

**EDUCATIONAL CHANGE AND
DEVELOPMENT IN THE ASIA-PACIFIC REGION:
CHALLENGES FOR THE FUTURE**

**EDITED BY
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AND
YIN CHEONG CHENG**

CONTEXTS OF LEARNING

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Educational Change And Development In The Asiapacific Region Challenges For The Future

Wolfgang Guggemos



Educational Change And Development In The Asiapacific Region Challenges For The Future:

Educational Change and Development in the Asia-Pacific Region Tony Townsend, Centre for Research and International Collaboration, Honk Kong Institute of Education, China Yin Cheong Cheng, 2000-01-01 The past twenty years have seen abundant changes in education in many parts of the world Some of the reform efforts such as those in North America and Europe are well documented However there has been an equally strong movement towards reform in Asia and the Pacific region and this is not nearly as widely known This book intends to redress the balance by demonstrating clearly that the search for improvement in the area of student achievement is a world wide search It also shows that many of the strategies and achievements adopted in the West do not and cannot apply in countries that are still struggling to ensure that every student gets to go to school This book contains eleven reports from countries in the Asia Pacific region that identify a diversity of critical issues policy responses and practical applications all of which are aimed at improving the quality of education The chapters throw into relief the fact that the concerns for quality equity and continuous improvement that are evident in Western nations are also of crucial concern to those in Asia and the Pacific region The book concludes with a chapter identifying some of the critical issues that must still be addressed if the twin aims of quality and equity are to be achieved This book is essential reading for all educational researchers practitioners and policy makers throughout the world

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

The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region In so doing the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues Moreover since new

problems and issues are constantly arising the articles in the Handbook also indicate the likely directions of future developments The different articles within the Handbook seek to conceptualize the problems in each specific content area under review provide an integration of the research conducted within that area the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based In general the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research Furthermore it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region

Second International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, P. Hallinger, 2012-12-06 The first International Handbook of Educational Leadership and Administration Leithwood et al was published in 1996 and quickly became something of a best seller for reference works within education Such success we suggest was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980 s combined with a widespread belief in leadership as the single most powerful contribution to such improvement The roots of this belief can be found in evidence produced by the early effective schools research although there is a romance with leadership as an explanation for success in many non school enterprises as well During the two year period during which this current handbook was being written activity in the realms of school leadership school improvement and leadership development gained further momentum The English government created its new National College of School Leadership and several Asian nations announced new initiatives in leadership selection preparation and development

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

Leadership for Learning ,2008-01-01 The impact of globalization is being felt in numerous spheres of educational policy and practice in rapid growth of information and communication technologies in economic transformation and international market competition all of which conspire to create new demands and place new pressures on school leadership Drawing on examples from 12 countries in different parts of the world The Editors have brought together 28 renowned scholars in Europe Australia North America and Asia Pacific

countries to contribute to this book. The first six chapters address key themes and provide the framework for the 12 country reports which follow. With the aim of increasing international understanding and teasing out issues of transfer and application across cultural and linguistic boundaries, we have chosen national reports which cover a range of countries representing a diversity of culture and contextual backgrounds. We believe these chapters and the book as a whole can provide important theoretical, policy and practical implications that will inform the debate about the future of education and of schooling. While each of these country narratives underscores the importance of context, at the same time there are insights and values held in common.

Globalisation and Education Reforms Joseph Zajda, 2018-02-27. This book explores the interrelationship between ideology, the state and education reforms, placing it in a global context. It examines some of the major education reforms and policy issues in a global culture, particularly in light of recent shifts in quality and standards driven education and policy research. The book critiques the neo-liberal ideological imperatives of current education and policy reforms and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally. With this as its focus, the book's individual chapters highlight hand-picked scholarly research on major discourses in the field of comparative education. A compendium of the very latest thinking on the subject, the book like the other volumes in the series offers a state-of-the-art sourcebook for researchers, practitioners and policymakers alike. Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture, they also outline future directions that education and policy reforms could take. By doing so, they provide a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education. Individual chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms from critical theory to historical comparative research, they address globalisation, ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change. As such, they provide an informed critique of models of quality and standards driven education reforms that are informed by Western dominant ideologies and social values.

Successful School Leadership Petros Pashiardis, Olof Johansson, 2016-02-25. *Successful School Leadership* identifies the characteristics, behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations. Edited by Petros Pashiardis and Olof Johansson, chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts. Capitalizing on the experiences of the international contributor team, this book will inform the preparation and further development provided to school leaders in an era where ministries of education, universities and multinational organisations such as the OECD are increasingly interested in the leadership of our schools. Systematic analyses of multi-perspective data provided from around the world offer the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership. An

original contribution to the theoretical perspectives on the subject is derived through insights from empirical research case studies and bibliographical literature from the field

Large Scale School Reform and Social Capital Building Ian R. Haslam, Myint Swe Khine, Issa M. Saleh, 2013-06-26 This book introduces and explores the nature of large scale reform and offers a fresh insight into the importance of social capital and professional development leadership for teachers and school management It synthesizes research on the role of the professional development leader and the importance of social capital in schools and examines its potential to impact large scale system wide reform projects The text presents a range of international examples and theories from renowned researchers and educationists which illustrate the challenge of raising the prominence of education social capital in schools Considering crucial research that informs effective adult learning interventions underlying themes supporting constructivist and transformative interventions are identified and woven into the narrative Factors and variables needed to encourage and implement initiatives are examined and each section is accompanied by case studies from around the world The book is split into five sections and twelve parts which include The Lesson of Large Scale Reform for Leadership Development Assessment of Wide Scale Educational Reform Initiatives Developing Social Capital through National Education Reform System Improvement through Professional Learning Communities Large Scale School Reform and Social Capital Building will be of interest to policy makers and system reform leaders along with researchers and postgraduate students with a focus on continuous professional development educational reform and school leadership

Paradigm Shift in Education Yin Cheong Cheng, 2019-02-18 As social contexts and demands change in the 21st century pedagogies and policies must adapt to keep up Increasing emphasis on global preparedness competitiveness and holistic education alongside a fast paced ever changing environment may make policy implementation difficult However Cheng asserts that it is only by understanding the current trends visions and issues in education policy implementation and research that we can reflect adapt and improve future initiatives To that end Cheng elucidates the different paradigm shifts in classrooms and pedagogy all over the world In his exploration of third wave paradigm shifts in education he charts the rationales concerns and effects in topics such as contextualized multiple intelligences integrated learning national education in globalization teacher effectiveness and development school based management and systemic education reform This book is a promising referential resource for any policy maker academic and educator who knows that the only way to progress is to look at and learn from the current issues and future trends globally

Reshaping the Landscape of School Leadership Development Philip Hallinger, 2003-01-01 Reshaping the Landscape of School Leadership Development A Global Perspective traces developments in this arena as they evolved since 1980 The book is comprised of chapters authored by the leading scholars in the fields of educational leadership and school leadership development from the United States Canada Europe Asia and Australia The vol

New Teacher Education for the Future Yin Cheong Cheng, King Wai Chow, Kwok Tung Tsui, 2001-06-30 Serves to provide readers with an international

understanding of how researchers and practitioners in different countries address some essential issues and initiatives in teacher education and development what they have found from their known and applied research and what the implications are of which are crucial to coping with challenges from the ongoing developments in teacher education

Second International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2015-01-06 This handbook presents a global overview of developments in education and policy change during the last decade It provides an accessible practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue Divided into two parts the handbook first examines globalisation and education policy reforms including coverage of main trends as well as specific policy issues such as gender equity minorities and human rights Next the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation the state and education reforms globally It features coverage on curricula issues and education reforms in schools around the world as well as the curriculum in the global culture Now more than ever there is a need to understand and analyse both the intended and the unintended effects of globalisation on economic competitiveness educational systems the state and relevant policy changes all as they affect individuals the higher education sector schools policy makers and powerful corporate organisations across the globe By examining some of the major education policy issues particularly in the light of recent shifts in education and policy research this handbook offers readers a comprehensive picture of the impact of globalisation on education policy and reforms It will serve as a vital sourcebook of ideas for researchers practitioners and policy makers in education

World Education Research Yearbook 2015 Lori Diane Hill, Felice J. Levine, 2015-05-15 The World Education Research Association WERA is an association of major national regional and international specialty research associations dedicated to advancing education research as a scientific and scholarly field WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country region or area of specialization _____ Reflective of the latest trends in education research this inaugural volume of the World Education Research Yearbook captures the diverse concepts and various arenas of inquiry that are engaging education researchers across the globe Comprised of nine chapters the 2015 Yearbook brings together some of the most accomplished and emerging scholars in the field from a breadth of universities and research institutions in the United States Europe Australia Asia and South America The Yearbook opens with the Presidential Address given at the 4th WERA Focal Meeting by Yin Cheong Cheng who proposes a new paradigm of educational reform to address the challenges impressed upon educators by the increased globalization of the modern world Subsequent chapters make vivid the strengths of research with a broader work view Chapter contributions shift the discourse through a global lens addressing such topics as how international children s TV can be used to further global health education and awareness strategies for remedying low academic achievement among marginalized social and culture groups and a new global model designed to aid countries in developing more effective indicators of quality education

The 2015 World Education Research Yearbook is a crucial and long awaited contribution to the field of education research Its relevance extends beyond the borders of any single country or continent to encompass a worldwide perspective on educational developments which are of great value to researchers educators and students alike

Education Reform and Education Policy in East Asia Ka-Ho Mok,2006 Examining how the increasingly interdependent economic system has driven policy change and education reform Ka Ho Mok assesses the impact of globalization on the education systems of key East Asian countries including China Hong Kong Japan and the tiger economies of South Korea Taiwan and Singapore

Handbook of Education Policy Studies Guorui Fan,Thomas S. Popkewitz,2020-06-02 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international historical and interdisciplinary perspectives By effectively breaking through the boundaries between countries and disciplines it presents new theories techniques and methods for contemporary education policy and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change Based on an analysis of the nature of education policy and education reform this volume focuses on education reform and the concept of education quality Adopting a historical and comparative perspective it examines the dialectical relationship between education policy and education reform in various countries assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration and explores the impact of globalization on national education reform and the interdependence between countries In addition it presents studies addressing educational policy research methodology from multiple perspectives Highlighting the changes in national education macro policies this volume comprehensively reveals the complex relationship between contemporary education reform and social change and explores the links between contemporary social political and economic systems and educational policy research and practice offering a holistic portrait of macro trends in contemporary education reform

Changing Schools in an Era of Globalization John Chi-Kin Lee,Brian J. Caldwell,2012-04-27 Much has been written about globalization and the challenge of preparing young people for the new world of work and life in times of complexity and continuous change However few works have examined how globalization has and will continue to shape education in the East This volume discusses education within the context of globalization and examines what is occurring in schools and systems of education in the People s Republic of China Hong Kong Chinese Taipei Singapore and Australia Closer examination of recent developments and current trends reveal the same turbulence and a range of common issues in areas such as assessment curriculum leadership management of change pedagogy policy professional capacity and technology This volume demonstrates the commonalities and differences and offers tremendous insight into the way things are done in places where student achievement is high but there is also a sense of urgency in continuing an agenda of change

Handbook of Asian Education Yong Zhao,Jing Lei,Guofang Li,Ming Fang He,Kaori Okano,Nagwa Megahed,David

Gamage, Hema Ramanathan, 2010-11-30 Comprehensive and authoritative this Handbook provides a nuanced description and analysis of educational systems practices and policies in Asian countries and explains and interprets these practices from cultural social historical and economic perspectives Using a culture based framework the volume is organized in five sections each devoted to educational practices in one civilization in Asia Sinic Japanese Islamic Buddhist and Hindu Culture and culture identities essentially are civilization identities the major differences among civilizations are rooted in their different cultures This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in Asia Uniquely combining description and interpretation of educational practices in Asia this Handbook is a must have resource for education researchers and graduate students in international and comparative education globalization and education multicultural education sociocultural foundations of education and Asian studies and for educational administrators and education policy makers

International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-03-17 The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration development and improvement of education and policy making The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally Different articles seek to conceptualize the on going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications The Handbook by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge and deliverable goals OECD 2001 139 UNESCO driven lifelong learning paradigm and its relevance to education policy makers globally different models of policy planning and equity questions that are raised by centralization decentralization diversity uniformity and curriculum standardization issues the crises of educational quality the debate of standards and excellence and good and effective teaching will contribute to a better and more holistic understanding of the education policy and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The serendipity within chapters with respect to

jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places. The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy. They address in turn the contemporary strategic emphasis on large scale reform, substantive emphases at several levels on leadership and governance, improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.

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