



Place, Belonging and School Leadership

Researching to Make the Difference

Kathryn Riley

"Kathryn Riley's passion and scholarship are powerfully demonstrated ... an inspirational and universally applicable approach to school improvement, richly illustrated, theoretically robust, and eminently practical." **Helen Wildy, Professor of Education, The University of Western Australia, Australia**

"Kathryn Riley is here extending what is an increasingly urgent debate about school, both as a place of belonging and as a site of struggle." **Gus John, Visiting Professor, Coventry University, UK**

"This illuminating book represents the harvest of Kathryn Riley's long career as a professor who has one foot firmly planted in scholarship while the other is equally rooted in the practice of school improvement ... [H]er insistent (but non-strident) focus on social justice has inspired both me and my students. More importantly, it continues to stimulate teachers and school leaders." **Karen Seashore Louis, Regents Professor and Robert H. Beck Chair of Ideas in Education, University of Minnesota, USA**

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Place, Belonging and School Leadership is about the 'Art of Possibilities'. It tells and reclaims the notion of schools as places of hope and possibility: dynamic and wonderful places to be, places of belonging – in an uncertain and troubled world – where young people are encouraged to think and question and challenge – and to be and become their best possible selves. The book:

- **Identifies** the factors which contribute to creating a sense of place and belonging in school - or exclusion;
- **Demonstrates** the value of engaging in research about place and belonging;
- **Signposts** how 'educational design research' can be applied as an intervention strategy which can help reshape how we think about schools, how we talk about them, and how we lead them.

Researching about place and belonging, Kathryn Riley argues, gives new teachers powerful insights into children's experiences in the classroom and playground, and encourages them to review and change their professional practices. It provides young people with a vehicle to voice their experiences, grow their skill and talents, and develop a sense of agency.

It is an approach which builds trust and strengthens school cultures, by nourishing leadership throughout the school, helping school leaders to be 'place-makers' who make 'belonging' work for pupils from many difference backgrounds.

Kathryn Riley is Professor of Urban Education at UCL Institute of Education, University College London, UK.

For the five videos in the Art of Possibilities which are linked to the book, see www.theartofpossibilities.org.uk



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