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14-19 EDUCATION

Policy, Leadership & Learning



1419 Education Policy Leadership And Learning

**Lori D. Patton,Venus Evans-
Winters,Charlotte Jacobs**



1419 Education Policy Leadership And Learning:

Designing Equitable and Accessible Online Learning Environments Kyei-Blankson, Lydia, Keengwe, Jared, Ntuli, Esther, 2024-02-07 As the educational sphere witnessed an unprecedented shift to online learning during the COVID 19 pandemic a pivotal transformation was set in motion The surge in online enrollment spanning synchronous asynchronous hybrid and mobile formats has established the digital domain as a formidable medium of education However this transition comes with a responsibility to uphold the principles of equality and accessibility a responsibility that mirrors the concerns long prevalent in traditional brick and mortar classrooms Designing Equitable and Accessible Online Learning Environments is a pioneering endeavor which delves into the multifaceted dimensions of online education and reveals a crucial revelation that students from disadvantaged backgrounds exhibit a pronounced affinity for online courses This book magnifies the essence of this observation venturing beyond the surface to uncover the means to cultivate a genuinely inclusive online pedagogical experience Meticulously curated this book amalgamates diverse perspectives from luminaries in the field The ultimate aspiration is to empower educators administrators researchers and students with a profound understanding of the symbiotic relationship between inclusivity and technology From theoretical underpinnings to practical strategies every chapter resonates with the heartbeat of equitable education in the digital age Embarking on a comprehensive journey this book is an exploration of design theories that embrace the ethos of diversity equity inclusion and accessibility Topics span the spectrum from deciphering the architecture of accessible digital tools to unraveling the tapestry of culturally responsive teaching in the virtual classroom

Educational Leadership Donnie Adams, 2023-12-21 This book provides a rigorous grounding in contemporary educational leadership theories and their application to policy and practice globally across educational contexts The book showcases contributions from authors with a deeply embedded understanding of educational leadership and in schools context It will focus on major aspects of school leadership including contemporary theories and models in the 21st century the role of the principal the work of senior and middle leaders leadership and student outcomes Each chapter will engage with theory policy and practice and draw on authors own research and with other empirical and conceptual sources

Handbook of Education Policy Research Lora Cohen-Vogel, Peter Youngs, Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA's history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development

of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners

Teaching Educational Leadership in Muslim Countries Eugenie A. Samier,Eman S. ElKaleh,2019-04-10 This book explores the Islamic tradition and Muslim contexts for educational administration and leadership It addresses the teaching of educational administration and leadership from an Islamic perspective by raising issues of globalised educational administration and leadership teaching as it applies in Muslim contexts that vary by culture and social institutions The book proposes alternative approaches and demonstrates that Islamic traditions have a strong foundation upon which to build in the field and are compatible with many aspects of Western theory and practices provided that sufficient modifications and adaptations are made The book focuses on postgraduate curricula and pedagogy drawing on a range of theoretical foundations and approaches that are culturally and jurisdictionally appropriate in a number of Muslim countries As such it contributes to an emerging specialisation in international and comparative educational administration and leadership that is oriented towards a broader and more diverse set of perspectives particularly from the non Western world

Education Leadership and the COVID-19 Crisis Michelle Diane Young,Monica Byrne-Jimenez,Margaret Grogan,2022-03-04

Effective Police Leadership in the 21st Century Rob Elkington,Christopher D. O'Connor,Tiffany Castell,Les Sylven,2025-05-01 Effective Police Leadership in the 21st Century New Paradigms for a Novel Context provides a platform and pathway to equip existing and emerging Police leaders with a range of leadership mindsets and skillsets

Teaching, Tutoring and Training in the Lifelong Learning Sector Susan Wallace,2007-07-04 The third edition of this popular text previously entitled Teaching and Supporting Learning in Further Education provides comprehensive support for the teacher and student teacher in FE and elsewhere in the lifelong learning sector detailing all they need to know in order to meet the Professional Standards in Teaching Tutoring and Training Practical and relevant it provides guidance and materials to help teachers meet the standards of practice at all three stages of their professional development introduction intermediate and certification

Handbook of Research on the Education of School Leaders , Resources in Education ,1998-04

Teaching 14-19 Learners in the Lifelong Learning Sector Sheine Peart,Liz Atkins,2011-01-14 More and more teachers in the lifelong learning sector are required to teach the 14 19 age group This book is a practical guide to delivering learning to 14 19s It begins by looking at the background to teaching 14 19 in FE and covers current pathways for achievement Coverage of effective delivery of the new Diploma qualification is included giving guidance on planning and assessment It goes on to explore the challenges of behaviour participation and re engaging disaffected learners Finally it considers the wider context of building partnerships with schools and the needs of industry and employers

Building a Leadership Pipeline for Deans in Business Schools Wolfgang Amann,2021-02-01 The management education industry is in flux Industry trends such as commercialisation

internationalisation consolidation and intensifying competition increase the level of adversity and the challenges that business school leaders face. Recurring crises aggravate the situation and challenge established solutions. A key question is therefore: How do we ensure that adequately qualified and highly motivated individuals rise to the upper echelons? In business schools, dynamics do not naturally encourage leadership development. Younger scholars must master research or teaching skills, none of which represent the core skill set needed to lead a business school. Leadership pipelines with clearly defined stages have been in use in the non-academic corporate sector for a while. This book presents research on the potential for business schools to rely on such pipelines. The proposed substantive grounded theory suggests a better depiction of the phenomenon, analogy-wise as well as semantics-wise, by proposing a leadership canal. Several fundamental assumptions diverge, such as leadership development for deans being less linear, less cumulative, less sequential, less one-directional, to name but a few features.

Investing in the Educational Success of Black Women and Girls Lori D. Patton, Venus Evans-Winters, Charlotte Jacobs, 2023-07-03

In the powerful essays that make up *Investing in the Educational Success of Black Women and Girls*, Black women and girls are listened to, appreciated, and valued in recognition of the unrelenting challenges to our existence in a world that continues to be committed to stifling our voices. What these authors know intimately is that such stifling is not because what Black women and girls are saying isn't important. It is precisely because it is. This book names the challenges Black women and girls continue to experience as we pursue our education and offers implications and recommendations for practitioners, teachers, administrators, and policymakers. It needs to be read widely and deeply studied as much for its formations and beautiful representations of Black women and girls as its recommendations. It is the truth-telling we need today and a groundbreaking resource we need today and beyond.

Cynthia B. Dillard, Nana Mansa II of Mpeasem, Ghana, Athens, Georgia, and Cape Coast, Central Region, Ghana

While figures on Black women and girls' degree attainment suggest that as a group they are achieving in society, the reality is that their experiences are far from monolithic. That the educational system, from early on and through college, imposes barriers and inequities, pushing many out of school, criminalizing their behavior, and leading to a high rate of incarceration. The purpose of this book is to illuminate scholarship on Black women and girls throughout the educational pipeline. The contributors, all Black women educators, scholars, and advocates, name the challenges Black women and girls face while pursuing their education as well as offer implications and recommendations for practitioners, policymakers, teachers, and administrators to consider in ensuring the success of Black women and girls. This book is divided into four sections, each identifying the barriers Black girls and women encounter at the stages of their education and offering strategies to promote their success and agency within and beyond educational contexts. In Part One, the contributors explore the importance of mattering for Black girls in terms of redefining success and joy, centering Black girl literacy pedagogies that encourage them to thrive, examining how to make STEM more accessible to them, and recounting how Black girls' emotions and emotional literacy can either disempower them or promote their sense of

agency to navigate educational contexts Part Two uncovers the violence directed toward and the criminalization of Black women and girls and how they are situated in educational and justice systems that collude to fail them The contributors address incarceration and the process of rehabilitation and reentry the outcomes of disciplinary action in schools on women who pursue college and describe how the erasure and disregard of Black women and girls leaves them absent from the educational policies that deeply affect their lives and wellbeing Part Three focuses on how Black women are left to navigate without resources that could make their collegiate pathways smoother covers how hair politics impact their acceptance in college leadership roles particularly at HBCUs illuminates the importance of social emotional and mental health for Black undergraduate women and the lack of adequate resources and explores how women with disabilities navigate higher education The final part of this book describes transformative approaches to supporting the educational needs of Black women and girls including the use of a politicized ethic of care intergenerational love and dialogue and constructing communities including digital environments to ensure they thrive through their education and beyond

Incivility and Workplace Toxicity in P-12 Schools Kara Lasater, Kristina N. LaVenita, James W. Koschoreck, 2025-08-01 This edited volume examines the causes consequences and costs of workplace incivility in P 12 education and provides practical strategies for leaders to prevent toxicity in their schools and districts The resource provides a broad range of thought provoking and practical contributions that situate incivility within the current sociopolitical landscape of education It also offers interventions to support civility and reduce harm within P 12 schools and districts The volume is divided into three parts considering the role of leaders and preparation programs in fostering civility vulnerability marginalization and incivility and incivility in context Each chapter focuses on a central thesis related to incivility in P 12 educational contexts and includes key points and extension activities to guide leadership development and practice This volume is for faculty and scholars of educational leadership as well as for current and aspiring leaders who are interested in cultivating educational spaces that are welcoming affirming healing and connective

Rural Extension, Education and Training Abstracts ,1980

Proficiency and Beliefs in Learning and Teaching Mathematics Yeping Li, Judit N. Moschkovich, 2013-09-04 Efforts to improve mathematics education have led educators and researchers to not only study the nature of proficiency beliefs and practices in mathematics learning and teaching but also identify and assess possible influences on students and teachers' proficiencies beliefs and practices in learning and teaching mathematics The complexity of these topics has fascinated researchers from various backgrounds including psychologists cognitive or learning scientists mathematicians and mathematics educators Among those researchers two scholars with a similar background Alan Schoenfeld in the United States and G nter T rner in Germany are internationally recognized for their contributions to these topics To celebrate their 65th birthdays in 2012 this book brought together many scholars to reflect on how their own work has built upon and continued Alan and G nter's work in mathematics education The book contains 17 chapters by 33 scholars from six different

education systems This collection describes recent research and provides new insights into these topics of interest to mathematics educators researchers and graduate students who wish to learn about the trajectory and direction of research on these issues

Revolutionizing the Online Learning Journey William J. Rothwell, Aileen Zaballero, Farhan Sadique, Behnam Bakhshandeh, 2024-07-31 The fast evolution of education and the expansion of internet resources necessitate increasingly advanced tools and methodologies Enabling virtual conversations for knowledge dissemination community development and connection might promote an explorative strategy Teachers trainers and facilitators must create compelling virtual learning Critical questions How can companies engage online learners How can educators improve virtual learning A system can undergo substantial alterations when technology is employed as a tool or function E learning and m learning offer new interaction options for learners trainers and stakeholders Innovative technologies can encourage new educational alternatives against conservatism You've been waiting for Revolutionizing the Online Learning Journey 1500 Ways to Increase Engagement This practical guide is for instructors instructional designers professional trainers consultants and others directly involved in teaching producing and leading online learning The authors data will reveal a wealth of methods that may make virtual meetings interesting inclusive and inventive for all participants This book offers several ideas and tools that may be simply integrated to keep learners engaged and make learning sessions more engaging You'll also learn about new learning tools like virtual reality and artificial intelligence to expand your possibilities

Peterson's Graduate & Professional Programs: An Overview--Profiles of Institutions Offering Graduate & Professional Work Peterson's, 2011-06-01 Graduate Professional Programs An Overview Profiles of Institutions Offering Graduate Professional Work contains more than 2 300 university college profiles that offer valuable information on graduate and professional degree programs and certificates enrollment figures tuition financial support housing faculty research affiliations library facilities and contact information

Historical Abstracts Eric H. Boehm, 1994 *Academic Leadership in Engineering Education* Rohit Kandakatla, Sushma Kulkarni, Michael E. Auer, 2024-11-13 Engineering institutions worldwide are undergoing significant transformation as they work to adapt themselves to the learning needs of students in the 21st century changing trends in the requirements of the industry and society and growing concerns about issues related to sustainable development and climate change Future engineering graduates must be equipped to tackle complex problems in society that are aligned with the United Nations Sustainable Development Goals SDGs There are increasing calls for engineering institutions to create quality learning experiences for students enabling them to develop deeper learning skills such as critical thinking problem solving life long learning leadership skills and the ability to work in teams Engineering curricula must be made multidisciplinary innovative and outcome driven by integrating evidence based pedagogies and learning mechanisms For this to happen academic leaders must reimagine their institutions with significant changes at the administration governance and leadership levels Establishing new age institutions that meet international accreditation

standards requires dynamic academic leaders at multiple levels who can work collaboratively to achieve the vision and mission of the institution This book is an attempt to share key learnings from academic leaders from around the world on important trends emerging in engineering education Aspiring academic leaders will get a glimpse of the thought process and vision of such leaders how they strategize and support their institutions for the betterment of the students and what kind of changes they are working on to keep up with the ever evolving environment The book is divided into four sections Each section comprises multiple chapters written by different academic leaders that are based on their experiences of implementing best practices at their respective institutions Section 1 Governance and Leadership of Engineering Institutions Section 2 Creating Quality Learning Experiences Section 3 Preparing Institutions to become Knowledge Hubs for Research Innovation and Entrepreneurship Section 4 Empowerment of Faculty and Students for the 21st Century The sections and chapters will be of great value to multiple stakeholders in leadership positions at engineering institutions including Presidents Vice Chancellors Provosts Directors Deans Heads of Departments and Faculty members aspiring to be academic leaders Each chapter will be presented through case studies from successful programs initiated and pioneered at various engineering institutions across the globe **Catalog** Food and Nutrition Information Center (U.S.),1974

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