



deprofessionalization on a truly global scale. In this book, teachers from around the world and other educational experts such as Andy Hargreaves, Ann Lieberman, Stephen Ball, Gert Biesta, Tom Bennett and many more, make the case to move away from this uneducational economic approach, to instead embrace a more humane, more democratic approach to education. This approach is called 'flipping the system', a move that places teachers exactly where they need to be - at the steering wheel of educational systems worldwide. This book will appeal to teachers and other education professionals around the world.

This book provides a detailed description of research and application outcomes from the Assessment and Teaching of 21st Century Skills project, which explored a framework for understanding the nature of these skills. The major element of this new volume is the presentation of research information from the global assessment of two 21st century skills that are amenable to teaching and learning: collaborative problem solving, and learning in digital networks. The outcomes presented include evidence to support the validity of assessment of 21st century skills and descriptions of consequent pedagogical approaches which can be used both to teach the skills and to use them to enhance key learning goals in secondary education systems. The sections of the volume are connected through a focus on the degree to which innovative assessment tasks measure the constructs of interest. This focus is informed by conceptual and methodological issues associated with affordances of 21st century computer-based assessment. How understanding of the nature of the skills, as derived from these assessments, can guide approaches to the integration of 21st century skills in the classroom, is informed by initiatives adopted by participating countries. The guiding questions in this volume are: "Do the assessment tasks measure the constructs?" and "What are the implications for assessment and teaching in the classroom?" It is the third volume of papers from this project published by Springer.

Success stories from the US and around the world illustrate how educators can use a small number of specific actions to generate momentum for lasting change.

Evidence-based teaching is fast becoming a new orthodoxy. There are many strong voices, including policy voices, advocating its adoption. Understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence-based teaching and how they relate to your own school context. This book provides a critical overview of different ways of thinking about professional learning as a social process through collaborative and collective activity, including the notion of professional learning communities and how these might be used to support teacher enquiry. It examines the opportunities and challenges this poses to teachers and school leaders, and includes practical advice on how to facilitate, engage with and evaluate collaborative teacher enquiry models.

The Routledge Encyclopaedia of Educational Thinkers comprises 128 essays by leading scholars analysing the most important, influential, innovative and interesting thinkers on education of all time. Each of the chronologically arranged entries explores why a particular thinker is significant for those who study education and explores the social, historical and political contexts in which the thinker worked. Ranging from Confucius and Montessori to Dewey and Edward de Bono, the entries form concise, accessible summaries of the greatest or most influential educational thinkers of past and present times. Each essay includes the following features; concise biographical information on the individual, an outline of the individual's key achievements and activities, an assessment of their impact and influence, a list of their major writings, suggested further reading. Carefully brought together to present a balance of gender and geographical contexts as well as areas of thought and work in the broad field of education, this substantial volume provides a unique history and overview of figures who have shaped education and educational thinking throughout the world. Combining and building upon two internationally renowned volumes, this collection is deliberately broad in scope, crossing centuries, boundaries and disciplines. The Encyclopaedia therefore provides a perfect introduction to the huge range and diversity of educational thought. Offering an accessible means of understanding the emergence and development of what is currently seen in the classroom, this Encyclopaedia is an invaluable reference guide for all students of education, including undergraduates and post-graduates in education or teacher training and students of related disciplines.

This book analyzes three previous major change efforts, outlines their strengths and limitations, and offers a successful and sustainable fourth way to integrate teacher professionalism, community engagement, government policy, and accountability.

The purpose of this book is to help the reader understand our differences and to suggest a way that we can reach a consensus on education reform.

Good Teachers for Tomorrow's Schools explores purpose of education, values in education and talents in education to map foundational, pedagogical and practical aspects of good teaching. It provides valuable research-based perspectives for scholars, teacher candidates, teacher educators and professional teachers.

The authors focus on the real-life, nitty-gritty challenges that change leaders face and how to put Fourth Way principles to work promoting student learning and achievement.

Award-winning author and educational reform expert Michael Fullan shows how to achieve successful local and systemic school reform through the strength of shared leadership.

The future of learning depends absolutely on the future of teaching. In this latest and most important collaboration, Andy Hargreaves and Michael Fullan show how the quality of teaching is captured in a compelling new idea: the professional capital of every teacher working together in every school. Speaking out against policies that result in a teaching force that is inexperienced, inexpensive, and exhausted in short order, these two world authorities--who know teaching and leadership inside out--set out a groundbreaking new agenda to transform the future of teaching and public education.

Ideas-driven, evidence-based, and strategically powerful, Professional Capital combats the tired arguments and stereotypes of teachers and teaching and shows us how to change them by demanding more of the teaching profession and more from the systems that support it. This is a book that no one connected with schools can afford to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups--individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling book, "What's Worth Fighting for in Your School?" [This book was co-published with the Ontario Principals' Council].

Make a deep impact today that leaves a growing legacy for tomorrow. Learn to lead well and leave a lasting impact with this compact, richly innovative book from the Corwin Impact Leadership series. Discover six specific leadership attributes to stimulate deep learning—and deep leadership—that transforms schools for the future. Concrete examples and critical,



