A Principal Manager's Guide to Leverage Leadership 2.0
This book is undertaken by the author who has personally walked the journey of a classroom teacher, middle leader and school principal in the Singapore education system. It is a culmination of two research projects undertaken in two phases -- the first is derived from the PhD Thesis entitled The Making of School Principals in Singapore and the second is based on interviews with school principals who have retired from the Singapore education system. Both research projects provide invaluable input to describe the four career phases of school leadership, that is, formation, accession, incumbency, and divestiture. This research describes how the formative years of a school principal have tremendous impact on who the principal is, and how the values and beliefs of an aspiring/potential school leader serve to guide him/her in taking the principalship post. This well-structured book is both exploratory and descriptive. It provides the necessary background for anyone interested in understanding school leadership as a career. More specifically, it will be of value to educators and stakeholders interested in understanding the nature of school leadership in the Singapore education system. Contents: Introduction The Singapore Education System Literature Review Research Methodology and Design The Formative Years Accession: On Becoming a School Principal Incumbency Divestiture Discussion Conclusion Readership: Researchers, students and the general public who are interested to understand the nature of school leadership in the Singapore education system. Keywords: Principalship; School Leadership; Case Studies; Singapore Education System; Teaching Career Review: Key Features: This book is written from the perspectives of a practitioner researcher. The author has served as a classroom teacher, middle leader and principal in the Singapore education system in addition to being a trainer and people developer in school leadership programmes in the National Institute of Education, NTU. The life stories of school leaders and retired principals will be informative to serving principals. The life stories of first time principals and experienced school leaders can be useful for teaching aspiring middle leaders and school principals.
achieving schools. Any principals, however, struggle with how to make that happen. This book offers both broad strategies and nuts-and-bolts techniques to help principals reach their goals. The book demonstrates how important a principal’s leadership skills are to the overall success of a school, and it discusses how a collaborative leadership style can positively impact a school. The book shows how the principal can have an effective school by starting positive routines and practices that include the staff, students, and parents. The leadership style advocated in this book empowers the staff to make significant decisions. Furthermore, this book provides step-by-step guidance for how principals can successfully change the climate of the school, as well as the overall operation of the school. This can lead to an effective school. This book is a valuable resource for educators who desire to become principals and need to know how to start successfully operating a school from day one. It also can benefit educators who are already principals and would like to learn other strategies on how to successfully operate a school. What is unique about this book is that all the strategies come from experienced, successful principals who have worked in some of the most challenging schools in America.

Assessing Instructional Leadership with the Principal Instructional Management Rating Scale Effective management of Secondary Schools is crucial in Rwanda in order for the country to attain its millennium development goals for 2015. This book which is about secondary school management highlights the role of a headteacher as manager and the overall leader of a school. Based on Rwandan experience, this book sheds light on key management skills, motivation of teachers and creation of conducive learning atmosphere among students. School administrators, lecturers and curriculum developers in Rwanda as well as other African countries and beyond, will find this book handy in managing their day-to-day academic activities. In addition this book provides useful information for students and scholars at the undergraduate and postgraduate levels in universities. Furthermore, this book is guide that should be in the hands of every person interested in the quality of education in this twenty-first century.

Principal Leadership for Parent Engagement in Disadvantaged Schools This study investigated the relationship between high school principals’ leadership style and teacher efficacy. A mixed method study was conducted using an online survey of current public high school teachers in southeastern Michigan. The quantitative portions of the survey consisted of the Teachers' Sense of Efficacy Scale TES, short form (Tschannen-Moran & Woolfolk-Hoy, 2001) and the Multifactor Leadership Questionnaire (Avolio & Bass, 2004). Investigation of correlations, if any, were calculated by using Pearson's 'r' to understand the aspects of a transformational leadership style that were correlated to high teacher self-efficacy. A factor analysis and reliability investigation indicated that the data generated with the chosen instruments was highly reliable for measuring principals' leadership style and teacher efficacy. Finally, in the qualitative part of the survey, study participants provided answers to an open-ended question about the single most negative factor impacting teacher self-efficacy in today's schools. All teachers' self-efficacy mean scores on a Likert-type scale of 1 to 5 on the Teachers' Sense of Efficacy Scale (TES), short form, ranged from 3.25 to 5, indicating relatively high to high sense of self-efficacy. There were no participants whose self-efficacy mean scores ranged from 1 and>3.25, indicating a relatively low to low self-efficacy rating. Weak to moderate positive correlations were found between teachers with relatively high to high self-efficacy ratings and principals who have transformational leadership styles, especially the characteristic of Intellectual Stimulation. Because all teachers rated their sense of self-efficacy to be relatively high to high, and with no data available to compare relatively low to low scores and principals' leadership style, the data regarding the existence of a relationship between the variables was inconclusive, and the null hypothesis was accepted. No significant relationship exists between high school principals' leadership styles and teacher self-efficacy. In the qualitative portion of the survey instrument, teachers responded to an open-ended question about negative impacts on their sense of efficacy in schools. Comments were analyzed and grouped into themes that included governmental mandates, regulations, and budget cuts; quality of school administration; and parent and community perceptions of education. In general, teachers want to feel valued by parents, the community and the public; they look to their principals for support, guidance, consistency, and acknowledgement. Finally, the mandates and legislative changes that have taken place in Michigan have had a negative impact on teachers’ self-efficacy. These responses provided greater understanding of the opinions of the teacher participants in this study. The results of this study have implications for leadership at the district and
Building principals who have a transformational leadership style are more likely to foster teachers with high self-efficacy ratings; this, in turn, creates an environment for higher levels of student achievement. It is important that district-level leaders hire transformational leaders and encourage such approaches in existing principals through focused professional development. This study's results have implications for principal preparation programs, encouraging courses that support the development of transformational leadership skills and recognizing the research-based connection to leadership style and high teacher self-efficacy.

Preparing Principals for a Changing World

Gerault, Jeanette D. "The Relationship Between Leadership Skills of Elementary School Principals and School Climate." Unpublished Doctoral Thesis, University of Houston, May, 2013. Abstract As state and federal accountability standards demand that schools show adequate progress for school improvement, principals have found it more difficult to find the time and resources needed to adequately focus on school culture and climate. The purpose of this descriptive statistics study was to determine the relationship between elementary school principals' leadership skills and school climate. Perceptions of school leadership and school climate were measured by an employee perception survey developed within a large, diverse, suburban district in the state of Texas. The data were collected from elementary school campuses with varying demographics, located within the same school district. The design of the research involved descriptive statistics and frequencies to investigate the possible relationship between perceived school climate and perceived principal leadership skills. The intent of this descriptive statistics study was to clarify educators' understanding of important phenomena by identifying relationships among variables, school climate, and leadership skills. As previous researchers have related school climate to principal leadership and behaviors (Bulach, Booth, & Pickett, 1998; Peterson, 1990), this research concurred that there is, indeed, a relationship between the leadership skills of the principal and the school's climate. This study was significant because the behaviors of the building principal have been linked to the school climate, thus telling practitioners that effective leadership is critical. In order to develop a climate of autonomy, cohesiveness, adequate communication, and focused goals, principals must develop leadership skills focused on respect, instructional leadership, effective communication, shared decision making, and valuing the contributions of others.

The Relationship Between Leadership Skills of Elementary School Principals and School Climate

Bringing Out the Best in Teachers

This volume provides a succinct up-to-date summary of global research on principal instructional leadership as it has evolved over the past 50 years. The book's particular focus is on the development and use of the Principal Instructional Management Rating Scale (PIMRS). The PIMRS is the most widely used survey instrument designed for assessing instructional leadership for research and practice. It has been used in more than 250 studies in more than 30 countries around the world. The authors provide a detailed conceptual and data-based description of the rationale and development of the instrument as well as the ways in which it has been used in practice. The book also provides, for the first time, a comprehensive assessment of the scale's measurement properties. This represents essential information for future users of the instrument across different national contexts. Finally, the volume outlines an agenda for improving future research on the role of principal instructional leadership in student learning and school effectiveness.

Multidimensional Perspectives on Principal Leadership Effectiveness

This book contributes significantly to our understanding of successful school leaders by describing similarities and differences in the work of such leaders in countries ranging from England to Australia, the United States to Norway, and Sweden to Hong Kong. Bringing together case study research, the book helps explain what all successful principals do and the ways in which context shapes some of their work.

Successful Principal Leadership in Times of Change

For many years, the authors have been fellow travelers on the journey to help educators improve
their schools. Their first coauthored book focuses on district leadership, principal leadership, and team leadership and addresses how individual teachers can be most effective in leading students—by learning with colleagues how to implement the most promising pedagogy in their classrooms.

Socio-Cultural Leadership Preparing Principals for a Changing World provides a hands-on resource for creating and implementing effective policies and programs for developing expert school leaders. Written by acclaimed author and educator Linda Darling-Hammond and experts Debra Meyerson, Michelle LaPointe, and Margaret Terry Orr, this important book examines the characteristics of successful educational leadership programs and offers concrete recommendations to improve programs nationwide. In a study funded by the Wallace Foundation, Darling-Hammond and the team examined eight exemplary principal development programs, as well as state policies and principals' experiences across the country. Using the data from the study, they reveal how successful programs are structured, the skills and knowledge participants gain, and what they are able to do in practice as school leaders as a result. What do these exemplary programs have in common? Agressive recruitment; close ties with schools in the community; on-the-ground training under the wing of expert principals, and a strong emphasis on the cutting-edge theories of instructional and transformational leadership. In addition to highlighting the programs' similarities, the study also explains the differences among the programs and sheds light on the effectiveness of approaches and models from different states and contexts?East, West, North, and South; urban and rural; pre-service and in-service. The authors analyze program outcomes for principals and their schools, including illustrative case studies and educators' voices on the influence of programs' strategies for recruitment, internships, mentoring, and coursework. The ideas and suggestions outlined in Preparing Principals for a Changing World are presented with the goal of increasing the number of highly qualified, thoughtful, and innovative educational leaders.

Successful School Leadership The purposes of this study were to (1) identify key principal leadership skills associated proactive school environments, (2) examine the relationship between SW-PBS implementation and increased evidence of those skills, (3) examine the relationship between evidence of those skills and improved staff job satisfaction, and (4) examine leadership variables associated with SW-PBS and recommendations from the field. In Phase I, descriptive analysis of the literature resulted in the identification of 31 key principal leadership skills. In Phase II, a questionnaire developed for the study was administered. Findings indicated certified staff and principals from all schools rated the importance of each of the 31 skills highly, principals in SW-PBS schools received significantly higher ratings associated with behavior management effectiveness and principals from SW-PBS and non-PBS schools received relatively equivalent ratings in regard to transformational and managerial skills. In Phase III, SW-PBS certified staff respondents indicated statistically significant greater rates of job satisfaction than did those in non-PBS schools. In Phase IV, the predictive ability for job satisfaction in relation to principal behavior management skills and SW-PBS status were simultaneously examined. Principal behavior management skills were found to be the most statistically significant indicator of certified staff job satisfaction.

Singapore School Principals: Leadership Stories In reaction to globalization, Taiwan has attempted to restructure its schools along more western lines in an attempt to attain legitimacy on the world stage. As a result, Taiwan principals, once kings within their schools, must implement reforms that are contrary to longstanding norms and traditions. Principal Leadership in Taiwan Schools examines principals' adjustment to their new leadership role, highlighting the pervasive tensions between collegial forms of leadership with more authoritative, top-down models common to East Asian countries.

School Leadership Successful School Leadership identifies the characteristics, behaviours and practices of successful and effective school leaders through the adoption of a systemic view of the quality of school organizations. Edited by Petros Pashiardis and Olof Johansson, chapters explore the similarities and differences between successful and effective school leaders and across various socioeconomic contexts. Capitalizing on the experiences of the international contributor team, this book will inform the preparation and further development provided to school leaders in an era where ministries of education, universities and multinational organisations (such as the OECD) are increasingly interested in the leadership of our
schools. Systematic analyses of multi-perspective data provided from around the world and offers the readers a comprehensive picture of the key behaviours and practices central to successful and effective school leadership. An original contribution to the theoretical perspectives on the subject is derived through insights from empirical research, case studies, and bibliographical literature from the field.

The Principal Influence The objectives of the Saudi educational policy are to ensure that education becomes more efficient to meet the religious, economic and social needs of the country, and to eradicate illiteracy among Saudi adults. These objectives can be achieved, with the availability of efficient and effective school principals endowed with superb leadership qualities so as to encourage and drive the teachers as well as other educational staff and ensure their commitment. Based on the mentioned fact, the present research embarks on this study with the aim of investigating the female principals of female secondary school's major leadership style in Dammam based on Kurt Lewin styles of leadership. Moreover, it aims to identify the level of teacher's organizational commitment from their perceptions and assess the relationship between principals' the three major leadership styles and teachers' organizational commitment. The quantitative method was used, where 351 questionnaires were distributed to the secondary school female teachers in Dammam district of Saudi Arabia. The findings from the study indicate that, the female teachers in Dammam were highly committed to their school due to the leadership styles that were used by their principals. The three leadership styles that were used by the principals were based on their traits and the situations they found themselves. The key recommendation made by this research with regards to the practices of principals is that, effort should be made to train principals on effective leadership to enhance quality of education.

The Principal This book presents and theorises research findings into why and how school principals play a critical role in engaging parents and their school communities to enhance student learning and wellbeing. It highlights the imperative of parent engagement as evidenced by clear, consistent findings from research over the last fifty years and government reforms, policies and frameworks internationally and nationally in Australia which have been driven by the weight of this evidence. It focuses on a research project conducted from 2016 to 2017, titled ‘Principal leadership for parent-school-community engagement in disadvantaged schools’. This project investigated four principals identified as successful in parent engagement based on findings of state-wide survey research of principals and presidents of parents and citizens’ associations in 2014 in Queensland, Australia. This book offers theoretical and empirical evidence based on literature for the qualities successful principals in parent engagement exhibit, and the strategies they take to achieve parent and community engagement. It shows how the concept of agency as achievement can be used by educators and public policy makers to enable school leaders and teachers to adopt qualities and strategies that will engage parents in their child’s learning and wellbeing, so that improved outcomes for their child and schools can result.

Understanding School Leadership

The Relationship Between the Principal’s Leadership Style and School Effectiveness This book provides an exploration of the important administrative position of assistant principal, identifying its strengths and potential weaknesses through real-life research-based data and the first-hand experience of 100 administrators in schools in the United States. There are case studies, exercises and examples, as well as samples of surveys and evaluation instruments.

Female Secondary Schools Teachers’ Perceptions of Principals’ Leadership Style and Its Relationship with Their Organizational Commitment

Principals navigate the dynamic complexities and subtleties of their schools every day. They promote, facilitate, and lead efforts to achieve both tangible and intangible results throughout the school community. They fulfill a role that includes counseling, budgeting, inspiring, teaching, learning, disciplining, evaluating, celebrating, consoling, and a million other critical functions. As the principalship has evolved and grown, so have the
Leading Good Schools to Greatness Exceptional management skills are crucial to success in educational environments. As school leaders, principals are expected to effectively supervise the school system while facing a multitude of issues and demands. Multidimensional Perspectives on Principal Leadership Effectiveness combines best practices and the latest approaches in school administration and management. Exploring the challenges faced by principals, as well as the impact of new managerial tactics being employed, this book is a comprehensive reference publication for policymakers, academicians, researchers, students, school practitioners, and government officials seeking current and emerging research on administrative leadership in educational settings.

Beginning the Assistant Principalship This groundbreaking study fills a significant gap in educational research literature as it explores the problem of persistent and pervasive underachievement by African-American students in the public schools of the United States. Teacher quality, school resources, socio-economic status of students, cultural relevance of curriculum, and school leadership are a few of the factors that contribute to achievement or the lack of it by these students. Lomotey focuses on the impact of the African-American principal’s leadership, its effect on the academic achievement of African-American students, and the day-to-day activities associated with school leadership. An early chapter reviews relevant research focusing on the connection between principal leadership and academic achievement in general. The extracted recurring qualities then form the basis for exploring whether African-American principals in more successful African-American schools possess the specific qualities suggested by the research. Lomotey finds that three additional and important characteristics are shared by his sample of principals: a deep commitment to the education of African-American children; a strong compassion for and understanding of both their students and the local community; and a sincere confidence in the ability of all African-American children to learn. The text is enhanced by two dozen tables that present the information discussed. An early chapter details the study’s methodology with an overview and discussion of sampling and measurement procedures. Useful to students of educational administration, African American Principals: School Leadership and Success will also be of value in courses focusing on urban studies, school effectiveness, and school leadership. Black Studies programs addressing African-American education in America will find this a most necessary text. African-American educators--scholars and practitioners--as well as parents, community leaders, and other lay people will profit from the up-to-the-minute insights presented here.

High School Principals’ Leadership Styles and Their Impact on Teacher Efficacy Establish your goals as an assistant principal! Beginning the Assistant Principalship provides excellent tools to navigate your way as a new administrator. Full of ideas, this valuable resource helps you ask yourself the important questions, find answers, and develop strong plans of action. Some significant topics to help you in your new job include: Building a platform Developing leadership skills Carrying out management skills Maintaining balance and perspective Knowing your job Using effective disagreement to your advantage Building your profile as a leader Listening, listening, then listening some more

African-American Principals While many factors influence the success rate of schools, none are more influential than the impact of effective local
school leadership by way of a principal. Socio-Cultural Leadership suggests many aspects that impact effective school leadership; however none are more substantial than the following tenets of Socio-Cultural Leadership: As the instructional leader, the principal must supervise and evaluate instruction to make sure that students are given optimal learning opportunities. As the emotional leader, the principal must ensure that teachers are intellectually equipped, emotionally stimulated, and encouraged to assume decision-making positions of leadership in schools to increase student achievement. As a community leader, the principal must inspire and/or provide incentives for student-centered communal learning. As the facilitator of culture, the principal must also realize the limitations of leadership on student achievement and begin to shape and reshape school culture. Socio-Cultural Leadership is the result of a four-year-long immersion into school improvement efforts from around the world, not to mention my own experiences as a teacher, assistant principal, principal, district trainer, director of school improvement, and adjunct professor.

The Impact of Principals Leadership on School Academic Performance What does it take to be a good school principal? No two principals work exactly the same way, but research shows that effective principals focus on a core set of factors critical to fostering success among all students. In this second edition of Qualities of Effective Principals, James H. Stronge and Xianxuan Xu delineate these factors and show principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills. Throughout the book, the authors provide practical tools and extensive research that will help principals: * Assess, exhibit, and harness instructional leadership to meet a school's goals. * Foster and sustain an effective school climate for learning. * Select, support, and retain high-quality teachers and staff. * Manage school resources effectively and efficiently. * Create, maintain, and strengthen internal and external community relationships. * Define their role in student achievement. This book also includes practical skills checklists, along with quality indicators and red flags for effective leadership. Qualities of Effective Principals, 2nd Edition, is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed.

Schools That Change

Principal Leadership for Parent Engagement in Disadvantaged Schools The contribution that this research makes is that future preparation programmes be balanced regarding the social systems theory and contain contextual case studies; networking opportunities and strategic and innovative thinking which would result in principals not just being compliant, but competent and capable of leading school improvement. The study suggests a model for future effective leadership preparation programmes. The model outlines the threshold principal roles and the principal primary roles. The study acknowledges the need for more research on how principal leadership preparation programmes influence leadership practices. The ACE school leadership programme demonstrated in this study its ability to develop principals' management practices and a need to develop principals' leadership skills more. Findings in this study demonstrate improvement in learner performance for the principals who attended the ACE programme. The refinement of the ACE programme's curriculum could lead to school leadership improvement.


The Principal Emphasizing the school leader's role in student learning, this new edition covers the principalship, accountability, leadership effects, distributed leadership, political leadership, resource allocation, and more!

The Relationship Between Principal Leadership Skills and School-wide Positive Behavior Support Build your capacity to lead your school to greatness! Great leaders are made, not born. Written by the authors of From Good Schools to Great Schools, this sequel shows how great school leaders can be developed and how leaders can acquire the powerful personal leadership characteristics that the best administrators use to lead their schools to greatness. Chapters include: Self-assessments that reveal your inherent leadership dispositions Tips from exceptional principals in the field Strategies and case studies for developing specific leadership qualities Application exercises that put the strategies into action Reflection activities that encourage professional growth

EFFECTIVE PRINCIPALSHIP IS NON The third edition of this bestseller offers first-person accounts from teachers who share the influential strategies of outstanding principals who empowered them.

Principals Matter Learn from schools that have made meaningful, positive, and lasting changes! The author presents an in-depth look at eight schools, winners of the National School Change Awards, that have transformed from low-performing into exemplary national status. Smith uses qualitative research, specific examples, and portraiture to offer an inside view of the day-to-day dynamics of school change. This insightful book examines questions such as: Why are some schools able to change while other schools cannot? Why are people challenged by change? What is the best way to measure change? What professional characteristics must principals develop to bring about significant and sustainable change?

Principal Leadership This edited volume examines innovative ways of preparing, supervising, and evaluating principals and explores factors that promote effective leadership practices. Chapter authors consider how principals’ leadership practices affect teachers’ instruction, satisfaction, commitment, retention, and effectiveness, and present evidence that principals can influence key student outcomes as well. Covering topics such as school leaders’ use of time, their efforts to reduce implicit bias, how leadership practices are associated with teachers’ workplace attitudes, leadership and student achievement, and how school leaders can best be supported under new federal legislation, this volume is a “must read” for educational leadership and policy faculty, school and district administrators, and researchers committed to promoting effective principal leadership.
Leadership Challenge Describes a variety of leadership responsibilities that have an effect on student achievement.

Qualities of Effective Principals

The Assistant Principal This dissertation, "The Relationship Between the Principal's Leadership Style and School Effectiveness: a Case Study of a Primary School" by Wai-hung, Sun, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. A bstract A large body of research suggests there is a strong link between effective leadership and effective organizations (Lezotte, 1997; Sergiovanni, 1995; Bolman & Deal, 1994; Boyan, 1988; Griffiths, 1988). Hogan, Curphy, and Hogan (1999) assert that 'a growing body of evidence supports the common sense belief that leadership matters' (p.34). Fullan (2002) says that schools need leaders who can change 'what people in the organization value and how they work together to accomplish' (p.19). Meanwhile Beach and Reinhartz (2000) note that 'leadership is essential to promoting student achievement and creating a vision of success for the total educational program' (P.72). The principal is the critical person who makes the decisions that affect people's lives. We believe that the interactive relationship between the principal and various constituencies, including teachers, students and parents, are important in achieving the goals and objectives of the school. However, there are indications in the research primary school that school effectiveness has not improved since the appointment of a new principal three years ago. Although he adopted a more participatory leadership style that involved teachers in advising about or actually making decisions concerning school business, the school did not have any positive effect as the theory argued. Therefore, it arouses my interest in investigating the underlying reasons. In this paper, the different styles of leadership of the former and present principals will be discussed and the perception of the leadership of the two principals by teachers will be given. In addition, this paper will also present the extent to which the school was effective under the leadership of the two principals and how the two leadership styles have impacted on the effectiveness of the school. DOI: 10.5353/th_b3762388 Subjects: Elementary school principals - China - Hong Kong - Case studies Educational leadership - China - Hong Kong - Case studies School management and organization - China - Hong Kong - Case studies Analysis of the School Principal's Professional Development in the Leader One Two Three Program What does it take to be a good school principal? No two principals work in exactly the same way, but research shows that effective principals do focus on a core set of factors that are critical to fostering success for all students. In Qualities of Effective Principals, James H. Stronge, Holly B. Richard, and Nancy Catano delineate these factors and show principals how to successfully balance the needs and priorities of their school and continuously develop and refine their leadership skills. Throughout the book, the authors provide readers with helpful tools and extensive research that will help them to *Develop a blueprint for sustained school leadership *Create an effective school climate for learning *Select, support, and retain high-quality teachers and staff *Assess instructional high quality *Build a foundation for organizational management *Create, maintain, and strengthen community relationships *Make contributions to the professional educational community *Define their critical role in student achievement This book also includes practical skills checklists, quality indicators and red flags for effective leadership, and an extensive annotated bibliography. Qualities of Effective Principals is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed.

Leadership With case studies on such topics as implementing a technology program and modifying a schedule, this book shows why principals must play a leadership role.

Leaders of Learning Research has shown that strong principal leadership is critical to developing effective school partnerships that include diverse
school, family and community members. This book provides administrators with a clear road map for initiating partnership programs that are goal-focused, equitable, and sustainable. In this research-based resource, the authors highlight the work of principals who have cultivated successful partnerships across many settings to show other school leaders how they can develop the necessary supportive school cultures. Examining the administrator's role in the success and quality of home-school partnerships and student outcomes, this guidebook: • Synthesizes research on principal leadership, school and community partnerships, and urban education reform • Discusses the role of fathers in children's learning and working with families that live in poverty, are linguistically diverse, or have children with disabilities • Offers practical recommendations for evaluating and refining partnership programs to ensure they are linked with student achievement goals

Exploring Principal Development and Teacher Outcomes The Principal: Leadership for a Global Society is the core textbook for aspiring and practicing K-12 school principals. Taking a practical and research-grounded approach, this inspiring text prepares school leaders to successfully face the challenges that they will deal with on a day-to-day basis and throughout their careers. From curriculum development to staff development to policy and discipline, it addresses the most up-to-date practices in developing leadership skills. The book provides a wide array of pedagogical features to help practicing and aspiring school principals improve, create a safer and more enriching environment for students and faculty; meet school, district, community, state, and national ideologies and standards; and much more. After reading The Principal, the educational leaders of tomorrow will be equipped with innovative, practical, and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors, but the community as well.

Principal Leadership in Taiwan Schools Build better schools by training better leaders A Principal Manager's Guide to Leverage Leadership answers the question that district leaders have been asking across the country: if Leverage Leadership is a roadmap for principals on how to lead great schools, what can principal managers and districts do to support them on that path? A Principal Manager's Guide to Leverage Leadership offers a step-by-step guide to coaching principals to the highest levels of achievement, and it is rooted in studying the most successful principal managers and districts across the country. It can be used by principal managers/supervisors, superintendents, district and state leadership, and principal training organizations to accelerate the growth of principals in your community. Used in conjunction with Leverage Leadership 2.0, this book identifies the key actions principal managers should take to create exceptional school leaders, integrating the seven levers of leadership into district culture from the principal manager on up. With a particular emphasis on the two “super-levers” of data-driven instruction and student culture, this book is packed with advice, professional development materials, and real-world videos of principal managers in action, offering principal managers a valuable resource for bringing about change. A Principal Manager’s Guide to Leverage Leadership introduces a new unifying approach that is also highlighted in Leverage Leadership 2.0: See It, Name It, Do It. It gives you the tools to See it (see models of effective practice and identify gaps), Name it (name concrete actions for improvement) and Do it (provide means to practice these action steps until a principal masters them) With A Principal Manager’s Guide to Leverage Leadership in hand, principal managers, superintendents and principal training organizations can facilitate district-wide and state-wide transformations and hasten the benefit to the students and community as a whole.

Voices of Resilience This book presents and theorises research findings into why and how school principals play a critical role in engaging parents and their school communities to enhance student learning and wellbeing. It highlights the imperative of parent engagement as evidenced by clear, consistent findings from research over the last fifty years and government reforms, policies and frameworks internationally and nationally in Australia which have been driven by the weight of this evidence. It focuses on a research project conducted from 2016 to 2017, titled ‘Principal leadership for parent-school-community engagement in disadvantaged schools’. This project investigated four principals identified as successful in parent engagement based on findings of state-wide survey research of principals and presidents of parents and citizens’ associations in 2014 in Queensland.
Australia. This book offers theoretical and empirical evidence based on literature for the qualities successful principals in parent engagement exhibit, and the strategies they take to achieve parent and community engagement. It shows how the concept of agency as achievement can be used by educators and public policy makers to enable school leaders and teachers to adopt qualities and strategies that will engage parents in their child’s learning and wellbeing, so that improved outcomes for their child and schools can result.