

Exploring School Leadership in England and the Caribbean

New Insights from a
Comparative Approach

Paul Miller

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Mairette T. Newman



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Exploring School Leadership in England and the Caribbean Paul Miller, 2016-01-28 What drives school leaders What do they do on a day to day basis What helps or constrains their decision making What keeps them focused amidst challenges Rather than applying theory to practice Exploring School Leadership in England and the Caribbean draws on how school leaders practice and experience their own leadership Paul Miller draws on case studies from Jamaica and England to explore what it means to be a school leader and explores a wide range of issues including accountability performativity inclusion and multiculturalism technology staffing and resourcing decisions While no two school leaders will have identical experiences as a school leader Paul Miller draws on the first hand accounts of school leaders to show that regardless of school size type and location there are a number of common experiences and themes Miller acknowledges that the practice of school leadership is occurring in an uncertain economic environment buoyed by a fast paced policy context where by targets linked to national economic development are the new normal He concludes that school leadership is a continuous balancing act driven by and experienced through an Economic motor model of schooling which he proposes

Assessing the Current State of Education in the Caribbean Bissessar, Charmaine, 2016-10-11 To meet the various needs of students administrative policies and instructional techniques must consistently be improved upon This allows schools to deliver a higher quality of education to students Assessing the Current State of Education in the Caribbean is a pivotal reference source for the latest research on recent developments and innovations for schools in the Caribbean region Focusing on teacher leadership learning assessment techniques and technology uses this book is ideally designed for educators school administrators professionals and researchers interested in recent developments within the education sector [The Bloomsbury Handbook of Caribbean and African Studies in Education](#) Sheron Fraser-Burgess, Joyanne De Four-Babb, Verna Knight, Oluseyi Matthew

Odebiyi, Aleshia V. A. Allert, Ishola A. Salami, 2024-09-19 This handbook covers the history policy practice and theories of African and Caribbean education and promotes the sustainability of socio cultural beliefs values knowledge and skills in the regions Africa and the Caribbean share commonalities of the geopolitical and historical dominance by European empires and colonialism and aftereffects of anti blackness in the global trade in enslaved persons Indigenous religious cultural and ethnic currents in Africa are echoed in the Caribbean along with a strong infusion of Asian and other ethnic influences The handbook shows how educators in both regions are grappling with Western education eclipsing indigenous epistemology and contributes to important debates and discourses including culturally relevant teaching decolonization critical race theory Africana studies Black emancipation the African diaspora Bi cultural experiences and the climate emergency It is organized into three sections covering past issues that frame education in Africa and the Caribbean the present challenges and opportunities of Education in the regions and future opportunities for education post 2020 The Early Years of Leadership

Ian Marshall, Grace-Anne Jackman, Denise E. Armstrong, 2022-07-01 The Early Years of Leadership The Journey Begins is distinctive for many reasons chief among which is a strong commitment to honoring practitioners stories and empirical research The chapters in this volume also represent the work of scholars and school practitioners from the global north and south The fusion of diverse international perspectives allows for greater identification of local and global commonalities and trends that would provide aspiring and novice school principals with practical information and strategies for their development These include strategies for helping them to find their internal motivation and a roadmap to develop leadership philosophies and negotiate common leadership pitfalls within and outside of the school community This book is intended for use by aspiring and incumbent school administrators and students enrolled in educational leadership and administration courses Each chapter offers an overview of the specific area of focus and concludes with reflective activities and questions for discussion It can therefore be used as a companion reader for administrators as well as a teaching tool by universities and other professional development programs

ENDORSEMENTS As an educational leader spanning almost three decades I find The Early Years of Leadership The Journey Begins a delightful must read for both the seasoned and up and coming educational leader whose objective is a successful career at leading in a changing and challenging educational environment I commend the Editorial Team for providing a guidebook for managing challenges faced by novice leaders suggestions for crafting a leadership philosophy and advice on how to negotiate micro politics and challenges in schools Those involved in leadership training and principal preparation would also find this a useful text since it includes vignettes and reflection questions that are sure to generate robust discussion and facilitate the deconstruction of key leadership concepts Abel Adekola Wilkes University The stories of the leaders throughout this book demonstrate that leadership is a journey While there is no predetermined timeline the pace of progress can be influenced by one's participation in reflective practice engagement in a community of practice and the availability of ongoing professional development By providing them with the

insight and information needed to understand better the vital role leaders play in fostering school success The Early Years of Leadership The Journey Begins can assist administrators with the necessary knowledge and guidance to create leaders of learning that can respond to the increasing societal challenges our schools face Camille Rutherford Brock University

Evaluating and Rewarding the Quality of Teachers: International Practices OECD,2009-11-06 This book identifies good practices in the design and implementation of evaluation and teacher incentive systems from various perspectives through formulation stakeholder negotiation implementation monitoring and follow up

School Leadership in the Caribbean Paul Miller,2013-05-06 Successful school leadership is an issue currently being debated up and down Caribbean territories Key issues in the ongoing debate include students outcomes and participation in the regional Caribbean Secondary Examinations CSEC teacher recruitment and retention teacher training and continuing professional development upgrading and parental involvement These issues point to leadership at various levels whether in its exercise or in its influence and are examined within and across national and regional education systems Particular attention is given to debates around improving outcomes for students teacher development and the role of the principal in leading school improvement A source of debate about practice of school leadership in the Caribbean surrounds the issue of gender Where are men in teaching Where are men in leadership positions and positions of responsibility Unlike in some countries where for example men tend to hold more leadership positions than women especially at the secondary phase of education in the Caribbean this is not the case there are more female teachers at every level and more female teachers occupy leadership positions at every level Within this book gendered leadership as practised and enacted in the Caribbean is examined from religious social historical and political positions pointing to a clear political dichotomy There is no unitary definition of what can count as school leadership in the Caribbean despite clear similarities of practices and approaches What this volume argues however is that within the Caribbean region there are many similarities of experience for the practice and exercise of school leadership which draw on a common framework of teacher training a common language and a common socio political history that existed well before the formation of CARICOM through British colonisation This book does not dwell on the period of British colonisation but discusses the extent to which this period in Caribbean history has influenced the practice of school leadership today most notably in areas such as curricular and teacher training models Education in emergency situations such teaching and learning in severe weather conditions such as hurricanes is also spotlighted As a whole the themes in this edited volume proffer an evidence based approach to contemporary issues in school leadership in the Caribbean and extend the current literature in the field

Primary English: Knowledge and Understanding Jane Medwell,David Wray,George Moore,Vivienne Griffiths,2024-05-18 The essential subject knowledge text for primary English Secure subject knowledge and understanding is the foundation of confident creative and effective teaching The trainee teacher s guide to all the subject knowledge required to teach primary English Includes practical and reflective tasks to help

deepen your understanding and self assessment tests to check your knowledge and identify areas where more study is needed This 10th edition has been updated throughout and is now linked to the ITT Core Content Framework **Higher Education Policy in Developing and Western Nations** Beverly Lindsay,2022-03-07 Recognizing that institutes of higher education function simultaneously in local and global contexts this volume explores the applications of domestic and global policies in a range of industrialized nations in North America and Australia and developing ones of Brazil Indonesia Myanmar and in Southern Africa and the Caribbean The chapters focus on policies relating to global matters such as diversity STEM Science Technology Engineering and Mathematics innovations and development amid natural disasters and conflicts In each case authors consider how policies were envisioned how they compare to the realities of implementation and how far they have been successfully supported by the communities and translated into legislations and formal or informal programs Based upon decades of research and executive positions by senior scholars and perspectives of emerging professionals the volume concentrates on motifs that portray relationships among policies and comparative analysis that reveals the need for global collaborations This important book will be of great interest to researchers scholars postgraduates and government and philanthropic professionals in the fields of higher education public and educational policy comparative education and international affairs **A Uro-Oncology Nurse Specialist's Reflection on her Practice Journey** Beverley

Anderson,2022-03-22 This book provides a unique insight and background of a uro oncology nurse s career from a personal and professional perspective one that encapsulates the ever changing dynamics in the nursing profession over 40 years 1970 s to current 2022 In writing this book the objective is to devise a beneficial point of reference one that is conducive to enlightening individuals within the healthcare profession and the wider context on the art of reflection and acknowledging its benefits in terms of exploring their feelings and understanding their meaning Reflection is a highly beneficial tool In this context the process enables the author to reflect constructively on her nursing career and practice to highlight the positive as well as the negative aspects within that practice and illustrate how the experiences gained have contributed to her development personally and professionally throughout that journey Reflection includes deliberate reflection on experience emotions actions and responses and acknowledging how essential these have been to informing the author s existing knowledge base and in ensuring a higher level of learning and understanding In the continued quest to deliver optimal healthcare the objective of reflection is in enabling healthcare individuals e g nursing students newly qualified nurses or those considering change of nursing speciality to better understand their patients from a holistic standpoint physical psychological psycho social spiritual cultural and economic and ultimately improving the individual patient s overall experience cancer or otherwise as well as improving and enhancing practice outcomes The importance of reflection and its contribution to increasing the healthcare professional s self awareness emotional personal and professional is also well underlined Various Modules and Case Studies within the book are used to explain and highlight key issues and to enhance

content and visual acuity *Leadership for School Improvement in the Caribbean* Austin Ezenne, 2010-06-01 The chapters in this book should stimulate the reader not only to think about the kind of leadership that is needed to improve schools in the Caribbean using schools in the widest sense to range from early childhood to higher education institutions but also other forms of support The book deals in detail with issues of leadership At the theoretical level there is exploration of appropriate models of leadership in the effort to create effective schools At the practical level the importance of the principal's role is explored This book is very timely and should prove informative not only to current and prospective leaders but also to students and scholars both locally and internationally with an interest in Caribbean education The chapters are written in a sufficiently user friendly style to be of interest also to the general public who want to see the process of transformation realised in our education systems **Books In Print 2004-2005** Ed Bowker Staff, Staff Bowker, Ed, 2004 **Listen to the Voices** Juliet McIntosh, 2011 **Reimagining Educational Leadership in the Caribbean** Canute S. Thompson, 2019 Includes appendix pages 103 106 survey questionnaire *Caribbean Student Voices and Educational Inclusion* Stacey Blackman, 2022-04-21 Foregrounding the perspectives of students from Barbados and St Vincent this book offers valuable insight into the implementation and effectiveness of international policies designed to improve educational inclusion in the Caribbean Drawing on pupil participatory research conducted with adolescents in disadvantaged and high achieving schools the text reveals differences in how international policies are reflected in schools highlighting the role of student and school leadership community building in and outside of schools and transformative teacher pedagogy in achieving educational equity Situating pupil participation and student consultation in its theoretical and policy context in the Caribbean the author examines the findings on educational inclusion and their implications for policy development in order to propose a new model to boost pupil consultation and increase academic inclusion and engagement Juxtaposing students voices from a variety of socioeconomic cultural disability and ethnic backgrounds Caribbean Student Voices and Educational Inclusion is a great companion reader for educators policymakers and researchers undertaking work on inclusive education in developed and developing nations *The Handbook on Caribbean Education* Eleanor J. Blair, Kenneth A. Williams, 2021-03-01 This book brings together leading scholars of Caribbean education from around the world Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of Caribbean nations In this book the Caribbean includes the Greater and Lesser Antilles The Greater Antilles is made up of the five larger islands and six countries of the northern Caribbean including the Cayman Islands Cuba Hispaniola Haiti and the Dominican Republic Puerto Rico and Jamaica The Lesser Antilles includes the Windward and Leeward Islands which are inclusive of Barbados St Vincent Trinidad and Tobago along with several other islands Each chapter provides a unique perspective on the various social and cultural issues that define Caribbean education and schooling The Handbook on Caribbean Education fills a void in the literature and documents the important research being done throughout the Caribbean Creating a space where Caribbean

voices are a part of international discussions about 21st century global matters and concerns is an important contribution of this work

School Leadership and Inclusive Education Practices in Caribbean Secondary Schools Mishel Patrino Moriah, 2017

A History of Education in the British Leeward Islands, 1838-1945 Howard A. Fergus, 2003 This book examines the social and economic forces that have shaped and constrained the development of education in the British Leeward Islands following emancipation It critiques British colonial education and highlights several noteworthy achievements despite financial and ideological problems The dialectical nature of education in helping to shape as well be shaped by the culture becomes evident Dealing with four islands or island group Antigua Barbuda the British Virgin Islands Montserrat and St Kitts Nevis Anguilla this work offers insights into regional cooperation in education In addition to the primary and secondary levels of education Fergus considers teaching training technical vocational and adult education thereby broadening the interest and appeal of his work

Practitioners' Meanings of School Leadership Mairette T. Newman, 2004 Abstract Guided by the symbolic interaction premise that meaning is found in the interaction of individuals with their world this study set out to describe and analyse how selected high school principals in Jamaica understand and practise school leadership by exploring how they view their circumstances and how their meanings of leadership are modified by the contexts of their work To gain insight into how Jamaican principals conceptualise and experience leadership the study adopted a qualitative collective case study design A purposeful sampling strategy was used to select four exemplary high school principals such that gender school location and organization were varied Data were sourced from semi structured interviews non participant observation sessions and integrative diagrams as well as from school principal and official Ministry of Education Youth and Culture documents Within case and cross case analyses were conducted using grounded theory modes of analysis specifically the systematic processes referred to as open and axial coding Findings from the within case analysis are presented as four individual cases that communicate the salient features of each principal s leadership and context In the first case entitled Mother of the Poor the principal defines school leadership as the pursuit of excellence within a framework of valuing and caring for students The principal at the centre of the second case The Reculturing Principal portrays leadership as transforming school culture so that it is receptive to change and committed to growth and improvement The principal featured in the third case understands leadership as a response to students social problems diminished self concept and dysfunctional community relationships hence the title The Principal as Social Architect The final case presents The Community Principal who conceptualizes leadership in terms of building caring co operative relationships among all involved in the schooling process with a view to developing community connectedness Findings from the cross case analysis are presented as two broad themes that characterize the principals conceptualization and interpretation of school leadership The first theme Leadership as values driven identified care and respect social justice and excellence as the common values that defined the principals leadership permeating their interactions and informing their

decisions The second theme Leadership as responding to and acting on context revealed that dynamics related to personal school community and policy contexts also entered into and interacted with their understandings of leadership While all four principals in this study were guided and informed by common values they applied them to their leadership in individual ways modifying their approaches and emphases in response to a range of contextual elements that were both dynamic and unique Generally the principals conceptualized leadership as a moral undertaking and values together with context emerged as powerful influences on how they defined interpreted and enacted school leadership Findings from this study contribute to local knowledge about principals and school leadership Currently perspectives on what constitutes school leadership depend on frameworks developed for other environments even though the extent to which these are applicable to a Caribbean context is unknown Furthermore in the context of recent shifts in policy it is important to understand what and how principals think about leadership In this respect the findings may serve as a guide for future decisions about leadership training and professional development for principals and aspiring principals

Exploring Caribbean Boys' Achievement in Secondary Education Janet Graham, 2017-07-19 This book explores underachievement of boys and girls in secondary education The author focuses her empirical study on the alarming underachievement of African Caribbean boys in British schools in comparison to other groups She also adopts a historical perspective to compare West Indian children who arrived in Britain in the 1960s and 1970s many labeled as ESN Coard 1971 to problems faced by black boys in today's classrooms Janet Graham also explores the impact of globalization population movement government policies and diversity on black boys education provision in inner city schools in Britain She investigates masculinity subcultures peer group pressures and exclusion from school and their impact on black boys education The institutional focus study sets the context for the empirical study and provides a perspective from voices of black boys in one inner London school to find out what they think about school learning subcultures peer group pressures and teachers As a contrast teachers views of the boys are also provided This book will be of interest to educationalists teachers parents school management and government bodies interested in race diversity achievement who want to bring about change to improve life chances

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