

1. Record Nr.	UNINA9910255155003321
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Titolo	Improving Schools : Productive Tensions Between the Local, the Systemic and the Global // by Shaun Rawolle, Muriel Wells, Louise Paatsch, Russell Tytler, Coral Campbell
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2016
ISBN	981-287-931-5
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (152 p.)
Disciplina	370
Soggetti	Educational policy Education and state Child development Teaching Professional education Vocational education International education Comparative education Educational Policy and Politics Early Childhood Education Teaching and Teacher Education Professional & Vocational Education International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Chapter 1 School Improvement as a Global Movement -- Chapter 2 The Network Model -- Chapter 3 Contexts for School Improvement -- Chapter 4 Classroom Practice and Student Learning -- Chapter 5 Leadership and Collaborative Practice in School Improvement -- Chapter 6 Improving Schools.
Sommario/riassunto	This unique book explores school improvement policy – from its translation into national contexts and school networks to its implementation in leader and teacher practices in individual schools and classrooms within this network of schools and its impact on

students' learning. It draws on multiple conceptual and theoretical resources to explore the complexities attached to a school improvement process in a network of schools in Australia. These conceptual and theoretical resources include discourse, practice, representation and network, concepts common to both policy research as well as studies of leadership and classroom practice. They lead to a more detailed understanding of the intersections between educational policy and intervention processes, and the complex reality of school processes and teaching practices. In the book we trace the implementation of school improvement policies through its multiple phases, levels and contexts. Our data-collection and analysis methods draw on a variety of perspectives in the way different players perceive their roles and the nature of the initiative and the ways in which these intersect. The research findings are used to seek productive approaches to school improvement that combine policy integrity with local flexibility. The book contributes to the school improvement literature through its exploration of tensions between global and systemic settings and local practices and histories.
