

Looking Into Primary Headship

A Research Based Interpretation

Geoff Southworth

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Looking Into Primary Headship A Research Based Interpretation

Brent Davies, Tim Brighouse



Looking Into Primary Headship A Research Based Interpretation:

Looking Into Primary Headship Geoff Southworth, 2002-11-01 This is both a study of leadership and a research methods text. It offers an analytical description of a primary headteacher at work over the course of one school year. Using a mix of participant observation and interviews, the book provides a portrait of this head's approach to his work, his background, beliefs, the school as a context, what he did, how he dealt with change and development, power, and the personal dimension of headship. The portrait is matched to the contemporary literature and an hypothesis is formulated about primary headship and is then used to critique existing ideas about school leadership. The book also suggests ways of developing heads and school teachers.

School Leadership and Administration Allan Walker, Clive Dimmock, 2012-11-12 This text calls for a broader approach to comparative educational administration, one which uses culture as the principle means of analysis. The articles collected by Allan Walker and Clive Dimmock detail the educational practices and outcomes of other systems while taking into account the mediating influence of culture. In this way, these essays stress the specific aspects of the cultures studied and map out common ground for the study of administrators' values, beliefs, and actions.

Primary School Leadership in Context Geoff Southworth, 2004 In this important new book, Geoff Southworth, a leading researcher in headship, specifically addresses how school size impacts on the role of the headteacher.

Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research, 1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992, the whole of 1993 and 1994, and the early months of 1995. Each entry provides names and addresses of the researchers, a detailed abstract, the source and amount of the grant, where applicable, the length of the project, and details of published material about the research.

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 of School 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.

School Leadership - Heads on the Block? Pat Thomson, 2009-05-07 Most teachers become heads for

idealistic reasons but heads are leaving work and there is a shortage of applicants for school leadership roles Arguing that pressure needs to be lifted from heads if this is to be redressed this book considers initial moves that could precipitate such change

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

Towards Effective Subject Leadership In The Primary School Bell, Derek, Ritchie, Ron, 1999-07-01 Examining the post of subject leader in primary schools in the light of the key areas defined by the National Standards for Subject Leadership this book combines existing research data and new material

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21 The rapid growth of diversity within U S schooling and the heightened attention to the lack of equity in student achievement school completion and postsecondary attendance has made equity and diversity two of the principle issues in education educational leadership and educational leadership research The Handbook of Research on Educational Leadership for Equity and Diversity is the first research based handbook that comprehensively addresses the broad diversity in U S schools by race ethnicity culture language gender disability sexual identity and class The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking biases and prejudices that undermine school success for many groups of students Well known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders Each chapter reviews theoretical and empirical evidence of these inequities and provides research based recommendations for practice and for future research Celebrating the broad diversity in U S schools the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity and provides evidence based practices to promote student success for all children

Policy, Leadership and Professional Knowledge in Education Michael Strain, Dr William F Dennison, Dr Janet Ouston, Dr Valerie Hall, 1998-11-25 For those who want to wallow in the past this is a comfortable book that sets one's own experiences in context For those who will still be working into the next century here are the issues we must face as leaders For those PhD and EdD students seeking topics to research there are all the controversial issues here that still need investigation and it has a stunning list of references a roll call of all the great and the good in the last 25 years of educational administration International Studies in Educational Administration The book is a challenge to everyone concerned with the present and future state of public education in the UK and the rest of the developed world The issues are of special concern to those who are expected to provide leadership in schools and colleges and for those with public and political responsibilities How should our conception of learning and its contribution to a Learning Society be defined How can education and other aspects of social care and nurturing enhance our lives as people irrespective of our performance capabilities What is the role of teachers who also manage learning This book contributes

formatively to current debate What can educationists do about the discontinuous changes which threaten parents and professionals alike Must education submit to the stranglehold of economic rationalism It is hoped that this book will assist all those working to promote education's humane and learning aspirations in society Leadership And Teams In Educational Management Crawford, Megan, Kydd, Lesley, Riches, Colin, 1997-03-01 Effective leadership and team working makes a crucial difference to the management of schools and colleges This book takes readers through the different dimensions of leadership and its relationship to good team work Personal and organizational skills are dealt with alongside the more theoretical aspects of the subject Throughout the editors stress that leadership and team working are the core activities in managing people This volume forms part of the Leadership and Management in Education series This four book series provides a carefully chosen selection of high quality readings on key contemporary themes in educational management professional development reflection on practice leadership team working effectiveness and improvement quality strategy and resources The series will be an important resource for classroom teachers and lecturers as well as those holding designated management posts in schools and colleges and will provide a valuable basis for professional development programmes

Passionate Leadership in Education Brent Davies, Tim Brighouse, 2008-08-21 I recommend the book as an inspiration to those who are looking for the words that express what they may already do or will do in the future for these well known writers have world wide experience in recognising and knowing what it is that makes the passionate leader International Journal of Educational Management This is a very interesting collection of chapters on leadership Each chapter is written with verve and conviction and it makes quite stimulating reading Curriculum Perspectives Passionate Leadership is a fantastic book by leading thinkers and doers in the education field It takes moral purpose to new levels and above all it puts passion in perspective The book shows that it is not passion by itself that counts but in combination with strategies insights and daily wisdom Above all this is a book of action not rhetoric Michael Fullan Professor Emeritus OISE University of Toronto and Special Adviser on Education to the Premier of Ontario How opportune that Brent Davies and Tim Brighouse have produced a book on Passionate Leadership As school leaders are becoming increasingly disillusioned with instrumental forms of educational reform Davies Brighouse and their contributors offer a new vision of leadership one that is driven by a belief that teaching is about enabling every child to reach their potential and a conviction that schools should be places filled with joy and optimism in the pursuit of social justice This inspiration will encourage all our leaders to take their work to a new level Professor David Hopkins HSBC iNet Chair of International Leadership Formerly the Chief Adviser to three Secretary of States In this book internationally recognized writers on leadership explore what makes leaders passionate about their role and their schools The contributors show that leadership must move on from the realm of a role or job towards an energy and commitment for enhancing children's learning and children's lives They maintain that passion must be the driving force that moves vision into action through a range of chapters from internationally known contributors Brent Davies Tim Brighouse

Geoff Southworth Chris Day John MacBeath Andy Hargreaves John Novak Brain Caldwell and Alan Flintham What sustains and drives leaders to achieve in a changing and challenging educational environment What maintains their passion for education and children s achievement This book seeks to answer these questions The book is essential for all students on leadership programs and educational professionals looking to achieve self and organisational improvement **Being a Teacher Educator in Challenging Times** Mike Hayler, Judy Williams, 2020-04-24 This book presents a duoethnographic exploration and narrative account of what it means to be a teacher educator today Adopting a narrative approach the book presents different personal political and institutional perspectives to interrogate common challenges facing teacher education and teacher educators today In addition the book compares and contrasts the teacher education landscapes in Australia and the UK and addresses a broad range of topics including the autobiographical nature of teacher educators work the value of learning from experience the importance of collegiality and collaboration in learning to become a teacher educator and the intersection of the personal professional and political in the development of teacher educator pedagogies and research agendas Each chapter combines personal narratives and research based perspectives on the key dimensions of teacher educators work that can be found in the literature including self study research Readers will gain a better understanding of the processes influences and relationships that make being a teacher educator both a challenging and rewarding career Accordingly the book offers a valuable asset for university leaders experienced and beginning teacher educators and researchers interested in the professional learning and development of teacher educators *Leading Schools in Challenging Circumstances* Philip Smith, Les Bell, 2014-01-16 The leadership of schools can make a significant difference to enhancing the life chances of students in schools and enabling them to succeed This book examines leadership within schools focusing on securing success within a challenging social and political environment It explores the approaches to leadership adopted by four successful secondary school headteachers in a local authority situated in an area of high social deprivation and identifies the impact the headteachers of these schools have on staff students and community It analyses the key leadership strategies of these successful school leaders strategies that can be deployed in all schools and explores the links between leadership theories and leadership actions The book goes on to examine how these strategies were actually implemented in a failing school in challenging circumstances and shows how other schools might benefit from such strategies and the insights on which they are based **The Values of Educational Administration** Paul Begley, Pauline Leonard, 2005-06-23 Extends beyond the presentation of expert opinion and appeals to an audience of academics and practitioners Theory building policy applications and praxis are addressed in this highly adoptable book by leading scholars **Complexities of Teaching** Ciaran Sugrue, 2002-11 First published in 2004 Routledge is an imprint of Taylor Francis an informa company *Teacher Education in Challenging Times* Philip M Bamber, Jane C Moore, 2016-07-15 Teacher education is experiencing a period of dramatic and arguably irrevocable change within a wider context of turbulence in the English

education system With contributions from a range of teacher educators and academics in the field Teacher Education in Challenging Times presents sustainable robust and informed responses to the challenges posed by the current unrest in the education sector This book considers the nature of teacher professionalism the nurturing of truly collaborative partnerships between universities schools and other agencies and developments in practice with tangible impact for children and young people Drawing on important research and illustrations of policy and practice from England and other countries chapters present a series of counter cultural ideas principles and practices that respond to pressing challenges facing educators in a range of contexts Positive and forward looking this book offers a robust defence of the present need for high quality teacher education in challenging times This book is a timely contribution to an international debate about the future of teacher educators and should be of key interest to academics researchers and postgraduate students in the fields of teacher education philosophy and sociology of education policy and politics of education and pedagogy It will also appeal to a range of practitioners including trainers local authority officers professional groups educational service providers and educational and school improvement consultants

Managing People in Education Tony Bush, David Middlewood, 1997-02-28 Aims to enhance management practice in education by presenting research findings and theory from a wide range of contributors Skills and Enterprise Update This is indeed a book which could be useful to a much larger readership than the normal closed circle of those working in education Managing Schools Today The book presents relevant research and theory in order to enhance management practice in education The editors intention is to articulate good practice on the basis of evidence in educational settings The ideas presented here are derived from international research and practice and apply to all phases of education with the emphasis on applying research findings to improve practice in schools and colleges

Subject Leadership and School Improvement Hugh Busher, Alma Harris, 2000-11-17 Curriculum and subject leadership in schools has recently gained substantial attention from both researchers and policy makers The Teacher Training Agency TTA has reinforced the importance of subject leadership in school improvement proposing a new measure of such leadership competence through the creation of national subject leader standards NPQSL Subject Leadership and School Improvement reflects critically on the work of subject and curriculum leaders especially in schools in England and Wales that is those within the policy framework of The National Curriculum and the Teacher Training Agency The book debates the functions of subject leaders in primary and secondary schools using current research based conceptual frameworks and considers how they can bring about improvement and change with their colleagues in their subject areas It emphasizes what is particular about leading and managing the middle realm of education organizations showing how structural cultural and individual imperatives and perspectives interact with each other in the professional practice of being a subject leader The book is of interest not only to subject leaders and curriculum co ordinators to help them reflect rigorously on their practice but also to those responsible for supervising them such as headteachers and school governors as well as for those accountable to them It

will be a useful text for serving teachers undertaking higher degrees programmes or programmes for gaining national standards qualifications the National Professional Qualification for Headteachers NPQH as much as for the NPQSL National Professional Qualification for Subject Leaders when it is implemented *The Intelligent School* Barbara MacGilchrist, Jane Reed, Kate Myers, 2004-02-17 This is a challenging book and makes for uncomfortable reading at times because one realises that there is so much more to be accomplished in education How can the teacher who wants to follow this further find out more Barbara MacGilchrist Jane Reed and Kate Myers have given the next step each chapter has a conclusion and questions for discussion and activities which are very open and will lead to considerable introspection Education Review I have rarely been so enthusiastic about a book Reviewers are supposed to highlight some imperfections I am at a loss Recommend this book to all you meet Mervyn Flecknoe Improving Schools This book would be an invaluable read for all who work in schools including LEA advisors inspectors and consultants It contains a chapter on teachers learning and has some excellent questions for discussion at the end of each chapter that could usefully stimulate ideas for staff development sessions It would be great if this book were read and taken seriously by those who make policy as well as those who try to put it into practice Escalate The book is easy to use clear well organized full of practical examples and equally practical questions It could be a signpost to the future if the days of educational diktat are really almost over Michael Duffy Times Educational Supplement Friday Magazine This Second Edition of *The Intelligent School* offers a concise and accessible insight into the key aspects of educational leadership In my view it ought to be read by anyone who is keen to develop their understanding of theoretical frameworks expertly illustrated through practical examples Neil Saunders Primary Phase Inspector Hampshire LEA Doctoral Student The University of Hull This is an excellent book I will use its insights and the wealth of practical questions it offers to help with my present politically driven imperative the transformation of London s secondary schools If I have this book at my elbow and make sure it s well thumbed there is every chance that we can create 411 intelligent schools across London The new insights in *The Intelligent School* are a testament to the extraordinary proficiency of these three authors As the waiter in the restaurant says when serving the meal Enjoy Tim Brighouse Times Educational Supplement Barbara MacGilchrist Kate Myers and Jane Reed have written a masterpiece The First Edition of *The Intelligent School* in 1997 was an outstanding book and it is no surprise that a Second Edition has followed relatively quickly to share more good news for practitioners policymakers researchers and scholars The First Edition shaped my thinking more than most in the late 1990 s and I cited it in scores of presentations in different countries around the world It was a perfect complement to our work on the self managing school In this Second Edition the concept of the Intelligent School is expanded and the different kinds of intelligences are carefully explained and illustrated The authors are able to draw on more than five years of implementation in the field and further and broader work in the research and development centres with which they are associated They offer the best synthesis of the international literature on school effectiveness and school improvement that I have seen They have

performed a great service in making this literature accessible to the profession I recommended the First Edition as essential reading for all the work in schools Those who did not do so should certainly acquire the second but it is important that policymakers and academics do the same This book will quickly gain recognition as the leader among an increasing number of books that provide hope that all students in every setting can achieve a high quality education It is one of the truly outstanding features of this book that it also conveys an unbridled spirit of optimism Brian Caldwell Professor to be the type of school that can synthesise different kinds of knowledge experience and ideas in order to be confident about current achievements and to be able to decide what to do next This Second Edition has been fully revised and updated particularly in terms of new research evidence about how to improve the quality of learning and teaching in classrooms The authors set out fresh thinking about the nine intelligences and provide a new framework for school improvement which includes the exploration of spiritual ethical and emotional intelligence The book also includes examples of Intelligent Schools in action

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