

The Principal Leadership For A Global Society

The Principal Successful Principal Leadership in Times of Change The Principal The Principal Singapore School Principals: Leadership Stories The Principal Principal Leadership for Parent Engagement in Disadvantaged Schools The Moral Imperative of School Leadership Multidimensional Perspectives on Principal Leadership Effectiveness Unmasking School Leadership Leadership For Change: The Singapore Schools' Experience Leadership for Mortals Effects of Principal Leadership on School Culture and Teachers' Shared Sense of Mission The Principal'S Principles TALIS School Leadership for Learning Insights from TALIS 2013 Personalized Principal Leadership Practices Handbook of Research on Educational Leadership for Equity and Diversity How School Principals Sustain Success over Time Improving School Leadership The Toolkit School Leadership for the 21st Century Gerald C. Ubben Christopher Day Bruce M. Whitehead Gerald C. Ubben Zoe Suan Loy Boon Robert M. Bookbinder Linda-Dianne Willis Michael Fullan Kadir Beycioglu Ciaran Sugrue Thiam Seng Koh Dean Fink Wai-Ngai Myra Chan David Robinson OECD Dionne V. McLaughlin Linda C. Tillman Lejf Moos Stoll Louise Brent Davies

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this book contributes significantly to our understanding of successful school leaders by describing similarities and differences in the work of such leaders in countries ranging from england to australia the united states to norway and sweden to hong kong bringing together case study research the book helps explain what all successful principals do and the ways in which context shapes some of their work

the path to becoming a leader for your students faculty and community begins here the principal leadership for a global society is the core textbook for aspiring and practicing k 12 school principals taking a practical and research grounded approach this inspiring text prepares school leaders to successfully face the challenges that they will deal with on a day to day basis and throughout their careers from curriculum development to staff development to policy and discipline it addresses the most up to date practices in developing leadership skills the book provides a wide array of pedagogical features to help practicing and aspiring school principals improve programs create a safer and more enriching environment for students and faculty meet school district community state and national ideologies and standards and much more after reading the principal the educational leaders of tomorrow will be equipped with innovative practical and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors but the community as well

for students taking principalship courses and studying educational administration and leadership centered on the seven educational leadership constituent council elcc standards developed for school leaders that covers both theory and practice using the seven educational leadership constituent council elcc standards as an organizational tool the revised seventh edition of the principal creative leadership for excellence in schools continues to provide future school administrators with both the necessary theory and the necessary practical skills to become effective educational leaders at the same time the newly updated text incorporates fresh material on modern legal issues expanded coverage on the topic of cultural and

ethnic diversity in schools and all of the most recent research with a focus on practical problem solving for school principals and other educational leaders this text retains its focus on research linking educational leadership and productive schools especially in terms of outcomes for children treating the principalship as a complicated and constantly evolving position that requires a constant focus on learning instruction and school improvement this seventh edition text teaches readers to be moral agents social advocates community leaders and caring individuals

this book is undertaken by the author who has personally walked the journey of a classroom teacher middle leader and school principal in the singapore education system it is a culmination of two research projects undertaken in two phases the first is derived from the phd thesis entitled the making of school principals in singapore and the second is based on interviews with school principals who have retired from the singapore education system both research projects provide invaluable input to describe the four career phases of school leadership that is formation accession incumbency and divestiture this research describes how the formative years of a school principal have tremendous impact on who the principal is and how the values and beliefs of an aspiring potential school leader serve to guide him her in taking on the principalship post this well structured book is both exploratory and descriptive it provides the necessary background for anyone interested in understanding school leadership as a career more specifically it will be of value to educators and stakeholders interested in understanding the nature of school leadership in the singapore education system

this book presents and theorises research findings into why and how school principals play a critical role in engaging parents and their school communities to enhance student learning and wellbeing it highlights the imperative of parent engagement as evidenced by clear consistent findings from research over the last fifty years and government reforms policies and frameworks internationally and nationally in australia which have been driven by the weight of this evidence it focuses on a research project conducted from 2016 to 2017 titled principal leadership for parent school community engagement in disadvantaged schools this project investigated four principals identified as successful in parent engagement based on findings of state wide survey research of principals and presidents of parents and citizens associations in 2014 in queensland

australia this book offers theoretical and empirical evidence based on literature for the qualities successful principals in parent engagement exhibit and the strategies they take to achieve parent and community engagement it shows how the concept of agency as achievement can be used by educators and public policy makers to enable school leaders and teachers to adopt qualities and strategies that will engage parents in their child s learning and wellbeing so that improved outcomes for their child and schools can result

fullan shows how moral leadership can reinvent the principalship and bring about large scale school improvement this is a masterfully crafted and accessible book by north america s foremost expert on change thomas j sergiovanni lillian radford professor of education trinity university san antonio tx fullan challenges all who work in education to rethink the critical role of the principal as school leader in the current era of accountability with clarity and insight he offers a series of strategies to reshape the culture and context of leadership in schools to create learning communities where both students and teachers can excel paul d houston executive director american association of school administrators once again the writing of michael fullan is a tour de force the moral imperative of school leadership is a must read for those who want to make a difference gerald n tirozzi executive director national association of secondary school principals the time has come to change the context of school leadership the role of the principal is pivotal to systemic school change that is the fundamental message of the moral imperative of school leadership which extends the discussion begun in fullan s earlier publication what s worth fighting for in the principalship the author examines the moral purpose of school leadership and its critical role in changing the context in which the role is embedded in this bold step forward fullan calls for principals to become agents as well as beneficiaries of the processes of school change in an effort to make the position more rewarding and exciting he shifts the principal s role from one of a site based superman or superwoman and recasts it as one in which principals figure prominently both within their school and within the larger school system that surrounds them concepts explored in depth include why changing the context should be the main agenda for the principalship why barriers to the principalship exist why the principal should be seen as the coo chief operating officer of a school why the role of the principal should figure more prominently within the system what individuals and the system can do to transform school leadership to a powerful new

force the challenge and moral imperative for today's principal is to lead system transformations to resolve the top down bottom up dilemma that exists in systemic change to end the exodus from the principalship and for great school leaders to evolve in large numbers the time to redefine the position is now

this book combines best practices and the latest approaches in school administration and management by exploring the challenges faced by principals as well as the impact of new managerial tactics being employed

this book is a longitudinal life history of the lives and work of primary school principals in ireland it provides a unique opportunity to peer inside the realities of leading schools in changing times in a system that until recently did not prepare principals for the onerous roles and responsibilities a small system with limited mobility inter personal relationships emerge as critical frequently privileged over professional relationships consequently principals struggle to bring about change to build trust in order to cultivate a transformative leadership agenda while several aspects of systemic structures and processes emerge as constraints on leadership capacity building in the absence of comprehensive leadership portfolio development classroom teachers catapulted into the principal's office tend to be cautious and careful in ways that tend to perpetuate the status quo while putting a premium on the exercise of soft power and an over reliance on the good will of colleagues several of the leadership lessons that emerge from this in depth analysis concur with an increasing international consensus that due to complexity and increasingly performative policy demands learning about leadership for all is an absolute necessity however care must be taken to avoid overly scripted programmes critical to the cultivation of a professionally responsible leadership disposition rather than capitulation to technologies of control is professional renewal cultivated through adequate attention to the zone of proximal distance

the book shares stories of the role of school leadership in singapore with case studies from selected schools that provides some insights on how singapore delivers a high quality education that had led to it achieving high rankings in timms and pisa this book will provide both the historical and present contexts of changes in the education system school leadership and teacher leadership in singapore that made it what it is today it will distil some universal principles of educational change that

school leaders and policy makers can apply in bringing about educational changes that will enhance the learning experiences of students and prepare them for future challenges

copublished with corwin press this resource for prospective and practicing school leaders presents a model for leadership development selection and succession and describes the intellectual tool kit that leaders can develop

this dissertation effects of principal leadership on school culture and teachers shared sense of mission by wai ngai myra chan
□□□ was obtained from the university of hong kong pokfulam hong kong and is being sold pursuant to creative commons attribution 3 0 hong kong license the content of this dissertation has not been altered in any way we have altered the formatting in order to facilitate the ease of printing and reading of the dissertation all rights not granted by the above license are retained by the author abstract this is a case study to explore the effect of a principal s leadership on teachers shared sense of mission through the mediating factor of culture culture is defined as a metaphor of the school i e the school is culture the analysis of culture is conducted through dissecting the core values as expressed in its practice symbols rituals and heroes the study analyzed the principal s values to picture his mission since mission is a symbolic expression of values teachers operational goals might vary in form but were found to be highly consistent with the principal s mission hence they had a shared sense of mission the study concludes that this was due to a high level of consistency between the principal s personal values and the core values of the school thanks to the principal s leadership his personal values were firmly established in the power contest with other forces at the core of the culture through his influence on the daily practice of culture symbols rituals and heroes the study offers a discussion on the outcome of principal s influence other than student assessment teachers shared sense of mission this hopefully will encourage more efforts by other researchers in the future to investigate principal s effects in addition to student outcomes doi 10 5353 th b5017536 subjects school principals educational leadership school environment teachers attitudes

education is a right for all young people in the world yet quality and relevant education is still elusive schools are searching for the perfect recipe for success in a rapidly changing world principals are at the focal point of educational delivery which

makes leading schools throughout the world one of the most stressful and challenging occupations it is a profession that requires many different life leadership and management skills working with people is at best filled with drama and in addition principals lead schools crowded with impressionable and volatile children or teenagers with all their changing hormones peer pressure the stresses of society and the challenges emanating from their complex family structures teachers are facing huge challenges in the classroom that force heads of schools to give more supportive and constructive leadership creating the perfect balance between discipline compassion maintaining academic standards and a relevant academic path for students all while leading a motivated and skilled staff of teachers is a mammoth task for any individual this book is a guide to the challenges facing a principal and the skills needed to navigate a school to success

the oecd teaching and learning international survey talis is the largest international survey of teachers and school leaders using the talis database this report looks at different approaches to school leadership and the impact of school leadership on professional learning communities and

in this book mclaughlin examines the eight strategies expert principals utilize to lead equitable high achieving schools each chapter will include strategies case studies reflective questions and a chapter summary

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

this work represents a publishing event in education research genuinely groundbreaking it is the result of longitudinal research from five nations over five years the authors set themselves an unprecedented task to analyze how it is that successful school principals sustain positive outcomes over a significant period of time to find out they initiated the international successful school principal project isspp assembling 30 multinational case histories and numerous comparative analyses in doing so they recorded fresh perspectives on the influence school principals can have on their schools the quality of teaching in their classrooms and student outcomes revisiting the subject schools in 2007 they found many principals still in place having steered their organizations through various minefields of political governance and educational reform as the most penetrating longitudinal investigation of the subject this research has unearthed fascinating new insights into school leadership that add real substance to the sum of our knowledge it incorporates data from educational systems in australia denmark norway sweden england and the usa one key finding is that while all principals delegate a range of leadership tasks successful ones distribute responsibility on a case by case basis founded on personal assessments of their staff as well as on organizational and policy contexts the research also demonstrates that successful principals maintain close communication with their staff and the wider school environment and that they are adaptive maximizing the opportunities presented by new political contexts and expectations yet without losing sight of their school s core moral and ethical principles the volume s international thematic analysis has allowed comparative conclusions to be drawn on what the principals do to sustain and foster pedagogical and institutional success

this toolkit is a professional development tool for individuals or groups it is designed to help policy makers practitioners and relevant stakeholders to analyse their current school leadership policies and practices and develop a common

focuses on the changing context of education the changing nature of self managing schools their own leadership and

management skills within this environment

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