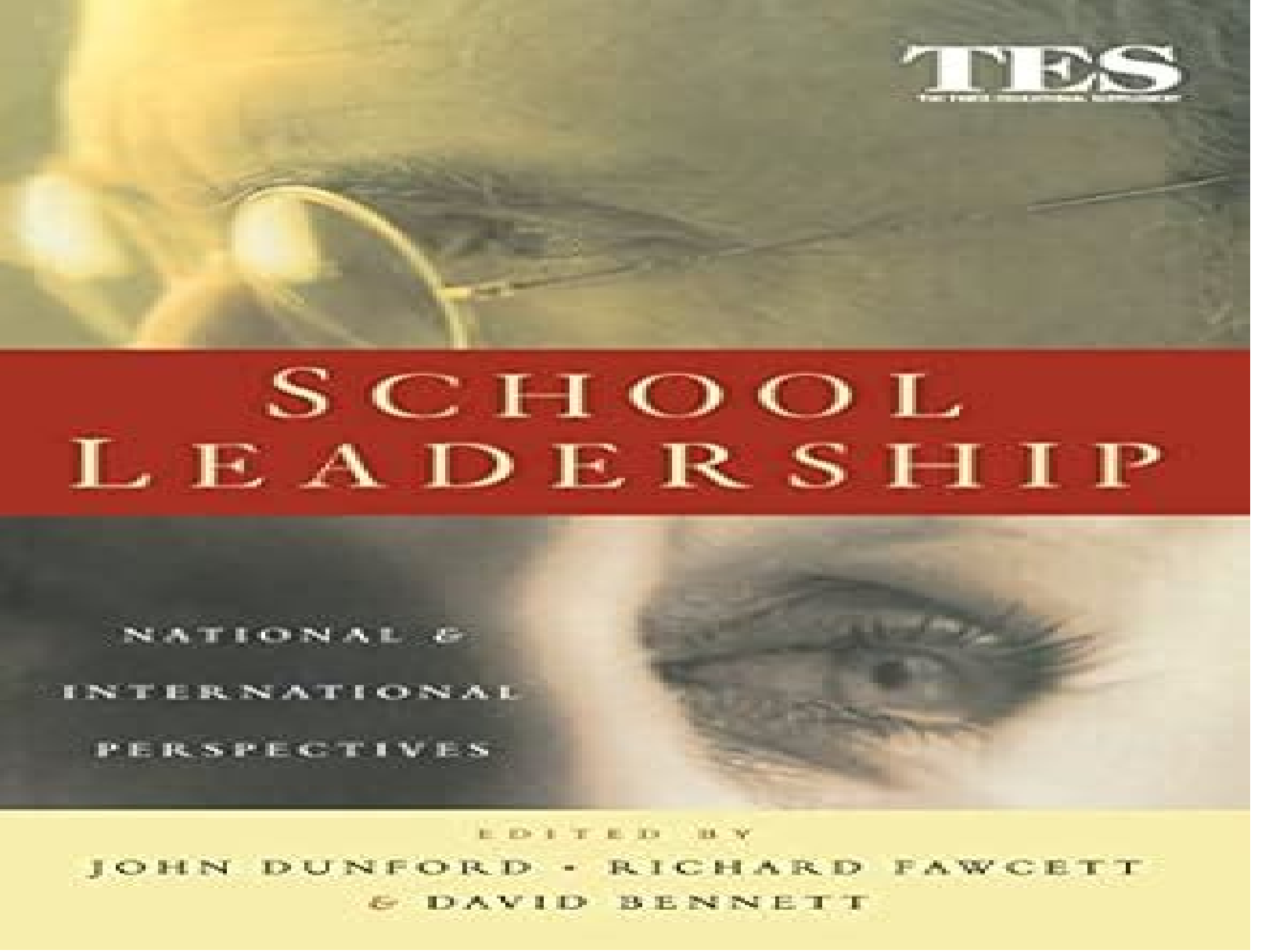




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SCHOOL LEADERSHIP

NATIONAL &
INTERNATIONAL
PERSPECTIVES

EDITED BY
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School Leadership National And International Perspectives

Stephan Huber



School Leadership National And International Perspectives:

School Leadership - International Perspectives Stephan Huber, 2009-12-24 Recent research into school effectiveness has corroborated the theory that the school leader plays a pivotal role making their school a successful institution and is most often cited as the key factor in a school's development. Reflecting the importance it is given in today's education landscape, this book explores the latest trends in school leadership from both theoretical and practical perspectives. Each chapter provides insight into an aspect of current research with detailed case studies coming from as far afield as Hong Kong and Canada. In the context of the ever-increasing burden of responsibility placed on education management to safeguard and enhance the quality of education they provide, school leadership is now a core concern of policy makers. In addition, most countries are undertaking fundamental education reforms that will have a major influence on the nature of school leadership. Offering the most up-to-date research on this central issue, this book will both inform and shape the debate.

School Improvement Zijian Li, Michael Williams, 2006 School improvement is at the centre of educational reform and is perceived by many as a key to social and economic advance. It contributes to determining the personal fulfilment and career paths of individual students and consequently engages the interest of parents and community members. It is an ever-present commitment of teachers and managers in schools. Policy makers and politicians at international, national and local levels devote much time and effort to their search for better schools. School improvement has also attracted the attention of researchers and scholars in many countries. They have been drawn from various disciplines and fields within the educational studies community including psychology, sociology, history, evaluation and studies in curriculum and assessment. There is now an established body of findings from studies conducted in many contexts. This book brings together leading experts drawn from many countries and several continents, reflecting diverse approaches to educational policy and practice, evaluation and research. Variations between countries and between local communities within countries are highlighted. The possibilities and difficulties inherent in transferring evidence from one educational system at a number of levels to another are clearly discussed. What emerges from the cross-national and cross-cultural evidence are several significant threads currently under active investigation including school structure and management, classroom organisation, school leadership, teacher training and staff development, curriculum and assessment, community involvement, lifelong learning and special provision for students with special educational needs.

School Improvement: International Perspectives is written for national educational policy makers, teachers and student teachers, governing bodies and parents from various levels of schooling and university researchers and scholars.

Leadership for Change and School Reform Kathryn A. Riley, Karen Seashore Louis, 2000 School reform is a top priority for governments today. This timely and challenging book, edited by leading international researchers Kathryn Riley and Karen Seashore Louis, offers a rich comparative perspective on leadership for change and school reform. Contributors from North America, Europe and Australia demonstrate how school leadership is influenced by global pressures.

differing national and state contexts and local concerns They illustrate the limitations of reform initiatives which focus on school leaders to the exclusion of the many other organisations which affect school such as national and local governments professional associations and school communities This book raises some important questions such as How can school leaders create intelligent thinking schools How can leadership and learning be linked together What are the characteristics of effective local education authorities and school districts What is the role of teacher organisations in educational reform and change What happens if businesses teachers parents and local communities have different views of what makes a good school The text illustrates the ways in which leadership is rooted in learning and identifies new directions for school leadership It challenges conventional notions of leadership offering an expanded view which sees leadership just as an individual role based function but as a network of relationships among people structures and cultures This lively and provocative book should be read by all those interested in education reform

Successful School Leadership Petros Pashiardis, Olof Johansson, 2016-02-25 Successful School Leadership identifies the characteristics behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations Edited by Petros Pashiardis and Olof Johansson chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts Capitalizing on the experiences of the international contributor team this book will inform the preparation and further development provided to school leaders in an era where ministries of education universities and multinational organisations such as the OECD are increasingly interested in the leadership of our schools Systematic analyses of multi perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership An original contribution to the theoretical perspectives on the subject is derived through insights from empirical research case studies and bibliographical literature from the field

International Perspectives on School Settings, Education Policy and Digital Strategies Annika Wilmers, Sieglinde Jorntz, 2021-02-15 An exchange on education ideas has shaped the transatlantic discourse in education for a long time Over the past two decades education science has increasingly become networked internationally Since 2015 the Office for International Cooperation in Education at DIPF Leibniz Institute for Research and Information in Education has organized international sessions on education research at the Annual Meetings of the American Educational Research Association thus providing a floor for transatlantic exchange on current research topics The volume gives an overview of the transatlantic activities in education research with regard to these sessions representing a collection of topics ranging from school development over the use of large scale assessment and digital data in education to questions related to migration and public education or the economization of education At the same time the volume offers a reflection on the assets and obstacles of international exchange

International Perspectives on Teacher Education Tony Townsend, 2016-03-16 This book explores major factors impacting on teacher education in recent times It uses examples

from a broad range of international contributors who compare larger countries such as the USA England and Australia with their smaller partners Canada Scotland and New Zealand demonstrating the substantial differences existent in all three cases They also contrast the approaches of the countries that are members of the European Union with those that are not and discuss the special circumstances of developing countries using Malawi as a case study The international dimension of the book allows it to address the impact of globalisation on teacher education with attention given to subjects such as the implications of rapid technological change the movement of teachers and students on a global level and the drive to improve standards in various parts of the world The book asks key questions such as whether teaching is a craft or a profession and whether teacher educators view themselves as practitioners or researchers The question of how the profession is viewed from outside is also addressed highlighting the lack of trust displayed by politicians and communities towards both teachers and teacher educators The final chapter looks to the future and considers strategies for dealing with it This book was originally published as a special issue of the Journal of Education for Teaching

International Perspectives on Leadership in Higher Education Jill Jameson, 2019-06-04 There is an increasing pressure for leading universities to perform well in competitive global and national ranking systems International Perspectives on Leadership in Higher Education studies the complexity involved in the development and upkeep of good higher education provision Without taking anything about leadership management governance administration authority or power for granted this book draws together international case studies relating to specific instances of leadership to analyse how they relate to critical thinking and global challenges in higher education Using a selection of global case studies this book explores The extent to which critical thinking on global challenges is employed by higher education leaders The potential for an increase in the role of critical thinking in leadership The creative potential for critical leadership thinking to transform institutions and communities The essential attributes of critical thinking namely cognitive affective and social dimensions and The possibility for critical thinking to contribute to the global public common good by encouraging enhanced research teaching and public service excellence Responding to the ever increasing demands of the higher education climate International Perspectives on Leadership in Higher Education is a vital resource for anyone occupying leadership positions in higher education institutions and any researchers or students looking to explore the landscape of critical thinking

Educational Accountability Jacob Easley II, Pierre Tulowitzki, 2016-04-28 Educational Accountability International perspectives on challenges and possibilities for school leadership provides an opportunity to assess reflect on and discuss current issues surrounding accountability policies in education from around the globe and the implications they hold for school leadership It addresses the global trend of accountability policies expanding in scope to include the education profession as well as the increasing incidence of international policy borrowing brought on chiefly by globalisation Specific case studies offer a contextual examination of the theory policy and practice of accountability and an inspection of their influence on school leadership Cases are intentionally

juxtaposed to provide a broad perspective of regional and cultural similarities and departures and are arranged to reflect the diasporic Chinese Anglo European and Hispanic societies Bringing together a number of highly regarded experts within the field the book cultivates a global perspective on the challenges and possibilities for school leaders to foster school effectiveness and improvement Educational Accountability should be key reading for researchers policy makers and current and future school leaders

Developing School Leaders Mark Brundrett, Megan Crawford, 2012-08-06 Many countries face a crisis in recruitment to the most senior positions in schools at a time when arguments rage about the best way to develop our school leaders Focusing on leadership development in ten diverse cultural contexts this book brings together some of the most senior commentators in the field of educational leadership development to provide a global perspective on leadership development programmes and practices The rise of leadership development programmes has presented opportunities for some and challenges for others These challenges are both practical and conceptual and relate to a series of questions that are unpacked in the book including What is the appropriate balance between the academic and the practical in leadership programmes Should provision be located in higher education institutions in other government sponsored organizations or commissioned from the private sector Are models of leadership studies derived from the business and industry relevant to schools How can research into impact inform leadership development policy and strategy Should programmes be integrated into higher degree provision or should new and innovative forms of accreditation be developed This book should be fascinating reading for all those engaged in educational research and teaching and working in educational leadership

Global Perspectives on Issues and Solutions in Urban Education Petra A. Robinson, Ayana Allen-Handy, Amber Bryant, Chance W. Lewis, 2019-03-01 In 2014 The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education ICUE in Montego Bay Jamaica In 2016 the second hosting of the conference took place in San Juan Puerto Rico Additionally in 2018 the third hosting of the conference took place in Nassau Bahamas These solution focused conferences brought together students teachers scholars public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education With ICUE s inspiration this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments e g family and community engagement student academic achievement teacher preparation and professional development targeted instructional and disciplinary interventions opportunity gaps culturally relevant and sustaining practices etc Additionally with this book we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design development and delivery teacher preparation and teaching diverse

populations career readiness and employment and even more nuanced issues related to foster care undocumented students and mental health sustainable consumption childhood marriage food deserts and marine life and urban communities

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