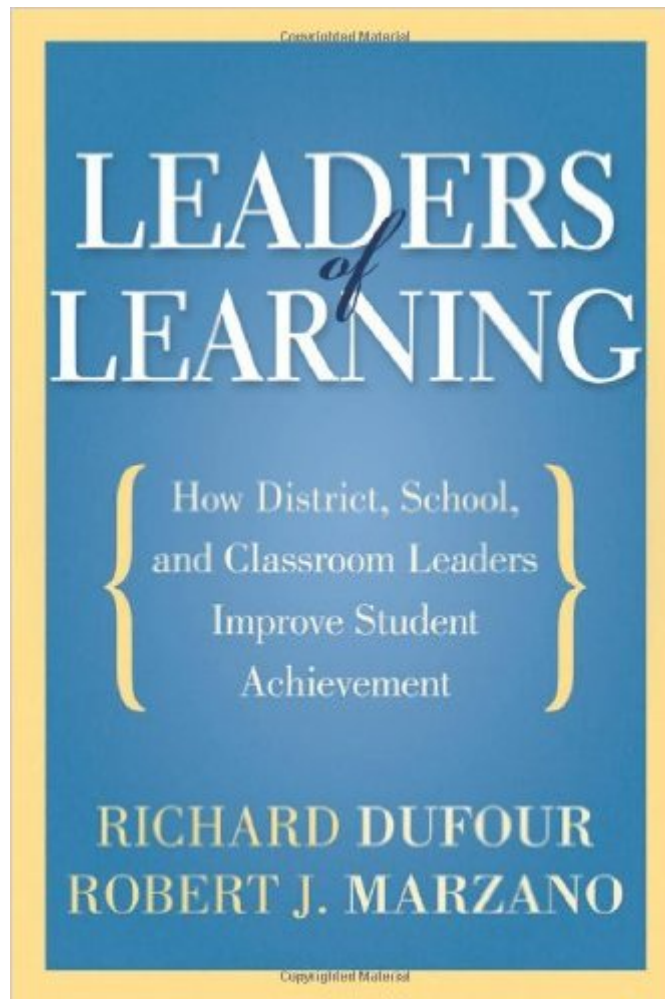The book was found

Leaders Of Learning: How District, School, And Classroom Leaders Improve Student Achievement

Synopsis

Finalist-Association of Educational Publishers 2012 Distinguished Achievement AwardFor many years, Dr. Richard DuFour and Dr. Robert J. Marzano have been cotravelers on the journey to help educators improve their schools. In their first book together, Dr. DuFour and Dr. Marzano have combined their passions to articulate how effective leaders foster continuous improvement at the district, school, and classroom levels. The book focuses on district leadership, principal leadership, and team leadership, and addresses how individual teachers can be most effective in leading students--by learning with colleagues how to implement the most promising pedagogy in their classrooms. The authors argue that no single person has all the knowledge, skills, and talent to lead a district, improve a school, or meet all the needs of every child in his or her classroom. Instead, it will take a collaborative effort and widely dispersed leadership to meet the challenges confronting schools. Benefits * Combines the authors' expertise and many years of experience into one comprehensive volume on leadership * Provides proven strategies for school improvement based on the most up-to-date research * Focuses on how district and school leaders create the conditions to support the collaborative culture of a PLC * Examines the specific work that teachers undertake as members of PLCs

Book Information

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Customer Reviews

This is one of those books in which the progressive agenda openly reveals itself. It's a handbook for turning schools into collectives, with collectivism understood as both method and goal.It displays no awareness of the great collectivist systems that America fought a world war and a cold war to resist.

Indeed, it displays no real awareness of history--or of philosophy, or religion, or freedom. All those are replaced by the consensus of a group. There's no possibility, in the book, of an individual believing that the consensus is mistaken and arguing against it by appeals to authorities beyond the group.The group's tasks--as well as their vocabulary and the indicators of their success--are chosen by a few leaders, and once the important decisions are made for everyone, they are assigned tasks and roles, they are organized into teams that feature endless meetings discussing the tasks using the vocabulary and assessments as assigned, public articulations of the orthodoxy. In brief, the same processes used by the soviets to monitor and coerce compliance.Collectives are parodies of true communities. Communities create shared worlds in which individuals collaborate with other individuals to accomplish shared purposes. Collectives create antiworlds (Voegelin) in which individuals are bent to the common good, as defined by authority. Worlds emerge when individuals create a shared reality based on individual experiences of and thoughts about things as they really are--the truth. Antiworlds emerge in opposition to the sources of truth.Groupthink is always wrong, as Jung knew, because the consensus will always be lower than the insights and aspirations of the best individuals.

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