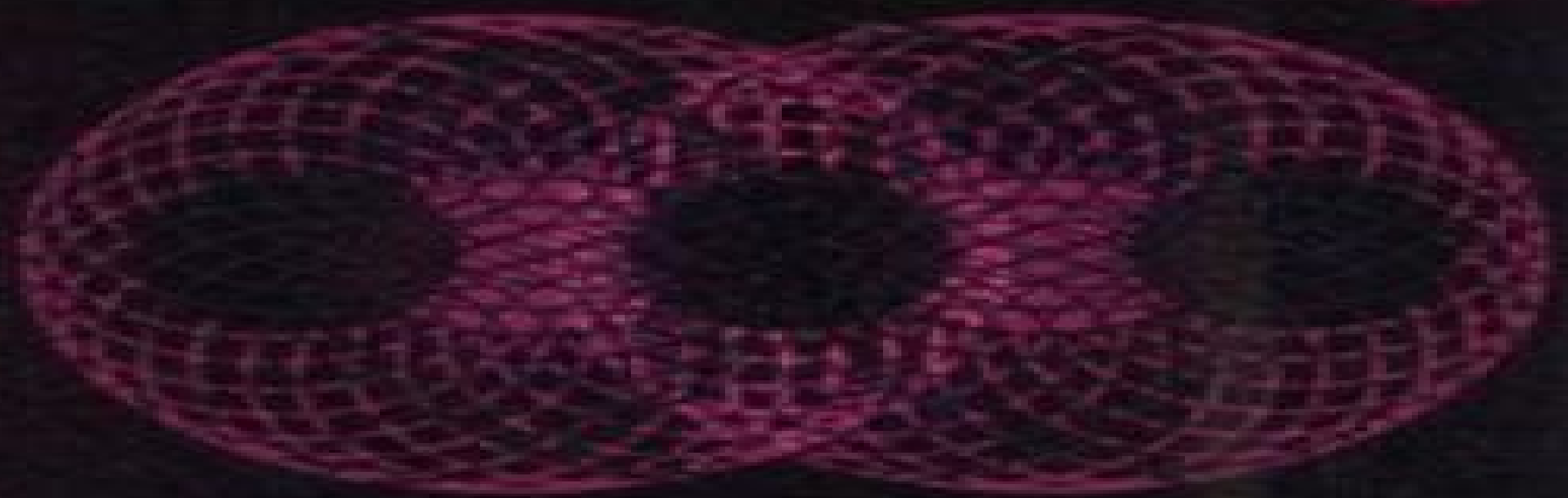


Quantum Leaps in School Leadership



Perry R. Bettig

Quantum Leaps In School Leadership

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Quantum Leaps In School Leadership:

Quantum Leaps in School Leadership Perry R. Rettig, 2002-04-23 This book theorizes that models based on the classical sciences have misguided educational leadership Dr Rettig sees the open dynamics of twentieth century science specifically quantum mechanics as a better and more natural model and describes what he sees as a method of leadership light years beyond those of today Dr Rettig illustrates his erudite critique of the contemporary school administration structure with the story of Leslie O Connor a fictional administrator who makes her way through familiar seeming training techniques For anyone interested in the organization and administration of school systems this book provides an original and compelling perspective

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School Leadership From A to Z Robert D. Ramsey, 2003-05-30 Using a fresh approach to leadership this resource blends proven traditional success secrets for school leaders with newfound strategies and unique methods from businesses and organizations outside the education community

Perspectives on School Leadership in Asia Pacific Contexts Salleh Hairon, Jonathan Wee Pin Goh, 2019-08-06 This book casts a refreshingly new light on current literature on school leadership which has predominantly been viewed through Western lenses Accordingly key concepts and theories on leadership and school leadership have primarily been generated from thinking and research in the Western sphere This is problematic considering the fact that the leadership concept or construct and its practices are significantly influenced and shaped by contexts and even situations However there are various contextual conditions and forces that can separately or collectively affect how school leadership is understood and practiced including social cultural historical geographical economic and political conditions In response the book seeks to provide readers a better awareness of how the leadership construct or phenomenon is shaped by the varying contexts constantly affecting school leadership while specifically focusing on the Asia Pacific region In turn it highlights various Asia Pacific contexts that shape school leadership so as to speak back to existing theories on school leadership

Selecting, Preparing And Developing The School District Superintendent David S.G. Carter, Thomas E. Glass, Shirley M. Hord, 2013-11-05 Growing discontent with the performance of educational institutions is common in the USA today and little is being done to address the real problem that of the need to reform and restructure the entire educational system A key issue in this reform is the training and development of leaders in educational administration as experienced leaders retire so new professionals

are called to assume the mantle of the old hands and vital new opportunities exist for those willing to take up the challenge This vitally practical text is about the selection preparation and professional development of aspiring school leaders over the course of their careers concentrating on ways to increase their overall effectiveness particularly in changing times It looks at changes that have been made and considers what can be adapted from existing systems in order to make radical improvements for those in leadership positions It is intended for use by postgraduate students in education teacher trainings heads of education faculties and teachers in leadership positions school board members and aspirant superintendents

The Networked School Leader Chris Brown,2020-04-03 Evidence based and engaging with key takeaways for practitioners in every chapter this book addresses the existing knowledge gap about how school leaders can effectively develop support and sustain networks within and across schools It is crucial reading for school leaders system leaders and education researchers working close to practice

Working (With/out) the System Denise E. Armstrong,James Ryan,2016-01-01 This edited collection of chapters from invited scholars explores issues of social justice and micropolitics in educational institutions More specifically it examines the ways in which social justice workers navigate or can navigate micro political systems in their quest to promote social justice Issues of social justice and micropolitics are particularly important in this day and age as standardizing regimes and polarizing forces continue to erode the already perilous condition of the traditionally disadvantaged While social justice workers make it a point to acknowledge the plight of the less fortunate their well meaning attempts to take action are not always successful This requires that they acknowledge the realities of the micropolitical environments in which they work and to take action in these arenas if they are to achieve their social justice goals The title of the book *Working With out the System* draws attention to the ways in which social justice workers leaders teachers administrators students community members navigate educational institutions and the wider social systems that are not always hospitable to changes that promote social justice This volume describes the prospects possibilities and actual practice of working with working without and working outside of educational organizations to promote social justice Among other topics the chapters probe the manner in which social justice minded leaders navigate micropolitical environments the ways in which social justice minded leaders promote and sustain social justice action within systemic contexts the difficulties and successes that they experience

A Roadmap for Quality Transformation in Education Ncafe Nc Awards Excellence,1997-07-30 When it comes to educational performance the United States does not fare well in comparison to our global competitors Numerous challenges such as our increasing dependence on technology and the ongoing difficulties we face in providing cost effective good quality public education point to the need for changes in our educational system if we are to provide a competitive workforce in the future

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Principles of Educational Leadership & Management Tony Bush, Les Bell, David Middlewood, 2019-04-08 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

Learning First! Carolyn J. Kelley, James J. Shaw, 2009-08-11 With the spotlight on schools and the achievement of subgroups of students educators need to read this book and reflect on the guiding questions Then we need to take the challenge and do what we know is right so we are doubling student performance and closing achievement gaps Leslie Standerfer Principal Estrella Foothills High School Goodyear AZ This text is the product of considerable research and disciplined reflection on closing the student achievement gap in schools unquestionably the most important challenge facing schools The book offers a wealth of well illustrated advice about how to address this challenge and should be required reading for every principal and superintendent Kenneth Leithwood Professor of Educational Leadership and Policy Ontario Institute for Studies in Education University of Toronto The keys to closing achievement gaps from principals who have been there What does it take to reach across cultural and socioeconomic barriers to bridge student achievement gaps Drawing on five years of nationwide research the authors present Learning First an integrated schoolwide framework of collaborative leadership that helps school leaders advance learning for all students Using case examples that illustrate how Learning First works in action and providing worksheets checklists and rubrics to support implementation the

book shows principals how to apply this field tested model to four critical dimensions of leadership Advancing equity and excellence in student learning Developing teachers instructional capacity Managing and aligning resources Building and engaging community Learning First offers an approach that strengthens principals leadership skills delineates shared goals for professional communities and helps educators keep their eyes on the prize closing the achievement gap in their schools

Working for Kids James H. Lytle, 2010-02-15 Much of the current discourse on improving school leadership and particularly the performance of principals is misguided There is much too much emphasis on evaluation and standards as determined by policy makers and professors and not nearly enough attention to how one provides performance driven leadership in the context of day to day practice As an administrator academic consultant and researcher Lytle has traveled widely in the school leadership province This book draws on his career as a school administrator and his experience teaching leadership at the graduate level The author uses personal stories to address such questions as How does one learn to lead How does one become a leader How does one teach others to lead What does it mean to lead for learning

Curriculum Leadership by Middle Leaders Kelvin Heng Kiat Tan, Mary Anne Heng, Christina Lim-Ratnam, 2016-08-12 Curriculum Leadership by Middle Leaders focusses on major issues relating to the continuing national and international discourse on curriculum leadership and highlights the vital role of middle leaders in schools School leadership has focused primarily on first order change involving school leaders or principals This book seeks to put the spotlight on second order change that involves curriculum leadership and professional development support on the part of middle leaders for more sustainable and long term change in teaching and learning that will influence what happens in classrooms With timely and thought provoking contribution from authors who pursue a range of scholarly interests in multiple educational settings the book is guided by several underlying questions How might we re envision curriculum leadership so that it addresses both local and global concerns and aspirations How might we better grasp how middle leaders understand and respond to the pressures of educational reform initiatives How might middle leaders transform pressures into possibilities This book will appeal to current teachers those currently undertaking teacher training and students or academics carrying out research in the field of educational leadership

Shared Governance Perry R. Rettig, 2019-12-10 Shared Governance begins with the premise that today s higher education governance practices have lost their focus and vitality By re examining the original suppositions of shared governance along with an infusion of seminal democratic values and principles a contemporary model is envisioned From historical perspectives on shared governance the book then takes a view of current governance models through the lens of Critical Theory and Open Systems Thinking Political corporate and school system models are briefly reviewed before moving on to application to colleges and universities Each chapter concludes with a continuous story of a young and maturing college vice president as she grapples with a static and worn governance system at her institution She strives to reinvigorate the notion of shared governance and to bring staff and students into the process The final three chapters of the

book each include an essay written by individuals who have served on the ground level of shared governance at their institution These people include an administrative assistant who helped to create a Staff Council a Student Government Association president who took a nascent SGA and gave students a new voice and an associate dean who mentored students in this developmental process **The SAGE Guide to Educational Leadership and Management** Fenwick W.

English,2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic *School*

Administration Stanley W. Williams,1983 **Annals of the Joint Meeting of the Association for the Advancement of Educational Research and the National Academy for Educational Research, 1998-1999** Association for the Advancement of Educational Research,2001 Papers from 1998 and 1999 conferences present recent work in public policy research educational administration educational technology adult learning assessment and evaluation and research methods Research is presented on areas such as prediction of sexual boundary violations applied instructional technology for student teachers student support services for adult online learners and student assessment of pre and post test reading ability among kindergarten through third graders Other subjects include using cooperative learning in graduate level research methodology courses evaluation of reform in an urban elementary school and predictors of statistics achievement among graduate students There is no subject index Annotation copyrighted by Book News Inc Portland OR *Leadership in Post-Compulsory Education* Jill Jameson,2013-10-18 Leadership of different kinds exists at many levels in the post compulsory sector from principles to programme leaders administrative staff and even caretakers Based around case studies of current leaders in post compulsory education this unique book explores a number of leadership models and styles in order to provide inspiration and guidance for the next wave of potential leaders Captures authentic voices of the leaders Includes

examples of further adult community and prison education Covers all type of leadership charismatic leaders academic leaders spiritual leaders women leaders ethnic leaders ethnic leaders business leaders Presenting a wide and holistic view of leadership at different levels this book is relevant for all potential and current leaders in post compulsory education By encouraging readers to review and reflect on the models described the book will inspire leaders of the future to develop their own leadership styles and visions *Thinking Diversity, Building Cohesion*, 2009 **International Handbook of Educational Leadership and Administration** Kenneth A. Leithwood, Judith Chapman, P. Corson, P. Hallinger, Ann Hart, 2012-12-06 EDITORS This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters A synopsis of the contents of those chapters is also provided SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail After all there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years Such a view is captured for example in Bennis observation that Of all the hazy and confounding areas in social psychology leadership theory undoubtedly contends for top nomination Probably more has been written and less is known about leadership than any other topic in the behavioural sciences 1959 page 259 We do not find this state of affairs discouraging nor entirely accurate and of course it did not prevent Bennis from proceeding either One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory a theory which applies to all or most domains of organized human activity This aspiration inevitably produces decontextualized and therefore abstract categories of practice Howard Gardner's 1995 depiction of leadership as story telling is a case in point

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