LEADING TURNAROUND AND IMPROVEMENT IN LOW-PERFORMING SCHOOLS IN MALAYSIA AND INDONESIA

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Improving the fortunes of low-performing schools, often in the most challenging circumstances, remains a persistent and pervasive challenge in many education systems (Meyers & Darwin, 2017). Turnaround schools, as they have become known, continue to be the subject of considerable international research interest and policy attention (Calkins, Guenther, Belfiore, & Lash, 2007; Herman, 2012; Jensen & Sonneman, 2014; Leithwood, Harris, & Strauss, 2010). Turnaround schools are often located in areas of socio-economic disadvantage and can face a myriad of challenges including poor facilities, fragile leadership, insufficient teaching resources, and low teaching