

1. Record Nr.	UNINA990003795190403321
Autore	Faeti, Antonio
Titolo	La bicicletta di Dracula : prima e dopo i libri per i bambini / Antonio Faeti
Pubbl/distr/stampa	Scandicci : La Nuova Italia, 1985 (1. rist. 1987)
ISBN	88-221-0135-9
Descrizione fisica	vi, 255 p. : fig. ; 21 cm
Collana	Educatori antichi e moderni ; 381
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2. Record Nr.	UNINA9910783250303321
Autore	Mulford William
Titolo	Educational Leadership for Organisational Learning and Improved Student Outcomes [[electronic resource] /] by William Mulford, Halia Silins, Kenneth Leithwood
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands, , 2004
ISBN	1-280-14808-X 9786610148080 1-4020-2199-2
Descrizione fisica	1 online resource (XIV, 272 p.)
Collana	Studies in Educational Leadership ; ; 3
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Soggetti	Education School management and organization School administration Personality Social psychology Education, general Administration, Organization and Leadership Personality and Social Psychology
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Nota di contenuto	From the contents: Acknowledgements. List of tables. List of figures -- Section 1: The Critical Role Of Leadership For Organizational Learning And Improved Student Outcomes. 1 The Critical Role Of Leadership For Organizational Learning And Improved Student Outcomes -- Section 2: Using The Book. 2 Problem-Based Learning: A Vehicle For Professional Development Of School Leaders -- Section 3: The Problem-Based Learning Package. 4 Workshop Problem/Situation Outline. 5 The Altona Case Study. 6 The Heronwood Case Study. 7 Survey Data -- Section 4: A Challenge. 8 The Survey Instruments And A Challenge To Use Them In Your Own School -- Appendixes: 1 Conditions Fostering Organizational Learning In Schools. 2 Leadership For Organizational Learning In Australian Secondary Schools. 3 The Altona Case Study:

Short Version. 4 The Heronwood Case Study: Short Version --
References. Other readings.

Sommario/riassunto

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.
