



School-based management - theory. Practice(Chinese Edition)

HUANG WAI

Note: This is no the actual book cover

Schoolbased Management Theory Research And Practice

David Gamage



Schoolbased Management Theory Research And Practice:

School-based Management David Thenuwara Gamage,1996 **Decentralisation, School-Based Management, and Quality** Joseph Zajda,David T. Gamage,2009-08-21 This book which is the eighth volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in decentralisation school based management SBM and quality in education globally This book which focuses on decentralisation and SBM as a governance strategy in education presents theoretical aspects of the phenomenon of decentralisation privatisation and contextualises them within the education research literature It provides an easily accessible practical yet scholarly source of information concerning the dynamics of decentralisation and SBM that normally take place when reforms are instituted to decentralize authority and power Above all the authors offering the latest findings regarding major discourses in decentralisation SBM and quality in educational systems in the global culture emphasise aspects of that dynamic interactive process see also Geo JaJa 2006a Gamage and Sooksomchitra 2006 Zajda 2009 This dynamic interaction in the process that is implicit in the title of the book is reified by calls for restructuring of schools following the idea that schools are not promoting human rights social cohesion and sustainable development The chapters as a source book of ideas for researchers practitioners and policy makers in decentralisation and SBM in education contribute to the educational literature while enhancing the understanding of the larger dynamics involved in educational reform It offers a timely overview of current issues affecting decentralisation in education in the global culture **School Effectiveness And School-Based Management** Yin Cheong Cheng,2013-01-11 The aim of this book is to bridge the widening gap between ongoing educational reforms and the lack of advances in knowledge research and practice Included is a description of new mechanisms in fields such as leadership staff development and curriculum change **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 **Professional Development for Leaders and Managers of Self-Governing Schools** David Gamage,2006-08-05 Current Context Currently self governing schools SGS or school based site based management SBM or local management of schools LMS identifies the individual school as the primary unit of improvement It relies on the redistribution of decision making authority to stimulate and sustain improvements in a school For this purpose varying degrees of formal authority to make decisions in the domains of school s

mission goals priorities and school policies relating to financial material and human resources are not simply delegated but transferred by legislation to a representative governing body called the school council or board Accordingly it is the position of the principal or the head teacher previously at the apex of the hierarchical structure of the school which undergoes the most radical reform Under the new concept authority is shifted to the corporate body that is to the council or board while the principal becomes an ex officio member of that body and the chief executive officer CEO of the school Traditionally and legally the principal or the head teacher was vested with the full authority for the total management of the school But in terms of SGS or SBM the principal becomes a partner with the representatives of other relevant stakeholders in a democratic structure When the bureaucratic model of a school gets modified with the school governing body occupying the apex of the school hierarchy it becomes the key power centre with legal authority

Leadership and Management in Education David Thenuwara Gamage, Nicholas Sun-keung Pang, 2003 This book is designed to help educational administrators in developing essential skills and competencies for leading and managing educational institutions Text covers three inter related parts history and foundations structures and processes leadership and management Each part contains comprehensive chapters with discussions on theoretical concepts and best practices in approaching leadership and managerial issues in educational contexts including clear learning objective and a focus for each chapter

School-Based Management Patricia George, Eugenia Cooper Potter, 1991 School based management SBM sometimes called site based management is fast becoming the hottest restructuring item in the arsenal of reformers teachers unions governors and legislators who want to change the traditional ways in which schools and school districts do business This document comprises three main sections with contributions from 12 authors The first section is entitled Theory of School Based Management and covers what the research says practical strategies for school administrators the power of school based leadership implementation of SBM and a checklist of things to consider The second part is entitled The Nuts and Bolts of School Based Management Topics include creating a vision and mission statement synergistic curriculum design site based strategic planning and site based communications The final part is entitled Theory into Practice Action plans instructional leadership teams the principal as leader delegation assistant principals responsibility identification of variables that affect schools strategies for faculty involvement and decentralized school site budgeting are the topics covered References are appended to each part RR

Resources in Education ,2001 **Globalization and Education** Joshua Ka-ho Mok, David Kin-keung Chan, 2001-12-01

The growing impact of globalization has affected educational development in many parts of the globe In order to maintain national competitiveness in the global marketplace governments across the world have started to review their education systems and introduce different reform initiatives in education in order to enhance the global capacity of their citizens This book adopts the wider perspective of globalization in order to examine and critically reflect upon the origin evolution and development of the Quality Education Movement in Hong Kong It pays particular attention to how Hong Kong's education

has been affected by the global trend to economic rationalism and managerialism More specifically the major aim of this book is to examine and analyse the most recent reform measures adopted by the HKSAR in its quest for quality education in Hong Kong This book is divided into four parts Part One provides the theoretical conceptual framework and historical context for the book Part Two focuses on approaches to quality education Part Three focuses on policy change and education reforms that are operationalized in school and higher education institutions Part Four is a reflection and conclusion The editors discuss the impacts and the costs of managerialism in the education sector and suggest the kind of policy implications it might have when adopting a managerial approach in education

Decentralisation and Privatisation in Education

Joseph Zajda, 2007-11-29 Decentralisation and Privatisation in Education explores the ambivalent and problematic relationship between the State privatisation and decentralisation in education globally Using a number of diverse paradigms ranging from critical theory to globalisation the authors by focusing on privatisation marketisation and decentralisation will attempt to examine critically both the reasons and outcomes of education reforms policy change and transformation and provide a more informed critique on the Western driven models of accountability quality and school effectiveness We want to demonstrate that claims of advantages in efficiency brought about by privatisation in education are not always supported empirically as proposed by proponents The book examines the overall interplay between privatisation decentralisation and the role of the state The authors draw upon recent studies in the areas of decentralisation privatisation and the role of the state in education By referring to Bourdieu's call for critical policy analysts to engage in a critical sociology of their own contexts of practice and poststructuralist and postmodernist pedagogy this collection of book chapters demonstrate how central discourses surrounding the debate of privatisation decentralisation and the role of the state are formed in the contexts of dominant ideology power and culturally and historically derived perceptions and practices The authors discuss the newly constructed and re-invented imperatives of privatisation decentralisation and marketisation and show how they may well be operating as an educational model of a new global master narrative playing a hegemonic role within the framework of economic political and cultural hybrids of globalization

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