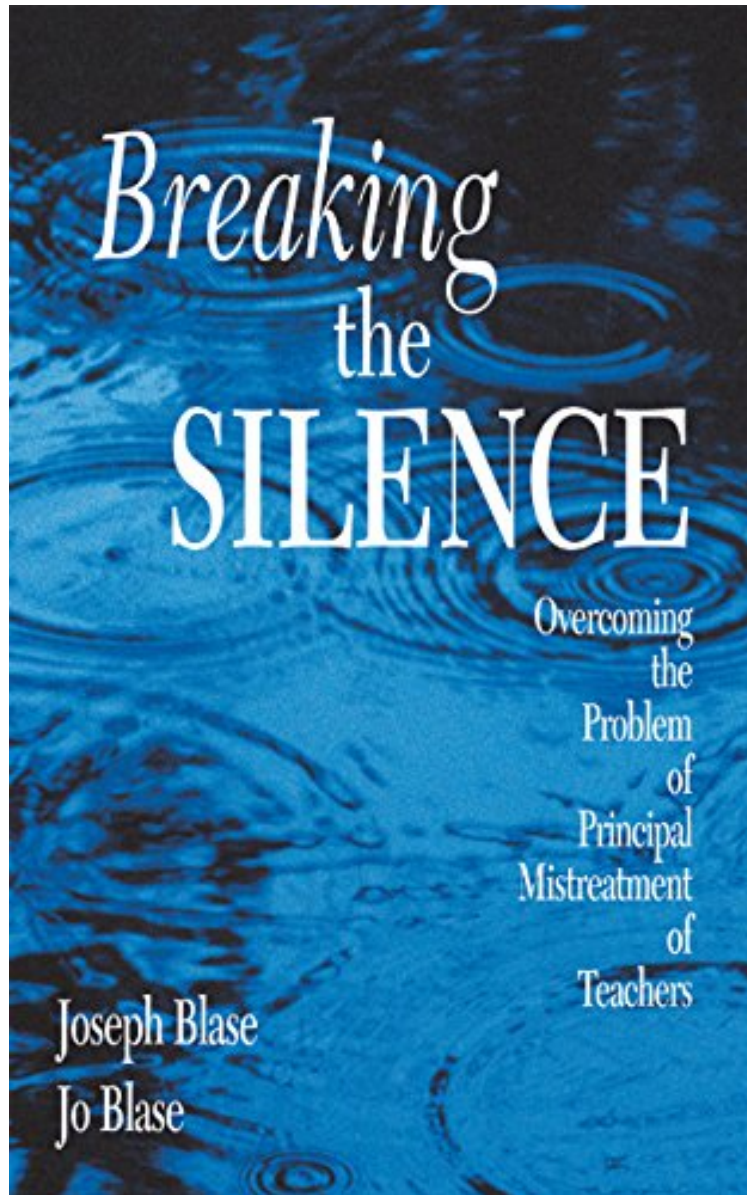


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Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers

Joseph Blase, Rebajo R. Blase
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Joseph Blase, Rebajo R. Blase : Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers before purchasing it in order to gage whether or not it would be worth my time, and all praised Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers:

1 of 1 people found the following review helpful. heartbreaking, eye-opening and importantBy Jessica E. BowenThis

book reveals and analyzes the results of a very large study of teachers who have experienced mistreatment at the hands of school administrators, namely principals. Its authors (Joseph and Jo Blase) are respected educational researchers who have written several books on educational leadership. Many of the stories contained in the book were sad and frustrating. The area of workplace bullying is just starting to be explored and anyone who has faced an unpleasant boss will find the stories familiar. In an age where everyone seems to have an idea about educational reform and how to improve schools, this is an important topic. The turn-over rate for teachers is extremely high. Schools need every tool in the box to be able to retain good teachers. Supportive and visionary administrations are a crucial part of this success plan - and yet are rarely mentioned in reform plans. Teacher testing, raising licensing requirements, tracking teachers' performance through student achievement are all on the table. Teachers are portrayed by some in the media as slackers in it for the long vacations. Rarely is school leadership cited as an important factor in school success. This book is an eye opening look at the crucial relationship - and how for many teachers, it's just not working. I didn't give 5 stars because I wished there were more solutions proposed by the authors. What can we - as individual teachers, as school communities, and as a society - do to create workplaces where employees are treated with dignity and respect? A worthwhile, though heartbreaking, read for sure. Anyone who cares about education will take something valuable away from this book.

1 of 1 people found the following review helpful. Teachers: Beware the Bully Principal
By Im4BandAll teachers need to read this book and get familiar with the horrible reality of workplace bullying as it presents itself in the field of public education. It does not matter how good a teacher you are. If a bully principal targets you, you will find that there is nowhere to hide. That's because bullying is not against the law, so there is little being done to end this on a national level. In this book, Jo Joseph Blase interview targeted teachers, study bullying scenarios, and contemplate what causes a bully to become a bully. If you are in public education, you need to read this book.

15 of 15 people found the following review helpful. Unfortunately true!
By John I Unfortunately, this book is dead on right in the sick treatment that some teachers get from their principal's. My wife is a teacher who has had to go through this treatment, and it was like a checklist for all the mistreatment she has gone through the past 2 years. This book was helpful to her, because she was able to see that she is not the terrible teacher her principals would like to make her believe. This book is a must for any teacher who is being observed for their evaluation. I can only hope administrators in our schools will see how workplace harassment creates a negative environment that hurts our children and the teachers who genuinely want them to succeed. Reading this book should be required reading for every school superintendent and school board member.

This groundbreaking book exposes the various manifestations and effects of abuse and offers practical solutions for its prevention and correction.

Truly a groundbreaking effort and one that deserves serious attention. (Don Saul, AASA American Superintendent of the Year, 2000)The book is based on extensive research, loaded with real examples, and it reflects the authors' concern to improve the conditions of all schools. Because of the book's comprehensive focus, it will be valuable to practitioners, fledgling administrators, and other educators who are striving to improve the conditions in schools. (George E. Pawlas, Professor of Educational Leadership The School Administrator, January 2003)Breaking the Silence is the first empirical report of the actual experiences of abused teachers; that is, what constitutes principal mistreatment and its impact on teachers and their work. (Chicago Union Teacher, May 2003)Blase and Blase sound the alarm on principals' mistreatment of teachers, and begin the important work of finding constructive solutions. Not just an expose; for the purpose of raising awareness, the book is also a guide, providing practical strategies for preventing and correcting this mistreatment.

(Georgia Association of Teachers (NEA) Newsletter, 2003)Required reading for educators around the country. Long overdue, and finally brings this serious problem to the public's attention. Phenomenal; every abused teacher's story on every page. (American Society for Ethics in Education website)The book fell from cyberspace; the answer to our prayers. Blase Blase have the integrity to reveal what has been a very deep, dark, destructive secret. The descriptors of abuse are so accurate that few teachers could read this book without pits in their stomachs and tears rolling down their eyes.

(National Association for the Prevention of Teacher Abuse website) Truly a groundbreaking effort and one that deserves serious attention. (Don Saul, AASA American Superintendent of the Year, 2000)The book is based on extensive research, loaded with real examples, and it reflects the authors' concern to improve the conditions of all schools. Because of the book's comprehensive focus, it will be valuable to practitioners, fledgling administrators, and other educators who are striving to improve the conditions in schools. (George E. Pawlas, Professor of Educational Leadership The School Administrator, January 2003)Breaking the Silence is the first empirical report of the actual experiences of abused teachers; that is, what constitutes principal mistreatment and its impact on teachers and their work. (Chicago Union Teacher, May 2003)Blase and Blase sound the alarm on principals' mistreatment of teachers, and begin the important work of finding constructive solutions. Not just an expose; for the purpose of raising awareness, the book is also a guide,

providing practical strategies for preventing and correcting this mistreatment. (Georgia Association of Teachers (NEA) Newsletter, 2003) Required reading for educators around the country. Long overdue, and finally brings this serious problem to the public's attention. Phenomenal... every abused teacher's story on every page. (American Society for Ethics in Education website) The book fell from cyberspace... the answer to our prayers. Blase Blase have the integrity to reveal what has been a very deep, dark, destructive secret. The descriptors of abuse are so accurate that few teachers could read this book without pits in their stomachs and tears rolling down their eyes. (National Association for the Prevention of Teacher Abuse website) About the Author Jo Blase is a professor of educational administration at the University of Georgia, and a former public school teacher, high school and middle school principal, and director of staff development. She received a Ph.D. in educational administration, curriculum, and supervision in 1983 from the University of Colorado at Boulder, and her research has focused on instructional and transformational leadership, school reform, staff development, and principal-teacher relationships. Through work with the Beginning Principal Study National Research Team, the Georgia League of Professional Schools, and public and private school educators with whom she consults throughout the United States and abroad, she has pursued her interest in preparation for and entry to educational and instructional leadership as it relates to supervisory discourse. Winner of the W. G. Walker 2000 Award for Excellence for her coauthored article published in the Journal of Educational Administration, the University of Georgia College of Education Teacher Educator Award, the University of Colorado School of Education Researcher/Teacher of the Year, and the American Association of School Administrators Outstanding Research Award, Blase has published in international handbooks and journals such as The Journal of Staff Development, The Journal of Curriculum and Supervision, Educational Administration Quarterly, and The Alberta Journal of Educational Research; her eight book editions include Empowering Teachers (1994, 2000), Democratic Principals in Action (1995), The Fire Is Back (1997), Handbook of Instructional Leadership (1998, 2004), Breaking the Silence (2003), and Teachers Bringing Out the Best in Teachers (2006). Blase has authored chapters on becoming a principal, school renewal, supervision, and organizational development; her recent research examines the problem of teacher mistreatment. She has published over 90 academic articles, chapters, and books, and she also conducts research on supervisory discourse among physicians as medical educators and consults with physicians in US hospitals and medical centers. Joseph Blase is a professor of educational administration at the University of Georgia. Since receiving his Ph.D. in 1980 from Syracuse University, his research has focused on school reform, transformational leadership, the micropolitics of education, principal-teacher relationships, and the work lives of teachers. His work concentrating on school-level micropolitics received the 1988 Davis Memorial Award given by the University Council for Educational Administration, and his coauthored article published in the Journal of Educational Administration won the W. G. Walker 2000 Award for Excellence. In 1999 he was recognized as an elite scholar, one of the 50 Most Productive and Influential Scholars of Educational Administration in the world. Blase's books include The Politics of Life in Schools: Power, Conflict, and Cooperation (winner of the 1994 Critics' Choice Award sponsored by the American Education Studies Association), Bringing Out the Best in Teachers (1994, 2000, 2008); The Micropolitics of Educational Leadership (1995), Empowering Teachers (1994, 2000), Democratic Principals in Action (1995), The Fire Is Back (1997), Handbook of Instructional Leadership (1998, 2004), Breaking the Silence (2003), and Teachers Bringing Out the Best in Teachers (2006). His recent research (coauthored with Jo Blase and Du Fengning, 2008), a national study of principal mistreatment of teachers, appeared in The Journal of Educational Administration. Professor Blase has published over 120 academic articles, chapters, and books.