

Planning matters

The impact of development planning in primary schools

Barbara MacGilchrist

Peter Mortimore

Jane Savage

Charles Beresford

Planning Matters The Impact Of Development Planning In Primary Schools

Mrs Joan Dean, Joan Dean



Planning Matters The Impact Of Development Planning In Primary Schools:

Planning Matters Barbara MacGilchrist, Peter Mortimore, Jane Savage, Charles Beresford, 1995-09-28 Informative reading for those governors who may wish to gain insight in to this area of school planning Teacher Development Development plans have become a feature of almost every school in the UK and most policy makers and practitioners assume that by having such a plan a school will become more effective But do they really make a difference What impact does a development plan have on the management and organisation of the school on the professional development of teachers and most importantly on pupils learning in the classroom Can the development planning process be used as a school improvement strategy or would schools be better investing their time and energy in other ways *Strategic Direction and Development of the School* Professor Brent Davies, Linda Ellison, 2005-08-10 The government is now training around 6000 deputy heads per year towards a new qualification the National Professional Qualification for Headship NPQH This book covers the one compulsory module for this qualification which is called Strategic Direction and Development of the School This book will be essential for all those embarking on the NPQH and those teaching or supervising it *The Practice and Theory of School Improvement* David Hopkins, 2008-05-13 ANDY HARGREAVES Department of Teacher Education Curriculum and Instruction Lynch School of Education Boston College MA U S A ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching Stanford CA U S A MICHAEL FULLAN Ontario Institute for Studies in Education University of Toronto Canada DAVID HOPKINS Department for Education and Skills London U K This set of four volumes on Educational Change brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world Many of these writers whose chapters have been specially written for these books have been investigating helping initiate and implementing educational change for most or all of their lengthy careers Others are working on the cutting edge of theory and practice in educational change taking the field in new or even more challenging directions And some are more skeptical about the literature of educational change and the assumptions on which it rests They help us to approach projects of understanding or initiating educational change more deeply reflectively and realistically Educational change and reform have rarely had so much prominence within public policy in so many different places Educational change is ubiquitous It figures large in Presidential and Prime Ministerial speeches It is at or near the top of many National policy agendas Everywhere educational change is not only a policy priority but also major public news Yet action to bring about educational change usually exceeds people s understanding of how to do so effectively **Meeting The Challenges of Primary Schooling** Lloyd Logan, 2005-08-03 Teachers in primary schools deal with a wide range of issues every day This book helps teachers to understand those issues and how they fit in with recent government policies and initiatives Each chapter looks at relevant statements of policy or initiative how these statements fit into the context of specific schools the challenges they present for those involved in schools how schools can respond to these challenges learning across contexts Each chapter has been

written by one practitioner and one academic and between them the chapters cover the whole range of Australian primary schools

Strategic Management in Schools and Colleges David Middlewood, Jacky Lumby, 1998-04-28 This book is helpful in providing a survey of where education has reached in strategic planning in theory and practice Helpfully case studies are scattered throughout so readers can compare themselves with other schools and pick up do and don't tips Management in Education The strategies presented here are quite useful to provide future directions not only to the managers but also to the planners and trainers Journal of Education Planning and Administration This book examines the issue of strategic management in schools and colleges The contributors present an overview of theory in order to enhance management practice in education and articulate good practice on the basis of evidence in education settings The ideas presented here are derived from international research and practice and apply to all phases of education with the emphasis on using the findings to improve practice in schools and colleges

Senior Management Teams in Primary Schools

Lynda Huckman, Michael Wallace, 2005-08-17 Senior Management Teams in Primary Schools looks at how positive team work can be achieved within your school and illustrates the benefits it brings

International Handbook of Educational Change Andy Hargreaves, A. Lieberman, M. Fullan, D.W. Hopkins, 2014-11-14 The International Handbook of Educational Change is a state of the art collection of the most important ideas and evidence of educational change The book brings together some of the most influential thinkers and writers on educational change It deals with issues like educational innovation reform restructuring culture building inspection school review and change management It asks why some people resist change and what their resistance means It looks at how men and women older teachers and younger teachers experience change differently It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either It looks critically and controversially at the social economic cultural and political forces that are driving educational change School leaders system administration teacher leaders consultants facilitators educational researchers staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting edge understandings of educational change no other work provides as comprehensive coverage of the field of educational change

Improving the Primary School Mrs Joan Dean, Joan Dean, 2005-06-23

This book is a practical and informative guide on how to improve your primary school It is aimed at those in leadership positions headteachers senior staff advisors inspectors and education officers Aimed specifically at the primary school this book links research to classroom practice for results appeals to those in leadership roles is concise readable and of great practical use provides the reader with information that can improve the individual school

School District Leadership Matters Bruce Sheppard, Jean Brown, David Dibbon, 2009-03-08 School District Leadership Matters challenges policy makers administrators and academics in the field of educational leadership to reassess their traditional approaches to learning working and planning The authors believe that government restructuring standards based reforms

and centrally imposed strategic planning have been painfully ineffective As a consequence student learning has become increasingly superficial and inauthentic This book bridges the traditional divide between the generalizations of social science theory on the one hand and the world of educational practice on the other It argues that a more promising approach to education reform is through effective school district leadership Sheppard Brown and Dibbon draw on their collective experience both as educational leaders and researchers of leadership having spent five years researching and working in one school district Here they show how a district superintendent can successfully navigate the paradoxes and challenges of facilitating collaborative leadership in a school district with a traditionally hierarchical organizational structure As a conclusion to their work the authors highlight what they call five recognitions that deepen readers understanding of school district leadership They illuminate too ways that senior level practitioners can apply theory to practice in order to break down the traditional hierarchical bureaucracies that inhibit learning and create professional learning communities School District Leadership Matters urges researchers graduate students practitioners and policymakers to focus on improving authentic learning for all students and argues that the best hope rests with effective school district leadership This empirically based yet practical book provides new insights and questions for academic researchers and will inspire policy makers and practitioners to imagine what could be and to work towards it Educational Management Tony Bush, Les Bell, Ray Bolam, Ron Glatter, Peter M Ribbins, 1999-09-08 Researchers interested in various aspects of college leadership and management will find this book a convenient and scholarly introduction to related research in the school sector Further Education Development Agency College Research Journal Educational management has become an important academic subject The contributors to this volume have guaranteed its survival as such by undertaking this review in order that they and others working in the field may take account of a range of agendas and initiatives The outcome must be a fresh stance and a new sense of direction to enable a study of educational management to meet the needs of teachers and their schools in the new millennium Educational Research Educational Management brings together important original contributions from leading thinkers in the field Edited by some of the key figures in educational management today chapters examine the following key areas Has self management achieved the success predicted for it What should be the nature of professional development for educational leaders to what extent can education benefit by drawing from practice in business and industry can theory inform management practice in education how can research contribute to educational improvement how can leaders help improve classroom practice Educational Management is one of the major outcomes of the ESRC Economic and Social Research Council seminar series which aimed to redefine educational management in the light of the many developments in policy practice theory and research since the subject became established in the 1970s *School Effectiveness, School Improvement* David Reynolds, 2004-11-01 The pressure on schools to improve and to raise achievement continues to be a dominant issue in both school and government policies School Effectiveness and School Improvement seeks

to develop the debate further providing academics and practitioners alike with a summary and discussion of research on school effectiveness and school improvement up to the present new perspectives on these fields developed from other traditions of thinking and research a consideration of the role of organization theory an integrated view of these current perspectives and clear practical implications for policy and practice

Educational Leadership & Learning Law, Sue, Glover, Derek, 2000-02-01 Within the context of learning age and the Teacher Training Agency's National Standards this book explores many of the key issues facing those both aspiring to and already involved in leadership and management whether at middle or senior levels It also evaluates issues central to leadership in a variety of professional educational settings

The Elusive What and the Problematic How, 2008-01-01 For the authors in this book there can be no valid excuses for ignorance in any aspect of education as theory practice That is If we come to learn that all educational problems involve knowledge of complex systems and processes then quick simple solutions should not be an educator's first or only expedient option If all education requires a measure of cultural and contextual understandings then uniform standardized programs and lessons will not meet the needs of all children or communities If educational change takes time and strenuous efforts to take hold then why do we abandon and restart reforms efforts year after year If educational practices are best performed by those closest to the problems then why do we not prepare and continuously develop teachers and administrators to grow intellectually and politically to make wise decisions If who a person is culturally and intellectually shapes who they are as educators then why are our recruitment selection induction and retention policies not influenced by this assumption If today's best practices have not taken careful note of successes in the past then how do we validly measure best practices in use today If one time standardized test scores are not adequate measures of a person's worth a teacher's competency or a school's value to its community then why do our policies and practices say otherwise Unfortunately our ignorance of the what and the how of education and educational leadership has persisted across contexts and history Why This book provides both theoretical and practical answers to these elusive and problematic issues

Second International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, P. Hallinger, 2012-12-06 The first International Handbook of Educational Leadership and Administration Leithwood et al was published in 1996 and quickly became something of a best seller for reference works within education Such success we suggest was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980's combined with a widespread belief in leadership as the single most powerful contribution to such improvement The roots of this belief can be found in evidence produced by the early effective schools research although there is a romance with leadership as an explanation for success in many non school enterprises as well During the two year period during which this current handbook was being written activity in the realms of school leadership school improvement and leadership development gained further momentum The English government created its new National College of School Leadership and several Asian nations

announced new initiatives in leadership selection preparation and development **Leading Schools in Times of Change** Christopher Day, Alma Harris, Mark Hadfield, Harry Tolley, John Beresford, 2000-05-16 Leadership of schools in changing times is fraught with opportunities and challenges Leaders are expected to manage competing interests to create conditions which form the foundation for lifelong learning to sustain the motivation and morale of staff and to raise achievement levels of all students Yet to date there are few texts which examine how this is done successfully This book seeks to meet this need It considers effective leadership and management of schools from the perspectives of headteachers teachers students ancillaries governors and parents in a variety of reputationally good schools of different phases locations and size Through a mixture of participants accounts and analysis of leadership theory this highly readable book reveals a number of characteristics of headteachers who are both effective and successful the centrality of personal values people centred leadership and the ability to manage tensions and dilemmas The authors propose a post transformational theory that reflects the complexity of leadership behaviour in the twenty first century suggesting that reliance upon rational managerialist theory as the basis for training is inappropriate for the values led contingency model that represents successful school leadership

School Leadership and Strategy in Managerialist Times Scott Eacott, 2012-01-01 This book is dedicated to an analysis and synthesis of research on strategy and school leadership with the ultimate goal of suggesting a new research programme Each chapter takes up this challenge through different means resulting in an overview of the construct of strategy within the practice of school leadership It is hoped that each of these chapters encourages students practitioners and scholars to continue to investigate this important topic and to undertake the methodological challenges set out to advance our understanding of strategy and school leadership in managerialist times Despite maintain a primarily scholarly focus as such a focus is exceedingly important for the advancement of any domain of inquiry it is also recognised that many of the ideas discussed have profound practical significance for schools and those who lead and manage them The arguments in this book particularly those in the latter chapters seek to expand the horizons of scholarship and understanding on the topic of strategy and school leadership Although this should not be interpreted as a prescriptive call for how further inquiry should be undertaken it is but one voice in the conversation The reviews studies analysis and proposed research programme of this book argue that the strategies of school leaders are of considerable theoretical and practical importance to schools the governance of schooling and the behaviour and performance of schools While this book offers a blueprint for further inquiry it remains for the reader to accept the challenge Doing so will enable important new insights into strategy and school leadership *Planning & Changing* ,2004 **Reflecting On School Management** Jennifer Evans, Anne Gold, 2005-08-08 The reorganisation of the education system within Britain has vastly increased the managerial responsibilities of those working in schools although the staff generally have received little management training In this book the various issues related to management are teased out and a selection of ideas and pragmatic solutions informing good practice are examined

Promoting Positive Behaviour Tim O'Brien, 2013-12-19 First Published in 1998 Behaviour and all of its associated negative connotations is the most common topic of conversation in staffrooms across the United Kingdom Promoting Positive Behaviour seeks to refocus the debate on behaviour management a term this book challenges so that the individual is seen within the context of the wider school community its ethos and the curricular context in which learning for all pupils takes place

Reflective Teaching Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use

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