

BECOMING A Strong Instructional Leader

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ALAN C. JONES



Becoming A Strong Instructional Leader Saying No To Business As Usual

Alan C. Jones



Becoming A Strong Instructional Leader Saying No To Business As Usual:

Becoming a Strong Instructional Leader Alan C. Jones, 2015-04-17 Jones writes with the voice of experience and as a friend of young people He consistently challenges what he sees as the business as usual of schooling including the current dominant model of school reform raise standards test children reward and punish teachers and principals From the Foreword by Robert V Bullough Jr Center for the Improvement of Teacher Education and Schooling CITES Brigham Young University Finally a book that really gets inside the deep human meaning of what it means to become an instructional leader From someone who has lived it but who also sees the big picture Becoming a Strong Instructional Leader is insightful practical and uplifting Be an instructional leader not an instructional manager says Jones And then he shows us what this means philosophically and strategically Michael Fullan Professor Emeritus OISE University of Toronto he said we should feel free to adapt as needed Jones s approach is interesting refreshing and ambitious He changes the paradigm on principal leadership by framing differently both the what and how of a principal s role I applaud Jones for his vision and scope Thomas Hoerr Head of School New City School St Louis Missouri This book is for principals who are ready to roll up their sleeves and do what it takes to create lasting school improvement Drawing on 35 years of experience as a teacher and principal Alan Jones offers a powerful new vision for our troubled school systems a prescription for the development of Strong Instructional Leaders Jones describes the challenges administrators face and then lays out a plan for moving beyond keeping up appearances and daily routines to having a meaningful impact on student learning and achievement His plan shows administrators how to respect the abilities of teachers and students while building staff investment in a shared instructional worldview Representing an important next step in school reform this inspirational book Analyzes the failure of our schools to help students grow intellectually socially and emotionally and provides the foundation for change Juxtaposes two paradigms of instructional leadership the traditional one that defines school leadership as a management function versus another that views school leadership as an educational function Describes the process and the qualities necessary to become a Strong Instructional Leader Alan Charles Jones is associate professor of educational administration at Saint Xavier University Chicago Illinois

The First 100 Days in the Main Office Alan Jones, 2017-12-01 This book presents a series of cultural situations that could occur within the first one hundred days of a school year responding to entrenched vocabularies and behaviors addressing professional and instructional bad habits enacting alternative teaching scripts leveraging a policy blindside redefining the goals and practices of teams and implementing outside the box programs Each cultural situation offers a new school leader the opportunity to redefine the goals values and practices of an entrenched school culture the Central High way Administrators reading the title of this book may view one hundred days as an arbitrary number picked out of administrative thin air I argue that disrupting and replacing organizational and instructional routines is a race against time Every school day that goes by without some sign of creative destruction is one more day that comfortable organizational

and instructional routines live on in main offices and classrooms The idea for this book originated from a question I asked a former student of mine who had just signed a contract to become the principal of a high school We were discussing the complexities of changing a school culture when I asked the following question What would you do on the first day in your new office to change your school s culture The response to that question described a series managerial routines that all new administrators have learned to perform as they move from the classroom to the main office organize the office meet staff tour the building write a newsletter examine data and visit community venues Nothing in this conversation described strategies for redefining the beliefs and values of an entrenched school culture With this conversation in mind I made it a point in my formal and informal contacts with school administrators to always ask the question What would you do in the first day in your new office to change your school s culture The most common responses involved reviewing district documents touring facilities meeting staff listening to stakeholders and managing systems In each conversation school leaders populated their responses with the current jargon of school reform learning communities data mining standards based curriculum differentiated learning common core standards formative assessment race to the top continuous improvement etc While these responses encompass reasonable behaviors on the first day in the main office not one of these actions possesses the capacity to connect educational values expressed in school mission statements why are we here to daily organizational and instructional routines Each activity gives the appearance of leading but produces no connections between beliefs values and practices Although none of these responses would make or break a school culture they do represent a pattern of thinking and behaving that holds out little possibility of fundamentally changing a school s culture

Standout School Leaders Alan C. Jones, 2025-03-27 Bridge the gap between managing well and leading for impact In this must read guide for education leaders Alan C Jones expertly distinguishes between Administrators Good at their Jobs AGJs and Standout School Leaders SSLs by exploring the qualities that make select leaders truly exceptional While AGJs focus on maintaining effective school operations SSLs address the gaps within institutional systems to create environments that foster genuine learning and growth balance institutional demands with innovative educational approaches and align day to day operations with the deeper mission of schooling You ll find chapter openers that contrast how SSLs and AGJs approach fundamental administrative functions and closing questions to support personal reflection and application of the concept at your school site Additional features include Vignettes that illustrate daily challenges faced by administrators and contrasting leadership responses SSL Tips to offer insights into how SSLs think differently about schooling goals End of Chapter Resources to deepen understanding of key concepts Jones empowers education leaders with the knowledge and tools to integrate innovative practices into their roles Whether you re a principal department head or district leader this book provides the guidance needed to transition from managing to leading by fostering environments where both educators and students can thrive

Living up to Your School Mission Statement Alan C. Jones, 2021-11-15 All school districts have written statements

of the educational values and goals that members of the school community believe are important and worth pursuing They display these on the front page of all school district public relations packets and on the walls of school and district offices While all segments of the school community enthusiastically embrace the values and goals stated in the documents rarely if ever do they practice these goals and values in classrooms or administrative offices The gap between the educational ideals spoken from auditorium stages and the instructional regimes students experience in classrooms is the result of schools designed to achieve institutional goals accountability standardization and efficiency rather than educational goals thoughtfulness deep knowledge and critically informed citizens This book is aimed at school administrators whose goal is restoring the why of schooling to the organizational structures and instructional routines that currently govern public schooling in this nation *Educational Leadership in Action* Leila Sadeghi, Kathe Callahan, 2015-07-16 *Educational Leadership in Action* provides 24 complex real life accessible cases to provoke and stimulate conversation around practical problems that confront educational leaders today Written by a diverse group of educators these cases cover a wide range of topics including teacher evaluations educational reforms contract negotiations school safety cultural differences undocumented students and social media To foster additional meaningful discussion and debate this resource includes responses to each of the cases written by a range of experts The organization and unique approach of *Educational Leadership in Action* allows for flexible use in courses for aspiring leaders to supplement core readings reinforce central concepts exemplify theory and provide grounded examples to encourage learning This essential compendium of cases and responses prepares future leaders to frame problems identify solutions and develop strategies to meet the multiple challenges and competing demands in rapidly changing education contexts **Leading Learning and Teaching in Higher Education** Doug Parkin, 2016-08-19 *Leading Learning and Teaching in Higher Education* brings together contemporary ideas on leadership engagement and student learning into a practical solutions based resource designed for those undertaking the challenge of leading a university level teaching module programme or suite of programmes particularly through periods of transformation or change It encourages both first time academic leaders and those who have held teaching leadership roles for some time to review and formalise their development in a systematic simple way and acts as a framework for navigating the opportunities and challenges involved in inspiring shared purpose strong commitment and innovation in higher education teaching With a clear focus on the energy of leadership rather than the practice of management and with a strong emphasis on collaborative engagement running throughout this book offers insightful guidance which is not bound to subject specific requirements making it relevant across the spectrum of course offerings at any one institution An enabling people focussed foundation for leadership Tools and frameworks which can be readily applied or adapted for the reader A focus on core elements of teaching leadership such as design delivery assessment and building a programme team A flexible and pragmatic approach to leadership which avoids a definitive approach instead encouraging a dynamic method of engaging leadership

Values that assert that leadership and learning go hand in hand A wide ranging discussion of leadership theories ideas and values related to the university context This book puts forward a multifaceted model of programme leadership and links this to a scaffolding of key attributes skills and qualities that fit the environment of leading learning and teaching in the university Particularly interested readers will be those beginning to lead teaching in a university setting as well as those who have been leading programme teams and the wider provision of teaching for some time wanting to enhance their skills and perspective

Curriculum-Based Professional Learning in Early Childhood Education: Conceptualization, Implementation and Evaluation Weipeng Yang, Alfredo Bautista, Hui Li, 2023-08-22 Dynamic Instructional Leadership to Support Student Learning and Development Edward T. Joyner, Michael Ben-Avie, James P. Comer, 2004-05-12 Meets the highest standard of evidence for comprehensive school reforms that improve student achievement Review of Educational Research 2003 This Field Guide to Comer Schools in Action provides exactly what its title offers guidelines to curricula instruction and educational development necessary to implementing the Comer process This handbook will help enormously to keep alive what James Comer and his colleagues have so carefully crafted over the years John I Goodlad President Institute for Educational Inquiry The tried tested and true approach to instructional leadership and staff development that support academic achievement and life success Schools are the only universally accessible institutions where there are enough adults to provide continuous support for children s growth development and success in life Using the process pioneered by renowned child psychiatrist Dr James P Comer and his colleagues at the Yale School Development Program SDP this unique field guide offers school leaders school staff and teachers a comprehensive and effective framework for providing curriculum and instruction that help all children grow and develop along the pathways that support success both in school and in life Combining research evidence based best practices essential tools for planning data analysis assessment and program evaluation and a generous collection of charts tables and graphics Dynamic Instructional Leadership to Support Student Learning and Development offers educators a state of the art guide to Mobilizing all of the stakeholders in the learning community to support instructional excellence as a system responsibility Modeling of instructional excellence by school principals district leaders and university partners Aligning curriculum instruction and assessment with standards and research based best practices Linking child development to challenging and rigorous classroom instruction based on respect trust and high expectations for all students Teaching essentials of literacy math and science that provide positive developmental experiences for all learners Teachers helping teachers for professional development and school improvement Dynamic Instructional Leadership to Support Student Learning and Development is the first ever published field guide to the tried tested and true methods used by the Comer Process to promote academic achievement and life success for all children

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