

LEADING TEACHERS, LEADING SCHOOLS

Series editor Alma Harris

TEACHERS LEADING CHANGE

DOING RESEARCH FOR SCHOOL IMPROVEMENT

Judy Durrant and Gary Holden



Teachers Leading Change Doing Research For School Improvement

Margaret Sangster



Teachers Leading Change Doing Research For School Improvement:

Teachers Leading Change Judy Durrant, Gary Holden, 2005-10-10 Within a theoretical policy context the authors offer practical guidance on integrating inquiry with practice show how to encourage collaboration critical dialogue within between schools focus strongly on pupil teacher organizational learning

Teachers Leading Change Judy Durrant, 2006 Within a theoretical policy context the authors offer practical guidance on integrating inquiry with practice show how to encourage collaboration critical dialogue within between schools focus strongly on pupil teacher organizational learning

Teachers Leading Change Judy Durrant, Gary Holden, 2005-09-20 Their book will be of interest to teachers who wish to be proactive rather than reactive It will be important reading for anyone who wishes to undertake school based research Times Educational Supplement This is a book which places teachers at the heart of inquiry for improvement The realism experience and optimism of each of the writers shines through each page of the text It is a can do book which combines discussion of principles practices and contexts with practical examples of exercises recommended reading for those wishing to reflect upon the challenges and joys of engaging in teacher led change Christopher Day Professor of Education and Co Director of the Centre for Research on Teacher and School Development CRSTD The University of Nottingham This book shows how to support teachers leadership of school change Within a theoretical and policy context the authors give practical guidance for integrating inquiry with practice show how to encourage collaboration and critical dialogue within and between schools focus strongly on pupil teacher and organizational learning The book includes tried and tested ideas for aspiring and experienced teacher leaders and researchers

Teacher Agency, Professional Development and School Improvement Judy Durrant, 2019-11-21 Highlighting the role of teachers in school change Teacher Agency Professional Development and School Improvement explores the important related issues of professional identity teacher self efficacy leadership and autonomy in the context of contested improvement agendas Providing analytical frameworks and practical models this book Offers examples of projects programmes and narratives to illustrate the role of teachers in school change Invites readers to reconceptualise professional development and re imagine school improvement Focuses on enabling teacher agency as the foundation for improvement Emphasises the importance of human agency to influence environments lives and learning Provides strategies for improvement with integrity amidst powerful accountability requirements and external forces for change At the heart of this book is a fresh perspective on schooling in which teacher agency is considered a fundamental dimension of professional development and key to school improvement This raises necessary and challenging questions about purposes and processes in education With practical ideas and strategies that can be used to inform and evaluate practice and policy Teacher Agency Professional Development and School Improvement is essential reading for headteachers and teachers wishing to lead changes to improve their school and for teacher educators who support them

Leadership Development for Educators Herb Rubenstein, F. Mike Miles, Laurie J. Bassi, 2009-12-16 Teachers face enormous challenges with

standardized testing the customization of education for each student to reach his or her potential behavioral challenges changes in demographics of students micromanagement from school administrators and difficulties in working with parents and the community at large to name a few These challenges cannot be met through solely learning more about subject matter being better prepared for classes or managing time more wisely they must be met more effectively by teaching teachers how to become better leaders Leadership Development for Educators is the book that will assist teachers in becoming better leaders in their classrooms and in their lives Learning about leadership theory and leadership best practices and undertaking the leadership development exercises in the book will guide teachers to greater workplace satisfaction improved student performance and behavior and better collaboration to further improve leadership skills The authors encourage teachers at all levels from pre K to twelfth grade to remain in and enjoy the teaching profession for many years *School-based Teacher Training* Elizabeth White, Joy Jarvis, 2012-12-18 Covering both Primary and Secondary teaching this handbook offers support to those delivering school based teacher training By identifying best practice the book shows you how to develop your professional knowledge and become an effective teacher educator and mentor Topics covered include strategies for coaching and mentoring trainee teachers teacher training in schools links between teacher education and recent research how to develop your own identity as a teacher educator Packed with case studies of good practice models of successful teaching and activities to try this practical book leads you through a professional development process that will enable you to be confident and secure in your practice An essential guide for tutors mentors and all those involved in staff development in schools the book is also useful for experienced teachers in schools who are taking on training roles and supporting and mentoring newly qualified teachers NQTs Elizabeth White and Joy Jarvis both teach in the School of Education at the University of Hertfordshire **Reframing Teacher Leadership to Improve Your School** Douglas B. Reeves, 2008-05-15 School improvement expert Douglas B Reeves proposes a new framework to promote effective and lasting change through teacher leadership and action research **Leading and Managing Change for School Improvement** Yildiz, Nadire Gülçin, 2024-02-19 With the changing nature of education school leaders and administrators must acknowledge the dynamic nature of schools so that they can effectively take up the challenge of leading their institutions From ever evolving safety policies to the implementation of new educational technologies schools are being challenged to adapt to social issues health crises environmental factors and more that make the successful operation of schools difficult It is important for these leaders to incorporate modern ideas about the complex nature of schools to have a better understanding of these dynamic school environments Leading and Managing Change for School Improvement provides a thorough understanding of the ways in which schools are continuously changing and what must be done so that educational leaders can effectively manage these changes The book also assesses different environments within which schools are established promotes positive school culture and ascertains ways of making schools more effective Covering topics such as professional development school improvement

and school culture this reference work is ideal for administrators faculty school leaders researchers scholars academicians practitioners instructors and students

Overcoming Current Challenges in the P-12 Teaching Profession Keough, Penelope D., 2019-11-29 Teachers are constantly faced with a plethora of challenges but none has been more prevalent in the 21st century than educating a diverse collection of students In the midst of the current challenges in teaching P 12 students pre service teachers may be under district contract but may not be prepared for teaching students with disabilities the homeless second language learners recently immigrated to the United States or students who face emotional challenges or addiction Overcoming Current Challenges in the P 12 Teaching Profession is an essential reference book that provides insight strategies and solutions to overcome current challenges experienced by P 12 teachers in general and special education Featuring coverage on a broad range of topics such as global education professional development and responsive teaching this book is ideally designed for educators administrators school psychologists counselors academicians researchers and students seeking current research on culturally responsive teaching

The Changing Face of Special Educational Needs Alison Ekins, 2012-01-25 Up to date and reflective of new government policy this book will be an essential resource for all Senior Leaders and SENCOs Lynne Cook Senior Lecturer in Education Oxford Brookes University The Changing Face of Special Educational Needs shows teachers SENCOs and students in teacher training how to respond to the rapidly changing context of special education This highly practical and accessible text unlocks the often confusing field of special education provision in schools today by Summarising and clarifying new policy directions as they emerge in light of recent coalition government policies on Education SEN and Disability Suggesting clear practical activities to bring the theory to life helping practitioners to review and reflect upon their work Encouraging critical reflection about existing systems within the school context considering whether these will remain appropriate and fit for purpose Giving opportunities for teachers SENCOs and senior leaders to contextualise the new changes in terms of the implications for practice in their own school Packed with activities case studies and points for reflection this timely book will help the teacher SENCO senior leader or advisor to make sense of the rapid pace of change of policy and terminology related to SEN It will help practitioners in a positive and supportive way emphasising the exciting opportunities that these changes will provide for developing new innovative and creative working practices This book will also be essential reading for all SENCOs completing the National Award for SEN Coordination

International Handbook of Mathematics Teacher Education: Volume 3, 2019-12-09 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in

particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 3 Participants in Mathematics Teacher Education focuses not only on prospective and practicing teachers as learners but also on school colleagues teacher educators researchers and others who work to provide effective learning opportunities for teachers The emphasis is on describing and analysing participants engagement in mathematics teacher education collaborations and contexts from various perspectives Thus as the third volume in the series it further broadens our understanding of the development of mathematics teachers

Challenging Bias and Promoting Transformative Education in Public Schooling Through Critical Literacy Benharris, Lyndsey Aubin, Covino, Katharine, 2024-05-07 Public schooling faces a significant problem the acquisition of literacy perpetuates biases and hampers inclusive and transformative education *Challenging Bias and Promoting Transformative Education in Public Schooling Through Critical Literacy* offers a powerful solution Edited by Lyndsey Benharris and Katharine Covino this groundbreaking book explores how critical literacy can effectively challenge biases center marginalized voices and foster inclusive learning environments This comprehensive volume delves into collaborative critical literacy work across disciplines highlighting its efficacy in various grade levels It examines the engagement between schools and communities demonstrating how critical literacy can bridge gaps and promote transformative education The book emphasizes the importance of incorporating marginalized voices and stories and it serves as an essential resource for academic scholars seeking to create more equitable and just learning environments By integrating critical literacy into their pedagogy educators can disrupt biases amplify marginalized voices and nurture justice oriented citizens This resource equips them with research based stories practical examples and classroom experiences empowering them to transform their teaching and contribute to a more inclusive and socially conscious society

Curriculum Construction Laurie Brady, Kerry Kennedy, 2013-10-24 Curriculum Construction 5e introduces and analyses all aspects of curriculum development interpretation and implementation The text develops students understanding of both the theoretical and practical components of curriculum construction The theoretical dimension of the text includes coverage of the broad social and political influences on a curriculum coverage of global contexts national curriculum initiatives and a discussion of values in education The practical section of the text provides teachers as well as members of the school community with the knowledge and skills to engage fully in the task of curriculum construction

Developing Teacher Expertise Margaret Sangster, 2013-01-31 What are the issues that education raises for you Beyond the technical skills and knowledge aspects of education teachers and student teachers face questions which challenge their beliefs and approaches to their teaching and learning This book contains a series of short articles each of which encourage you to reflect

on your own practice and challenge your beliefs about how and what you teach Questions explored include When does inclusion become exclusion for the rest of the class Do interactive whiteboards support or reduce creativity in the classroom Is drama a luxury in the primary classroom Should we be teaching other languages to children under seven Learning outside the classroom is it worth it What makes a reflective practitioner Essential reading for those training to teach children aged between 3 and 11 as well as practicing teachers looking to develop their practice *Reform, Inclusion and Teacher Education* Christine Forlin, Ming-Gon John Lian, 2008-06-05 This ground breaking book considers current perspectives on special education reform in the Asia Pacific region It has a major focus on a new era of special education and how this relates to education reform towards inclusive education With major changes being proposed under current educational reform and confusion as to how to instigate these measures this book provides ways to better prepare teachers It is helpfully divided into three different sections of education reform Education Reform in the Asia Pacific region reviews broad trends and issues in special education across the region including Taiwan Korea Australia India China and Hong Kong Preparing Teachers to work in Inclusive Classrooms focuses on curricula and pedagogical practices for teacher education This section considers different approaches to preparing teachers such as cross categorical collaborative innovations and the impact of teachers attitudes perceptions and concerns on inclusion Effective Special suggests best practice pedagogy and concludes with a support section with useful websites and suggested professional development activities This book will interest teachers teacher educators university lecturers in education and post graduate students **Taking Responsibility for Learning and Teaching** Chris Turner, 2012-02-23 Although this book draws on theoretical principles and research it is a practical guide to leading the learning in schools Provided by publisher **Jsl Vol 17-N2 JOURNAL OF SCHOOL LEADERSHIP**, 2007-09-05 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 Professional Doctorate in Education** Lesley Saunders, Dave Trotman, 2022-02-08 The book explores and analyses from a variety of conceptual perspectives the encounters with self and others that professional doctorate programmes in education both necessitate and enable It documents the ways in which professional identities bodies of knowledge and practices are thereby challenged renegotiated and strengthened It comprises 14 chapters written by academic staff engaged in professional doctorate programmes in education and by professional practitioners who have undertaken doctoral study The volume is both useful and provocative offering insights to

colleagues who design and deliver EdD programmes in thinking through some crucial conceptual and practical issues It will also help existing and potential EdD students to assess what they can gain from and contribute to doctoral level study and their professional contexts

Creating Holistic Technology- Enhanced Learning Experiences Lee Yong TAY, Cher Ping LIM, 2013-02-11 Creating Holistic Technology Enhanced Learning Experiences Tales of a Future School in Singapore Editors Lee Yong TAY and at the same time to live together in an increasingly diverse and complex society and to reflect on and interpret fast changing information In such a new world order the holistic development of our students namely in the cognitive aesthetics physical social and moral leadership and global domains is pivotal This edited book provides descriptive and interpretive accounts of how an elementary school in the FutureSchools Singapore programme creates holistic technology enhanced learning experiences for its students at the classroom and school levels By documenting these accounts and linking them to student learning outcomes the school will lead the way in providing possible models for the seamless and pervasive integration of information and communication technologies ICT into the curriculum for the holistic development of our students

Provision Mapping Anne Massey, 2013 This highly practical book contains all the guidance and resources a school will need in order to implement an efficient and effective system of pupil progress tracking and evaluative Provision Mapping It is a tried and tested system that has been shown to improve outcomes for all pupils including those with SEN and sits at the very heart of school self evaluation Throughout this book teachers will find achievable solutions to the problems schools face in trying to ensure that their practice results in all pupils making good progress Anne Massey has adapted the existing government produced Provision Mapping system and developed it into a more evaluative framework that links a number of school improvement actions together All the recommendations in this book have been tried and tested in Primary schools Special schools and PRUs will result in a reduction in bureaucracy and paperwork for SENCOs will provide an enhanced understanding of inclusion by teachers foster an improved understanding of value for money As a result of implementing a more efficient Provision Mapping system better communication will be achieved within the school with parents and with Local Education Authorities Senior managers leadership teams SENCOs and other educational professionals will find the guidance and support provided by this toolkit invaluable Provision Mapping will also be of value to those studying the more SEN specific postgraduate diplomas or Masters level qualifications

The book delves into Teachers Leading Change Doing Research For School Improvement. Teachers Leading Change Doing Research For School Improvement is a crucial topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Teachers Leading Change Doing Research For School Improvement, encompassing both the fundamentals and more intricate discussions.

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