

1. Record Nr.	UNINA9910963958903321
Autore	Morley Louise <1954->
Titolo	School effectiveness : fracturing the discourse // Louise Morley and Naz Rassool
Pubbl/distr/stampa	London ; ; Philadelphia, : Falmer Press, 1999
ISBN	1-135-70848-7 0-203-16346-X 0-203-48705-2 1-135-70849-5 1-280-31657-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (164 p.)
Collana	Master classes in education series
Altri autori (Persone)	RassoolNaz <1949->
Disciplina	379.1/58
Soggetti	Educational evaluation - Great Britain School improvement programs - Great Britain Education - Standards - Great Britain
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 (p. 136-150) and index.
Nota di contenuto	Book Cover; Title; Contents; List of Figures; Series Editors' Preface; Introduction: Shaping the Debate; Manufacturing the Crisis: The Social Construction of Quality and Standards in Contemporary Education; Towards the Japanization of Education in England and Wales; Managing School Effectiveness: New Managerialism, Change and the Reconfiguration of Power; Systems Maintenance: The New School Improvement Paradigm; The Irrationality of School Effectiveness in Developing Countries; Equity and Effectiveness: The Dissonance of Difference; Conclusion: Redefining Change; References; Index
Sommario/riassunto	How have the school effectiveness and school improvement movements arrived where they are today? Over the past three decades there has been a great deal of development, from the 1960's when debates arose regarding equality of opportunity, to the 1980's when market concepts came into play. This book contrasts current thinking on educational standards with prevailing thought from prior decades, and tackles difficult questions of quality and educational outcomes. Anyone wishing to improve their understanding of school effectiveness will find

this book interesting and highly informative.
