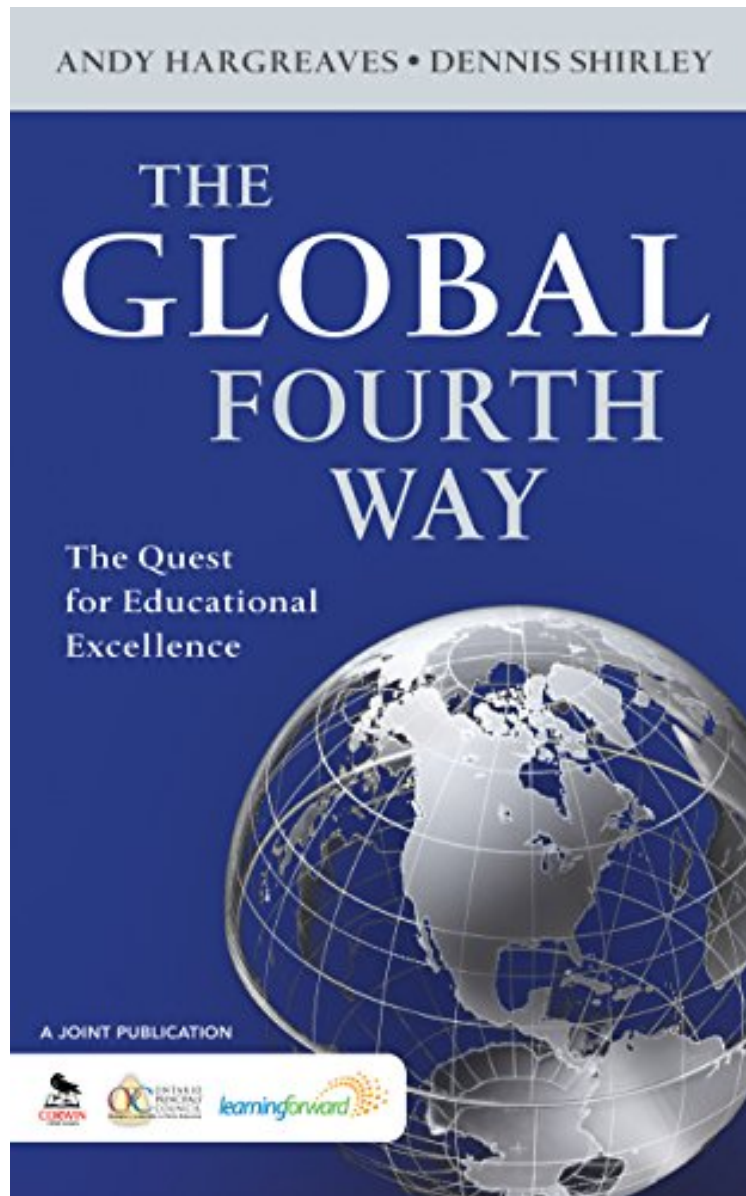


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The Global Fourth Way: The Quest for Educational Excellence

Andrew Hargreaves, Dennis L. Shirley
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Learn from global lessons of successful educational change! Deep and lasting educational reform doesn't happen overnight. This example-packed sequel to *The Fourth Way* draws upon inspiring examples unearthed by brand new research to challenge educational leaders, teachers, and policy makers to put proven strategies to work promoting student achievement and the high quality teaching that drives it. With striking success stories from diverse systems around the world, Hargreaves and Shirley discuss: The real-life, nitty-gritty challenges facing change leaders; Stumbling blocks to enacting best principles and practices Developing and implementing a plan of action to overcome challenges to lasting change

"These demanding, exhilarating, and in other ways desperate times require us to provide every single one of our young people with the best education. They require schools that raise all of our students—not just a few, not just those most blessed by wealth and circumstance—to be critical thinkers and innovative problem solvers. They require public's—not just teachers, not just school principals or other educational professions—to acknowledge in deed as well as word that all of our young people deserve and require educations that will endow them with a superlative mastery of scientific knowledge, the social studies, and the arts. The young need to learn how to work and live with one another in harmony and compassion, knowing that one person can no longer claim the final word in expertise in a world so rich in information, diversity, and complexity." (From the Introduction 2011-10-27)"To me the Fourth Way is a powerful metaphor to think about the future of schooling. This book, *The Global Fourth Way*, provides important global lessons with first-hand evidence of the Fourth Way of change to anyone engaged in improving teaching and learning in schools. It is an antidote to global education reform movement (GERM) that is putting public schools at risk around the world through increased competition, choice and standardization." (Pasi Sahlberg, Director General of CIMO 2012-07-25)"The Fourth Way inspired our national organization of school leaders to advocate and strategize successfully for a significant reduction in national standardized testing in England and for a better assessment alternative that benefits pupils and teachers alike." (Chris Harrison, President of the NAHT 2012-07-25)"Andy Hargreaves' and Dennis Shirley's fascinating and powerful new book outlines new paths which can be forged by the profession, its organizations, and our schools. I hope everyone interested in the futures of all young people takes the opportunity to read *The Global Fourth Way*." (Fred Van Leeuwen, General Secretary 2012-08-01)"Inspiring, informative, and irresistible, *The Global Fourth Way* is a book we cannot afford to ignore. Armed with extensive research and sound analysis of high-achieving schools and systems around the world, Shirley and Hargreaves present a powerful vision and a clear plan of action. They invite us to dream big when education is reduced to test scores. They ask us to personalize learning when standardization and homogenization are gaining silver-bullet status. They remind us of the human nature of education when teaching is rendered a mechanical process of knowledge transmission. *The Global Fourth Way* is indeed THE way to educational excellence!" (Yong Zhao Presidential Chair and Associate Dean for Global Education 2012-08-03)"Anyone looking for sage advice on how to develop better schools and school systems could do no better than this book. Hargreaves and Shirley provide thoughtful ideas about schooling in ways that reignite our sense of what public schools can and should be, for all children." (Ben Levin, Professor and Canada Research Chair, OISE, University of Toronto 2012-08-08)"This book is much more than a recounting of stories, as Hargreaves and Shirley spell out a clear and comprehensive action theory. The role of the community, the recognition of culture, the attention that must be paid to communication and the need to couple innovation with actual improvement are well-explained." (The School Administrator Magazine 2013-04-26)"The author's concern and disdain for standardized test scores (particularly evaluations of schools based on test scores) comes across clearly. Their powerful vision and recommendations for practices are based on their years of sound analyses of many high-achieving schools around the world. The three compelling and highly organized chapters delineating recommendations for school organization and purposes are obviously enhanced by the authors' extensive experiences in various international and national consultancies and school observations. Additional chapters describing such settings in Finland, Singapore, Canada, England, and California lay distinctive foundations for a clear critique of standardization or homogenization (as found in most of the schools in the US). Hargreaves and Shirley (both, Boston College) assert 'nothing of value will occur without commitment and capability of thousands of classroom teachers and their leaders who have ultimate control over how they teach their own students every day.'" (CHOICE) "These demanding, exhilarating, and in other ways desperate times require us to provide every single one of our young people with the best education. They require schools that raise all of our students—not just a few, not just those most blessed by wealth and circumstance—to be critical thinkers and innovative problem solvers. They require public's—not just teachers, not just school principals or other educational professions—to acknowledge in deed as well as word that all of our young people deserve and require educations that will endow them with a superlative mastery of scientific knowledge, the social studies, and the arts. The young need to learn how to work and live with one another in harmony and compassion, knowing that one person can no longer claim the final word in expertise in a world so rich in information, diversity, and complexity." (From the Introduction 2011-10-27)"To me the Fourth Way is a powerful metaphor to

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Hargreaves and Shirley (both, Boston College) assert prime;nothing of value will occur without commitment and capability of thousands of classroom teachers and their leaders who have ultimate control over how they teach their own students every day.prime;" (CHOICE)About the AuthorAndy Hargreaves is the Thomas More Brennan Chair at the Lynch School of Education, Boston College, and the elected Visiting Professor at the Institute of Education, London. He is the editor-in-chief of the *Journal of Educational Change* and serves as leading editor of the first and second *International Handbook of Educational Change*. Hargreaves is the cofounder and former director of the International Centre for Educational Change at the Ontario Institute for Studies in Education in Toronto.Dennis Shirley is professor at the Lynch School of Education at Boston College. Shirley's educational work spans from the nitty-gritty micro-level of assisting beginning teachers in complex school environments to the macro-level of designing and guiding large-scale research and intervention projects for school districts, states, and networks. Shirley was the first US scholar to document the rise of community organizing as an educational change strategy, and his activities in this arena have led to multiple long-term collaborations and a steady stream of speaking engagements and visiting professorships in the United States, Canada, Ireland, Germany, Austria, Spain, Italy, the United Kingdom, and Japan. Shirley publishes frequently in *Educational Leadership*, the *Phi Delta Kappan*, *Teachers College Record*, and *Education Week*.With colleague Andy Hargreaves, he recently conducted a study of over 300 secondary schools in the United Kingdom affiliated with the Raising Achievement Transforming Learning network of the Specialist Schools and Academies Trust. In addition, Shirley and Hargreaves completed a study of the Alberta Initiative for School Improvement, a network sponsoring lateral learning within and across schools in the world's second highest-achieving jurisdiction after Finland.Fluent in German, Shirley recently has spoken at and advised the Free University of Berlin, the University of Vienna, the University of Hildesheim, and the University of Dortmund on topics ranging from community engagement in schools to the reform of teacher education. At home in Boston, MA, Shirley is in the fourth year of leading a teacher inquiry seminar along with teacher leader Elizabeth MacDonald that is described in their recently published *Teachers College Press* book, *The Mindful Teacher*. Shirley has received numerous scholarly awards, including fellowships from the Alexander von Humboldt Foundation in Bad Godesberg, Germany, and the Rockefeller Study and Conference Center in Bellagio, Italy. He holds a doctoral degree from Harvard University.