Hot topics

Leadership


“There are many more books about educational leadership written by men than by women, so both men and women may be interested in a woman’s reflection on her career and growth.” – p. xi.

A collective act: leading a small school by Michelle Anderson et al. Camberwell, Vic: ACER Press, 2010. 371.2 COL

“Together, the research and the cases present a strong argument for a better understanding of this distinct context of leadership.” – Back cover.

Distributed leadership in schools: a practical guide for learning and improvement by John DeFlaminis et al. New York: Routledge, 2016. 371.2 DEF

“Grounded in case studies and full of practical tools, this book lays out a framework for building strategic, collaborative, and instructionally-focused teams.” – Back cover.


“Finnish lessons is a first-hand, comprehensive account, of how Finland built a world-class education system during the past three decades.” – Back cover.

Good morning Mr Sarra: my life working for a stronger, smarter future for our children by Chris Sarra. St Lucia, Qld: University of Queensland Press, 2012. 305.89 SAR

“When Chris Sarra arrived as the first Aboriginal principal of Cherbourg State School in 1988, it was a time of high hopes but low expectations in Indigenous education. Over the next six years, he transformed the school into a national success story, but not without controversy along the way.” – Back cover.


“In this collection of speeches, he writes for the first time about the issues he feels passionately about – everything from the importance of philanthropy to why we need more women on boards, from what makes a good company director to why better education funding is of such critical importance to our nation. He also provides some deeply personal insights into the man behind the name, writing for the first time of his family heritage, his parents’ migration from South Africa and his reflections on turning sixty.” – Back cover.


“Moving from negotiation to collaboration, from empowerment to succession and from leadership to influence, Keys to school leadership embeds a critically reflective mindset not just for principals, but for all school-based people who lead or who aspire to lead.” – Publisher website.

Lead more, manage less: five essential behaviour management insights for school leaders by Christine Richmond. Sydney: Scholastic, 2009. 371.5 RIC

“Leading and influencing the adults who work with students is often more challenging than managing the students themselves.” – Back cover.

Leadership and management in the early years: a practical guide to building confident leadership skills by Jane Cook & Liz Rouse. Albert Park, Vic: Teaching Solutions, 2014. 372.21 COO

“This book: takes a common sense approach to leadership that you can apply to your everyday practice.” – Back cover.

Leadership for teacher learning: creating a culture where all teachers improve so that all students succeed by Dylan Wiliam. West Palm Beach, FL: Learning Sciences International, 2016. 371.26 WIL

“Dylan Wiliam clearly and concisely explains how formative assessment, when applied properly, helps create a structured and rigorous learning environment that increases student achievement.” – Back cover.


“Learning leadership’ is fundamental because it is about setting direction, taking responsibility for putting learning at the centre and keeping it there.” – Publisher website.


“Written for leaders at all levels – strategic, organizational and team level – The leadership pocketbook explains how to inspire, influence, deal with change and achieve objectives.” – Publisher.

“Incorporating their own experienced insights, authentic examples, and practical tools, world-renowned differentiation instruction expert Carol Ann Tomlinson and change leadership authority Michael Murphy explore: Why a move to schoolwide differentiation makes so much sense.” – Back cover.


“In this practical book, Thomas Fowler-Finn, an experienced consultant who has worked closely with the Harvard team that pioneered instructional rounds, discusses how facilitators can skilfully guide a network of educators through the rounds process.” – Back cover.


“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.” – Publisher website.

Lean in: women, work and the will to lead by Sheryl Sandberg with Nell Scovell. London: WH Allen, 2013. 658.4 SAN

“Sandberg ... examines why – despite the progress women have made – men still hold the vast majority of leadership positions in government and industry ... She describes specific, practical steps women can take to combine professional achievement with personal fulfilment and demonstrates how men can benefit by supporting women in the workplace and at home.” – Back cover.


“The leadership of schools can make a significant difference to enhancing the life chances of students in schools and enabling them to succeed.” – Publisher website.


“A cohesive edited collection, this book demonstrates how teacher leaders play an increasingly active role in the improvement of student learning, teacher professional development, and school climate.” – Publisher website.


“This is the book that established ‘emotional intelligence’ in the business lexicon – and made it a necessary skill for leaders ... This refreshed edition, with a new preface by the authors, vividly illustrates the power – and the necessity – of leadership that is self-aware, empathic, motivating, and collaborative in a world that is ever more economically volatile and technologically complex.” – Publisher.


“Being a school principal is tough, and if you’re a current or aspiring principal who occasionally questions why you took on this career or how you can get better, here is the perfect book to help you reflect, restore, and reenergize your work.” – Publisher website.


“Principals are often called the second most crucial in-school influencers (after teachers) of student learning. In The principal, Fullan explains why the answer lies neither in micro-managing instruction nor in autonomous entrepreneurialism.” – Book flap.


“Using the Principal Leadership Development Framework, principals will learn to capitalize on their instructional leadership roles: principal as visionary; principal as instructional leader; principal as engager; principal as learner and collaborator.” – Back cover.


“This comprehensive guide features: Easy-to-follow, single-topic chapters; Standards-based scenarios and questions; A time management self-assessment instrument; Strategies for battling the silent time thief.” – Back cover.

“This book is about how to create collective professional responsibility without the effort degenerating into either pervasive groupthink or contrived collegiality... It is about the radical betterment of the profession for the good of society and for the good of teachers themselves.” – p. xv.


Written by Australian academics, this book "contextualises school leadership within broader social and historical contexts and traces its influence on school performance through time, from its relatively modest role within a systems theory paradigm to its growing influence from the 1980s onwards, as exercising leadership came to be perceived as being largely responsible for improving educational outcomes. This book invites the reader to challenge the current orthodoxy of leader-centrism and instead reflect more broadly on the various structural and institutional interrelationships that determine how a school functions successfully.” – Back cover.

School leadership for the challenges ahead: a discussion paper from the NSW Teachers Federation by Denis Fitzgerald. Surry Hills, NSW: NSW Teachers Federation, 2011. 371.2 FIT

In this paper, the Federation's former President Denis Fitzgerald argues that state and federal bureaucrats who claim to support principal freedom and autonomy have also placed constraints on principals.

Taking the lead: a future for public education by Denis Fitzgerald. Surry Hills, NSW: NSW Teachers Federation, 2013. 379.1 FIT

During the past two decades, public education policy “debates have been dominated by radical right-wing or conservative forces which have been able to lead much of public policy and the popular imagination. As a consequence, a great deal of the work of the NSW Teachers Federation has been essentially reactive – resisting changes, ‘reforms’, cutbacks and the redistribution of priorities.” – p. 7.


“With heartfelt advice, practical wisdom, and examples from the field, Todd Whitaker explains the qualities and practices that distinguish great principals.” – Publisher website.