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KEY=GETTING - AYDIN TURNER

Student-Centered Leadership

John Wiley & Sons *Student-Centered Leadership offers a timely and thoughtful resource for school leaders who want to turn their ideals into action. Written by educational leadership expert Viviane Robinson, the book shows leaders how they can make a bigger difference to the quality of teaching and learning in their school and ultimately improve their students' performance. This book is based not on fad or fashion but on the best available evidence about the impact of different types of leadership on student outcomes. The book includes examples of five types of leadership practice as well as rich accounts of the knowledge and skills that leaders need to employ them with confidence. Filled with practical lessons, clear information, and much inspiration, Robinson encourages leaders to experiment with changing how they lead so they can transform their schools for the better. Student-Centered Leadership is part of the Jossey-Bass Leadership Library in Education series. Praise for Student-Centered Leadership "Student-Centered Leadership shines with clarity and practical, powerful ideas. Add this book to your leadership library."—Michael Fullan, author, The Six Secrets of Change and Leading in a Culture of Change "Viviane Robinson's compelling book is both evidence based and profoundly practical."—Steve Munby, chief executive, National College for Leadership of Schools and Children's Services, England "This book will be an equally important resource for individual school leaders, professional developers, and administrator-preparation programs. There will be two copies on my shelf—one to loan and one for my own reference."—Karen Seashore Louis, Regents Professor, University of Minnesota*

Turnaround Leadership

Jossey-Bass *Describes proven methods for renewing failing schools and making positive changes permanent, emphasizing the important roles of motivation, leadership, and a culture of constant improvement.*

Improving Schools and Educational Systems

International Perspectives

Routledge *School improvement has become a dominant feature of educational reform in many countries. The pressure upon schools to improve performance has resulted in a wide-range of improvement programmes and initiatives which can provide both inspiration and advice to everyone involved in school improvement. This book draws together the most effective school improvement projects from around the world in one comprehensive text, including detailed comparative analysis of a wide variety of initiatives. Drawing on examples from the UK, the USA, Canada, South Africa and Australia this book gives both an international snapshot and a coherent synthesis of initiatives that have given achievable results.*

International Handbook of School Effectiveness and Improvement

Review, Reflection and Reframing

Springer Science & Business Media *This book reviews of the development, implementation and practice of the disciplines of school effectiveness and school improvement. Seven main topics are addressed: History of the school effectiveness movement over the last 25 years; Changes in accountability and standards; Leadership in school effectiveness; Changes in teacher education; Impact of Diverse Populations; Education Funding and its Impact; and Best Practice Case Studies. The contributors are active in school effectiveness research worldwide.*

International Handbook of Educational Change

Part Two

Springer *The International Handbook of Educational Change is a state of the art collection of the most important ideas and evidence of educational change. The book brings together some of the most influential thinkers and writers on educational change. It deals with issues like educational innovation, reform, restructuring, culture-building, inspection, school-review, and change management. It asks why some people resist change and what their resistance means. It looks at how men and women, older teachers and younger teachers, experience change differently. It looks at the positive aspects of change but does not hesitate to raise uncomfortable questions about many aspects of educational change either. It looks critically and controversially at the social, economic, cultural and political forces that are driving educational change. School leaders, system administration, teacher leaders, consultants, facilitators, educational researchers, staff developers and change agents of all kinds will find this book an indispensable resource for guiding them to both classic and cutting-edge understandings of educational change, no other work provides as comprehensive coverage of the field of educational change.*

School Leadership - International Perspectives

Springer Science & Business Media *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 the 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.*

IMPROVING SCHOOLS FOR AFRICAN AMERICAN STUDENTS

A Reader for Educational Leaders

Charles C Thomas Publisher *Improving Schools for African American Students is designed to provide educational leaders with a better understanding of how to recognize the diversity of strengths that Black students bring with them to school and how to use these strengths to improve achievement. The articles contained in this book discuss generic education issues such as policy reform, the importance of high quality teaching, and the improvement of schools from the perspective of the academic achievement of African American students. Part I explores institutional racism in the context of America's public schools and provides suggestions for educational leaders to eliminate harmful policies and practices within educational institutions and settings. Part II discusses the kinds of institutional and instructional changes that are needed to support successful schooling of African American children and youth. Part III focuses on the challenges presented to African American students by the current*

high stakes testing environment that surrounds standards, assessment, and accountability. A review of the literature on schools that have succeeded in improving achievement for African American students at the elementary, middle, and high school levels with districts moving towards narrowing the achievement gap is included. This text examines a wide variety of policies, programs, practices, and research that will provide valuable insight. The emphasis throughout the book is on the ability of educators to successfully restructure their schools, offer high quality teaching and learning standards for African American students and to make the kinds of changes that will result in high achievement for all students.

Improving Schools

Studies in Leadership and Culture

<u>IAP</u> *Improving Schools: Studies in Leadership and Culture is the seventh in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. This book is organized around two broad concepts—leadership and culture, which have important implications for improving schools. The book begins with an analysis of the saliency of trust in the culture of schools. In the first chapter, Patrick Forsythís review of the consequences of school trust sets the tone for seeking and developing school cultures that enhance high academic performance of students. The investigation of school trust is traced over several decades at four research universities as scholars at each institution conceptualized, refined, and examined the consequences of school trust. It seems fair to conclude that a school culture that is anchored in values and norms of faculty trusting students and parents facilitates high academic achievement and positive outcomes.*

Educational Leadership for Organisational Learning and Improved Student Outcomes

<u>Springer Science & Business Media</u> *The change in paradigm in our field is away from the great man or woman theory of leadership and the teacher in his or her own classroom to the development of learning communities which value differences and support critical reflection and encourage members to question, challenge, and debate teaching and learning issues. How to achieve such learning communities is far from clear, but we believe the areas of problem-based learning (PBL) and organizational learning (OL) offer valuable clues. The indications are that the successful educational restructuring agenda depends on teams of leaders, whole staffs and school personnel, working together (i.e., OL) linking evidence and practice in genuine collaboration (i.e., PBL). The book is unique in that it is both about and uses these two concepts. The book is made up of four sections: 1.An introductory rational in which the case for using only quality evidence in school reform efforts is argued. Results from a quality research project are then presented. These results are organised around six questions: how is the concept of OL defined in schools ('teacher voice')? what leadership practices promote OL in schools ('teacher voice')? what are some outcomes of schooling other than academic achievement ('pupil voice')? what are the relationships between the non-academic and academic outcomes of schooling? does school leadership and/or organisational learning contribute to student outcomes? And, what other factors contribute to student outcomes? The section concludes with a plea that given the accumulation and consistent quality of the evidence from across systems and countries, we no longer need to involve ourselves with just impressions of effective leadership. We have a way forward that links leadership to organisational learning and improved student outcomes. 2.Advice for using the book. The reasons for the choice of problem-based learning as the vehicle for the professional development materials that form the major part of this book are detailed. Suggestions are then made for use of the book, including a one-day and two- day workshop, and advice on group development and warm-up activities for such group development before moving to the problem-based learning package in Section 3; 3.A problem based-learning, evidence informed, professional development package for aspiring and actual school leaders based on real schools and their leaders. 4.A challenge. The final section provides refined versions of the diagnostic instruments used in the research and challenges readers to use them in their own schools. The book concludes with the references used and a list of other readings.*

Monthly Catalog of United States Government Publications

Leadership for the Schoolhouse

How Is It Different? Why Is It Important?

Jossey-Bass *Are schools really special places, or simply organizations that share the features and characteristics of all other organizations? In Leadership for the Schoolhouse, Thomas J. Sergiovanni shows that schools are indeed unique places that require their own theories and practices. And, if schools are to improve, these theories and practices cannot be imported from corporations or business schools, but must emerge from and be central to what schools are like, what they are trying to do, and who they serve. This book provides school administrators and reform activists with a comprehensive framework for creating unique leadership for the schoolhouse that is more community-like, more democratic, and more responsive both to what we know about human nature and what know about how students learn and develop. This can be accomplised, Sergiovanni shows, by replacing the politics of division—which emphasize contracts and deals, and winning and losing—with the politics of virtue which emphasize a shared commitment to the common good. Arguing that teacher development is the single most important key to improving schools in the long run, Sergiovanni explains how we can change school cultures so that they become learning and inquiring communities for teachers as well as students. Throughout the book, Sergiovanni draws on numerous ideas and real-life examples from a variety of schools and school districts to sort out what does and does not make sense when thinking about leadership for our schools.*

School District Leadership Matters

Springer Science & Business Media *School District Leadership Matters challenges policy makers, administrators, and academics in the field of educational leadership to reassess their traditional approaches to learning, working, and planning. The authors believe that government restructuring, standards-based reforms, and centrally imposed strategic planning have been painfully ineffective. As a consequence, student learning has become increasingly superficial and inauthentic. This book bridges the traditional divide between the generalizations of social science theory on the one hand and the world of educational practice on the other. It argues that a more promising approach to education reform is through effective school district leadership. Sheppard, Brown and Dibbon draw on their collective experience both as educational leaders and researchers of leadership, having spent five years researching and working in one school district. Here, they show how a district superintendent can successfully navigate the paradoxes and challenges of facilitating collaborative leadership in a school district with a traditionally hierarchical organizational structure. As a conclusion to their work, the authors highlight what they call five 'recognitions' that deepen readers' understanding of school district leadership. They illuminate, too, ways that senior level practitioners can apply theory to practice in order to break down the traditional hierarchical bureaucracies that inhibit learning, and create professional learning communities. School District Leadership Matters urges researchers, graduate students, practitioners, and policymakers to focus on improving authentic learning for all students and argues that the best hope rests with effective school district leadership. This empirically-based yet practical book provides new insights and questions for academic researchers and will inspire policy makers and practitioners to imagine what could be and to work towards it.*

Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation

Innovations in Teacher Preparation

IGI Global *While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.*

Handbook of Education Policy Research

Routledge *Co-published by Routledge for the American Educational Research Association (AERA) Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness, for example, commonly focus on the importance of human capital and a highly educated workforce. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive, AERA-sponsored Handbook. Organized into seven sections, the Handbook focuses on (1) disciplinary foundations of educational policy,*

(2) methodological perspectives, (3) the policy process, (4) resources, management, and organization, (5) teaching and learning policy, (6) actors and institutions, and (7) education access and differentiation. Drawing from multiple disciplines, the Handbook's over one hundred authors address three central questions: What policy issues and questions have oriented current policy research? What research strategies and methods have proven most fruitful? And what issues, questions, and methods will drive future policy research? Topics such as early childhood education, school choice, access to higher education, teacher accountability, and testing and measurement cut across the 63 chapters in the volume. The politics surrounding these and other issues are objectively analyzed by authors and commentators. Each of the seven sections concludes with two commentaries by leading scholars in the field. The first considers the current state of policy design, and the second addresses the current state of policy research. This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic, government, and think-tank researchers engaged in policy research. For more information on the American Educational Research Association, please visit: http://www.aera.net/.

School Improvement

International Perspectives

Nova Publishers Brings together recent reseach findings from around the world on key issues in school improvement, including discussion of the role of management, teachers, students, and the curriculum.

How Learning Works

Seven Research-Based Principles for Smart Teaching

John Wiley & Sons Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

The Practice and Theory of School Improvement

International Handbook of Educational Change

Springer Science & Business Media ANDY HARGREAVES Department of Teacher Education, Curriculum and Instruction Lynch School of Education, Boston College, MA, U.S.A. ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching, Stanford, CA, U.S.A. MICHAEL FULLAN Ontario Institute for Studies in Education, University of Toronto, Canada DAVID HOPKINS Department for Education and Skills, London, U.K. This set of four volumes on Educational Change brings together evidence and insights on educational change issues from leading writers and researchers in the field from across the world. Many of these writers, whose chapters have been specially written for these books, have been investigating, helping initiate and implementing educational change, for most or all of their lengthy

careers. Others are working on the cutting edge of theory and practice in educational change, taking the field in new or even more challenging directions. And some are more skeptical about the literature of educational change and the assumptions on which it rests. They help us to approach projects of understanding or initiating educational change more deeply, reflectively and realistically. Educational change and reform have rarely had so much prominence within public policy, in so many different places. Educational change is ubiquitous. It figures large in Presidential and Prime Ministerial speeches. It is at or near the top of many National policy agendas. Everywhere, educational change is not only a policy priority but also major public news. Yet action to bring about educational change usually exceeds people's understanding of how to do so effectively.

Improving Student Retention in Higher Education

The Role of Teaching and Learning

Routledge *Improving Student Retention in Higher Education provides a practical, curriculum-based response to the current situation in higher education, where participating students emanate from a range of backgrounds; international and lower socioeconomic backgrounds, mature aged students, students with disabilities as well as those for whom higher education is the first family experience. Underpinned by research indicating that students are more likely to continue with higher education if they are engaged in their studies and have developed networks and relationships with their fellow students, this book presents best practice examples of innovative and inclusive curriculum, from a range of countries.*

School Leadership through the Seasons

A Guide to Staying Focused and Getting Results All Year

Routledge *This book offers key tools and tactics that help school leaders navigate the complex and busy work of improving a school, allowing them to maintain success during the full calendar year. Through practical guidance and "Have to Do" strategies, School Leadership through the Seasons breaks down the challenges of leading a school into manageable steps that align with the seasons of the year. After reading this book, you'll be able to: implement school improvement processes at high levels, build a culture and climate that promotes safety and learning, and respond to student and staff needs.*

The Daily Disciplines of Leadership

How to Improve Student Achievement, Staff Motivation, and Personal Organization

John Wiley & Sons *The Daily Disciplines of Leadership is a comprehensive and down-to-earth manual for school leaders that addresses the daunting challenges that today's principals, superintendents, and teacher-leaders face on a daily basis. Written by Douglas Reeves-- a leading authority on academic standards, performance assessment, and accountability-- the information in this book is based on his extensive experience working with educators, administrators, and school board members from across the country and internationally. Reeves discusses the basic purpose of leadership, presents four key leadership archetypes, and offers practical recommendations for action. Covering a wide range of topics-- from accountability systems to personal communications-- this book will serve as the 'go to' resource for novice and seasoned school leaders alike.*

Improving Urban Schools: Leadership And Collaboration

Leadership and Collaboration

McGraw-Hill Education (UK) *Drawing on research evidence, Improving Urban Schools addresses the question of how primary and secondary urban schools can be improved in a more inclusive way. The authors argue that urban schools and their communities have within them expertise that tends to be overlooked, and latent creativity that should be mobilised to move thinking and progress forward. They show that new approaches to leadership, various forms of collaborative school-to-school partnerships, and major changes in national policy development are needed to make use of this untapped energy.*

Resources in Education

Linking Leadership to Student Learning

John Wiley & Sons *Linking Leadership to Student Learning 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 leader's 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*

Improving School Effectiveness

McGraw-Hill Education (UK) *This work sets out to answer questions such as, what have we learned after three decades of research into school effectiveness? What can we say with confidence about how schools improve? It reviews findings from seminal international work.*

International Handbook of Educational Policy

Springer Science & Business Media *Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research, in over ?fty chapters written by nearly ninety leading researchers from a number of countries. It is organized into ?ve broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically, in terms of both how they are conceptualized and in terms of past policy practice. The chapters themselves are empirically grounded, providing illustrations of the conceptual implications c- tained within them as well as allowing for comparisons across them. The se- re?exivity within chapters with respect to jurisdictional particularities and c- trasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in di?erent times and places. The sections move from a focus on prevailing policy tendencies through increasingly critical and ''outsider'' perspectives on policy. They address, in turn, the contemporary strategic emphasis on large-scale reform; substantive emphases at several levels – on leadership and governance, improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding, ?nally, with a contrasting topic, workplace learning, which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.*

Service Learning

The Essence of the Pedagogy

IAP *The Advances in Service-Learning Research book series was established to initiate the publication of a set of comprehensive research volumes that would present and discuss a wide range of issues in this broad field called service-learning. Service-learning is a multifaceted pedagogy that crosses all levels of schooling, has potential relevance to all academic and professional disciplines, is connected to a range of dynamic social issues, and operates within a broad range of community contexts. In terms of research, there is much terrain to cover before a full understanding of service-learning can be achieved. This volume, the first in the annual book series, explores various themes, issues, and answers that bring us one step closer to understanding the essence of service-learning. The chapters of this volume focus on a broad range of topics that address a variety of research issues on service-learning in K-12 education, teacher education, and higher education. Through a wide-scoped research lens, the volume explores definitional foundations of service-learning, theoretical issues regarding service-learning, the impacts of service-learning, and methodological approaches to studying service-learning. Collectively, the chapters of the book provide varying and, at times, opposing perspectives on some of the critical issues regarding service-learning research and practice.*

Organizing Schools for Improvement

Lessons from Chicago

University of Chicago Press *In 1988, the Chicago public school system decentralized, granting parents and communities significant resources and authority to reform their schools in dramatic ways. To track the effects of this bold experiment, the authors of Organizing Schools for Improvement collected a wealth of data on elementary schools in Chicago. Over a seven-year period they identified one hundred elementary schools that had substantially improved—and one hundred that had not. What did the successful schools do to accelerate student learning? The authors of this illuminating book identify a comprehensive set of practices and conditions that were key factors for improvement, including school leadership, the professional capacity of the faculty and staff, and a student-centered learning climate. In addition, they analyze the impact of social dynamics, including crime, critically examining the inextricable link between schools and their communities. Putting their data onto a more human scale, they also chronicle the stories of two neighboring schools with very different trajectories. The lessons gleaned from this groundbreaking study will be invaluable for anyone involved with urban education.*

Schools That Change

Evidence-Based Improvement and Effective Change Leadership

Corwin Press *Through specific examples, qualitative research, and portraiture, the author illustrates how and why some schools are able to achieve significant, sustainable change while others cannot.*

Black Women, Academe, and the Tenure Process in the United States and the Caribbean

Springer *This book explores the meanings, experiences, and challenges faced by Black women faculty that are either on the tenure track or have earned tenure. The authors advance the notion of comparative intersectionality to tease through the contextual peculiarities and commonalities that define their identities as Black women and their experiences with tenure and promotion across the two geographical spaces. By so doing, it works through a comparative treatment of existing social (in)equalities, educational (dis)parities, and (in)justices in the promotion and retention of Black women academics. Such interpretative examinations offer important insights into how Black women's subjugated knowledge and experiences continue to be suppressed within mainstream structures of power*

and how they are negotiated across contexts.

Restructuring Schools for Collaboration

Promises and Pitfalls

<u>SUNY Press</u> *A comprehensive discussion, from multiple perspectives, of the complex nature of school collaboration efforts.*

Using Data to Improve Student Learning in Middle School

<u>Routledge</u> *This book helps you make sense of the data your school collects, including state student achievement results as well as other qualitative and quantitative data. Easy-to-use templates, tools, and examples are available on the accompanying CD-ROM.*

Dimensions in Mentoring

A Continuum of Practice from Beginning Teachers to Teacher Leaders

<u>Springer Science & Business Media</u> *This book provides practitioners, researchers, and those involved in mentoring activities insight into varying types of mentoring. It covers aspects of mentoring with preservice teachers, K-12 practitioners, academia, and professionals in public and private sectors. Other areas not typically covered include service learning, faculty and graduate student writing and research groups, undergraduate and graduate student mentoring groups, online programs for alternatively certified teachers, formal mentoring programs for marginalized and underrepresented populations, academic mentoring for tenured faculty, and mentoring support for administrators at all levels! A unique approach to mentoring, a variety of theoretical contexts and frameworks is presented and suggestions for discussions, assignments, and dialogue opportunities are offered at the end of each chapter. These suggestions are practical applications and implications for extending conversations among professionals and are easily transferable to a variety of professional development activities. While primarily intended for teacher educators, it is a complete guide for those in public education who are interested in professional development activities. The topics addressed are useful to those who are new to the field of mentoring and to those who support mentoring projects at any level. A unique approach to mentoring, a variety of theoretical contexts and frameworks is presented and suggestions for discussions, assignments, and dialogue opportunities are offered at the end of each chapter. These suggestions are practical applications and implications for extending conversations among professionals and are easily transferable to a variety of professional development activities. While primarily intended for teacher educators, it is a complete guide for those in public education who are interested in professional development activities. The topics addressed are useful to those who are new to the field of mentoring and to those who support mentoring projects at any level.*

Science Education in East Asia

Pedagogical Innovations and Research-informed Practices

<u>Springer</u> *This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and achievement of students in East Asian countries. The authors in this book discuss education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education, teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the reasons why students from East Asian countries consistently claim the top places in each and every cycle of those study. It brings together prominent science educators and*

researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

Improving Quality in Education

Dynamic Approaches to School Improvement

Routledge *This book explores an approach to school improvement that merges the traditions of educational effectiveness research and school improvement efforts. It displays how the dynamic model, which is theoretical and empirically validated, can be used in both traditions. Each chapter integrates evidence from international and national studies, showing how the knowledge-base of educational effectiveness research can be used for improvement purposes. In a clear and practicable manner it outlines: Foundations of the improvement approach Research projects investigating the impact of the dynamic approach Guidelines and practical solutions to translating the approach into action Further developments for school improvement Exploring the crucial factors in the establishment of this environment, the authors outline a dynamic framework that helps schools collect data, through self-evaluation mechanisms, taking decisions about priorities for improvement, and developing appropriate policies and action plans. This approach emphasises educational targets and provides means to achieve them that are flexible enough to fit in with the circumstances of the individual school. The book draws upon research across the world, conducted especially in the United States, Europe, and Australasia, expertly showcasing how the dynamic approach can be used in a wide variety of educational settings A key book for all professionals working in education; academics, researchers, policy-makers, school advisors and practitioners will find it invaluable. Not only it is a must for graduate students, university libraries, and individual academics but also for school management teams, school support agencies and officials in educational policy.*

Improving School Leadership, Volume 1 Policy and Practice

Policy and Practice

OECD Publishing *Based on an OECD study of school leadership practices and policies around the world, this book identifies four policy levers and a range of policy options to help governments improve school leadership now and build sustainable leadership for the future.*

Failure Is Not an Option ®

6 Principles for Making Student Success the ONLY Option

Corwin Press *Five years, 200,000 readers, and one national award after the first edition, Blankstein documents how educators have closed gaps, turned schools around, and sustained overall success. Resources referenced in Failure Is Not an Option®, Second Edition are available in The Facilitator's Guide to Failure Is Not an Option®, Second Edition and can also be found at the HOPE Foundation Web site at www.hopefoundation.org.*

Monthly Catalogue, United States Public Documents

Successful School Leadership

Understanding the Principalship

An International Guide to Principal Preparation

Emerald Group Publishing *This volume originates from the International Study of Principal Preparation (ISPP), a collaborative project representing nearly a decade of research on principal preparation in countries throughout the world. The authors examine the dynamic changes that are affecting the way principals work and transforming the world of educational leaders.*

The Routledge International Handbook of Educational Effectiveness and Improvement

Research, policy, and practice

Routledge *The International Handbook of Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history, traditions and the most recent developments in this dynamic and influential field. This handbook provides a comprehensive overview of: the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice. In conclusion, the handbook sets out a new agenda for future educational effectiveness research. This handbook is an essential resource for those interested in the effectiveness of educational systems, organisations and classrooms. It offers academics, researchers, students and policy-makers new insights into the latest thinking and evidence about educational effectiveness.*