



Améliorer la direction des établissements scolaires

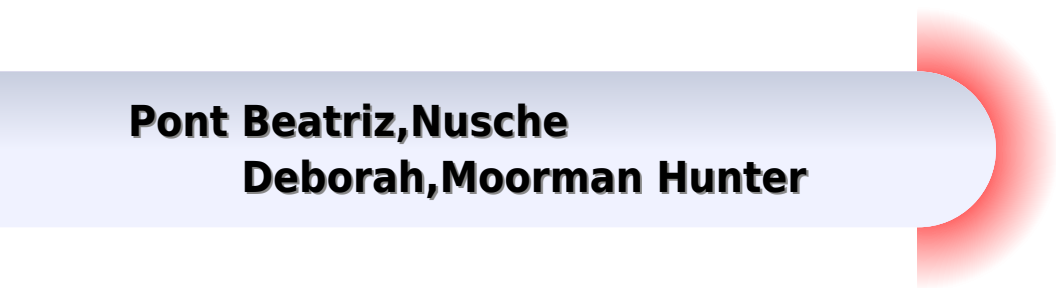
VOLUME 1 : POLITIQUES ET PRATIQUES

Par Beatriz Pont, Deborah Nusche, Hunter Moorman



Ameacutelierer La Direction Des Eacutetablissements Scolaires Volume Politiques Et Pratiques

**Pont Beatriz,Nusche
Deborah,Moorman Hunter**



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Deborah,Moorman Hunter,2009-03-10 Cet ouvrage s appuie sur une tude consacr e par l OCDE aux pratiques et politiques en mati re de direction d tablissement scolaire dans le monde tay par une perspective internationale int ressante il recense quatre grands moyens d action et diverses options pour aider les pouvoirs publics am liorer la direction d tablissement

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A Systemic Approach to School Leadership ,2009 La fonction de chef d tablissement scolaire a radicalement chang En effet les pays transforment leurs syst mes ducatifs pour pr parer les jeunes aux mutations technologiques rapides d aujourd hui la mondialisation de l conomie et l accroissement des migrations Dans ce contexte les chefs d tablissement ont une nouvelle mission qui leur permet d largir leur champ d activit au del des limites de leur propre tablissement Il s agit maintenant pour eux de contribuer non seulement au succ s de leur cole mais aussi celui du syst me dans son ensemble afin que chaque cole soit une bonne cole En quoi la direction syst mique peut elle contribuer am liorer l cole Cet ouvrage d voile les points de vue des sp cialistes sur la question Les tudes de cas portent sur des strat gies novatrices de r partition des fonctions de direction dans les tablissements scolaires en Belgique Flandre en Finlande et au Royaume Uni Angleterre ainsi que sur des programmes de perfectionnement de la direction en vue d une am lioration du syst me en Australie et en Autriche Ces pratiques tant nouvelles cet ouvrage pr sente une premi re perspective compar e de l tat actuel de la direction syst mique l chelle mondiale Pour en savoir plus Am liorer la direction des tablissements scolaires volume 1 Politiques et pratiques rend compte d une tude consacr e par l OCDE aux pratiques et politiques en mati re de direction d tablissement scolaire dans le monde tay par une perspective internationale int ressante cet ouvrage recense quatre grands moyens d action et diverses options pour aider les pouvoirs publics am liorer la direction d tablissement aujourd hui et la renforcer durablement demain Am liorer la direction des tablissements scolaires La bo te outils est con u pour aider les d cideurs publics et les praticiens examiner en d tail les r formes des tablissements scolaires et des syst mes ducatifs dans leur contexte national respectif Ce document peut tre t l charg gratuitement sur www.oecd.org/edu/schoolleadership Une direction d tablissement efficace est jug e essentielle pour la r forme de l ducation dans le monde entier Ces ouvrages int resseront les d cideurs publics les conseils d administration des tablissements scolaires les administrateurs d tablissement les chefs d tablissement les enseignants et les parents

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Louise,Temperley Julie,2010-02-17 La pr sente Bo te outils est un outil de perfectionnement professionnel l usage des

individus ou des groupes Elle a t con ue pour aider les d cideurs les intervenants et les parties int ress es analyser leurs politiques et leurs pratiques

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Gouvernance et inclusion scolaire Lise Bessette, Gérald Boutin, 2022 Les notions de gouvernance et d inclusion scolaire ont pris une importance consid rable au cours des derni res ann es notamment dans le champ des activit s sociales et ducatives Elles touchent particuli rement le r le du directeur d tablissement scolaire qui est charg de mettre en marche l cole dite inclusive Ce type de gouvernance requiert de nombreux moyens dont les directeurs d cole ne disposent pas suffisamment de leur avis et de celui de nombreux chercheurs Dans de telles conditions il devient difficile tant pour eux que pour les acteurs de premier plan qui les entourent enseignants psychologues scolaires psycho ducateurs parents etc de s acquitter des nombreuses t ches qui leur incombent Les auteurs de ce livre se sont pench s longuement sur cette probl matique en faisant appel plusieurs sources et leurs propres expertises Ils mettent l accent sur la n cessit de clarifier les politiques organisationnelles le r le des acteurs de premi re ligne et des organismes sociaux aff rents l cole In fine ils proposent des pistes d action et de r flexion Un ouvrage important pour les directeurs d tablissement les personnels des coles les sp cialistes en ducation mais aussi les parents et les organismes d cisionnels et administratifs

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Le leadership des directions d'établissement scolaire Floriane Grandjean Luthi, 2010-07-01 Les missions de l cole et des directions se complexifient et le leadership exerc par les directions a un impact sur le climat scolaire la qualit de l enseignement et des apprentissages Comment optimiser le leadership des directions par des pratiques de Gestion des Ressources Humaines en particulier par les processus d valuation et de d veloppement des comp tences Comment renforcer les quipes de direction et d encadrement des tablissements scolaires

La direction des établissements scolaires ,2005

Peut-on réformer l'école ? Vincent Dupriez, 2015-01-15 L cole est elle r formable Dans de multiples pays on constate en tout cas que les r formes appelant une transformation du travail p dagogique des enseignants sont difficiles mettre en uvre Cette difficult s explique entre autres par la structure cellulaire des syst mes ducatifs et la situation d isolement de chaque enseignant au sein de sa classe La faiblesse de la ligne hi rarchique dans les syst mes ducatifs et les incertitudes li es aux choix p dagogiques aident galement comprendre pourquoi chaque enseignant dans sa classe b n ficie d une autonomie importante et peut ignorer ou contourner un certain nombre d injonctions formul es par les autorit s ducatives La complexit de la question r side fondamentalement dans ce paradoxe le changement p dagogique doit s appuyer sur les pratiques enseignantes mais le syst me a peu de prises sur celles ci C est partir d un tel constat que cet ouvrage tente de construire une synth se de notre compr hension des processus de changement des pratiques enseignantes La premi re partie de l ouvrage propose au lecteur trois

entrées théoriques pour analyser les systèmes éducatifs et les conceptions du changement que ces modèles théoriques revèlent. La deuxième partie de l'ouvrage présente trois tentatives de changement adossées des évolutions des modes de gouvernance : la décentralisation des systèmes éducatifs, la mise en concurrence des écoles et les politiques de reddition de comptes. La dernière partie met en évidence deux évolutions majeures potentiellement contradictoires de la manière de penser et d'impulser le changement des pratiques éducatives.

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