

Improving Schools Through Teacher Leadership

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it is now widely accepted that improving schools invest in teacher leadership and build the capacity for improvement by distributing leadership responsibilities to teachers in primary secondary and special schools teachers are uniquely placed to influence the quality of teaching and learning and they are important gatekeepers to development and change this book explores how teacher leadership is an intrinsic and important part of school and classroom improvement it investigates teacher leadership in action and considers the roles responsibilities and influence of teachers who lead it considers the implications of teacher leadership for teachers professional development and focuses on ways in which this important form of leadership can be fostered and enhanced the central message in this book is that teachers play a critical role in leading improvement in the classroom and school level and that this form of leadership contributes directly to raising achievement among learners this book is crucial reading for all those who are concerned with teacher and school development school leadership

and school improvement

this book presents a story of school improvement activity in east africa from 1985 to 2000 which focused on sustained teacher development the core of the book consists of six evaluations of school and district wide school improvement projects supported by the aga khan foundation in tanzania kenya and uganda the case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles the strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school based involve whole schools as the unit of change emphasize the ongoing professional development of teachers attend to school management and organizational conditions affecting the capacity of teachers to implement change prepare for the institutionalization of organizational structures and processes that enable continuous school development and evolve through partnerships among relevant education stakeholders the book concludes with commentaries by international experts in school improvement and teacher development on the sip project designs implementation and outcomes and on lessons that can be drawn from the projects and their evaluations for school improvement policy practice and theory in developing and developed countries around the world

covers all aspects of teaching learning and school leadership and discusses what research has revealed about what really works and adds value to australian schools in the 21st century back cover ed

acknowledging that teachers make a difference not only to what students learn about content but what they learn about life this volume offers discussion of topics including setting high expectations for students conveying confidence creating classroom rituals traditions much more

examining a multitude of perspectives this accessible text will contain case studies and exemplars to contextualise sustainable learning networks and evaluate the challenges from theoretical and practical approaches written by a team of international contributors this book will be essential reading for researchers students and school leaders

school leaders search for effective and practical ways to live out what research tells us makes a difference in student learning research literature is easy to embrace theoretically but it is much more difficult to turn research into compelling collective action how do we create the climate where the trusting members of a professional learning community improve the results of their practice what does it take to be the small learning community that includes students and parents as well as professional educators what will we do to harness the positive power of community to transform the learning and achievement of all students this walk through protocol provides both a process and a tool for inquiry based professional development community engagement and ultimately student self direction it starts with a school s commitment to build an inquiry model that assumes the capacity for extraordinary learning on the part of students teachers administrators and families the protocol can be employed narrowly to guide the improving practice of a couple of teachers with a passion for biology for example or more broadly many of the improving schools highlighted in the chapters of this book chose the walk through protocol as a frame for school wide professional development that led to exceptional

growth in learning and student achievement this process allows schools to create a community where all members approach learning as an inquiry and are proactive designers of their success

1st 72nd include the annual report of the secretary of the board

singapore s education system has come to international attention due to its commendable performance on the worldwide educating for the future index produced by the economist intelligence unit eiu as well as the students continual sterling performance in internationally benchmarked tests such as trends in international math and science survey timss and programme for international student assessment pisa the accomplishments are the result of a long haul vision of education and more importantly a deep commitment towards developing teachers for the 21st century singapore has invested steadfastly from the early years in teachers at the front line of the classrooms in schools this book explicates the thinking behind singapore s approach to developing teachers and building the teaching profession it examines how singapore strives to attract the best and the brightest people to become teachers develop them into autonomous professionals and grow them over their career so that they are able to deliver quality education for every child the author hopes that by sharing the hindsight insight and foresight of the system and looking at singapore s aspirations and challenges the book can stimulate reflection and generate discussion and provide ideas for improving teaching and teacher learning worldwide

the role of teachers in bringing about educational improvement in the american schools is described in this guidebook based on a model of school improvement that incorporates several bodies of educational research the central thesis is that teacher empowerment begins with teacher knowledge following the introduction chapter 2 describes the essential element of the school improvement model effective classrooms the supportive elements those that directly affect classrooms are discussed in chapters 3 5 an interactive curriculum process professional development programs and student motivation the facilitative elements supportive home community school relationships a learning centered schedule and a valid and comprehensive assessment system are examined in chapters 6 8 chapters 9 11 analyze the contextual elements which include foundation elements school culture collegial leadership and systematic planning for school improvement collaboration is advocated for implementation of the model between administrators and teachers between school and home and among teachers in instructional teams references accompany each chapter lmi

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Introduction

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