EDUCATIVE ACCOUNTABILITY:

Theory, Practice, Policy and Research in Educational Administration

by

R. J. S. 'Mac' Macpherson

Educative Accountability Theory Practice Policy And Research In Educational Administration

R. J. S. Macpherson

Educative Accountability Theory Practice Policy And Research In Educational Administration:

Educative Accountability R. J. S. Macpherson,1996 Provides practical and educative accountability policies looking at processes and criteria that help in the quality of learning teaching and leadership in educational institutions and systems This book offers a review of the history of ideas and international policies concerning accountability policy research methodology and more **Political Philosophy, Educational Administration and Educative Leadership** Reynold Macpherson,2013-10-01 In this book Reynold Macpherson initiates a politically critical theory of educative leadership as a fresh line of inquiry in the practice research and theory of educational administration and educational leadership Divided into four parts the book introduces the sub discipline of political philosophy to the field of educational administration management and leadership It does this by clarifying the knowledge domain of each and identifying how four political ideologies specifically pragmatism communitarianism communicative rationalism and egalitarian liberalism have primarily informed and surreptitiously provided contestable justifications for power in the development of practice research and theory in the field of study The book goes on to offer three case studies illustrating how political philosophy can be used to interpret how people become leaders and administrators of educational institutions and systems Additional case studies then demonstrate how crises in governance in educational institutions and systems can be analyzed and improvements made using the tools of political philosophy The final part uses the sub discipline to critique the author s decades of research into educative leadership and concludes the book by both establishing the relativity of politically critical critique and the ideology it favours neo pragmatism Political Philosophy Educational Administration and Educative Leadership will provide practitioners researchers and theorists in educational administration management and leadership with a deeper appreciation of power by formally introducing them to the assumptions limits and tools of political philosophy **Educational Effectiveness and Ineffectiveness** Jaap Scheerens,2015-11-20 This book is a critical assessment of the knowledge base on educational effectiveness covering a period of five decades of research It formulates a lean theory of good schooling and identifies and explains instances of ineffectiveness such as low effect sizes of malleable conditions for which expectations are highly strung The book presents a systemic outlook on educational effectiveness and improvement as it starts out from an integrated multi level model that comprises system level school level and instructional conditions It offers a classification of school improvement strategies and scenarios for system level educational improvement Above all the analysis is very systematic comprehensive and strongly grounded in theory The book includes a case study analysis of various strands of improvement oriented educational policy in the Netherlands as an illustration of some of the arguments used *School Leadership and Education System Reform* Toby Greany,Peter Earley,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   **Curriculum Change and Innovation** Yiu Chun LO □□□,Shirley S. Y. Yeung □□□,John T. S. Lam □□□,Anthony W. L. Leung □□□,2012-06-01 Curriculum Change and Innovation is an introductory textbook on Hong Kong s school curriculum Written in an approachable style using illustrative case studies the textbook provides an introduction to the basic concepts and theories of curriculum as a field of study It also discusses how sociopolitical and economic changes as well as technology advancements help transform teachers roles and reshape curriculum policies The chapters cover a wide range of topics including curriculum design planning implementation and evaluation These discussions are included to help readers critically reflect on their roles as change agents in curriculum development Shirley S Y Yeung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education John T S Lam is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education Anthony W L Leung is an assistant professor in the Department of Curriculum and Instruction at the Hong Kong Institute of Education Yiu Chun Lo is an associate professor of the Department of Curriculum and Instruction at the Hong Kong Institute of Education   *School Restructuring* Clive Dimmock,Tom O'Donoghue,2014-01-09 This is an examination of restructuring in the context of the curriculum and teaching and learning International case studies are provided from the USA Hong Kong Australia and the UK   **The Australian Journal of Education** ,1998   **Alberta Journal of Educational Research** ,2002   **Handbook of Education Policy Research** Gary Sykes,Barbara Schneider,David N. Plank,2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the

two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit http www aera net   Choices and Challenges Priscilla Wohlstetter,Joanna Smith,Caitlin C. Farrell,2013-03-01 As charter schools enter their third decade research in this key sector remains overwhelmingly contradictory and confused Many studies are narrowly focused some do not meet the standards for high quality academic research In this definitive work Wohlstetter and her colleagues isolate and distill the high quality research on charter schools to identify the contextual and operational factors that influence these schools performances The authors examine the track record of the charter sector in light of the wide range of goals set for these schools in state authorizing legislation at the classroom level the level of the school community and system wide In particular they show how the evolution of the charter movement has shaped research questions and findings By highlighting what we know about the conditions for success in charter schools the authors make a significant contribution to current debates in policy and practice both within the charter sector and in the larger landscape of public education   Resources in Education ,2001-04
     Canadian Journal of Native Education ,2001   Teacher Emotions Matter: Nature, Antecedents, and Effects Junjun Chen,Hongbiao Yin,Anne Christiane Frenzel,2021-01-05   Research and Education Sam Shields,Will Curtis,Mark Murphy,2013-12-04 Educational researchers take a number of decisions that define the credibility and scope of their enquiry the approaches they adopt the strategies they employ the methods they use and the ways they present their findings This core text provides an easy to read comprehensive introduction to educational research that will develop your understanding of research strategies theories and methods Specifically written for undergraduate education studies students the book guides you through the process of planning a research project the different research methods available and how to carry out your research and write it up successfully Highlighting the theoretical and methodological debates and discussing important

ethical and practical considerations the book is structured to help you tackle all the different aspects of your project from writing your literature review designing a questionnaire and analysing your data to the final writing up The book will give you the confidence and enthusiasm to discuss and write about your research effectively Features include extension tasks to introduce new material and encourage you to think critically case studies with information on important studies and examples of research that have utilised specific approaches practical advice and tips to help you relate the topics discussed to your own on going project work annotated further reading lists providing you with an opportunity to access more detailed and specific resources Part of the Foundations of Education Studies series this timely textbook is essential reading for students undertaking a research methods course or a piece of educational research *Advancing Higher Education as a Field of Study* Sydney Freeman,Linda Serra Hagedorn,Lester Goodchild,Dianne Wright,2023-07-03 Winner of the 2015 Auburn Authors AwardsWhere is higher education as a field of study going in this century How will higher education program leaders design and sustain their degree programs vitality in the face of perennial challenges from inside and outside the academy While in 1979 the Council for the Advancement of Standards in Higher Education CAS defined standards for student affairs master s level preparation and while 2010 saw the adoption of guidelines for higher education administration and leadership preparation programs at the master s degree level there still are however no guidelines that address higher education leadership doctoral programs despite increasing demands for assessment and evaluation This book suggests that higher education administration doctoral degree guidelines are a critical next step in advancing their program quality and continuity It offers a review of the field s history the condition of its higher education programs developments from the student affairs specialization and its guidelines and a multi chapter dialogue on the benefits or disadvantages of having guidelines At a time of urgency to prepare the next generation of higher education faculty and leaders this book sets out the parameters for the debate about what the guidelines should cover to ensure the appropriate and effective preparation of students It also offers a useful framework for enriching the knowledge of deans chairs program coordinators and faculty who are engaged in program design assessment and revision It will also be of interest to policymakers the personnel of accrediting agencies and not least graduate students within higher education preparation programs All the contributors to this volume have the exemplary expertise leadership experience and a close association with higher education guidelines and standards and have extensively contributed to the literature on higher education **Theory and Research in Educational Administration Vol. 1** Cecil Miskel,Wayne K. Hoy,2002-03-01 This series is dedicated to advancing our understanding of schools through empirical study and theoretical analysis Scholars both young and established are invited to publish original analyses but we especially encourage young scholars to contribute to Theory and Research in Educational Administration This first issue provides a mix of beginning and established scholars and a range of theoretical perspectives Eight separate but related studies were selected for this first issue Three of the research pieces deal with the intended and unintended

consequences of policy and political initiatives in schools Do high stakes accountability environments threaten the potential of learning organizations Marks and Printy grapple with that question Not surprisingly they anticipate the latent dysfunctional consequences of high stakes accountability as they provide a careful analysis of urban school district responses to state policies Well intended initiatives produced unintended consequences that threatened the capacity for organizational learning in these schools In a similar fashion Jones and Malen s findings suggest that political strategies that use insider dynamics can foster successful enactment of reforms but often at a cost of undermining efforts to implement the policy Song and Miskel focus their analysis on national reading policy An examination of national interests groups and policymakers suggests that an assessment of various groups influence is necessary if policy actors are to make sensible judgments in choosing allies and building coalitions for effective actions Two of the papers are informed by contingency theory Ogawa and Studer are concerned with the relationship between the school and its community They propose that both buffering and bridging strategies enable schools to deal with parents effectively Because schools depend on parents for resources they bridge to parents in cooperative fashion but because parents often pose uncertainty schools also buffer parent influence by limiting their access Yet there is divergence from contingency theory because schools depend primarily on parents to provide socio cultural rather than material resources hence schools often use strategies that shape rather than diminish dependence on parents Rowan also draws ideas from contingency theory to examine the extent to which the nature of teachers instructional work affects patterns of instructional management in schools His data support the explanation that teachers who face increased task variety actively work to construct organic patterns of instructional management to reduce task uncertainty and to increase workplace motivation and commitment Three papers examine teachers in schools Rowan is intrigued by the variation in the nature of teachers work both in terms of task variety and task uncertainty He finds that teachers do not see their work as many organizational theorists do that is as a non routine form of work in fact teachers view teaching as either as a routine task or expert task In spite of the fact that many teachers endorsed a constructivist view of teaching few concluded it was a non routine task Moreover teachers in different disciplines have different views about both the nature of academic knowledge and desirable teaching practices Both Goddard and Hoy and his colleagues use social cognitive theory to develop an argument of the importance of collective efficacy in positively influencing student achievement Hoy Smith and Sweetland build on their earlier work to demonstrate that collective efficacy of schools is pivotal in explaining student achievement in a sample of rural schools Goddard shows that that collective efficacy is also an important predictor of the practice of involving teachers in important school decisions He concludes that the more we learn how school practices are related to collective efficacy the more we will know about what school leaders   *Political Approaches to Educational Administration and Leadership* ,   Social Theory and Education Research Mark Murphy,2022-03-30 Social Theory and Education Research is an advanced and accessible text that illustrates the diverse ways in which social theories can be

applied to educational research methodologies It provides in depth overviews of the various theories by well known and much debated thinkers Michel Foucault J rgen Habermas Pierre Bourdieu and Jacques Derrida and their applications in educational research Updated throughout and with new extended introductions to each theorist and a new chapter on the application of socio theoretical concepts in education research methodologies and the how to of research practice this second edition assists education practitioners and researchers in their acquisition and application of social theory This book contextualizes the various theories within the broader context of social philosophy and the historical development of different forms of thought Social Theory and Education Research will be incredibly useful to postgraduate students and early career researchers who wish to develop their capacity to engage with these debates at an advanced level It will also prove of great interest to anyone involved in education policy and theory *Organizational Theory for Equity and Diversity* Colleen A. Capper,2018-10-17 Organizational Theory for Equity and Diversity covers the full range of organizational theories as applied to educational leadership practice and research exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory LatCrit Asian Tribal Crit and Black Crit Disability Studies theories feminist theories Queer Theory and theories of intersectionality Each chapter features teaching suggestions discussion questions and questions to help aspiring leaders critically analyze their leadership strengths and limitations in order to understand apply and integrate theories into practice This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable *Handbook of Research on Educational Leadership for Equity and Diversity* Linda C. Tillman,James Joseph Scheurich,2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children

This book delves into Educative Accountability Theory Practice Policy And Research In Educational Administration. Educative Accountability Theory Practice Policy And Research In Educational Administration is a crucial topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Educative Accountability Theory Practice Policy And Research In Educational Administration, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:

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   - Chapter 3: Educative Accountability Theory Practice Policy And Research In Educational Administration in Everyday Life
   - Chapter 4: Educative Accountability Theory Practice Policy And Research In Educational Administration in Specific Contexts
   - Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Educative Accountability Theory Practice Policy And Research In Educational Administration. This chapter will explore what Educative Accountability Theory Practice Policy And Research In Educational Administration is, why Educative Accountability Theory Practice Policy And Research In Educational Administration is vital, and how to effectively learn about Educative Accountability Theory Practice Policy And Research In Educational Administration.

3. In chapter 2, the author will delve into the foundational concepts of Educative Accountability Theory Practice Policy And Research In Educational Administration. The second chapter will elucidate the essential principles that must be understood to grasp Educative Accountability Theory Practice Policy And Research In Educational Administration in its entirety.

4. In chapter 3, the author will examine the practical applications of Educative Accountability Theory Practice Policy And Research In Educational Administration in daily life. This chapter will showcase real-world examples of how Educative Accountability Theory Practice Policy And Research In Educational Administration can be effectively utilized in everyday scenarios.

5. In chapter 4, the author will scrutinize the relevance of Educative Accountability Theory Practice Policy And Research In Educational Administration in specific contexts. This chapter will explore how Educative Accountability Theory Practice Policy And Research In Educational Administration is applied in specialized fields, such as education, business, and

technology.

6. In chapter 5, the author will draw a conclusion about Educative Accountability Theory Practice Policy And Research In Educational Administration. This chapter will summarize the key points that have been discussed throughout the book. This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Educative Accountability Theory Practice Policy And Research In Educational Administration.

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