

School Leadership That Works From Research To Results

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Culturally Responsive School Leadership - Muhammad Khalifa 2020-07-27

Culturally Responsive School Leadership focuses on how school leaders can effectively serve minoritized students—those who have been historically marginalized in school and society. The book demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices. Muhammad Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is essential to successful school leadership. Second, that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it. Finally, that culturally responsive school leadership comprises a number of crucial leadership behaviors, which include critical self-reflection; the development of culturally responsive teachers; the promotion of inclusive, anti-oppressive school environments; and engagement with students’ indigenous community contexts. Based on an ethnography of a school principal who exemplifies the practices and behaviors of culturally responsive school leadership, the book provides educators with pedagogy and strategies for immediate implementation.

Using Research to Lead School Improvement - Scott C. Bauer 2011-02-15

-This text presents a step-by-step approach to problem diagnosis and school improvement. --

Essential Skills for Effective School Leadership - Frank Siccone 2011

A succinct, practicable text that equips school leaders with an expansive repertoire of essential skills and reinforces the leadership knowledge necessary for success. All leaders, particularly school leaders, share five essential skills: Confidence. Leaders believe in themselves and their ability to mobilize others to act. Communication. Leaders are able to articulate their goals and transform words into deeds, and rhetoric into results. Collaboration. Leaders recognize that success is a team effort. Coaching. Leaders invest time and energy into developing their team. Continuous Improvement. Leaders view change as opportunity. This book is based on the premise that there is no single ideal school leader profile or leadership style. It contains tools for activating and motivating the community on behalf of students, developing the ability to be decisive and achieve results, facilitating collaboration to improve teaching and learning, implementing detailed action plans, and balancing leadership challenges. Designed for individual school leaders and those who aspire to be, this book contains easy-to-understand, ready-to-use leadership lessons created to inspire the acquisition of pertinent decision-making and school leadership skills. A valuable resource for every reader, it is designed to be easily customizable. Topics that are most relevant to each situation are easily selected and tailored to every leader's individual development program.

Effective School Leadership - John MacBeath 1998-09-30

`This is a zippy read arising out of the international project "effective leadership in a time of change", which grapples with the nature and practice of leadership (as opposed to management or administration) in schools' - Times Educational Supplement Who really runs the school - head teachers or governors? What do pupils think of their leaders and should they have a bigger role in school leadership? Is the United Kingdom obsessed with discipline and `strong leadership' as others suggest? Is New Public Management an insidious undermining of what is important and valuable in the UK educational system? The answers to these and other questions present surprises and challenges to the way things are seen in the UK. This book provides evidence from other countries that raises many questions about effective leadership and how it is seen from different viewpoints, and examines the issues in a political context and in relation to a changing world scene.

School Leadership for Results - Beverly G. Carbaugh 2014-01-20

What defines an effective school leader and how do you measure effectiveness? School leaders have a direct and significant impact on student achievement. They drive the effectiveness of teachers who, in turn, influence the performance of students. Without the right kind of support, training, vision, and tools, however, school leaders are often unable to perform at the highest levels of effectiveness. Based on historical and contemporary research, *School Leadership for Results: Shifting the Focus of Leader Evaluation* explores the importance of evaluating school leaders based on something far more powerful than measurement alone: evaluating based on growth. Education authorities Beverly G. Carbaugh, Robert J. Marzano, and Michael D. Toth describe ways to transform evaluation into a model that: Measurably improves the performance of school leaders Aligns the vision, mission, and goals of school leaders Connects goals with practices that impact teachers and students Is designed with domains, scales, and evidences to address key questions Provides a clear course to help school leaders prepare for evaluations Ensures that district leaders offer fair, unbiased school leader evaluations Effective school leader evaluation is a collaborative, shared process of focused improvement. Learn how to make it an integral part of your schools.

Educational Leadership, Improvement and Change - Leif Moos 2020-07-25

This book analyses selected critical concepts of policy and practice in educational leadership in five European countries. The editors and contributors cover Croatia, Slovenia, Lithuania, Denmark and Norway, spanning a wide geographical region as well as diverse historical and political contexts. The analyses primarily consider the issues of convergence and divergence in local educational leadership policies and practice that are developing and emerging from traditional structures and discourses under global, trans-national and regional influences. Focusing on both the macro and micro levels, this book examines a range of topics including international benchmarking, inclusive education practices and digital transformation. It will be of interest and value to scholars of educational leadership in Europe, particularly within smaller countries. “Today’s local educational leadership policies and practice are connected with the historical roots of five small European countries. In the analysis, perspectives from within each country and comparisons are used interestingly. Both levels of analysis bring out new understandings of the relationship between policy and practice and how they have been related to leadership in a historical discourse. In my opinion the different country chapters and the comparisons represent important new knowledge and I recommended the book as reading for school leaders and policy makers in the field of educational leadership.” —Professor Olof Johansson, Umeå University, Sweden “The book fills a gap in the research of cross-national research, comparing school leadership issues in two Balkan countries, Croatia and Slovenia, one Baltic country, Lithuania, and two Scandinavian countries, Norway and Denmark. To my knowledge it is the first time there has been this sort of cross-investigation of commonalities and differences in school leadership conditions between these countries in the age of globalization. I am sure that many scholars and practitioners can benefit from this book and hereby recommend it. “ —Associate Professor Emeritus Klaus Kasper Kofod, Aarhus University, Denmark

Professionalisation of School Leadership - Jakob Ditlev Bøje 2021-11-16

This book examines the subject of school leadership as a profession. It tackles questions of what it means to be professional and to work within a profession, and how school leadership fits within these definitions. The book analyses five areas which, in the sociology of professions, are considered important for an occupation to qualify as a profession: knowledge base, education and training, ethics, working conditions, and

formation of a professional identity. Based on these criteria, the book offers a comprehensive analysis into a sociological definition of the professional status of school leadership. The authors argue that school leadership is an emerging profession characterised by development and efforts across different areas. Contributing to the discussion and theorisation of professionalisation, this book will be valuable reading for scholars, researchers, and students in the field of educational leadership and educational policy.

School Leadership That Works - Peter R. Litchka 2019-09-17

This book examines the contemporary theory and practices of school leadership from a global perspective and includes articles in support of international professional learning for school leaders.

Caring School Leadership - Mark A. Smylie 2020-01-03

The purpose of this book is to argue for the importance of caring in schools and school leadership and to provide understanding and guidance for the practice of caring school leadership. This book will provide a counterbalance to today's emphasis on academic press and accountability. Caring is at the heart of successful school leadership and successful schooling for students. The authors wish to enrich the understanding and practice of caring school leadership through the perspectives of other human service professions. This book will affirm for educators the importance of caring as a fundamental part of schooling for students. It will help practicing educators develop deeper understanding of caring as a quality of human relationships and it will help them understand the relationship of caring to student academic success and well-being. Most importantly, the book will benefit practicing educators by promoting understanding of caring school leadership and promoting its practice.

Re-centering the Critical Potential of Nordic School Leadership Research

- Leif Moos 2021-11-03

This volume contributes significantly to the ongoing international and Nordic paradigm shift in educational leadership research. It advocates for going from a contemporary, mainstream functionalist paradigm to a reflexive paradigm, based on educational values and knowledge. The volume is built on the shared basis, that the purpose of education is, and must be, fundamental for school leadership practice. However, that is often forgotten in educational governance and policy. The basis of the argument is, that educational leadership needs to change from focusing on effectiveness and narrowly defined accountability towards focusing on leadership that is contributing to the general education of students. That entails that leadership research need to focus on complex perspectives like context, relations, trust, sense making and social and human values, and less on control, outcomes, accountability and testing. The volume reminds readers about the need to raise awareness of the contexts of education and research, be they political, cultural, economic or ideological. Chapters analyze, discuss and compare research from Nordic educational leadership research systems: Denmark, Finland, Iceland, Norway and Sweden. The cross-system insights clarify the fundamental relations between policy/governance and research/practice are and discuss forgotten dependencies and opportunities.

School Leadership Effects Revisited - Jaap Scheerens 2012-01-05

This highly detailed study maps four decades of evolution of the concept of what constitutes effective school leadership. It analyses the theoretical background to these developments and advocates the utility of thinking of a 'lean' form of school leadership that is comparable to the concept of 'meta-control'. A wide-ranging survey of the empirical research literature on leadership effects includes the presentation of results from earlier meta-analyses as well as a new meta-analysis on some 25 studies carried out between 2005 and 2010. This survey demonstrates that older reviews and meta-analyses were predominantly based on so-called 'direct effect' studies, while more recent studies have tried to quantify the indirect effects of leadership, mediated by other school variables. While acknowledging the relatively small total effect of leadership on student outcomes, the study does identify promising intermediary factors which, stimulated by specific leadership behaviours, impact on student performance. The book ends by drawing out wider implications for educational practice and policy, presented under headings such as 'schools need leadership', 'the toolkit of the school leader as a meta-controller', 'the special case of turning around failing schools' and 'efficiency of school leadership'. In passing, the authors make several suggestions about potentially fruitful next steps in researching the effects of school leadership.

School Leadership for Authentic Family and Community

Partnerships - Susan Auerbach 2012-05-22

School leaders are increasingly called upon to pursue meaningful

partnerships with families and community groups, yet many leaders are unprepared to meet the challenges of partnerships, to cross cultural boundaries, or to be accountable to the community. Alliances are needed among educators, families, and community groups that value relationship building, dialogue, and power-sharing as part of socially just, democratic schools. This book brings together research perspectives that intersect the fields of leadership and partnerships to inform and inspire more authentic collaboration. Contributors from the fields of educational leadership, family engagement, school-community partnerships, and education for social justice come together to examine the role of educational leaders in promoting partnerships as a dimension of leadership for social justice. The volume offers a mix of empirical, conceptual, and reflective chapters with research representing qualitative, quantitative, and mixed methods approaches in urban, suburban, and rural schools. The chapter, "Conversations with Community-Oriented Leaders," includes candid advice from district and school-level administrators on this under-documented aspect of leadership. Situating leadership for partnerships within the leadership literature, this book proposes a model for addressing tensions embedded in home-school relations and leading schools toward more authentic relationships with stakeholders. This collection of original scholarly articles will be a unique resource for new and aspiring administrators and for researchers in both the fields of leadership and school-family-community partnerships.

District Leadership that Works - Robert J. Marzano 2009

District leaders need not direct educational policy and progress from a distance. District Leadership That Works: Striking the Right Balance explores the research that proves district leadership does have an impact on student achievement in the classroom. When leaders strike the right balance between establishing overarching goals and supporting building-level autonomy on how to meet those goals, student achievement flourishes. The authors show how to strengthen and support the educational process through dynamic collaboration-with schools, teachers, boards, unions, and community members-that ensures every student's success.

Leaders of Learning - Richard DuFour 2011-07-26

For many years, the authors have been fellow travelers on the journey to help educators improve their schools. Their first coauthored book focuses on district leadership, principal leadership, and team leadership and addresses how individual teachers can be most effective in leading students—by learning with colleagues how to implement the most promising pedagogy in their classrooms

District Leadership That Works - Robert J. Marzano 2009-11-01

Bridge the great divide between distanced administrative duties and daily classroom impact. This book introduces a top-down power mechanism called defined autonomy, a concept that focuses on district-defined, nonnegotiable, common goals and a system of accountability supported by assessment tools. Defined autonomy creates an effective balance of centralized direction and individualized empowerment that allows building-level staff the stylistic freedom to respond quickly and effectively to student failure.

Effective School Leadership in Challenging Times - Liz Browne 2020-12-30

Education leadership has been subject to a period of turmoil with rapid social change, political demands for excellence, economic pressures for austerity and the influence of technology impacting on leadership roles in multiple ways. This book draws on real examples of practice to identify the key challenges facing educational leadership and how these might be overcome drawing on recent research and interventions that have impacted positively on learner outcomes and teacher retention. Covering all aspects of leadership including school improvement, vision and values, working with partners and leading change, the book launches the concept of atomic leadership, advocating small steps to change for maximum momentum and large-scale impact. It reveals how leaders can cooperate to trial new ways of learning and disseminate their successes and failures with a new honesty and openness about what works in our schools. With reflective tasks in every chapter, this text will inspire debate and inform discussion at staff meetings and is essential reading for all school leaders as well as those undertaking master-level courses in educational leadership and or pursuing the National Professional Qualifications in leadership.

Improving School Leadership - Catherine H. Augustine 2009

This study documents actions of Wallace Foundation grantees to create more-cohesive policies and initiatives to improve instructional leadership in schools; describes how states and districts have worked together to

forge such policies and initiatives; and examines the hypothesis that cohesive systems improve school leadership. Such efforts appear to be a promising approach to developing school principals engaged in improving instruction.

School Leadership - International Perspectives - Stephan Huber 2009-12-24

Recent research into school effectiveness has corroborated the theory that the school leader plays a pivotal role making their school a successful institution, and is most often cited as the key factor in a school's development. Reflecting the importance it is given in the today's education landscape, this book explores the latest trends in school leadership from both theoretical and practical perspectives. Each chapter provides insight into an aspect of current research, with detailed case studies coming from as far afield as Hong Kong and Canada. In the context of the ever-increasing burden of responsibility placed on education management to safeguard and enhance the quality of education they provide, school leadership is now a core concern of policy makers. In addition, most countries are undertaking fundamental education reforms that will have a major influence on the nature of school leadership. Offering the most up-to-date research on this central issue, this book will both inform and shape the debate.

Classroom Instruction that Works - Robert J. Marzano 2001

Describes nine different teaching strategies which have been proven to have positive effects on student learning and explains how those strategies can be incorporated into the classroom.

Innovative School Leadership - Gill Richards 2021-10-26

Written by school leaders, for school leaders, this book shares the work of ten practising, innovative school leaders. It offers insight into practical school developments that have been researched, trialled and reviewed to demonstrate their success at creating positive change. With each chapter written by experienced school leaders working in a range of contexts, the accounts of the developments they carried out and the research evidence they collected to measure impact are presented accessibly and succinctly. These developments include: 'Poverty Proofing' by breaking down barriers to disadvantage Creating a new holistic approach to appraisal and quality assurance Designing and delivering a new cohesive whole school curriculum Surviving headteacher stress Innovative School Leadership: Transforming Practices is an indispensable resource for all current and aspiring leaders wanting to provide the best learning environment for their whole school community.

A Handbook for Classroom Instruction That Works - ASCD 2004-04-01

Designed as a self-study resource, this handbook guides readers through nine categories of instructional strategies proven to improve student achievement. Sections 1-9 address the nine categories of instructional strategies that can be applied to all types of content, at all grade levels, and with all types of students: Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Representing knowledge; Learning groups; Setting objectives and providing feedback; Generating and testing hypotheses; and Cues, questions, and advance organizers. For each of the nine categories, exercises, brief questionnaires, tips and recommendations, samples, worksheets, rubrics, and other tools are provided. For elementary and middle school teachers, counselors, evaluators, and administrators.

Successful School Leadership: Linking With Learning And Achievement - Day, Christopher 2011-05-01

This book examines the nature of successful school leadership - what is it, what does it look like in practice and what are the consequences for schools and pupils. As well as providing a contemporary overview of international research and thinking about successful school leadership, it identifies similar and distinguishing features of successful leadership in different sectors; between heads of different experience; and between schools in different socio-economic circumstances. It introduces the notions of 'layered leadership' and 'progressive trust' as key features of successful leadership. Additionally it discusses issues of sustainability and resilience in successful school leadership. Finally it considers how successful school leadership connects to pupil success, exploring the leadership strategies used by successful heads in a range of primary and secondary schools whose pupil attainment results had improved over a three year period during their headship.

Five Critical Leadership Practices - Ruth C. Ash 2016-01-08

What are the critical practices of leaders in high-performing schools? Based on extensive observations, interviews, and in-depth case studies of principals and superintendents who significantly increase student learning and achievement, this exciting new book provides novice and

veteran school leaders with the five critical steps for effective school leadership: Focus on Direction Build a Powerful Organization Ensure Student-Focused Vision and Action Give Life to Data Lead Learning Rich with voices from highly effective leaders, this book provides an accessible, research-based framework for school improvement that is correlated with the field's standards. The engaging case studies in this vital resource show the power of these five key critical practices to make a difference in the lives of students and transform schools to support learning for all.

Evidence-based School Leadership and Management - Gary Jones 2018-09-17

There is a vast amount of research on what goes on in schools, but how can school leaders sort credible findings from dubious claims and use these to make informed decisions that benefit their schools? How can abstract ideas from research be translated into dynamic plans for action? This book is a practical guide to evidence-based school leadership demonstrating the benefits that can be gained from engaging with robust educational research and offering clear guidance on applying meaningful lessons to practice. Topics include: · What is evidence-based school leadership and why does it matter? · How to collect data from your own school and how to analyse this evidence in order to inform strategic leadership decisions · Models for implementing school improvement and change · Leadership skills for fostering a culture of evidence-based practice This is essential reading for senior and middle leaders in educational organisations who aspire to lead effective schools with high levels of staff well-being and enhanced outcomes for the learners they teach.

Women in School Leadership - N. Mythili 2019-06-03

School leadership quality is among the biggest factors ensuring high-quality student learning worldwide. Women school leaders develop greater interactivity with children, helping them achieve greater engagement with learning and better results. Developing women school leaders is therefore key to improving school education in India and across the world. The proportion of women teachers in developing countries, including India, has risen significantly in recent years. However, their participation in school leadership is comparatively low due to ingrained negative perceptions as well as several sociocultural barriers. Women in School Leadership aims to document vividly the initiative by women, especially in developing countries, to achieve parity in school leadership. It analyses and interprets qualitative primary data collected from detailed case studies of women school heads, and secondary data from Unified District Information System for Education (U-DISE), the Indian national database for school information, as per a multi-disciplinary approach. The book validates the current level of progress and suggests ways to improve the situation further through policy measures and by reducing barriers to women's school leadership development. Success in this endeavour is expected to lead to gender equality, scope for fair access and the promotion of the merit principle in education, competition and employment opportunities in schools.

Handbook of Research on Educational Leadership for Equity and Diversity - Linda C. Tillman 2013-08-21

The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion, and postsecondary attendance has made equity and diversity two of the principle issues in education, educational leadership, and educational leadership research. The Handbook of Research on Educational Leadership for Equity and Diversity is the first research-based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity, and class. The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools, yet at the same time candidly critiques the destructive deficit thinking, biases, and prejudices that undermine school success for many groups of students. Well-known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders. Each chapter reviews theoretical and empirical evidence of these inequities and provides research-based recommendations for practice and for future research. Celebrating the broad diversity in U.S. schools, the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity, and provides evidence-based practices to promote student success for all children.

Understanding China's School Leadership - Daming Feng 2019-01-01

This open access book outlines key terms of China's school leadership in Chinese political and legal, financial, administrative, and cultural

contexts. It reveals and interprets the real meaning of these practical terms based on existing laws, government documents, school policy texts as well as the latest empirical findings from school leaders and teachers' surveys and interviews in China. Providing a holistic picture of China's school leadership through the unique meanings of these terms, the book offers researchers and graduate students insights into school leadership practice and its context in China. Thus, it would likely intensify readers' knowledge base to analyse and interpret the phenomenon and research data regarding China's school leadership.

Successful School Leadership - Christopher Day 2017-12

The Leader in Me - Stephen R. Covey 2012-12-11

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Building a Culture of Support - P J Caposey 2013-08-06

Written in a down-to-earth and people-first style, this book is for principals and aspiring school leaders. Caposey shares insightful advice and meaningful examples for building a healthy school culture. Learn the essential strategies that will help you transform and improve your school by embodying a service mindset and focusing on supporting the mission and vision, the professionals in the building, the students, and the community as a whole. This is also an ideal guide for students in a principal preparation course—demonstrating how a culture of support is at the heart of all successful school improvement efforts.

Leading with Focus - Mike Schmoker 2016-01-20

In his 2011 ASCD best-seller *Focus: Elevating the Essentials to Radically Improve Student Learning*, author Mike Schmoker described a fresh approach to K-12 teaching built on three core elements: a focused and coherent curriculum; clear, prioritized lessons; and purposeful reading and writing, or authentic literacy. Now, in *Leading with Focus*, he shows administrators, principals, and other education leaders how to apply his model to the work of running schools and districts. In this companion to his previous book, Schmoker offers * An overview of the case for simple, focused school and district leadership--demonstrating its power for vastly improving the work of teachers and leaders. * Examples of real schools and districts that have embraced focused leadership--and the incredible results for student learning. * A practical, flexible, and easy-to-follow implementation guide for ensuring focused leadership in schools and districts. All students deserve to learn in schools where educators eschew distractions and superfluous activities to concentrate on what's most important. To that end, this book is an essential resource for leaders ready to streamline their practice and focus their efforts on radically improving student learning.

School Leadership that Works - Robert J. Marzano 2005

Describes a variety of leadership responsibilities that have an effect on student achievement.

Balanced Leadership for Powerful Learning - Bryan Goodwin 2015-08-24

What makes a great school leader? Contrary to what many believe, the answer is not tied to a certain kind of personality but to specific behaviors and actions that have positive effects on student achievement—behaviors and actions that any school leader can learn and put into practice. Over the last decade, thousands of school principals have done that, by implementing “balanced leadership,” an approach that recognizes the need to both maintain and challenge the status quo in order to move schools forward. Building on the analysis that was first reported in *School Leadership That Works*, the authors of *Balanced Leadership* identify the 21 responsibilities associated with effective leadership and show how they relate to three overarching

responsibilities: * Establishing a clear focus—keeping the work and the conversations targeted on the issues that matter most; * Managing change—understanding how to skillfully steer through the challenges associated with making improvements, both large and small; and * Developing a purposeful community—creating a sense among all teachers and staff that they are invested in student outcomes and that they can make a difference. For each of these areas, key points and specific practices are described in detail and illustrated with stories from school principals who have successfully learned how to become great leaders. Step-by-step tools provide clear guidance for readers who are ready to make the same kind of journey—one with the potential to transform them and the schools they serve.

The Nature of School Leadership - Paul W. Miller 2018-02-09

This book explores school leadership through a cross-cultural comparative lens, drawing on data from 16 countries located on five continents. The book gives a voice to both primary and secondary school principals, who discuss the nature of their work and explain their understanding of school leadership, strategies used to support their leadership, and how they 'do leadership' in a time of unprecedented change. The book highlights a number of important elements in school leadership: that it is personal and internally-motivated; change oriented and entrepreneurial; dependent on the qualities and motivations of school teachers; dependent on environmental factors related to economy, geography, political stability; heavily influenced by policies within and outside the field of education; and dependent on partnerships within and outside education. The book provides an authoritative cross-cultural account of what school leaders regard as school leadership. It will be essential reading for students, researchers and policy-makers in the fields of educational leadership and management, in particular those with an interest in comparative and international research, school leadership, and education policy.

Leadership Tools for School Principals - Nelson Coulter 2010-04

Provides information on the skills and processes related to being a school principal.

Five Practices for Equity-Focused School Leadership - Sharon I. Radd 2021-02-08

This timely and essential book provides a comprehensive guide for school leaders who desire to engage their school communities in transformative systemic change. Sharon I. Radd, Gretchen Givens Generett, Mark Anthony Gooden, and George Theoharis offer five practices to increase educational equity and eliminate marginalization based on race, disability, socioeconomics, language, gender and sexual identity, and religion. For each dimension of diversity, the authors provide background information for understanding the current realities in schools and beyond, and they suggest "disruptive practices" to replace the status quo in order to achieve full inclusion and educational excellence for every child. Assuming that leadership to create equity is a unique practice, the book offers * Clear explanations of foundational terms and concepts, such as equity, systemic inequity, paradigms and cognitive dissonance, and privilege; * Specific recommendations for how to build support and sustainability by engaging colleagues and other stakeholders in constructive dialogues with multiple perspectives; * Detailed descriptions of routines and roles for building effective equity-leadership teams; * Guidelines and tools for performing an equity audit, including environmental scans; * A change framework to skillfully transform your system; and * Reflection activities for self-discovery, understanding, and personal and professional growth. A call to action that is both passionate and practical, *Five Practices for Equity-Focused School Leadership* is an indispensable roadmap for educators undertaking the journey toward an education system that acknowledges and advances the worth and potential of all students.

The Core Six - Harvey F. Silver 2012

Six research-based, classroom-proven strategies that will help you and your students respond to the demands of the Common Core. Thanks to more than 40 years of research and hands-on classroom testing, the authors know the best strategies to increase student engagement and achievement and prepare students for college and career. Best of all, these strategies can be used across all grade levels and subject areas.

Sustaining Depth and Meaning in School Leadership - Emil Jackson 2020-07-07

Sustaining Depth and Meaning in School Leadership: Keeping Your Head concerns the emotional and psychological experience of school leadership—in particular, the felt experience of life as a headteacher. It describes the pressures and rewards of the role, together with some of the ways that school leaders successfully sustain and develop themselves

and their teams in what has become an increasingly complex, challenging, and highly accountable role. This book explores the personal experience of leading schools. Part I provides an overview and analysis of current and historical trends in school leadership and offers some theoretical frameworks for making sense of these. Part II then offers psychodynamic approaches to supporting and developing school leaders and the impact that trends in executive education continue to have on this. Part III looks at approaches to school leadership development more generally, including team development; influences from the business world; the growth of mentoring and coaching as a leadership intervention; the design and evaluation of leadership development programmes; and a case study on whole-system development. The final word is given to ten serving headteachers and deputies and their leadership journeys. This range of chapters, concepts, and perspectives will support school leaders to maintain an emotional equilibrium while navigating the multilayered tightrope of intrapsychic, interpersonal, and organizational dynamics inherent in school life. Rooted in Jackson and Berkeley's belief that school leaders are likely to be at their best when they find their own unique and authentic way of taking up their leadership role, this book is an accessible, supportive, and developmental contribution for all those involved in education leadership.

Urban School Leadership - Tom Payzant 2010-11-04

This important book, written by educational expert and urban school leader, Tom Payzant, offers a realistic understanding of what urban school leadership looks like from the inside. Payzant shares his first-hand knowledge of the unique managerial, instructional, and political tasks of this role. Effectively combining practical lessons and research, *Urban School Leadership* includes in-depth analysis of various leadership concerns. The book covers topics such as improving student achievement, working with unions, building community, and maintaining and developing resources. Most importantly, it offers stories of real school leaders whose successes and missteps reveal the inherent "messiness" of this difficult job. *Urban School Leadership* is part of the Jossey-Bass Leadership Library in Education series. "This important book provides compelling examples of how effective leaders can have hope, see progress, and achieve success for all children in the schools and districts they lead."—Richard Riley, former United States Secretary of

Education "Tom Payzant is one of the few people who could provide such a comprehensive, useful book for educational leaders at all levels. This very practical book is grounded in the important experiences and impressive judgment of one of our nation's most successful school superintendents"—Jon Schnur, co-founder and CEO, New Leaders for New Schools "Tom Payzant is one of the finest urban educators of our generation. *Urban School Leadership* is compelling, crisp, and wise—providing a clear path for those dedicated to improving the trajectory of children's lives."—Timothy F.C. Knowles, executive director, Center for Urban School Improvement, University of Chicago "Urban School Leadership is a must read for anyone interested in the landscape of urban public education in America."—Beverly Hall, superintendent, Atlanta Public Schools

Unmasking School Leadership - Ciaran Sugrue 2014-10-06

This book is a longitudinal life history of the lives and work of primary school principals in Ireland. It provides a unique opportunity to peer inside the realities of leading schools in changing times. In a system that until recently did not prepare principals for the onerous roles and responsibilities, a small system with limited mobility, inter-personal relationships emerge as critical, frequently privileged over professional relationships. Consequently, principals struggle to bring about change, to build trust in order to cultivate a transformative leadership agenda, while several aspects of systemic structures and processes emerge as constraints on leadership capacity building. In the absence of comprehensive leadership portfolio development, classroom teachers, catapulted into the principal's office, tend to be cautious and careful in ways that tend to perpetuate the status quo while putting a premium on the exercise of soft power and an over-reliance on the good will of colleagues. Several of the 'leadership lessons' that emerge from this in-depth analysis concur with an increasing international consensus that due to complexity and increasingly performative policy demands, learning about leadership for all is an absolute necessity. However, care must be taken to avoid overly scripted programmes. Critical to the cultivation of a professionally responsible leadership disposition, rather than capitulation to 'technologies of control,' is professional renewal cultivated through adequate attention to the Zone of Proximal Distance.