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| Nota di contenuto | Part 1 Innovation and Change from the Chronological View -- 1 Centralised-Decentralisation in Singapore Education Policy Making -- 2 Transforming Education for All: Tower Hamlets and Urban District Education Improvement -- Part 2 Innovation and Change from the Systems View -- 3 Wide-scale Implementation through Capacity Building of Senior Leaders: The Case of Teaching Thinking in Israeli Schools -- 4 Spreading Educational Technology Innovations: Cultivating Communicaties -- 5 Towards a Framework of Diffusing Education Innovations at Different Levels of the System -- 6 Community-based Design Research to Sustain Classroom Innovation with ICT -- Part 3 Innovation and Change from the School View -- 7 Negotiating Policy Meanings in School Administrative Practice: Practice, Professionalism, and High Stakes Accountability in a Shifting Policy Environment -- 8 School Orientation to Teacher Learning and the Cultivation of Ecologies for Innovation: A National Study of Teachers in England -- 9 Seeding Change: Growing and Sustaining a School's Culture of Innovativeness -- 10 Diffusing Innovative Pedagogies in Schools in Singapore: Case Studies on School Leaders' Diffusion Approaaches and their Rationalisations -- Part 4 Innovation and Change from the Classroom and Learner's View -- 11 Exploring the Change in Nature and Efficacy of Learners' Questions through Progressive Interaction with the |

Sommario/riassunto

This book offers an ecological perspective to understand the opportunities and complexities of spreading and sustaining educational innovations. It explores the imperatives underpinning educational reforms and identifies the role of schools in developing, disseminating, and sustaining changes in Singapore's educational context. It also includes international case studies that examine the dialectical relationships between structure, people and culture and demonstrate that cultivating ecologies involves leveraging affordances and resources across the education system to create new contexts, synergies and capacities. Further, it argues that educational innovations and reforms also need to consider tacit knowledge and conditions of transfer, which may be ambiguous and challenging. Few books address the nuances and interactions of innovation and change across levels of the education ecology – from the micro (classroom), meso (organisation / school), exo (partners), macro (policy) and chrono (time scales) levels. The ecological perspective adopted in this book explores the dynamic tensions in order to understand the interplays of policy and school-level influences that contextualize school innovations. By presenting multiple voices and views, it allows impediments and affordances of innovation diffusion to be discussed holistically, which is an integral caveat for nurturing a sustainable ecology that enables innovations.