

Educational Leadership



New Perspectives In Educational Leadership New Perspectives In Educational Leadership

Marvin Lynn, Adrienne D. Dixon



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New Perspectives in Educational Leadership Sonya Douglass Horsford, 2010 *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.

New Perspectives in Philosophy of Education David Lewin, Alexandre Guilherme, Morgan White, 2014-10-23 *New Perspectives in Philosophy of Education* seeks to build a bridge between philosophical reflection and socio-political action by developing a range of critical discussions in the areas of ethics, politics, and religion. This volume brings together established authorities and a new generation of scholars to ask whether philosophy of education can contribute to political and social discourse or whether it is destined to remain the marginal gadfly of mainstream ideology. The philosophy of education stands in danger of becoming a neglected field at precisely the moment we need to be able to reflect upon the increasingly apparent costs of the technocratic attitude to education. While many of the educational policy discussions of recent years seem far-reaching and radical, critical debate surrounding these initiatives remain largely at a populist level. *New Perspectives in Philosophy of Education* provides contemporary responses to philosophical issues that bear upon educational studies, policies, and practices contributing to the debate on the role of philosophy of education in an increasingly fractured intellectual milieu.

Global Perspectives on Educational Leadership Reform Anthony H. Normore, 2010-11-08 This volume focuses on educational reform, leadership development programs, and professional development processes intended to prepare and develop prospective and practicing educational leaders into leadership positions and examines issues that affect leaders serving in the role of educational leader/learner.

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21 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.

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

Second International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, P. Hallinger, 2012-12-06 The first International Handbook of Educational Leadership and Administration Leithwood et al was published in 1996 and quickly became something of a best seller for reference works within education Such success we suggest was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980 s combined with a widespread belief in leadership as the single most powerful contribution to such improvement The roots of this belief can be found in evidence produced by the early effective schools research although there is a romance with leadership as an explanation for success in many non school enterprises as well During the two year period during which this current handbook was being written activity in the realms of school leadership school improvement and leadership development gained further momentum The English government created its new National College of School Leadership and several Asian nations announced new initiatives in leadership selection preparation and development

Successful School Leadership Preparation and Development Karen L. Sanzo, Steve Myran, Anthony H. Normore, 2012-11-14 Features lessons learned about the successful implementation of leadership program preparation and development programs that are grant funded by the United States Department of Education through the School Leadership Program

JSL Vol 21-N4 JOURNAL OF SCHOOL LEADERSHIP, 2014-04-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Feminist Perspectives on Contemporary Educational Leadership Kay Fuller, 2021-11-29 This

timely book explores how various feminist perspectives fruitfully explain women's experience of educational leadership drawing on a contemporary conceptualisation of fourth wave feminism that is intersectional and inclusive The book asks which and whose feminist theory is used to explain gender and feminism in educational leadership management and administration ELMA the scholar's the research participant's or a combination of the two in the co construction of knowledge from an intersectional feminist perspective It conceptualises intersectional and inclusive feminist perspectives on educational leadership theorising research through a Black British feminist perspective a gender and Islamic perspective and a queer theory perspective depending on the self identification of participants It explores digital feminism and men's pro feminism The book identifies feminist leadership praxis as a focus for future research and explores how leaders can draw on funds of knowledge identity cultural wealth and lead and educate diverse populations of students Highlighting the importance of intersectional feminist perspectives in ELMA the book will appeal to scholars researchers and postgraduate students in the fields of inclusive educational leadership and management gender studies and feminism

Anti-Racist School Leadership

Jeffrey S. Brooks, Noelle Witherspoon-Arnold, 2013-03-01 Since the passing of Brown versus Board of Education to the election of the first Black president of the United States there has been much discussion on how far we have come as a nation on issues of race Some continue to assert that Barack Obama's election ushered in a new era making the US a post racial society But this argument is either a political contrivance borne of ignorance or a bold faced lie There is no recent data on school inequities or inequity in society for that matter that suggests we have arrived at Dr King's dream that his four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character Children today are instead still judged by the color of their skin and this inequitable practice is manifest in today's schools for students of color in the form of disproportionate student discipline referrals achievement and opportunity gaps pushout rates overrepresentation in special education and underrepresentation in advanced coursework among other indicators Brooks 2012 Though issues of race in the public education system may take an overt or covert form racial injustice in public schools is still pervasive complex and cumulative For example many students of color year after year do not have access to good teachers experience low staff expectations and are subject to new and improved forms of tracking Brooks Arnold Brooks in press The authors in this book explore various ways that racism are manifest in the American school system Through a plurality of perspectives they deconstruct challenge and reconstruct an educational leadership committed to equity and excellence for marginalized students and educators

Educational Leadership of Immigrants

Emily R. Crawford, Lisa M. Dorner, 2019-08-15 This book prepares current and future educational leaders to adapt to the changing terrain of U S demographics education and immigration policy Educational Leadership of Immigrants highlights the educational practices and discourses around immigration that intersect with policies and laws in order to support K 12 students educational access and families participation in schooling Drawing primarily on research from the fields of educational leadership and

educational policy this book employs a case study approach to address immigration in public schools and communities school leaders responses to ethical dilemmas the impact of immigration policy on undocumented students and the varying cultural sociopolitical legal and economic contexts affecting students educational circumstances Special features include case narratives drawn from real life experiences to support the educational needs of immigrant students teaching activities and reflective discussion questions pertaining to each case study to crystallize leaders knowledge and facilitate their comfort levels in practice discussions of current challenges in education facing immigrant students their families educators and school leaders especially with changing immigration law *Complementary Research Methods for Educational Leadership and Policy Studies* Chad R. Lochmiller, 2018-08-30 This edited volume brings together leading scholars from the fields of educational leadership and policy studies to discuss qualitative quantitative and mixed research methods in an accessible and pedagogically well designed volume Authors discuss ways in which various research methodologies and methods can productively be brought together to expand our current understanding of leadership issues and the contemporary policy context that surrounds them Chapters provide both practical recommendations for using the methods discussed as well as suggestions for further reading *Handbook of Critical Race Theory in Education* Marvin Lynn, Adrienne D. Dixon, 2013-09-02 This handbook illustrates how education scholars employ Critical Race Theory CRT as a framework to bring attention to issues of race and racism in education It is the first authoritative reference work to provide a truly comprehensive description and analysis of the topic from the defining conceptual principles of CRT in the Law that gave shape to its radical underpinnings to the political and social implications of the field today It is divided into three sections covering innovations in educational research policy and practice in both schools and in higher education and the increasing interdisciplinary nature of critical race research With 28 newly commissioned pieces written by the most renowned scholars in the field this handbook provides the definitive statement on the state of critical race theory in education and on its possibilities for the future *Women in Educational Leadership and Community Building* Khalid Arar, Rania Sawalhi, Rida Blaik Hourani, Trista Hollweck, Corinne Brion, 2023-02-01 This book foregrounds the voices of women in educational leadership to draw on the power of diverse perspectives and to create an environment that better embraces a broad range of leadership styles Chapters explore formal and informal women s educational leadership practices and examine the methods and approaches used by successful women leaders across West Africa the Middle East Europe and Australia The book examines how best to humanize educational leadership in a way that invests in the unique skills and talents that women leaders possess and it identifies a leadership model that is situated within a range of intersecting theoretical frameworks that revolve around collective leadership transformation theories and community partnerships In doing so the book elevates education into the sphere of comprehensiveness inclusion equity sustainability and social justice By sharing the lived experience of women leaders using a multi perspective narrative approach the book develops and hones exemplary

educational leadership and community engaged practices for the good of all This volume will be key reading for scholars doctoral students and researchers engaged in fields such as education policy women s studies and international and comparative education among others

Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings M.C. Kate Esposito,Anthony H. Normore,2015-04-01 Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education Drawing from the authors extensive experience in educational research and practice coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools Effective inclusionary practices most certainly benefit all students including English language learners those who face gender discrimination those who are in the foster care system and those who are Gay Lesbian Bisexual or Transgendered This collection presents a broader theoretical inclusive framework rooted in social justice which we assert offers the best practices for a greater number of students who are at risk of minimal academic success This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students especially those in urban centers It is hoped that lessons learned will improve the preparation and practice of school leaders thus improve educational outcomes for students from special populations

Educational Leadership Donnie Adams,2023-12-21 This book provides a rigorous grounding in contemporary educational leadership theories and their application to policy and practice globally across educational contexts The book showcases contributions from authors with a deeply embedded understanding of educational leadership and in schools context It will focus on major aspects of school leadership including contemporary theories and models in the 21st century the role of the principal the work of senior and middle leaders leadership and student outcomes Each chapter will engage with theory policy and practice and draw on authors own research and with other empirical and conceptual sources

Educational Leadership Harry Tomlinson,2004-06-05 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

The Cultural and Social Foundations of Educational Leadership Romuald Normand,Lejf Moos,Min Liu,Pierre Tulowitzki,2021-07-12 This book identifies the cultural and moral foundations of country specific educational governance and

school leadership and presents the principles of justice and the diversity of common goods that guide leadership practices in schools. It contributes to an existing research field that studies diversity and ethical leadership in schools. The social dimension of school leadership is not limited to issues related to equality and equity or social inclusion. The capacity of leaders to promote civic mindedness and social cooperation, consensus and acceptance of others, the right balance between freedom and duties and reciprocity of obligations are essential to maintain democratic rights and facilitate the life together while respecting ethnic and cultural differences. Therefore the book gathers contributions from a range of international authors capable of reporting these moral and cultural features while broadening the research perspectives on school leadership.

New Perspectives on Young Children's Moral Education Tony Eaude, 2015-12-17 *New Perspectives on Young Children's Moral Education* explores how to approach young children's moral education in a world of uncertainty and change. What is moral education? How do young children learn to act and interact appropriately? How do we enable children to recognise that how they act and interact matters? How can character virtues and value help young children internalise qualities associated with living a good life? Challenging many current assumptions about ethics and education, Tony Eaude suggests that a moral dimension runs through every aspect of life and that ethics involves learning to act and interact appropriately based on an ethic of care and enduring qualities and attributes to equip children to resist strong external pressures. Drawing accessibly on research in neuroscience and psychology, he discusses how young children learn, highlighting the role of emotion, culture, example, habituation and feedback. Small actions can help to develop agency, empathy and thoughtfulness and a sense of moral identity with an increasing emphasis on self-regulation, a vocabulary of ethics and intrinsic motivation. Eaude explores how character virtues and values can help young children and adults to recognize and internalize qualities associated with living a good life. He identifies how adults and learning environments can support these processes and shows why an inclusive approach is needed rather than focusing on these topics only in particular settings, programmes or lessons. Recognising pitfalls and dilemmas, Eaude argues that an approach based on virtue ethics and an apprenticeship model is suitable in school and other settings both religious and otherwise internationally.

Cultures of Educational Leadership Paul Miller, 2016-12-13 This book explores how to be fully cross-cultural and intercultural with research and theory building in educational leadership. It adopts an integrated approach to the examination of common issues across and between cultures and contexts. Each chapter examines an issue or a set of issues that builds on evidence from a minimum of three countries across at least two continents. The data collection methods are consistent for all countries and therefore allow meaningful conclusions to be drawn across the field. All six continents are represented in the book, including both developing and developed countries, to ensure an open dialogue and an innovative approach to lay the foundations for future research.

Urban Educational Leadership for Social Justice Jeffrey S. Brooks, Melanie C. Brooks, 2015-06-01 The chapters in *Urban Educational Leadership for Social Justice: International Perspectives* constitute a collection of works that

explore dynamics related to equity in multiple contexts Authors examined these issues in Turkey Egypt the United States Thailand and at a global level by comparing and contrasting school leadership practice across borders Considered as a whole these papers explore various topics that will be at the forefront of educational research for years to come Increasingly educational leadership understand that there are important lessons to be learned internationally and globally This book includes important research conceived from these perspectives Our hope is that individually and collectively they might contribute to our understanding of international and global issues in educational leadership and that they will extend challenge and deepen extant lines of inquiry and begin others

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