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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

this book presents a story of school improvement activity in east africa from 1985 to 2000 which focused on sustained teacher development the core of the book consists of six evaluations of school and district wide school improvement projects supported by the aga khan foundation in tanzania kenya and uganda the case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles the strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based involve whole schools as the unit of change emphasize the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change prepare for the institutionalization of organizational structures and processes that enable continuous school development and evolve through partnerships among relevant education stakeholders the book concludes with commentaries by international experts in school improvement and teacher development on the sip project designs implementation and outcomes and on lessons that can be drawn from the projects and their evaluations for school improvement policy practice and theory in developing and developed countries around the world

covers all aspects of teaching learning and school leadership and discusses what research has revealed about what really works and adds value to australian schools in the 21st century back cover ed

examining a multitude of perspectives this accessible text will contain case studies and exemplars to contextualise sustainable learning networks and evaluate the challenges from theoretical and practical approaches written by a team of international contributors this book will be essential reading for researchers students and school leaders

acknowledging that teachers make a difference not only to what students learn about content but what they learn about life this volume offers discussion of topics including setting high expectations for students conveying confidence creating classroom rituals traditions much more

1st 72nd include the annual report of the secretary of the board

singapore s education system has come to international attention due to its commendable performance on the worldwide educating for the future index produced by the economist intelligence unit eiu as well as the students continual sterling performance in internationally benchmarked tests such as trends in international math and science survey timss and programme for international student assessment pisa the accomplishments are the result of a long haul vision of education and more importantly a deep commitment towards developing teachers for the 21st century singapore has invested steadfastly from the early years in teachers at the front line of the classrooms in schools this book explicates the thinking behind singapore s approach to developing teachers and building the teaching profession it examines how singapore strives to attract the best and the brightest people to become teachers develop them into autonomous professionals and grow them over their career so that they are able to deliver quality education for every child the author hopes that by sharing the hindsight insight and foresight of the system and looking at singapore s aspirations and challenges the book can stimulate reflection and generate discussion and provide ideas for improving teaching and teacher learning worldwide

teaching ethics in schools provides a fresh approach to moral education far from prescribing a rigid set of mandated values codes of conduct behaviour management plans or religious instruction philip cam skilfully presents ethical thinking and reasoning as a dynamic and essential aspect of school life the first section of the book provides a clear introduction to the theoretical premise of reflection and collaborative enquiry it draws on the history of philosophy in succinct terms and relates this to contemporary school contexts to support teachers in their conceptual understanding in part two an array of activities exercises and discussion points are provided as stimuli for teachers to adapt and apply across diverse subject areas throughout all stages of school the focus lies in preparing students to think reflectively to question and probe and ultimately develop their own enhanced capacity for ethical reasoning and considerate behaviour and conduct teaching ethics in schools shows how an ethical framework forms a natural fit with recent educational trends it demonstrates how an ethics based model can influence habits of mind and underpin teaching practices to stimulate ethical enquiry to encourage students to think for themselves and develop good moral judgment and to promote social values and beneficial outcomes both within the classroom and beyond

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