Leadership Capacity Building And School Improvement Concepts Themes And Impact Leadership For Learning Series

In this book Reynold Macpherson initiates a politically-critical theory of educative leadership as a fresh line of inquiry in the practice, research and theory of educational administration and educational leadership. Divided into four parts, the book introduces the sub-discipline of political philosophy to the field of educational administration, management and leadership. It does this by clarifying the knowledge domain of each and identifying how four political ideologies, specifically pragmatism, communitarianism, communicative rationalism and egalitarian liberalism, have primarily informed and surreptitiously provided contestable justifications for power in the development of practice, research and theory in the field of study. The book goes on to offer three case studies illustrating how political philosophy can be used to interpret how people become leaders and administrators of educational institutions and systems. Additional case studies then demonstrate how crises in governance in educational institutions and systems can be analyzed and improvements made using the tools of political philosophy. The final part uses the sub-discipline to critique the author's decades of research into educative leadership, and concludes the book by both establishing the relativity of politically-critical critique and the ideology it favours; neo-pragmatism. Political Philosophy, Educational Administration and Educative Leadership will provide practitioners, researchers and theorists in educational administration, management and leadership with a deeper appreciation of power by formally introducing them to the assumptions, limits and tools of political philosophy. This new edition brings together leading authorities from across the globe to provide a truly international perspective into educational leadership and management in school and post-school sectors. Covering both developed and developing countries, it is underpinned by a substantially updated analysis of theory, research, policy and practice. Key topics include: - How leadership and management differ in education - An overview of key models of educational leadership - The relationship between leadership capabilities and enhanced student outcomes - Leading for diversity and inclusion and the policy and practice challenges that follow leadership for social justice This is essential reading for anyone taking courses in educational leadership and management at postgraduate level, or as professional development, and for current and aspiring educational leaders seeking to enhance their practice. 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, principals, deputies and other senior teachers, particularly those undertaking leadership qualifications and training. It will also be of interest to postgraduate students and school governors. The International Conference on Research of Educational Administration and Management (ICREAM) held on October 17, 2017 in Bandung, West Java, Indonesia. The aim of ICREAM is to provide a platform for educators, administrators, managers, leaders, policy makers, researchers, scholars, principals, supervisors, graduate students, practitioners, academicians, professionals and teachers from different discipline backgrounds to present and discuss research, developments and innovations in the fields of educational administration. It provides opportunities for the delegates to exchange new ideas and application experiences, to establish business or research relations and to find global partners for future collaboration. Written in a clear and readable style, the book contains an extensive exploration of leadership models and management strategies and is based on the latest research. A user friendly, work book and "how to" guide to foster leadership development. Promotes critical thinking and reflection to stimulate and encourage capacity building. Can be used by individuals or with developing community groups. The third wave of school reform in Quebec that started in 2000, emphasized developing student leadership. For a school to become successful, it became mandatory for the administration to build leadership-capacity and developing teacher-leadership in curriculum and professional-development and school governance. Building leadership-capacity and sustaining school improvement are the focus of this thesis. It describes the basic actions that schools should take to build leadership-capacity and investigates the characteristics of a capacity-building head and the ultimate effect of building leadership-capacity on student development. It also suggests that leadership-capacity is context specific and differentiated among schools. Leadership-capacity is defined as?broad-based skilful participation in the work of leadership? (Lambert 1998:5) and a way of understanding sustainable school improvement (Lambert 2006:239) given each school culture and context. Following a review of literature, five key-research questions were formulated, addressed through three interpretive case-studies carried out in three private secondary schools in Montreal, Quebec. The research tried to investigate the process of building leadership-capacity and how it sustains school improvement. The study predominantly used a flexible multiple case-study design, using qualitative methods of data collection. In each school, semi-structured interviews, non-participant observations and document checking were conducted, providing method and data triangulation. Given that this research involves multiple case-studies, data analysis was conducted in two stages: within-case and cross-case analysis (Yin 1994:112). Analysis revealed that building leadership-capacity usually starts by broadly and skilfully involving teachers in leadership activities. Sustainable improvement can be supported by
transforming the school into a professional-learning-community where learning and improvement become a habit of mind, daily practiced by teachers and students. Knowing that the ultimate goal of school improvement is to enhance student learning and achievement, this can be achieved when schools develop students to become leaders of their own learning journey. Developing teacher-leadership in a school ultimately reflects on student leadership and learning. In addition to these internal leadership-capacity processes, each school has its unique contextual factors, consequently, capacity-building is multifaceted? (Fullan 2006), based on developing strategies that are unique to each school given its context, internal leadership-capacity predispositions and culture that ensure sustainable improvement for each particular school. The suggested leadership-capacity model provides a visual display for building leadership-capacity based on the dynamic interaction between internal capacity, culture and external context. The book is based on African research and reviews on school leadership preparation and development, taking stock of where the field is in this geographical region and what lies ahead. The exclusive focus on sub-Saharan African countries is driven by the desire to foreground African experiences, highlighting gaps and asking critical questions about contextually relevant models of leadership that can drive towards improved educational outcomes for African children. The countries explored include Botswana, Cameroon, Ghana, Kenya, Lesotho, Namibia, Nigeria, South Africa and Tanzania. Written by a collective of seasoned researchers with extensive experience in the field and on the continent, this volume is timely, as the field is in need of serious political attention. For these reasons, the book is an important resource for policy-makers, school leaders and other practitioners, students, educators of school leadership preparation programmes as well as researchers in the field on the continent and the diaspora. Look at leadership in schools and offers stories of three schools—an elementary school with low leadership capacity, a middle school with moderate leadership capacity, and a high school with high leadership capacity—revealing how educators can lead their communities to improve student learning. This book provides an analysis of the impact of disruptive environments on education and closely examines national and international research-based literature on how educational systems in a number of countries are successfully transforming educational delivery processes to better prepare students for an increasingly disrupted world. During the past quarter century, conceptions of leadership have evolved in concert with breakthrough discoveries in science and generative learning. Liberating Leadership Capacity captures these new ideas through the integration of the authors’ earlier works in constructivist leadership and leadership capacity. What emerges is a pathway through which educators can become the primary designers of their own learning and that of their students, thus creating sustainable systems of high leadership capacity. This vision of leadership reframes professional learning designs and knowledge creation, describing how these ideas are richly manifested in local, national, and international programs. The context is democratic communities; the learning is constructivist; the leadership is shared. The result is wise schools, organizations, and societies. Liberating Leadership Capacity speaks to all adults who are engaged in educational improvement. Book Features: A new concept of leadership as fostering capacity through the complex, dynamic processes of purposeful, reciprocal learning. Leadership strategies constructed from the values of learning, democracy, equity and diversity. Professional learning designed to involve community members in building leadership capacity. A timely approach for the effective implementation of the Every Child Succeeds Act (S. 1177). An in-depth analysis of the standards movement through the lens of capacity building. An understanding of systemic change as an organic process arising from practice rather than being imposed on practice—approaches that unleash a sense of agency and wisdom. “This book strikes a chord with those who believe that emerging leadership should define the experiences of students and teachers alike.”—Deborah Walker, Collaborative for Teaching and Learning (CTL) “The authors have designed a model that is at once sustainable, distributive, ecological, and transformational.”—Dean Fink, author and consultant “Describes organizational conditions that promote skillful dialogue, continual learning, building trust, and sharing a common vision among members. In such schools teachers become the leaders of learning and students become the leaders of the future.”—Arthur L. Costa, professor emeritus, California State University, Sacramento How to achieve school reform and organisational change has been a subject of much inquiry and interest by educators, education systems and academics. This volume advances both conceptual and methodological knowledge in understanding the cultural changes required at the school level to develop teachers’ collective responsibility for student learning. The concept of teachers’ collective responsibility is both intriguing and elusive as it traverses both sociological and psychological aspects of teaching. Five major but interconnected discourses: professional community; professional development; relational trust; accountability; and efficacy map the terrain of this complex phenomenon. Results reported in this volume provide clear evidence that collective responsibility is positively correlated to the coherence between professional learning programs and the school’s learning goals, teachers’ commitment to enact those shared goals and teacher-to-teacher trust. In addition, teachers’ collective struggle to address pressing issues for teaching and learning, and pedagogical leadership, when embedded in the organisational capacity of a school, form a complex and dynamic set of factors influencing the development of collective responsibility. Drawing together these important findings surfaces a need to rethink how schools, education systems and academics pay attention to what falls between the cracks for school reform. This book addresses aspects of school culture that guide the choices in the development of teachers’ collective responsibility. Professional development, collective struggle, professional community, relational trust and pedagogical leadership as elements of school culture and organisational reform are modelled as a continuum of micro-political conditions interacting at the school level. This model offers new insights into the complexity of collective responsibility as a multi-dimensional phenomenon and is a useful guide to organisational change for school and system leaders and academics whose research interests are focused on the how of organisational change. Leadership in Education provides an authoritative, critical and insightful review of leadership. Coaching for Schools is a practical, hands-on guide and should be essential reading for teaching professionals at every level, wanting an accessible and engaging introduction to the concept of coaching and the tools needed to put it into practice. It is a powerful aid to any school hoping to develop distributed leadership. Whether you are new to a leadership role as a subject or team leader or are a more experienced leader, responsible for the professional development or performance management of a large team, this book will add to your skills toolkit. It will help any school develop a sustainable leadership team. Building Leadership Capacity in Schools ASCD 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 knowing that they have no professional support, resources or training to help them succeed.
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. This resource provides principals with practical support, step-by-step plans, and hands-on strategies to lead the development of thriving professional learning communities in their schools. It is now widely accepted that improving schools invest in teacher leadership and build the capacity for improvement by distributing leadership responsibilities to teachers. In primary, secondary and special schools, teachers are uniquely placed to influence the quality of teaching and learning and they are important gatekeepers to development and change. This book explores how teacher leadership is an intrinsic and important part of school and classroom improvement. It investigates teacher leadership in action and considers the roles, responsibilities and influence of teachers who lead. It considers the implications of teacher leadership for teachers’ professional development and focuses on ways in which this important form of leadership can be fostered and enhanced. The central message in this book is that teachers play a critical role in leading improvement in the classroom and school level and that this form of leadership contributes directly to raising achievement among learners. This book is crucial reading for all those who are concerned with teacher and school development, school leadership and school improvement. With five new case studies, this revised edition shows principals and staff developers how to collaborate with teachers in fostering, developing, and supporting teacher leadership. New Perspectives in Educational Leadership examines educational administration and leadership within the complex social, political, and community contexts that inform and influence the work of today’s educational leaders. With particular attention to the implications and larger contexts of shifting demographics, high-stakes accountability, and globalization on schools and society in the twenty-first century, this volume seeks to advance lines of inquiry presented in other areas of education research, that have yet to be fully explored or imagined in the field of educational leadership. This unique blend of empirical, theoretical, and conceptual research by both established and emerging scholars in the field directly acknowledges and addresses the demands of leading increasingly diverse and complex school communities. Topics include: the social and cultural dynamics of leadership, reflective practice, politics of equity and adequacy, critical servant leadership, and the possibilities of transformative leadership within these dynamic educational contexts. As a primary or supplementary text in educational administration, leadership, and foundations courses, New Perspectives in Educational Leadership provides a much-needed complement to the traditional topics of instructional leadership and education management given the expanding and increasingly complex conditions that face educational administrators and school leaders today. Educators know that teachers are a school’s most essential strength. In Building Teachers’ Capacity for Success, authors Pete Hall (winner of the 2004 ASCD Outstanding Young Educator Award) and Alisa Simeral offer a straightforward plan to help site-based administrators and instructional coaches collaborate to bring out the best in every teacher, build a stronger and more cohesive staff, and achieve greater academic success. Their model of Strength-Based School Improvement is an alternative to a negative, deficit-approach focused on fixing what’s wrong. Instead, they show school leaders how to achieve their goals by working together to maximize what’s right. Filled with clear, proven strategies and organized around two easy-to-use tools—the innovative Continuum of Self-Reflection and a feedback-focused walk-through model—this book offers a differentiated approach to coaching and supervision centered on identifying and nurturing teachers’ individual strengths and helping them reach new levels of professional success and satisfaction. Here, you’ll find first-line advice from the authors, one a principal and the other an instructional coach, on just what to look for, do, and say in order to start seeing positive results right now. The Graduate Program in Sustainability Science under the Department of Urban Engineering of The University of Tokyo has been running an environmental leadership education program at the graduate student level since 2007 called the Asian Program for Incubation of Environmental Leaders (APIEL). This book describes the University’s experiences in establishing and organizing that program and provides some lessons learned for those who are considering starting environmental leadership education programs. APIEL’s curriculum includes the classroom topic “Environmental Challenges and Leadership in Asia.” As well, the APIEL program has field units to provide experience in problem solving, decision making, and participation, taking into consideration ecological, political, economic, social, aesthetic, and ethical aspects. Another characteristic feature of the program is that it promotes changes in attitudes and behavior that will help to solve existing environmental problems and to avoid a generation of new ones. Over the four years of study, efforts have been made to bond leadership with field-oriented exercises such as: 1) The Intensive Program on Sustainability; 2) an integral approach focused on sustainable integrated watershed management of arid regions; 3) sustainable development of programs in Cambodia, Vietnam, and Thailand for qualifying students with problem-solving processes to combat issues such as flooding, lack of proper urban environmental infrastructure, and health risks; and 4) the Greater Pearl River Delta program with multicultural diversity to bring about sustainable urban development for a green city. All of these are described in the book. Last but not least, APIEL’s resonance throughout international networks and alumni are introduced. 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. Designed specifically for students with little or no education background, Thinking About Schools is an essential collection of classic and contemporary readings that provides a complete, balanced overview of educational foundations. Anchored in classic scholarship from the 1960s to today, this book also incorporates a number of thought-provoking popular essays that will engage students and encourage critical thinking about vital issues concerning the purpose of education, curriculum content, the roles and responsibilities of students and teachers, and new directions for education in the twenty-first century. In addition to selecting each reading for its impact and accessibility, editor Eleanor Blair Hilty further promotes student comprehension by including introductions, discussion questions, guides to further reading, and related resources for each of the five parts. As a school administrator, instructional coach, or teacher leader, you know that reflective teachers are effective teachers. But how can you help teachers become self-reflective practitioners whose thoughtful approach translates into real gains for student achievement? In Creating a Culture of Reflective Practice—a companion volume to their teacher-oriented book Teach, Reflect, Learn—authors Pete Hall and Alisa Simeral draw on lessons learned from educators across grade levels, content areas, and district demographics to present a definitive guide to developing a culture of reflective practice in your school. Hall and Simeral expand on ideas originally presented in Building Teachers’ Capacity for Success to help you
gain a clear understanding of your role and responsibilities—and those of your teachers—within each stage of the Continuum of Self-Reflection. Armed with the book’s real-life examples and research-based tools, you’ll learn how to determine the current location of all stakeholders on the continuum and how teacher-leadership activities, transformational feedback, and strategic coaching can move them forward. The end result? A schoolwide culture that both values reflection and uses it to ensure that teachers—and their students—reach their fullest potential. Offers a perspective on the relationship between leadership and school improvement. This book emphasizes the importance of maximizing the leadership capabilities of all those within the organization, and provides guidance about the way in which this is achieved. It contains case study illustrations.

The field of Educational Leadership and Management originated and grew to maturity in the Western societies of the USA, UK and Australia. However, since the mid-1990s, scholars in east Asia have asserted the need to ground leadership theories and practices in the ‘local contexts’ in which school leaders practice. Mastering Theories of Educational Leadership and Management is one of the first volumes published which seeks to do this. The edited chapters illustrate and elaborate how perspectives on key concepts and theories of educational leadership are being interpreted and enacted in East Asian societies. By doing so the book makes a valuable contribution which will hopefully reduce the gap between theories as explained by Western scholars and practices as enacted in East Asian societies. – Professor Dr. Philip Hallinger

A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco?justice, advocacy, Big Data and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological, cultural, and methodological concepts of education and educational leadership Explores the field’s historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

At a time when there is a high demand for capacity building in schools, many administrators and practitioners find little if any empirical studies on how this can be achieved in practice. Through the eyes of an experienced researcher, schoolteacher, senior administrator and university lecturer, this book captures how a low decile school in New Zealand successfully built its capacity for improvement. Dr. Patricia Stringer allows the reader, who could be anyone with an interest in education, leadership and school development, to identify contextual problems and difficulties that limit capacity building and suggests pathways to overcome them. This is an easy to read and enjoyable book, but, one that digs deep into practice. The researcher spent over a year working with the staff, board and parents of this school discovering and recording authentic information about this school’s successful journey to success. For the researcher, this was an exciting experience; one that needs to be shared with the wider educational community. A must read book. Uses charts and action steps to analyze a school’s leadership capacity and explores how to sustain a learning community where everyone takes ownership of improvement efforts.

Building on the OECD implementation framework, the report proposes concrete actions to adapt the implementation strategy for impact. The report will be valuable not only for Norway, but also to the many countries that are looking to promote school-based professional development and bridge the gap between policy design and effective implementation. Organizational Behavior for School Leadership provides a theoretical and practical framework to help emerging leaders build the mental models they need to be effective. Presenting traditional, modern, and contemporary perspectives, each chapter offers opportunities for readers to reflect on the ideas and apply their leadership perspective and skills to their own work settings. In this way, this important book helps graduate students in educational leadership understand organizational situations and circumstances, an essential step in making appropriate decisions about people, school operations, and the community that generate improved student and teacher outcomes. Special features include: Guiding questions—chapter openers to initiate student thinking. Case studies and companion rubrics—engage students in applying content to real-life school scenarios with guiding rubrics to help think through answers. Reflections and relevance—interactive learning activities, simulations, and graphic assignments deepen readers’ understanding. PSEL Standards—each chapter aligns with the 2015 Professional Standards for Educational Leaders. Companion website—includes case studies and rubrics, supplementary materials, additional readings, and PowerPoint slides for instructors.

The book focuses on the life of educators as it relates to professional learning and growth. It is concerned with human growth and development, human cognition and affect and human interactions and actions in the context of a school community. Professional Development for School Improvement: Empowering Learning Communities integrates knowledge from professional development and school improvement to describe frameworks that can increase the capacity of individuals, teams, and organizations to grow and develop. The book argues that both professional development and school improvement should have as their primary purpose the improvement of teaching and learning. Eleven frameworks for professional development are presented, along with strategies for integrating
multiple frameworks in comprehensive programs. School leader development is addressed as a prerequisite for professional and school development. Leader, cultural, team, and teacher development are described as capacity building functions of professional development. Abundant learning tools such as Case Studies, Chapter Problems, Discussion Questions, Charts, and Summaries in every chapter help reinforce chapter concepts.

Bringing together a powerful group of leading educational thinkers, including Michael Fullan, Dennis Sparks, Linda Lambert, and Dean Fink, this volume examines how to sustain improvement through shared leadership. 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 provide 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.

Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy is the tenth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis that was initiated by Wayne and Cecil G. Miskel. This tenth anniversary edition honors and celebrates the research leadership Wayne has provided in the field of educational administration through his distinguished career. The festschrift is organized around the analysis of school contexts and includes constructs Wayne and his protégés have studied and researched: climate, trust, efficacy, academic optimism, organizational citizenship, and mindfulness. It concludes with the work of colleagues on the salient contemporary issues of innovation, power, leadership succession, and several others focused on improving schools. Chapter authors all have close connections to Wayne - former students and their students, as well as colleagues and friends.

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