

- Nicolaidou, M., & Ainscow, M. (2005). Understanding tailing schools: Perspectives from in-side. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 16(3), 229–248.
- Organisation for Economic Cooperation and Development. (2012). *Equity and quality in education. Supporting disadvantaged students and schools*. Paris, France: Author.
- Potter, D., Reynolds, D., & Chapman, C. (2002). School improvement for schools facing challenging circumstances: A review of research and practice. *School Leadership and Management*, 22(3), 243–256.
- Stoll, L., & Myers, K. (1997). *No quick fixes: Perspectives on schools in difficulty*. Washington DC: The Falmer Press.
- Stringfield, S. (1998). Choosing success. *American Educator*, 22(3), 12–17.
- Teddlie, C., & Reynolds, D. (2000). *The international handbook of school effectiveness research*. London, England: Falmer Press.
- Wallace Jr., R. C., & Others. (1990, April). *The instructional cabinet and shared decision-making in the Pittsburgh public schools: Theory, practice and evaluation*. Paper presented at the Annual Meeting of the American Educational Research Association of Boston, MA.
- West, M., Ainscow, M., & Muijs, D. (2006). *Improving schools in complex and challenging circumstances: A summary of evidence regarding school-to-school collaboration*. Nottingham, England: National College for School Leadership

---

## CHAPTER 13

---

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

**Alma Harris and Michelle Jones**  
*University of Bath*

**Nashwa Ismail**  
*Open University*

**Donnie Adams and Bambang Sumintono**  
*University of Malaya*

---

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 socioeconomic disadvantage and can face a myriad of challenges including poor facilities, fragile leadership, insufficient teaching resources, and low teaching

---

*International Perspectives on Leading Low-Performing Schools*, pages 267–287  
Copyright © 2018 by Information Age Publishing  
All rights of reproduction in any form reserved.