

Educational Leadership Journals

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

This book focuses on the need for school and organizational leaders to be able to lead others through a crisis, such as school and community shootings and unrest; pandemic issues; and weather-related emergencies.

Drawing from the ideas of Michel Foucault, this book offers a critical examination of today's dominant discourse of educational leadership. Foucault's understanding of critique is as a 'permanent' ethos in which humans explore the nature of their existence but at the same time query the limits imposed upon them, and probe opportunities for increasing freedom. This book outlines the key concepts in the work of Foucault, and demonstrates how his concepts of discourse, power/knowledge, and governmentality offer an understanding of how ideas of educational leadership and management have emerged, how they serve to establish a discipline, and how they construct individuals – pupils, teachers, and head teachers - in particular ideological ways. The discourse of educational leadership and management not only represents a specific means of 'governing' education but also calls for the development of approved management and leadership skills and behaviours. The related focus on cultivating, valuing, and rewarding effective leaders is eminently suited to Foucauldian critique, which not only questions the basis for its assumptions and norms, but also examines the way in which the subjects of ELMA - today's educational professionals - are both constructed by the discourse and are called upon to shape themselves accordingly. Included in the book: - educational leadership as discourse - educational leadership as discipline - power and educational leadership - governmentality and educational leadership. By both applying theory and examining empirical exemplars, this volume offers a challenge to dominant leadership discourse and suggests alternative understandings of the field and approaches to practice. The book will be of value to researchers and postgraduate students with an interest in educational leadership, management and administration, as well as to practitioners in the school system.

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.

The Nature of School Leadership

Internationalisation of Educational Administration and Leadership Curriculum

Transformative Leadership

The Art of Educational Leadership

Educational Leadership and Michel Foucault

Culture and Diversity

Educational Leadership for Social Justice and Improving High-Needs Schools

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, glocal 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. This powerful third edition offers fresh approaches that enable school leaders to engage in effective interactions with students, educators, and the communities they serve.

The Power of Responsive Educational Leadership examines how educational leaders might respond to global challenges such as the environment, technology, inequity, the health crisis, and the stability of democracy. It draws on models of educational leadership and development projects from around the world to explore how leaders might use the curriculum and teaching to help move their communities, regions, and countries in positive directions. The authors argue that educational leadership needs to move away from authoritarian or transactional bureaucracy and toward leadership in a participatory mode that feels responsible for the children and adults in their institution and responsible for the society they all inhabit. The Power of Responsive Educational Leadership: Offers a comprehensive exploration of the multifaceted nature of leadership for learning Charts the key thinking and practices that engage with the principles of leadership for learning and the implications these have Provides a variety of fresh perspectives on the connections between education, schooling, and leadership Includes a range of internationally diverse case studies and vignettes This

comprehensive guide invites readers to engage in thinking about new directions for education today. The book will be a useful starting point for individuals who choose to engage in discussions and deliberations around what it means to be responsive. It will be invaluable for those who are working as principals and teachers or participating in education leadership development programs around the world and hope to work in various roles.

Focusing on educational leadership and school administration, offers over six hundred alphabetically arranged entries covering theories, terms, concepts, and histories.

Preparing School Administrators for a Digital Age

A Casebook for Aspiring Educational Leaders

Concepts, Methodologies, Tools, and Applications

Balancing Performance and Accountability

Challenges and Opportunities of Educational Leadership Research and Practice

Strategies for Innovation and Improvement

From Silencing to Authenticity

The 2020 AASA Decennial Study of the Superintendent is an extension of national decennial studies of the American school superintendent that began in 1923. The research was conducted in late 2019 and early 2020. The results are presented in various ways throughout the study, ranging from aggregate findings to two and three level crosstabs that disaggregate data by eight different enrollment categories. Just as findings from previous decennial studies suggested, the various job-related happenings of superintendents are not always homogeneous. They can be influenced by a multitude of factors such as district enrollment, demographic characteristics of the superintendents, and characteristics of the students and communities they serve.

Providing models of exemplary use and the latest research, Educational Leadership and Technology reveals the transformational power of emerging technologies to improve student learning, and explores how leaders can bring about this technology integration. This book provides an overview of roles and strategies expected of effective school leaders, as well as some of the complex issues they face. Authors Garland and Tadeja offer a critical analysis of today's emerging technology, while also addressing the need for collaborative efforts of parents, community, and students to implement technologies effectively. Special Features Include: Full integration of National Technology Standards for Administrators (NETS.A) and the National Education Technology Plan (NETP). Leader reflections from practicing school administrators that provide context of real-world scenarios. "Tips for School Leaders" and end-of-chapter questions that encourage student engagement with the text. "School Administrator's Technology Leadership Self-Assessment," a unique and impartial survey in each chapter with self-scoring guide that helps readers determine their technology use and readiness for implementation. A robust companion website with PowerPoint Slides, strategies, and links to website and video resources which will reflect changes in technology, policy, and practice. Discussion of the newest and emerging technologies, including Cloudware, social media, virtual manipulatives, and e-games. Educational Leadership and Technology is an important resource for new and aspiring elementary, middle, and high school principals as well as superintendents and technology coordinators. This book explores Black educational leadership and the development of anti-racist, purpose-driven leadership identities. Recognizing that schools within the United States maintain racial disparities, the authors highlight Black leaders who transform school systems. With a focus on 13 leaders, this volume demonstrates how US schools exclude African American students and the impacts such exclusions have on Black school leaders. It clarifies parallel racism along the pathway to becoming teachers and school leaders, framing an educational pipeline designed to silence and mold educators into perpetrators of educational disparities. This book is designed for district administrators as well as faculty and students in Race and Ethnicity in Education, Urban Education, and Educational Leadership.

'Finalist' 2019 Association of American Publishers PROSE Award - Education Practice and Theory We live in a complex age, with multiple challenges to the practice of educational leadership, and where there is widespread evidence of individuals wanting to retire early from leadership positions, and of fewer wishing to take up the role. This highly experienced team of cross-cultural researchers combine scholarly research with over a decade of extensive empirical research using an innovative 'portrait' methodology to investigate the challenges that educational leaders on two continents currently face. The kinds of challenges described include: · the personal (e.g. being new to the job, coping with the role, approaching retirement) · the inter-personal (e.g. power relations, personal challenges with staff, parents and children) · the local (e.g. issues faced by the school in the community) · the national (e.g. government initiatives, inspection) · the global (e.g. the impact of economic forces on political and institutional management).

Sustainable School Leadership then contributes to the field of educational leadership in several ways. First, the authors bring scholarly enquiry to life by providing detailed descriptions of the challenges which individual educational leaders face in different cultures in a globalised world. Second, they show how the combined insights from individual portraits provide important and meaningful critiques of national policies and organizational functioning. Such critiques can then inform current and future leadership research by a better understanding of how links between the micro-, meso-, and macro-levels of education promote or discourage school leaders' sustainability. Finally, the authors present important cross-cultural comparisons of eastern and western approaches to educational leadership, suggesting that sustainability – or a lack of it – may have different roots in different cultures. Sustainable School Leadership is relevant to students on educational leadership and management courses, academics and researchers and school leaders.

Reconsidering Feminist Research in Educational Leadership

Redesigning Educational Leadership Preparation for Equity

Educational Leadership and Technology

Holistic Leadership for Excellence in Education

International Handbook of Educational Leadership and Social (In)Justice

Portraits of Individuality

Educational Leadership and Reform

This book explores school leadership through a cross-cultural comparative lens, drawing on data from 16 countries located on five continents. The book gives a voice to both primary and secondary school principals, who discuss the nature of their work and explain their understanding of school leadership, strategies used to support their leadership, and how they 'do leadership' in a time of unprecedented change. The book highlights a number of important elements in school leadership: that it is personal and internally-motivated; change oriented and entrepreneurial; dependent on the qualities and motivations of school teachers; dependent on environmental factors related to economy, geography, political stability; heavily influenced by policies within and outside the field of education; and dependent on partnerships within and outside education. The book provides an authoritative cross-cultural account of what school leaders regard as school leadership. It will be essential reading for students, researchers and policy-makers in the fields of educational leadership and management, in particular those with an interest in comparative and international research, school leadership, and education policy.

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.

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.

This fully updated Second Edition offers an unflinching and comprehensive overview of the full range of both practical and theoretical issues facing educational leadership today. Editor Fenwick W. English and 30 renowned authors boldly address the most fundamental and contested issues in the field, including culturally relevant and distributed leadership; critical policy and practice issues predicting the new century's conflict; the paradox of changes; and the promises, paradoxes, and pitfalls of standards for educational leaders.

Education, Leadership and Islam

New Perspectives in Educational Leadership

The SAGE Handbook of Educational Leadership

Global Practice Perspectives

Theorising Identity and Subjectivity in Educational Leadership Research

Black Educational Leadership

Equitable Change in an Uncertain and Complex World

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

A critical reflection on the field of feminist research in educational leadership.

Educational Leadership in Action provides 24 complex, real-life, accessible cases to provoke and stimulate conversation around problems that confront educational leaders today. Written by a diverse group of educators, these cases cover a wide range of teacher evaluations, educational reforms, contract negotiations, school safety, cultural differences, undocumented students,

To foster additional meaningful discussion and debate, this resource includes responses to each of the cases, written by a range of authors. The organization and unique approach of Educational Leadership in Action allows for flexible use in courses for aspiring leaders to explore core readings, reinforce central concepts, exemplify theory, and provide grounded examples to encourage learning. This essential collection of cases and responses prepares future leaders to frame problems, identify solutions, and develop strategies to meet the multiple and competing demands in rapidly changing education contexts.

Hoy (educational administration, Ohio State University) and Miskel (University of Michigan) present work by new and established researchers representing a variety of theoretical perspectives on leadership and reform in K-12 schools. They draw on a mix of methodologies including surveys, case studies, and structural equation modeling, to examine issues

Building Schools for Global Challenges

Findings from 10 Years of International Collaboration

Encyclopedia of Educational Leadership and Administration

Educational Leadership in Action

Phi Delta Kappan

Systems Thinking for School Leaders

The Power of Responsive Educational Leadership

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.

In light of a new wave of cultural mobility, how must educational leaders respond to the challenges of internationalising their curricula and accommodating diversity? This timely project bridges a gap in the field of educational administration by showcasing the development of curricular internationalisation across several countries.

‘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, monoethnic 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.

Anti-Racist Educational Leadership and Policy helps educational leaders better comprehend the racial implications and challenges of the current educational policy landscape. Each

chapter unpacks a policy issue such as school choice, school closures, standardized testing, discipline, and school funding, and analyzes it through the racialized and market-driven lenses of the current leadership context. Full of real examples, this book equips aspiring school leaders with the skills to question how a policy addresses or fails to address racism, action-oriented strategies to develop anti-racist solutions, and the tools to encourage their school community to promote racial equity. This important book demystifies a complex policy context and prepares current and future teacher leaders, principals, and superintendents to lead their schools towards more equitable practice.

Voices and Experiences from the 'Peripheries'

Addressing Racism in Public Education

Effective Educational Leadership

New Directions and Possibilities

Educational Leadership

Advances in Theory, Research, and Practice

Crisis Management During Challenging Times

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 and equitable change. Using vignettes, stories, research, and drawing on scholarship from a range of disciplines, noted scholar Carolyn 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 for readers to 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 goal 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.

Educational institutions are undergoing complex and sensitive changes in the context of immigration, international mobility, globalisation, and shifting economic scenarios, making highly challenging demands on educational leaders. Leadership is increasingly being perceived and valued as pivotal to students' achievement and institutional performance. In this book, Saeeda Shah considers educational leadership from an Islamic perspective to debate theoretical positions underpinned by Islamic texts and teachings, and the resulting conceptualisations and interventions. While educational leadership literature and research have flourished in recent years, this is predominantly informed by Western ideological concepts, theories and practices. Education, Leadership and Islam focuses on contemporary educational settings and practices, drawing on research and empirical evidence from multicultural contexts in order to enrich theory and inform policy and practice in relevant frameworks, particularly in relation to the growing Muslim population in the West. Chapters also discuss gender in Islam, educational expectations, and faith schools to comprehensively explore education in relation to Islamism. Situating Muslims within contemporary societies, this book debates regarding educational philosophy and leadership, endorsing diversity and plurality through an appreciation of difference. Education, Leadership and Islam will appeal to education researchers as well as social and political scientists attempting to understand Muslim communities and issues in contemporary life, both in the east and in the west. This book offers critical insight into educational theory and practice, and will be key reading for policy makers and educational leaders.

Bringing Bourdieu to the study of Education Management, Leadership and Administration assumes a normative opposition to a meritocratic view of education. Through a lifetime's explication of the ways in which schooling both produces and reproduces the status quo, Bourdieu's powerful critique and method of analysis of the history of schooling and of contemporary educational policies and trends. This volume explores each of the key terms in Bourdieu's thinking tool kit, showing how the tripartite concepts of field, habitus and capitals offer a way to understand the interaction of structure and agency and the limits on the freedom of an individual - in this case educational leaders - and provide a range of exemplars of the application of these tools to questions of concern to the scholars in the field of educational leadership. This book is of interest to those whose primary focus is the utility of Bourdieu's social theory.

"English successfully challenges the established educational community to rethink the current state of research on school leadership and educational sciences...The inclusion of theory, discourse, and stories of recognized leaders followed by chapter learning extensions that include key takeaways, 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 theories and practices I have encountered. I admire the way it urges students to think and reflect. The format allows individual learners to focus on those models that best fit their learning style while the numerous presentations of a single topic through the different modalities strengthens the learning experience and offers a fresh, new look at leadership..." —Louise L MacKay, East Tennessee State University "Fenwick W. English returns to themes of leadership and educational leadership explored in more than 20 earlier books and dozens of presentations to educator audiences. He favors "re-centering educational leadership on 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 leadership is a 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 human side of 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 connection between context, culture, decisions, and outcomes. Portrays multicultural leadership in action: Biography boxes throughout the book feature multicultural educational and political leaders who have been recognized as "expert" practitioners learned the art of leadership in the 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 and exercises on performance and practice represent the art, while the delineation of the skills and conceptual models represent the science.

A Reader

The State of the Field and Its Multiple Futures

Social Justice Leadership for Immigrant, Migrants and Refugees

Exploring Social, Political, and Community Contexts and Meaning
Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications
The Wiley International Handbook of Educational Leadership
Culturally Responsive School Leadership

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

This important, timely, and thought-provoking reader is a collection of original chapters by authors from five different countries, each of whom explores a facet of transformative leadership. Transformative leadership is fundamentally a critical approach to leadership that goes well beyond the tenets of most current leadership theories to focus on social transformation as the basis for both individual and collective achievement. The text clarifies and elaborates the concept, linking it to other theories including ways of thinking about curriculum and pedagogy to prepare leaders for a more transformative role. <I>Transformative Leadership: A Reader provides examples of studies conducted using the lens of transformative leadership as well as of research re-analyzed through its perspective.

This book is an essential for providers and students of postgraduate level courses in educational management resource and for leadership development provision for head teacher induction programs, 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.

The delivery of quality education to students relies heavily on the actions of an institution’s administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

**National Forum of Educational Administration and Supervision Journal
Handbook of Research on Educational Leadership and Research Methodology
School Leadership for Refugees’ Education
Challenges and Implementation Within Europe
Theories, discourses and practices from an Islamic perspective
A Case Study Approach
Anti-Racist Educational Leadership and Policy**

This edited book collection disrupts received notions of educational leadership, culture and diversity as currently portrayed in practice and theory. It draws on compelling studies of educational leadership from the global north and south, as well as from a range of ethnic, religious and gendered perspectives and critical research approaches. In so doing, the book powerfully challenges

contemporary leadership discourses of diversity that reproduce essentialising leadership practices, binary divisions and asymmetrical power relations. The various chapters contest and move beyond exhortations for leadership in increasingly diverse societies; revealing through their rich portraits of the hybridity of leadership practice, the shallowness of diversity discourses that are framed as something "we" (the culturally homogenous) leader do to (heterogenous) 'others'. The volume is more than critique. Instead it offers readers new directions and possibilities through which to understand, theorise and practise educational leadership in the twenty first century. In portraying leading as a "relational practice in contexts of cultural hybridity" (Blackmore, this volume), it extends critical theories for and of leadership practice, examining the intersectionality between leadership and a range of social categories, and challenging notions of leadership as a singular construct. Compelling research narratives reveal educational leadership practice as nuanced, temporal, site specific and prefigured by traditions and cultural understandings that reach beyond a simplification of educational leadership as understood through unitary lenses of race, gender or ethnicity. This book is essential reading for academics and students of educational leadership and management, as well as administrators.

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.

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.

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.

A Manual for School Leaders

Transformative Leadership in Education

Understanding Decision-Making in Educational Contexts

Educational Leadership as a Culturally-Constructed Practice

Educational Leadership and Pierre Bourdieu

Educational Leadership in Policy

Issues of Educational Leadership

School Leadership for Refugees' Education examines how educational leaders shape and lead different practices to meet refugee students' educational needs, while also considering issues of equity and social justice. It presents cutting-edge theoretical understanding and rich first-hand research findings, which point out the local idiosyncrasies and cross-national themes involved in leading welcoming schools for newcomers. The book provides a global analysis of policy guidelines and up-to-date research findings concerning refugee education. Vast

populations have been forced to leave their homelands in recent years due to war, political conflict and economic collapse. The countries that provide sanctuary need to ensure quality education that will allow these destitute but hopeful children to build a new future. Through this book a comprehensive model is presented to guide culturally relevant educational leadership to welcome newcomers in their schools and society. This book will be of great interest for academics, researchers, and postgraduate students in the fields of educational leadership, social justice education and educational administration.

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.

Sustainable School Leadership

Cultural Proficiency

The American Superintendent 2020 Decennial Study