning First the book guides readers to understand the development of IC theory in the context of education to address the requirements of quality assurance and accountability It then introduces Lesson Study e Learning and Information and Communication Technology ICT as key resources and drivers for building school IC and examines the organisational factors that enable knowledge management approaches for developing IC in schools from both Asia and Europe It concludes by offering strategies and implementation methods to manage school IC for sustainable development Combining research from Asia and Europe this edited volume will be useful for school leaders and policy makers as well as those researching school leadership and IC **Democratic**

Learning John E. C. MacBeath, Leif Moos, 2004 The time has come to challenge many of the age old assumptions about schools and school learning In this timely book leading thinkers from around the world offer a different vision of what schools are for They suggest new ways of thinking about citizenship lifelong learning and the role of schools in democratic societies They question many of the tenets of school effectiveness studies which have been so influential in shaping policy but are essentially backward looking and premised on school structures as we have known them Each chapter confronts some of the myths of schooling we have cherished for too long and asks us to think again and to do schools differently Chapters include Democratic learning and school effectiveness Learning democracy in an age of managerial accountability Democratic leadership for school improvement in challenging contexts This book will be of particular interest to anyone involved in school improvement and effectiveness including academics and researchers in this field of study Headteachers and LEA advisers will also find this book a useful resource Learning from the Student's Perspective Alison Cook-Sather, Brandon

Clarke, Daniel Condon, Kathleen Cushman, Helen Demetriou, Lois Easton, 2015-11-17 Much has been written about how to engage students in their learning but very little of it has issued from students themselves Compiled by one of the leading scholars in the field of student voice this sourcebook draws on the perspectives of secondary students in the United States England Canada and Australia as well as on the work of teachers researchers and teacher educators who have collaborated with a wide variety of students Highlighting student voices it features five chapters focused on student perspectives articulated in their own words regarding specific approaches to creating and maintaining a positive classroom environment and designing engaging lessons and on more general issues of respect and responsibility in the classroom To support

educators in developing strategies for accessing and responding to student voices in their own classrooms the book provides detailed guidelines created by educational researchers for gathering and acting upon student perspectives To illustrate how these approaches work in practice the book includes stories of how pre service and in service teachers school leaders and teacher educators have made student voices and participation central to their classroom and school practices And finally addressing both practical and theoretical questions the book includes a chapter that outlines action steps for high school teachers school leaders and teacher educators and a chapter that offers a conceptual framework for thinking about and engaging in this work Bringing together in a single text student perspectives descriptions of successful efforts to access them in secondary education contexts concrete advice for practitioners and a theoretical framework for further exploration this sourcebook can be used to guide practice and support re imagining education in secondary schools of all kinds and the principles can be adapted for other educational contexts *School Inspection & Self-Evaluation* John Macbeath,2006-09-27 Written for heads and teachers but also containing useful pointers for inspectors this forward thinking book examines exactly what the relationship between inspection and self evaluation means for schools **New Paradigm for Re-engineering Education** Yin Cheong Cheng,2006-01-17 In response to the challenges of globalization and local development educational reforms are inevitably becoming one of the major trends in the Asia Pacific Region or other parts of the world Based on the most recent research and international observations this book aims to present a new paradigm including various new concepts frameworks and theories for reengineering education This book has 21 chapters in three sections Section I New Paradigm of Educational Reform containing eight chapters illustrates the new paradigm and frameworks of reengineering education fostering human development and analysing reform policies and also discusses the trends and challenges of educational reforms in the Asia Pacific Region Section II New Paradigm of Educational Leadership with five chapters aims to elaborate how the nature role and practice of school leadership can be transformed towards a new paradigm and respond to the three waves of education reforms Section III Reengineering School Management for Effectiveness with eight chapters aims to provide various practical frameworks for reengineering school management processes and implementing changes in school practices

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