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[Handbook of Research on the Education of School Leaders](#) Dec 28 2020 Sponsored by the University Council of Educational Administration, this comprehensive handbook is the definitive work on leadership education in the United States. An in-depth portrait of what constitutes research on leadership development, this handbook provides a plan for strengthening the research-based education of school leaders in order to impact leadership's influence on student engagement and learning. Although research-oriented, the content is written in a style that makes it appropriate for any of the following audiences: university professors and researchers, professional development providers, practicing administrators, and policy makers who work in the accreditation and licensure arenas. [Handbook of Research on Educational Leadership for Equity and Diversity](#) Aug 04 2021 The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion, and postsecondary attendance has made equity and diversity two of the principle issues in education, educational leadership, and educational leadership research. The Handbook of Research on Educational Leadership for Equity and Diversity is the first research-based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity, and class. The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools, yet at the same time candidly critiques the destructive deficit thinking, biases, and prejudices that undermine school success for many groups of students. Well-known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders. Each chapter reviews theoretical and empirical evidence of these inequities and provides research-based recommendations for practice and for future research. Celebrating the broad diversity in U.S. schools, the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity, and provides evidence-based practices to promote student success for all children.

[Research Concepts for the Practitioner of Educational Leadership](#) Oct 26 2020 In Research Concepts for the Practitioner of Educational Leadership, Lee Baldwin acquaints the reader with principles of educational research that are most applicable to today's educational leader.

[Educational Leadership in Policy](#) Jul 03 2021 This book analyzes the challenges of developing and implementing effective policies for educational leadership in South-East Europe (SEE) and the Nordic-Baltic region. While individual countries from the Nordic-Baltic region are praised for their educational achievements, the SEE region could be considered as a (post)transitional landscape: these two educational contexts present their own unique challenges, notably international benchmarking and the 'Europeization' of educational policy. Seamlessly integrating theoretical framework with the goals and experiences of actors and practitioners, the editors and contributors build an accessible overview of existing policy research and its conflicting theoretical perspectives. Often disregarded by the mainstream literature, the countries and regions chosen provide a snapshot into the challenges of developing policies for educational leadership. This thoughtful yet practical volume will be of interest and value not only to students and scholars of educational leadership in these regions, but to practitioners and policy makers more widely.

[Phi Delta Kappan](#) Jun 14 2022

[EBOOK: Educational Leadership And Management: Developing Insights And Skills](#) Oct 06 2021 This book integrates theory with practice by presenting a real life scenario in each chapter to illustrate insights and skills needed by leaders in education in an increasingly diverse society. It draws on literature and examples from both the UK and international sources, taking a stance on equity and offering a fresh look at what it means to be a leader in education today. The book will be of interest to both practitioners and students of educational leadership and management with an interest in values of social justice and equity. Special features of the book are: It brings together theory and practice on aspects of educational leadership and management; Each chapter includes an

illustrative scenario drawn from real life situations; It encourages reflection; Leadership is generally understood to be distributed; An ethical stance is promoted based on values of social justice and equity; There is a focus on cultural diversity; The authors draw on their own research.

International Handbook of Educational Leadership and Social (In)Justice Mar 11 2022 The International Handbook on Educational Leadership and Social (In)Justice creates a first-of-its-kind international forum on conceptualizing the meanings of social justice and leadership, research approaches in studying social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, global policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete, contextualized illustrations on how to address inequities and combat social, political and economic injustices through the processes of education in societies and educational institutions around the world.

*Participatory Action Research for Educational Leadership* Oct 14 2019 While written for mastersÆ students in any Educational Leadership concentration, this is a core text for departments that teach action research as a primary research methodology or a supplemental text for those that place it in a range of research methods. The book provides a readable overview of the PAR process similar to professional learning communities in schools. Its design reaches out to visual learners as graphic elements guide graduate students through the research methods they need to successfully complete rigorous projects. The results of the original PAR study and continued work with educational leaders lead us to believe that this approach ultimately produces the results school leaders seek and appreciate. Key Features: o Clear process through both the PAR steps employing a research logic model throughout. This benefits the graduate student or educational leader by leading them to data driven outcomes that are valid, credible and reliable Graphic elements guide the reader through the process and aid the visual learner in keeping track of the concepts behind the theory. o Reflective questions precede each section. This increases the reflective practices and routines of the reader as appropriate to the PAR process. o Tasks, written for both groups and individuals, aid participatory teams in working towards consensus and strong research designs o Practitioner stories make the lessons real and ease the emotional unease that come from tackling research practices the first time. Intended Audience: This book represents the evolution of PAR from a soft science to a process appropriate for educators in todayÆs data driven environments or for graduate students whose thesis needs to pass the recommendations of professors steeped in positivist traditions.

*Educational Leadership for Social Justice and Improving High-Needs Schools* Mar 19 2020 To commemorate the 10-year anniversary of the International School Leadership Development Network (ISLDN), this book is a compilation of the work conducted by network scholars. This volume is the first comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice leaders and leaders of high-needs schools address the social conditions, learning experiences, and performance of their students. Other international school leadership research consortia have emerged in the 21st century; however, the ISLDN is the second longest operating project, after the International Successful School Principalship Project (ISSPP). Since its creation in 2010, ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications, including books and special issues of journals. Until now, ISLDN research findings have been disseminated separately for the project's two strands: (a) social justice leadership and (b) leadership in underperforming high-needs schools. Therefore, the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project's research findings, methodologies, and collaborative processes across the two strands. This volume captures studies of school leaders from 19 countries representing six continents - Africa, Asia, Australia and Oceania, Europe, North America, and South America. The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high-needs school settings. Numerous practical strategies are provided for school leaders working in schools with similar conditions. The concluding chapter by the co-editors synthesizes the structural factors, personal beliefs and values, and contextualized change management strategies that shape school leaders' actions aimed at ensuring the best learning outcomes for their students. Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade, several chapters critically examine the project's current contributions to the field. Authors suggest broadening the dissemination of our findings to increase the visibility of the project, expanding the research methods beyond qualitative interviews, incorporating studies from non-Anglophone countries, and augmenting the scope of our analyses and research focus. These researchers' journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures.

Latino Educational Leadership Jul 15 2022 Latino Educational Leadership acknowledges the unique preparation and support for both Latinx educational leaders and Latino communities needed throughout the education and policy pipeline. While leadership in communities exists for educational purposes, this effort focuses on the institutional aspect of Latino Educational Leadership across K-12 schools and university settings. The purpose of this book is to create a greater collaborative focus on Latino Educational Leadership by inviting scholarly contributions and insights from both established and up-and-coming scholars. Latino Educational Leadership also advocates for the preparation of all leaders as well as the preparation of Latinx educational leaders, to serve Latino communities. Our impetus on Latino Educational Leadership primarily stems from the changing demographics of our country. As of Fall 2017, Latinx student enrollment in K-12 schools reached an all-time high, with Latinxs comprising 26.8% of the nation's public school enrollment. Postsecondary level Latinx student enrollment has also improved; rising from 25% in 2005 to 37% in 2015. Given this growth, particularly at the K-12 level, there has been an increasing urgency to prepare and support more Latinx educational leaders. Their rich cultural and linguistic connections to communities help them more readily understand and meet the needs of Latino students and families. Aside from enrollment growth, Latinxs have made record strides in postsecondary attainment; between 2003-04 and 2013-14, bachelor's degrees more than doubled from 94,644 to 202,412, master's degrees conferred rose from 29,806 to 55,965, and doctoral degrees rose from 5,795 to 10,665. Despite such promising gains, concern has not waned over how to best address the challenges this diverse student population continues to face in accessing, persisting, and matriculating

across the P-20 Pipeline. There is still work to be done, as only 11% of all bachelor's degrees, 9% of all master's degrees, and 7% of all doctoral degrees were awarded to Latinxs in 2013-14. In particular, there is increasing urgency to address how higher education institutions can better prepare, develop, and retain Latinx leaders and scholars, who will serve and meet the needs of Latinx college students to ensure their academic success. Thus, the purpose of this book is to advance the knowledge related to serving Latino communities and preparing Latinx leaders.

*Theorising Identity and Subjectivity in Educational Leadership Research* Apr 12 2022 *Theorising Identity and Subjectivity in Educational Leadership Research* brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways. The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership. The book highlights empirical, theoretical and conceptual research that offers new ways of thinking about the work of educational leaders. The authors take critical approaches to exploring the influences of gender, race, sexuality, class, power and discourse on the identity and subjectivity formation of educational leaders. It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues. This book will appeal to researchers, students, and professionals working in the fields of educational leadership and sociology, and the chapters within offer readers new perspectives in understanding educational leaders, their work and their identities.

*Transformative Leadership in Education* Mar 31 2021 In the volatile, uncertain, complex, and ambiguous world of education today, leaders need to take an engaged, activist, and courageous approach to help build optimistic futures for all students. *Transformative Leadership in Education* presents an alternative approach to leadership for deep and equitable change. Using vignettes, stories, research, and drawing on scholarship from a range of disciplines, noted scholar Carolyn M. Shields explores the concept of transformative leadership and its potential to create learning environments that are just and inclusive. Drawing on examples from transformative school leaders, Shields demonstrates that this leadership can promote academic achievement, family and community empowerment, democratic engagement, and global citizenship. Special features include: End-of-chapter guiding questions to help readers reflect on their own practice and to apply the concepts in their own contexts Vignettes and stories from students, teachers, and community members illustrate how transformative leadership can promote academic achievement and democratic engagement A robust companion website with extra resources, video and audio clips, and an author blog to further understanding and lead to sustained action toward the goals of transformative leadership. This exciting text will appeal to all aspiring and practicing leaders who want to prepare students to be successful, caring, and engaged citizens of the global community.

**A Case Study Approach to Educational Leadership** May 21 2020 *A Case Study Approach to Educational Leadership* takes on six core areas of school leadership—organizational vision; curriculum, instruction, and assessment; school and external community; school climate and culture; equity; and improvement, innovation, and reform. Using a case learning approach, this volume introduces salient theoretical and empirical literature in each core area and provides illustrative cases designed for individual and group analysis. Written for aspiring educational leaders, this book facilitates the discussion and reflection of individual and collective professional judgment and helps developing leaders make sense of the challenges school leaders face today. Discussion Questions foster reflection of content and practical applications Featured Cases direct readers toward the issues of practice embedded within the theoretical content area Leadership Activities and Web-Based Resources support leaders in making further connections to practice Linkage to relevant Professional Standards for Educational Leaders (PSEL) standards ground each chapter in the latest guidelines for the field Special Features.

Redesigning Educational Leadership Preparation for Equity Jan 17 2020 Delivering equity for PK-12 learners is an essential aim for educational leadership preparation programs. This book serves as a resource for equity-focused design and redesign thorough innovation, improvement and impact. Based on direct experience while also drawing from innovative exemplars, and unpacking a decade of program improvement practice, this book explores how to foster partnerships and pipelines, recruit and select candidates, map the curriculum, develop powerful learning experiences, create field experiences, design program evaluation, and support faculty learning. Chapters open with a vignette that presents scenarios in which many faculty members find themselves, particularly when programs are in need of improvement. Drawing on years of experience facilitating redesign, the authors offer both processes and resources to assist faculty, including diagnostic tools, sample agendas, templates, guiding questions, and suggested protocols. Whether facing new accreditation requirements, state program approval changes, institutional redesign challenges or as part of a grant funded redesign, this book is a critical resource for educational leadership faculty and program coordinators looking to garner the appropriate resources, ask the right questions, and follow reliable processes in program design and continuous improvement toward equity. Chapter resources and templates available for download online at <https://www.routledge.com/9780367673543> on the tab that is entitled "Support Material." Please also join Redesign.Improve.Innovate—an online forum focused on preparation and practice improvement found here: [www.RedesignImproveInnovate.org](http://www.RedesignImproveInnovate.org).

**Encyclopedia of Educational Leadership and Administration** Feb 16 2020 The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories, research, terms, concepts, ideas, and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today. With more than 600 entries, written by more than 200 professors, graduate students, practitioners, and association officials, the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has, as yet, been compiled.

*The Wiley International Handbook of Educational Leadership* Dec 16 2019 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco?justice, advocacy, Big

Data and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and systematic rigor Challenges traditional epistemological, cultural, and methodological concepts of education and educational leadership Explores the field's historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

#### **Educational Leadership for Social Justice and Improving High-Needs Schools** Aug 24 2020

Systems Thinking for School Leaders Oct 18 2022 This book presents a new approach to school leadership – Holistic School Leadership, whereby school leaders lead schools through systems-thinking concepts and procedures. Facing growing complexity, change and diversity, school leaders need to regularly apply the systems view and perform at the systems level. This book proposes a holistic approach, providing school leaders with systemic principles of action for excellence in education. “What a wonderful book – once I started it, I couldn’t put it down. The book masterfully makes a systems leadership perspective accessible and grounded in the reality of the daily life of educators. Holistic School Leadership is a “must read” for anyone who has the responsibility for making schools better places, from professors to emerging teacher leaders.” Karen Seashore (Louis), Regents Professor of Organizational Leadership, Policy and Development, University of Minnesota “Shaked and Schechter have constructed a much needed bridge to the future of educational leadership, a future of systemic thinking and positivity.” Joseph Murphy, Professor of Education and Public Policy, Peabody College of Education, Vanderbilt University “Shaked and Schechter offer a comprehensive yet concise account of the meaning of systems thinking. The authors systematically develop their Holistic School Leadership approach with compelling examples, carefully attending to the perennial challenge of implementation. Important reading for scholars and practitioners of school leadership and management!” James P. Spillane, Olin Professor in Learning and Organizational Change, Northwestern University “This is the most important book on systems thinking since Senge’s (1990) seminal work on learning organizations. Shaked and Schechter demonstrate the critical and practical utility of systems thinking for school leaders—a must read for all reflective practitioners.” Wayne K. Hoy, Professor Emeritus, The Ohio State University. “Holistic School Leadership provides an innovative and exciting look into a new perspective on educational leadership that holds tremendous potential in reshaping educational research, policy, and practice. The idea of interdependence alone makes this powerful new book required reading for anyone concerned with the future of education and educational leadership in particular. Give yourself, your colleagues, your students, and your system the gift of the wisdom in this book.” Alan J. Daly, Chair and Professor, Department of Education Studies, University of California, San Diego “In this informative book, Shaked and Schechter offer a fresh application of systems thinking to schools and to the work of school leaders. This book is a useful addition to the bookshelves of both those who prepare and those who support school leaders.” Megan Tschannen-Moran, Professor of Educational Leadership, College of William and Mary

**Emotion Management and Feelings in Teaching and Educational Leadership** Sep 17 2022 This book highlights the connection between culture and emotion management in teaching and educational leadership and allows researchers from different parts of the world to demonstrate how national and local culture influence the way educational leaders and teachers express their feelings, display their emotion, or suppress emotion publically.

**Challenges and Opportunities of Educational Leadership Research and Practice** Dec 20 2022 As the sixth volume in the International Research on School Leadership series, the contributing authors in this volume consider the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, our aim with the present volume was to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty-first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators of schools and districts around the world. Congruently, the field experienced significant growth and change, as multiple new sub-domains flourished and were founded. Thus, in this volume we were delighted to include excellent chapters from multiple authors that considered the duality of the challenges and opportunities of: - The work of the field of educational leadership and administration research to date. - The opportunities and challenges of new visions of leadership in traditional and non-traditional schools. - The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice. - The preparation of educational leaders. - And the emerging trends in the professional development of school leaders. The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future, but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools. In the first section of the book (Chapters 2, 3 and 4), the authors examine the interplay of educational leadership research and theory as it relates to reform in schools, especially as it relates to serving historically underserved populations globally. In section 2 (Chapters 5 and 6), the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through relying on current innovations noted within the chapters. Section 3, (Chapters 7 and 8) examine the research and practice of school leadership preparation, especially as it relates to university-district partnerships and non-traditional school settings. And in the final chapter, (Chapter 9), our capstone contributor provides a means to link the present volume with the past writings on these topics, while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice.

Teaching Educational Leadership in Muslim Countries Jun 02 2021 This book explores the Islamic tradition and Muslim contexts for educational administration and leadership. It addresses the teaching of educational administration and leadership from an Islamic perspective by raising issues of globalised educational administration and leadership teaching as it applies in Muslim contexts

that vary by culture and social institutions. The book proposes alternative approaches and demonstrates that Islamic traditions have a strong foundation upon which to build in the field and are compatible with many aspects of Western theory and practices, provided that sufficient modifications and adaptations are made. The book focuses on postgraduate curricula and pedagogy, drawing on a range of theoretical foundations and approaches that are culturally and jurisdictionally appropriate in a number of Muslim countries. As such, it contributes to an emerging specialisation in international and comparative educational administration and leadership that is oriented towards a broader and more diverse set of perspectives, particularly from the non-Western world.

**Effective Educational Leadership** Jun 21 2020 `Keith Grnt's persuasive essay on the art of leadership in Effective Educational Leadership is uncannily accurate? - Tim Brighouse, Times Educational Supplement `its unique contribution is the exploration of links between leadership discourses and the themes that have emerged from the school effectiveness movements since the 1980s. Riley and MacBeath provide one of the most valuable contributions to the volume by arguing that there are no generic recipes for educational leadership but ingredients which need to be carefully selected with a knowledge of specific contexts and needs. I would use this book with graduate students and practitioners seeking to develop a perspective about contemporary educational leadership. Its greatest contribution is its exploration of the links between effective leadership and effective education. The book also provides optimism in that many of the authors have not capitulated to the reductionist visions of the past two decades. There is still hope that educational theorists and practitioners view the life world as the true source of educational inspiration? - Journal of Educational Administration `Leadership is the theme of this decade. This series provides an enormously valuable overview of all the critical issues involved in designing leadership as the main strategy for educational reform.... A great and timely collection?- Michael Fullan, Dean, OISE/University of Toronto `This book makes an excellent contribution to the current debate on Educational Leadership. It blends theory with practice and as such provides an important resource for many aspects of leadership development programmes at a variety of levels. Its ability to draw upon international perspectives along with examples beyond conventional educational parameters enhances its quality. The book contains a well documented account of how leadership has been studied which will appeal both to the academic reader, and to the professional provider of CPD in leadership, offering a wealth of information that can be practically adopted and adapted for a range of courses? - Stephen Merrill, Journal of Inservice Education Educational management and administration studies focus on leadership as a key determinant of effective educational institutions; and currently, much leadership preparation is characterized by a rational skills-focused approach. Placing current thinking in leadership studies in its organizational and historical context, this book explores its implications for leadership preparation, leadership theory in action and examines some of the dilemmas and tensions facing educational leaders in practice. It draws on literature and research from both the private and public sectors. It is deliberately international in its content and focus, and examines a range of practice both within and outside education. Each chapter has a short introduction by the editors setting it in context. This book is for providers and students in higher educational institutions; for postgraduate level courses in educational management; and for leadership development provision for Headteachers induction programmes, NPQH and LPSH. It is also suitable for short courses and for practitioners occupying or aspiring to leadership roles in schools, colleges and other educational organizations.

Educational Leadership and Change Jan 29 2021 This book arises from the regional conference of the Commonwealth Council for Educational Administration held in Hong Kong in 1992. Efforts have been made to select papers which fulfil the following objectives: . Illuminate the emerging issues in educational administration . Generate discussion and comments on these issues . Reflect how different parts of the world are responding to these issues . Guide possible administrative actions based on well informed discussion The papers selected cover the shifting role of school leaders and their preparation; the latest trend in management of devolving administrative responsibilities to schools; and the cultural dimension of educational administration. Drawing on experiences from different parts of the world, this volume explores the above issues and reflects the differences in practice. Both editors are members of the University of Hong Kong. Wong Kam-Cheung is the Head of the Department of Education; Cheng Kai-Ming is the dean of the Faculty of Education.

*Cultural Proficiency* Sep 05 2021 This powerful third edition offers fresh approaches that enable school leaders to engage in effective interactions with students, educators, and the communities they serve.

*Values and Educational Leadership* Aug 16 2022 Studies values and their influences in educational leadership.

*Reconsidering Feminist Research in Educational Leadership* Sep 24 2020 A critical reflection on the field of feminist research in educational leadership.

*The Art of Educational Leadership* Nov 19 2022 "English successfully challenges the established educational community to rethink the current state of research on school leadership in the social sciences...The inclusion of theory, discourse, and stories of recognized leaders followed by chapter learning extensions that include key concepts, movie recommendations, and prompted reflective journaling makes this book a most valuable resource for the educational leadership community." —H.J. Bultinck, CHOICE "The Art of Educational Leadership provides one of the most complete examinations of leadership that I have encountered. I admire the way it urges students to think and reflect. The format allows individual learners to focus on those materials that best fit their learning style while the numerous presentations of a single topic through the different modalities strengthens the learning. This text is a fresh, new look at leadership..." —Louise L MacKay, East Tennessee State University "Fenwick W. English returns to themes of leadership he explored in more than 20 earlier books and dozens of presentation to educator audiences. He favors "re-centering educational leadership in the humanities," rather than acting on the recommendation of the business literature, and he emphasizes the use of films as a way to humanize leadership concepts." —THE SCHOOL ADMINISTRATOR "Excellent cogent analysis of key concepts of leadership are presented in a reader friendly style." —Saul B. Grossman, Temple University Moves beyond established notions of leadership to recognize that effective leading is about drama and performance—artistry! The Art of Educational Leadership: Balancing Performance and Accountability stresses the human side of leadership. No other text on this topic demonstrates so ably the importance of artistry in leadership in a field that has been lopsidedly dominated by concepts informed by science. Presenting the idea that leadership is an art, this book: Exemplifies a balance between the science and the art of educational leadership: The real improvement of practice is rooted in the art of application, which is about context and represents the key to leadership practice. Connects content material to self-discovery: Exercises at the end of each chapter include creating a personal, reflective journal to

engage the reader in and reflect upon theories and practices presented in the book. Films are suggested for viewing to illustrate the interaction between context, culture, decisions, and outcomes. Portrays multicultural leadership in action: Biography boxes throughout the book share how multicultural educational and political leaders who have been recognized as "expert" practitioners learned the art of leadership in the public arena. This is the first book in educational leadership to sketch out a balance between the science and the art of the field. The text illustrates how performance and practice represent the art, while the delineation of the skills and conceptual models represent the science.

Educational Leadership May 01 2021 This book explores the limits to rational management. The authors develop the idea of organizational irony as a central concept for analyzing and explaining management activity in a managerialist environment. Drawing on international research as well as their own extensive experience in educational organizations, the authors show that effectiveness is not necessarily the result of over-rationalistic approaches to educational management. Focusing on school leadership and management, authors Eric Hoyle and Mike Wallace suggest that major reforms have had limited success because the changes introduced have diverted school staff from their core task of promoting student learning. The result is dissatisfaction, frustration, and stress. The authors use the ironic perspective to show how practitioners respond by mediating the reforms.

**National Forum of Educational Administration and Supervision Journal** Nov 26 2020

*Transformative Leadership* Jan 21 2023 This thought-provoking reader is a collection of original chapters by authors from five different countries, each of whom explores a facet of transformative leadership.

*Educational Leadership* Jan 09 2022 The new career for teachers which is currently developing, encourages responsibility for self-development. The learning needed for this new career focuses on personal competencies, which make teachers highly effective. This book outlines personality and identity, motivation and reward strategies, the emotions of leadership and the values and ethics which underpin professional integrity. Using a practical but evidence-based approach, the author outlines how to develop creativity, assertiveness and emotional intelligence using techniques such as neuro-linguistic programming to model excellence. The author shows how teachers can use work on effective people to develop their own performance and

Handbook of Research on Educational Leadership and Research Methodology Feb 22 2023 Education inevitably influences society and our future. As literature and experience tells, educational leaders impact not only their institutions, but ultimately the learning outcomes for a large portion of society's members. Educational leaders are charged with more than creating a viable future for an institution; they are also charged with contributing to and creating a viable, positive human future—not an easy task amid the turbulence and disruption of our times. The Handbook of Research on Educational Leadership and Research Methodology discusses the evolution of educational leadership knowledge, thoughts, and practices by sharing the perspectives, experiences, theories, and philosophies related to educational leadership and research methodologies across all levels of education. Covering topics such as critical race design, toxic leadership, and adult learning, this major reference work is a critical resource for faculty and administrators of both K-12 and higher education, principals, superintendents, chancellors, directors, pre-service teachers, teaching instructors, government officials, librarians, researchers, and academicians.

*The SAGE Guide to Educational Leadership and Management* Feb 10 2022 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies, skills, and techniques needed to enhance administrative performance. This guide emphasizes the important skills that effective leaders must develop and refine, including communication, developing teams, coaching and motivating, and managing time and priorities. While being brief, simply written, and a highly practical overview for individuals who are new to this field, this reference guide will combine practice and research, indicate current issues and directions, and choices that need to be made. Features & Benefits: 30 brief, signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information. Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action. Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in-depth presentations in other published sources. Back matter includes an annotated listing of organizations, associations, and journals focused on educational leadership and administration and a detailed index. This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic.

**Understanding Decision-Making in Educational Contexts** Feb 27 2021 Understanding Decision-Making in Educational Contexts presents 'problem cases' confronting school leaders in real settings, and illustrates the multiple approaches that school leaders draw upon to navigate complex and challenging decision-making contexts.

Research Methods in Educational Leadership and Management May 13 2022 This classic guide continues to be the leading Research Methods text that specifically deals with Educational Leadership and Management. The collection boasts an array of high-profile international expert contributors, covering a wide range of specialisms, emphasising the importance of the critically engaged practitioner. Accessible and user-friendly, this edition has been fully revised and updated to take full account of online research. It features new authors, more case studies and examples, and brand new chapters on: - research Design - grounded research - ethnography - discourse analysis - narrative / Life history - student voice Whether you are postgraduate, an academic, or a practitioner researcher, if you are investigating Research Methods, Leadership & Management or Educational Research, this is the book you will need.

*Culturally Responsive School Leadership* Jul 23 2020 Culturally Responsive School Leadership focuses on how school leaders can effectively serve minoritized students—those who have been historically marginalized in school and society. The book demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices. Muhammad Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is essential to successful school leadership. Second, that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it. Finally, that culturally responsive school leadership comprises a number of crucial leadership behaviors, which include critical self-reflection; the development of culturally responsive teachers; the promotion of inclusive,

anti-oppressive school environments; and engagement with students' indigenous community contexts. Based on an ethnography of a school principal who exemplifies the practices and behaviors of culturally responsive school leadership, the book provides educators with pedagogy and strategies for immediate implementation.

Researching Educational Leadership and Management Apr 19 2020 Carrying out leadership research in educational establishments can be challenging, but it is also rewarding. This accessible book offers sound practical advice and a clear conceptual framework for this research. Drawing on their extensive expertise, the authors show you how to prepare to carry out research, design research tools, and report and reflect on the results. Students using the book are supported by features such as: key learning objectives in each chapter examples of research tools derived from real leadership project figures explanation of key terms and questions further reading and key web links for each chapter. This text will be of interest to Masters' and Doctoral level students, academics in the field of educational leadership and management and all those who wish to research a wide range of issues connected with the operation of schools and institutions of further and higher education.

**New Perspectives in Educational Leadership** Dec 08 2021 New Perspectives in Educational Leadership examines educational administration and leadership within the complex social, political, and community contexts that inform and influence the work of today's educational leaders. With particular attention to the implications and larger contexts of shifting demographics, high-stakes accountability, and globalization on schools and society in the twenty-first century, this volume seeks to advance lines of inquiry presented in other areas of education research, that have yet to be fully explored or imagined in the field of educational leadership. This unique blend of empirical, theoretical, and conceptual research by both established and emerging scholars in the field directly acknowledges and addresses the demands of leading increasingly diverse and complex school communities. Topics include: the social and cultural dynamics of leadership, reflective practice, politics of equity and adequacy, critical servant leadership, and the possibilities of transformative leadership within these dynamic educational contexts. As a primary or supplementary text in educational administration, leadership, and foundations courses, New Perspectives in Educational Leadership provides a much-needed complement to the traditional topics of instructional leadership and education management given the expanding and increasingly complex conditions that face educational administrators and school leaders today.

*Educational Leadership* Nov 07 2021 `A highly recommendable and powerful work...I have found this book to be both a revelatory mirror on past events and an inviting window to future prospects. I am certain that it will be of equal or greater value to all those involved and interested in the tangled complexities, and inherent rewards, of educational leadership, particularly within international or cross-cultural contexts' - Daniel H. Jarvis, International Review of Education `Clive Dimmock and Allan Walker's books is a valuable addition to the overcrowded literature on leadership. This is a useful and important book because citizenship, globalization and the tensions with nationality should be the concern of all who lead any school; even monofaith, monoethic and monolingual schools' - Tim Brighouse, TES Friday 'The authors offer a rigorous and systematic analysis based on careful definition, illustration and discussion which demonstrates the importance of understanding culture, leadership and their interaction in different contexts: in doing so they provide a powerful antidote to the simplistic export of ideas and lay foundations for a more sophisticated conceptual framework for the study of educational leadership' - John West-Burnham, International Leadership Centre, University of Hull This key text in educational leadership focuses on the significance of the context and culture of schools. The book addresses the growing recognition of cultural differences between societies and the resultant differences in schooling. It also deals with vital issues relating to multicultural education and the leadership of multicultural schools. Drawing on their first-hand experience, the authors explore the differences evident in classroom teaching and learning, as well as organizational, leadership and management aspects of schools. They show how such differences can make over-reliance on Anglo-American approaches misleading, ineffective and restrictive. Key features of the book include: - a methodology to support the emerging field of international and comparative educational leadership and management - in-depth comparative analysis of Anglo-American and Asian schooling and educational management - the leadership of multi-cultural schools This book is essential reading for professionals and students of educational leadership and management, as well as administrators.

**Values for Educational Leadership** Nov 14 2019 `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.

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