

Reflecting on School Management

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School Management, Leadership and Improvement Roman Capaul, Hans Seitz, Martin Keller, 2023-08-14 Roman Capaul Hans Seitz and Martin Keller have developed their own school management model based on their many years of experience in the training of school management members and on the basis of the St Gallen management model Their work shows the reader fundamental connections answers the central questions of school management and school development and contains numerous practical recommendations for action for everyday school management

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of Reflection in Teacher Education and Professional Development Fred Korthagen, Ellen Nuijten, 2022-05-11 Based on years of extensive research on teacher development this book offers a practical introduction to the concept of teacher reflection demonstrating how student teachers can engage with reflective learning from their teaching and classroom experiences in a systematic and inspiring way Providing practical models and guidelines for use in the classroom renowned teacher educators Fred Korthagen and Ellen Nuijten outline various strategies for promoting reflection and illustrate how a deeper form of reflection core reflection enhances awareness of professional identity and supports the dismantling of inner obstacles therefore enhancing social justice and empowering diverse student populations The authors demonstrate how a trajectory for learning can be designed to develop key competencies as well as the role played by university and school based teacher educators in supporting teachers self directed reflection Featuring a variety of tools that support professional growth this unique text demystifies the area of teacher reflection helping to provide concrete and inspiring examples for how to strengthen professional identity based on everyday challenges faced by practitioners The Power of Reflection in Teacher Education and Professional Development is therefore an essential guide for students in service teachers and teacher educators alike as well as for anyone in the helping professions

Ethical School Leadership Spencer J. Maxcy, 2002 Typically educational leadership is not considered a moral ethical undertaking But educators face a dismaying array of moral ethical challenges from academic dishonesty to sexual harassment every day in our nation s schools Ethical School Leadership provides a systematic approach to resolving these school based moral ethical issues It offers real world moral ethical dilemmas alternate theories of ethical decision making and differing philosophies of leadership Present and future school leaders will find knowledge dispositions and performance criteria by which to evaluate case studies of moral ethical leadership This book provides an up to date treatment of the subject without arcane terminology or abstract argument Its aim is to provide encouraging practical thinking about the moral ethical problems facing our school leaders today and will be of interest to school principals teachers school board members and students of education

School Leadership Professor Gerald Grace, Gerald Grace, 2005-08-31 This text examines the ways in which concepts of educational leadership and management have evolved historically and culturally and reviews contemporary debates about school leadership Theoretical context is illuminated by the research of 88 headteachers of English primary and secondary schools

Reflective Practice in Educational Research Linda Evans, 2002-07-01 Have you ever found that your initial research training if indeed you received one has proved not entirely adequate Has you ever found research more complex or intractable than expected If so this book is for you Drawing on examples from her own research and others Linda Evans shows how as reflective practioners researchers as can develop more advanced methods and understandings

Perspectives and Reflections for the Superintendent Samuel A. DePaul, 2022-06-27 Perspectives and Reflections for the Superintendent What Can Be Learned from Experience focuses on the many challenges and opportunities facing school district superintendents and other school

leaders on a regular basis. It cites numerous actual events which are described and explained regarding best practices. The chapters emphasize the importance of experience and preparation and provide examples, experiences, scenarios, takeaways, tools, and more with respect to the superintendent and the aspiring superintendent. Additionally, tips on establishing and maintaining a positive relationship with the school board are given, a relationship which is paramount for the superintendent and the school district to be successful. Perhaps one of the more important observations conveyed in the text is the need for the school board, the staff, and everyone interested in the schooling process to work together. Without collaboration among all parties concerned, stagnation will fester and nothing worthwhile will be accomplished. Other topics presented include conflict resolution, ethics, high performing teams, lessons learned, and ways to cultivate positive community relations. This book is practical for the seated superintendent and essential for the aspiring superintendent.

Critical Reflections on the Internationalisation of Higher Education in the Global South Emnet Tadesse Woldegiorgis, Cheryl Qiumei Yu, 2024-04-26

If you are involved in academia, policy making, or are simply curious about the complex features of internationalisation in the Global South, this work is your roadmap to deeper, more critical reflections on the internationalisation of higher education.

Reference framework of competences for democratic culture - Teacher reflection tool

Claudia Lenz, Bernt Gebauer, Patricia Hladschik, Călin Rus, Angelos Valianatos, 2022-02-01

A journey towards a democratic teacher ethos and a democratic culture in schools. Being a democratic teacher requires more than just being good at one's subject. Among other things, it requires the ability to listen to learners, colleagues, and parents, and openness to the cultural affiliations and practices they bring to the educational process, empathy, and a sense of responsibility for the well-being and empowerment of all learners. The teacher self-reflection tool aims to support teachers and other educators to develop their own competences relating to democratic culture and a democratic professional ethos, which builds on the values of democracy, human rights, and intercultural dialogue. It offers guidance throughout this development process and on working with the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC). The tool can be used as a means of getting acquainted with the RFCDC, but it can also be used as a companion to self-reflection on teaching and democratic competences.

Leading Professional Practice in Education Christine Wise, Marion Cartwright, Pete Bradshaw, 2012-09-05

This volume provides an overview of key contemporary themes in educational leadership. It focuses on developing professional capacity, organisation improvement, and the implementation of change, looking at theoretical frameworks and concepts, recent research studies, and case examples of effective practice. The book covers leading learning and learner leadership, change processes, and distributed leadership, leading professional development for educational contexts. Designed to encourage critical analysis and debate, this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners. It is a companion to *Educational Leadership: Context, Strategy, and Collaboration*, also published by Sage.

Reflective Practice in Education and Social Work Robyn

Ewing, Fran Waugh, David L. Smith, 2021-12-14 This book offers unique interdisciplinary insights into developing connections between reflective practice and employability particularly through the lenses of the education and social work professions It recognises the various meanings that can be applied to the notion of reflection and examines the challenges of using reflective practice in the workplace The chapters explore the tensions that arise from preparing professionals to be agents of change and concerned with social justice and equity Further the book provides much needed perspective on how diverse positions can be identified and leveraged and shared meanings negotiated in the creation of meaningful professional learning resources for early career teachers and social workers and across the career continuum Bringing together contributions from internationally renowned scholars Reflective Practice in Education and Social Work is essential reading for early career and experienced professionals in education and social work academics and practitioners seeking further professional development in reflective practice

Teacher Professional Knowledge and Development for Reflective and Inclusive Practices Ismail Hussein Amzat, Nena Padilla-Valdez, 2017-06-14 This book Teacher Professional Knowledge and Development for Reflective and Inclusive Practices has been produced to improve teacher professional knowledge and skills surrounding classroom inclusiveness while also reflecting on best practices for teaching and the development of effective instructional tools that fit a diverse range of learners The Preface Self-Reflective Renewal in Schools Bradley S.

Portin, Lynn G. Beck, Michael Knapp, Joseph Murphy, 2003-02-28 The primary purpose of this study is to learn from the experiences of schools across the U S that are engaged in a largely process oriented reform strategy Schools vary in their capacity for productive self reflection The authors examine the process of self assessment that many schools engaged in during this time of widespread public attention to the equality of schools The schools examined in these cases reveal a complex interaction between the nature of the self reflective activity the schools were engaged in in this case a National Education Association school review process entitled KEYS to Success in Schools the contexts that shape the school and the readiness on the part of school staff to engage in systematic reflection around issues that affect teaching and learning The act of self reflection in schools may not provide by itself a source of new ideas alternative models and a sense of what might be possible for the school to accomplish Some external agent can often provide the impetus for or constrain the actions of school staffs in examining their programs and capacity for renewal The acts and outcomes of self reflection are inevitably guided and or constrained by various contexts including the school s history culture structure and supports and pressures provided from communities districts and states Research Handbook of Critical Management Education Clare Rigg, Kiran

Trehan, 2025-04-09 This incisive Research Handbook provides a comprehensive overview of the opportunities and challenges presented by the burgeoning field of critical management education CME Expert authors reflect on core principles to suggest innovative strategies for CME educators across the globe New School Management Approaches OECD, 2001-05-21 Those who manage schools and educational systems today have an arduous task as schools everywhere are being asked to do more

than ever before This book analyses how they are responding focusing on new school management approaches at the primary and secondary school levels *Why School Leaders Need Vision* Bruce S. Cooper, Carlos R. McCray, Stephen V.

Coffin, 2017-09-08 The concept of visionary leadership is defined and applied in this book as supervision in schools requires a level of SUPER VISION that can be best developed through quality leadership mentoring and mutual ideas and support for adding more value to the school This book shows just how vision is important and useful in all schools and districts Time has thus come to find build and use high quality visionary school leadership in its many dimensions thus this book takes at least ten different views in the chapters of the visionary roles and functions of education leadership in K 12 building on the roles theories and visionary actions of key players in the schools No single perspective is enough as all views must work in concert to the benefit of teachers and students today School leaders moreover need to have their own vision about the following a what their work entails b their school should be and look like and c what their staff and students and schools can achieve

Reflective Spin, The: Case Studies Of Teachers In Higher Education Transforming Action Ai Yen Chen, John Van Maanen, 2000-02-01 The new millennium brings with it new challenges and possibilities A globalised world in which education will be the key to cross national relations necessitates a fundamental understanding of the way education is practised in different cultures across the world The Reflective Spin is the first book of its kind about university teachers about professionals sharing their experiences in improving learning and teaching practices The writers of the cases generously share their concerns struggles knowledge and insights as they examine the values assumptions presuppositions and perspectives about learning and teaching in higher education Readers will benefit from this sharing of a new reflective experience in a multi layered multi faceted and multi perspective context

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