

1. Record Nr.	UNINA9910695145603321
Titolo	Food assistance [[electronic resource] ] : FNS could take additional steps to contain WIC infant formula costs : report to congressional requesters
Pubbl/distr/stampa	[Washington, D.C.] : , : U.S. Government Accountability Office, , [2006]
Descrizione fisica	ii, 38 pages : digital, PDF file
Soggetti	Infant formulas - United States - Costs
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed on June 27, 2006). "March 2006." Paper version available from: U.S. Government Accountability Office, 441 G St., NW, Rm. LM, Washington, D.C. 20548. "GAO-06-380."
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910800163603321
Autore	Leask Marilyn <1950-, >
Titolo	Development planning and school improvement for middle managers / / Marilyn Leask and Ian Terrell
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2013
ISBN	1-317-96056-4 1-315-86639-0 1-317-96057-2
Descrizione fisica	1 online resource (432 p.)
Altri autori (Persone)	Terrelllan <1954->
Disciplina	373.1/207
Soggetti	School management and organization - England School improvement programs - England
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published in 1997 by Kogan Page Limited.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title; Copyright; Contents; Preface; The Contributors; PART I: FOUNDATIONS; 1. Middle Management at the Centre of School Improvement; The case for middle management at the centre of school improvement; Conclusion; 2. Competence, Reflection and Improvement; Management competence; The reflective practitioner and depth to reflection; The four pathways for reflection and action; Going forward; Conclusion; 3. The Wider Contribution to the Teacher Profession; The process of developing professional knowledge; Professionalism and teaching; Models of teaching; Conclusion PART II: WHO YOU ARE IN THE CONTEXT IN WHICH YOU WORK4. Values, Beliefs, Vision: Where do you Stand?; Your values and beliefs about management; Your values and beliefs about teaching and learning; Personal skills, knowledge and qualities; Developing your vision for the department; Conclusion; 5. The Nature of Organisations; The context for middle management in your school; The ethos and culture of schools; Understanding the school and department; Conclusion; 6. International Perspectives; Australia; The Netherlands; Norway; Singapore; Sweden; USA; Ghana; Israel; PART III: WORKING WITH PEOPLE 7. Leadership from the MiddleDefining leadership and management; Accountability, authority and power; Vision and transformational leadership; Dimensions and tensions of leadership; Conclusion; 8.

Getting the Best out of Your Staff; Developing people: the key resource; Investing in people; Motivating staff; Celebration of success; Challenge and support; Individual differences; What needs developing; Developing classroom skills; Effective staff development activities; Getting the best out of your team; Conclusion; PART IV: TEACHING AND LEARNING; 9. Talking about Good Teaching and Learning Exploring and developing models held by colleagues Exploring other models of teaching and learning; The purpose of identifying good teaching and learning; Communicating good practice to a wider audience; Monitoring the quality of teaching and learning within the department; Conclusion; 10. Raising Attainment Through Improving Teaching and Learning; Laying the foundations; Identifying good departmental practice; Assessing pupil progress and setting targets; Curriculum planning; Study guides; Information to parents; Learning activities; Conclusion; PART V: MANAGEMENT TASKS 11. Turning Your Vision to Action: The Planning Process Your (private) strategic plan; Development planning; Conclusion; 12. Keeping up the Momentum: Evaluating and Monitoring Your Plans; Definition of terms; Sustaining the implementation of plans; Collecting evidence for evaluation; The development and dissemination of new practice in the UK; Conclusion; 13. Making Time for Management; The complexity of managing time; The time effectiveness skills and techniques; Managing your own feelings; Working with people; Conclusion; 14. Administration; Management and administration: The differences Planning and record keeping routines and procedures

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Sommario/riassunto

Classroom teachers moving to positions of increased responsibility often have very little formal training for their new role. This book provides guidelines for best practice in the necessary skills for success - planning, management and accountability.

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