REFLECTIVE JOURNAL

The main aim of this journal is to keep a record of my thoughts, notes, reflections and questions about this subject, and some implementation activities related to this subject that I have carried out in my classes. All the information we can find in this journal is connected, however I have decided to classify them by topics.

❖ Assessment & Evaluation:

I would like to center this reflection on my personal opinion about the fact of assessing and being assessed: how people feel, if they like or not and why, etc.

In my opinion the feeling people have when we are assessed changes through the years and it different depending on the kind you are. When children are at school they feel that assessment is something compulsory for them, but they do not really feel the pressure that, for example, students at high school feel because they know that they have to achieve the goals and the targets and unless they do it, they will not promote. On the other hand, we can think of assessment from the teachers' or parents' perspective. If we focus on parents' perspective, assessment is something good because it facilitates them the fact of knowing that their children are working at school and if they are truly learning or not. Now, I will focus on teachers' perspective. For teachers assessment is something great because it gives information about students and their progress in the learning process, about our own job (because we are assessed by others teachers of self-assessment) and information about the quality of the tools we use in our classes.

❖ Formative & Summative Assessment:

I would like to mention that, before studying this unit it was difficult for me to understand the difference between formative and summative assessment. However, now, I am able to distinguish them and that's why I would like to refers on these terms in the following lines. After each explanation, I will give you some examples of how I use each of the assessments with my students.

 Formative assessment provides explicit feedback to both, teacher and students, in order to improve the teaching-learning process, it means, the

Leadership Reflective Journal Example

Aida Alvinius

Leadership Reflective Journal Example:

Group Leadership Skills Mei-whei Chen, Christopher Rybak, SAGE Publications, Inc., 2017-10-26 Group Leadership Skills provides a road map and a practical toolkit for users to lead all types of groups effectively Drawing on extensive teaching and clinical experience authors Mei whei Chen and Christopher Rybak give readers numerous skills techniques insights and case illustrations demonstrating how to tap into the heart of group therapy the interpersonal processes The text covers group processes from beginning to end including setting up a group running the first session facilitating the opening and closing of each session working with tension and conflict and using advanced skills and intervention techniques to facilitate member change The Second Edition expands on group leadership skills to include methods of running mandate groups semi structured groups basic level unstructured groups and advanced level here and now focused groups as well as using psychodrama techniques to heal unresolved grief and loss Educational Leadership P. Lena Morgan, C. Jay Hertzog, Albert S. Gibbs, 2002 Academics from the field of education present a manual providing advice to educational interns and intern program managers on successfully navigating internships in American primary schooling The role and responsibilities of interns and educational institutions are described accrediting and licensing bodies are described and forms of intern assessment are examined Annotation copyrighted by Book News Inc Portland OR The Reflective Leader Ian Robson, 2022-09-26 The Reflective Leader brings together theory and core concepts through reflective practice reflexivity and experiential learning to crystallize current thinking regarding introspection and contextual intelligence in understanding Teacher Learning and Leadership Ann Lieberman, Carol Campbell, Anna and improving the effectiveness of leaders Yashkina, 2016-08-25 Teacher Learning and Leadership asserts that teachers should be put at the center of creating developing organizing implementing and sharing their own ideas for school change rather than being passive recipients of knowledge from the outside It argues that there is tremendous potential for the good of students and the professionalization of teaching when teachers work collaboratively to develop their own and their colleagues professional knowledge and practices and are supported by school and system leaders unions and government The book draws on the groundbreaking work of the Teacher Learning and Leadership Program in Ontario and uses an in depth case study to illustrate its points It demonstrates how professional development built around collaboration teacher leadership curriculum development technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers thereby instilling a genuine sense of pride and accomplishment in their work This book is a sincere outreach from the authors who advocate for the professional development of by and for teachers as individuals and importantly as a collective profession. The authors argue that projects like the TLLP a joint initiative between the Ontario Ministry of Education and the Ontario Teachers Federation can radically and positively transform teachers knowledge skills and practices The book provides an important model for school change led by teachers rather than experts in partnership with school and system leaders and is a

fascinating read for all those concerned with teaching teacher development and educational change **Cases on Servant Leadership and Equity** Thomas, Ursula, 2022-10-14 Due to the increasing importance of leadership the study of servant leadership and its relationship with equity is vital for community educators teacher leaders public administrators and more It is important to investigate the complex relationship between organizations and leadership structure in an effort to examine the intersection of how we can best improve our organizations and the populations that they serve Cases on Servant Leadership and Equity uncovers the nuances and challenges of servant leadership experienced by diverse servant leaders It explores how servant leaders of diverse backgrounds navigate challenges that are unique to the organizations in which they lead Through a critical lens servant leadership is unpacked through the eyes of leaders that are filtered by race class ethnicity and gender as well as geopolitical spaces Covering topics such as emotional intelligence rural teachers and employee engagement this case book is an indispensable reference for managers executives sociologists government officials politicians policymakers human resource managers faculty and administrators in K 12 and higher education pre service teachers community leaders librarians researchers and academicians **Developing Teachers as Leaders** Phil Quirke, Joy Kreeft Peyton, Jill Burton, Carla L. Reichmann, Latricia Trites, 2021-01-04 This book focuses on reflective writing guiding teachers to recognize their potential as professional leaders. The shift to online and blended learning models now favored in education encourages a broader understanding of leadership particularly its growing relevance to teachers These models combined with reflective writing foster flexible inclusive teacher learning that responds to each teacher's strengths can be used individually and collaboratively to develop teachers as leaders inside and outside the classroom who are critically involved in creating their own professional learning environments The authors examine leadership in a global range of teaching contexts each chapter raising diverse issues for teachers aspiring to be leaders in this post COVID world All royalties from this book are donated to the Instituto dos Cegos da Paraiba Adalgisa Cunha ICPAC a school in Jo o Pessoa Para ba Brazil that serves the low vision and blind community in the area For years the Institute has collaborated as a supervised internship site for various teacher education university programs providing inspiring field work experiences such as those described in Chapter 4 by Carla Reichmann Brill is proud to support this important cause and match the donation to the Instituto dos Cegos da Paraiba Adalgisa Cunha ICPAC **Educational Leadership and Administration: Concepts,** Methodologies, Tools, and Applications Management Association, Information Resources, 2016-10-12 The delivery of quality education to students relies heavily on the actions of an institution s administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives Educational Leadership and Administration Concepts Methodologies Tools and Applications provides comprehensive research perspectives on the multi faceted issues of leadership and administration considerations within the education sector Emphasizing theoretical frameworks emerging strategic initiatives and future outlooks this publication is an ideal reference source for educators professionals school

administrators researchers and practitioners in the field of education **The Learning Leader** Douglas B. Reeves, 2020-08-31 We can t do that in our school district I don t have time to add that to my curriculum We re fighting against impossible odds with these students Sound familiar School improvement can often feel like a losing battle but it doesn t have to be In this fully revised and updated second edition of The Learning Leader Douglas B Reeves helps leadership teams go beyond excuses to capitalize on their strengths reduce their weaknesses and reset their mindset and priorities to achieve unprecedented success A critical key is recognizing student achievement as more than just a set of test scores Reeves asserts that when leaders focus exclusively on results they fail to measure and understand the importance of their own actions He offers an alternative the Leadership for Learning Framework which helps leaders identify and distinguish among four different types of educators and provide more effective tailored support to Lucky educators who achieve high results but don t understand how their actions influence achievement Losing educators who achieve low results yet keep doing the same thing expecting different outcomes Learning educators who have not yet achieved the desired results but are working their way toward excellence Leading educators who achieve high results and understand how their actions influence their success Reeves stresses that effective leadership is neither a unitary skill nor a solitary activity. The Learning Leader helps leaders reconceptualize their roles in the school improvement process and motivate themselves and their colleagues to keep working to better serve their students The Silent Power of Unshakable Leaders. How to Influence Without Saying a Word or Forcing Authority Silas Mary, 2025-02-26 The Silent Power of Unshakable Leaders How to Influence Without Saying a Word or Forcing Authority The most powerful leaders don't shout to be heard they command respect through presence confidence and unshakable influence True leadership isn t about forcing authority it s about earning it through silent strength emotional intelligence and the ability to inspire without words This book is your step by step guide to mastering silent leadership influence and presence allowing you to lead effortlessly without dominance or manipulation You ll learn How to develop an unshakable presence that commands respect in any room The psychology of influence why people follow confident composed leaders How to build authority through actions not words The power of nonverbal communication how posture eye contact and energy create impact How to stay calm under pressure and lead with quiet confidence Whether you re an entrepreneur executive or leader The Silent Power of Unshakable Leaders will give you the mindset tools and strategies to lead with quiet influence make an impact without force and build a legacy of respect and authority Because true leadership isn t about how loud you are it s about how powerful your presence is The Role of Leadership Educators Kathy L. Guthrie, Daniel M. Jenkins, 2018-02-01 Leadership as a discipline leadership education as a field and leadership educator as a profession are still in their infancy and rapidly evolving As professionals in higher education we are constantly asked to provide opportunities for students to learn leadership whether that is inside or outside of the classroom However very little if any professional development occurs in how to create such learning opportunities This book provides resources

for leadership educators in three sections The first section sets the stage for leadership education and the professional work of leadership educators culminating with a variety of professional development resources for leadership educators The second section introduces a leadership learning framework provides characteristics and examples of strong leadership programs and assessment practices and describes the transformative practice of leadership education The third and final section offers specific instructional and assessment strategies ranging from discussion case study and reflection to team based and service learning to self assessments role play simulation and games to fulfill learning outcomes Leadership And Management: Developing Insights And Skills Coleman, Marianne, Glover, Derek, 2010-04-01 Demonstrates the insights and skills needed by leaders in education in an increasingly diverse society This book integrates theory with practice by presenting a real life scenario in each chapter It promotes an ethical stance based on values of social justice and equity with a strong focus on cultural diversity From Ego to Excellence: The Journey of Transpersonal Leadership Elisabeth Carrio, 2024-12-24 Dans un monde en constante volution le leadership traditionnel ne suffit plus Ce livre explore le concept r volutionnaire de leadership transpersonnel une approche qui int gre les intelligences rationnelle motionnelle spirituelle et corporelle pour cr er un leadership authentique thique et durable travers des recherches approfondies des tudes de cas r els et des outils pratiques Elisabeth Carrio guide les leaders vers une transformation personnelle et professionnelle D couvrez comment transcender les mod les traditionnels pour incarner un leadership align sur vos valeurs inspirer la collaboration et relever les d fis complexes du 21 si cle Ce livre est une ressource essentielle pour les dirigeants gestionnaires et professionnels qui souhaitent d velopper leur potentiel renforcer leur impact et transformer leur organisation tout en restant fid les leurs convictions Points cl s abord s L int gration des intelligences rationnelle motionnelle spirituelle et corporelle La transition du leadership bas sur l go vers un leadership ax sur le sens et l authenticit Des outils pratiques et exercices pour le d veloppement personnel et professionnel Des tudes de cas inspirantes et des applications concr tes Rejoignez le mouvement pour un leadership transpersonnel et d couvrez comment cr er un impact significatif dans votre vie votre organisation et au del **Developing Leaders For Real** Harry Gray, Anne Gimson, Ian Cunningham, 2022-05-13 Developing Leaders For Real Proven approaches that deliver impact presents chapters from international experts analysing approaches to developing leaders that have actually delivered results capturing how executives at all levels really learn to become better organizational leaders Contemporary Leadership Challenges Aida Alvinius, 2017-02-01 Social and behavioral science has for decades studied and recognized leadership as a social exchange between leaders and followers But leadership is rather complex and as such it tends to lead to an increased interest within and across different disciplines This book is an attempt to provide theoretical and empirical framework to better understand leadership challenges in various contexts The authors cover an array of themes that span from an individual level to an organizational and societal level In this volume two sections are presented The first section based on individual level focuses

on different leadership styles and abilities and the other section provides theories to understand leadership in public administration in industrial settings and in nonprofit organizations The Art of Educational Leadership Fenwick W. English, 2007-08-14 English successfully challenges the established educational community to rethink the current state of research on school leadership in the social sciences The inclusion of theory discourse and stories of recognized leaders followed by chapter learning extensions that include key concepts movie recommendations and prompted reflective journaling makes this book a most valuable resource for the educational leadership community H J Bultinck CHOICE The Art of Educational Leadership provides one of the most complete examinations of leadership that I have encountered I admire the way it urges students to think and reflect The format allows individual learners to focus on those materials that best fit their learning style while the numerous presentations of a single topic through the different modalities strengthens the learning This text is a fresh new look at leadership Louise L MacKay East Tennessee State University Fenwick W English returns to themes of leadership he explored in more than 20 earlier books and dozens of presentation to educator audiences He favors re centering educational leadership in the humanities rather than acting on the recommendation of the business literature and he emphasizes the use of films as a way to humanize leadership concepts THE SCHOOL ADMINISTRATOR Excellent cogent analysis of key concepts of leadership are presented in a reader friendly style Saul B Grossman Temple University Moves beyond established notions of leadership to recognize that effective leading is about drama and performance artistry The Art of Educational Leadership Balancing Performance and Accountability stresses the human side of leadership No other text on this topic demonstrates so ably the importance of artistry in leadership in a field that has been lopsidedly dominated by concepts informed by science Presenting the idea that leadership is an art this book Exemplifies a balance between the science and the art of educational leadership The real improvement of practice is rooted in the art of application which is about context and represents the key to leadership practice Connects content material to self discovery Exercises at the end of each chapter include creating a personal reflective journal to engage the reader in and reflect upon theories and practices presented in the book Films are suggested for viewing to illustrate the interaction between context culture decisions and outcomes Portrays multicultural leadership in action Biography boxes throughout the book share how multicultural educational and political leaders who have been recognized as expert practitioners learned the art of leadership in the public arena This is the first book in educational leadership to sketch out a balance between the science and the art of the field The text illustrates how performance and practice represent the art while the delineation of the skills and conceptual models represent the science **Leadership Resilience** Ginger Charles, 2016-04-22 Leadership is demanding and challenging How do leaders cope How do they remain fit and strong and thrive The authors of Leadership Resilience a business school academic and a police officer suggest that many challenges faced by leaders are similar to the challenges experienced by police officers The isolation the pressure not to show personal emotions the expectation that they will deal

effectively with confused frustrated and angry people and that they can deal with delivering bad news all contribute to the pressures bearing on leaders and police officers everywhere The authors argue that these challenges are more pronounced in policing and so more readily identifiable than in other leadership situations. They explore challenges experienced by police officers look at how they cope with them and draw lessons for those undertaking leadership roles more generally Leadership Resilience provides accounts from police officers in their own words of difficult experiences they encounter They describe their feelings about what was important and how they coped with it Each account is followed by an analysis highlighting what is discussed and not discussed in the accounts and identifying lessons that can be drawn by leaders in other situations All is presented so that it is relevant to different cultures demanding different styles of leadership Analysis of the engaging experiences featured will help leaders struggling with the gap between leadership education and capability and the demands made of them to survive and thrive while maintaining their physical mental emotional and spiritual health Learning Marlene Morrison, 2009-07-01 This proposal is for a book about pedagogical leadership that draws upon an extensive literature base as well as empirical research by the author in order to examine forms of leadership and management that promote and instill education for learning and social justice Its starting points are to restore and elevate social and moral purpose in leadership as first order constructs that have theoretical and practical implications for existing and potential leader educators This is not necessarily an easy thing to do Asking educators and researchers of education leadership to define what they consider to be the core moral values underpinning leadership in educational settings usually results in some fairly bland if fundamentally important statements about putting learners at the heart of leadership praxis especially that which occurs in educational settings In practice numerous organisational mission statements attest to this rhetorical conviction Yet it is current policy contexts that place relations between leaders teachers and learners in contradictory moral positions Drives to improve student performance through increased competition in the market place intensified procedures for monitoring and evaluation and frenetic commitments to change as overarching leadership mantras have relegated Sergiovanni s 1998 definition of pedagogical leadership that invests in capacity building by developing social and academic capital for students and intellectual capital for teachers as second even third order constructs This book intends to reverse the process and in doing so it will relegate to second order and by lively debate and illustrative vignettes many though not all of the hegemonic constructs that are prevalent in current managerial times This book will therefore define and challenge a paradox as governments express commitment to an educational settlement that minimises exclusion widens participation and promotes active citizenship the much heralded vanguards of that settlement leaders and managers are being enjoined to reduce their thinking and action to technicist manoeuvres Grace 2000 236 in which aspirations towards social justice can become more distant strangely exotic even in their expression As importantly such technical manoeuvring is not accompanied by a reduction in leadership and management tasks and responsibilities As more is demanded of

organizations and their leaders in terms of responsibilities for learning in areas of health sexuality drug awareness physical exercise and nutrition citizenship work experience race equality and skills in familial and social caring questions arise about the extent to which social justice constitutes a wide umbrella under which such interests might shelter or whether social justice is to be considered separately with attendant dangers to be seen as add on and therefore potentially marginalized or distinct from the total enterprise that constitutes education and learning Leadership and Management in the Early **Years** Caroline Jones, Linda Pound, 2008-03-16 Early childhood practitioners are often reluctant to see themselves as leaders and managers However all those who work with young children and their families whatever their level of experience and competence have to undertake both of these roles on a daily basis This book encourages practitioners to recognise their active involvement in leadership and management in relation to their work as team leader or team member and in their work with parents and other professionals to ensure appropriate and effective provision for young children The authors identify a number of key principles involved in effective early years leadership and management which focus on the idea that Leadership is about influencing others to improve and enhance children's care learning and development Leadership is only effective if it develops the leadership of others by supporting a team or group in meeting their declared aims or vision Leadership is ultimately distributed shared and dispersed in early childhood settings These principles are supported by a detailed exploration of the statutory demands made on practitioners working with young children and their families and reference to relevant literature drawn from both early childhood studies and leadership theories As well as providing quidance on the roles responsibilities and tasks facing early childhood leaders the book features a number of case studies and practical tasks giving life to concepts and ideas and enabling readers to apply theories and policies to their own work settings Additional activities at the end of each chapter further support practitioners in fulfilling their leadership and management roles in practice Leadership and Management in the Early Years is an essential text for early years and early childhood studies students as well as practitioners particularly those who are aiming for Early Years Professional Status

JSL Vol 21-N5 JOURNAL OF SCHOOL LEADERSHIP,2011-11-11 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **Deciphering Chinese School Leadership** Allan Walker, Haiyan Qian, 2017-10-23 With existing educational leadership models and theories being predominantly western influenced this book aims to provide more insight into school leadership in China It pioneers building

research and practice informed knowledge and unravels the complexities that characterize the scholarship context and practices of school leadership School leadership in China is presented through four sub purposes investigating how Chinese school leadership is conceptualized in the international and Chinese literature exploring the shifting context within which Chinese school leaders enact their leadership and examining key policies that have shaped the practice of leader development extending the understandings about the complexities of work lives of Chinese school leaders and further locating indigenous understandings of Chinese school leadership in the political and socio cultural context of contemporary China and the theoretical and conceptual context of international school leadership This text will be particularly useful to international education researchers with focus on educational leadership comparative education education policy and education in China

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