

Transformative Curriculum Leadership

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.

Transformative Teachers offers an insightful look at the growing movement of civic-minded educators who are using twenty-first-century participatory practices and connected technologies to organize change from the ground up. Kira J. Baker-Doyle highlights the collaborative, grassroots tactics that activist teachers are implementing to transform their profession and pursue greater social justice and equity in education. The author provides a framework and practical suggestions for charting the path to transformative teacher leadership as well as suggestions for how others, including administrators and outside organizations, can support them. In addition, the book profiles fifteen transformative teachers who are changing the face of education, features three case studies of organizational allies (Edcamps, the Philadelphia Education Fund, and the Connected Learning Alliance), and includes insights from a wide range of educational leaders. A guide to the norms and practices of innovative educators, Transformative Teachers offers a clear and compelling vision of the potential for grassroots change in education.

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.

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.

Transformative Leadership Primer

The Listening Leader

The Transformative Classroom

A Reader

Making the Common Core Shift with Work That Matters

Philosophical Foundations and Practical Applications

Curriculum Leadership by Middle Leaders

This book provides educators with guidance on studying and practicing a curriculum problem solving artistry that is focused on deepening students’ subject matter understandings through democratic self and social understandings. The book begins with a discussion of seven principles of curriculum leadership, which provide a framework for the presentation of a theoretical platform that guides a four-phased process. The curriculum problem solving has four interrelated phases, and advice on studying and practicing each phase has been organized into separate

chapters using a montage format incorporating inquiry prompts, supportive quotations, critical commentaries, practical tips, narrative illustrations, and study recommendations. There is a continuous recognition of the ways in which the four phases are folded into one another in highly interactive ways; hence, the problem solving approach is described as a fourfold process. The text concludes with an epilogue honoring the disciplined journey of understanding and the pursuit of professional virtues that are central to the cultivation of problem solving artistry. An ethical oath that was created by twenty Ohio teacher leaders serves as a collegial pledge to embrace this disciplinary commitment.

From one of the best-known scholars in the curriculum field, who worked closely with an experienced assistant superintendent of instruction, comes an important revision of Transformative Curriculum Leadership. This edition provides concrete guidance on how to practice a curriculum problem solving that integrates constructivist learning with democratic understanding. The book is organized around the leadership experiences of the assistant superintendent, and it contains a wealth of guiding rubrics, figures, images, and illustrations. The text is organized into three easy-to-follow sections and concludes with an historical narrative that clarifies the book's theoretical underpinnings.

Create inclusive, democratic classrooms that prepare knowledgeable, compassionate, and engaged global citizens. Today's global challenges—climate change, food and water insecurity, social and economic inequality, and a global pandemic—demand that educators prepare students to become compassionate, critical thinkers who can explore alternative futures. Their own, others', and the planet's well-being depend on it. *Worldwise Learning* presents a "Pedagogy for People, Planet, and Prosperity" that supports K-8 educators in nurturing "Worldwise Learners": students who both deeply understand and purposefully act when learning about global challenges. Coupling theory with practice, this book builds educators' understanding of how curriculum and meaningful interdisciplinary learning can be organized around local, global, and intercultural issues, and provides a detailed framework for making those issues come alive in the classroom. Richly illustrated, each innovative chapter asserts a transformational approach to teaching and learning following an original three-part inquiry cycle, and includes: Practical classroom strategies to implement *Worldwise Learning* at the lesson level, along with tips for scaffolding students' thinking. Images of student work and vignettes of learning experiences that help educators visualize authentic *Worldwise Learning* moments. Stories that spotlight *Worldwise Learning* in action from diverse student, teacher, and organization perspectives. An exemplar unit plan that illustrates how the planning process links to and can support teaching and learning about global challenges. QR codes that link to additional lesson and unit plans, educational resources, videos of strategies, and interviews with educators and thought leaders on a companion website, where teachers can discuss topics and share ideas with each other. *Worldwise Learning* turns students into local and global citizens who feel genuine concern for the world around them, living their learning with intention and purpose. The time is now.

Framed by real stories and grounded in research, the second edition of *Transformative Leadership in Education* presents an alternative approach to leadership that is engaged, active, and courageous. Noted scholar Carolyn M. Shields explores the concept of transformative leadership and its potential to create learning environments that are academically excellent, equitable, inclusive, and socially just, even in the face of the volatile, uncertain, complex, and ambiguous world of education today. Chapters combine contemporary research findings with stories of schools, leaders, students, teachers, and community members to demonstrate that transformative leadership can promote academic achievement, family and community empowerment, democratic engagement, and global citizenship. 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. New in this edition: Updated end-of-chapter guiding questions to help readers reflect on their own practice and to apply the concepts in their own contexts. Enriched discussion of the interrelationships among the eight tenets of transformative leadership and leading for social justice. Elaborated discussion of the need for reflection, grounding, and spiritual connections on the part of transformative leaders. Expanded discussion of refugee and transgender students. Supplemental eResources to prompt further dialogue and reflection, downloadable at www.routledge.com/9781138633773.

A Vision for Change and Hope

Curriculum Leadership Development

Vision, Strategy, Transformation

Leadership U

Discussions and Solutions from the Leading Voices in Education

A Framework for Progressive Education

Encyclopedia of Curriculum Studies

Curriculum Leadership Development is an up-to-date, user-friendly textbook offering unique approaches to help readers understand the complexity of curriculum leadership. It is grounded in current and relevant theory, research, legislation, and application in the closely related areas of curriculum leadership, development, and scholarship. The text solidifies the concepts of curriculum and leadership in experiential learning contexts, and promotes democratic action and critical thinking. Author Carol A. Mullen uses a descriptive, qualitative approach that integrates case study, data analysis, personal reflection, and lessons learned. Among the most important elements of the book are: *the inclusion of the voice and curricular experiences of the professional student who is a seasoned teacher or beginning administrator; *detailed illustrations of practitioners' experiences as curriculum makers and action researchers; *an articulation of the links among curriculum development, constructivist curricula, and mentoring scaffolds; and *practical exercises to accompany case studies. Graduate and advanced undergraduate students in education will find this textbook of value in their coursework, as will curriculum professionals who teach practicing teachers.

Bridge the achievement gap with proven strategies for student success Breakthrough Principals debunks the myth of the 'superhero' principal by detailing the common actions and practices of leaders at our nation's fastest-gaining public schools. Based on the authors' Transformational Leadership Framework, which they developed through in-depth study of more than 100 high-gaining, high-poverty schools, the book distills findings into a practical, action-focused plan for diagnosing school needs and implementing structures, systems and practices that accelerate student achievement. Brought to life by case studies of principals who have led dramatic gains in student achievement, the book is a how-to guide for increasing the quality of teaching and learning; improving school culture; attracting and supporting high-performing teachers; and involving parents and community to help students achieve. You'll learn how breakthrough principals make the school's mission a real part of both strategy and practice, and set up sustainable systems that support consistent, ongoing improvement. High-impact practices are organized into five broad categories: learning and teaching, school-wide culture, aligned staff, operations and systems, and personal leadership. The primary job of school leadership is to help students succeed. It begins with first recognizing and prioritizing areas of need, then finding and implementing the most effective solutions. Whether you work in a turn around environment, or want to make a good school better, this book will give you a set of concrete practices—illustrated through examples of real principals in real schools—that have been proven to work. Discover the primary drivers

of student achievement Work toward the school's vision in staffing, operations, and systems Set the tone for all relationships and practices with good leadership Closing the achievement gap is a major goal of educational leadership, and principals are forever searching for viable methods that help them better serve their students. Breakthrough Principals unveils the details behind the success stories from across the nation to provide a roadmap to transformative gains.

This book offers a different way of thinking about post-secondary curriculum by considering how institutional curricula can act as a critical agent for preparing students to participate in the democratic public sphere. Tierney demonstrates that the curriculum itself is a cultural product that institutions of higher education socially construct and that the manner in which the individual institution defines its curriculum commits it to certain philosophical and ideological choices. The result of a year's research that included over 250 interviews at seven colleges in universities throughout the U.S., the volume concludes with recommendations administrators and faculty may employ in the effort to advance democracy in their colleges and universities.

Although traditional curriculum and instructional leadership frameworks have dominated educational administration training for almost thirty years, it has become increasingly clear that even the most recent frameworks have failed today's leaders who struggle with the politics of curriculum decisions on a daily basis. Critical Curriculum Leadership is an examination of curriculum leadership in the wake of U.S. testing mandates and school reforms, all of which seem to support a particular set of conservative ideologies. Drawing from her own longitudinal ethnographic study and from existing literature and research in the field, Ylimaki explores the formation of curriculum leadership in relation to broader cultural and political shifts. She shows how traditional leadership frameworks have come up short, and makes the case for an alternative leadership theory at the intersection of educational leadership and curriculum studies. She provides analytical tools that inspire progressive education and offers critical theories, strategies, research examples, problem-posing cases, and research ideas essential for curriculum leadership in the present conservative era. Critical Curriculum Leadership will appeal to the many educational leadership scholars and practitioners who are interested in developing effective and socially just curricula in their schools and districts as well as curriculum scholars who are interested in leadership issues.

Critical Curriculum Leadership

Critical Awareness to Pragmatic Artistry

Creating a Culture of Support for Teacher Leaders

Delivering Educational Change in Higher Education

Teacher Leadership and Learning in a Connected World

Theory, design and practice

Engage, challenge, and inspire students with work that matters Transformational Literacy, written by a team from EL Education, helps teachers leverage the Common Core instructional shifts—building knowledge through content-rich nonfiction, reading for and writing with evidence, and regular practice with complex text—to engage students in work that matters. Worthy texts and worthy tasks help students see the connection between their hard work as readers and writers and their capacity to contribute to stronger communities and a better world. The stories, examples, and resources that permeate Transformational Literacy come primarily from the more than 150 EL Education schools around the country that support teachers to select, supplement, customize, and create curriculum, and improve instruction. The

book also draws on EL Education's open source Common Core English Language Arts curriculum—often cited as one of the finest in the country—and professional development offered to thousands of teachers to implement that curriculum effectively. Transformational Literacy combines the best of what EL Education knows works for kids—purposeful, inquiry-based learning—and the new imperative of the Common Core—higher and deeper expectations for all students. Teach standards through a compelling and purposeful curriculum that prioritizes worthy texts and worthy task Improve students' evidence-based reading, thinking, talking, and writing Support students to develop a new mindset toward the challenge of reading complex texts Transformational Literacy introduces an approach to literacy instruction that will engage, challenge, and inspire student with work that matters.

Accelerating Through the Crisis Curve Leadership is all about others—inspiring them to believe, then enabling that belief to become reality. That ' s the essence of Leadership U: it starts with ' U ' but it ' s not about ' U. ' Those timeless words are timelier than ever today, as leaders look to accelerate through the crisis curve. As author Gary Burnison observes, “ There will likely be more change in the next two years than we have seen in the last twenty. ” Now, in Leadership U: Accelerating Through the Crisis Curve, Burnison lays out a framework—his “ Six Degrees of Leadership ” —to show leaders how to create change. Anticipate – foreseeing what lies ahead, amid ambiguity and uncertainty that are throttled up like never before Navigate – course-correcting in real time, to keep the organization on an even keel Communication – constantly connecting with others; the leader is both the messenger and the message Listen – breaking down the organizational hierarchy to gather insights at all levels—especially what the leader doesn ' t want to hear Learn – applying learning agility, to “ know what to do when you don ' t know what to do ” Lead – empowering others in a bottom-up culture that is more nimble, agile, innovative, and entrepreneurial than ever before. Only by embracing these truths can leaders master another ' U ' —the “ crisis curve ” that will completely disrupt the business landscape. The world has changed—forever. The old days are fine to reminiscence about, but you can ' t stay there. Today leadership means becoming comfortable with being uncomfortable. As Burnison says, when a door closes, leaders cannot afford to stand there, staring at it. It ' s a “ get up or give up ” moment. For leaders, the only choice is to find and open another door. Leadership U defines and inspires the pathway through that door.

Transformative Learning and Teaching in Physical Education explores how learning and teaching in physical education might be improved and how it might become a meaningful component of young people ' s lives. With its in-depth focus on physical education within contemporary schooling, the book presents a set of professional perspectives that are pivotal for realising high-quality learning and teaching for physical education. With contributions from a range of international academics, chapters critically engage with vital issues within contemporary physical education. These include examples of complex learning principles in action, which are discussed as a method for bettering our understanding of various learning and teaching endeavours, and which often challenge hierarchical and behaviourist notions of learning that have long held a strong foothold in physical education. Authors also engage with social-ecological theories in order to help probe the complex circumstances and tensions which many teachers face in their everyday work environments, where they witness first-hand the contrast between discourses which espouse transformational change and the realities of their routine institutional arrangements. This book enables readers to engage in a fuller way with transformative ideas and to consider their wider implications for contemporary physical education. Its set of professional perspectives will be of great interest to academics, policymakers, teacher educators and teachers in the fields of physical education, health and well-being. It will also be a useful resource for postgraduate students studying in these subject areas.

Transformative approaches to teaching and learning have become ubiquitous in education today. Researchers, practitioners and commentators alike often claim that a truly worthwhile education should transform learners in a profound and enduring way. But what exactly does it mean to be so transformed? What should teachers be transforming students into? Should they really attempt to transform students at all? The Transformative Classroom engages with these questions left open by the vast discussion of transformative education, providing a synthetic overview and critique of some of the most influential approaches today. In doing so, the book offers a new theory of transformative education that focuses on awakening and facilitating students' aspiration. Drawing on important insights from ethics, psychology, and the philosophy of education, the book provides both conceptual clarity and concrete practical guidance to teachers who hope to create a transformative classroom. This book will be of great interest for academics, K-12 teachers, researchers and students in the fields of curriculum and instruction, teaching and learning, adult education, social justice education, educational theory and philosophy of education.

Critical Transformative Educational Leadership and Policy Studies

A Contextualized Curriculum for Nigeria : Introduction and Curriculum Outline

Transformative Curriculum Design in Health Sciences Education

Bridging Educational Leadership, Curriculum Theory and Didaktik

Strategies for Development and Implementation

International Handbook of Educational Leadership and Social (In)Justice

A Guide for Aspiring School Leaders

For a free 30-day online trial to this title, visit www.sagepub.com/freetrial The study of curriculum, beginning in the early 20th century, first served the areas of school administration and teaching and was used to design and develop programs of study. The field subsequently expanded and drew upon disciplines from the arts, humanities, and social sciences to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs and interests while it also focuses upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories. The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. This two-volume set serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing, expansive, and contested field of study. Key Features Displays different perspectives by having authors contribute independent essays on the nature and future of curriculum studies Presents a unique and in-depth treatment of the Twenty-Sixth Yearbook of the National Society for the Study of Education (NSSE), a 1927 publication that has

taken on legendary dimensions for the field of curriculum studies Contains bibliographic entries which feature specific publications by curriculum leaders that helped to define the field Helps readers to learn unfamiliar terms and concepts, to become more comfortable with specialized phrases, and to understand the many significant and perplexing concepts and questions that characterize the field Key Themes Biography and Prosopography Concepts and Terms Content Descriptions Influences on Curriculum Studies Inquiry and Research Nature of Curriculum Studies Organizations, Schools, and Projects Publications Theoretical Perspectives Types of Curricula The Encyclopedia of Curriculum Studies offers the careful reader a surprisingly revealing depiction of the conventions, mores, and accepted research and writing practices of the field of curriculum studies as it continues to expand and change. Availability in print and electronic formats provides students with convenient, easy access, wherever they may be. Transformative Leadership: A Primer both delivers a complete and engaging overview of transformative leadership and also clearly distinguishes it from other popular approaches to leadership. Hence, this will be the text of choice for many graduate courses in educational leadership. Carolyn M. Shields shows how the tenets of transformative leadership interact with one another, and how they provide a lens for leadership that offers an excellent, inclusive, equitable, and socially just education for all students. Using anecdotes and narratives drawn from empirical research, as well as current data, Dr. Shields establishes how transformative leadership comprises a comprehensive approach to leadership in highly diverse contexts, and how it can empower students who are traditionally marginalized due to race, ethnicity, sexual orientation and gender identity, home language, or religion. Accepting a mandate for educational change, reconstructing knowledge frameworks, and redistributing power in more equitable ways are starting points for transformative leaders. Changing the structures, cultures, curricula, and pedagogies of the school to be more democratic and emancipatory; acknowledging our interconnectedness and interdependence with global neighbors; and accepting responsibility for promoting both public and private good are processes that implement the transformation. Taken together, these changes cannot be accomplished without considerable collaboration, conversation, and moral courage. No leader wanting to promote excellence and equity for all should be without this primer that offers a new way of thinking about all aspects of schooling, from facilities and fiscal issues to academic programs and school policy. Transformative leadership offers a promising and robust theory of change for all situations and contexts. LISTENING . . . THE KEY TO BECOMING A TRANSFORMATIVE SCHOOL LEADER The Listening

Leader is a practical guide that will inspire school, district, and teacher leaders to make substantive change and increase equitable student outcomes. Rooted in the values of equity, relationships, and listening, this luminous book helps reimagine what is possible in education today. Drawing from more than twenty years of experience in public schools, Shane Safir incorporates hands-on strategies and powerful stories to show us how to leverage one of the most vital tools of leadership: listening. As a Listening Leader you'll feel more confident in these core competencies: Cultivating relationships with stakeholders Addressing equity challenges in your organization Gathering student, staff, and parent perspectives as rich data on improvement Fostering a thriving culture of collaboration and innovation The Listening Leader offers a much-needed leadership model to transform every facet of school life, and most importantly, to shape our schools into equitable places of learning. As Michael Fullan writes in the Foreword, "Read it, act on it, and reap the benefits for all." "This book is a 'must have' for any leader trying to move the needle on equity. Drawing from her lived experience as a principal and leadership coach, Safir offers stories that give insight and practical strategies that get results. It's one you'll keep coming back to." —Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain* "The Listening Leader immediately changed the way I interact with students, teachers, families and community members." —Tamara Friedman, assistant principal, Berkeley High School "Shane Safir has written a brilliant book. As engaging as it is informative and as revelatory as it is relevant. It is a must-read for school leaders and those who aspire to lead." —Chris Emdin, associate professor of science education, Teachers College, Columbia University; author of *For White Folks Who Teach In the Hood and the Rest of Ya'll* too

Testing expert W. James Popham cuts through the jargon and the hype to provide the definitive nuts-and-bolts introduction to formative assessment, a process with the power to completely transform teaching and learning. In his inimitable style, Popham explains the research supporting formative assessment's effectiveness and why familiarity with this research is the key to preserving both teacher sanity and district funds. You'll find step-by-step guidance on how to build frameworks for formative assessment and how to carry out each of the process's four levels: teachers' instructional adjustments, students' learning tactic adjustments, a classroom climate shift, and schoolwide implementation. This book is the place to start for educators considering formative assessment, curious about why their school system is embracing formative assessment, or wondering why the "formative assessments" they're using now

aren't producing the desired results. Here, you'll learn what formative assessment is and isn't, what it can do and what it can't, and the practical way to reap its very real rewards: better teaching and better learning.

Critical Transformative Educational Leadership and Policy Studies - A Reader

Democratic Curriculum Leadership

Equitable Change in an Uncertain and Complex World

A Teacher's Guide to Shaping a Just, Sustainable Future

Breakthrough Principals

Driving Change Through Diversity and Globalization

Re-Imagining Transformative Leadership in Teacher Education

The book aims to explore distributed leadership in developing curriculum innovations in schools with a target of bringing about theoretical underpinnings in the West with the empirical studies and practices in the East. It examines theoretically the roots of the curriculum leadership studies and practically with the empirical data and case studies in Hong Kong which has been considered a melting pot of the Western concepts and innovations in a land of Eastern cultures. The examination is framed within theoretical frameworks of activity theories, discourse analysis and social network systems. The findings will show the impact of the cultural traditions of Eastern countries in the mediation of the direction of the discourses in teacher meetings and the effectiveness of decision making in the processes of developing school based curriculum leadership. The book is theoretically exploratory with practically examined practices for educational leaders like schools headers and department leaders as well as teachers who aim at asserting greater influence in the educational decision making processes. Topics discussed in the book include: Curriculum leadership functions and patterns of leadership distribution Engaging teachers in reflective practice: tensions between ideological orientations and pragmatic considerations Models of distributed leadership: focus, development and future Initiating, designing and enacting curriculum innovations: procedures and processes This book will appeal to researchers interested in Curriculum Studies, School leadership and comparative education. Those who studies the theory of education and Asian education will also find this book valuable.

Critical Transformative Educational Leadership and Policy Studies is a comprehensive collection of critical contributions from most of the leading voices in the fields of educational leadership and educational policy studies, pushing back against the current neoliberal authoritarian environment. The volume offers alternative

ways to perceive and to formulate education leadership and policy from a critical transformative perspective. Individual chapters discuss such topics as social justice in education; poverty, race and public education; counter-hegemonic education movements; the privatization of schools; and school reform and advocacy leadership, among others, all from a critical perspective. It is a crucial and timely volume for educators, school administrators, educational leaders, social activists, and union leaders concerned with the current state of our universities and our education system. Perfect for courses such as: Political Economy of Urban Education | Leadership and Policy Studies | Educational Policy and Reform | Politics of Education | Cultural Studies | Curriculum Theory and Development | Socio Historical Foundations| Indigenous Knowledges and Methodologies | Cultural Studies and Education

Transformative Curriculum Leadership Pearson College Division

This book significantly advances discussion of the mission of higher education in today's multicultural environment and global economy. It sets out the challenges and considerations that must be addressed by administrative leaders, by trustees, and others who shape the vision and direction of the institution – but most particularly by academic deans and faculty. The author makes the case that the inclusion of diversity and globalization in disciplinary work contributes to the research agendas of individual faculty and their departments, aligns with scholarly values, and promotes such student learning goals as tolerance of ambiguity and paradox, critical thinking and creativity. He offers a strategic vision of success, backed by theory and examples of effective application, for creating transformative change; and provides a roadmap to implementing inclusive pedagogical practices and curricula. With implementation dependent on leadership and participation at every level of an institution, everyone with a stake in its future should read this book.

Learning from International Contexts

Teaching Transformative Life Skills to Students: A Comprehensive Dynamic Mindfulness Curriculum

Transformative Leadership

Curricular Landscapes, Democratic Vistas

Good Intentions are Not Enough

Culturally Responsive School Leadership

Transformative Curriculum Leadership

Written by a sitting college president who has presided over transformative change at a state university, this book takes on the big questions and issues of change and change management, what needs to be done and

how to do it. Writing in a highly accessible style, the author recommends changes for higher education such as the reallocation of resources to support full-time faculty members in foundation-level courses, navigable pathways from community college to the university, infusion rather than proliferation of courses, and the role of state universities in countering the disappearance of the middle class. The book describes how these changes can be made, as well as why we must make them if our society is to thrive in the twenty-first century. A classroom-ready program of evidence-based lessons in (1) stress resilience, (2) self-awareness, (3) emotion regulation, and (4) healthy relationships. Transform school and classroom climate, increase teacher sustainability, and build invaluable life skills in students with four ready-to-implement units incorporating mindful movement, yoga postures, breathing techniques, and more. The evidence-based and trauma-informed Transformative Life Skills (TLS) curriculum offers educators 48 scripted, 15-minute lessons designed to require minimal preparation and fit neatly within the busy school days of a single academic semester. Recommended by CASEL, it benefits all five core competencies of Social and Emotional Learning. Presenting leadership of educational change in higher education as a dynamic, collaborative, and evolving area, Delivering Educational Change in Higher Education provides rich examples of how new ways of working are being adopted and adapted. It brings together leaders and practitioners, as authors and readers, to share their experiences of whole organisational change. Across the chapters, common threads highlight the importance of organisational context, of shared or distributed leadership, and the critical need for continuous learning in and on action by reflective readers. Linking case studies to a range of practical models and theories, this book: Explores established paradigms and models of change management and leadership. Offers examples from a diverse range of institutional contexts. Models critical reflective practice in the leadership of educational change. Addresses the future of educational developers working collaboratively with an increasingly diverse higher education workforce. Providing rare insights into 'the what' and 'the how' of change management and leadership, this book will be of interest to senior managers, educators, programme leaders, and educational developers who are all working in collaborative ways to enact positive change for student learning and experience.

Eight case studies of teacher leadership are represented in this book.

Transformational Literacy

Non-affirmative Theory of Education

Developing Distributed Curriculum Leadership in Hong Kong Schools

Gender and Transformative Leadership

Transformative Leadership in the Academy

A Step-by-Step Guide to Building Stronger Schools

Transformative Learning and Teaching in Physical Education

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

Curriculum Leadership by Middle Leaders focusses on major issues relating to the continuing national and international discourse on curriculum leadership, and highlights the vital role of middle leaders in schools. School leadership has focused primarily on first-order change involving school leaders or principals. This book seeks to put the spotlight on second-order change that involves curriculum leadership and professional development support on the part of middle leaders for more sustainable and long-term change in teaching and learning that will influence what happens in classrooms. With timely and thought-provoking contribution from authors who pursue a range of scholarly interests in multiple educational settings, the book is guided by several underlying questions: How might we re-envision curriculum leadership so that it addresses both local and global concerns and aspirations? How might we better grasp how middle leaders understand and respond to the pressures of educational reform initiatives? How might middle leaders transform pressures into possibilities? This book will appeal to current teachers, those currently undertaking teacher training and students or academics carrying out research in the field of educational leadership.

A Transformative Approach for Leaders and Practitioners

Accelerating Through the Crisis Curve

Worldwise Learning

Transformative Leadership in Higher Education

How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time
Creating the Conditions for Equitable School Transformation
Curriculum Leadership

A crucial element in ensuring patient safety and quality of care is the proper training of the next generation of doctors, nurses, and healthcare staff. To effectively serve their students, health science educators must first prepare themselves with competencies in pedagogy and curriculum design. Transformative Curriculum Design in Health Sciences Education provides information for faculty to learn how to translate technical competencies in medicine and healthcare into the development of both traditional and online learning environments. This book serves as a reference for health sciences undergraduate and graduate faculty interested in learning about the latest health sciences educational principles and curriculum design practices. This critical reference contains innovative chapters on transformative learning, curriculum design and development, the use of technology in healthcare training through hybrid and flipped classrooms, specific pedagogies, interprofessional education, and more. Curriculum Leadership: Strategies for Development and Implementation, Third Edition is a one-of-a-kind resource written for educational leaders, teachers, and administrators. Responding to the need for globally connected classrooms and innovative leadership, this unique text provides a rich and inclusive foundation of curriculum. The authors draw upon a wide range of research and experience to provide readers with creative, up-to-date curriculum strategies and ideas. In sharing innovative programs, learning experiences, and new approaches, they build a solid connection for curriculum development from theory to practice, helping future leaders in education meet the global challenges of our time. This book is open access under a CC BY 4.0 license. This volume argues for the need of a common ground that bridges leadership studies, curriculum theory, and Didaktik. It proposes a non-affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields. It concludes with implications of its coherent theoretical framing for future empirical research. Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education. These challenges affect governance, leadership and curriculum, involving changes in aims and values that demand coherence. Yet, the traditionally disparate fields of educational leadership, curriculum theory and Didaktik have developed separately, both in terms of approaches to theory and theorizing in USA, Europe and Asia, and in the ways in which these theoretical traditions have informed

empirical studies over time. An additional aspect is that modern education theory was developed in relation to nation state education, which, in the meantime, has become more complicated due to issues of 'globopolitanism'. This volume examines the current state of affairs and addresses the issues involved. In doing so, it opens up a space for a renewed and thoughtful dialogue to rethink and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives.

Generating understanding into how to more routinely foster evidence-informed teaching practice globally, this ground-breaking handbook is vital reading for educational researchers, and especially those working close to practice, in all settings.

Transformative Teachers

The Emerald Handbook of Evidence-Informed Practice in Education

Transformative Leadership for Communities of Difference

Transformative Leadership in Education

Leading Academic Change

Transformative Assessment

Equitable and Socially Just Change in an Uncertain and Complex World

A 2022 SPE Outstanding Book Award Winner Critical Transformative Educational Leadership and Policy Studies - A Reader is a comprehensive collection of critical contributions from most of the leading voices in the fields of educational leadership and educational policy studies, pushing back against the current neoliberal authoritarian environment. The volume offers alternative ways to perceive and to formulate education leadership and policy from a critical transformative perspective. Individual chapters discuss such topics as social justice in education; poverty, race and public education; counter-hegemonic education movements; the privatization of schools; and school reform and advocacy leadership, among others, all from a critical perspective. It is a crucial and timely volume for educators, school administrators, educational leaders, social activists, and union leaders concerned with the current state of our universities and our education system. Perfect for courses such as: Political Economy of Urban Education | Leadership and Policy Studies | Educational Policy and Reform | Politics of Education | Cultural Studies | Curriculum Theory and Development | Socio Historical Foundations | Indigenous Knowledges and Methodologies | Cultural Studies and Education

A manual designed to raise the awareness of all concerned citizens about how to develop schools with diverse populations. There are stories about practitioners and schools across the USA, Canada and the

South Pacific, along with theories and practical ideas for both teachers and administrators.

This is the third and final book in the series Transformative Pedagogies in Teacher Education. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education. The book will be useful to teacher educators working with teacher candidates in different contexts, experienced teachers and school leaders. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in Transformative Pedagogies in Teacher Education: Re-Imagining Transformative Leadership in Teacher Education they can employ in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives critical in these changing and challenging times. Critical notions of education are posited from different perspectives and contexts. This book will be useful for teacher education programs, principal preparation programs, in-service teachers, school boards and districts engaging in ongoing professional development of teachers and school leaders.

The Leader in Me