

Npqh Application Form Examples

Based on an OECD study of school leadership practices and policies around the world, this book identifies four policy levers and a range of policy options to help governments improve school leadership now and build sustainable leadership for the future.

The study of educational leadership makes little sense unless it is in relation to who the leaders are, how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the Leadership for Learning series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact. Series Editors - Clive Dimmock, Mark Brundrett and Les Bell The notion that school transformation is dependent on exceptional leaders is increasingly seen as unrealistic and unsustainable. Instead, the idea of distributed leadership, which promotes the view that all stakeholders have complementary leadership roles to play in enhancing student learning, is now being promoted as a more useful framework for understanding schools and how they might be changed.

Subscribing to the notion of distributed leadership, O'Donoghue and Clarke identify two key groups: the 'leaders of learning' and the 'leaders for learning'. The leaders of learning – and the focus of this book – are those working at the school level to improve the quality of learning in the classroom, such as teachers, principals, pupils and involved members of the local school community. The leaders for learning are the policy-makers and administrators whose support is crucial. The authors argue that in order to be effective leaders, both groups require an understanding of: Broad trends in contemporary leadership theory Recent views on learning theory The importance of teachers engaging continually in learning about their practice The significance of creating and sustaining schools as learning organisations Forging links between leadership and learning The book's examination of the shifting approaches to leading learning in contemporary schools is enriched by innovative examples drawn from a range of international contexts. Leading Learning will appeal to students involved in masters and doctoral courses relevant to the field and those undertaking programmes of school leadership preparation and development. It will also be of interest to academics working in the field of educational leadership and management.

Professional development in education is about to undergo yet another change as the Teacher Training Agency sets up its framework of national standards of competency. This book explores a range of issues in professional development.

Reshaping the Landscape of School Leadership Development A Global Perspective Taylor & Francis

'Each chapter in the book is firmly rooted in research and is well referenced as one would expect of such a book. It will be of particular use to people with an academic interest in this aspect of school management but will also be thought-provoking for those who are involved in the development of the curriculum within their institution' - escalate This book explores many of the new aspects of the core business of schools and colleges, that is, the curriculum. Keeping the focus clearly on learning and teaching, the contributors explore the practical issues for managers at institutional level, within the context of their need to understand and analyze key educational values and principles. Part One presents overviews of theories and models of curriculum, while Part Two examines how these are applied through planning, monitoring and evaluating. Part Three explores in detail the various managerial roles within schools and colleges from leaders to those responsible for cross-curriculum work and special educational needs. The fourth part discusses the importance of effectively managing resources for the curriculum - the environment, support staff and finance. Contributors use empirical research evidence to analyze current curriculum trends whilst proposing various new models which are

likely to emerge in the 21st century.

Ross Morrison McGill, aka @TeacherToolkit believes that becoming a teacher is one of the best decisions you will ever make, but after more than two decades in the classroom, he knows that it is not an easy journey! Packed with countless anecdotes, from disastrous observations to marking in the broom cupboard, *TE@CHER TOOLKIT* is a compendium of teaching strategies and advice, which aims to motivate, comfort, amuse and above all reduce the workload of a new teacher. The book includes humorous illustrations, photocopyable templates, a new-look 5 minute plan and QR codes to useful videos. This limited edition hardback version will be an invaluable addition to your school CPD library or a long-lasting bible to keep with you throughout your teaching career. As anyone who has followed him on Twitter knows, Ross is not afraid to share the highs and lows of his own successes and failures. He strives to share great teaching practice, to save you time and to ensure you are the best teacher you can be, whatever the new policy or framework. His eagerly-awaited new book continues in this vein and is a must-read for all new teachers. *Vitruvian teaching* will help you survive your first five years: Year 1: Be resilient (surviving your NQT year) Year 2: Be intelligent (refining your teaching) Year 3: Be innovative (take risks) Year 4: Be collaborative (share and work with others now your classroom practice is secure) Year 5: Be aspirational (moving towards middle leadership) Start working towards *Vitruvian* today.

Paul Bambrick-Santoyo (Managing Director of Uncommon Schools) shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or "levers," allow for consistent, transformational, and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Fundamentally, each of these seven levers answers the core questions of school leadership: What should an effective leader do, and how and when should they do it. Aimed at all levels of school leadership, the book is for any principal, superintendent, or educator who wants to be a transformational leader. The book includes 30 video clips of top-tier leaders in action. These videos bring great schools to you, and support a deeper understanding of both the components of success and how it looks as a whole. There are also many helpful rubrics, extensive professional development tools, calendars, and templates. Explores the core principles of effective leadership Author's charter school, North Star Academy in Newark, New Jersey, received the highest possible award given by the U.S. Department of Education; the National Blue Ribbon Print version includes an instructive DVD with 30 video clips to show how it looks in real life. E-book customers: please note that details on how to access the content from the DVD may be found in the e-book Table of Contents. Please see the section: "How to Access DVD Contents" Bambrick-Santoyo has trained more than 1,800 school leaders nationwide in his work at Uncommon Schools and is a recognized expert on transforming schools to achieve extraordinary results.

The Joy of Not Knowing takes every aspect of the curriculum and of school life and transforms it into a personalised, meaningful and enjoyable experience for all. It offers readers an innovative, theoretical and practical guide to establish a values-based, enquiry-led and challenge-rich learning to learn approach to teaching and learning and to school leadership. This thought-provoking guide provides the reader with a wealth of whole-class, easy-to-implement, malleable, practical ideas and case studies that can be personalised to the vision of each setting, age-group and curriculum. It brings together, as a whole-school framework, the strategies that have been shown to have the greatest impact on practitioner's professional fulfilment and on children's life chances, love of learning, intrinsic motivation and enthusiasm for wanting to know. *The Joy of Not Knowing* enables schools to launch the academic year with a bespoke JONK Learning to Learn Week that enables every student to succeed develops philosophical, creative and critical problem-solving and multi-lingual thinking skills establishes collaborative cultures of thinking, learning and leadership informs practice through active action

research incorporates a values-led democratic approach to school life nurtures school-pupil-family-community partnerships Designed for school leaders and practitioners at all levels and across all ages, this practical guide shows how all students can thrive and develop the dispositions of successful lifelong learners and global citizens.

The 34 scenarios that make up this book are based upon real-life teacher-trainee issues. They are designed to stimulate analysis of those issues, to help the formulation of possible approaches to deal with them, and to promote reflection on the role of the mentor as a practitioner, advisor, critical friend, and assessor. There is no single solution to each issue, but the material prompts an in-depth discussion of what the issues are and a consideration of how to manage the complex set of factors towards a resolution.

"... a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills. The curriculum's learning activities are presented in 18 lessons. To reinforce the concepts being taught, each lesson includes probing questions to discuss and instructions for one or more learning activities. Many lessons offer extension activities and ways to adapt the activity for individual student needs. The curriculum also includes worksheets, other handouts, and visuals to display and share. These can be photocopied from this book or printed from the accompanying CD."--Publisher's website.

The post of headteacher presents a vast array of responsibilities and challenges, which can be difficult to anticipate and manage. Providing a fully comprehensive support and development package for new and aspiring headteachers, this practical book will help first-time headteachers to confidently deal with the challenges of their post, and inform senior teachers about what they can expect in the role, and prepare them for a future in headship. This book covers: " The nature of headship " The transition to formal leadership " Preparing for headship " National standards and NPQH " Applying for a headship " Entering headship " Consolidation and extension Being an Effective Headteacher will help new and aspiring headteachers to get to grips with the challenges of headship and encourage them to fulfill their potential as educational leaders.

Nations around the world are undertaking wide-ranging reforms to better prepare

children for the higher educational demands of life and work in the 21st century. What are the skills that young people will need in a rapidly changing society, and what competencies do teachers need to effectively teach those skills? What can teacher preparation and continuing professional development do to prepare graduates to teach well in tomorrow's classroom? What are the different roles and responsibilities of upcoming school leaders, and how do countries succeed in developing these leaders? To help governments effectively address these and other key issues, the U.S. Department of Education, the OECD, and Education International brought education ministers, union leaders, and other teacher leaders together in the second International Summit on the Teaching Profession in March 2012. This publication summarizes the evidence that underpinned the summit and highlights its conclusions.

The government is now training around 6000 deputy heads per year towards a new qualification: the National Professional Qualification for Headship (NPQH). This book covers the one compulsory module for this qualification which is called Strategic Direction and Development of the School. This book will be essential for all those embarking on the NPQH and those teaching or supervising it.

In *Making the Leap*, Dr Jill Berry offers practical advice which will be invaluable to anyone considering headship, drawing on her personal experience, her doctoral research and her extensive reading on the subject. Are you considering headship? Are you looking for advice about whether that would be a good career move for you? Maybe you're applying for roles, or have secured one and are wondering how to manage the transition. Jill believes that the qualities that make you a good teacher are closely related to those which will serve you well in leadership. Every teacher is, in fact, a leader of learning within their own classroom. As your career progresses and you move from one leadership role to another, your sphere of influence gradually grows. You will have the chance to learn, to grow, to prove yourself. You will make mistakes and survive them.

Headship is demanding, but it is also extremely rewarding: this book will encourage you to be clear-sighted about the challenges and responsibilities that lie ahead. Managing the transition from deputy to first-time headship successfully will ensure that you are on the most positive trajectory as you continue your leadership journey. In Jill's experience, new heads often ask themselves similar questions. How can I balance the two roles as I begin to hand over my senior leader responsibilities and, at the same time, begin to assume the mantle of the head? How can I establish the most positive and productive relationship with the outgoing head, so that confidence is maintained and the school is energised, rather than threatened, by the change of school leader? How can I ensure the early months and years of headship are as successful as possible, so that the school develops and grows even stronger under my leadership? This book will answer all those questions and more. Suitable for teachers, middle leaders and senior leaders who are considering school headship. Contents include: 1.

Introduction: making the leap – why would you want to? Spheres of influence and

what is distinctive about headship, my own experience, my research; 2. Applying for headship: key principles of making a successful application, deciding what to apply for, making a strong written application, preparing for and performing well at interview; 3. Managing the lead-in period: the challenges of finding the balance in the period between appointment and formally taking up the role, the developing relationship with your predecessor, the opportunities of the lead-in period, the challenges of the lead-in period, and sources of support and strategies; 4. The early months in post: 'inheriting' the role versus 'inhabiting' the role, learning to lead in a new context, navigating the differences between deputy headship and headship, continuing to build the bridge as you walk on it; 5. Established headship and beyond: moving beyond being the 'new head', making the most of the joy of headship, balance and sustainability, next steps? The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

Primary education is one of the most important phases of learning but there remains a scarcity of in-depth research on this vital topic. However, as the focus on improving outcomes increases there is a growing interest internationally in research that helps us to understand the best ways to help young children engage with the curriculum in order that they may have the best possible life chances. This text helps to address these issues and consists of seminal articles derived from the forty-year history of the journal *Education 3-13*, which can claim to be one of the most important and influential publications in its field. The chapters included have been chosen carefully to represent a wide range of key topics in research on primary education and the text is sub-divided into five sections, each of which has been edited by leading academics who specialise in the topic under scrutiny. The sections include: • Learning and teaching, including the psychology and philosophy of primary education; • Key challenges in primary education, including changes to the governance of schools, and educational management and leadership; • The primary curriculum, including Maths, Science, IT and Technology Education; • The primary curriculum, including English, Humanities and the Arts; and, • Primary teachers' work and professionalism. Many of the contributions are written by seminal figures in academic research. The text will be especially relevant to students and researchers engaged the study of primary education as well as to practitioners, advisers and policy makers and will prove an invaluable resource for those wishing to gain an overview of research into primary education. It is recommended especially for those who wish to understand the development of primary education and the many twists and turns in theory, practice and policy that have influenced its development over the period of a generation. Those who read the text will come across the origins of many of the ideas that continue to influence primary teaching today as well as very recent research on where we are now in this important subject area.

'If you are intending to embark upon or support others taking part in any of the programmes of the National College for School Leadership I would definitely keep this book close by' - Cliff Jones, CPD Update

What are values? Where do our values come from? How do our values make a difference to education? For educational leaders to achieve distinction in their practice, it is vital to establish their own clear sense of values rather than reacting to the implicit values of others. This engaging book guides readers in thinking for themselves about the values they bring to their task and the values they intend to promote. Crucially, the book promotes critical thought and constructive analysis about the underlying values involved with: - aims and moral purpose in education - individual qualities in educational leadership - vision in education - school ethos and culture - the school as an educational community. By inviting reflection using valuable case studies and work-through activities, as well as referring to a wide range of academic literature, this book will be an important resource for those working towards professional qualifications such as NPQH, and invaluable for anyone aspiring to excellence in educational leadership. Graham Haydon is Senior Lecturer in Philosophy of Education at the Institute of Education, University of London, where he teaches on Masters courses in Values in Education and Applied Educational Leadership and Management.

The leadership of schools can make a significant difference to enhancing the life chances of students in schools and enabling them to succeed. This book examines leadership within schools, focusing on securing success within a challenging social and political environment. It explores the approaches to leadership adopted by four successful secondary school headteachers in a local authority situated in an area of high social deprivation and identifies the impact the headteachers of these schools have on staff, students and community. It analyses the key leadership strategies of these successful school leaders, strategies that can be deployed in all schools, and explores the links between leadership theories and leadership actions. The book goes on to examine how these strategies were actually implemented in a failing school in challenging circumstances and shows how other schools might benefit from such strategies and the insights on which they are based.

This book explores what writing for pleasure means, and how it can be realised as a much-needed pedagogy whose aim is to develop children, young people, and their teachers as extraordinary and life-long writers. The approach described is grounded in what global research has long been telling us are the most effective ways of teaching writing and contains a description of the authors' own research project into what exceptional teachers of writing do that makes the difference. The authors describe ways of building communities of committed and successful writers who write with purpose, power, and pleasure, and they underline the importance of the affective aspects of writing teaching, including promoting in apprentice writers a sense of self-efficacy, agency, self-regulation, volition, motivation, and writer-identity. They define and discuss 14 research-

informed principles which constitute a Writing for Pleasure pedagogy and show how they are applied by teachers in classroom practice. Case studies of outstanding teachers across the globe further illustrate what world-class writing teaching is. This ground-breaking text is essential reading for anyone who is concerned about the current status and nature of writing teaching in schools. The rich Writing for Pleasure pedagogy presented here is a radical new conception of what it means to teach young writers effectively today.

Inside this book are case studies of cutting edge best practice from inspirational heads and school leaders doing excellent work in schools. They all illustrate how the role, and style, of school leadership is changing. By looking at what attracts teachers to leadership roles, and how they use their power, this book examines innovative leadership in action. The authors look at the characteristics of innovative school leaders, and reflect on how these people work. An appetite for challenge, a desire for a sense of well-being for all those involved in the school and its development and an ability to flex their style of leadership all emerge as core factors in their success. Topics covered include: - the changing role of school leaders - leading inclusive environments - the power of innovative leadership - identifying the challenges ahead The perfect read for anyone wanting to make a difference to their school or setting, this book will show you how it is done. Rona Tutt is Past President of the National Association of Headteachers, now working as an Educational Consultant. Paul Williams is a very experienced Head Teacher, based in London, who has held a number of leadership roles.

This book explores what specialists are saying about system leadership for school improvement. Case studies examine innovative approaches to sharing leadership and to leadership development programmes for system improvement. *Reshaping the Landscape of School Leadership Development: A Global Perspective* traces developments in this arena as they evolved since 1980. The book is comprised of chapters authored by the leading scholars in the fields of educational leadership and school leadership development from the United States, Canada, Europe, Asia, and Australia. The vol

This essential guide helps teachers refine their approach to fundamental challenges in the classroom. Based on research from cognitive science and formative assessment, it ensures teachers can offer all students the support and challenge they need – and can do so sustainably. Written by an experienced teacher and teacher educator, the book balances evidence-informed principles and practical suggestions. It contains: A detailed exploration of six core problems that all teachers face in planning lessons, assessing learning and responding to students. Effective practical strategies to address each of these problems across a range of subjects. Useful examples of each strategy in practice and accounts from teachers already using these approaches. Checklists to apply each principle successfully and advice tailored to teachers with specific responsibilities. This innovative book is a valuable resource for new and experienced teachers alike

who wish to become more responsive teachers. It offers the evidence, practical strategies and supportive advice needed to make sustainable, worthwhile changes.

One million students and business executives have used the market-leading text *Exploring Strategy* to boost their academic and professional careers. The expert authors now transfer the essence of *Exploring Strategy* into *The Fundamentals of Strategy*. This book is particularly suited for those engaged in short courses.

Cut through the mystique to learn the real drivers of great school leadership *Leverage Leadership 2.0* answers the basic question: what do great school leaders do that separates them from the rest? Rooted in the observation and training of over 20,000 school leaders worldwide, *Leverage Leadership 2.0* offers a practical, updated and easier-to-use follow-up to the original, with field-tested techniques and actionable advice. As educational leaders around the world implement *Leverage Leadership* ideas, their collective stories have revealed a simple framework by which the seven levers may be implemented: See It, Name It, Do It. This book aligns classic *Leverage Leadership* principles with this proven framework to streamline implementation and help good leaders become great. Expert discussion and real-life success stories prove that effective leadership is not about innate charisma, charm, or personality—it's about how a leader uses their time. Aimed at all levels of school leadership, this book shows you what to do, and how and when to do it. The companion DVD includes 30 real-world videos that showcase effective leadership happening in our schools right now, and all templates, tools, and other professional development materials have been fully refreshed with a renewed focus on real-world implementation. Informational, inspirational, and highly motivational, this book explores both the separate components of success and what it looks like as a whole. Learn the core principles of effective leadership Understand what success looks like on the ground Practice the seven levers of leadership that allow transformational growth Adopt the tools and techniques that facilitate a schoolwide transformation Educational leaders from a diverse array of schools around the world have found unprecedented success using the key principles detailed in *Leverage Leadership*, and this book is inspired — and informed — by their stories. *Leverage Leadership 2.0* is the practical resource school leaders need to start making real change happen today.

A collection of essays on syntactical questions in the field of Hebrew and Aramaic, dealing with the nominal sentence, the particle 'et, clause types, word order and concord within sentences, the status and use of particles and verbal forms. In addition to Biblical Hebrew, other language forms discussed in some of the essays are Mishnaic and Modern Hebrew, Imperial Aramaic, Middle Aramaic and Classical Syriac.

Volume XVI concludes the monumental, critically acclaimed *Theological Dictionary of the Old Testament* with an Aramaic dictionary. This latest and last TDOT volume incorporates nearly the complete lexicon of Biblical Aramaic as well as a major portion of the theologically, culturally, and historically relevant terms in other ancient Aramaic writings. Each article provides information on the term's meaning and usage, is fully annotated, and contains a bibliography with cross-references to the entire TDOT series. Further enhancing this volume are an introductory overview of the history of Aramaic and a comparative grammatical outline of ancient Aramaic at the end of the book.

Do you have what it takes to succeed in your career? The secret of success is not what

they taught you in school. What matters most is not IQ, not a business school degree, not even technical know-how or years of expertise. The single most important factor in job performance and advancement is emotional intelligence. Emotional intelligence is actually a set of skills that anyone can acquire, and in this practical guide, Daniel Goleman identifies them, explains their importance, and shows how they can be fostered. For leaders, emotional intelligence is almost 90 percent of what sets stars apart from the mediocre. As Goleman documents, it's the essential ingredient for reaching and staying at the top in any field, even in high-tech careers. And organizations that learn to operate in emotionally intelligent ways are the companies that will remain vital and dynamic in the competitive marketplace of today—and the future.

Schools will not be able to continue to improve unless they move away from an over-concentration on the short-term and focus on the strategic nature of planning and development. The more targets, the less the effects - what we need is strategy and sustainability. This book links school improvement planning and strategic development for leadership enhancement as well as for management accountability. Short-term planning, in the form of target-setting plans aimed at improving standards, has gained increasing importance. While the book agrees that this is necessary, it puts forward the view that short-term planning is not sufficient for the longer-term development of the school. Sustainability and strategic development are of critical importance and for these the authors believe that a more holistic approach to planning is necessary. To that end, this book links short and longer-term planning in a framework, which supports the strategic development of the school. The authors are national experts in the field and in preparing this text have worked extensively with headteachers, deputy headteachers, governors and those participating in NPQH and masters programmes in educational leadership and management.

'This is a book packed with ideas and insights. It is informed by evidence from school leaders and provides a valuable overview of many important theories and research findings. A strength of the book is the way it pulls together empirical research the authors have conducted over the last 20 years. Such a long term view offers a new and needed long term perspective on school leadership and enables the authors to show how trends in leaders' careers, thinking and practice have emerged and unfolded. Researchers and practitioners alike will find something of value in this book' - Professor Geoff Southworth, Director of Research, National College for School Leadership '[A]n excellent, well-written, extensively referenced, empirically based contribution to school leadership thinking... Earley and Weindling offer valuable insights for all of us: serving headteachers/principles, advisory and distinct-wide policy makers and aspiring headteachers' - Journal of Educational Administration By giving a detailed picture of the rapidly developing field of educational leadership, this book focuses on how to become a more effective manager and on understanding the vital importance of the manager's role in school improvement. Written in a clear and readable style, it contains an extensive exploration of leadership models and management strategies and is based on the latest research. The text is supplemented with case studies of leadership in action. Understanding School Leadership is indispensable reading for those who have a managerial role within their school and for students of educational management. (Peeters 1995)

This book is a guide to research methods for practitioner research. Written in friendly and accessible language, it includes numerous practical examples based on the authors' own experiences in the field, to support readers. The authors provide information and guidance on developing research skills such as gathering and analysing information and data, reporting findings and research design. They offer critical perspectives to help users reflect on research approaches and to scrutinise key issues in devising research questions. This book is for undergraduate and postgraduate students, teachers and practitioners in practitioner research development and leadership programmes. The team of authors are all within the School of Education at the University of Glasgow and have significant experience of working with practitioner researchers in education.

This book considers a number of key epistemological, ontological and methodological questions exploring the effectiveness of school leadership and management development training programmes for school leaders in a range of settings and for a range of people. Consideration is also given to practical concerns associated with this topic, such as the importance of management and Leadership Development programmes supporting school leaders to become effective leaders supporting school effectiveness. Effectiveness of School Leadership and Management Development in Cameroon addresses key methodological issues including the rationale for adopting a qualitative mixed-methodology research approach with elements of literature and documental analysis; surveys; ethical considerations and challenges with sampling techniques in considering the impact that school leaders in Cameroon have on researchers' findings; and the production of knowledge. In addressing such topics, it answers important questions about how reliability can be ensured, how rigour can be safeguarded and what impact documental analysis and school leaders' views have on the validity and interpretation of research findings. This book is the first of its kind to combine practical leadership theories in developing leadership development frameworks reflections with clearly presented recommendations about how the approach can be used. It will be invaluable to academics, practitioners and other agencies wishing to adopt participatory research methods which place school leaders and their schools at the centre of this research. This book is also an essential read for academics and students with an interest in qualitative mixed methodologies on leadership development of school leaders, and will become a key text for school leadership research methods courses, given its concern with practical leadership models as well as more complex leadership development theories.

The quality and success of schools depend upon school leadership. Increasingly, in many countries worldwide, this belief has led to designing and implementing appropriate training and development programs for educational leaders. In an international comparative research project, current school leader training and development programs in fifteen

John Catt's Preparatory Schools 2012 provides parents and children with information about all the 1500 independent prep and junior schools in the UK and includes more detailed information from selected schools.

This book identifies good practices in the design and implementation of evaluation and teacher incentive systems from various perspectives through formulation, stakeholder negotiation, implementation, monitoring and follow-up.

As a teacher in an inner-city school, Lucy Crehan was exasperated with ever-changing government policy claiming to be based on lessons from 'top-performing' education systems. She resolved to find out what was really going on in the classrooms of countries whose teenagers ranked top in the world in reading, maths and science. Cleverlands documents Crehan's journey around the world, weaving together her experiences with research on policy, history, psychology and culture to offer extensive new insights into what we can learn from these countries.

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