Blending Leadership. Six Simple Beliefs for Leading Online and Off

Description:

"Leadership, especially in a school setting, is too important to be merely intuitive. In this generous book, Steve and Reshan outline a new way of thinking for a new kind of leader. Recommended."

Seth Godin, author of What to Do When it's Your Turn (and it's Always Your Turn)

"If you're a school leader, Blending Leadership is the book you need to guide your thinking in today's increasingly networked educational environment. Your students and staff may have varying degrees of comfort with technology, but this book will give you solid guidance on how to lead them both online and offline and chart a path to the future."

Daniel H. Pink, author of Drive

“This engaging book is a must read and must use for every educator whether in a classroom or an administrative office. It's chock full of valuable information on how to connect and be informed by digital resources for leadership effectiveness. Most important, Blending Leadership identifies a new style of leading with digital intelligence that has been happening without recognition. I recommend Blending Leadership highly to anyone in any leadership position who yearns for continuous learning and growth.”

Pearl Rock Kane, Klingenstein Family Chair Professor and Director

AN EFFECTIVE ORGANIZATIONAL APPROACH TO SCHOOL LEADERSHIP, BOTH ONLINE AND OFF!

Effective school leaders see today's myriad digital distractions email, websites, apps, tweet as calls to action, models, test cases, and learning opportunities. Blending Leadership outlines a unique approach to using technology in school leadership practice and puts the focus on six core beliefs for becoming a capable online leader. Drawing on recent research on leadership and learning, the authors' experiences as educators, and information from education technology experts, this essential resource explores what it means to be a successful online leader.

Filled with illustrative examples, Blending Leadership reveals how school leaders can become as adept at leading screen–to–screen as they are at leading face–to–face.

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