

Choice And Diversity In Schooling: Perspectives And Prospects

This volume provides a unique insight into current understanding of a range of issues central to any analysis and evaluation of market like systems in schooling, including: * Diversity and hierarchy amongst schools * Parental criteria for choosing schools * The differential impact on advantaged and disadvantaged families * National and international variations in educational policies * Rules and practices concerning school admissions Implications for future research and for educational policy are highlighted and the final chapter provides an overview of key themes and issues This book will interest all those involved in educational policy, researchers, students, headteachers and other senior managers in schools

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Choice and Diversity in Schooling-Carl Bagley 2005-06-27 This volume provides a unique insight into current understanding of a range of issues central to any analysis and evaluation of market-like systems in schooling, including: * Diversity and hierarchy amongst schools * Parental criteria for choosing schools * The differential impact on advantaged and disadvantaged families * National and international variations in educational policies * Rules and practices concerning school admissions Implications for future research and for educational policy are highlighted and the final chapter provides an overview of key themes and issues. This book will interest all those involved in educational policy, researchers, students, headteachers and other senior managers in schools.

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Science Education for Diversity-Nasser Mansour 2013-06-18 Reflecting the very latest theory on diversity issues in science education, including new dialogic approaches, this volume explores the subject from a range of perspectives and draws on studies from around the world. The work discusses fundamental topics such as how we conceptualize diversity as well as examining the ways in which heterogeneous cultural constructs influence the teaching and learning of science in a range of contexts. Including numerous strategies ready for adoption by interested teachers, the book addresses the varied cultural factors that influence engagement with science education. It seeks answers to the question of why increasing numbers of students fail to connect with science education in schools and looks at the more subtle impact that students' individually constructed identities have on the teaching and learning of science. Recognizing the diversity of its audience, the book covers differing levels and science subjects, and examines material from a range of viewpoints that include pedagogy, curricula, teacher education, learning, gender, religion, and ICT, as well as those of in-service and trainee teachers at all levels.

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A Guide for ensuring inclusion and equity in education-UNESCO 2017-06-05

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Education, Law and Diversity-Neville Harris 2020-01-09 This new edition of Education, Law and Diversity provides extensive updated analysis, from a legal perspective, of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected. It spans wide-ranging areas of school provision, including: types of school (including faith schools), the school curriculum, choice of school, out-of-school settings, and duties towards children with special needs and disabilities. It gives extensive coverage to children's rights in the context of education and includes considerable new material on issues including relationships and sex education, exclusion from school, home education, equal access, counter-extremism and academisation. The new edition also retains and updates areas of debate in the book, such as those concerned with multiculturalism and the position of religion in schools. It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally. It is essential reading for anyone interested in the legal and related policy issues surrounding children's education today.

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Education for Values-Jo Cairns 2003-12-16 Values in education - how they are taught, the ethics of teaching itself, plus their role in the education of educators - is an area of lively and passionate debate. This book provides an essential resource of ideas, issues and current practice for all those with an interest in this area of education. Presenting a range of critical writing, this book deals with issues relating to education in values; approaches to teaching values; teacher education and values; research for education in values; and international comparative studies. Highly regarded when it was first published in hardback in 2000, the book now appears in paperback for the first time with a new introduction, which updates the main ideas and themes of the book.

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The Demands of Liberal Education-Meira Levinson 1999-09-23 The Demands of Liberal Education analyses and applies contemporary liberal political theory to certain key problems within the field of educational theory. Levinson examines problems centred around determining appropriate educational aims, content and institutional structure and argues that liberal governments should exercise a much greater control over education than they now do. Combining theoretical with empirical research, this book will interest and provoke scholars,policy makers, educators, parents, and all citizens interested in education politics.

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Leadership and Diversity-Jacky Lumby 2007-03-01 'What makes this book stand out in the crowd is the engaging approach the authors have taken to present their argument and the novel treatment they offer of diversity and diversity management...a must-read for anyone in a leadership position or interested in investigating education leadership and diversity' - Gender and Education 'The authors should be congratulated for tackling the crucial topic of diversity within educational leadership...the book makes a major contribution to the small but emergent body of studies in this area' - Journal of Educational Administration & History 'This book sets out a central aim of stimulating reflection on diversity and implications for leaders in education. It also aims to support the development of practice. It is a useful book for those involved in educational management and for policy makers at all levels' - ESCalate 'The authors challenge the reader to reconsider leadership theory in light of notions of social justice and diversity, and to put into place newly articulated frameworks for action...The text is richly supported by strong empirical research and a sometimes-intricate philosophical approach in making its case for justice and fairness in education and beyond' - Choice Magazine What do we mean by diversity? Why is it an important issue for leaders of schools, colleges and universities? As society becomes increasingly diverse, there is significant international awareness in education about how this impacts on leaders and leadership. For decades the emphasis has been placed on increasing the number of leaders with specific attributes, such as women or those from ethnic minorities, to encourage a true representation of society. This far-reaching book takes a wider view, challenging the reader to recognise the importance of diversity issues and to embed diversity as central within leadership theory and practice. Drawing on their extensive research the authors establish a clear understanding of what diversity means and use this to develop a distinct approach to conceiving leadership, preparing leaders and acting as leaders. They explain how diversity should be a holistic issue which touches every aspect of leadership and is vital to ensuring effective and appropriate leadership for education in pluralist societies. The authors explore the history of approaches to addressing inequities in access to leadership positions and the experience of leadership, from equal opportunities, to diversity and inclusion, to capabilities approaches. The book also proposes fundamental and concrete changes that leaders can undertake both in their own and their organisation's practice, to reflect a real commitment to social justice in a diverse society.

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School Choice and Diversity-Janelle T. Scott 2005-08-20 This collection of essays will help readers to disentangle the complex relationship between school choice and student diversity in the post-Brown era. Presenting the views of the most prominent researchers of school choice reforms in the U.S., this book argues that the contexts under which school choice plans are adopted are actually responsible for shaping student diversity within schools. Using sociological, economic, and political analysis, the authors present studies of controlled and voluntary choice plans, charter schools, private school selection, and their interaction with race, social class, gender, and student disability.

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International Handbook of Educational Change-Andy Hargreaves 2014-11-14 The International Handbook of Educational Change is a state of the art collection of the most important ideas and evidence of educational change. The book brings together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. It asks why some people resist change and what their resistance means. It looks at how men and women, older teachers and younger teachers, experience change differently. It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either. It looks critically and controversially at the social, economic, cultural and political forces that are driving educational change. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

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The Principles and Practice of Educational Management-Tony Bush 2002-08-09 The Principles and Practice of Educational Management contains newly commissioned material from leading national and international authors who provide a review of relevant theory and explain relevant research in the field.

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Education, Globalisation and New Times-Stephen J. Ball 2007-03-08 Education, Globalisation and New Times comprises a selection of the most influential papers published over the twenty-one years of the Journal of Education Policy. Written by many of the leading scholars in the field, these seminal papers cover a variety of subjects, sectors and levels of education, focused around the following major themes: education, globalisation and new times policy theory and method policy and equity. Compiled by the journal's editors, Stephen Ball, Ivor Goodson and Meg Maguire, the book illustrates the development of the field of education policy studies, and the specially written Introduction contextualises the selection, whilst introducing students to the main issues and current thinking in the field.

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Education Policy-Les Bell 2006-09-27 The study of educational leadership makes little sense unless it is in relation to who the leaders are, how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the Leadership for Learning series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact. Series Editors - Clive Dimmock, Mark Brundrett and Les Bell As global pressures focus increasing attention on the outcomes of education policy and on their implications for economic prosperity and social citizenship, the experience of each individual learner is decisively shaped by the wider policy environment. However, there is often an underdeveloped understanding of how education policy is formed, what drives it and how it impacts on schools and colleges. This book explicitly makes these connections and links them to the wider challenges of educational leadership in a modern context. Education Policy is divided into three sections, which examine: the development of policy at the levels of the nation state and individual institutions the forces that shape policies with emphasis on human capital theory, citizenship and social justice and accountability research-based case studies highlighting the application of policy in a range of situations. The book provides a valuable resource for students, practitioners, middle managers and educational leaders in all sectors, both in the UK and internationally, who are engaged on masters and doctoral degrees, or undertaking leadership training and preparation programmes.

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Markets for Schooling-Nick Adnett 2002-01-10 Nick Adnett and Peter Davies develop an economic analysis of schooling markets, emphasizing both the strengths and weaknesses of orthodox analyses. They explain the economic and social contexts that have generated the widespread desire to reform state schooling and develop a systematic analysis of the key policy components examining both theory and international evidence. The authors employ a unique framework based upon economic analysis that is informed by research performed by educationalists and other social scientists. Markets for Schooling is designed to be accessible and of interest to all researchers, administrators and policy-makers concerned with education and economics.

Choice and Diversity in Schooling: Perspectives And Prospects

Big-City School Reforms-Michael Fullan 2014 Big cities have mostly failed in their efforts to reform public schools. This book shows why, and offers a framework for achieving future success. Fullan and Boyle, internationally renowned thinkers on school change, demonstrate that while the educational challenges of big cities can be overwhelming, they are not insurmountable. They identify six essential "push" and "pull" actions that can enable big school systems to improve student achievement. Leaders need to push to challenge the status quo, convey a high sense of urgency, and have the courage needed to intervene. But they need to also pull together to create a commonly owned strategy, develop a professional power of capital, and attend to sustainability. Examining three major cities, New York, Toronto, and London, through the decade of 2002 - 2012. this book weaves case studies with careful analysis and recommendations to hone in on which policies and strategies generate quality implementation that in turn raise the bar for all students and reduce the gap for the disadvantaged. Big-City School Reforms offers invaluable advice to those leading the next phase of school reform in cities around the world.

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Equity and Quality in Education Supporting Disadvantaged Students and Schools-OECD 2012-02-09 Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed.

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Secondary Education-Great Britain. Parliament. House of Commons. Education and Skills Committee 2004-09-13 Secondary Education : School admissions, fourth report of session 2003-04, Vol. 2: Oral and written Evidence

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Schools Making A Difference-Thrupp, Martin 1999-05-01 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.

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Diversity, Equality and Achievement in Education-Gianna Knowles 2011-02-09 Most classrooms contain children from a variety of backgrounds, where home culture, religious beliefs and the family's economic situation all impact on achievement. This needs to be recognised by teachers in order to establish fair, respectful, trusting and constructive relationships with children and their families, which will allow every child to reach their full potential. This book looks at real issues that affect teachers in the classroom, and examines a variety of influences affecting child development. It provides you with the theoretical and practical information you need to ensure you understand the complex factors which affect the children in your care, and it encourages good, thoughtful teaching. Dealing with some of the less widely addressed aspects of diversity and inclusion, the book considers: - children who are asylum seekers - the notion of 'pupil voice' - what diversity and equality mean in practice - gender and achievement - looked-after children - social class - disability - ethnicity and whiteness This book is essential reading for any education student looking at diversity and inclusion, and for teachers in role looking for advice on how to meet the professional standards.

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School Choice Tradeoffs-R. Kenneth Godwin 2010-01-01 Educational policy in a democracy goes beyond teaching literacy and numeracy. It also supports teaching moral reasoning, political tolerance, respect for diversity, and citizenship. Education policy should encourage liberty and equality of opportunity, hold educational institutions accountable, and be efficient. School Choice Tradeoffs examines the tradeoffs among these goals when government affords parents the means to select the schools their children attend. Godwin and Kemerer compare current policy that uses family residence to assign students to schools with alternative policies that range from expanding public choice options to school vouchers. They identify the benefits and costs of each policy approach through a review of past empirical literature, the presentation of new empirical work, and legal and philosophic analysis. The authors offer a balanced perspective that goes beyond rhetoric and ideology to offer policymakers and the public insight into the complex tradeoffs that are inherent in the design and implementation of school choice policies. While all policies create winners and losers, the key questions concern who these individuals are and how much they gain or lose. By placing school choice within a broader context, this book will stimulate reflective thought in all readers.

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14-19 Education-Jacky Lumby 2005-04-19 'AT LAST, A BOOK ABOUT THIS MOST VEXED PART OF THE CURRICULUM WHICH IS OBJECTIVE, HONEST AND RESEARCH-BASED. These two well-established authors have done what even supposedly neutral writers of official reports have been unable to do and this is because they emerge as having only one 'axe to grind', namely what is best for the students and the country. Showing only too clearly the confusions and competitions which have bedevilled provision for this age group, THE AUTHORS' VIEWS ARE CONVINCING AND CREDIBLE PARTLY BECAUSE-UNUSUALLY- THEY COME FROM NEITHER A 'PRO-SCHOOL' OR A 'PRO-COLLEGE' LOBBY.(Read , for example, the chapter on leadership to see how leaders in the two sectors-but providing for the same young people ! - can be seen being encouraged to move in different directions.) They rightly argue that this not the point. Although, like others, they argue that partnerships are the way ahead, they show that these so far have a poor record. Their arguments, all firmly based on clear analysis of the politics and resourcing of 14-19 education, and constantly referenced by the experiences of young people of fourteen to nineteen years, are set in a totally realistic perspective and, as they conclude, the price of future failure in this provision will be calamitous. LEADERS IN BOTH THE SCHOOLS AND THE POST-16 SECTORS SHOULD READ THIS BOOK AND REFLECT ON THE WHOLE PICTURE IT OFFERS OF WHAT MIGHT BE POSSIBLE FOR OUR YOUNG PEOPLE. Policy makers should do the same but whether they have the will and courage to act accordingly is a matter for future debate' - David Middlewood 'The reform of the 14-19 stage of education and training in England is likely to be on the policy agenda for the next two decades, but until now our understanding of 14-19 education, like the stage itself, has been incoherent and fragmented. Lumby and Foskett provide a comprehensive, authoritative and readable account of the recent history and current state of 14-19 education. They challenge some of the myths and misconceptions that have grown up around it. I recommend this book to all people with an interest in 14-19 education in England and in the current attempts to reform it' - Professor David Raffe, Centre for Educational Sociology, University of Edinburgh Schools and colleges are being asked to deal with fundamental changes in 14-19 education. Designed to support policy makers, practitioners and students of education in improving their understanding of this phase of education, the authors present a discussion of the evolution of policy and practice across schools and colleges, and their possible future development. A range of educational institutions are discussed with specific reference to changes in government policy, the curriculum, support services, and the advent of Learning and Skills Councils.

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Education, Equity and Transformation-Crain Soudien 1999-12-31 The papers for this special issue were selected from a pool of nearly 700 presentations which were made at the 10th Congress of the World Council of Comparative Education Societies (WCCES), which was held in Cape Town, South Africa, from 12 to 17 July 1998. The congress was hosted by the Southern African Comparative and History of Education Society (SACHES) and held on the campuses of the University of the Western Cape and the University of Cape Town. The papers were selected by the convenors of the conference's standing commissions, which provided a significant focus for the conference proceedings. These commissions were on the following themes: Teachers and teacher education Curriculum - Higher education - Lifelong learning - Language, literacy and basic education - Gender and education Policy - Theory and theory shifts Basic education in Africa Peace and Justice Dependency European Education Policy Research in Africa Culture, Indigenous Knowledge and Learning The papers presented, as the discussion below makes clear, ranged widely in subject matter and theoretical perspective and addressed issues of concern both to individual countries and to regions of the world. While some of the papers use comparison as an approach, it remains a matter of concern that the comparative perspective is so little in evidence. It is hoped that the com parative research approach will be more in evidence in the future.

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The Governance of Schooling-Margaret A. Arnott 2002-11-01 Recent reforms in the governance of schooling have affected roles, relationships and decision-making within schools and between them and the wider community. Using empirical and theoretical approaches this book describes, analyses and compares the effects of devolved management on secondary schools in a number of countries. It casts a critical light upon policy assumptions and aims, challenging assumptions about the way policy works in practice. Through a comparative international perspective, which looks at countries including the UK and the US, the conflicting options for school governance are addressed. These include: *parental participation and school management policy *professional, managerial and market principles in education *school-based decision-making and the implications of overarching government policies *devolution and centralisation. This is a timely study for practitioners in education, policy-makers in local and central government, academics and students of education policy and management.

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Choosing Futures-Nicholas Foskett 2002-11-01 Education is becoming more competitive - choice in education is now a key issue. This book will help parents, schools, colleges, universities and policy makers understand how education and training markets work. Choosing Futures offers a wide ranging perspective on how young people, and their parents, make choices as they travel through a lifetime of education and training. The authors challenge traditional views of how choices are made of primary school, secondary school, college, university and career, which assume that choices are rational and objective. Instead this book reveals how choices depend upon a range of factors: *young people's personal experiences *individual and family histories *perceptions of education and careers. The book compares choice for 5 to 11 year olds, and for 16 and 18 year olds; drawing out models of the decision making process, and at the same time the consequences on schools, colleges and individuals of 'enhanced choice'.

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Markets and Equity in Education-Geoffrey Walford 2006-02-23 Geoffrey Walford tackles one of the perennial issues in education policy, namely the inter-relationship of markets and equity. His discussion synthesises research findings (his own in the context of others) from over a decade examining the triangle between (i) theory, (ii) policy (both current and recent) and (iii) practice.

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Pros and Cons-S. Clara Kim 2001 This book provides in-depth analyses of ten major controversial social policy issues currently on the national debate forum that are closely related to our lives and community. The key topics are: abortion, affirmative action policy, the death penalty, gun control, health care reform, human cloning, physician-assisted suicide, social security reform, school voucher

program, and welfare reform. For those interested in sociology and political science.

Issues and trends in education for sustainable development-Leicht, Alexander 2018-02-19

The politics of public education-Gunter, Helen M. 2018-11-28 At a time when public education and reform agendas are changing the way we approach education, this book critically examines the key issues facing the public with implications for education policy makers, professionals and researchers. Drawing on empirical evidence gathered over 20 years, Helen Gunter confronts current issues about social justice and segregation. She uses Arendtian ideas to help the reader to ‘think politically’ about education and how and why public services education can be reimagined for the future.

Inclusion in the City-Patricia Potts 2003 This unique book includes case study analysis and sets out a perspective on inclusion which can then be used as a framework for the assessment of policies and practices.

Anti-bias Education for Young Children and Ourselves-Louise Derman-Sparks 2010 Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

Managing External Relations in Schools and Colleges-Jacky Lumby 1999-05-26 `I was pleased to find that the work lived up to its title and covered both schools and college issues with equal thoroughness. This is a very readable, stimulating and valuable publication' - Mentoring & Tutoring This book explores all the major aspects of managing external relations in schools of all phases, as well as in colleges. The authors use empirical research evidence to analyze how schools and colleges can manage external relations to achieve productive and supportive relationships with their communities. They explore how a responsive philosophy and appropriate marketing can be adopted in order to ensure continuous development.

Situated Ethics in Educational Research-Helen Simons 2000 Ethics has traditionally been seen as a set of general principles which can be applied in a range of situations. This book argues that in fact ethical principles must be shaped within different research practices and hence take on different significances according to varying research situations. The book develops the notion of situated ethics and explores how ethical issues are practically handled by educational researchers in the field. Contributors present theoretical models and practical examples of what situated ethics involves in conducting research on specific areas.

Strategic Leadership and Educational Improvement-Margaret Preedy 2003-01-14 This book is an essential resource for providers and students of postgraduate level courses in educational management and leadership development for head teacher induction programs. It is also suitable for use on short courses and for practitioners occupying or aspiring to leadership roles in schools, colleges and other educational organizations.

Postmodernity and the Fragmentation of Welfare-John Carter 1998 This collection analyses the potential challenge to the welfare state from postmodern ideas. Contributors explore the relevance of theories of diversity and difference to mainstream and critical social policy.

Diversifying Schools-David Hung 2022 This book discusses the strategies that the Singapore Education System has embarked to encourage school change and innovations. It documents the change journey of Specialized Schools and Future Schools in Singapore with a view to understand the key tenets that enable school wide change and reform. The intents for change and reform are to anchor the education system to the basic foundations and principles of education and yet enable the system as a whole to be malleable to change and globalization. It shows how Singapore enables diversity within a structured environment through innovations in Specialized and Future Schools, and highlights the systemic rationale behind various efforts in Specialized and Future Schools and the kinds of adaptations schools have made to leverage structures and make adjustments for their contexts. .

School Leadership and Education System Reform-Toby Greany 2021-08-26 How can school leaders shape organisations that offer consistently high quality, rounded and equitable education in the

context of rapid change? How can wider education systems support and encourage all schools to succeed in this way? What are the challenges and opportunities involved? What can we learn from existing evidence and research? School Leadership and Education System Reform considers the ways in which school leadership and its practice has changed and developed in response to a rapidly changing educational context over the last decade. This new edition is substantially revised and updated, with ten completely new chapters. It includes contributions from a range of leading thinkers and researchers in the field of educational leadership and management. Theoretically and conceptually informed, the contributors draw on recent empirical research studies into leadership, learning and system reform in England and more widely to explore the key issues for contemporary school leadership and management in high-autonomy-high-accountability systems. New chapters look at: · System governance and lateral accountability in 'self-improving' school systems · Leading curriculum development and accelerating progress for disadvantaged children in schools · Effective deployment of teaching assistants/leadership for inclusion · School collaboration, partnerships and 'system leadership' · Securing improvement at scale, across multiple schools and across localities · New conceptions of leadership, including ethical and invitational leadership School Leadership and Education System Reform provides accessible but research and theory-informed chapters, each of which includes summaries and suggestions for further reading.

Class Strategies and the Education Market-Stephen J. Ball 2003-08-29 Class Strategies and the Education Market examines the ways in which the middle classes maintain and improve their social advantages in and through education. Drawing on an extensive series of interviews with parents and children, this book identifies key moments of decision making in the construction of the educational trajectories of middle class children. Stephen J. Ball organises his analysis around the key concepts of social closure, social capital, values and principles and risk, while bringing a broad range of up-to-date sociological theory to bear upon his subject. From this thorough analysis, valuable and thought-provoking insights emerge into the assiduous care and considerable effort and expenditure which goes into ensuring the educational success of the middle class child The middle classes are a sociological enigma, presenting the social researcher with considerable analytic and theoretical difficulties. Class Strategies and the Education Market provides a set of working tools for class analysis and the examination of class practices. Above all, it offers new ways of thinking about class theory and the relationships between classes in late modern society.

School Improvement-Martin Thrupp 2005-01-01 Martin Thrupp argues that there has to be a much bigger educational and social justice agenda to school improvement than the managerial approaches typically taken by government policy. He critiques those school improvement texts, courses and consultancies which mostly frame their analyses within the terms of current policy and therefore act to apologise for it. An alternative, more critical approach to school improvement is developed in the book and the author also provides examples of practical strategies to be employed within this approach. >

School Segregation and Social Cohesion in Santiago-Andres Molina 2021-04-16 This book examines the consequences of educational segregation from the perspective of social cohesion. It investigates the impact of separating students along socioeconomic lines on student attitudes, dispositions and outlooks considered important for social cohesion as well as on achievement, opening the discussion about the social costs of school segregation. The separation of students based on their social background is a common feature of schooling in many modern systems. This is not only due to the influence of residential segregation but also to the effects of policies promoting educational privatisation, parental choice and student academic selection. By recognising the importance of schooling for citizenship and social integration, the chapters in this book explore how the separation of students throughout their school lives can contribute to the division of citizens beyond school, and how social segregation in school systems affect social cohesion more broadly. By exploring the case of Santiago, Chile, the study is a timely contribution to the understanding of the roots of social division and the role that schools play in creating cohesive societies. The originality of the approach and the evidence presented draw on implications that should be of interest to a wider audience concerned with contemporary discussions on solidarity and its erosion by educational segregation in urban environments.

The University Challenge-Lesley Pugsley 2017-11-28 Is the rhetoric of a 'free' market in higher education matched by the reality of choice? In her bench mark study of higher education markets and pupil choice, Lesley Pugsley demonstrates how policy initiatives to restructure higher education in the United Kingdom have been shaped by consumer ideologies and market principles. Based on qualitative data generated from some of the last cohort of students who entered higher education under the Robbins banner of 'free' education, Pugsley tracks groups of students from different schools as they engage in the process of selecting universities This provides a vivid account of the ways in which students, their families and their schools engage with the choice process. It illustrates the significance and the impact of social class within a highly differentiated and increasingly market-orientated higher education sector and argues that for many young people the lack of class based competencies remain the real university challenge.

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