

Learner-Centered Leadership: Research, Policy, and Practice // 9781351560610 // 320 pages // Routledge, 2017 // 2017 // Arnold B. Danzig, Kathryn M. Borman, Bruce A. Jones, William F. Wright

Books and Journals Standalone Books Case Studies Expert Briefings Open Access. Advanced search. Learner-Centered Leadership: Research, Policy, and Practice. Jonathan Lightfoot (Hofstra University, Hempstead, New York, USA). Journal of Educational Administration. Policies and information. Privacy notice. Site policies. Modern Slavery Act Opens in new window. Chair of Trustees governance statement Opens in new window. COVID-19 policy Opens in new window. —. Support & Feedback. EDUCATIONAL LEADERSHIP & LEARNING: Practice, Policy and Research. Sue Law, Derek Glover. 0 / 0. While focusing particularly on schools and colleges, this book evaluates issues increasingly central to leadership in a variety of professional educational settings, for example, school improvement, innovation, teamwork, organizational culture, professional development, motivation and the nature of leadership. Learner Centered Leadership for Language Diverse Schools in High Needs Urban Setting: Findings from a University and Multi-District Partnership Dr. Arnold Danzig Azadeh Osanloo Gerald Blankson Dr. Gary Kiltz Arizona State University. Paper presented in Division A-Administration Symposium 17.015. Bridging Theory and Praxis Through Professional Development for School Administrators: A University-School District Collaboration, at the annual conference of the American Educational Research Association, April 11-15, 2005, Montreal, Canada. Research, Policy, and Practice. Edited By Arnold B. Danzig, Kathryn M. Borman, Bruce A. Jones, William F. Wright. Edition 1st Edition. This book explores one of these approaches, a new model of leadership training known as Learner-Centered Leadership (LCL). It is built around the fundamental idea that learning and learning communities are natural processes that, when properly harnessed, can lead to the highest levels of professional engagement and problem solving. Key features of this exciting new approach to school leadership include the following: Broad-based and Generative The book's narratives vividly illustrate the extraordinary ability of LCL to generate new approaches to leadership development.