

School Culture

Author: John F. Pineda



School Culture British Educational Management Series

Serbrenia J. Sims



School Culture British Educational Management Series:

Managing School System Change Serbrenia J. Sims, 2006-06-01 This work looks at managing school system change It covers such topics as challenges to leading and managing school and school system change key roles and competencies for administrators stakeholder theory analysis understanding school culture change and more

IEA International Civic and Citizenship Education Study 2016 Assessment Framework Wolfram Schulz, John Ainley, Julian Fraillon, Bruno Losito, Gabriella Agrusti, 2016-07-29 The International Civic and Citizenship Education Study ICCS investigates the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century ICCS 2016 is a continuation of a study initiated in 2009 This document outlines the framework and assessment design for the ICCS 2016 ICCS 2016 will report on student knowledge and understanding of key aspects of civics and citizenship as well as student attitudes to and engagement with civic life This survey is intended to respond to enduring and emerging challenges of educating young people in a world where contexts of democracy and civic participation continue to change New developments include the increase in the use of social media as a tool for civic engagement growing concerns about global threats and sustainable development as well as recognition of the role of schools in fostering peaceful ways of interaction between young people iccs 2016 is sponsored by the international association for evaluation of educational achievement iea over past 50 years iea has conducted comparative research studies in a range domains focusing on policies practices and outcomes many countries around world prior to iccs 2016 three civic citizenship education with first survey implemented 1971 second one 1999 third 2009 p

Principals in Succession Robert E. White, Karyn Cooper, 2011-06-11 Contributors to this volume examine structures and processes that school boards have in place directly relating to the process of principal or vice principal succession As well they consider the effect that these structures and processes have upon staff and administrators themselves These contributors investigate policies procedures and practices that school boards employ in terms of leadership succession and explore implications of these constructs for the sustainability of school improvement This volume presents an overview of the process of principal or vice principal succession descriptions of school district practices surrounding this process and discussions regarding how succession procedures affect individuals and groups of individuals This volume also highlights those board policies that incorporate practices used to develop models that support and allow administrators to succeed It articulates how school leaders and staff members deal with change and improvement efforts in successive schools as well as how board policies and practices support principals and vice principals at any stage in the succession process This volume is useful as a reference guide relating to transfer and rotation procedures in school systems across the nation

Linking Leadership to Student Learning Kenneth Leithwood, Karen Seashore-Louis, 2011-10-21 Linking Leadership to Student Learning Linking Leadership to Student Learning clearly shows how school leadership improves student achievement The book is based on an ambitious five year study on educational

leadership that was sponsored by The Wallace Foundation The authors studied 43 districts across 9 states and 180 elementary middle and secondary schools In this book Kenneth Leithwood Karen Seashore Louis and their colleagues report on what they found They examined leadership at each organizational level in the school system classroom school district community and state Their comprehensive approach to investigating school leadership offers a balanced understanding of how the structures within which leaders operate shape what they do The results within will have significant implications for future policy and practice Praise for Linking Leadership to Student Learning Kenneth Leithwood and Karen Seashore Louis offer a seminal new contribution to the leadership field They provide a rich and authoritative evidence base that demonstrates clearly just why school leadership is so important and how it promotes successful student learning PAMELA SAMMONS Ph D Professor of Education Department of Education University of Oxford Oxford This ambitious groundbreaking and thought provoking treatment of the link between school leadership and student learning is a testament to the outstanding work of these exemplary scholars This is a must read for academics and practitioners alike MARTHA McCARTHY President s Professor Loyola Marymount University and Chancellor s Professor Emeritus Indiana University The question is no longer whether school and district leader s impact student learning but rather how they do it The authors provide a convincing answer one that recognizes the crucial interaction between leader and locality DANIEL L DUKE Professor of Educational Leadership University of Virginia

Educational Management Harry Tomlinson, 2013-10-30 Education management and leadership is a key area of study in education Educational Management Major Themes in Education brings together the most important literature in the field exploring the historical context the training and development of leaders and their roles in leading people and managing resources in education The collection provides a focus on the major issues which are current in educational management throughout the world The four volumes are arranged thematically as follows Volume 1 Educational Values Values and Religion Emotions and Gender Politics and Micropolitics Volume 2 Educational Theory Theory School of Effectiveness and School Improvement Financial Management and LSM Further Education Volume 3 Educational Leadership Leadership and Headteachers Learning Leadership Middle Leadership Volume 4 Educational Change History and Research Strategy Marketing Change and Culture A new introduction by the editor provides an overview of the field and guides the reader through this wealth of material Titles also available in this series include Literacy June 2004 4 Volumes 495 Special Educational Needs and Inclusive Education August 2004 4 Volumes 495 and the forthcoming Early Years Education 2005 c 4 Volumes c 475

Understanding Educational Leadership: People, Power And Culture Busher, Hugh, 2006-06-01 Understanding Educational Leadership is key reading for teachers headteachers school leaders policy makers Education students and practitioners and others who have an interest in improving schooling BOOK JACKET

The Bloomsbury Handbook of Gender and Educational Leadership and Management Victoria Showunmi, Pontso Moorosi, Charol Shakeshaft, Izhar Oplatka, 2022-02-24 Drawing together diverse research

perspectives and theoretical underpinnings this handbook explores gender as a social category and examines cultural and social differences Bringing together diverse perspectives from around the world including from Africa Europe the Middle East the UK and the USA the volume sets out the gender and educational leadership and management field providing a snapshot of the field as it stands signalling its development and directions for future development It offers focused reviews of empirical research on particular aspects of the field and presents new insights from research findings and methodological approaches

Educational Administration Judith Chapman,2020-08-04 Both the theory and practice of educational administration have undergone major changes in recent years There is now more theoretical diversity in the field than at any other time with influences from traditional and post positivist science subjectivism ethics critical theory and cultural studies Similarly social political and economic factors have brought about new approaches to practice Schools administration in particular is increasingly being dominated by decentralization and pressures for accountability on curriculum and educational outcomes Educational Administration is the first Australian text to offer a comprehensive survey of theory context and practice It includes chapters from leading Australian scholars such as Richard Bates Hedley Beare Brian Caldwell Gabriele Lakowski and Fazal Rizvi

Resources in Education ,1999-04

Transforming School Culture through Lesson Observation Christine Cunliffe,2021-07-05 This book sets out a three stage programme for lesson observation showing how a collaborative whole school approach can transform the culture of the staffroom and improve outcomes for pupils Focusing on the emotional environment of the classroom the relationships between teachers and pupils and teaching and learning outcomes it will enable schools to provide a consistent approach to lesson observation where good practice can be celebrated and shared Revealing the positive impact of the programme on pupils engagement and exam results co operation between departments and teacher wellbeing the book Provides clear guidance on implementing the programme and adapting it for different contexts Shows how data can be used for both Ofsted and Independent Schools Inspectorate ISI inspection documentation Addresses key issues such as culture staff psychological contracts the emotional environment of the school and leadership development If you are looking to make real impact within your school and bring about change for the better the three stage lesson observation programme is the tool for you This innovative approach brings consistency parity and fairness to lesson observation creating a secure and safe environment in which pupils can learn and teachers can teach

Compassionate Leadership for School Improvement and Renewal Kara Lasater,Kristina N. LaVenita,2024-01-01 Compassionate Leadership for School Improvement and Renewal aims to equip educational leaders with the knowledge skills and learning experiences necessary to approach their work from an intentional stance of compassion Schools serve as both sites and sources of suffering yet compassionate leadership can facilitate healing for students educators and community members The moment is right to move the field toward a compassion centered approach to leadership In recent years people around the world have experienced unfathomable loss and suffering due to the COVID 19

pandemic persistent inequities and subsequent social justice protests war and violence and catastrophic natural disasters These events created perpetual anxiety stress fear uncertainty loss and grief for millions of people including educators Now perhaps more than ever people need to give and receive compassion The purpose of the volume is to build educational leaders capacity to demonstrate compassion foster collective compassion within their schools and districts establish organizational environments in which compassion is routinely given and received and subsequently transform schools into sites of healing Ultimately through the unique contributions of each chapter this volume offers a path toward school improvement that is both renewing and sustaining

ENDORSEMENTS As a former school counselor and school administrator my view about compassionate leadership is one grounded in relational practice This may be obvious to some but unfortunately lost on many This thoughtful volume edited by Kara Lasater and Kristina LaVenia explores a desperately needed reformulation of school leadership for our times Compassionate leadership takes enormous courage because it works against much of the institutional ethos that forms and frames the role thinking and behaviors of those ostensibly charged to both manage and lead schools William C Frick University of Oklahoma The education system is in its most challenging period in decades perhaps in the past century The need now is to address student staff and organizational suffering Lasater and LaVenia et al offer antidotes in this volume by providing up to date research theory and insight to cultivate conceptualize and practice compassionate educational leadership For those who teach and lead with their heart this book is essential reading Joseph A Polizzi Sacred Heart University In an increasingly challenging educational landscape leaders find themselves facing teacher shortages student trauma and learning loss Schools could easily become institutions rife with secondary trauma and burned out professionals operating in stark contrast to the unifying motivations that drew each of us into this profession This volume reminds us that among the many skill sets leaders must employ organizational and leader compassion fulfills a fundamental human need and unlocks a means by which schools can transform from professional survival to the joyful work of changing lives for the better Joshua Ray Greenwood Public Schools

Handbook on Leadership in Education Philip A. Woods, Amanda Roberts, Meng Tian, Howard Youngs, 2023-11-03 This comprehensive Handbook explores how to best understand develop and practise educational leadership in an era of significant disruption to education Contributors evaluate the latest developments in leadership in education and provide novel insights into key conceptual and methodological issues

The Urban Primary School Maguire, Meg, Wooldridge, Tim, Pratt-Adams, Simon, 2006-05-01 This book offers an in depth understanding of the unique challenges and contributions of urban primary schools The authors set urban education in the wider social context of structural disadvantage poverty oppression and exclusion and reassert some critical urban educational concerns Recognising that practice needs to be informed by theory they provide a strong theoretical framework alongside contemporary ethnographic data Drawing on their extensive experience in urban primary schools as well as numerous case studies the authors present a fresh and stimulating view of urban primary schools which will inspire

education professionals and academics alike The Urban Primary School is essential reading for teachers and trainee teachers in urban primary schools as well as for students of education policy makers parents and school governors

Reimagining the Purpose of Schools and Educational Organisations Anthony Montgomery, Ian Kehoe, 2015-12-22 This book features a diverse set of perspectives all focused towards questioning the role schools actually play in society and more importantly the role they could potentially play Containing papers presented at the 1st International Conference on Reimagining Schooling which took place in Thessaloniki Greece June 2013 bringing together international and multi disciplinary perspectives on the future of education and schools Combines diverse specialties analyzing schools as organizations and questions the purpose of schools The book explores the current purpose of schooling and debates what roles and values young people currently learn from schooling It examines such issues as the impact of Neoliberalism the pursuit of the socially just school and imagining contemporary schools beyond their consumerist mentality Tackling development in the growing economic and social crisis in Europe and offering transformative analysis of the psychology and decision making involved for innovating teaching learning socio economic and policy contexts In addition the book shows different ways young people can be creatively involved in reimagining schooling It also details both innovative and radical ideas that currently exist about school transformation such as building learning partnerships for all and creating synergies across formal and informal settings of learning Raising important questions for the future of the relationship between teacher and pupil and positive and pro active behavior There is a growing realization that schools fail to accommodate diverse types of learning and that their purpose is not simply about education Featuring academics and practitioners from many different disciplines this book boldly questions the values that currently permeate school walls and suggests ways that schooling itself can be made better

Theoretical Frameworks in Qualitative Research Vincent A. Anfara, Jr., Norma T. Mertz, 2014-10-30 The Second Edition of Theoretical Frameworks in Qualitative Research by Vincent A Anfara Jr and Norma T Mertz brings together some of today's leading qualitative researchers to discuss the frameworks behind their published qualitative studies They share how they found and chose a theoretical framework from what discipline the framework was drawn what the framework posits and how it influenced their study Both novice and experienced qualitative researchers are able to learn first hand from various contributors as they reflect on the process and decisions involved in completing their study The book also provides background for beginning researchers about the nature of theoretical frameworks and their importance in qualitative research about differences in perspective about the role of theoretical frameworks and about how to find and use a theoretical framework

Leadership for Quality and Accountability in Education Mark Brundrett, Christopher Rhodes, 2010-10-04 The study of educational leadership makes little sense unless it is in relation to who the leaders are how they are leading what is being led and with what effect Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners the Leadership for Learning series explores the connections between educational leadership policy curriculum human

resources and accountability Each book in the series approaches its subject matter through a three fold structure of process themes and impact Series Editors Clive Dimmock Mark Brundrett and Les Bell What is the role of leadership in developing strategies that enhance learning outcomes Leadership for Quality and Accountability in Education addresses the interconnected issues of quality and accountability in the education system and provides a coherent framework within which these issues can be analysed The authors outline the significance of promoting quality in all educational establishments and go on to discuss why quality and accountability have become so essential to the framework of leadership in education how quality and accountability have been utilised on a national and international scale and what the defining characteristics of these terms are The book is divided into three sections which explore three linked key aspects Part I focuses on the concept and nature of quality and accountability and the process of developing a culture of quality Part II addresses the issues of managing staff and resources leadership for high quality teaching and learning and relationships with stakeholders Part III considers the impact and prospect of quality and accountability including internal evaluation and external inspection The book will appeal to educational leaders and managers advisors and inspectors and academic researchers It will also be of particular relevance to Masters and doctoral degree students specialising in school leadership and management Radical Reforms Christopher Chapman, Helen Gunter, 2008-12-09 This book draws on the lessons from one of the most intensive periods of educational reform in any country during recent times The post 1997 English experience under a New Labour government is used to illustrate the opportunities and challenges associated with attempting to develop a world class education system Such reforms are fiercely contested and often polarized with proponents stressing the opportunities created while others reveal the erosion of professional values Contributions from UK and overseas researchers including Andy Hargreaves and John Smyth reflect on the implications for those concerned with developing education systems across the globe Focusing on the challenges of radical reform in key areas including variation in educational achievement accountability and standards linking school and community policies workforce reform and choice and diversity the book includes chapters on Accountability for School Improvement Workforce modelling and Distributed Leadership Multi agency Work and Children s Services The Education and Poverty Link Personalised Learning Initial Teacher Education Drawing on the framework developed by New Labour to assess the approaches to and outcomes of interventions and the extent to which policies can deliver promised transformations but going much deeper and wider than this the authors present a critical account of reform by studying examples of policies and conceptualizing the interplay between policy practice and research With contributions from leading international commentators this book will be of interest to researchers in education education policy and school leadership *School Leadership Effects Revisited* Jaap Scheerens, 2012-01-05 This highly detailed study maps four decades of evolution of the concept of what constitutes effective school leadership It analyses the theoretical background to these developments and advocates the utility of thinking of a lean form of school leadership that is

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

Individual, School, and National Factors Impacting Teachers' Workplace Learning Elena Jurasaitė-O'Keefe, 2021-07-15 By drawing on observation and detailed discourse analysis from interviews with teachers in Lithuanian and North American schools this text identifies individual school specific and national factors which impact teachers informal professional learning Addressing multiple layers of teacher learning this text illustrates how factors including socio economic status individual learning style cultural attitudes to education and political histories support or impede workplace learning Drawing on three fields of research teacher education cultural anthropology and comparative international the book posits teacher learning as a multidimensional socio cultural process Finally combining a typology of informal learners with other policy driven factors the text indicates how practices at school district and national levels might stimulate workplace learning Offering methodological innovations including unique research design and creative ways of using discourse analysis this book will be of particular use to researchers and doctoral students in education organizational and educational psychology cultural anthropology management and beyond

The Factors Effecting Student

Achievement Engin Karadağ, 2017-05-14 This book focuses on the effect of psychological social and demographic variables on student achievement and summarizes the current research findings in the field It addresses the need for inclusive and interpretive studies in the field in order to interpret student achievement literature and suggests new pathways for further studies Appropriately a meta analysis approach is used by the contributors to show the big picture to the researchers by analyzing and combining the findings from different independent studies In particular the authors compile various studies examining the relationship between student achievement and 21 psychological social and demographic variables separately The philosophy behind this book is to direct future research and practices rather than addressing the limits of current studies

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