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Collana	Globalisation, Comparative Education and Policy Research, , 2543-0572 ; ; 42
Disciplina	370.116
Soggetti	School management and organization School administration Education and state Educational sociology International education Comparative education Education - Curricula Organization and Leadership Educational Policy and Politics Sociology of Education International and Comparative Education Curriculum Studies Education Policy
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Globalisation and models of leadership in schools -- 2. Education and belonging in a New Age of Artificial Intelligence -- 3. Professional learning community team functionality and team trust -- 4. Successful impoverished schools: What are the existing conditions in high poverty schools that have a higher than average proficiency rate? -- 5. A methodological analysis of research into the effect of professional learning community on student academic achievement -- 6. District Response to USB64: Focus on compliance or improved student learning -- 7. Powerful partnerships for learning gain -- 8. An exploratory

qualitative study of parent involvement in Church schools in Tonga -- 9. The Rabbi, Guru and Sage: Profiles of an educational leader from Judaism, Hinduism and Daoism -- 10. Research trends in leadership in schools.

Sommario/riassunto

This book analyses dominant discourses of globalisation and leadership in schools. The chapters in this volume advance further the discussions of the nexus between globalisation and leadership in schools. The politics of education reforms, governance and school leadership in the 21st century reflect a new emerging paradigm of standards-driven and outcomes-defined educational policy change. This ethos of academic performance has affected the nature and the role of school leadership in the 21st century, and emerging educational challenges and strategies. Academic achievement, standards, and educational results overall, depend on the nature and quality of school leadership, teachers and school's culture. Another emerging change affecting school leadership is autonomy in schools in designing curricula and managing resources, where the role of the school leader has grown far beyond that of administrator. School autonomy has also affected the changing role of school leadership. The other key role of effective leadership is the focus on diagnosing the school's needs, and supporting, evaluating and developing teacher quality. Developing school leaders in the 21st century requires clearly defining their key leadership roles and responsibilities for leading and inspiring teachers to achieve high academic standards, and the quality of the curriculum, and acknowledging, and accepting their significant role in improving school's image, as a standards-driven and academically performing institution. The book contributes in a very scholarly way, to a more holistic understanding of the nexus between globalisation, and dominant discourses of leadership in schools.
