

The Principal Leadership For A Global Society

The Principal Successful Principal Leadership in Times of Change The Principal Leadership The Principal Principal Leadership for Racial Equity Singapore School Principals: Leadership Stories Principal Leadership for Parent Engagement in Disadvantaged Schools Multidimensional Perspectives on Principal Leadership Effectiveness The Principal School Leadership for Democratic Education in South Africa TALIS School Leadership for Learning Insights from TALIS 2013 Successful School Leadership School Leadership for Authentic Family and Community Partnerships Preparing Leaders for Deeper Learning Educational Leadership for Social Justice and Improving High-Needs Schools Educational Leadership for Organisational Learning and Improved Student Outcomes Educational Leadership Handbook of Research on Educational Leadership for Equity and Diversity The Power of Technology in School Leadership during COVID-19 Gerald C. Ubben Christopher Day Bruce M. Whitehead Gary Monroe Crow Gerald C. Ubben Candace Raskin Zoe Suan Loy Boon Linda-Dianne Willis Beycioglu, Kadir Robert M. Bookbinder Tsediso Michael Makoele OECD Petros Pashiardis Susan Auerbach Marjorie E. Wechsler Bruce G. Barnett William Mulford Donnie Adams Linda C. Tillman Antonios Kafa

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this book contributes significantly to our understanding of successful school leaders by describing similarities and differences in the work of such leaders in countries ranging from england to australia the united states to norway and sweden to hong kong bringing together case study research the book helps explain what all successful principals do and the ways in which context shapes some of their work

taking a practice to theory approach grounded in research the principal leadership for a global society is a core textbook for use by aspiring and practicing k 12 school principals the goal of the text is to prepare school leaders to successfully face the real life issues that principals deal with on a day to day basis this comprehensive text addresses the most up to date view building leadership as well providing a rich arrange of pedagogical features that help school principals understand both the challenges prevalent in schools today and the tool belt of leadership strategies needed to meet school district community state and national ideologies and standards this text will provide a rich array of innovative practical and successful leadership concepts ideas that will separate it from other

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for students taking principalship courses and studying educational administration and leadership centered on the seven educational leadership constituent council elcc standards developed for school leaders that covers both theory and practice using the seven educational leadership constituent council elcc standards as an organizational tool the revised seventh edition of the principal creative leadership for excellence in schools continues to provide future school administrators with both the necessary theory and the necessary practical skills to become effective educational leaders at the same time the newly updated text incorporates fresh material on modern legal issues expanded coverage on the topic of cultural and ethnic diversity in schools and all of the most recent research with a focus on practical problem solving for school principals and other educational leaders this text retains its focus on research linking educational leadership and productive schools especially in terms of outcomes for children treating the principalship as a complicated and constantly evolving position that requires a constant focus on learning instruction and school improvement this seventh edition text teaches readers to be moral agents social advocates community leaders and caring individuals

enhance your capacity for antiracist leadership the covid 19 pandemic has illuminated deep seated structural inequities in our schools and across society more than ever education leaders are being challenged to take action to disrupt the institutional racism that undergirds many of our longstanding policies and practices our students are challenging us to step up and be antiracists who commit to the uncompromising belief all children can learn and deserve an exceptional education based on 10 years of work leading the institute for courageous principal leadership this book guides leaders to expanding their racial consciousness through self reflection and provides the tools they need to counter implicit bias and respond to resistance grounded in research but written in practitioner friendly language this book focuses on systemic leadership and institutional failures as the source of predictable student outcomes leverages research and theory to create a process for principals to build racially equitable practices navigates the politics of leadership without compromising student achievement the practical lessons and strategies in this book will equip you with the skills to implement the leadership and actions that must be taken to confront the reality of systemic racism in education and transform schools into learning environments with a student centered commitment to high achievement for every learner

this book is undertaken by the author who has personally walked the journey of a classroom teacher middle leader and school principal in the singapore education system it is a culmination of two research projects undertaken in two phases the first is derived from the phd thesis entitled the making of school principals in singapore and the second is based on interviews with school principals who have retired from the singapore education system both research projects provide invaluable input to describe the four career phases of school leadership that is formation accession incumbency and divestiture this research describes how the formative years of a school principal have tremendous impact on who the principal is and how the values and beliefs of an aspiring potential school leader serve to guide him her in taking on the principalship post this well structured book is both exploratory and descriptive it provides the necessary background for anyone interested in understanding school leadership as a career more specifically it will be of value to educators and stakeholders interested in understanding the nature of school leadership in the singapore education system

this book presents and theorises research findings into why and how school principals play a critical role in engaging parents and their school communities to enhance student learning and wellbeing it highlights the imperative of parent engagement as evidenced by clear consistent findings from research over the last fifty years and government reforms policies and frameworks internationally and nationally in australia which have been driven by the weight of this evidence it focuses on a research project conducted from 2016 to 2017 titled principal leadership for parent school community engagement in disadvantaged schools this project investigated four principals identified as successful in parent engagement based on findings of state wide survey research of principals and presidents of parents and citizens associations in 2014 in queensland australia this book offers theoretical and empirical evidence based on literature for the qualities successful principals in parent engagement exhibit and the strategies they take to achieve parent and community engagement it shows how the concept of agency as achievement can be used by educators and public policy makers to enable school leaders and teachers to adopt qualities and strategies that will engage parents in their child s learning and wellbeing so that improved outcomes for their child and schools can result

exceptional management skills are crucial to success in educational environments as school leaders principals are expected to effectively supervise the school system while facing a multitude of issues and demands multidimensional perspectives on principal leadership effectiveness combines best practices and the latest approaches in school administration and management exploring the challenges faced by principals as well as the impact of new managerial tactics being employed this book is a comprehensive reference publication for policymakers academicians researchers students school practitioners and government officials seeking current and emerging research on administrative leadership in educational settings

school leadership for democratic education in south africa explores the democratization and modernization of education in south africa analyzing the state of school leadership in south african schools from the time of the new democratic education dispensation in 1994 to the present day the book maps out what the future of education in south africa could look like and explores the most conducive educational

environments for change in south african schools it adopts a critical approach to analyzing leadership and management in the context of school governance school effectiveness teacher development multiculturalism and equity in education contributions explore the democratization and modernization of education in south africa through examining different perspectives achievements and challenges and also consider issues around access to technology language policy and the curriculum along with new literature on selected aspects of leadership this book will be of great interest for researchers scholars and students in the fields of educational leadership sociology of education and teacher education

the oecd teaching and learning international survey talis is the largest international survey of teachers and school leaders using the talis database this report looks at different approaches to school leadership and the impact of school leadership on professional learning communities and

successful school leadership identifies the characteristics behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations edited by petros pashiardis and olof johansson chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts capitalizing on the experiences of the international contributor team this book will inform the preparation and further development provided to school leaders in an era where ministries of education universities and multinational organisations such as the oecd are increasingly interested in the leadership of our schools systematic analyses of multi perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership an original contribution to the theoretical perspectives on the subject is derived through insights from empirical research case studies and bibliographical literature from the field

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

an astute assessment of the educational leadership skills and leadership development practices that align with deeper learning in k 12 schools preparing leaders for deeper learning spotlights educational leaders as key actors in the urgent task of readying students for college careers and citizenship in an evolving world marjorie wechsler and steven wojcikiewicz argue that in response to new understandings of learning and development and emerging societal needs k 12 school leaders must be able to shift institutions toward deeper learning models in which collaboration critical thinking and project based learning are fundamental concepts through detailed case studies wechsler and wojcikiewicz demonstrate how educational leadership development programs can prepare principals to guide their schools teachers and students toward deeper learning and equity they highlight the approaches of five exemplary leadership preparation programs the university of illinois at chicago long beach unified school district arkansas leadership academy national institute for school leadership and the university of california berkeley which together serve educational leaders at all career levels from initial training for candidates through in service professional development for seasoned school principals they identify school structures and classroom practices that enable these programs to confer the skill set needed for deeper learning leadership and they describe the education policy priorities that can support school leaders in acquiring these necessary skills this book shows that targeted leadership development is a vital component of transforming schools to create deeper learning opportunities for all students

to commemorate the 10 year anniversary of the international school leadership development network isldn this book is a compilation of the work conducted by network scholars this volume is the first comprehensive overview of the studies conducted by isldn members engaged in examining how social justice leaders and leaders of high needs schools address the social conditions learning experiences and performance of their students other international school leadership research consortia have emerged in the 21st century however the isldn is the second longest operating project after the international successful school principalship project isspp since its creation in 2010 isldn scholars have delivered papers at a variety of international conferences and shared findings in research publications including books and special issues of journals until now isldn research findings have been disseminated separately for the project s two strands a social justice leadership and b leadership in underperforming high needs schools therefore the purpose of the book is to document the history and evolution of the isldn and to provide descriptions and reflections of the project s research findings methodologies and collaborative processes across the two strands this volume captures studies of school leaders from 19 countries representing six continents africa asia australia and oceania europe north america and south america the authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high needs school settings numerous practical strategies are provided for school leaders working in schools with similar conditions the concluding chapter by the co editors synthesizes the structural factors personal beliefs and values and contextualized change management strategies that shape school leaders actions aimed at ensuring the best learning outcomes for their students besides capturing the range of findings emerging from various isldn studies conducted over the past decade several chapters critically examine the project s current contributions to the field authors suggest broadening the dissemination of our findings to increase the visibility of the project expanding the research methods beyond qualitative interviews incorporating studies from non anglophone

countries and augmenting the scope of our analyses and research focus these researchers journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures

the change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question challenge and debate teaching and learning issues how to achieve such learning communities is far from clear but we believe the areas of problem based learning pbl and organizational learning ol offer valuable clues the indications are that the successful educational restructuring agenda depends on teams of leaders whole staffs and school personnel working together i e ol linking evidence and practice in genuine collaboration i e pbl the book is unique in that it is both about and uses these two concepts

this book provides a rigorous grounding in contemporary educational leadership theories and their application to policy and practice globally across educational contexts the book showcases contributions from authors with a deeply embedded understanding of educational leadership and in schools context it will focus on major aspects of school leadership including contemporary theories and models in the 21st century the role of the principal the work of senior and middle leaders leadership and student outcomes each chapter will engage with theory policy and practice and draw on authors own research and with other empirical and conceptual sources

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

this book discusses school leaders ability to use digital technologies successfully through specific approaches and techniques it also discusses the technological challenges arising from the covid 19 pandemic and the obstacles derived from the lack of digital capacity of school leaders in various contexts the work addresses school leaders experiences confidence competence skills and practices to use digital technologies effectively also it explores how the covid 19 pandemic influenced school leaders role in establishing effective processes towards educational

digital transformation and provides further knowledge as part of school leaders digital professional development aspect the book draws information and knowledge from the thematic areas of technology and school leadership in educational practice and includes both conceptual and empirical information on autonomous and less autonomous educational systems centralized and decentralized education systems overall this edited book fills the gap with information on the connection between school leadership and technology as an aftermath of the covid 19 pandemic in school organizations

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