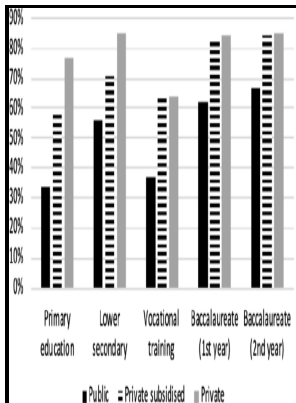


School performance indicators and school effectiveness - the conceptions and the critiques

Educational Research Unit, University of Wolverhampton - Taylorism, Tylerism and Performance Indicators: defending the indefensible?



Description: -

- School performance indicators and school effectiveness - the conceptions and the critiques

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[PDF] School Performance Indicators and School Effectiveness: The Conceptions and the Critiques. Working Papers in Education.

The range in the particular contributions to SE knowledge and practice from different societies is marked.

5 Key Indicators of School Performance

As such, at least in their formative years, they appear more complementary than competitive. School improvement research has highlighted the principal's role in the turn-around of ineffective schools and its importance for schools in disadvantaged contexts. As recounted in the histories, both networks sought to engage diversity, which they appeared to do well.

Taylorism, Tylerism and Performance Indicators: defending the indefensible?

School effectiveness research has drawn attention to the importance of school leadership as a key characteristic of effective schools see Table 1 and leadership judged to be poor is a well-documented feature of ineffective schools according to inspection evidence in the United Kingdom Matthews and Sammons, 2004.

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The United States has also been notable for the development of special improvement programs to implement SE and other bodies of knowledge, as with the initial Effective Schools Programs of the 1980s and the federally funded Special Strategies Programs of the 1990s. Some projects investigating the extent to which these approaches can be used in practice have been undertaken. Not to mention the fact that in many cases, funding is tied to your attendance rate! School improvement might point to inaccurate conceptions of effectiveness, such as the notion of linearity or one-dimensionality Hargreaves, 1995.

Related Books

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