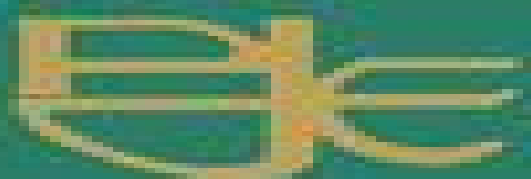


Educational Accountability Effects: An International Perspective

Issue Editors:
Kenneth Leithwood
Lorna Earl



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Educational Accountability Effects An International Perspective

Guillaume Favre



Educational Accountability Effects An International Perspective:

International Handbook of Teacher Quality and Policy Motoko Akiba, Gerald K. LeTendre, 2017-09-01 The International Handbook of Teacher Quality and Policy is a comprehensive resource that examines how teacher quality is conceptualized negotiated and contested and teacher policies are developed and implemented by global national and local policy actors Edited by two of the leading comparative authorities in the field it draws on the research and contributions of scholars from across the globe to explore five central questions How has teacher quality been conceptualized from various disciplinary and theoretical perspectives How are global and transnational policy actors and networks influencing teacher policies and practices What are the perspectives and experiences of teachers in local policy contexts What do comparative research studies tell us about teachers and how their work and policy contexts influence their teaching How have various countries implemented policies aimed at improving teacher quality and how have these policies influenced teachers and students The international contributors represent a wide variety of scholars who identify global dynamics influencing policy discourses on teacher quality and examine national and local teaching and policy environments influencing teacher policy development and implementation in various countries Divided into five sections the book brings together the latest conceptual and empirical studies on teacher quality and teacher policies to inform future policy directions for recruiting educating and supporting the teaching profession

Educational Accountability Effects Kenneth Leithwood, 2017-06-29 First published in 2001 Routledge is an imprint of Taylor and Francis an informa company

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 fty chapters written by nearly ninety leading researchers from a number of countries It is organized into ve 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 c tained within them as well as allowing for comparisons across them The se re exivity within chapters with respect to jurisdictional particularities and c trasts 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 di erent 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 nally 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

International Handbook of Comparative

Large-Scale Studies in Education Trude Nilsen, Agnes Stancel-Piątak, Jan-Eric Gustafsson, 2022-09-21 This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment ILSA. It includes historical economic and policy perspectives, theoretical foundations, methodology, and reviews of findings from analyses of ILSA data. After decades during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy practice and research, such a broad overview for a wide ranging audience is much needed. With contributions from authors and editors from all continents, this handbook appeals to an international audience and keeps a neutral perspective, not favoring one ILSA over another. The handbook is suitable to be read by politicians, researchers, and stakeholders who are seeking an overview of ILSAs, their history and development, and both potential benefits and limitations with regard to policy implications. The reviews of findings from studies analyzing ILSA data will be of interest to stakeholders, teachers, researchers, and policymakers. Considering that the reviews extend to all fields pertaining to educational research, the book will be valuable to all researchers interested in education. Students may use the book to learn about ILSAs in the context of policy, theoretical underpinnings, or research. Moreover, the methodology section is written in a manner that is understandable and accessible for students, stakeholders, or researchers not familiar with these data. This methodology part, however, is also a valuable resource for researchers who are familiar with ILSA data, as it provides overviews of the design and sampling procedures of several ILSAs and includes advice on methods of analysis. Even the owners of the ILSAs may find the book valuable, as it contains overviews and insights into a number of ILSAs, provides information how the data is used by the research community, and includes recommendations for future instruments.

Structural Equation Modeling in Educational Research, 2009-01-01 Over the years, researchers have developed statistical methods to help them investigate and interpret issues of interest in many discipline areas. These methods range from descriptive to inferential to multivariate statistics. As the psychometrics measures in education become more complex, vigorous and robust methods were needed in order to represent research data efficiently. One such method is Structural Equation Modeling (SEM). SEM is a statistical technique that allows the simultaneous analysis of a series of structural equations. It also allows a dependent variable in one equation to become an independent variable in another equation. It is a comprehensive statistical approach to testing hypotheses about relations among observed and latent variables. SEM is commonly known as causal modeling or path analysis, which hypothesizes causal relationships among variables and tests the causal models with a linear equation system. As educational research questions become more complex, they need to be evaluated with more sophisticated tools. The pervasive use of SEM in the literature has shown that SEM has a potential to be of assistance to modern educational researchers. This book will bring together prominent educators and researchers from around the world to share their contemporary research on structural equation modeling in educational settings. The chapters provide information on recent trends and developments and effective applications of the different

models to answer various educational research questions This book is a critical and specialized source that describes recent advances in SEM in international academia Transformative Leadership and Educational Excellence ,2009-01-01 On records the evolution of human development pays a considerable tribute to the relentless efforts made by generations of teacher educators set out to train academic leaders and teachers committed to the implementation of educational policies parallel to the mental edification of young students Teacher educators faced the challenges overcame the obstacles and refined the pedagogies of our educational system with many innovative approaches As the world faces increasing uncertainties and adamant shifts of knowledge economy it is apparent that education plays an ultimate role in creating adept and geared up citizens to lead the way to the future Designing and managing learning school organizations that can sustain a competitive advantage in this fast changing environment demands transformative leaders primed and ready to the building or our intellectual capital for the future Many books on teacher education educational management and leadership have been written in the past but most of them do not keep up with the fast changing educational scene and only a few include future scenarios This book presents the anticipated trends and demands of the new knowledge economy and it aims to achieve its goals with the use of various tools generative and collaborative efforts increasing leadership capability in dynamic and complex contexts enculturation of cutting edge knowledge for educational advancement and creation of teams that focus learning organizations This book brings together prominent and leading teacher educators and researchers from around the world to present their scholarship theories and practice case studies state of the art approaches and upshot predictions This book embodies collective knowledge inquiry and represents professional conversations The chapters provides information on recent trends and development in teacher education the important role of educational management and leadership in educational transformations and promising practices for desired outcomes The book is a critical and specialized resource that describes how transformative leadership can play an important role in achieving excellence in education The topics covered are Educational Leadership and Effective Teaching Research in Transformational Leadership and Professional Development and Social Capital Building in Schools **Governing Educational Spaces** Hans-Georg Kotthoff, Eleftherios Klerides, 2015-12-14 The governance of education in many countries and regions of the world is currently in transition challenging histories remaking subjectivities and shaping possible futures This book provides an up to date analysis and discussion of the cutting edge theme of educational governance from an international comparative perspective The volume explores the landscape of educational governance in its broadest sense considering new forms of steering leadership and management assessment and evaluation teaching and learning knowledge creation and the realities and possibilities for different forms of political engagement The new spatial dynamics of education are explored in institutional settings such as schools and universities and via professional groupings such as teachers administrators and leaders The chapters in this book are based on the best peer reviewed papers and keynote speeches which were delivered at the XXVI Conference of the

Comparative Education Society in Europe CESE in June 2014 in Freiburg Germany Comparative Education is uniquely situated to explore the emerging dynamics of educational governance within changing and newly emerging educational spaces because it provides the opportunity to learn more about different local national or regional educational processes and trajectories and to share knowledge about the logics ideologies and impacts of different techniques and regimes of governance across Europe and beyond Hans Georg Kotthoff is Professor of Comparative Education and School Pedagogy at the University of Education Freiburg Germany and President of the Comparative Education Society in Europe CESE since 2012 Eleftherios Klerides is Lecturer in Comparative Education and History of Education at the University of Cyprus and the Secretary Treasurer of the Comparative Education Society in Europe CESE

Teacher Empowerment Toward Professional Development and Practices Ismail Hussein Amzat, Nena P. Valdez, 2017-04-22 This book gathers a range of contributions from researchers and practitioners across borders with an emphasis on theoretical arguments and empirical data concerning teacher empowerment It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when appropriately utilized Further it strives to capture teachers readiness to improve their professional skills and responsive practices as a form of accountability for their teaching and students learning two aspects that are increasingly being judged by various stakeholders The book argues that teachers autonomous participation and engagement in relevant decision making activities and equitable access to continuing professional development opportunities are and should remain major priorities

International Perspectives on School Settings, Education Policy and Digital Strategies Annika Wilmers, Sieglinde Jornitz, 2021-02-15 An exchange on education ideas has shaped the transatlantic discourse in education for a long time Over the past two decades education science has increasingly become networked internationally Since 2015 the Office for International Cooperation in Education at DIPF Leibniz Institute for Research and Information in Education has organized international sessions on education research at the Annual Meetings of the American Educational Research Association thus providing a floor for transatlantic exchange on current research topics The volume gives an overview of the transatlantic activities in education research with regard to these sessions representing a collection of topics ranging from school development over the use of large scale assessment and digital data in education to questions related to migration and public education or the economization of education At the same time the volume offers a reflection on the assets and obstacles of international exchange

Flip the System Jelmer Evers, René Kneyber, 2015-06-26 Education is threatened on a global scale by forces of neoliberalism through high stakes accountability privatization and a destructive language of learning In all respects a GERM Global Education Reform Movement has erupted from international benchmark rankings such as PISA TIMSS and PIRL causing inequity narrowing of the curriculum and teacher deprofessionalization on a truly global scale In this book teachers from around the world and other educational experts such as Andy Hargreaves Ann Lieberman Stephen Ball Gert Biesta Tom Bennett and many more make the case to move away from

this uneducational economic approach to instead embrace a more humane more democratic approach to education This approach is called flipping the system a move that places teachers exactly where they need to be at the steering wheel of educational systems worldwide This book will appeal to teachers and other education professionals around the world **The State of the System** Paul W. Bennett, 2020-09-23 Over the last fifty years Canada's public schools have been absorbed into a modern education system that functions much like Max Weber's infamous iron cage Crying out for democratic school level reform the system is now a centralized bureaucratic fortress that every year becomes softer on standards for students less accessible to parents further out of touch with communities and surprisingly unresponsive to classroom teachers Exploring the nature of the Canadian education order in all its dimensions The State of the System explains how public schools came to be so bureaucratic confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces and addresses the need for systemic reform Going beyond a diagnosis of the stresses strains and ills present in the system Paul Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education In place of school consolidation and managerialism one size fits all uniformity limited school choice and the success for all curriculum Bennett advocates for a new set of priorities decentralize school governance deprogram education ministries and school districts listen to parents and teachers and revitalize local education democracy Tackling the thorny issues besetting contemporary school systems in Canada The State of the System issues a clarion call for more responsive engaged and accountable public schools Educational Accountability Jacob Easley II, Pierre Tulowitzki, 2016-04-28 Educational Accountability International perspectives on challenges and possibilities for school leadership provides an opportunity to assess reflect on and discuss current issues surrounding accountability policies in education from around the globe and the implications they hold for school leadership It addresses the global trend of accountability policies expanding in scope to include the education profession as well as the increasing incidence of international policy borrowing brought on chiefly by globalisation Specific case studies offer a contextual examination of the theory policy and practice of accountability and an inspection of their influence on school leadership Cases are intentionally juxtaposed to provide a broad perspective of regional and cultural similarities and departures and are arranged to reflect the diasporic Chinese Anglo European and Hispanic societies Bringing together a number of highly regarded experts within the field the book cultivates a global perspective on the challenges and possibilities for school leaders to foster school effectiveness and improvement Educational Accountability should be key reading for researchers policy makers and current and future school leaders School Leadership in the Context of Standards-Based Reform Louis Volante, 2012-05-16 Although standards based reform emerged in the United States and the United Kingdom the idea has spread across the world as an approach to systemic reform It might appear that there is a world wide tsunami of standards based reform that will standardize and homogenize the educational system across the globe This volume makes it very clear however that there is no one approach to standards

based reform and countries change there is a danger in paying attention to its evolution and impact in only one context That s what makes this volume so valuable Louis Volante has drawn together descriptions from a wide range of countries all involved in large scale reform and using standards and assessments as part of their process What becomes very obvious is that the language may be the same but the words reflect different contexts and can represent very different ideals values and processes I m sure you will find this book as interesting and challenging as I have a gem that pushes your thinking and does not allow readers to remain neutral Lorna Earl , **The Encyclopedia of Middle Grades Education (2nd ed.)** Steven B. Mertens,Micki M. Caskey,Nancy Flowers,2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry *The PISA Effect on Global Educational Governance* Louis Volante,2017-09-18 The Program for International Student Assessment PISA is an international achievement measure that assesses 15 year old student performance in the areas of reading mathematics and science literacy in over 70 countries and economies triennially By presenting an in depth examination of PISA s role in education governance and policy discourses this book provides the reader with a critical analysis of the educational change process within our increasingly global educational policy environment Exploring the prominent socio political drivers of large scale educational reform across the globe chapter authors examine PISA s national and global implications from a diverse range of regional contexts Through the presentation of cross disciplinary viewpoints and topical issues related to the PISA international survey this volume explains the degree to which PISA focused research is linked to national educational policy discourses and international education agendas **Handbook of Research on Teacher Education and Professional Development** Martin, Christie,Polly, Drew,2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference source for academics professionals students practitioners and

researchers History of Bilingual Education in the Northern Territory Brian Clive Devlin, Samantha Disbray, Nancy Regine Friedman Devlin, 2017-03-07 This book provides the first detailed history of the Bilingual Education Program in the Northern Territory of Australia This ambitious and innovative program began in 1973 and at different times it operated in English and 19 Aboriginal languages in 29 very remote schools The book draws together the grassroots perspectives of Indigenous and non Indigenous practitioners and researchers Each chapter is based on rich practitioner experience capturing bottom up aspirations achievements and reflections on this innovative yet largely undocumented language and education program The volume also makes use of a significant collection of grey literature documents to trace the history of the program An ethnographic approach has been used to integrate practitioner accounts into the contexts of broader social and political forces education policy decisions and on the ground actions Language in education policy is viewed at multiple intersecting levels from the interactions of individuals communities of practice and bureaucracy to national and global forces The book offers valuable insights as it examines in detail the policy settings that helped and hindered bilingual education in the context of minority language rights in Australia and elsewhere Foundations of Education Leslie S. Kaplan, William A. Owings, 2021-09-09 Now published by SAGE A modern and comprehensive introduction to the field Foundations of Education makes core topics in education accessible and personally meaningful to students pursuing a career within the education profession In a clear and direct prose authors Leslie S Kaplan and William A Owings offer readers the breadth of coverage scholarly depth and conceptual analysis of contemporary issues that will help them gain a realistic and insightful perspective of the field In addition to classic coverage of foundational topics such as educational philosophy history reform law and finance the newly revised Third Edition features a special emphasis on social justice issues considers key debates around today's education trends and underscores the theory and practice behind meeting the needs of all learners This title is accompanied by a complete teaching and learning package **Global Perspectives on Developing Professional Learning Communities** Nicholas Sun-Keung Pang, Ting Wang, 2018-03-13 This book discusses distinctive features of the professional learning community concept practices and processes across six different education systems in the Asia Pacific region namely Mainland China Hong Kong Taiwan South Korea Singapore and the United States It provides a platform for an exchange of different perspectives and offers alternative possibilities of theorizing professional learning communities across different socio cultural contexts Contributors provide valuable insights for policy makers education researchers and educators in the Asia Pacific region and elsewhere to deal with critical questions about the improvement of teaching and learning and school improvement in a globalizing world This book was originally published as a special issue of the Asia Pacific Journal of Education

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