

Shaping School Culture

THE HEART OF LEADERSHIP

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Shaping School Culture The Heart Of Leadership

JOURNAL OF SCHOOL LEADERSHIP



Shaping School Culture The Heart Of Leadership:

Shaping School Culture Terrence E. Deal, Kent D. Peterson, 1999 Explores the importance of school culture and the symbolic roles of leaders in shaping cultural patterns and practices in school communities and presents numerous examples that demonstrate how culture influences school functioning

Shaping School Culture Terrence E. Deal, Kent D. Peterson, 2016-07-22 The most trusted guide to school culture updated with current challenges and new solutions *Shaping School Culture* is the classic guide to exceptional school leadership featuring concrete guidance on influencing the subtle symbolic features of schools that provide meaning belief and faith Written by renowned experts in the area of school culture this book tackles the increasing challenges facing public schools and provides clear candid suggestions for more effective symbolic leadership This new third edition has been revised to reflect the reality of schools today including the increased emphasis on high stakes testing federal reforms such as No Child Left Behind NCLB and Every Student Succeeds Act ESSA state sponsored improvement programs and other major issues that impact organizational culture and the role of school leaders Each chapter features new examples and cases that illustrate persistent problems spelling out key cultural implications and offering concrete examples of overcoming the challenges while maintaining a meaningful learning environment The chapter on toxic schools continues to provide the field's most trusted advice on navigating this rocky terrain and the discussion's focus on how to manage negativity remains especially integral to besieged school administrators across the U S Recent years have jolted the nation's school system with a number of new developments that spell problems for the cultural tapestry of schools This book provides expert perspective and sage doable advice for administrators tending to external pressures while sustaining or evolving a more positive school culture Navigate new challenges including Every Student Succeeds Act ESSA and waning confidence and faith Turn around a toxic school culture with confidence and success Foster a culture of passion purpose and meaning Adopt a more active form of symbolic leadership to support students faculty staff parents and community Test scores as the primary metric relentless reforms waning public support and timid initiatives wrapped in bureaucratic packaging while among the most prominent issues administrators face are only the tip of the iceberg *Shaping School Culture* charts a route through competing pressures to help educational leaders hew a positive learning environment for schools

The Shaping School Culture Fieldbook Kent D. Peterson, Terrence E. Deal, 2009-07-27 When the bestselling books *Shaping School Culture* and *The Shaping School Culture Fieldbook* were first published Kent D. Peterson and Terrence E. Deal described the critical elements of school culture the purposes traditions norms and values that guide and glue the community together The authors showed how a positive culture makes school reform work and the companion *Fieldbook* included the tools needed to bring out the best in students teachers and the surrounding community In today's complex educational environment new challenges have surfaced for school leaders who must grapple with issues of standards based testing school accountability and student achievement The second edition of *The Shaping School Culture*

Fieldbook offers a companion to the newly revised edition of *Shaping School Culture* and includes an expanded version of Peterson and Deal's time tested model to address the latest thinking on school culture and change. The Fieldbook offers a wealth of new ideas and approaches and includes new material on toxic environments with specific action plans. In addition, the book contains powerful new case examples for revitalizing school culture. The *Shaping School Culture Fieldbook* draws on the authors' extensive research and nationwide school contacts and includes hands on strategies and exercises for helping school leaders: Uncover a school's hidden values, beliefs, and assumptions; Think through and develop a school's mission and purpose; Work out appropriate stories, metaphors, and symbols to represent a school; Devise rituals and ceremonies for enriching the school experience; Rethink leadership practices in light of educational and cultural needs; Identify, transform, and heal a toxic educational culture. This important resource will help school leaders understand, assess, and transform school culture for organizational success.

International Perspectives on Ethical Educational Leadership Brandy Yee, Dianne Yee, 2024-10-07. This book considers ethical educational leadership dilemmas that impact the workplace cultures influencing school districts' success. As school systems become increasingly demographically, racially, and culturally diverse, the need intensifies for educational leaders to lead their school communities in an ethical manner, developing workplace cultures characterized by psychological and emotional safety. Based on research and extensive experience working with school districts in Canada, Germany, Finland, and the United States, Yee and Yee deliver vignettes from various school contexts illustrating ethical leadership dilemmas and leader responses indicative of both toxic and healthy workplace cultures. Finally, the authors present key lessons learned from healthy educational workplaces, illustrating next steps and a call to action for implementing and maintaining ethical school district leadership practices.

Engage Every Family Steven M. Constantino, 2020-08-27. New and Improved: Revisit Five Simple Principles and Engage With Every Family. Why haven't we been more successful in engaging every family in the educational lives of their children? Why do we still struggle with the notion of engaging every family as a conduit to improved student learning? This book outlines a pathway and process to engage every family, including those families that have been traditionally disengaged or disenfranchised. Updates to this second edition include updated research to ensure a firmer foundation for each of its five simple principles, as well as reflections about implicit bias, equitable learning outcomes, and the role family engagement plays. A deeper dive into the idea of family efficacy or empowering families to work alongside teachers for improved learning. A nuanced switch from building to developing relationships and how trust is at the core of that subtle difference. Join Dr. Steve Constantino as he shares what he has learned and how he has improved the Five Simple Principles for family engagement and its powerful effects upon student achievement.

Leading improvement in school community wellbeing Donna Cross, Leanne Lester, 2023-12-01. More than ever before, the wellbeing of students, staff, and the school community must be a priority for principals and school leaders. *Leading Improvement in School Community Wellbeing* provides a framework for a set of high impact strategies that

individually and together can be the focus of improving wellbeing across the school The book provides school leaders with key research based school improvement practices authentic case studies in the form of principals reflections and crucially practical explanations outlining how to choose a particular practice and how to successfully embed or implement that strategy within the school Asking What s happening What s working and What s next the three parts of the book provide tools to assess the school community s wellbeing strengths and needs to determine actions required to improve student and staff wellbeing and to effectively implement wellbeing strategies across the school for the benefit of the entire school community

Transforming Teachers' Work Globally Eija Kimonen,Raimo Nevalainen,2014-01-02 As societies change so do the needs of students in their education systems This volume argues that the core professional responsibility of today s teacher is to create learning environments in which teaching and learning are linked to real life situations *The A-Z of International School Leadership* Simon Watson,2024-07-19 The A Z of International School Leadership is a stimulating collection of sharp insights and creative perspectives drawing on the author s global experiences organised around the 26 letters of the English alphabet Leaders of international schools are free to choose from the best educational initiatives around the world yet many find themselves blinkered by slavishly following historical traditions and patriotic ruts The hindrance to development and innovation that follows from ploughing the single furrow is self evident The best schools are open and outward thinking ready to critically accept ideas from around the world even if these ideas emanate from people in countries other than their own International schools are ideally placed to be at the forefront of innovation in education Simon Watson *The SAGE Handbook of Research in International Education* Mary Hayden,Jeff Thompson,Jack Levy,2007-01-03 The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education from the experiences of K 12 schools around the world to the field of teacher education This book raises important questions and should be read by a broad audience Kenneth Cushner Executive Director of International Affairs and Professor of Education Kent State University The editors of this admirable handbook have set out to produce a report on international education Their consummate success in doing so gives those of us working in the field a new and invaluable resource The editors may be academics but this is a book largely written by about and for those whose job it is to teach internationally No one working in international education will fail to be provoked challenged or inspired by the compelling arguments advanced within this authoritative volume Peter MacKenzie Principal Hiroshima International School The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool An indispensable work highly recommended for education reference collections and the libraries of individual researchers J B Thomas Emeritus Professor of Educational Studies Loughborough University Interest in the field of international education has never been more intense than at present There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who through their own professional

activities wish to have their sons and daughters educated in schools that offer programmes based on international values. Such schools have embraced the promotion of international education as one of their major goals and consequently an increasing number of organisations currently offer curricula that claim to be international in nature. Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world. This has resulted in wider forms of collaboration between schools in the public and private sectors nationally and internationally generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed. This book analyses the origins, contributions and interpretations of international education. The authors identify approaches to research that will progress our knowledge and understanding of the field and extend and even redraw it on the basis of the research evidence presented. Content includes: A historical overview of the ways in which the term international education has been interpreted. The theoretical interpretation of international education in its current context. International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions. Conceptual challenges for international education in the future. This handbook is an essential resource for those who are involved in the practice and academic study of international education. It will be of particular interest to researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools. This volume is another valuable SAGE contribution to the expanding literature on international education. Not all handbooks are described as essential reading but this one will be and will become an indispensable work of reference, highly recommended for education libraries, both academic and governmental, and for the bookshelves of individual researchers and all involved in international education. The three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues, practices and future questions presented by international research and practice in international education. *Journal of Research in International Education* School Leadership Stuart C. Smith, Philip K. Piele, 2006-06-08. Finely crafted and beautifully written, the most comprehensive and extensive treatment of the school leadership literature available to date. From the Foreword by Joseph Murphy: A set of key leadership behaviors can help create the right kind of conditions in schools for learning to occur. How can school leaders excel in those behaviors? An important and trusted resource for 25 years, this fourth edition of *School Leadership Handbook for Excellence in Student Learning* emphasizes the school leader's role as champion of student learning. Integrating theory and practice, the editors introduce school leadership from five perspectives: the person, the values, the structure, the mission and the skills. This expanded edition draws from a variety of viewpoints on educational leadership to give school leaders and those preparing for the role insight and wisdom to meet the challenges of helping all their students learn. Updates include: Expanded coverage of instructional leadership and the principal's role in student learning. New chapters covering the

principalship accountability effects of leadership distributed leadership political leadership and engaging the public New chapters on data based decision making and allocation of human financial and physical resources Eight completely reworked chapters that tie back to student learning End of chapter reflection questions for group discussion This is the ultimate guide for all principals and administrators both a life preserver and indispensable coach for the important work of school leadership

Seven Steps to Effective Instructional Leadership Elaine K. McEwan, 2002-08-20 Updated Edition of Best Seller You won't find a more practical detailed guide to improving school effectiveness than is contained between the covers of this book Leonard O Pellicer Dean School of Education University of La Verne La Verne CA Few books on school leadership have effectively brought together the best of educational theory and practice for school administrators as Elaine McEwan's *Seven Steps to Instructional Leadership* Michael Pladus 1999 MetLife NASSP National Principal of the Year Have the courage and the vision to lead your staff to achieve their highest instructional goals Make a substantive impact on the lives of your students and your staff This practical hands on guide can help you become a more effective instructional leader Here are research based activities to help you lead your staff through McEwan's seven steps Establish implement and achieve academic standards Be an instructional resource for your staff Create a learning oriented school culture and climate Communicate your school's vision and mission to staff and students Set high expectations for your staff and yourself Develop teacher leaders Develop and maintain positive relationships with students staff and parents Integrate these seven steps into your daily behavior Chapters on each step include research data discussion and advice from instructional leaders and practical suggestions from dozens of leading principals that you can use right now in your own school Use the Instructional Leadership Checklist to Assess your current level of instructional leadership Find out how your staff thinks you're doing Set goals for improving your instructional leadership practice Evaluate your progress toward your goals Attaining a new and higher level of instructional leadership will make a difference for each person in your school Staff students and parents will get the message that all students matter Everyone will start expecting that all students can learn and your school will achieve its mission improving education

Keys to Success for Urban School Principals Gwendolyn J. Cooke, 2006-11-07 A must read for practitioners of educational leadership and students alike Offers powerful strategies recommendations and resources to successfully lead school reform The checklists are invaluable tools to bring about the cultural shift needed to focus all stakeholders on teaching and learning Roy F Davenport Principal Alfred E Beach High School Savannah GA Urban principals face unique challenges that deserve unique solutions How can urban principals meet the challenge of educating students in environments that routinely include poverty violence aging infrastructure lack of funding cultural differences and high levels of turnover This accessible manual offers powerful tools and practical guidance to ensure that urban principals succeed as school leaders Gwendolyn J Cooke provides tried and true research based strategies for initiating stabilizing and sustaining effective practices Each chapter includes reflective thinking activities to help school leaders assess needs and set and

achieve goals This second edition examines the challenges the current educational environment and links the ISLLC standards to seven keys of leadership Control manage the school community by building consensus Caring create a school climate that invites students to learn grow and explore Change use effective strategies to implement constructive change processes Charisma cultivate your own charismatic potential Communication strengthen your ability to communicate in different settings Curriculum provide instructional leadership by harnessing the power of curriculum Courage find the courage needed to take risks that will move your school forward Use these proven strategies to increase your leadership capacity and effect real change in your school Beyond Measure Patricia E. Holland, 2004 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company

A Practice-based Model of STEM Teaching Alpaslan Sahin, 2015-07-21 The STEM Students on the Stage SOS TM model was developed by Harmony Public Schools with the goal of teaching rigorous content in an engaging fun and effective way In this book you will learn that the STEM SOS model is not only helping students learn STEM content and develop 21st century skills but also helping teachers improve their classroom climate through increased student teacher communication and a reduction in classroom management issues There are at least two ways in which this book is innovative First you will find student videos and websites associated with QR codes readers can use their QR readers to watch student videos related to the content in the chapter and see student e portfolio samples at their Google sites This provides the opportunity to see that what is discussed in the book actually happened Second the book is not about a theory it is an actual implemented model that has evolved through the years and has been used in more than 25 schools since 2012 Every year the model continues to be improved to increase its rigor and ease of implementation for both teachers and students In addition to using the book as a classroom teacher resource and guide it can also be used as a textbook in advanced graduate level curriculum and instruction educational leadership and STEM education programs Therefore STEM educators leaders pre service and in service teachers and graduate students will all benefit from reading this book Appendices will be one of the favorite aspects of this book for teachers who are constantly looking for ready to use student and teacher handouts and activities Full handouts including formative and summative assessments materials and grading rubrics will provide an opportunity for teachers and curriculum directors to understand the ideas and secrets behind the STEM SOS model Lastly STEM directors will find this to be one of the best STEM teaching model examples on the market because the model has fully accessible student and teacher handouts assessment materials rubrics and hundreds of student products e portfolios including video presentations and project brochures online

Reflective Practice of Multi-Unicultural School Leaders Dr. Roberto F. Casas, Dr. Paul A. Rodríguez, 2012-02-21 We have written this book because of our unique and real concern for improving education for children who are at risk of school failure Whether these students are of different ethnicities or speak different languages the students are not failures but have difficulty maneuvering in a system we call school In order to improve education we have to improve schools and the practices

of school leaders This transformation of schools requires change and improvement of individuals in school leadership positions In order to change school leaders and their practices toward improvement we must replicate what is working for kids through reflective practice Osterman and Kottkamp 1993 offered this perspective We believe that reflective practice an approach to educational improvement that is both situational and places the professional in the very center of the attempt to create improvement not only stands in contrast to most other current ideas but has the greatest potential of any approach improving individuals and through them schools and education p vii The book was written because we share professional practices and intellectual interests in reflection and reflective practice We are passionate that reflection has the best hope and significant change in how leaders examine their personal beliefs values and behaviors in such a way that members of the school community realize that it is they who must adapt their practices to meet the needs of students at risk and the diverse communities they serve However before we discuss the importance of reflective practice we need to arrive at a definition of reflective practice Schon 1983 defines reflective practice as the capacity to reflect on action so as to engage in a process of continuous learning Similarly Bolton 2010 stated that reflective practice involves paying critical attention to practical values and theories which inform everyday action by examining practice reflectively and reflexively This leads to developmental insight Another idea by Boud et al 1985 states Reflection is an important human activity in which people recapture their experience think about it mull it over and evaluate it It is this working with experience that is important in learning As for education Larrivee 2000 argues Reflective practice refers to the process of the educator studying his or her own teaching methods and determining what works best for students It involves the consideration of the ethical consequences of classroom procedures on students

The School Improvement Planning Handbook Daniel L. Duke, Marsha Carr, William Sterrett, 2012-12-27 Developing and updating school improvement plans is an annual ritual for virtually all school principals and their school improvement committees Still large numbers of schools continue to produce disappointing outcomes The authors believe that part of the problem is the result of plans that focus on the wrong targets and that rely on ineffective strategies for improvement To help principals and their school improvement committees develop and implement plans with a greater likelihood of success the authors offer a step by step process for school improvement planning They go on to pinpoint specific school improvement goals including raising reading and mathematics achievement building robust school cultures addressing the needs of English language learners improving instruction and reducing absenteeism and dropouts For each goal a variety of objectives and proven strategies is presented along with sample school improvement plans The book addresses the differences in planning to turn around a low performing school planning to sustain improvements over time and planning to move a good school to a great school

Deciphering Chinese School Leadership Allan Walker, Haiyan Qian, 2017-10-23 With existing educational leadership models and theories being predominantly western influenced this book aims to provide more insight into school leadership in China It pioneers building research and practice informed knowledge

and unravels the complexities that characterize the scholarship context and practices of school leadership School leadership in China is presented through four sub purposes investigating how Chinese school leadership is conceptualized in the international and Chinese literature exploring the shifting context within which Chinese school leaders enact their leadership and examining key policies that have shaped the practice of leader development extending the understandings about the complexities of work lives of Chinese school leaders and further locating indigenous understandings of Chinese school leadership in the political and socio cultural context of contemporary China and the theoretical and conceptual context of international school leadership This text will be particularly useful to international education researchers with focus on educational leadership comparative education education policy and education in China **JSL Vol 21-N5 JOURNAL OF SCHOOL LEADERSHIP**,2011-11-11 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **The Principles of Educational Leadership & Management** Tony Bush,Les Bell,David Middlewood,2010-05-05 Fully revised and thoroughly updated this Second Edition of this classic book brings together many leading international authors on educational leadership with brand new chapters from leaders in the field Ken Leithwood Paul Begley Allan Walker and Alma Harris Providing an overview of essential topics within the field this book adopts an international perspective and offers conceptual and empirical insights **Improving School Leadership, Volume 2 Case Studies on System Leadership** OECD,Specialists Schools and Academies Trust,2008-07-31 This book explores what specialists are saying about system leadership for school improvement Case studies examine innovative approaches to sharing leadership and to leadership development programmes for system improvement

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