

Leadership and School Culture

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Call Number	TITLE	Author/s	Year	Annotation
370.1523 DIC	<i>Connecting leadership to the brain</i>	Dickmann, Michael H. & Stanford-Blair, Nancy	2002	A book that translates what we know about brain functioning into practical guidelines for leadership. New guide to leadership paradigm - groundbreaking research about six dimensions of human intelligence into practical strategies that can be immediately applied to how leaders influence growth and achievement.
370.7094 EVI	<i>Knowledge management; evidence in education; linking research and policy</i>	OECD	2007	Education policies and systems in all OECD countries are coming under increasing pressure to show greater accountability and effectiveness and it is crucial that educational policy decisions are made based on the best evidence possible. This book brings together international experts on evidence-informed policy in education from a wide range of OECD countries.
371 SCH	<i>School culture</i>	Prosser, Jon, ed.	1999	Specially commissioned chapters on all aspects of school culture, written by leading writers in the field.
371.1 GAB	<i>How to thrive as a teacher leader</i>	Gabriel, John G.	2005	"From setting goals to mediating conflicts, from mentoring colleagues to motivating students, Gabriel provides clear strategies – grounded in experience and illustrated by examples – for becoming an effective teacher leader."
371.1 GUNT	<i>Leading teachers</i>	Gunter, Helen	2005	"This book offers a direct challenge to simplistic notions of leadership that conveniently factor-out social, political and moral considerations. ... it asks difficult and provocative questions about who creates knowledge, who has power, and who leads." (In the context of the English school system)
371.106 DEV	<i>Developing teacher leaders : how teacher leadership enhances school success</i>	Crowther, Frank ... [et al.]	2002	"An in-depth research project spanning five year and two continents offers compelling evidence that the answer to school vitality lies largely in the redefinition of traditional leadership in education and in the elevation of the perception, status and role of classroom teachers." Offers many useful techniques and examples.
371.2 ALLI	<i>Bounce forward: the extraordinary resilience of leadership</i>	Elle Allison-Napolitano	2013	Turn adversity from fearsome foe to welcome friend, follow stories of successful educators to discover how to harness the power of leadership resiliency in education.
371.2 BLAN	<i>Failure is not an option : six principles that guide student achievement in high-performing schools</i>	Blankstein, Alan M. 2 copies	2004	"...offers [and elaborates on] six guiding principles for creating and sustaining high-performing schools."

371.2 BOWR	<i>Managing quality in schools: a training manual</i>	Bowring-Carr. C & West-Burnham. J	1994	This provides practical help and support for heads and their senior management teams wishing to apply the concept of Total Quality Management to schools. It contains all the necessary training materials required to introduce, implement and sustain a Total Quality Management Strategy.
371.2 CALD	<i>Re-imagining educational leadership</i>	Caldwell, Brian J.	2006	In this book, "... Caldwell has set an outstanding framework for school leaders and educators to fundamentally rethink schools and school leadership. The book is very perceptive and links ideas and concepts to the practical reality of schools in an inspiring and imaginative way."
371.2 CRA	<i>What is this thing called leadership? : prominent Australians tell their stories</i>	Cranston, Neil C.	2007	Profiles of Tim Costello, Christine Nixon, Michael Kirby, Linda Burney, Peter Doherty, Jim Soorley, Fiona Wood, Ian Kiernan, Sarina Russo, Maggi Sietsma and a brief discussion of some of the most recent leadership theories.
371.2 DAV	<i>Leading the strategically focused school : success and sustainability</i>	Davies, Brent	2006	Considerable overuse of the "S" word*! But this book has been lauded as one "... that resonates with common sense, but that is disciplined by the insight of someone in command of his field." * (strategic)
371.2 DEA	<i>Shaping school culture : the heart of leadership</i>	Deal, Terrence E.	1999	Just as culture is critical to understanding the dynamics behind any thriving community, organization, or business, the daily realities and deep structure of school life hold the key to educational success. Reforms that strive for educational excellence are likely to fail unless they are meaningfully linked to the school's unique culture. In <i>Shaping School Culture</i> , Terrence E. Deal and Kent D. Peterson show how leaders can harness the power of school culture to build a lively, cooperative spirit and a sense of school identity.
371.2 DINH	<i>Leading Learning and Teaching</i>	Dinham, Stephen	2017	The core purpose of schools and educators must be the successful facilitation of teaching and learning and to do this effectively, teachers must also be leaders. Examining current international contexts of educational theory, policy and practice, Dinham presents strategies agendas and direction for enhancing the capabilities of individual educators, teaching teams, schools and systems. He brings together essential research and understandings of leading teaching and learning and the role of instructional leadership in promoting quality teaching and enabling student learning.
371.2 ELM	<i>School reform from the inside out; policy, practice and performance</i>	Elmore. R . F	2005	Presents a collection of essays that cover the topic of successful school reform.

371.2 FULL	<i>Turnaround leadership</i>	Fullan, Michael	2006	"Michael Fullan ... expands the definition of educational turnaround and shows how leaders can convert even the worst situation into an opportunity to shake-up and rejuvenate their schools
371.2 HOE	<i>The art of school leadership</i>	Hoerr, Thomas R.	2005	"... a thorough and thoughtful account of what it takes to lead a school." Includes many quotes on leadership, and draws on 25 years of leadership experience.
371.2 LAM	<i>Building leadership capacity in schools</i>	Lambert, Linda	1998	Studies three US schools in detail and examines and outlines how school leaders can have an impact on improving student learning.
371.2 LAM	<i>Leadership capacity for lasting school improvement</i>	Lambert, Linda	2003	Follows on from the previous volume, and expands on how best to achieve the goal of greater leadership capacity in educational institutions.
371.2 LEA	<i>Leadership, gender and culture in education : male and female perspectives</i>	Collard, John & Reynolds, Cecilia	2005	"This book features chapters by leading international scholars on gender and educational leadership. [It] shows how early research has over-emphasized gender stereotypes and tended to simplify and polarize the ways men and women lead.
371.2 LEI	<i>Leading with teacher emotions in mind</i>	Leithwood, Kenneth & Beatty, Brenda	2008	" ... shows how teachers' emotional well-being can affect their performance in the classroom, ... examines teacher emotions in five key areas." Suggests how to support teachers and thereby improve many aspects of school culture.
371.2 MCEW	<i>How to deal with teachers who are angry, troubled, exhausted, or just plain confused</i>	McEwan, Elaine K	2006	"Introduces a new approach - Assertive Intervention, for dealing with a principal's most pressing challenge: How to manage difficult teachers effectively whilst empowering them as professionals."
371.2 RAMS	<i>Lead, follow, or get out of the way : how to be a more effective leader in today's schools 2nd ed.</i>	Ramsey, Robert D	2006	"Leadership is learnable, and this comprehensive guide will show you how to be proactive, prevent crises, create dreams, push the envelope and focus on the future, instead of just reacting to crises, spending all your time putting out fires, or coping with the current system – whether it work or not."
371.2 RED	<i>Redesigning accountability systems for education</i>	Fuhrman. S. H & Elmore. R . F	2004	Now more than ever, policymakers face a number of difficult and technical questions in the design and implementation of new accountability approaches. This book gathers the emerging knowledge and lessons learned offered by leading scholars in the field.
371.2 SCH	<i>Creating great schools :six critical systems at the heart of educational</i>	Schlechty, Phillip C.	2005	"... shows educational leaders how they can sustain continuous innovation and improvement in order to create truly great schools." The six critical

	<i>innovation</i>			systems are: Recruitment and Induction; Knowledge Transmission; Power and Authority; Evaluation; the Directional and the Boundary system.
371.2 SERG	<i>Rethinking leadership: a collection of articles</i>	Thomas J Sergiovanni	2000	Rethinking Leadership analyzes leadership roles based on values and ideas rather than on bureaucratic processes. This collection of articles by Thomas Sergiovanni promotes substance, not process, as the key to leadership. Three sections comprise the book: section one defines leadership as a moral craft, section two addresses the developmental stages of leadership and section three discusses leadership roles in the learning community. A common theme through all three sections stresses the importance of effective leaders being able to build learner-centered communities.
371.200941 RAYN	<i>Individual schools, unique solutions : tailoring management techniques for school leadership</i>	Raynor, Adrian.	2004	"...turns away from the highly prescriptive practices that often fail to provide a workable solution to specific problems... The book draws on systems theory and aspects of complexity theory, an emerging science aimed at understanding complex phenomena and organisations."
371.2011 DEVE	<i>Developing leadership; creating the schools of tomorrow</i>	Coles. J C. & Southworth. G	2005	The idea for this book grew out of an international conference organized by the National College for School Leadership, An International Future: learning from best practice worldwide, which explored innovative and significant aspects of educational leadership and brought together international colleagues to generate new understandings.
371.2011 GLAN	<i>Finding your leadership style : a guide for educators</i>	Glanz, Jeffrey.	2004	Describes seven types of leaders – Dynamic Aggressives, Dynamic Assertives, Dynamic Supportives, Adaptive Aggressives, Adaptive Assertives, Adaptive Supportives, and Creative Assertives. It then shows how to match leadership qualities with specific tasks in the educational system.
371.2011 GRE	<i>The head teacher in the 21st Century : being a successful school leader</i>	Green, Frank	2000	"... provides you with a strategy for becoming a head teacher, or for an actual postholder to use to monitor their own performance systematically."
371.2011 KER	<i>Working with support staff : their roles and effective management in schools</i>	Kerry, Trevor	2001	"... examines the many and varied roles support staff play in schools." It "examines all the issues impacting on the emerging roles of staff practising in schools."
371.2011 LEAR	<i>Learn: lead: succeed : a resource to support the building of leadership in Australian schools, rev. ed.,</i>	Bywaters, Louise & Parkinson, Marian	2004	Leadership starts from within; Leadership is about influencing others; Leadership develops in a rich learning environment; Leadership builds professional and management capability; Leadership inspires leadership actions and aspirations in others.
371.2011 LEA	<i>Learn: lead: succeed : a resource to</i>	Bywaters, Louise &	2007	Leadership starts from within; Leadership is about influencing others;

	<i>support the building of leadership in Australian schools, rev. ed.,</i>	Parkinson, Marian		Leadership develops in a rich learning environment; Leadership builds professional and management capability; Leadership inspires leadership actions and aspirations in others.
371.2011 LEA	<i>Leaders lead: sustaining leadership in Australian schools</i>	Hurley, Jeremy.	2005	Leadership is everybody's business -- The L5 Frame: a framework for understanding leadership -- Unpacking and using the L5 Frame -- Designing, facilitating and evaluating leadership development -- How to use Learn: Lead: Succeed 1. Leadership starts from within -- 2. Leadership is about influencing others -- 3. Leadership develops a rich learning environment -- 4. Leadership builds professionalism and management capability -- 5. Leadership inspires leadership actions and aspirations in others.
371.2011 MERI	<i>Leadership strategies for teachers</i>	Merideth, Eunice M.	2000	"This book examines the dynamic process of leadership through the REACH model of teacher leadership (Risk-taking, Effectiveness, Autonomy, Collegiality, Honour), which describes behaviours that characterise teacher-leader and provides teachers with leadership tools necessary to increase classroom learning."
371.207 CON	<i>Building shared responsibility for student learning</i>	Conzemius, Anne and O'Neill, Jan	2001	"This research-based resource provides a map [how to build shared responsibility for learning] in the form of effective structures, systems, processes and policies. It explains how to set powerful goals and shares inspiring stories ..."
371.207 CRI	<i>Crisis management and the school community</i>	Whitla, Mardie. Ed..	2003	"... offers practical response and recovery procedures for school leaders dealing with emergencies."
371.2070973 SAGO	<i>Guiding school improvement with action research</i>	Sagor, Richard	2000	"Sagor covers each step in the action research process in detail: selecting a focus, clarifying theories, identifying research questions, collecting data, analysing data, reporting results and taking informed action."
371.26 WILI	<i>Leadership for Teacher Learning: creating a culture where all teachers improve so that all students succeed</i>	William, Dylan	2016	Today's students need teachers to prepare them to thrive in a constantly changing world. In turn, teachers need leadership that encourages them to grow in their practice. Leadership for Teacher Learning explores the correlation between teacher quality and student achievement. Drawing from evidence-based research findings, distinguished author and leading formative assessment authority Dylan Wiliam clearly and concisely explains

				<p>how formative assessment, when applied properly, helps to create a structured and rigorous learning environment that increases student achievement. He also presents compelling research to give readers a clear picture of: * Which changes in classroom practice are most likely to impact student achievement * Formative assessment's use in differentiated instruction (DI) and response to intervention (RTI) * How to select and support group leaders to ensure productive collaboration * Strategies to integrate formative assessment into teacher evaluation Tackling many of the toughest questions faced by school and district leadership, William discusses why efforts to change classroom practice have been relatively unsuccessful- and explores specific classroom tactics that do tend to raise student achievement, illustrating how significantly a teacher's work impacts student learning.</p>
371.295 WIL	<i>Breaking the cycle of educational alienation : a multi-professional approach</i>	Williams, Richard & Pritchard, Colin	2006	<p>"... the authors show how the cycle of educational alienation can be broken, to enable parents and schools to work together to contribute to children's educational, social and emotional well-being."</p>
379 OLS	<i>Education policy, globalization, citizenship & democracy</i>	Olssen. M. , Codd. J. & O'Neil. A	2004	<p>Education policy is now a global matter and all the more complex for that. Mark Olssen, John Codd and Ann-Marie O'Neill do us an invaluable service in producing a carefully theorised guide to current issues and key concerns - this is an important, erudite and very practical book</p>
658.4092 BUSH	<i>Clear leadership: sustaining real collaboration and partnership at work</i>	Bushe, Gervase	2010	<p>"This new edition... brings up to date the tools and techniques needed to build sustaining partnerships and make our collaborative organisations work: self-awareness, experience-based communication, authenticity, truth-telling and real conversations."</p>