Introduction

Theological stance

This paper offers a brief description and analysis of the elements of school leadership and critical practice in an elementary school context. It examines the role of school leaders in promoting a culture of educational excellence and social justice. The paper draws from the perspectives of educators and researchers in the field of education.

Abstract

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AN ELEMENTARY SCHOOL LEADERSHIP AND CRITICAL PRACTICE IN

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Exceptional Education Canada
Social Justice and Critical Practice

The school-wide curriculum at NST was rooted in teachers and administrators' understanding of issues of social justice and the power of collaboration. The goal was to integrate a community-school model into the educational process to promote equity and social justice. NST was an innovative school that aimed to challenge traditional educational practices and promote a more inclusive and equitable learning environment.

The school was a strong example of a community-school model and a site of educational change. NST focused on the development of leadership and critical thinking skills. The school's mission was to empower students to become active participants in their education and in the broader community. NST was a site of educational innovation and a model for other schools to follow.

The unique approach of NST was to foster a sense of community among students, teachers, and parents. The school was committed to providing a safe and inclusive learning environment. NST was a leader in promoting social justice and equity in education. The school was recognized for its innovative approach and was a model for other schools around the country.
When did you come from somewhere NOT to there today, the wrong idea? Where are you and where are you going? Emett College?

"What is this about?

location

the things that can't be proved. Great. Peace.

kindness.

things that should be good to us, to our bodies and our mental minds. Our souls, too. We never know when our future is all about. To put that kind of money..." we were never looking for that kind of money, but we're always trying to make..." you see? That's all about. When we're all about..."

"taking" the Christmas tree, every year, the middle of December.

A school-wide example of critical practice arose on 14 Days in 12 Days in December

Today's example is about the diversity of thought in our school.

and implicitly, the presence of dominant discourses of power in our school's curriculum. We begin by exploring the ways in which language and power are used in our school to reproduce these discourses.

In this example, students began to explore social justice in terms of their own experiences.

everything you need to know, make your take risks of a decision.

"I'm happy, I'm happy. I'm happy, I'm happy."

"I've heard the article says, "meaning" and "meaning" sort of sounds bad"

poetry.

writing, sharing of poems: I don't know..."

"I don't know if I should talk about violence in our community."

School-Led Transition and Critical Practice in an Elementary School

When a Formally
School Leadership and Clinical Practice in an Elementary School.
School leadership

NSI

School leadership is not just about forming a central aspect of school improvement. It is about leadership—because it is invested in the provision of quality instruction and support to enhance effective collaboration, cooperative classroom engagement, and authentic learning experiences. School leadership becomes a necessity in a community that embraces a culture of respect, support, and encouragement. In this environment, leadership takes a variety of forms. The school leadership values the importance of professional development and encourages teachers to reflect on their practices, learn from one another, and continuously improve their teaching. Leadership also promotes a culture of collaboration and inclusivity, where all members of the school community work together to support the educational mission.

When a school is led by an effective principal, the leadership team, and the school staff as a whole, the school becomes a dynamic and vibrant learning community. This leadership is seen in the strong commitment to student success, as evidenced by the high levels of student engagement and achievement. The school leadership is committed to creating a positive and supportive learning environment, where all students have the opportunity to achieve their full potential.

In conclusion, effective school leadership is essential for creating a successful learning community. It requires a leader who is dedicated to the success of all students, who is committed to professional development, and who is willing to take risks in order to create a culture of innovation and excellence. The leadership team must work together to ensure that all members of the school community are involved in the decision-making process, and that the school is a place where students feel valued and respected. When a school is led in this way, it becomes a model for other schools, and a source of inspiration for all those who are committed to creating a high-quality educational environment.
of the school in the classroom, and the classroom in the school. This interaction is fundamental to the educational process and is supported by a common understanding of the concept of "learning." This concept is further reinforced by the curriculum and leadership programs of the school.

In conclusion, the philosophy of the school's leadership, under the guidance of the principal, is centered on the importance of education and the development of the whole child. The school is designed to provide a nurturing environment where children can explore, learn, and grow. This is achieved through a curriculum that is both challenging and engaging, as well as a culture that values collaboration, respect, and a love for learning.
School Leadership and Critical Practice in Elementary School

References


New York: Teachers College Press


