

Contents

<i>List of figures</i>	xiii
<i>List of tables</i>	xiv
<i>List of contributors</i>	xv
<i>List of abbreviations</i>	xxv
<i>Preface</i>	xxx

1 Educational effectiveness and improvement research and practice: The emergence of the discipline 1

CHRISTOPHER CHAPMAN, DAVID REYNOLDS, DANIEL MUIJS,
PAM SAMMONS, SAM STRINGFIELD, AND CHARLES TEDDLIE

Characteristic one: A commitment to theory generation 4

*Characteristic two: A commitment to methodological
sophistication* 5

*Characteristic three: A commitment to the importance of the learning
level and multiple levels generally* 8

*Characteristic four: A commitment to measuring the multiple
outcomes of education* 11

*Characteristic five: An outward facing discipline responding
to criticism* 12

*Needed characteristic one: To have greater policy and
practice impact* 14

*Needed characteristic two: To understand the application of
technology in educational settings* 18

*Needed characteristic three: To develop a more forward-thinking
perspective* 20

*Needed characteristic four: Reconceptualising the
'failing' school* 22

Conclusions 24

2 Methodological and scientific properties of school effectiveness research: Exploring the underpinnings, evolution, and future directions of the field

25

PAM SAMMONS, SUSILA DAVIS, AND JOHN GRAY

Introduction 25

Definitions 27

Defining 'educational effectiveness': Key terms and measures 30

The underpinnings and evolutionary paths of the field 34

The evolution of EER in non-Western countries 42

The heritage of EER and methodological variation within the field 43

Measurement and instrument development 51

Use of alternative school outcome variables and curriculum specific measures 54

School connectedness 57

School climate 59

Summary of challenges to the field 61

Conclusions and future directions 61

3 Effective school processes

77

DAVID REYNOLDS, CHARLES TEDDLIE,

CHRISTOPHER CHAPMAN, AND SAM STRINGFIELD

Introduction: The phases of research on effective processes 77

Which processes matter at school level? 79

How these effectiveness factors operate 81

Effective school leadership 84

Which processes matter at the classroom level? 87

The processes of educational ineffectiveness 89

The contextual specificity of effectiveness factors 92

Studying the interactions of schools, communities, and families 94

The need to understand school processes better 95

The requirements of future research on effective school processes 97

Conclusions 99

4 The scientific properties of teacher effects/effective teaching processes

100

DANIEL MUIJS, DAVID REYNOLDS, AND LEONIDAS KYRIAKIDES

Introduction 100

Process-product research on teacher behaviours 100

Teacher effectiveness research and the development of direct instruction 104

Collaborative small group learning and peer tutoring	107
New learning and developing meta-cognitive skills	108
Hattie's meta-analyses	111
Integrated models: Hattie, Klieme, and the dynamic model	112
Cognitive science and new directions in research on learning	117
Conclusion	121
5 School improvement and system reform	124
DAVID HOPKINS	
Introduction	124
Phase one: Understanding the organisational culture of the school	125
Phase two: Action research and individual initiatives	127
Phase three: Managing change and comprehensive approaches to school reform	129
Phase four: Building capacity for student learning at the local level and the continuing emphasis on leadership	132
Phase five: Toward systemic improvement	137
Conclusion: Summarising the field, considering myths, and proposing theories of action and future lines of work	144
6 Theory development in educational effectiveness research	149
BERT CREEMERS AND LEONIDAS KYRIAKIDES	
Introduction	149
The disciplinary perspectives of EER	150
The integrated models of educational effectiveness	156
The dynamic model of educational effectiveness: An overview	158
Establishing links between EER and school improvement:	
The contribution of the dynamic model	169
Conclusions and suggestions for further research	171
7 Quantitative methods	173
DANIEL MUIJS AND ANNIE BROOKMAN	
Introduction	173
Multilevel modelling	173
Structural equation modelling	179
Measurement models	184
New methodological developments in EER	190
Mixed methods and multiple methods studies with a major quantitative component	198
Conclusion	200

8	Qualitative methods in educational effectiveness and improvement research	202
	MARK HADFIELD AND CHRISTOPHER CHAPMAN	
	<i>Introduction</i>	202
	<i>The 'traditions' of qualitative methods in school improvement</i>	203
	<i>The nature of methodological innovation and adaptation in school improvement research methods</i>	206
	<i>Current trends in the innovation and adaptation of qualitative methods</i>	210
	<i>Conclusion</i>	218
9	Educational effectiveness research in new, emerging, and traditional contexts	220
	SALLY THOMAS, LEONIDAS KYRIAKIDES, AND TONY TOWNSEND	
	<i>Introduction</i>	220
	<i>Case study 1: China</i>	224
	<i>Case study 2: The Middle East and Africa</i>	230
	<i>Case study 3: Mainland Europe</i>	238
	<i>Conclusion</i>	243
10	Comparative educational research	246
	DAVID REYNOLDS, BRIAN CALDWELL, ROSA MARIA CRUZ, ZHENZHEN MIAO, JAVIER MURILLO, HAMIS MUGENDAWALA, BEGOÑA DE LA IGLESIA MAYOL, CARME PINYA MEDINA, AND MARIA ROSA ROSSELLÓ RAMON	
	<i>Introduction</i>	246
	<i>The PISA paradigm</i>	247
	<i>Research conducted in different parts of the world</i>	252
	<i>Latin America</i>	252
	<i>Schooling and teaching in East Asia</i>	268
	<i>Conclusions</i>	280
11	Educational effectiveness and improvement research and educational policy: The rise of performance-based reforms	283
	DAVID REYNOLDS, ANTHONY KELLY, AND CHRISTOPHER CHAPMAN	
	<i>Introduction</i>	283
	<i>The rise of the 'supply-side/demand-side' performance paradigm</i>	284
	<i>Building the new supply-side/demand-side performance reform paradigm</i>	289

<i>Research on performance-based reforms</i>	290
<i>The development of performance-based reforms in the future</i>	295
<i>Performance-based educational policies in the future</i>	299
<i>Two contemporary developments in performance-based reform</i>	301
<i>Conclusions</i>	309

12 Educational effectiveness research and system reconstruction and change 310

SAM STRINGFIELD AND ANTHONY MACKAY

<i>Introduction</i>	310
<i>The characteristics of schools as systems</i>	311
<i>The evolving research base on educational effects</i>	314
<i>Teacher and school effects research as necessary building blocks</i>	314
<i>School improvement programmes</i>	316
<i>District or regional effects</i>	317
<i>From districts to system</i>	319
<i>Conclusion</i>	325

13 Leadership development and issues of effectiveness 326

JIM O'BRIEN AND CHRISTINE FORDE

<i>Introduction</i>	326
<i>Policy context</i>	327
<i>The contested concept of leadership</i>	332
<i>Approaches to leadership development</i>	334
<i>Leadership development and the question of impact</i>	335
<i>Effectiveness and leadership development</i>	341
<i>Conclusions</i>	345

14 Educational effectiveness and improvement research, and teachers and teaching 348

LOUISE STOLL, LORNA EARL, STEPHEN ANDERSON,
AND KIM SCHILDKAMP

<i>Introduction</i>	348
<i>Influencing values, beliefs, and practice</i>	349
<i>Using data</i>	350
<i>Enhancing teacher and teaching effectiveness</i>	353
<i>Collaborative learning cultures</i>	356
<i>Leading teaching and learning</i>	360
<i>Conclusion: Effective and sustainable change is hard</i>	362

15 The challenges of globalisation and the new policy paradigms for educational effectiveness and improvement research	365
ANTHONY KELLY AND PAUL CLARKE	
<i>Introduction</i>	365
<i>The globalisation context</i>	365
<i>Educational effectiveness and the changing agency of the state</i>	367
<i>The rising tide of performativity</i>	372
<i>Regulation and the free market</i>	373
<i>Globalisation, effectiveness, and school improvement</i>	374
<i>Globalisation and professionalism</i>	376
<i>Conclusion</i>	377
16 Critical and alternative perspectives on educational effectiveness and improvement research	380
TONY TOWNSEND, JOHN MACBEATH, AND IRA BOGOTCH	
<i>Introduction</i>	380
<i>Defining school effectiveness</i>	382
<i>Criticisms of research designs and methods</i>	389
<i>From-inside effectiveness</i>	390
<i>Political uses of EER</i>	394
<i>Schools in communities</i>	396
<i>The accountability question</i>	398
<i>Issues of policy purpose</i>	401
<i>From school effectiveness to educational effectiveness</i>	404
<i>Turning to the outside</i>	405
17 Conclusions: The future of educational effectiveness and improvement research, and some suggestions and speculations	408
DAVID REYNOLDS, CHRISTOPHER CHAPMAN, PAUL CLARKE, DANIEL MUIJS, PAM SAMMONS, AND CHARLES TEDDLIE	
<i>Introduction</i>	408
<i>Fully embracing and understanding complexity</i>	410
<i>Enhanced take-up by practitioners and policymakers</i>	414
<i>Focusing on what could be in addition to what is</i>	419
<i>Becoming efficient as well as effective</i>	424
<i>The need to develop ecologically relevant orientations</i>	429
<i>The need to study context specificity</i>	431
<i>Researching in novel areas of education</i>	433
<i>Drawing on new external perspectives</i>	435
<i>Conclusion: More integrated and flexible solutions</i>	437
References	440
Index	519