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Autore	O'Neill Jan
Titolo	Building Shared Responsibility for Student Learning [[electronic resource]]
Pubbl/distr/stampa	Alexandria, : Association for Supervision & Curriculum Development, 2002
ISBN	0-87120-983-7
Descrizione fisica	1 online resource (160 p.)
Altri autori (Persone)	ConzemiusAnne
Disciplina	371.2/07
Soggetti	Electronic books. -- local Group work in education School environment School improvement programs Theory & Practice of Education Education Social Sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	""Cover ""; ""Title Page ""; ""Copyright ""; ""Dedication ""; ""Table of Contents ""; ""Acknowledgments""; ""Foreword""; ""Introduction""; ""Chapter 1: A Framework for Building Shared Responsibility""; ""Chapter 2: Focus""; ""Chapter 3: Reflection""; ""Chapter 4: Collaboration""; ""Chapter 5: SMART Goals""; ""Chapter 6: Leadership""; ""Appendix A: SMART Goal Tree Diagrams""; ""Appendix B: Sample Professional Development Plan""; ""Appendix C: Self-Assessment: Attributes of a Culture of Shared Responsibility for Learning"" ""Appendix D: Components of the Verona Area School District Strategic Plan""""Bibliography""; ""Index""; ""About the Authors""; ""Related ASCD Resources""; ""Search this Book""

2. Record Nr.	UNINA9910337746703321
Titolo	Accountability Policies in Education : A Comparative and Multilevel Analysis in France and Quebec / / edited by Christian Maroy, Xavier Pons
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030012854 3030012859
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (234 pages)
Collana	Educational Governance Research, , 2365-9556 ; ; 11
Disciplina	379.15 379.158
Soggetti	Education and state Political planning Political science School management and organization Educational Policy and Politics Public Policy Governance and Government Organization and Leadership
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction -- 2. Morphologies and Contexts -- 3. Theoretical Framework -- 4. Methodology -- 5. Trajectories -- 6. Mediations -- 7. Instrumentation -- 8. Conclusion.
Sommario/riassunto	This book addresses current changes of education policies in a context of globalisation. It does so by focusing on the implementation of performance-based accountability policies in France and in Quebec (Canada). It questions the trajectory of these policies, their mediations and their instrumentation in various territories and schools through a theoretical framework which combines a North American neo-institutionalist approach with the perspective of the French sociologie de l'action publique. The book extends the current international

literature on English-speaking experiences of hard accountability to research on “soft” accountability policies and proposes a deep investigation in two highly contrasted education systems. This investigation is multilevel and has led to field research both in schools, in intermediate authorities, and in central administrations for three years. The research presented in the book addresses the international literature on accountability in public administration and in education, the current transformations of governance in education, as well as the forms taken by the globalisation of education policies in countries differently exposed to international influences. The comparison highlights a convergent neo-statist trajectory of the performance-based accountability policy in the two countries, various forms of governance by results enacted at the local and meso level, and more intense impacts of these policies on schools and teacher’s practices in Quebec than in France. .

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