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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.

Fox learns how to skate--the hard way.

"Gives essential survival tips for building shelter in the wild, including using natural means in different regions such as the desert, forest, jungle, and cold areas. Also includes information on what to bring for aid when building shelters"--Provided by publisher.

Globalizing Educational Accountabilities analyzes the influence that international and national testing and accountability regimes have on educational policy reform efforts in schooling systems around the world. Tracing the evolution of those regimes, with an emphasis on the OECD's PISA, it reveals the multiple effects of policy as numbers in countries with different types of government and different education systems. From the effect of Shanghai's PISA success on nations trying to compete economically to the perverse effects of linking funding to performance targets in Australia, the analysis links testing and accountability to new modes of network governance, new spatialities, and the significance of data infrastructures. This highly illustrative text offers scholars and policy makers a critical policy sociology framework for doing education policy analysis today.

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Ensure Conversations About Collaboration Get Results. This book lays out the theory and practice of Collaborative Professionalism. Through five international case studies, the authors distinguish Collaborative Professionalism from professional collaboration by highlighting intentional collaborative designs and providing concrete examples for how to be more purposeful with collaboration. Additionally, the book makes Collaborative Professionalism accessible to all educators through clear take-aways including: Ten core tenets, including Collective Efficacy, Collaborative Inquiry, and Collaborating With Students. Graphics indicating how educators can move from mere professional collaboration to the deep and transformative work of Collaborative Professionalism. Analysis of which collaborative practices educators should start doing, keep doing, and stop doing Collaboration can be one of your most powerful educational tools when used correctly, and turned into action. This book shows you how.

Documents the threat high-stakes testing poses to the field of education, arguing that high-stakes testing undermines the purposes and ideals of the American education system.

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A companion series to our "Competitive Mathematics for Gifted Students," the series "Math Challenges for Gifted Students" offers additional material in practice test form. The workbooks are useful for assessment and for development of testing skills. In full color and with fully detailed solutions, the workbooks may be used as a fun introduction to competitive problem solving. However, the problems are a bit more difficult than actual Kangaroo problems, exploring a large number of known 'tips and tricks.' One could say it is much more concentrated in that, unlike actual exams, it has less 'filler' - almost every problem is 'tricky' and embodies a specific strategy. The material is excellent for training purposes and has been used by the authors in seminars with hundreds of the most gifted students in the Bay Area. The workbook contains six 24-question tests. After each test there is an answer key. The tests are followed by detailed solutions. The recommended time limit for each test is of 75 minutes. Students who have not been exposed to competitive problem solving will find this book extremely difficult and will need help from an adult. Without preparation, students who get 'A' in school generally score about 50 points out of 96 possible on Kangaroo level 1-2.

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