



# Good Schools Effective Schools

**Y Pai**



## **Good Schools Effective Schools:**

**Good Schools, Effective Schools** Harold Silver, 1994 This book examines the changes and reasons for the changes in ways in which schools have been judged to be good or effective A major focus is the development from the 1970s of a research based movement in Britain the United States and elsewhere that has explored school effectiveness and improvement The author traces the development of the American and British research and the ways in which it affected American school policy and practice and failed to do so in competition with national policies that aimed at a national curriculum assessment and related changes In order to consider the nature of this effective schools research and movement the book sets them against a background of nineteenth and twentieth century judgements of what in Britain has constituted a good school It traces the power of inspectors examinations governments managers and others to make judgements and to define the criteria for making judgements and ways in which research also became influential This book is therefore an important piece of recent history using mainly Britain and the United States to explain and illustrate the changes and focusing on concepts of central importance in current schools policy and practice internationally BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved *Making Good Schools* David Reynolds, 1996 This book is the first to attempt to bring together the disciplines of school effectiveness and school improvement in a coherent way by leading writers and practitioners in these fields **School Effectiveness** David Reynolds, 2010-07-15 This volume reviews the research in the field of school effectiveness and improvement Many key questions are examined such as different methods for assessing school effectiveness and variations in examination attainment in schools It draws together the funding of the programmes of improvement being implemented in schools and provides practical discussion of effective school practice and its direct implications in schools It is aimed at teachers student teachers administrators and advisors The contributors are Bill Badger Louise S Balkey Bert P M Creemers Carol T Fitz Gibbon Anthony F Heath Daniel V Levine Peter Mortimore Joseph Murphy **Making Good Schools** Robert Bollen, Bert P.M. Creemers, David Hopkins, Nijs Lagerweij, David Reynolds, Louise Stoll, 2005-06-21 The disciplines of school effectiveness research and school improvement practice and research have been apart for too long This book is the first major attempt by leading writers and practitioners in these fields to bring the areas together in a coherent way Existing knowledge about the characteristics of good schools is outlined together with the knowledge base about how to make schools good schools The book also makes an entirely original contribution to re thinking practice in school improvement that can revolutionise our thinking in the late 1990s and which can be of use to academics to policymakers and to the practitioners which much existing work has neglected **Successful Schools** Tim Brighouse, 1991 **Ten Traits of Highly Effective Schools** Elaine K. McEwan, 2008-07-16 Featuring helpful tools authentic examples teacher reflections and more this resource identifies the critical attributes of schools that enable all students to attain academic excellence **Effective Schools and Effective Teachers** Gary A. Davis, Margaret A.

Thomas,1989      **Effective Schools for Disaffected Students** Paul Cooper,2002-03-11 Disaffected pupils respond well in circumstances where they feel secure where they have a sense of being valued and respected and where they perceive there to be opportunities for them to succeed Effective Schools for Disaffected Students offers insights into how these outcomes might be achieved in both mainstream and segregated settings The investigation is based on the views of pupils who have been excluded from mainstream schools for pupils with emotional and behavioural difficulties The author relates the pupils experiences of the different types of school to research in the area of school effectiveness He offers some practical guidelines on ways in which teachers and managers can work towards reducing disaffection in schools within the real life contexts in which they occur The book will appeal to anybody whose concerns are with the everyday realities of schooling      **Effective Schools in Developing Countries** Henry Levin,Marlaine Lockheed,2012-05-31 This volume brings together eight case studies which describe a variety of initiatives to create more effective schools for children of poverty especially in the Third World The initiatives reviewed published and unpublished documents and both qualitative and statistical studies were examined Countries include Brazil Burundi Colombia Ghana Nepal Sri Lanka Thailand and the United States Each initiative was developed independently to address unique challenges and situations but taken as a group the features of the approaches described in this volume can be viewed as a basis for considering the development of effective schools strategies in other contexts      *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      Effective School Leadership John MacBeath,1998-11-19 Effective School Leadership raises many questions about effective leadership and how it is seen from different viewpoints The issues are placed in political context and in relation to a changing world scene      *Improving Quality in Education* Bert P.M. Creemers,Leonidas Kyriakides,2013-07-03 Improving Quality in Education is a major contribution to the area of school improvement setting out a dynamic framework that will helps schools collect data evaluate themselves decide on priorities for improvement and develop action plans

**Effective Educational Leadership** Nigel Bennett,Megan Crawford,Marion Cartwright,2003-01-14 This book is an essential for providers and students of postgraduate level courses in educational management resource and for leadership development provision for head teacher induction programs NPQH and LPSH It is also suitable for short courses and for practitioners occupying or aspiring to leadership roles in schools colleges and other educational organizations      *Resources in Education* ,1995      **Leadership** Tom Sergiovanni,2005-07-05 The What s in it for Schools series has been written by experts in the field for an audience of busy practitioners The books present research and thinking about topical education

issues and present it in an accessible and relevant way What makes a good leader Does good leadership matter in helping schools be more successful This concise and accessible book examines leadership in a practical way by helping principals heads teachers and parents establish their roles and responsibilities and get to grips with the unique leadership requirements of schools The author explores issues such as leadership what it is and how it works character and culture as keys to improvement how to build commitment motivation and improved performance and using local standards and assessments to improve schools and leadership as a form of social capital      **Successful Schools for Young Adolescents** Joan Lipsitz,2019-01-22 At a time when the public researchers and policymakers are losing confidence in public schooling this presentation of case studies of four schools offers solutions and concrete models of diverse ways in which excellence can be attained in middle grade schools Asking what effectiveness means for the young adolescent age group a hitherto unexplored area in research literature how effective schools come about and how they achieve acceptance in their communities Lipsitz identifies and examines successful middle grade schools noting that the major problem in schooling is meeting the massive individual differences in the development of early adolescents      **The Intelligent School** Barbara MacGilchrist,Jane Reed,Kate Myers,2004-02-28 In writing The Intelligent School the authors offer a practical resource to schools to help them maximize their improvement efforts The aim is to help schools to be intelligent organizations to be the type of school that can synthesize different kinds of knowledge experience and ideas in order to be confident about current achievements and be able to decide what to do next      Advances in School Effectiveness Research and Practice D. Reynolds,B. Creemers,P.S. Nesselrodt,E.C. Shaffer,S. Stringfield,C. Teddlie,2014-06-28 Advances in School Effectiveness Research and Practice presents a worldwide state of the art summary of the rapidly growing field of school effectiveness research by an internationally renowned group of authors Current knowledge in the field is reviewed to present an integrated and coherent internationally valid perspective on school effectiveness and instructional effectiveness The book creatively outlines some new directions in which the field should move if it is to fulfil its promise These include the development of international studies and the generating and testing of school effectiveness theory      *Oversight Hearing on Reauthorization of Expiring Elementary and Secondary Education Programs* United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1987      Theorizing Teaching Anna-Katharina Praetorius,Charalambos Y. Charalambous,2023-03-11 This open access book seeks to create a forum for discussing key questions regarding theories on teaching Which theories of teaching do we have What are their attributes What do they contain How are they generated How context sensitive and content specific do they need to be Is it possible or even desirable to develop a comprehensive theory of teaching The book identifies areas of convergence and divergence among the answers to these questions by prominent international scholars in research on teaching Initiating exchanges among the authors it then evaluates whether consensus can be reached on the areas of divergence The book concludes by

discussing lessons learned from this endeavor and outlines steps that need to be taken for advancing future work on theorizing teaching. As such, the book is aimed at readers interested in an overview of the theorizing of teaching and key open questions that, if addressed, help to move the field forward.

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