

Gina Donaldson

Successful Mathematics Leadership in Primary Schools



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Succesful Mathematics Leadership In Primary Schools

**Lejf Moos,Olof Johansson,Christopher
Day**



Succesbful Mathematics Leadership In Primary Schools:

Successful Mathematics Leadership in Primary Schools Gina Donaldson,2002 *Becoming a Primary Mathematics Specialist Teacher* Gina Donaldson,Jenny Field,Dave Harries,Clare Tope,Helen Taylor,2013-08-15 What is the role of the mathematics specialist What is deep subject knowledge in mathematics What sort of pedagogical knowledge does a mathematics specialist need How can you best support your colleagues to improve mathematics teaching and learning Becoming a Primary Mathematics Specialist Teacher helps you explore the role of the specialist in promoting positive attitudes towards mathematics and developing the teaching and learning of mathematics in your primary school Illustrated throughout with classroom based examples and referenced to relevant research it is designed to support your development as a reflective practitioner who can confidently review and develop practice in your own classroom as well as challenge and move the whole school forward through collaborative professional development Essential topics explored include The nature of the role of the primary mathematics specialist Understanding how attitudes to mathematics evolve and why it is crucial to challenge and change negativity What we mean by deep subject knowledge in primary mathematics Pedagogical knowledge of how mathematics is taught and learned The skills of coaching and mentoring to support teachers and teaching assistants Unpicking the principles of progression for high quality teaching in all years groups The key features of deep subject knowledge and pedagogy in three areas of the curriculum multiplication time and data handling Becoming a Primary Mathematics Specialist Teacher is an essential source of guidance and ideas for all primary school teachers aiming to achieve Mathematics Specialist status or already taking this role those studying primary mathematics as a specialism and at masters level and for all primary mathematics co ordinators **EBOOK: Towards Effective Subject Leadership in the Primary School** Derek Bell,Ron Ritchie,1999-07-16 This book examines the post of subject leader in primary schools in the light of the four key areas defined by National Standards for Subject Leadership strategic direction and development teaching and learning leading and managing staff efficient and effective deployment of staff The book combines existing research data and new material gathered by the authors It presents the underpinning principles and analyses the complex set of roles and responsibilities undertaken by subject leaders Most importantly it provides practical advice for subject leaders illustrated by a series of case studies and tasks which are addressed directly to subject leaders The authors have taken a generic approach looking at issues such as changing roles and responsibilities planning for teaching and learning working with colleagues and others managing resources and bringing about school improvement that have to be addressed by all subject leaders whatever their particular area of responsibility Throughout the book emphasises the importance of leadership children s learning professional development and collaboration The book will be of value to all primary school teachers and especially subject leaders **Mathematics Across the Curriculum** Sue Fox,Liz Surtees,2010-05-06 Mathematics is a core subject and using and applying mathematics in problem solving activities is crucial in enabling

children to use their knowledge and skills in a range of situations Mathematics Across the Curriculum shows how to teach mathematical concepts through different subjects and discussing the reasoning and research behind using problem solving and investigation teaching techniques Best practice for planning and assessment classroom organisation and practice and use of resources are all discussed with clear links to recent research and government standards and initiatives Case studies from practicing teachers enable readers to easily relate the theoretical information to their classroom and teaching Mathematics Across the Curriculum is essential reading for all trainee and newly qualified teachers seeking to teach engaging inspiring and challenging mathematics lessons It will also be a useful resource for established teachers embarking on their Masters in Teaching and Learning MTL

Teaching Mathematics Pamela Cowan,2006-02-13 Practical advice for teachers of Mathematics at the beginning of their careers in primary or secondary schools with guidance on effective teaching classroom practice and career development

The School Leader's Guide to Building and Sustaining Math Success Marian Small,Doug Duff,2018-07-30 The pressure is on Principals expected to improve math performance at their schools often don't know where to begin as they may be uncomfortable with math themselves or believe that their schools are already doing all that they can How can K 12 school leaders recognize and ensure that their school or district is supporting good math instruction Marian Small and Doug Duff provide the answer to that and other questions in The School Leader's Guide to Building and Sustaining Math Success Drawing on their vast experience working with administrators Small and Duff provide practical advice and helpful tools for improving math instruction They guide you through the initial steps of establishing a strong math culture developing common tasks and getting buy in and then offer specific suggestions for monitoring supporting and sustaining improvement You'll learn what sort of data to collect what to look for in the classroom what to listen for in conversations with teachers and students and how to deal with reluctant staff or parents With its real world examples and insights this book is essential reading for any principal who wants to bring about positive change and real growth in the teaching and learning of math in their school

The Principal as Mathematics Leader Ontario Principals' Council,2009-01-12 This guide provides research tools and support for leading effective mathematics teaching and learning observing and evaluating mathematics instruction and promoting faculty growth

Effective Subject Leadership Kit Field,Phil Holden,Hugh Lawlor,2002-03-11 This book highlights issues which underpin the professional capabilities of existing and aspiring subject leaders The content is designed to build on the skills knowledge understanding and attributes which serving Heads of Department and subject co ordinators already possess Sections are provided on essential knowledge and understanding for the role strategic planning and development monitoring and evaluating teaching and learning leading and managing staff to raise achievement The emphasis throughout is on corresponding with the National Standards set by the Teacher Training Agency Through focused activities the book aims to set challenges in practical contexts and to help subject leaders to plan ahead and improve subject provision in order to raise standards

Predictive Models for School

Leadership and Practices Amzat, Ismail Hussein, 2018-09-07 A successful administrator is one who applies suitable or appropriate leadership styles in various situations or contexts It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times as well as promote the accomplishments of their organization Predictive Models for School Leadership and Practices is an essential reference source that discusses academic administration as well as administrative effectiveness in achieving organizational goals Featuring research on topics such as teacher collaboration school crisis management and ITC integration this book is ideally designed for principals researchers academics educational policymakers and teachers seeking coverage on academic leadership and leadership models **Leading English in the**

Primary School Lisa Baldwin, 2018-10-12 Leading English in the Primary School is a comprehensive guide for both aspiring and experienced leaders of primary English It supports you in navigating your way through the role and offers practical guidance to help you develop a clear understanding of how to improve the teaching of English in your school Written by experts with extensive experience of both leadership and the primary classroom it explores skills required for effective subject leadership while continually considering the specific implications for English With action and reflection points throughout the book it offers a detailed introduction to the role of the English subject leader implementing strategy and vision adapting to new educational policy methods for leading teaching and learning how and why leaders evaluate and monitor progress contemporary changes to the curriculum Rich case studies reveal how schools lead English in practice and provide real life examples of English subject leaders decision making processes and actions Grounding the subject leader role in the current curriculum Leading English in the Primary School is a source of advice support and inspiration for all professionals embracing the complex challenging yet fulfilling role of Primary English Leader **How Very Effective**

Primary Schools Work Chris James, Michael Connolly, Gerald Dunning, Tony Elliott, 2006-02-28 Chris James Michael Connolly Gerald Dunning and Tony Elliott have produced a comprehensive analysis of the very effective primary school Although the research for the book draws on the authors experiences in Welsh Primary Schools the range of literature cited and the analytical frameworks employed ensure that their findings have a much broader relevance They define a very effective school as one that provides high levels of attainment and rich educational experiences despite being located in extremely challenging circumstances A key insight of the book is that although these schools are consequently extraordinary their practice was in many ways quite ordinary This is because these schools worked in much the same way as the very best of schools have always done In many ways this as the authors note is an optimistic message that all children deserve to be educated in such very effective schools The virtue of How Very Effective Primary Schools Work is that it makes clear those characteristics and strategies that can help every school to become great David Hopkins HSBC iNet Chair of International Leadership and formerly Chief Adviser on School Standards to the Secretary of State 2002 2005 All children especially the poorest deserve capable mature and well adjusted teachers and leaders who work together to lay firm foundations of

learning and behaviour then enrich and elevate everyone's learning far beyond that in optimistic cultures of security persistence and hope Based on solid research from 18 outstanding schools in challenging circumstances this is the vital message of this important and unique book Chris James and his colleagues show that highly effective schools need high functioning adults and communities who expect and get the best from everyone dedicate themselves to others without burning themselves out are not frightened of challenges and contradictions stay around to fulfil their obligations to others and see their efforts bear fruit and are emotionally comfortable in their own skin If you want to become more effective as a school you will need to become more effective and adjusted as a teacher a leader and an all round human being This inspiring and indispensable book will stir and steer all who read it in that educationally essential quest Andy Hargreaves Thomas More Brennan Chair in Education Boston College All good teachers and headteachers are concerned with improving pupil attainment In high attainment schools they must recognize how to sustain success In schools with low attainment levels they must come to understand the challenges they face and find ways of overcoming the difficulties This practical research based book describes the key approaches used by very effective schools The authors explain how success can be achieved and maintained and describe ways of working that bring about high levels of pupil attainment They also explain why these ways of working are successful This book is essential reading for headteachers teachers students of educational leadership and management school governors and those who work in local authorities

Linking Leadership to Student Learning
Kenneth Leithwood, Karen Seashore-Louis, 2011-12-06

Linking Leadership to Student Learning clearly shows how school leadership improves student achievement The book is based on an ambitious five year study on educational leadership that was sponsored by The Wallace Foundation The authors studied 43 districts across 9 states and 180 elementary middle and secondary schools In this book Kenneth Leithwood Karen Seashore Louis and their colleagues report on what they found They examined leadership at each organizational level in the school system classroom school district community and state Their comprehensive approach to investigating school leadership offers a balanced understanding of how the structures within which leaders operate shape what they do The results within will have significant implications for future policy and practice Praise for *Linking Leadership to Student Learning* Kenneth Leithwood and Karen Seashore Louis offer a seminal new contribution to the leadership field They provide a rich and authoritative evidence base that demonstrates clearly just why school leadership is so important and how it promotes successful student learning

PAMELA SAMMONS Ph D Professor of Education Department of Education University of Oxford Oxford This ambitious groundbreaking and thought provoking treatment of the link between school leadership and student learning is a testament to the outstanding work of these exemplary scholars This is a must read for academics and practitioners alike MARTHA McCARTHY President's Professor Loyola Marymount University and Chancellor's Professor Emeritus Indiana University The question is no longer whether school and district leaders impact student learning but rather how they do it The authors

provide a convincing answer one that recognizes the crucial interaction between leader and locality DANIEL L DUKE Professor of Educational Leadership University of Virginia [How School Principals Sustain Success over Time](#) Lejf Moos,Olof Johansson,Christopher Day,2011-05-26 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 *Effective Teaching* Daniel Muijs,David Reynolds,2010-11-30 Lecturers why waste time waiting for the post to arrive Click on the above icon and receive your e inspection copy today This new edition updates the successful 2005 edition with the latest research on effective teaching and learning Appropriate for primary and secondary the authors continue to provide a broad and comprehensive overview of what is now a large body of knowledge on effective teaching The authors maintain their user friendly style and the structure which takes in generic teaching skills teaching for specific goals subject specific strategies and other classroom issues New to this edition updated research evidence a greater cultural breadth including international research diversity in the classroom values and beliefs assessment for learning Points for reflection and further reading have also been included to help encourage readers to become reflective practitioners This book is essential reading for education students including all PGCE and BA courses as well as teachers and educational researchers Daniel Muijs is Professor of Education at University of Southampton David Reynolds is Professor of Education at University of Plymouth *Effective Pupil Grouping in the Primary School* Susan Hallam,Judy Ireson,Jane Davies,2013-07-04 This book draws on new research exploring the practical experiences of schools and teachers who have used different kinds of grouping Setting out the issues

and discussing the strengths and weaknesses of different types of grouping this book will help teachers decide which methods are most appropriate for their pupils The authors offer step by step guidance to all aspects of grouping including setting streaming within class ability grouping within class mixed ability grouping cross age grouping assessing and monitoring group placement and how to implement different types of grouping The book also discusses children s perceptions of the purposes of groups moving between groups and how to liaise with parents about their child moving groups The book will be welcomed by trainees and teachers alike

Methodological Approaches to STEM Education Research Volume 5 Peta J. White,Russell Tytler,Joseph Paul Ferguson,John Cripps Clark,2024-11-05 Education practitioners and researchers worldwide will benefit from engaging with this volume and book series which promotes critical consideration of and innovation in education research methodologies in the areas of science mathematics health and environmental education Each of the nineteen chapters in Volume 5 presents an account of methodological principles and practices and many attend directly to global challenges For example chapters explore philosophical underpinnings of STEM and environmental education links between learning and workplace practices in mathematics education engagement in STEM through Vygotskian and queer theory perspectives a braiding of methodologies including arts based and autoethnographic studies the application of AI literature mapping as well as contractual evaluation research An important theme is climate change education explored through student agency cosmetics waste and survey challenges as well as world cafe and socioscientific based methodologies The book series is designed to raise the quality of methodological practice while considering the associated challenges that shape our educational research

Developing School Leaders in the Pacific Narsamma Lingam,Govinda Ishwar Lingam,2023-08-31 This book provides detailed insights on the training and development for Pacific Island school leaders It draws extensively on original empirical research that explores school leaders perceptions of how leadership and management training impacted their professional practices and how these practices in turn impacted the dynamics of school operations This book addresses a critical need to understand how to support leadership development for all Pacific schools but especially in schools that are faced with the increasing challenges of learning and teaching conditions In small island developing states in the Pacific region school leaders face a myriad of challenges due to limited human and material resources and a fragile economic base Written by Pacific Islander authors this book provides insights from different countries in the Pacific Islands It shows how contextual challenges can exert enormous pressure on school leaders who are leading and managing schools without any leadership preparation Given the importance of effective leadership practices and its impact on student learning outcomes this book aims to be a source of reference for practitioners and educational authorities who have a vested interest in the provision of quality education in the Pacific region and beyond

Education Disrupted Les Stein,Alex Stein,Jessica Stein,2013-11-14 Failing schools have become the latest academic cottage industry and they serve as lightning rods for the controversy that continues to surround the No Child Left Behind Act of 2001

Surprisingly there are only a handful of books that address the topic of turning around failing schools and even fewer that provide a meaningful discussion on how individual schools should avoid failure from the outset This book will help public school educators understand that turnaround efforts are based on sound leadership principles nothing more nothing less It also provides school leaders with the critical skills to turn around failing schools and more importantly prevent their schools from failing in the first place Individual chapters address topics such as setting institutional priorities establishing a positive school culture improving communications developing classroom leadership putting the school on a sound financial footing and using data to guide the school turnaround In essence this book serves as a practical guide for instructional and institutional leaders on how to make a real difference in the success of our nation s schools *Parliamentary Papers* Great Britain. Parliament. House of Commons,1902 **Kenya Gazette** ,1979-04-27 The Kenya Gazette is an official publication of the government of the Republic of Kenya It contains notices of new legislation notices required to be published by law or policy as well as other announcements that are published for general public information It is published every week usually on Friday with occasional releases of special or supplementary editions within the week

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