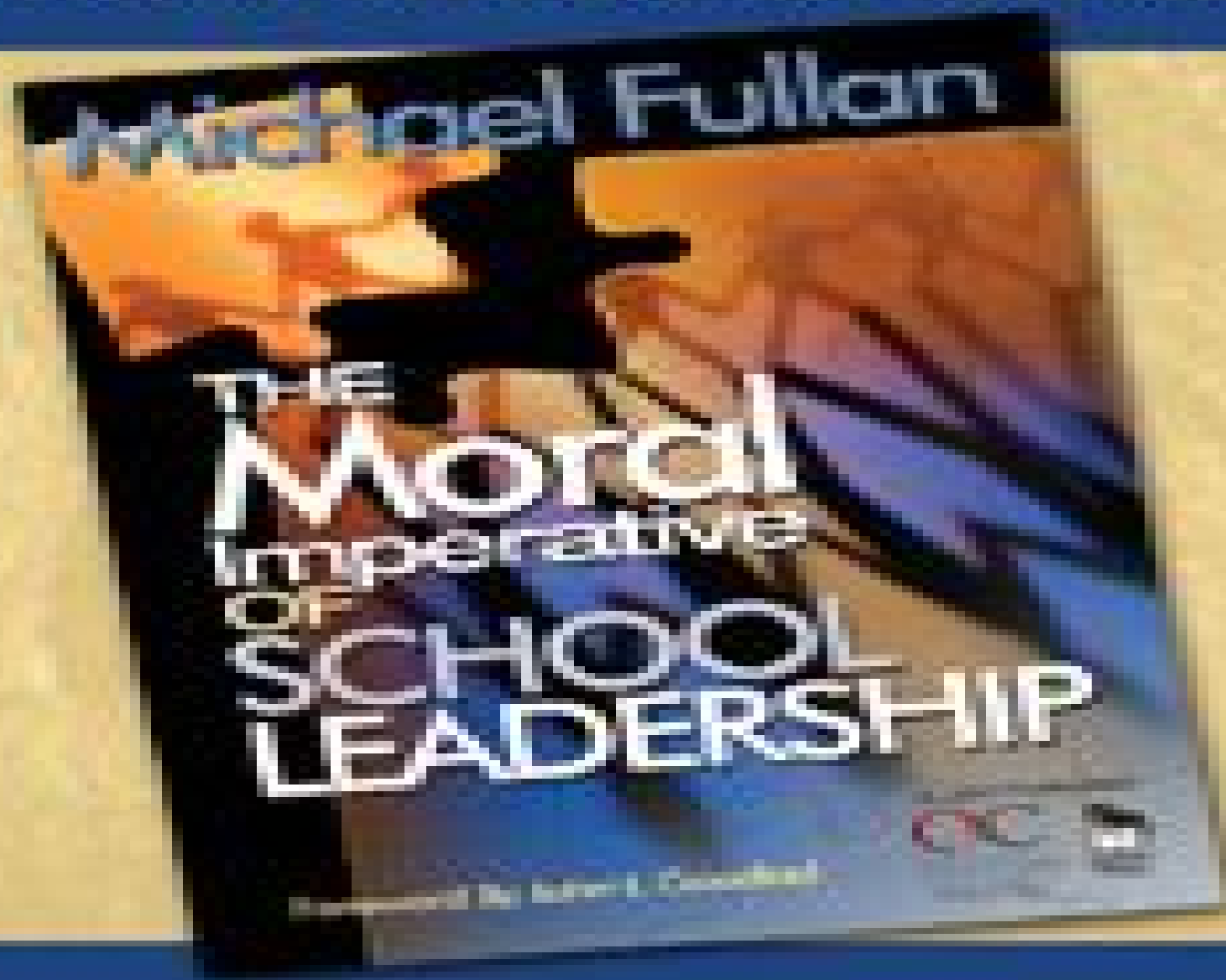


Facilitator's Guide



Facilitators Guide The Moral Imperative Of School Leadership

Deborah Ann Hoffman



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Facilitator's Guide, The Moral Imperative of School Leadership Michael Fullan, 2005 The Facilitator's Guide helps you effectively lead others through dialogue reflection and application of Fullan's work in a number of settings and group sizes *Facilitator's Guide to the Moral Imperative of School Leadership* Michael Fullan, 2008-12-08 The Principal as Professional Learning Community Leader Ontario Principals' Council, 2008-12-17 This series allows school principals to integrate theory and practice themselves resulting in highly insightful and practical strategies that will make a difference in schools Practitioners lead themselves Michael Fullan Professor Emeritus Ontario Institute for Studies in Education University of Toronto Avoiding high flown theory on the one hand and mere bullet points on the other these books represent the best that highly expert leaders have to offer intellectually informed ideas about how to deal with the compelling practical issues of principalship Andy Hargreaves Thomas More Brennan Chair in Education Boston College This series of little volumes provides a valuable resource for new principals who would become accomplished instructional leaders and seasoned principals looking to strengthen their leadership capacity Roland S Barth Founding Director Harvard Principals Center Addresses some of the most important challenges facing school leaders today The authors bring a remarkable combination of deep practical experience and academic sophistication to these challenges Ken Leithwood Professor Ontario Institute for Studies in Education University of Toronto Create a collaborative culture for increased student achievement Schools with professional learning communities PLCs benefit from significantly improved student achievement and a greater sense of shared purpose This resource part of the Leading Student Achievement series provides principals with practical support to lead the development of PLCs in their schools With step by step plans and hands on strategies this handbook guides principals through the process of building thriving PLCs by Defining the key attributes of PLCs Explaining the principal's role in the process Laying the foundation for shared mission vision values and goals Showing how to create a steering team introduce the concept to staff and develop teacher learning teams Featuring professional development modules case studies and reproducibles that can be adapted to any school context The Principal as Professional Learning Community Leader is an invaluable companion for school leaders at any level *Facilitator's Guide* Jeffrey Glanz, 2006 Provides tools for leading a workshop study group or course curriculum Presented in a modular format this work enables users to quickly build a comprehensive session or class that focuses on one some or all areas of leadership It also provides sample half day and full day workshop agendas along with a workshop evaluation form Management of Change, 2007-01-01 Problem Based Learning PBL and Project Based Learning are teaching methods based on principles of student centred learning which target an interdisciplinary engineering curriculum The transition from strictly traditional approaches in engineering education represents significant opportunities for change Currently many engineering institutions in different countries all over the world exploit these opportunities for change as they move from the traditional paradigm towards the techno science

paradigm by implementing project organised and PBL models This book addresses the need for more structured information on the implementation process in particular in existing engineering schools and it aims to put together an overview of examples of the introduction of PBL formats in Engineering Concrete case histories serve as a basis for inspiration for further development but also deeper insight in the understanding of implementing change *Facilitator's Guide to Failure Is Not an Option*® Alan M. Blankstein,2009-11-24 Help ensure that failure is never an option for any child by demonstrating how school leaders can apply six powerful principles to create successful sustainable high performing schools The resources in this facilitator's guide can also be found at the HOPE Foundation Web site at www.hopefoundation.org **Powerful Guiding Coalitions** Bill Hall,2021-09-24 Building a professional learning community PLC is not a journey taken alone That's where the guiding coalition comes in With clear practical guidance this resource examines every aspect of how to create develop and sustain this essential leadership team Each chapter includes next steps FAQs and reflections carefully designed to help you overcome common roadblocks as you move from current practice to best practice Define a guiding coalition and understand its importance Learn basic PLC concepts and principles to inform guiding coalition processes Understand the three basic school structures to ensure a proper PLC foundation Form and maintain strong relationships that strengthen leadership Implement levers to improve school culture and create effective efficient leadership Contents Introduction Chapter 1 Creating a Powerful Guiding Coalition Chapter 2 Leading the PLC Basics Chapter 3 Building a Solid PLC Foundation Chapter 4 Building Powerful Relationships Chapter 5 Promoting Collaborative Leadership Chapter 6 Leveraging Your Leadership Epilogue References and Resources *Books Out Loud* ,2007 **Making Questions Work** Dorothy Strachan,2011-01-06 This book is an invaluable desk reference for facilitators leaders coaches and anyone who wants to engage in more effective learning and decision making conversations It offers over 1700 rich questions that you can borrow or adapt to improve your inquiry skills and provides clear frameworks that point to when where and why particular questions are most useful *The Moral Imperative of School Leadership* Michael Fullan,2003-03-12 Fullan shows how moral leadership can reinvent the principalship and bring about large scale school improvement This is a masterfully crafted and accessible book by North America's foremost expert on change Thomas J Sergiovanni Lillian Radford Professor of Education Trinity University San Antonio TX Fullan challenges all who work in education to rethink the critical role of the principal as school leader in the current era of accountability With clarity and insight he offers a series of strategies to reshape the culture and context of leadership in schools to create learning communities where both students and teachers can excel Paul D Houston Executive Director American Association of School Administrators Once again the writing of Michael Fullan is a tour de force *The Moral Imperative of School Leadership* is a must read for those who want to make a difference Gerald N Tirozzi Executive Director National Association of Secondary School Principals The time has come to change the context of school leadership The role of the principal is pivotal to systemic school change That is the fundamental message of *The Moral*

Imperative of School Leadership which extends the discussion begun in Fullan's earlier publication *What's Worth Fighting for in the Principalship*. The author examines the moral purpose of school leadership and its critical role in changing the context in which the role is embedded. In this bold step forward Fullan calls for principals to become agents as well as beneficiaries of the processes of school change. In an effort to make the position more rewarding and exciting he shifts the principal's role from one of a site-based superman or superwoman and recasts it as one in which principals figure prominently both within their school and within the larger school system that surrounds them. Concepts explored in depth include: Why changing the context should be the main agenda for the principalship; Why barriers to the principalship exist; Why the principal should be seen as the COO (chief operating officer) of a school; Why the role of the principal should figure more prominently within the system; What individuals and the system can do to transform school leadership to a powerful new force. The challenge and moral imperative for today's principal is to lead system transformations to resolve the top-down/bottom-up dilemma that exists in systemic change. To end the exodus from the principalship and for great school leaders to evolve in large numbers the time to redefine the position is now. *The Writers Directory*, 2013

Resources in Education, 1998 **4 CORE Factors for School Success** Jeffrey Zoul, Todd Whitaker, 2013-09-13 This book clarifies the core values which all great educators have in common and contribute to school success. For all those who want to create better schools these factors are at the center of behaviors which lead to results. The 4 CORE Factors are Communication, Observation, Relationships, and Expectations. **Surviving and Thriving as a Social Justice Leader in K-12 Education**

at the "church" of Franklin School Deborah Ann Hoffman, 2008 *Dimensions of Teaching Business Ethics in Asia* Stephan Rothlin, Parissa Haghirian, 2013-04-15 A growing number of higher education institutions in Asia are now integrating ethics courses in their curricula. But the challenge remains to develop courses that can effectively reach their objectives and to create and use teaching materials appropriate to the particular profile of the students and executives in different regions and cultures. In this context enhancing awareness for ethical dilemmas, proposing frameworks and models to help managers handle difficult choices and demanding decisions while not being moralistic and imposing values, and presenting alternative approaches through recent and relevant cases are the main objectives of this book. It examines teaching methods, learning tools, and pedagogical methods effective in the teaching of ethics within the particular context of the rich diversity of Asian cultures and discusses ethics courses/curricula aiming at developing the capacity to deal with a number of issues such as corruption, intellectual property protection, whistle blowing, and consumer rights. The relevance and limits of Asian philosophical and spiritual traditions and how their underlying values can be a meaningful aspect in the teaching of ethics to managers and business leaders are explored, as are the benefits and limits of corporate codes of conduct and ways to enhance their effectiveness. A similar approach is taken to the introduction of oaths and ethics pledges among business students which has been promoted in some business schools. **These Are Our Bodies, Middle School Leader Guide**

Jenny Beaumont,Abbi Long,2016-08 Our inherent value and worth comes from God s love for us but our modern world is filled with sexual expression that too often leads us away from the life of Christ As Christians seeking to live a life worthy of our calling and desiring to pass along these values to our children and youth this book explores how we as parents and adults can explore issues of sexuality in the context of our faith A sexuality education resource from a mainline progressive denominational prospective aids the adult reader teacher parent in learning and using skills that enable them to embrace and affirm the wholeness of sexuality and to talk openly and honestly about the connection of sexuality and faith This book grounded from a theological perspective focuses on foundational issues for addressing how we and why we are called to have these conversations in a faithful community to support families The importance of looking at one s sexuality throughout the lifespan through the lenses of decision making faith and daily life respect growth and change behavior responsibility values prayer and intentionality is be explored offering a grounding as well as stand alone resource for individuals and churches to build upon

Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings M.C.

Kate Esposito,Anthony H. Normore,2015-04-01 Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education Drawing from the authors extensive experience in educational research and practice coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools Effective inclusionary practices most certainly benefit all students including English language learners those who face gender discrimination those who are in the foster care system and those who are Gay Lesbian Bisexual or Transgendered This collection presents a broader theoretical inclusive framework rooted in social justice which we assert offers the best practices for a greater number of students who are at risk of minimal academic success This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students especially those in urban centers It is hoped that lessons learned will improve the preparation and practice of school leaders thus improve educational outcomes for students from special populations

The British National Bibliography

Arthur James Wells,2006 *Collaborative Common Assessments* Cassandra Erkens,2016-01-04 Reignite the passion and energy assessment practices bring as tools to guide teaching and learning Strengthen instructional agility in professional learning communities with collaborative common assessments that collect vital information and consider all levels of the organization Explore the practical steps teacher teams must take to establish clear comprehensive assessment systems and discover how to continually improve results Preparing a Professional Portfolio Bradley V. Balch,Pamela Frampton,Marilyn A. Hirth,2006 A practical hands on guide Preparing a Professional Portfolio A School Administrator s Guide offers a dynamic

developmental and standards based approach to professional portfolio development for educational leadership This guide will facilitate the reader s development and completion of a meaningful portfolio while also presenting enhanced explanations of each of the ISLLC Standards so that the reader can find deeper meaning in the standards and implement them in authentic ways This guide fills a serious void with regard to information and guidelines on portfolios and standards based licensing requirements for both building level and district level administrators It can be used as a supplemental guide in administrative courses or as a text for independent study or internship courses This guide is also useful for practicing school leaders pursuing licensure renewal and for aspiring leaders building job placement credentials

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