

Redesigning Schooling Series

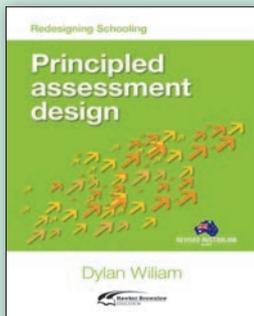


Redesigning Schooling is a series of booklets that challenges schools to improve practice and innovate for change in every aspect of the system. The six-part series is designed to help identify the big questions in education, look at lessons from other systems and shape the debate on how we can make our education system world class.

SAT5085



- Redesigning Schooling: Principled assessment design.
- Redesigning Schooling: Principled curriculum design.
- Redesigning Schooling: Collaboration between schools.
- Redesigning Schooling: Engaging parents: Why and how.
- Redesigning Schooling: Student impact in the redesigned school.
- Redesigning Schooling: What kind of teaching for what kind of learning?



Redesigning Schooling: Principled assessment design

SAT5190

Dylan Wiliam • 9781760015190

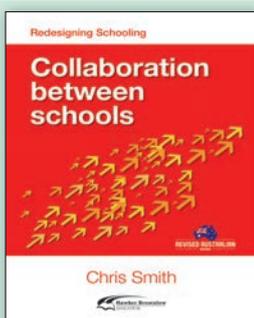
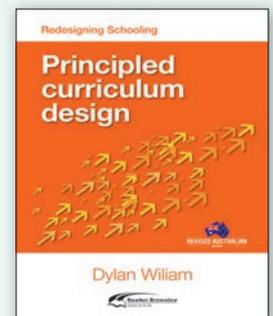
Dylan Wiliam argues forcefully that schools must develop their own way of assessing children's progress. He guides us through a nuanced way of thinking about assessment that should underpin the design of any model: knowing the limitations of types of assessment and the impact these have on the inferences you make; defining what you will assess and the purpose for which you will use the data; how you will collect, share and record it; and, critically, how you can design assessment systems that first and foremost support teaching and learning. 'Good summative assessment requires teachers to share a construct of quality, while good formative assessment requires helping students share the same construct of quality.'

Redesigning Schooling: Principled curriculum design

SAT5107

Dylan Wiliam • 9781760015107

Dylan Wiliam starkly outlines the challenge: 'The rather terrifying thing about being involved in education at the present time is that we are the first generation of educators who know we have no idea what we are doing.' This is because, although education is changing fast, the world is changing faster. Professor Wiliam explains what this means in terms of curriculum in our schools and outlines seven suggested principles of curriculum design. This booklet aims to help schools make curriculum development a planned and collegial process, and one that builds on the expertise of others.



Redesigning Schooling: Collaboration between schools

SAT5206

Chris Smith • 9781760015206

Chris Smith argues that if schools are to lead the way in redesigning schooling it is down to them to create and operate a truly collaborative culture enabled through networks. Assessing the evidence so far on the role of collaboration in education, Chris observes that the evidence indicates strongly (more so than may currently be realised) that it can be a powerful driver of school improvement. But to harness the as-yet-untapped potential schools will need to genuinely understand and leverage the structures, complexities and dynamics of the different types of collaboration and networking. To help schools do this, he explores the characteristics of networks, the critical role of collaboration in innovation and suggests a framework for collaboration.



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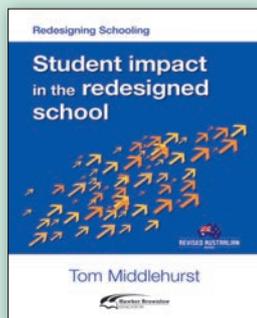
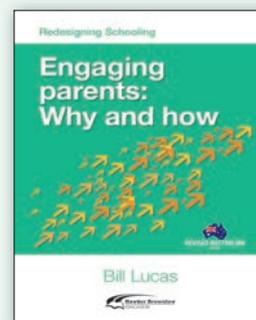
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Redesigning Schooling: Engaging parents: Why and how

Bill Lucas • 9781760015138

SAT5138

In this entry in the Redesigning Schooling series, Professor Bill Lucas argues for the wholesale adoption of a strategy of parent and family and community engagement. He also makes the case for high levels of awareness among school leaders, teachers, parents and other community members about the kinds of parental engagement that really work - both to raise achievement and to develop learners who will thrive in the 21st century. Such activities need to be integral to school strategy, genuinely seen as important by all teachers, and regularly evaluated for their effectiveness.



Redesigning Schooling: Student impact in the redesigned school SAT5121

Tom Middlehurst • 9781760015121

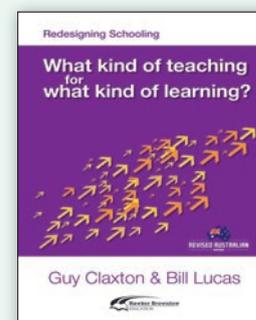
Of all the stakeholder groups in education, children are the most important. At the heart of the Redesigning Schooling series is a focus on how students are supported and empowered in schools to have an impact of their own, and their peer's learning. This booklet charts the journey of student voice and student leadership towards a more complete and encompassing term: student impact. It provides the theory behind this development, and shares practical examples of how schools are changing attitudes to learning by involving students in the redesign of schooling. It ends by reiterating the potentially deep and far-reaching impacts that can be achieved through engaging students meaningfully in all aspects of school life.

Redesigning Schooling: What kind of teaching for what kind of learning?

Guy Claxton, Bill Lucas • 9781760015091

Professors Guy Claxton and Bill Lucas address the fundamental questions: what are the desired outcomes of learning for each individual school? What kinds of teaching and learning will deliver those outcomes? And what kind of leadership will create those kinds of teaching and learning? In providing a structure and stimulus for answering these questions, the authors clearly explain and integrate much relevant work by international thinkers and leaders in education. Their analysis explains many of the ways in which our education system needs to change. It examines alternative approaches and gives guidance on how school leaders can integrate them into successful pedagogic leadership.

SAT5091



Complete Set of all 6 books – SAT5085 • \$90.00

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