

Sustaining Religious Education Leadership: Implications for Policy Reform

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Abstract

Religious education leaders promote the religious identity of the school as well as foster a sense of connectedness through building school community. However, these leaders who play a key role in this area are at times the ones who feel the least connected to the school community and are more likely than other leaders to resign from the position prior to completing their full term. One of the things principals of schools fear the most is the resignation of the religious education leader in their school (Crotty 2005). The high turnover rate of these leaders and the dearth of applicants to fulfil this role have resulted in less experienced personnel being appointed to these positions. Religious education leaders themselves as well as principals are concerned with the lack of suitable successors willing to take on the role. They want successors who are experienced and capable of senior leadership. Over the past decade the religious education leadership policy reforms and initiatives from diocesan based centralised authorities for Catholic education across Australia have attempted to address these concerns. Drawing on the insights from a study into the kinds of support religious education leaders need to do their job effectively, this chapter explores the general limitations of these policies and proposes some recommendations for policy reform that will sustain Religious Education Leadership as a viable career pathway.

Keywords: policy reform, religious education, educational leadership

Introduction

The relatively new position of religious education leader began to emerge in Catholic schools across many dioceses throughout Australia, during the immediate decades following the Second Vatican Council (1962–1965) (Crotty, 1998; see also Buchanan, 2005). Since the time of its conception there has been a lack of clarity about what the role entails, which has served to generate feelings of isolation and disconnectedness amongst many religious education leaders (Fleming, 2002; Stern & Buchanan, 2021). This has been evidenced by a history of rapid religious education leadership turnover (Blahut & Bezzina, 1998; Engebretson, 2006). In fact, for some Catholic schooling systems the average employment span of a religious education leader has been approximately two years (Engebretson, 1998; Rymarz, 1998). The swift turnover of these leaders hinders a school's ability to promote and deliver consistently high-quality religious education (Crotty,

Role Of Leadership In Sustaining School Reform Voices From The Field

**Sheryl J. Denbo, Lynson Moore
Beaulieu**



Role Of Leadership In Sustaining School Reform Voices From The Field:

The Role of Leadership in Sustaining School Reform Mary S. Leighton, 1998-05 Summarizes discussions by participants in a meeting convened to learn the views of outstanding school leaders principals teachers parents and others whose diversity reflected that of the local education workforce The discussions centered on three topics the habits of mind and heart that enable leaders to guide successful school change over the long term the dimensions of leadership as expressed in experiences in the participants careers as school leaders and strategies for using the dimensions of leadership for self assessment peer coaching or other professional development activities Resource list *The Role of Leadership in Sustaining School Reform*, 1996 Strong leadership is almost always listed as an attribute of successful schools To learn the views of outstanding school leaders each regional representative of the U S Department of Education USED convened a meeting of 25 30 local educators well known for their leadership in sustained school improvement efforts The groups were composed of principals teachers parents and others This report summarizes focus group participants views toward and personal experiences with leadership for sustained reform Respondents said that effective leaders cultivated a broad definition of community and gave voice to all stakeholders were committed to the dream and adopted key values used knowledge to minimize failure and encourage risk taking demonstrated savvy and persistence and put to use an array of personal characteristics humor passion empathy creativity common sense and patience The sample reported that they utilized three kinds of self assessment strategies individual small group and formal Competence in designing and implementing self assessment plans should be a central element of leaders professional development Two tables are included Appendices contain excerpts from the Leadership Rubric aligned with provisions of the Kentucky Education Reform Act and a list of additional resources LMI *The Role of Leadership in Sustaining School Reform : Voices from the Field*, 1996

IMPROVING SCHOOLS FOR AFRICAN AMERICAN STUDENTS Sheryl J. Denbo, Lynson Moore Beaulieu, 2002-01-01 Improving Schools for African American Students is designed to provide educational leaders with a better understanding of how to recognize the diversity of strengths that Black students bring with them to school and how to use these strengths to improve achievement The articles contained in this book discuss generic education issues such as policy reform the importance of high quality teaching and the improvement of schools from the perspective of the academic achievement of African American students Part I explores institutional racism in the context of America s public schools and provides suggestions for educational leaders to eliminate harmful policies and practices within educational institutions and settings Part II discusses the kinds of institutional and instructional changes that are needed to support successful schooling of African American children and youth Part III focuses on the challenges presented to African American students by the current high stakes testing environment that surrounds standards assessment and accountability A review of the literature on schools that have succeeded in improving achievement for African American students at the elementary middle and high

school levels with districts moving towards narrowing the achievement gap is included This text examines a wide variety of policies programs practices and research that will provide valuable insight The emphasis throughout the book is on the ability of educators to successfully restructure their schools offer high quality teaching and learning standards for African American students and to make the kinds of changes that will result in high achievement for all students [OERI Bulletin](#),1996 *The Challenge and Promise of K-8 Science Education Reform* Margaret B. Cozzens,1998 Vol 1 of Foundations a monograph series published by the National Science Foundation to serve those working to better science mathematics and technology education in the U S Examines opportunities and challenges for those at the front line of science education in elementary and middle schools Designed as a resource for teachers and administrators who have not yet implemented a program of inquiry based science education and a short introduction for those beginning the complex and difficult journey of science education reform based on the experiences of educators working in the field today **Schools Can Change** Dale W. Lick,Karl H. Clauset,Carlene U. Murphy,2012-11-20 Build a dynamic system for change From NCLB to Common Core standards we are inundated with directives for improving our schools How can we really create lasting change By applying the Change Creation system Learning community pioneers Dale Lick Karl Clauset and Carlene Murphy lead teachers principals and schools in this dynamic approach to school improvement With a free comprehensive online collection of practical resources this book shows you how to Develop the right vision relationships and culture to create and sustain change Model learning inquiry cycles for action teams for success Build loyalty trust and responsibility within your teams and across the school [Jsl Vol 10-N4](#) JOURNAL OF SCHOOL LEADERSHIP,2014-09-29 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 Pivotal Year** Robert L. Marshall,2004-09-08 The failure of ninth grade students at the state and national level is astronomical and the percentage of students who are retained in the grade or drop out of school as a result has not changed significantly in the past ten years Freshman year in high school is truly a pivotal year in the lives of many students and a few cost effective and simple interventions can be implemented to change the current trends of high failure and graduation rate deficits Although some schools are making gains in this area the problem is so widespread and commonplace the percentage of improvement is almost negligible Author Robert Marshall has written this book containing a series of best practices ideas interventions and solution strategies to improve ninth grade success and curtail the common practice of grade level retention Features include

Checklists or sample documents to assist with planning and implementation of successful interventions A set of web links to successful ideas and practices around the nation Successful programs and practices currently working in schools around the nation For middle and high school principals teachers and parents *The Challenge and Promise of K-8 Science Education Reform* ,1997 *Resources in Education* ,2001-04 **Narrowing the Achievement Gap** Susan J. Paik,Herbert J. Walberg,2007-06-04 The subject of minority children s learning has long been the concern of civic leaders parents scholars and educators The federal legislation No Child Left Behind emphasizes the concern even more It specifically requires assessing the academic achievement of minority students particularly in economically disadvantaged areas and holding schools accountable for their progress Schools that fail to attain Adequate Yearly Progress face the real possibility of being forced to close if they continually fail to perform Unlike the past these are increasingly high stakes consequences for educators parents students and the schools that serve them This book is timely and relevant because it addresses these issues and recommends solutions for Latino Black and Asian students This book also has implications for the problems the nation faces in helping all students to learn well particularly those that lag in academic achievement In considering the broad problems and in recommending solutions the book provides breadth concision and unique organization As the introductory chapter makes clear the book simultaneously considers not only the three most visible minority groups in the U S but draws upon the perspectives of anthropology education ethnic studies psychology and sociology From these several persp tives this book is organized within three broad sections 1 culturally diverse families and schooling 2 issues of immigration and schooling experiences and 3 socio cultural perspectives on teaching learning and development Within each section the authors marshal research literature regarding each ethnic minority group *Accelerating The Learning Of All Students* Christine Finnan,2018-03-05 Accelerated learning isn t that just for gifted students Accelerating the Learning of All Students Cultivating Culture Change in Schools Classrooms and Individuals answers that question while providing a vivid description of what happens at the school classroom and individual levels when people attempt to extend efforts to accelerate learning to all students The book begins with a definition of accelerated learning and provides a vivid description of efforts to accelerate the learning of three populations of students those identified as gifted those identified as low achieving and all students The book then examines the assumptions shaping school classroom and individual efforts to accelerate the learning of all students Written by a pair of educators one trained in gifted and talented education and the other in cultura anthropology this book provides teachers parents administrators and researchers with insight into why we continue to fail so many students and how we can cultivate change in schools classrooms and individuals so that all students receive the enriched challenging learning experiences typically reserved only for students identified as gifted *Jsl Vol 20-N5 JOURNAL OF SCHOOL LEADERSHIP*,2010-11-16 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 *Making Technology Standards Work for You* Susan Brooks-Young,2002 A step by step approach to help administrators develop and implement a vision for using educational technology more effectively Achieving the Goals ,1997 In 1994 the U S Congress added parental involvement to the National Education Goals Goal 8 states that by the years 2000 every school will promote partnerships that will increase parental involvement and participation in promoting the social emotional and academic growth of children The fourth in a series that seeks to inform educators and the public of the possibilities for programs and funding that exist outside the Department of Education this book provides a compendium of educational programs across the federal government providing a useful tool for seeking funding for activities related to achieving this National Education Goal Following the introduction the book provides detailed information about the various parental involvement activities of the Department of Education and the Partnership for Family Involvement in Education The remainder of the book which lists specific federal programs that might support parent involvement is organized by education topics Topics include at risk students bilingual education drug abuse prevention gifted and talented special education housing safety and recreation The book concludes with a list of useful publications for parents from several federal resources The appendices list state and local points of contact for various activities HTH

Resolved, that the Federal Government Should Establish an Education Policy to Significantly Increase Academic Achievement in Secondary Schools in the United States ,2000 **CyberEducator** Joan S.

Bissell,2001 CyberEducator is a hands on comprehensive inexpensive and easy to use overview of the Internet for educators It includes extensive Web resources for all content areas within education The guidebook lists the Internet sites most relevant to K 12 and teacher education including lesson planning collaborative projects with other schools general references and more This updated edition includes a companion CD ROM that provides extensive resources for integrating the Web in K 12 classrooms and includes multimedia resources video clips and extensive Web links Updated at Web Site Web sites change often Check the CyberEducator companion Web site at <http://www.mhhe.com/cybereducator> for updated resources

Designing and Implementing Two-Way Bilingual Programs Margarita Espino Calderon,Liliana Minaya-Rowe,2003-01-23 This indispensable handbook includes professional development plans that meet the specific needs of dual language programs strategies for building learning communities for dual language teachers and tips for involving parents

Laughing and Learning Peter M. Jonas,2009-11-16 In *Laughing and Learning* leadership consultant and university professor Peter M Jonas explores the ways in which humor can enhance the learning environment Drawing upon empirical

research and brain based concepts Jonas presents a theoretical model of humor along with practical examples for use in schools and classrooms Jonas demonstrates that humor is a natural and fundamental activity that teachers and administrators need to utilize properly to maximize their effectiveness

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