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Improving School Leadership, Volume 2 Case Studies on System Leadership Case Studies on System Leadership

OECD Publishing This book explores what specialists are saying about system leadership for school improvement. Case studies examine innovative approaches to sharing leadership and to leadership development programmes for system improvement.

Data-Driven Decisions and School Leadership

Best Practices for School Improvement

Pearson This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. The book provides a unique contribution to the literature in this field in that the studies of decision theory and data-based decision making are integrated. Focusing on educators assuming leadership roles in school improvement, the book's content is equally relevant for administrators, supervisors, and teachers. The book, however, is centered on data-driven decision making, both as a requirement of the No Child Left Behind Act and as a normative professional standard. Issues related to accumulating, storing, and protecting data in districts and schools also are covered. Applications in administration, supervision, and teaching are demonstrated.

Five Critical Leadership Practices

The Secret to High-Performing Schools

Routledge 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.

Successful School Leadership

Best Practices, Best Thinking, and Emerging Issues in School Leadership

Corwin Press Featuring the leading figures in educational leadership, this resource presents research and key considerations to assist in making decisions about new programs and directions for your school.

The A-Z of School Improvement

Principles and Practice

A&C Black Handy reference guide to key approaches and language of school improvement by leading practitioners and writers in the field.

Introduction to the Principalship

Theory to Practice

Routledge The latest leadership textbook from respected author team Kaplan and Owings explores how principals can effectively build a culture around student achievement. Introduction to the Principalship helps aspiring principals understand how to develop a vision for improvement, make decisions and manage conflict, build teachers' capacity, communicate, monitor the organization's performance, and create a school climate of mutual respect. This important book provides readers with various leadership concepts to inform their practice, as well as the cognitive and practical tools to evaluate and prioritize what leadership actions to take. Each chapter offers opportunities for readers to create personal meaning and explore new ways of doing leadership to advance a positive, person-focused environment. Providing both the theoretical framework and skills for effective practice, Introduction to the Principalship addresses the issues most urgent and relevant for educational leadership graduate students learning how to build a school culture that promotes every student's success. Special Features: • Learning Objectives—chapter openers introduce the topic and initiate student thinking. • Reflections and Relevance—interactive exercises, role plays, class activities, and assignments help readers think about content in personally meaningful ways, facilitate understanding of chapter content, and help transfer leadership thinking to action in their own schools. • ISLLC Standards—each chapter is aligned to the 2015 Interstate School Leadership Licensure Standards. • Companion Website—includes links to supplemental material, additional readings, and PowerPoints for instructors.

Improving School Leadership, Volume 1 Policy and Practice

Policy and Practice

OECD Publishing Based on an OECD study of school leadership practices and policies around the world, this book identifies four policy levers and a range of policy options to help governments improve school leadership now and build sustainable leadership for the future.

Effective Leadership for School Improvement

Routledge In a complex and multi-layered world, the conventional idea of great leadership being the result of the efforts of a single individual is rapidly becoming redundant. This book takes up the challenge of finding an alternative method of leadership in educational contexts, and looks at how this can help achieve sustained improvement in schools. The authors acknowledge that there are no simple solutions to school improvement. They argue that the effective leaders of the future will be those who are able to share responsibility, build positive relationships and offer stakeholders - teachers, parents and students - an opportunity to work together to improve their schools. The book is based around four key areas of concern: the changing context of leadership, leadership and school improvement, building leadership capacity, and future direction and implications. In each section, the authors discuss current theories and issues, and put forward alternative ideas and perspectives. This important book will make valuable reading for headteachers, principles, deputies and other senior teachers, particularly those undertaking leadership qualifications and training. It will also be of interest to postgraduate students and school governors.

Best Leadership Practices for High-poverty Schools

R&L Education **Best Leadership Practices for High-Poverty Schools** presents both the practice and theory of best leadership practices in high-poverty schools. Authors Linda Lyman and Christine Villani take a unique approach by inviting readers into two high-poverty elementary schools where they will experience, through in-depth case studies, how two extraordinary principals model and practice their beliefs in the ability and worth of all children. Lyman and Villani demonstrate that a successful learning community for children of low-income families is based on the beliefs and attitudes of the school leader and the entire school community. Preparation programs for school principals typically do not provide for study of the complexity of poverty or the leadership practices that contribute to successful learning and achievement for children in high-poverty schools. The concluding questions that the authors pose provide a guide to developing best leadership practices that make a difference to the learning, achievement, and lives of children who live in poverty. This book offers: an insightful overview of research about leadership strategies and beliefs in high-poverty schools, causes and remedies for the achievement gap, evidence of continuing racial and ethnic prejudice, the widespread deficit thinking that limits learning. The authors challenge leaders, teachers, staff members, and others to examine their own attitudes and beliefs and then to commit to creating successful learning communities for all children from low-income families. This book is written as a resource for aspiring and practicing principals, or anyone interested in improving educational opportunities for children from families living in poverty.

School Improvement for Real

Psychology Press This work brings together various improvement strategies, including action research, systematic problem solving, teacher effectiveness, educational change staff development, to provide a comprehensive account of school improvement.

Improving School Leadership, Volume 1 Policy and Practice

Policy and Practice

OECD Publishing Based on an OECD study of school leadership practices and policies around the world, this book identifies four policy levers and a range of policy options to help governments improve school leadership now and build sustainable leadership for the future.

Educational Leadership

A Bridge to Improved Practice

Allyn & Bacon Prev. eds have subtitle: A problem-based approach.

Best Practices of Literacy Leaders, Second Edition

Keys to School Improvement

Guilford Publications This authoritative text and practitioner resource has now been extensively revised and expanded with 70% new material covering new topics and standards in literacy leadership. Prominent experts present research-based methods for improving instruction, assessment, and professional learning experiences in PreK-12. The distinct roles of teachers, reading/literacy specialists, literacy coaches, special educators, and principals are explored, with an emphasis on fostering a culture of collaboration. Chapters highlight the standards that apply to each component of a schoolwide literacy program, give examples of what they look like in schools, and share implications for classroom practice and professional learning. Pedagogical features include guiding questions, case examples, vignettes, engagement activities, and annotated resources for further learning. New to This Edition *Now copublished with the International Literacy Association (ILA) and grounded in ILA's updated Standards 2017; expanded grade range includes PreK. *Chapters on new topics: writing instruction, sustaining schoolwide improvements, and collaborative leadership. *New chapters on core topics: the principal's role, assessment, middle and high school literacy programs, special education, and culturally responsive instruction. *Vignettes from leaders in diverse roles, "Think About This" questions for discussion/reflection, and end-of-chapter annotated resources.

Culture Re-Boot

Reinvigorating School Culture to Improve Student Outcomes

Corwin Press Packed with hands-on activities, this practical handbook shows you how to be the transformational leader your school needs to enact a culture change and improve student outcomes.

Distributed Leadership in Schools

A Practical Guide for Learning and Improvement

Routledge Building on best practices and lessons learned, *Distributed Leadership in Schools* shows educators how to design and implement distributed leadership to effectively address challenges in their schools. Grounded in case studies and full of practical tools, this book lays out a framework for building strategic, collaborative, and instructionally-focused teams. Supported by voices of practitioners and based upon original research, this comprehensive resource shares concrete strategies, tips, and tools for creating teams that are skilled at using data to plan and monitor their work, and successful in facilitating change to improve student learning. This innovative method will aid leader development and facilitate reflection, and will reshape leadership practice in a way that benefits teachers, leaders, schools, and students.

Improving School Leadership, Volume 2 Case Studies on System Leadership

Case Studies on System Leadership

OECD Publishing This book explores what specialists are saying about system leadership for school improvement. Case studies examine innovative approaches to sharing leadership and to leadership development programmes for system improvement.

Innovative School Leadership

Transforming Practices

Routledge 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.

The Future of Leadership Development

Psychology Press First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

Reflective Practice of Multi-Unicultural School Leaders

Xlibris Corporation We have written this book because of our unique and real concern for improving education for children who are at risk of school failure. Whether these students are of different ethnicities or speak different languages, the students are not failures, but have difficulty maneuvering in a system we call school. In order to improve education, we have to improve schools and the practices of school leaders. This transformation of schools requires change and improvement of individuals in school leadership positions. In order to change school leaders and their practices toward improvement, we must replicate what is working for kids through reflective practice. Osterman and Kottkamp (1993) offered this perspective: We believe that reflective practice, an approach to educational improvement that is both situational and places the professional in the very center of the attempt to create improvement not only stands in contrast to most other current ideas but has the greatest potential of any approach improving individuals and, through them, schools and education. (p. vii) The book was written because we share professional practices and intellectual interests in reflection and reflective practice. We are passionate that reflection has the best hope and significant change in how leaders examine their personal beliefs, values, and behaviors in such a way that members of the school community realize that it is they who must adapt their practices to meet the needs of students at risk and the diverse communities they serve. However, before we discuss the importance of reflective practice, we need to arrive at a definition of reflective practice. Schon (1983) defines reflective practice as the capacity to reflect on action so as to engage in a process of continuous learning. Similarly, Bolton (2010) stated that reflective practice involves playing critical attention to practical values and theories which inform everyday action, by examining practice reflectively and reflexively. This leads to developmental insight. Another idea by Boud et al. (1985) states, Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning. As for education, Larrivee (2000) argues, Reflective practice refers to the process of the educator studying his or her own teaching methods and determining what works best for students. It involves the consideration of the ethical consequences of classroom procedures on students.

Predictive Models for School Leadership and Practices

IGI Global A successful administrator is one who applies suitable or appropriate leadership styles in various situations or contexts. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times, as well as promote the accomplishments of their organization. Predictive Models for School Leadership and Practices is an essential reference source that discusses academic administration as well as administrative effectiveness in achieving organizational goals. Featuring research on topics such as teacher collaboration, school crisis management, and ITC integration, this book is ideally designed for principals, researchers, academics, educational policymakers, and teachers seeking coverage on academic leadership and leadership models.

Effective LEAS and School Improvement

Making a Difference

Psychology Press An overview of the work of the inspection and advisory services as they relate to the LEAs and other involved parties such as the DfEE, OFSTED, schools and governing bodies.

Best Practices of Literacy Leaders

Keys to School Improvement

Guilford Press This book has been replaced by Best Practices of Literacy Leaders, Second Edition, ISBN 978-1-4625-4228-4.

Critical Resource Theory

A Conceptual Lens for Identifying, Diagnosing, and Addressing Inequities in School Funding

Taylor & Francis Critical Resource Theory (CRt) offers an innovative critical perspective on education funding. This new conceptual lens enables school leaders and policy makers to analyze quantitatively school funding policies and practices as a catalyst to make them more equitable. It offers a useful orientation and tool to increase fairness and opportunity in a society that systemically advantages the dominant group with ample resources while it disadvantages others by withholding them. Presenting a balance between the theoretical and its practical application to improve educational outcomes for marginalized children, chapters introduce and discuss this new extension of Critical Theory, validate it as a value-added and complete theory, place it within a broader philosophical framework, and construct its historical, social, political, and educational contexts. Designed for use in school finance and educational policy courses, this book presents an analytical tool that leaders, scholars, and policy makers can use to alter how they view public funding policies and practices - to question their assumptions about funding and resource allocations, look for, identify, and assess inadequacies and inequities, share their findings, and use these data to shape policy recommendations for increased fiscal fairness and improved student outcomes.

Educational Foundations

Cengage Learning EDUCATIONAL FOUNDATIONS, Second Edition, explains today's schools for those who are trying to picture themselves within the education profession. The book makes educational foundations topics relevant and personally meaningful to both young learners and mature adult learners-while also offering the comprehensive scope, scholarly depth, and conceptual analysis of contemporary issues that will help readers understand the field and transition smoothly into their career. This new edition includes a greater emphasis on InTASC and Common Core State Standards, and incorporates a number of new features that enable readers to gain a realistic and insightful perspective of the education profession. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Improving School Effectiveness

McGraw-Hill Education (UK) * What have we learned after three decades of research into school effectiveness? * What are the messages for policy-makers, for schools, for classroom teachers, for parents and their children? * What can we say with confidence about how schools improve? * What do we want from our schools in the future and how can we achieve it? This book sets out to answer these questions, reviewing findings from seminal international work and from a major study conducted recently in Scotland, the Improving School Effectiveness Project. It builds up a fascinating picture of what effectiveness is, how it can be measured, and what it means for teachers, parents and pupils. It provides key quantitative data that shows just how schools can and do make a difference (but that their effects tend to be more powerful at different stages in a child's school career, and with differing effects for girls and boys, and for different school subjects). From in-depth work with twenty-four 'case study' schools we are also given much rich qualitative evidence about, for instance, the links between attitudes and attainment within a school, about the ethos of a school and its capacity for change, about the significance of a school development plan in bringing about changes, and about the role and impact of 'critical friends' in pursuing improvement in schools. Improving School Effectiveness is an important book for everyone who is interested in valuing the effectiveness of and securing improvement in schools: for teachers, heads, inspectors, policy-makers, and students and scholars of school effectiveness and improvement.

Comparative Perspectives on International School Leadership

Policy, Preparation, and Practice

Routledge Through a multi-country study, Comparative Perspectives on International School Leadership examines the current global spread of educational leadership, occurring rapidly and widely. Exploring five international case studies of leadership policy, preparation, and practice under the framework of policy borrowing and adaptation, Magno attempts to understand and account for commonalities and differences across country contexts. Rather than assuming a particular model or theory to leadership is best, Comparative Perspectives on International School Leadership takes a policy-oriented perspective and considers how and why certain approaches are being formulated and accepted, including an examination of motivations, influencers, actors, institutions, and implementation processes. Magno ultimately argues that efforts toward formalizing educational leadership reflect current global political objectives to improve schools by increasing accountability, transparency, and professionalism. This engaging book will be of interest to scholars and students in the fields of educational leadership and comparative education.

Improving Schools Through Teacher Leadership

McGraw-Hill Education (UK) Focusing on the ways in which leadership can be fostered and enhanced, this text argues that teacher leadership is an intrinsic and important part of school and classroom improvement, as well as considering the roles, responsibilities and influences of teachers who lead.

Leadership for School Improvement

Reflection and Renewal

IAP As the inaugural issue in the Leadership for School Improvement (LSI) Special Interest Group (SIG) Book Series, this volume serves as a reflection on the foundations of the field of school improvement. Contents include connections between school improvement and the agency of principals, districts, universities, and policy. This volume will be placed in the school improvement literature with examinations of evolution, trends, policies, and future foci in the field of school improvement. This book is rich in research and literature about school improvement, school effectiveness, and school reform policy and implementation and thus holds significance for educational practitioners, scholars, and policy makers at all levels.

Schools for the 21st Century

Developing Best Practice

Financial Times/Prentice Hall School Improvement is seen as the key to raising standards and achievement. Very often school improvement means implementing government policy. Every school wants to continue to raise standards of literacy and numeracy, yet many recognise that they must do more than concentrate directly on tests and examinations if they are to continue to enhance educational opportunities for all. Schools for the 21st Century offers a collection of 11 case studies of school-based reform which provide both a discussion of the broad issues involved in reconceptualising schools for the future and specific innovations that have changed the concept of best practice. Written by a variety of contributors from the Secondary Heads Association (SHA), each example focuses on a particular innovation such as:- School leadership- School improvement- Restructuring around learning- Quality and achievement- Creative arts in schools- Literature and emotional intelligence- Social inclusion. Relevant to secondary schools, this practical book will be welcomed by all head teachers, deputy head teachers, middle managers and education management students.

Preparing Principals for a Changing World

Lessons From Effective School Leadership Programs

John Wiley & Sons Preparing Principals for a Changing World provides a hands-on resource for creating and implementing effective policies and programs for developing expert school leaders. Written by acclaimed author and educator Linda Darling-Hammond and experts Debra Meyerson, Michelle LaPointe, and Margaret Terry Orr, this important book examines the characteristics of successful educational leadership programs and offers concrete recommendations to improve programs nationwide. In a study funded by the Wallace Foundation, Darling-Hammond and the team examined eight exemplary principal development programs, as well as state policies and principals' experiences across the country. Using the data from the study, they reveal how successful programs are structured, the skills and knowledge participants gain, and what they are able to do in practice as school leaders as a result. What do these exemplary programs have in common? Aggressive recruitment; close ties with schools in the community; on-the-ground training under the wing of expert principals, and a strong emphasis on the cutting-edge theories of instructional and transformational leadership. In addition to highlighting the programs' similarities, the study also explains the differences among the programs and sheds light on the effectiveness of approaches and models from different states and contexts? East, West, North, and South; urban and rural; pre-service and in-service. The authors analyze program outcomes for principals and their schools, including illustrative case studies and educators' voices on the influence of programs' strategies for recruitment, internships, mentoring, and coursework. The ideas and suggestions outlined in Preparing Principals for a Changing World are presented with the goal of increasing the number of highly qualified, thoughtful, and innovative educational leaders.

Reflective Practice of Multi-Unicultural School Leaders

Xlibris Corporation We have written this book because of our unique and real concern for improving education for children who are "at risk" of school failure. Whether these students are of different ethnicities or speak different languages, the students are not failures, but have difficulty maneuvering in a system we call school. In order to improve education, we have to improve schools and the practices of school leaders. This transformation of schools requires change and improvement of individuals in school leadership positions. In order to change school leaders and their practices toward improvement, we must replicate what is working for kids through reflective practice. Osterman and Kottkamp (1993) offered this perspective: We believe that reflective practice, an approach to educational improvement that is both situational and places the professional in the very center of the attempt to create improvement not only stands in contrast to most other current ideas but has the greatest potential of any approach improving individuals and, through them, schools and education. (p. vii) The book was written because we share professional practices and intellectual interests in reflection and reflective practice. We are passionate that reflection has the best hope and significant change in how leaders examine their personal beliefs, values, and behaviors in such a way that members of the school community realize that it is they who must adapt their practices to meet the needs of students at risk and the diverse communities they serve. However, before we discuss the importance of reflective practice, we need to arrive at a definition of reflective practice. Schon (1983) defines reflective practice as "the capacity to reflect on action so as to engage in a process of continuous learning." Similarly, Bolton (2010) stated that reflective practice involves "playing critical attention to practical values and theories which inform everyday action, by examining practice reflectively and reflexively. This leads to developmental insight." Another idea by Boud et al. (1985) states, "Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning." As for education, Larrivee (2000) argues, "Reflective practice refers to the process of the educator studying his or her own teaching methods and determining what works best for students. It involves the consideration of the ethical consequences of classroom procedures on students."

The Routledge International Handbook of Teacher and School Development

Routledge The International Handbook of Teacher and School Development brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.

Education Today 2009 The OECD Perspective

The OECD Perspective

OECD Publishing Presents OECD's current main messages regarding the state education, covering early childhood, schooling, transitions beyond initial education, higher education, adult education, lifelong learning, outcomes and returns, equity and innovation.

Improving School Leadership, Volume 2 Case Studies on System Leadership

Case Studies on System Leadership

OECD Publishing This book explores what specialists are saying about system leadership for school improvement. Case studies examine innovative approaches to sharing leadership and to leadership development programmes for system improvement.

Resources in Education

The Practice and Theory of School Improvement

International Handbook of Educational Change

Springer Science & Business Media The purpose of this volume is to locate school improvement within a theoretical and practical framework, to illustrate the challenges facing school improvement strategies from a policy context, to demonstrate the evolution of a range of school improvement strategies in recent times, and through reports of recent research to challenge the assumptions underlying contemporary school improvement approaches. These concerns are reflected in the four major sections of the book. (1) Towards a Theory of School Development; (2) The Contemporary Context of School Improvement; (3) Tensions and Contrasts in School Improvement Strategies; (4) The Effectiveness of School Improvement Strategies. This volume (part of 4 volumes) is the fourth section in the International Handbook of Educational Change. The volumes are a state-of-the-art collection of the most important ideas and evidence of educational change. The volumes bring together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find these volumes an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.

Enacting Alberta School Leaders' Professional Practice Competencies

A Toolkit

FriesenPress This book captures the lived experiences of school principals engaged in meeting the standards of practice inherent in the Professional Practice Competencies for School Leaders in Alberta. These principals tell their own stories of how they meet the competencies mandate of building relationships, establishing and living a school vision, leading a learning community, providing instructional leadership, developing leadership in others, managing the organization, and responding to the societal needs of the context within which the schools are located. In addition, as authors, we provide a theoretical framework for the competencies and situate them within scholarly research....

System Leadership

Policy and Practice in the English Schools System

Bloomsbury Publishing 'System leadership' (defined as 'leading beyond a single institution') is a feature of the English education system which has been heralded as both the solution to school improvement and an extension to the school leadership career ladder. However, claims that it evidences a change of governance towards increasing self-regulation of the education system are contested. Susan Cousin explores the governance and policy perspectives of system leadership. She captures rich narratives over several years from the lived experience of system leaders, headteachers they worked with and those brokering the relationships. The daily realities of the challenges they faced include tensions arising from conflicted governance environments where autonomy coexists with accountability and collaboration with competition. Identifying four types of system leader: the Hero-head, the Auditor, the Protector and the Collaborator, she presents a conceptual model of system leadership practice. A clear explanation of how different approaches affect power relationships, the nature of trust and types of learning, the model can be used to inform decisions made by current and future system leaders, and those who make policy. The book concludes by reaffirming the power of system leadership to deliver educational reform and the need to avoid unintended consequences including the fragmentation of the system and increased inequality.

Leadership, Capacity Building and School Improvement

Concepts, themes and impact

Routledge Leadership, Capacity Building and School Improvement provides a fresh and original perspective on the most important issues confronting today's practitioners and academics in the field of educational leadership. New and exciting concepts are introduced such as the research-engaged school of the future. While its theoretical and evidence-based approach raises to a robust level the discussion on the most important leadership challenges of the day, the book is at the same time intensely practical in addressing everyday issues faced by contemporary policy makers and school practitioners. Underpinning the eleven chapters is a conceptual framework founded on the notion of leadership as capacity building, giving the book a coherence that many others on school leadership lack. Among the themes actively discussed are: Conceptualising and Contextualising Leadership - what is leadership? What distinguishes good from mediocre and poor leaders? What are the traits, dispositions and attributes that make for good leadership? How does context influence leadership? How appealing is leadership as a career? What are the components of capacity building leadership? Contemporary Leadership Themes - what is learning-centred leadership and how can it best promote good teaching and student learning? How can leaders distribute leadership across the school, and what are the pitfalls? How can leaders capitalise on the notion of the school as a professional learning community? How can leaders best be nurtured and developed? Policy, Leadership Practice and Impact - what new forms of leadership are presaged by the specialist schools policy as a means of school improvement? How can schools combine a focus on academic achievement with the need to prepare students for the changing twenty-first century workplace? Leadership, Capacity Building and School Improvement provides an up-to-date authoritative, critical and insightful account of school leadership. It combines advocacy and argument with evidence-based practice drawn from the most plausible and robust sources. This book will prove a valuable tool for those taking higher degrees in school leadership and management: school leaders on NPQH courses and school practitioners as a whole interested in interfacing with the latest empirical evidence and ideas, as well as academics teaching and researching in the area of educational leadership. Since the book adopts an international perspective, drawing its examples and evidence from both the Anglo-American and the Asian contexts, it will be found relevant to academics, policy makers and practitioners across these regions. Clive Dimmock is Visiting Professor at the National Institute of Education in Singapore and Professor Emeritus at the University of Leicester, UK.