

1. Record Nr.	UNISALENTO991001332459707536
Autore	Longhi, Roberto
Titolo	"Fatti di Masolino e di Masaccio" e altri studi sul Quattrocento : 1910-1967 / Roberto Longhi
Pubbl/distr/stampa	Firenze : Sansoni, 1975
Descrizione fisica	248 p., [210] p. di tav. : ill. ; 26 cm
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Soggetti	Pittura italiana
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Contiene: "Fatti di Masolino e di Masaccio"; Arcangelo di Cola; Maestro del bambino vispo; Maestro dei santi Quirico e Giulitta; Maestro della predella Sherman; "Il maestro di Pratovecchio;" Benozzo Gozzoli; Piero della Francesca; Giovanni di Piamonte; Familiare del Boccati; "Frammento siciliano"; Macrino d'Alba; Ghirlandaio

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
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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
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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. .
