EFFECTIVE STAFF DEVELOPMENT FOR SCHOOL CHANGE

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Effective Staff Development For School Change Interpretive Perspectives On

Alan J. DeYoung

Effective Staff Development For School Change Interpretive Perspectives On:

   Effective Staff Development for School Change William T. Pink,Arthur A. Hyde,1992 Any conception of staff development emerges from an understanding of teaching schooling and education The way people define and think about staff development will be influenced inevitably by their philosophy of education their values beliefs and their taken forgranted assumptions about what is and what ought to be Clearly education theories interpretations of research and experiential considerations impinge on educators ideas and actions Thus these three broad frameworks must be illuminated in order to examine staff development This work explores these three major sources of conceptions of staff development theory research and analytical reflection of educators experiences It offers fresh insights into teaching and schools as well as a broader and more powerful conception of staff development   Resources in Education ,1998   *Towards a Theory and Practice of Teacher Cultural Politics* Barry Kanpol,1992 In a series of insightful excursions through the institutional culture of schools and classrooms Kanpol provides us with a rich tapestry of experiences within which are found not only conformity coercion and alienation but also hope dignity and an empowering pedagogy of the other Most significantly the practices that value cultural differences and that enhance the voice of those historically silenced and demeaned emerge out of the egalitarian commitments and struggles of teachers In Kanpol s clear but simple formulation of similarity within difference there is the vision of human relationships which honor cultural linguistic and historical distinctiveness but which insist on the continuing vitality and viability of a common human vision and on the necessity of finding the common ground of political struggle Svi Shapiro From the Foreword   **2012-2013 UNCG Graduate School Bulletin** ,   **Official Encouragement, Institutional Discouragement** William G. Tierney,1992 American Indian students are among the most underrepresented groups in academe and few of those who enter college finish This book attempts to provide greater understanding of Native American experiences in higher education through analysis based on critical theory focusing particularly on the recruitment and retention of Native Americans by postsecondary institutions At least two stories are told about the challenges and obstacles that Native Americans face in college The first story told by traditional research considers minority retention in higher education as a problem that has existed throughout academe s history Traditional research such as that of V Tinto focuses on student characteristics the fit between student and institution and the extent of student integration into the institution s academic and social life In contrast this book uses comparative case studies to provide multiple perspectives and to analyze the patterns of American Indian students experience within the conceptual framework of critical ethnography Over 200 interviews of students and staff were conducted at 10 postsecondary institutions including 4 tribal colleges with sizable Indian enrollments The voices of Indian students speak of how the world of higher education appears to them reflecting influences of family culture gender and class on student experience The final section analyzes the culture of power that exists in academe discusses rituals of student empowerment and offers suggestions for constructing alternative forms of

authority and a culturally responsive pedagogy that empowers rather than disables Appendix comments on methodology and praxis Contains 157 references and author and subject indexes SV **School Cultures** Mary E. Henry,Mary E. Gardiner,1993 Focusing on private schools this book makes an important contribution to our understanding of schools as social settings illustrating their potential to create alternative cultures Intriguing comparisons are made between the Waldorf School a clear example of holistic education and St Catherine s a traditional elite college preparatory school The characteristics of each school are examined and compared On the one hand the Waldorf School embracing an holistic model advocates an aesthetically enriching life in harmony with nature for its students Its emphasis on natural materials as well as its developmental view of the child and curriculum focused on music and the arts is unique The Waldorf School asserts a romantic and progressive view of education that is relevant in a world that is becoming increasingly alienating and dehumanizing On the other hand St Catherine s represents an academic elite model of education and faces the problems of our modern society in a different way by teaching students to compete and excel in a competitive world while holding onto moral and ethical values The schools meanings are shown to be imbued through five cultural domains history and myths curriculum rituals time and space and social relationships The analysis reveals the schools quite different responses to the world to others and toward the individual self *Higher Education: Handbook of Theory and Research* John C. Smart,Michael B. Paulsen,2011-03-24 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world *Research in Education* ,1973 *Changing American Education* Kathryn M. Borman,Nancy P. Greenman,1994-01-01 This book examines social changes affecting education amplifies case studies of school change and analyzes the gap between the rhetoric and reality of educational reform **Books in Print Supplement** ,1994 The Tapestry of Caring A. Renee Prillaman,Doris M. Kendrick,1994 Intending to ground the theories of caring in education this book expands the current discourse on caring The work of those who have examined the ethic of caring has provided a rich and useful discussion of the topic from people who no doubt are caring and are committed to caring in practice However the representation of reallife expressions of caring within educational contexts has been missing from the literature This books fills this void by providing a collection of current expressions of educators and researchers experiences as they seek to manifest caring **School Improvement in an Era of Change** David Hopkins,Mel Ainscow,Mel West,1994 *Handbook of Research on Mathematics Teaching and Learning*

Douglas Grouws,2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook s twenty nine chapters are complete resources for both current and past work in that particular area

Subject Guide to Books in Print ,1993 **Education leadership** Leentjie van Jaarsveld,Charl C. Wolhuter,C.P. van der Vyver,2023-03-01 Leadership in education has been demonstrated to make a measurable and significant impact on the success of schools and the achievement levels of learners This book displays the scope and range of the emerging field of the scholarship of education leadership by means of chapters zooming in on various areas of research in the field The ensuing chapters focusing on various areas in the field of Education Leadership scholarship are ordered in the following categories chapters dealing with teacher leadership school leadership and mid level leadership The sections cover Collective Teacher efficacy in high performing high schools in South Africa leadership and leadership challenges of school principals of special schools entrepreneurial leadership perceptions of school staff and school governing bodies regarding the use and maintenance of ageing school facilities and continuous professional development of teachers in Namibia All the chapters employ a variety of research methods The research reported on in each of the chapters does not only give clear indications as to how and where to improve practice but also opens vistas for new and future research suggesting to scholars in the field promising ways to take the field forward with research critical to the continual advance and relevance of the field

Perspectives and Trends in Education and Technology António Abreu,João Vidal Carvalho,Anabela Mesquita,Agostinho Sousa Pinto,Marcelo Mendonça Teixeira,2024-12-16 This book from the LNNS Series is composed of the best selected papers accepted for presentation and discussion at the 2024 International Conference in Information Technology Education ICITED 24 The ICITED is a multidisciplinary conference with a special focus on new Technologies and Systems in the Education sector and was held between July 11 and 13 2024 The ICITED 24 was supported by the Pernambuco University Recife Brazil and by IADITI International Association for Digital Transformation and Technological Innovation The International Conference in Information Technology Education is an international forum for researchers and professionals in the education sector which enables the discussion of the latest innovations trends and concerns in several areas in the education sector associated with information technologies and systems It is an event for professionals in the sector in search of technology solutions where academics IT experts and business managers meet to discuss new ideas that help them maximize the potential of learning processes through technology The ICITED 24 Scientific Committee is composed of a multidisciplinary

group of 143 experts who assessed some 262 papers from 26 countries received for each of the main topics proposed for the conference The papers accepted for presentation and discussion at the conference are published by Springer and will be submitted for indexing by ISI SCOPUS EI Compendex Google Scholar and SpringerLink   **American Book Publishing Record** ,1998   **Resources in Education** ,1996   Struggling With Their Histories Alan J. DeYoung,1991 This monograph draws on case studies of school community partnership projects in four rural southeastern school districts in order to elaborate a thorough description of school contextual factors in the rural Southeast In 1986 Appalachia Educational Labaoratory AEL one of nine federally funded research and development laboratories received funding as part of a rural initiative to address economic decline and educational opportunities in rural areas The following year AEL implemented demonstration projects in Braxton County West Virginia Charlotte County Virginia and two Tennessee and Kentucky counties identified by pseudonyms The goal of the 2 year project was to help rural schools and communities identify problem areas for school improvement and to analyze community and economic factors contributing to economic decline Chapter 1 describes methodologies focal concerns and project implementation Chapters 2 5 present the four case studies focusing on community and school leadership dynamics and providing a historical analysis of each county s economic political and sociological context The last chapter expands on the general theme that previous and current social economic and political conditions surrounding rural schools affect present educational conditions and school improvement strategies and practices This chapter also describes recent 1990 dynamics in each county and assesses school improvement practices implemented by AEL Contains references and author and subject indexes LP   Current Index to Journals in Education ,2001

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