

Herbert Altrichter
Katharina Maag Merki (Hrsg.)

Handbuch Neue Steuerung im Schulsystem

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EDUCATIONAL GOVERNANCE



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Handbuch Steuerung Schulsystem Educational Governance

**Burns Tracey, Köster Florian, Fuster
Marc**



Handbuch Steuerung Schulsystem Educational Governance:

The Emerald Handbook of Evidence-Informed Practice in Education Chris Brown, Joel R. Malin, 2022-01-31 Generating understanding into how to more routinely foster evidence informed teaching practice globally this ground breaking handbook is vital reading for educational researchers and especially those working close to practice in all settings *Perspectives on Educational Governance* S. Karin Amos, Felix Masarovic, Anne Rohstock, Alexander W. Wiseman, 2022 In March 2019 students and researchers from Germany the USA China Kenya and South Africa came together at the University of Tuebingen to discuss Educational Governance from an international perspective The group was mainly comprised of Ph D and Master students from various disciplines Education Literature Philosophy Political Science and debated questions such as What are the distinctive and different rationales underlying the discourse of Educational Governance and its political economic academic and pedagogic objectives How can we make these rationales visible and which theories and analytic tools can help us to decipher the meanings attached to them Are there different local and national trajectories in education discourse and practice with regard to Educational Governance and which role do international organizations and transnational transfer play This edited volume displays these discussions and aims at initiating a broader communication about Educational Governance between previously separated spaces *Research Handbook on Adult Education Policy* Marcella Milana, Pallo Rasmussen, Margherita Bussi, 2024-06-05 Bringing together an impressive array of esteemed and emerging academics the Research Handbook on Adult Education Policy addresses how adult learning and education policies are made and the theories and methodologies which can be mobilised to study its developments **Geographies of Schooling** Holger Jahnke, Caroline Kramer, Peter Meusbürger, 2019-08-21 This open access book explores the complex relationship between schooling as a set of practices embedded in educational institutions and their specific spatial dimensions from different disciplinary perspectives It presents innovative empirical and conceptual research by international scholars from the fields of social geography pedagogy educational and social sciences in Germany the United Kingdom France Czechia Hungary Austria Switzerland Norway and Canada The book covers a broad range of topics all examined from a spatial perspective the governance of schooling the transition processes of and within national school systems the question of small schools in peripheral areas as well as the embeddedness of schooling in broader processes of social change Transcending disciplinary boundaries the book offers deep insights into current theoretical debates and empirical case studies within the broad research field encompassing the complex relationship between education and space **Educational Research and Innovation Education Governance in Action Lessons from Case Studies** Burns Tracey, Köster Florian, Fuster Marc, 2016-09-09 Governing multi level education systems requires governance models that balance responsiveness to local diversity with the ability to ensure national objectives Statewide Exit Exams, Governance, and School Development Esther Dominique Klein, 2013 In the context of outcomes based school governance statewide exit exams are often expected to

have a positive effect on student achievements if schools and teachers use the performance feedback from the exams for school instructional and professional development. However, very little is known about whether the exams are used for development at all and how this is affected by factors in the exam system and organizational aspects of schools. In a comparison of Finland, Ireland, and the Netherlands, the study therefore investigates how different exam systems and their functions, the conditions at school level, and the use of the exams for school and classroom development are associated. The study uses expert interviews and a questionnaire survey with principals and teachers. The role statewide exit exams can play in education systems is analyzed from a governance perspective and a school development perspective and discussed with an international comparative view.

Esther Dominique Klein, born in 1982, Dr. phil., is research assistant at the Faculty of Educational Sciences of the University of Duisburg-Essen. Her main research interests lie in the areas of school system and school development research and international comparative education.

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).

Politics, Education and Social Change Agnieszka Gromkowska-Melosik, Inetta Nowosad, Aleksandra Boroń, Marzanna Farnicka, Marcin Gierczyk, 2025-01-20. The authors analyse macro-level political decisions across various societies as well as individual actions and experiences to advocate for a more inclusive and effective education system capable of driving social change. They consider relationships between politics, education, and social change in various contexts and dimensions. The macro level of

educational policy and politics is confronted with the micro realities of human biographies However the authors do not consider people who are influenced by political decisions as incapacitated mass Thus social change always results from these macro micro connections This interdisciplinary book includes themes related to political sciences education and sociology which resulted from the authors study of contemporary social and education phenomena It gives insight into interesting paradoxes and controversies Annual Review of Comparative and International Education 2022 Alexander W.

Wiseman,2023-12-14 Reflecting on ten prolific years of publication both volumes of the 2022 Annual Review together present discussions on education trends and directions conceptual and methodological developments research to practice area studies and regional developments and diversification of the field of education **Education Policies and the**

Restructuring of the Educational Profession Romuald Normand,Min Liu,Luís Miguel Carvalho,Dalila Andrade Oliveira,Louis LeVasseur,2018-07-04 The book analyzes worldwide changes in school organization and the teaching profession and how the profession has been impacted by education policies that promote assessments and accountability It also identifies some shifts in professional positions statuses and profiles and characterizes the impact and contextualization of professional standards that shape teaching practices and the management of schools Further the book provides relevant comparative and empirical data on the restructuring of the teaching profession in an era of globalization through a critical perspective on and an overview of the main research and comparative findings across countries As such the book is not only directed to educational researchers but will also interest professionals and policymakers addressing a broader education and policy community concerned by the new aspects shaping the teaching profession in the 21st century *Schul- und*

Unterrichtsreform durch ergebnisorientierte Steuerung Albrecht Wacker,Uwe Maier,Jochen Wissinger,2012-03-23 Die Einföhrung sogenannter Neuer Steuerung im Schulsystem hat in j ngerer Zeit verst rkt die Frage aufgeworfen inwieweit die politisch und konomisch motivierten Reformen der Steuerung evidenzbasiert sind und welche Bedeutung die gewonnenen Informationen f r die Praxis und die Politik besitzen Insgesamt stellt sich damit die Frage ob die Erwartungen und Optimierungshoffnungen der auf evidenzbasierte Steuerungsans tzen beruhenden Reformen auf schul und unterrichtspraktischer Ebene überhaupt erf llrt werden k nnen Welche beabsichtigten und nicht beabsichtigten Effekte resultieren aus den neuen Steuerungsinstrumenten Dieser Band macht aktuelle empirische Forschung zum Steuerungsdiskurs zug nglich und zeigt einmal mehr die theoretischen und methodischen Implikationen einer neuen Steuerungsforschung International Perspectives on Leading Low-Performing Schools Coby V. Meyers,Marlene J.

Darwin,2018-08-01 Research is clear School leadership quality matters However our knowledge of effective school leadership remains limited in at least three substantial ways First our understanding of school leadership effectiveness generally and school principal effectiveness specifically is limited to Western contexts primarily North America and western European ones Second even in the confines of Western research and context there has been relatively little specific focus on

effectively leading low performing schools Third even the conceptualization of leadership do we mean the school principal an administrative team or a broader school leadership team is a key factor in how we define and respond to the challenge of leading in low performing schools This book advances discussion and disseminates knowledge and global perspectives on what school leadership looks like how it is enacted and under what circumstances and when or where lessons might be portable We anticipate this book having wide appeal for researchers policymakers and practitioners considering school leadership and how to support it effectively The chapters suggest a noticeable level of convergence globally on how to lead low performing schools effectively Yet there are clear political and culture differences that add significant gradation to how school leaders might enact best practice locally or inform policymakers and systems leaders about how to set up school leaders for success and subsequently support them This book is one of the first that prioritizes the universality and nuance of leading low performing schools globally

The SAGE Handbook of Educational Action Research Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action Research a Methodology for Change and Development Open University Press 2006

Trust, Accountability and Capacity in Education System Reform Melanie Ehren, Jacqueline Baxter, 2020-12-29 This global collection brings a new perspective to the field of comparative

education by presenting trust capacity and accountability as the three building blocks of education systems and education system reform In exploring how these three factors relate to student learning outcomes across different international contexts this book provides a powerful framework for a more equal system Drawing upon research and case studies from scholars policymakers and experts from international agencies across five continents this book shows how trust capacity and accountability interact in ways and with consequences that vary among countries pointing readers towards understanding potential leverage points for system change *Trust Accountability and Capacity in Education System Reform* illuminates how these three concepts are embedded in an institutional context temporally socially and institutionally and offers an analysis that will be of use to researchers policymakers and agencies working in comparative education and towards education system reform Chapter 11 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution 2.0 Generic license available at <http://www.taylorfrancis.com/books/e/9780429344855> *World Yearbook of Education 2020* Julie Allan, Valerie Harwood, Clara Rübner Jørgensen, 2019-09-30 A timely contribution to the debate on educational governance and equality the *World Yearbook of Education 2020* documents the significant changes that have occurred in the last 20 years reflecting a widespread shift from government to governance Considering school context as well as specific school responses around the emergence of particular forms of governance this book presents and contextualises a clear historical account of governance and accountability within schooling Organised into three sections covering Changing contexts of school governance stakeholders and responsabilisation and radical governance carefully chosen contributors provide global insights from around the world They consider educational outcomes and closing the inequality gap and they document radical forms of governance at local level which have sought to create more equitable governance intelligent accountability and greater involvement of key stakeholders such as students Providing a series of provocations and reminders of the possibilities that remain open to us the *World Yearbook of Education 2020* will be of interest to academics professionals and policymakers in education and school governance and any scholars who engage in historical studies of education and debates about educational governance and equality *The SAGE Handbook of Educational Action Research* Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field *Doing Educational Research* Marit Honerød Hoveid, Lucian Ciolan, Angelika Paseka, Sofia Marques da Silva, 2019-06-10 Every educational research project has challenges and obstacles that need to be managed and overcome This book uses real case studies employing a wide range of research methodologies and drawn from educational contexts across Europe to explore these challenges offering flexible and universal guidance that you can apply to your own research Published in partnership with EERA this book is Realistic and informed It explores a range of perspectives on educational research from planning to data collection to international collaboration Challenging It integrates a holistic and

critical view on the process of educational research Culturally aware It covers a variety of research projects from different countries and encourages you to challenge dominant perspectives in education This is the first major English language textbook for postgraduate and postdoctoral education researchers that represents and explores the range of research traditions that exist throughout Europe and what they mean in practice **Handbook on Leadership in Education** Philip A. Woods, Amanda Roberts, Meng Tian, Howard Youngs, 2023-11-03 This comprehensive Handbook explores how to best understand develop and practise educational leadership in an era of significant disruption to education Contributors evaluate the latest developments in leadership in education and provide novel insights into key conceptual and methodological issues

Neue Steuerung - alte Ungleichheiten?. Steuerung und Entwicklung im Bildungssystem Fabian Dietrich, Martin Heinrich, Nina Thieme, 2011 Unter dem Label Neue Steuerung vollzieht sich gegenwärtig in allen Bereichen des Bildungssystems ein grundlegender Wandel der Handlungskoordination in und zwischen Politik Verwaltung und pädagogischer Praxis Der sich darin manifestierende Veränderungsdruck begründet sich nicht zuletzt in der wieder in den Fokus der Aufmerksamkeit gerückten und neu problematisierten Reproduktion sozialer Ungleichheiten Daraus ergibt sich die diesen Band charakterisierende Perspektivierung des Gegenstandes Neue Steuerung Gefragt wird nach dem Verhältnis von Neuer Steuerung und tradierten sozialen Ungleichheiten im Bildungssystem Einen ersten Schwerpunkt bildet eine kontextuierende Auseinandersetzung mit der gegenwärtigen Steuerung und Entwicklung im Bildungswesen entlang der Analyse und Diskussion verschiedener aktueller Steuerungsinstrumente Daran anschließend wird in unterschiedlichen Akzentuierungen der Frage nachgegangen inwieweit die Neue Steuerung zu einer Reduktion tradierter sozialer Ungleichheiten beitragen kann und soll Die im dritten Teil des Bandes versammelten Beiträge fokussieren in kritischer Pointierung der im Titel enthaltenen Fragestellung auf mögliche trans- und kontraintentionale Verschärfungen der Ungleichheitsproblematik infolge der Etablierung neuer Steuerungsinstrumente *Neue Steuerung im Schulsystem und ihre Konsequenzen für die Landesschulverwaltungen* Bettina-Maria Gördel, 2016

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