

Student perspectives: Making the world a better place

As part of the third Things That Matter report, prepared by South Australia's Commissioner for Children and Young People, almost 14,000 children aged 8–12 responded to the prompt, 'the world would be better if...'. Here, we share some of their responses*.



12-year-old male

'we used less fossil fuels we found more sustainable energy sources, sexism and racism rates go down, we stopped destroying the land, water, air.'

11-year-old female

'there was no climate change or covid 19 and if grownups listened to childrens ideas and opinions more.'

9-year-old female

'there is a program for people who are moving schools to make them feel better and for people with helth issuse and Anxiety and deppreshoin to have a person to help!'

11-year-old female

'the government and grownups cared about our future, and didn't just ignore the fact that we are ruining earth, and basically just making a bad future for the next generation.'

10-year-old male

'People had more empathy for the people going through tough times with money, finances and poverty.'

12-year-old female

'people would lisson to the smaller voices more, instded of the more powerful ones.'

11-year-old male

'kids could talk back when they need to defend themselves because sometimes adults think your the person in trouble but if kids had a chance to speak it would be a lot better.'

*All quotes have been published verbatim

Creating Better Schools

United States. Office of Education

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the text 'United States. Office of Education'.

Creating Better Schools:

Creating Connections for Better Schools Douglas J. Fiore, 2001 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company

Creating an Excellent School Hedley Beare, Brian J. Caldwell, Ross H. Millikan, 1989 How can a school become excellent This book takes four important developments in recent educational administration theory and shows how these ideas can be applied to improve schools and create centres of excellence

Building Better Schools (pocket book) Abraham Fischler, 2012-03-21 Dr Fischler was a pioneer in the 1970s and 1980s in higher education bringing distance learning to principals and teachers before there was the Internet He offers a vision for freeing teachers from presenting information the lecture and encourages more interaction between students through projects and discussions The end of the book has ten suggested activities to support the transformation of education

Building Better Schools -- Third Pocket Edition Abraham S. Fischler, 2012-07-07 Dr Fischler was a pioneer in the 1970s and 1980s in higher education bringing distance learning to principals and teachers before the Internet existed He offers a vision for freeing teachers from presenting information the lecture and encourages more interaction between students through projects and discussions The end of the book has ten suggested activities to support the transformation of education

What Every Principal Needs to Know to Create Equitable and Excellent Schools George Theoharis, Jeffrey S. Brooks, 2015-04-25 School leaders who succeed at creating a high achieving learning community must also be committed to creating an equitable environment for all students In this new book key scholars across the content areas show how to put into practice a commitment to equity and excellence across the Pre K12 spectrum Readers learn directly from experts in each of the content domains literacy mathematics science social studies music early childhood special education English language learners world languages and physical education how a commitment to social justice and equity can be grounded in core subject areas why each has a place in the school and what they need to know and do in each subject area This book is a critical instructional leadership resource for new and veteran principals who want to see all students succeed Contributors Antonio J Castro Julie Causton Theoharis Virginia Collier Katherine Delaney Catherine Ennis Virginia Goatley Beth Graue Rochelle Gutierrez Kathleen A Hinchman Anne Karabon Christi Kasa Dave McAlpine Mitchell Robinson Victor Sampson Sherry A Southerland and Wayne Thomas

Creating the Conditions for School Improvement Mel Ainscow, John Beresford, Alma Harris, David Hopkins, Geoff Southworth, Mel West, 2013-12-19 First Published in 2001 This is the second edition of this school s improvement handbook of staff development activities by the IQEA Improving Education for All project This book is not about what changes should be introduced into a school but rather about creating the conditions for supporting those changes which schools or individuals believe should be introduced To be effective at managing change schools and teachers need to modify the internal conditions of the school at the same time as introducing changes in teaching or curriculum The book therefore provides ideas and materials to help colleagues in school to create such conditions and suggests a strategic

approach *Creating School Partnerships that Work* Frances K. Kochan, Dana M. Griggs, 2020-07-01 THIS IS A UNIQUE BOOK IF YOU CARE ABOUT SCHOOLS AND SCHOOLING AND THE WAY IN WHICH PARTNERSHIPS MAY HELP TO STRENGTHEN AND IMPROVE THEM AND THE INSTITUTIONS THAT PARTNER WITH THEM YOU SHOULD READ IT School partnerships have a long history in the United States The inception of public schooling was a type of partnership with the community The concept of local school boards and local control was integral to the establishment of schools and the idea that public education was a public good has deep roots in the country Partnerships denote relationships which are mutually beneficial to the parties involved and which result in joint benefits for those who create and engage in them The partnerships presented in this book provide ample evidence of the value and benefits of these arrangements The book contains stories and research about school partnerships from a variety of groups and perspectives which are focused upon multiple issues within educational institutions and communities within the United States The final chapter presents an analysis across all the partnerships to identify the elements that fostered and hindered their success and the primary lessons learned This analysis should provide meaningful information for those engaged in developing and operating similar partnerships or those involved in conducting research on or about them Although the cases presented in this book occur within the United States the findings may also have relevance for similar initiatives in other countries Praise for *Creating School Partnerships that Work* A Guide for Practice and Research Kudos to Dana Griggs and Frances Kochan for compiling the rich accountings of eight different school partnerships all in one place Readers will learn a great deal from both the individual accountings of a broad array of partnerships as well as the collective analysis of the partnerships and lessons learned across them *Creating School Partnerships that Work* A Guide for Research and Practice is a must read book for anyone who ever has been is or desires to be involved in any type of school partnership Nancy Fichtman Dana Professor School of Teaching and Learning University of Florida Gainesville *Creating School Partnerships that Work* A Guide for Research and Practice is a must read for scholars researchers practitioners and community members seeking to identify elements of successful school partnerships that foster students academic and personal successes This edited volume shares stakeholders perspectives on multi dimensional school partnerships which have successfully led to sustained collaborations across diverse purposes that are mutually beneficial for all groups The usefulness of the content analysis presented in the final chapter which identifies elements both fostering and hindering partnerships with recommendations cannot be overstated Mary Barbara Trube Professor Emerita Ohio University Chillicothe Contributing Faculty Dissertation Mentor Walden University Early Childhood Education Adjunct Faculty Florida SouthWestern State College Mentor Early Childhood Consultant ILEAD Xi an Jiaotong Liverpool University

Decentralized Decision-making in Schools Harry Anthony Patrinos, Tazeen Fasih, 2009 An increasing number of developing countries are introducing School Based Management SBM reforms aimed at empowering principals and teachers or at strengthening their professional motivation thereby enhancing their sense of ownership of the school Many of these

reforms have also strengthened parental involvement in the schools sometimes by means of school councils SBM programs take many different forms in terms of who has the power to make decisions as well as the degree of decision making devolved to the school level While some programs transfer authority only to school principals or teachers

Building School 2.0 Chris Lehmann, Zac Chase, 2015-09-08 Ninety five propositions for creating more relevant more caring schools There is a growing desire to reexamine education and learning Educators use the phrase school 2.0 to think about what schools will look like in the future Moving beyond a basic examination of using technology for classroom instruction Building School 2.0 How to Create the Schools We Need is a larger discussion of how education learning and our physical school spaces can and should change because of the changing nature of our lives brought on by these technologies Well known for their work in creating Science Leadership Academy SLA a technology rich collaborative learner centric school in Philadelphia founding principal Chris Lehmann and former SLA teacher Zac Chase are uniquely qualified to write about changing how we educate The best strategies they contend enable networked learning that allows research creativity communication and collaboration to help prepare students to be functional citizens within a modern society Their model includes discussions of the following key concepts Technology must be ubiquitous necessary and invisible Classrooms must be learner centric and use backwards design principles Good technology can be better than new technology Teachers must serve as mentors and bring real world experiences to students Each section of Building School 2.0 presents a thesis designed to help educators and administrators to examine specific practices in their schools and to then take their conclusions from theory to practice Collectively the theses represent a new vision of school built off of the best of what has come before us but with an eye toward a future we cannot fully imagine

Making Good Schools Robert Bollen, Bert P.M. Creemers, David Hopkins, Nijs Lagerweij, David Reynolds, Louise Stoll, 2005-06-21 The disciplines of school effectiveness research and school improvement practice and research have been apart for too long This book is the first major attempt by leading writers and practitioners in these fields to bring the areas together in a coherent way Existing knowledge about the characteristics of good schools is outlined together with the knowledge base about how to make schools good schools The book also makes an entirely original contribution to re thinking practice in school improvement that can revolutionise our thinking in the late 1990s and which can be of use to academics to policymakers and to the practitioners which much existing work has neglected

Developing Leadership: Creating the Schools of Tomorrow Martin Coles, Geoff Southworth, 2004-11-16 What is our best present understanding of good school leadership How do I lead my school to make it relevant to students of the 21st century The idea for this book grew out of an international conference organized by the National College for School Leadership An International Future learning from best practice worldwide which explored innovative and significant aspects of educational leadership and brought together international colleagues to generate new understandings The conference proved a dynamic forum for debate for researchers academics policy makers and practitioners It was clear at the conference that there was a consensus of

understanding around certain key themes that crossed national boundaries In *Developing Leadership* well known international contributors explore this consensus to promote the key themes which reflect our best present understanding of good school leadership and to inform school leaders about leading edge thinking which bears on their role These key ideas which are highlighted at various points throughout the book are built around professional learning communities distributed leadership strategic thinking about ICT sustainability internship mentoring and coaching Contributors Ray Bolam Martin Coles Gary Crow Clive Dimmock Dean Fink David Green Andy Hargreaves Sing Kong Lee Bill Mulford Fred Paterson Tony Richardson Geoff Southworth James Spillane Louise Stoll Ken Stott Allan Walker John West Burnham

Making Schools Work Barbara Bruns, Deon Filmer, Harry Anthony Patrinos, 2011 This book is about the threats to education quality in the developing world that cannot be explained by lack of resources It reviews the observed phenomenon of service delivery failures in public education cases where programs and policies increase the inputs to education but do not produce effective services where it counts in schools and classrooms It documents what we know about the extent and costs of such failures across low and middle income countries And it further develops the conceptual model posited in the World Development Report 2004 that a root cause of low quality and inequitable public services not only in education is the weak accountability of providers to both their supervisors and clients The central focus of the book however is a new story It is that developing countries are increasingly adopting innovative strategies to attack these problems Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment completion and student learning The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability It provides the rationale and synthesizes the evidence on the impacts of three key lines of reform 1 policies that use the power of information to strengthen the ability of clients of education services students and their parents to hold providers accountable for results 2 policies that promote school based management that is increase schools autonomy to make key decisions and control resources often empowering parents to play a larger role 3 teacher incentives reforms that specifically aim at making teachers more accountable for results either by making contract tenure dependent on performance or offering performance linked pay The book summarizes the lessons learned draws cautious conclusions about possible complementarities across different types of accountability focused reforms if they are implemented in tandem considers issues related to scaling up reform efforts and the political economy of reform and suggests directions for future work

Reframing Bullying Prevention to Build Stronger School Communities James Dillon, 2015-03-18 Tackle underlying issues to get to the root of bullying James Dillon translates rich and insightful research on the dynamics of change into practical terms while probing deeply into the issues and why they persist in our schools to promote meaningful conversation among school staff and parents Inside you will find Vignettes analogies and real life examples along with tools that illustrate

the benefits of using alternative methods to prevent bullying Discussion on transforming the role of discipline to reframe bullying among teachers administrators and students Guidance on how to establish a school climate that promotes empathy and compassion instead of fear **Agricultural Instruction in Secondary Schools** Arthur Coleman Monahan, Charles Hart Handschin, Clarence Hall Robison, Eugene Cuninghame Branson, George Edwin MacLean, Roland B. Daniel, United States. Office of Education, Floyd B. Jenks, Robert Herring Wright, 1913 **The Legacy of Middle School Leaders** Tracy W. Smith, C. Kenneth McEwin, 2011-06-01 Sponsored by the Middle Level Education Research SIG of AERA this inaugural volume in the new IAP book series The Handbook of Resources in Middle Level Education focuses on the contributions and impact of the leaders of the modern middle school movement Contained within this volume are the edited transcripts from 20 extensive interviews of the most influential leaders of the middle level movement including such notable figures as William Alexander Donald Eichhorn John Lounsbury Conrad Toepfer and Gordon Vars This historic volume will be an invaluable resource to proponents advocates and students of the middle school concept and developmentally appropriate education for young adolescents CREATING AN INCLUSIVE SCHOOL Dr. Savita Taneja ,Dr. Deepshika Sharma ,Dr. Mamta Sharma, 2025-05-01 B Ed Second Year According to the syllabus of Chaudhary Charan Singh University Meerut **Bulletin** United States. Office of Education, 1913 Normal Schools, and Other Institutions Henry Barnard, 1851 **Powerful Reforms with Shallow Roots** Larry Cuban, Michael Usdan, 2014-04-15 Drastic reform measures are being implemented in growing numbers of urban communities as the public's patience has finally run out with perpetually nonperforming public schools This authoritative and eye opening volume examines governance changes in six cities during the 1990s where either mayoral control of schools has occurred or where noneducators have been appointed to lead school districts Featuring up close in depth case studies of Philadelphia Baltimore Chicago Boston San Diego and Seattle this book explores the reasons why these cities chose to alter their traditional school governance structures and analyzes what happened when the reforms were implemented and whether or not teachers and students performed better because of them Provides useful perspectives on the complexities of educational change that is relevant to all kinds of school systems of interest to elected officials other policymakers business leaders and educators Richard W Riley Former U S Secretary of Education A must read for policymakers intent on improving the academic performance of children in America's urban centers offers important insight and an excellent overview of the reforms being tested in the six urban centers Ted Sanders President Education Commission of the States Every urban political official indeed every governor business leader and state legislator should study the urban school reforms described in this book James B Hunt Jr Former Governor of North Carolina and Chairman James B Hunt Jr Institute for Educational Leadership and Policy A must read for educators This book clearly defines what it takes to make significant changes in urban districts Floretta McKenzie Former Superintendent District of Columbia Public Schools **To Create a Department of Education and to Encourage the States in the Promotion and Support of Education.**

Hearings.. on S. 1337. (68 Cong. 1st Sess.). United States. U.S. Congress. Senate. Committee on education and labor,1924

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