

Intersectional Identities And Educational Leadership Of Black Women In The Usa

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.

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Over the last decade, research has documented the disparate educational experiences and inequitable academic outcomes for Black and Latinx girls across the nation. Education researchers have called upon their fellow practitioners, policy makers and advocates to create educational spaces that center, value, and respond to the needs of girls of color. This ethnographic study, situated within a critical race feminist framework, took place at a small Catholic all-girls high school in California and explored how engagement in an 18-month service learning program impacted 12 adolescent girls of color. The study's research question was: For high school girls of color, how does participation in a school-based service learning program influence the development of a leadership identity, critical awareness of equity and justice, and an orientation towards service and action for change? The scholars engaged in monthly workshops, traveled to an all-girls school in Kenya, and designed and implemented service learning projects in their communities. Data were collected through interviews, journal reflections and researcher observations. The findings reveal that the learners were negotiating and strengthening their intersectional identities; experienced positive benefits from engaging in all-girls spaces; valued sisterhood and collectivity; developed tangible leadership capacities; enhanced their awareness of equity and justice; and were drawn to meaningful service and action. The results could inform the development of academic and community spaces that nurture, equip and prepare girls of color for lives of liberation, leadership and service.

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

Who Controls the Preparation of Education Administrators?

Theorising Identity and Subjectivity in Educational Leadership Research

Latinas Leading Schools

From Silencing to Authenticity

Lessons for Tomorrow's School Leaders

Promoting Access, Equity, and Improvement

This edited volume expands on the existent research on anti-racist educational leadership by identifying what type of capacity building is needed for school administrators to facilitate anti-racist change in their schools. Racial inequities in education persist in part because the solutions that districts and schools choose to employ largely ignore why and how institutional and structural racism is the root cause of inequities in education. Yet, racial inequities in schooling can be redressed if districts and schools have leaders who are deeply committed to combatting racism in their daily practice and structures of schooling. This book underscores why we need more educational leaders who adopt an anti-racist stance in how they lead and are prepared to work toward racial justice and equity in a society so entrenched in racism. Through diverse perspectives and voices, including scholars in the field of educational leadership, sociologists of education, school and district administrators, and grassroots community members and activist groups, this book addresses issues related to anti-racist educational leadership at various levels.

Intersectional Identities and Educational Leadership of Black Women in the USA Routledge

The purpose of this work is to advance understanding of intersectional theory and its application to research in education. The scholars whose work appear in this volume utilize intersectional theory and research methods to work in fields and disciplines such as Education, Sociology, Women's Studies, Africana Studies, Human Development, Higher Education Administration, Leadership Studies, and Justice Studies. The book illustrates how intersectional theory can be used in both quantitative and qualitative education research on college student access and success, faculty satisfaction and professional development, and K-12 educational issues such as high school dropouts and bullying. This book is unique, as no other book ties intersectionality to the research process. Key Features: * Readers will learn the basic tenets of intersectionality and how it can be useful in education research. * Readers will learn how intersectionality can be used to analyze both quantitative (large scale survey) and qualitative (interview, participant observation, and ethnographic) data. * Lastly, readers will learn

how intersectionality can be particularly useful in examining the experiences of diverse groups of students attending elementary schools, high schools, colleges and universities, and faculty working at post-secondary institutions. Intersectionality is increasingly being used in research and education. This theory holds great promise in exploring students' experiences in terms of access, success, and outcomes for marginalized groups. In essence, application of the theory promotes critical complex thinking regarding the intersectionality of race, class, and gender and their outcomes.

Though there has been a rapid increase of women's representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and engineering departments in colleges and universities that continue to block women's progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education.

Voices from Women Leaders on Success in Higher Education

Educators (Re)negotiate the Personal, Professional, and Political

International Theories, Problems and Challenges

Challenges and Opportunities for Women in Higher Education Leadership

Women and Educational Leadership

In recent years, the issue of race in education in the UK have been submerged in wider discourses of diversity, leading to an invisibility of the quotidian experiences of marginalised peoples in educational institutions. Race, Education and Educational Leadership in England looks at how the experiences of black and ethnic minority (BME) students and academics in education has changed and investigates how the implementation of current policies on race equality are being monitored by the government. The contributors take an integrated approach, looking at issues and themes that occur across all educational phases in England and draw on expertise from within and outside the education system. The editors highlight areas of weakness and good practice in access, curriculum, progression and the lived experience. This book makes a compelling argument for why race equality matters in England's education system.

"The Companion Guide activities will help illuminate salient theoretical concepts related to urban education and leadership"--

The social and political changes of this era have created a fundamental shift in how businesses view the impact of diversity, equity, inclusion, and belonging (DEIB) in the workplace. Successful businesses are now achieved by incorporating DEIB initiatives and managing inclusive workforces. Thus, it is imperative to understand how leaders implement DEIB educational change initiatives as well as how they make significant, sustainable changes by utilizing communication abilities, conflict management skills, and servant leadership. Simultaneously, educational stakeholders must vet essential change management processes and principles. Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices is an indispensable reference source that provides an interdisciplinary perspective of how issues and challenges pertaining to DEIB affect organizational performance and educational management practices. It shares the experiences of leaders when DEIB issues arise and seeks areas of improvement. Covering topics such as diversity and inclusion leadership, culturally relevant mentoring, and STEM education, this premier reference source is a critical resource for directors, executives, managers, human resource officers, faculty and administrators of education, government officials, libraries, students of higher education, pre-service educators, researchers, and academicians.

This volume examines the educational leadership of Black women in the U.S. as informed by their raced and gendered positionalities, experiences, perspectives, and most importantly, the intersection of these doubly marginalized identities in school and community contexts. While there are bodies of research literature on women in educational leadership, as well as the leadership development, philosophies, and approaches of Black or African American educational leaders, this issue interrogates the ways in which the Black woman's socially constructed intersectional identity informs her leadership values, approach, and impact. As an act of self-invention, the volume simultaneously showcases the research and voices of Black women scholars – perspectives traditionally silenced in the leadership discourse generally, and educational leadership discourse specifically. Whether the empirical or conceptual focus is a Black female school principal, African American female superintendent, Black feminist of the early twentieth century, or Black woman education researcher, the framing and analysis of each article interrogates how the unique location of the Black woman, at the intersection of race and gender, shapes and influences their lived personal and/or professional experiences as educational leaders. This collection will be of interest to education leadership researchers, faculty, and students, practicing school and district administrators, and readers interested in education leadership studies, leadership theory, Black feminist thought, intersectionality, and African American leadership. This book was originally published as a special issue of the International Journal of Qualitative Studies in Education.

**Educational Leadership through a Practice Lens
Navigating the Double Bind in Higher Education
Educational Administration and Leadership Identity Formation
Identity-Conscious Supervision in Student Affairs
Proceedings of the 4th International Conference on Early Childhood Education (ICECE
2018), November 7, 2018, Bandung, Indonesia
The SoJo Journal**

"In this edited volume, contributors draw on the work of Andrade and Morrell (2008) in articulating critical leadership as well as critical race theory and critical education leadership scholarship, in order to "offer new and generative theories that they make explicit power dynamics, social inequities, and taken-for-granted forms of stratification in educational organizations as the primary purpose of offering specific and useful frames, concepts, and practices to educational leaders that they can apply to their own work. The goal is for educational leaders to develop their sense of agency and and their knowledge and professional competencies for taking an equity and inquiry stance in their work of transforming the organizations and people around them. This work is intended to provide a counter narrative to a broad literature in educational leadership that "reinscribe white, male leadership styles, values, and priorities as an assumed and normative backdrop, both in terms of the frames used and epistemologies promoted." The work is organized into four sections: Transforming Self; Transforming Educators; Transforming Organizations; and Transforming Systems. Contributors include practicing leaders, doctoral students with leadership experience, and leadership faculty and researchers"--

This book assists aspiring and current women leaders on how to advance into higher education leadership roles. Drawing on research and the lived experiences of women and non-binary people in higher education leadership, this book serves to increase understanding the gender disparity in higher education leadership and how women leaders forge pathways to promote equity through systemic barriers, obstacles, and a lack of representation. A critical review of traditional leadership theory offers an opportunity to reimagine how effective leadership is framed and valued in higher education. Chapter authors and contributors explore the intersections of multiple identities and their impacts on leadership through lenses, including institutional structures, ability, gender identity, sexuality, race, and ethnicity. Focusing on a bridge from theory to practice that is designed to empower and inspire women leaders at all levels of the spectrum, this book is ideal reading for higher education scholars and faculty aspiring to become leaders.

This guide offers current and future student affairs practitioners a new conceptual framework for identity-conscious and intersectional supervision. Presenting an original and transformative model to address day-to-day challenges, this book offers practitioners a strategic approach to engage in self-work, identity exploration, relationship building, consciousness raising, personal development, and organizational change, ultimately helping them become more adept at supervising people from a range of backgrounds and experiences. Chapters include theoretical underpinnings, practical tips, case studies, and discussion questions that explore strategies in real-life contexts. Identity-Conscious Supervision in Student Affairs is a key tool for student affairs professionals to effectively change systems of dominance and inequity on their campuses.

This is the first volume in the re-imagined series Research and Theory in Educational Administration. The volume includes a range of perspectives written by university professors in the field of educational administration, which moves our thinking beyond the traditional scope of organizational theory and institutional analysis. It is this combination of theory, of new directions in research preparation and new narratives of participation that we hope will contribute to a more engaging volume for its readers: students, researchers, and practitioners. The volume will provide evidence of and explanation for changing patterns of leadership production explored through academic and epistemic drift. It also provides a deeper understanding of how state regulation impacts the school administrator pipeline or pathways. The concepts explained and illustrated in the volume hopes to provide a new framework for understanding how administrator preparation is unfolding across the U.S. and internationally, as well as the future of the field of educational administration in the future.

An Integrated Analysis

Identity Intersectionalities, Mentoring, and Work-Life (Im)Balance

The Bloomsbury Handbook of Gender and Educational Leadership and Management

Volume 6 #1-2

Underserved Populations at Historically Black Colleges and Universities

Educators (Re)Negotiate the Personal, Professional, and Political

This book focuses on the experiences of underserved student and faculty at historically Black colleges and universities. Encompassing institutional supports, identity development, and socialization patterns, it explores how "outsider" perspectives will impact future research and practice, while also emphasizing issues of diversity and inclusion.

Black Girls Experiencing Their Intersectional Identities in School explores the subjective experience of Black girls within the educational context. Based on interviews, diary entries, and focus groups, the author argues that as a result of their intersectional identities, Black girls experience unique challenges and obstacles in the educational setting. Addressing topics ranging from interpersonal relationships, social media, beauty, sexuality, hypervisibility/invisibility, and microaggressions, this book highlights the voices and experiences of Black girls between the ages of 11 and 15. The Girls provide a narrative account of the challenges they face daily in the educational context, describing in detail, the factors that maintain and perpetuate volatile conditions. Additionally, this book explores the coping strategies that this group of Black girls developed to resist and respond to the daily obstacles. Ultimately, this book not only identifies the unique struggles faced by Black girls in schools as a result of their intersectional identities; but most importantly, this work explores pragmatic strategies that can be implemented to create safe and beneficial spaces for Black Girls. The author argues that through the

implementation of Black Feminist Pedagogy, an "Ethic of Caring," and partnerships with Black Girl Empowerment organizations, educational practitioners can mediate the negative experiences and create spaces for growth. Providing a selection of papers presented at ICECE 2018, a biennial conference organised by the Early Childhood Education Program, Universitas Pendidikan Indonesia. The conference's general theme was "Finding Alternative Approaches, Theories, Frameworks, and Practices of Early Childhood Education in the 21st Century." Distinct from other periods of time, the 21st century is characterised by so much knowledge -easy to access but hard to grasp, borderless and hyper-connected society mediated by the internet, high competitiveness -not only within a country but across countries, high mobility, and widening economic discrepancy as neoliberalism has strengthened its influence on every sector of human life. The children of today will face many things that have not yet been invented or discovered, sometimes beyond expectations. Scholars and teachers of early childhood education need to be aware of these astonishing changes. The way children and childhood are seen cannot stay the same, and so does the way children of this century are educated. The conference opened a discussion about finding alternative approaches, theories, and best practices of early childhood education for a rapidly changing and globalised society.

As the first scholarly book of its kind, this edited volume brings together educational leadership scholars and practitioners from across the country whose research focuses on the unique contributions and struggles that Latinas across the diaspora face while leading in schools and districts. The limited though growing scholarship on Latina administrators indicates their assets, particularly those rooted in their sociocultural, linguistic, and racial/ethnic backgrounds, their cultura, are undervalued in research and practice (Hernandez & Murakami, 2016; Martinez, Rivera, & Marquez, 2019; Mendez-Morse, 2000; Mendez-Morse, Murakami, Byrne-Jimenez, & Hernandez, 2015). At the same time, Latina administrators have reported challenges related to: isolation (Hernandez & Murakami, 2016), a lack of mentoring (Mendez-Morse, 2004), resistance from those who expect a more linear, hierarchical form of leadership (Gonzales, Ulloa, & Munoz, 2016), balancing varying professional and personal roles and aspirations (Murakami-Ramallo, 2008), as well as racism, sexism, and ageism (Bagula, 2016; Martinez, Marquez, Cantu, & Rocha, 2016). The impetus for this book is to acknowledge, explore, theorize, and expand our understanding of how Latinas' success as school and district leaders is informed by such gifts, including their prioritizing of familia and comunidad, relationship building, reciprocity, and advocacy, in the face of such challenges. Thus, this volume covers four topical areas: 1) Testimonies and reflections from the field/Testimonios y reflexiones del campo, 2) Leading in relationship, comadrisimo, with and for community/Liderazgo en relación, comadrisimo, con y para la comunidad, 3) School community leaders(hip)/Lider(azgo) escolar y comunitario 4) Learning from the experiences of others/Aprendiendo de las experiencias de otras.

Building Relationships and Transforming Systems

Practice Matters

Critical Leadership Praxis for Educational and Social Change

Black and Brown Leadership and the Promotion of Change in an Era of Social Unrest

Identity Intersectionalities, Mentoring, and Work-Life (Im)balance

Listen to Her! Perspectives on Identity, Leadership, Social Justice and Service from Adolescent Girls of Color

This book is a printed edition of the Special Issue "Perspectives on Women's Higher Education Leadership from around the World" that was published in Administrative Sciences

Rapidly changing global demographics demand visionary, collaborative, and culturally appropriate leadership practices on university campuses. In the face of widening gaps in academic achievement and socio-economic roadblocks, Culturally Responsive Leadership in Higher Education offers a new vision of leadership, where diversity is transformed from challenge into opportunity. This book offers a range of perspectives from culturally, racially, linguistically, ability, and gender-diverse contributors who demonstrate that effective leadership springs from those who engage, link theory to practice, and promote access, equity, and educational improvement for underserved students. Each chapter explores a critical higher educational leadership issue with feasible strategies and solutions. In this exciting book, theory and research-based chapters unpack culturally responsive leadership, revealing how higher education leaders in the U.S. and international contexts can improve their practice for social equity and educational change.

Introduction to Intersectional Qualitative Research, by Jennifer Esposito and Venus Evans-Winters, introduces students and new researchers to the basic aspects of qualitative research including research design, data collection, and analysis, in a way that allows intersectional concerns to be infused throughout the research process. Esposito and Evans-Winters infuse their combined forty years of experience conducting and teaching intersectional qualitative research in this landmark book, the first of its kind to address intersectionality and qualitative research jointly for audiences new to both. The book's premise is that race and gender matter, and that racism and sexism are institutionalized in all aspects of life, including research. Each chapter opens with a vignette about a struggling researcher emphasizing that reflecting on your mistakes is an important part of learning. Discussion questions at the end of each chapter help instructors generate dialogue in class or in groups. Introduction to Intersectional Qualitative Research makes those identities and structures central to the task of qualitative study.

This groundbreaking book presents a new way of looking at leadership that is anchored in research on women leaders in education. The authors examine how successful women in education lead and offer suggestions and ideas for developing and honing these exemplary leadership practices. Women and Educational Leadership shows how the qualities that characterize women's approaches to leadership differ from traditional approaches?whether the traditional leader is a woman or a man. The authors reveal that women leaders are more collaborative by nature and demonstrate a commitment to social justice. They tend to bring an instructional focus to leadership, include spiritual dimensions in their work, and strive for balance between the personal and professional. This important book offers a new model of leadership that shifts away from the traditional heroic notion of leadership to the collective account of leadership that focuses on leadership for a specific purpose—like social justice. The authors include illustrative examples of leaders who have brought diverse groups to work toward common ground. They also show how leadership is a way to facilitate and support the work of organizational members. The ideas and suggestions presented throughout the book can help the next generation fulfill the promise of a new tradition of leadership. Women and Educational Leadership is part of the Jossey-Bass Leadership Library

in Education series.

Culturally Responsive Leadership in Higher Education

Identity and Inequality on College Campuses

A Her-Story

Black Educational Leadership

Black Girls Experiencing Their Intersectional Identities in School

Educational Leadership and Music

The world was dealt a blow that included a pandemic and economic crisis as well as racial unrest, initiating an energized charge for social justice advocacy. The United States is currently facing an unprecedented challenge in ensuring that all citizens live in a fair, inclusive, and opportunity-rich society. These issues have heightened questions about racial justice that have been placated but can no longer be ignored. Marginalized communities cannot thrive if they continue to be oppressed, neglected, disinvested, and isolated from economic opportunity. The culture of allyship needs to be enacted thoughtfully and not performatively to create sustainable change through a critical mass of engaged advocates and activists. Many organizations enable the status quo by not confronting issues around race, gender, and equity. Leaders of color want a seat at the table as highly valued contributors for the transformation of a just and equitable America. By listening to the voices of Black and Brown leaders, the promotion of change in an era of social unrest will finally occur. *Black and Brown Leadership and the Promotion of Change in an Era of Social Unrest* amplifies the voices of leaders who identify as Black, LatinX, Indigenous, or people of color as they navigate leadership during a time of tumultuous change and social unrest. More specifically, it portrays dilemmas that marginalized communities encounter while advocating for justice and social change within whitestream organizational systems. The chapters delve into the definitions, perceptions, and lived experiences of Americanism, identity, otherness, and racism as it relates to leadership and discusses the issues, dilemmas, struggles, and successes that persons of color experience in leadership roles in business and education. This book is valuable for practitioners and researchers working in the field of social justice leadership in various disciplines, social justice activists and advocates, teachers, policymakers, politicians, managers, executives, practitioners, researchers, academicians, and students interested in how leaders of color can succeed, navigate hostile spaces, and ultimately create a change in mindsets and practices that will lead to justice.

Educational Administration and Leadership Identity Formation explores approaches and issues that arise in leadership identity formation in a variety of educational contexts. Bringing together a range of national and international contributions, this volume provides a global perspective on this multi-dimensional topic. This book examines the theoretical foundations relevant to identity and identity formation, and their implications for researching and teaching in educational administration and leadership. It includes a range of sociological, psychological, political, cultural, and socio-linguistic approaches to examining leadership identity formation. It also addresses models, practices and experiences that vary according to identity politics, cultural difference, and historical and contemporary privilege in leadership identity formation. Working from theoretical and practice-base perspectives, this book will be of great interest for researchers, practitioners, policy-makers and academics, as well as students in teacher education programs and graduate courses in educational administration and leadership, organisational studies, and educational ethics for broad international use.

This book seeks to center positive education discourses of urban education and leadership.

Identity matters. Who we are in terms of our intersecting identities such as gender, race, social class, (dis)ability, geography, and religion are integral to who we are and how we navigate work and life. Unfortunately, many people have yet to grasp this understanding and, as a result, so many of our work spaces lack appropriate responses to what this means. Therefore, *Identity Intersectionalities, Mentoring, and Work?life (Im)balance: Educators (Re)negotiate the Personal, Professional, and Political*, the most recent installment of the work?life balance series, uses an intersectional perspective to critically examine the concept of work?life balance. In an effort to build on the first book in the series, that focused on professors in educational leadership preparation programs, the authors here represent educators across the P?20 pipeline (primary and secondary schools in addition to higher education). This book is also unique in that it includes the voices of practitioners, students, and academics from a variety of related disciplines within the education profession, enabling the editors to include a diverse group of educators whose many voices speak to work?life balance in unique and very personal ways. Contributing authors challenge whether the concept of work?life balance might be conceived as a privileged –and even an impractical?endeavor. Yet, the bottom line is, conceptions of work?life balance are exceptionally complex and vary widely depending on one's many roles and intersecting identities. Moreover, this book considers how mentoring is important to negotiating the politics that come with balancing work and life; especially, if those intersecting identities are frequently associated with unsolicited stereotypes that impede upon one's academic, professional and personal pursuits in life. Finally, the editors argue that the power to authentically "be ourselves" is not only important to individual success, but also beneficial to fostering an institutional culture and climate that is truly supportive of and responsive to diversity, equity, and justice. Taken together, the voices in this book are a clarion call for P?12 and higher education professionals and organizations to envision how identity intersectionalities might become an every?day understanding, a normalized appreciation, and a customary commitment that translates into policy and practice.

Women of Color In STEM

Intersectionality in Educational Research

Race, Education and Educational Leadership in England

Pipelines, Pathways, and Promotion

Feminist Perspectives on Contemporary Educational Leadership

Theory to Practice

Drawing together diverse research perspectives and theoretical underpinnings, this handbook explores gender as a social category and examines cultural and social differences. Bringing together diverse perspectives from around the world, including from Africa, Europe, the Middle East, the UK and the USA, the volume sets out the gender and educational leadership and management field, providing a snapshot of the field as it stands, signalling its development and directions for future development. It offers focused reviews of empirical research on particular aspects of the field and presents new insights from research findings and methodological approaches.

Gender studies in the professional realm has long been a heavily researched field, with many feminist texts studying topics including the wage gap and family life. However,

female administration in higher education remains largely understudied, particularly on the influence of personal, professional, and societal factors on women. There is a need for studies that seek to understand how gender intersects with the multiple dimensions of women leaders' personhoods, such as family status, marital status, age, race, ethnicity, and sexual orientation, to inform women's career path experiences and leadership aspirations. Challenges and Opportunities for Women in Higher Education Leadership is a pivotal reference source that provides vital research on the specific challenges, issues, strategies, and solutions that are associated with diverse leadership in higher education. While highlighting topics such as educational administration, leader mentorship, and professional promotion, this publication explores evidence-based professional practice for women in higher education who are currently in or are seeking positions of leadership, as well as the methods of nurturing women in administrative positions. This book is ideally designed for educators, researchers, academicians, scholars, policymakers, educational administrators, graduate-level students, and pre-service teachers seeking current research on the state of educational leadership in regard to gender.

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? Intersectionality and Higher Education examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Contributors look at both the individual and institutional perspectives on issues like campus climate, race, class, and gender disparities, LGBTQ student experiences, undergraduate versus graduate students, faculty and staff from varying socioeconomic backgrounds, students with disabilities, undocumented students, and the intersections of two or more of these topics. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.

*Colleges and universities silo diversity and inclusion by creating specific courses to address them, or programs to welcome and support people with a range of identities, whereas in reality students, faculty and staff do not encounter diversity in the fractured ways that match the organizational structures of our institutions. We all simultaneously embody a variety of identities with different saliency in different circumstances and times. This book offers models for institutions to move intentionally toward intersections – of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students' identities – to open doors to new possibilities that better prepare our students for life in a diverse world, and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference. Each chapter offers action-oriented analysis focusing on particular campus intersections, rather than attending to specific demographic groups. Chapter authors also build on their own local expertise of doing this work on campuses that often do not have deep pockets or rich histories of such efforts. The book is organized into three sections: * People focuses on diversity broadly defined, considering questions about how we recruit and engage the students, faculty, and staff in the campus community, and how we work with governing boards and others to promote inclusive excellence. * Environment focuses on inclusion, including residence life, the local community, the working and learning environment, and external factors and events such as national and international news or town gown relationships. * Learning focuses on perspective taking and learning about difference in the core curriculum, the disciplines, and the co-curriculum, as well as professional development for faculty and staff. This ground reaking book helps readers, no matter what position they occupy on campus, to develop the knowledge and capacities necessary to create inclusive classrooms and is premised on the understanding that identity, oppression, power and marginalization cannot be addressed by looking solely at single identities.*

Intersectional Identities and Educational Leadership of Black Women in the USA

A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions

Intersectionality and Higher Education

Handbook of Urban Educational Leadership

Advocating for Racial Equity in Turbulent Times

Equity-Focused Practices for Educational Leaders

School districts are experiencing increasing economic, racial, ethnic, linguistic, gender and sexuality, cultural diversity across the United States and globally. With increasing diversity and persistent social inequities widening (National Center

for Educational Statistics, 2019; U.S. Census Data, 2018), educational leaders face immense challenges and must actively work to build an equitable, healthy school climate. Educational leaders are critical for ensuring positive student outcomes and success, but often report feeling inadequately prepared for current challenges (Coalition for Teacher Equality, 2016; Jordan, 2012; Miller, 2013; Mitani, 2018; Papa, 2007). Unfortunately, growing challenges are contributing to high school administrator turnover rates and shortages (Gates et al., 2006; Jacob et al., 2015; Mordechay & Orfield, 2017) as well as perpetuating social inequities among preK-12 students instead of dismantling them (Beckett, 2018; Fuller, 2012; Manna, 2015; Rangel, 2018; Shankar-Brown, 2015). A research study by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reveals that public schools with higher percentages of low-income students and students of color are more likely to experience administrative and teacher turnover, which compounds equity issues affecting already vulnerable students (Levin and Bradley, 2019). This book provides educational leaders with a deeper understanding of equity-focused and inclusive leadership practices, while offering intersectional views on social inequalities and stark reminders of the work still ahead. Connecting theory to practice, this book offers needed encouragement and inspiration to both in-service and practicing educational leaders. Rooted in social justice and weaving together diverse voices, this edited volume systematically examines equity-focused PreK-12 and higher education leadership practices. Shankar-Brown (Ed.) calls on educational leaders to collectively rise and mindfully work together to bend the arc toward justice.

Educational leaders confront instances of inequity every day, whether they are aware of it or not. Many find themselves inadequately reacting to such issues due in part to traditional preparation programs that fail to interrogate the existence and impact of systems of oppression. Why is naming and tackling inequity not at the forefront of every conversation about educational leadership? How do our social constructions of identity hierarchies and deficits (mis)shape what leaders think and do? How do leaders advocate for those who need and deserve advocacy? This volume considers these questions and more by offering unique leadership frameworks that integrate critical theories for social change with everyday practice. By bringing together diverse researchers, practitioners, and policymakers who are often pushed to the margins, this volume will help today's leaders see with new eyes and gain the critical tools, language, and concepts for equity leadership. The text is organized into four sections: Transforming Self, Transforming Educators, Transforming Organizations, and Transforming Systems. Book Features: Interrupts prevailing practices and advocates for a more inclusive, intersectional vision of leaders and the field of educational leadership. Specific and useful frames, concepts, and practices that leaders can adapt to their own context. Authors that reflect diverse perspectives with wide-ranging identities who intentionally push back against the White male-dominated discourse. A practitioner-friendly format that includes glossaries of terms and resources. Insights that reflect the worldwide pandemic crises of 2020.

The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal of educational foundations. San Jose State University hosts the journal. It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives. The SoJo Journal: Educational Foundations and Social Justice Education is interested in research studies as well as conceptual, theoretical, philosophical, and policy-analysis essays that challenge the existing state of affairs in society, schools, and (in)formal education. The SoJo Journal: Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal. For instance, three of the leading journal in education foundations journals (e.g., The Journal of Educational Studies, British Journal of Sociology of Education, The Journal of Educational Foundations) solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States. This journal is also unique because it brings together scholars and practitioners from disciplines outside of educational foundations, who are equally committed to social change and promoting equity and social justice inside and outside of K-16 schools. The SoJo Journal: Educational Foundations and Social Justice Education's audience is K-12 teachers, K-12 teacher educators, educational leaders, social activists, political economists, and higher education personnel across the globe. The journal is marketed to Educational Foundation, Teacher Education, and Educational Leadership programs, which have embraced the intellectual work of the various editorial members.

In this book we considered new territory for educational leadership by looking to music for lessons and inspiration that may inform the next generation of schools leaders. Each chapter focuses on an artist or group whose work serves to refine, extend, and challenge our thinking in regards to educational leadership. You will find a vast array of musical forms of expression analyzed and described by an equally diverse collection of educational leadership scholars and practitioners. There may be some who question the academic appropriateness or relevance of a text such as this one. Our response is that part of our ongoing mission should be to break ourselves out of academic silos and forge meaningful connections between seemingly disparate disciplines. Furthermore, educational leadership stands to gain more by drawing from the arts and specifically musical influences. Finally, music is an obvious part of most of our lives; why not explore the ways in which it impacts us on an academic level and not just a personal level? In sum, we ask that as you read the chapters of this book, you reflect on your own musical tastes and favorite artists.

Introduction to Intersectional Qualitative Research

A Companion Guide to Handbook of Urban Educational Leadership

The Pathway to Diversity, Equity, and Inclusion

Leadership for Increasingly Diverse Schools

Bending the Arc Towards Justice

Strengthening Anti-Racist Educational Leaders

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.

The second edition of *Leadership for Increasingly Diverse Schools* helps both practicing and aspiring school leaders deepen their knowledge, skills, and dispositions to create schools that best serve all students. This book helps readers sharpen their awareness of how students' multiple dimensions of diversity intersect, as well as develop strategies for working with students of all socioeconomic statuses, races, religions, sexual orientations, languages, and special needs. *Leadership for Increasingly Diverse Schools* provides school leaders with the theory, research, and practical guidance to foster teaching and learning environments that promote educational equity and excellence for all students. Special features: Each chapter focuses on a specific dimension of diversity and discusses intersectionality across other areas of difference, including ability/disability, linguistic diversity, race, socioeconomic status, sexual orientation, gender, religion, and social frontiers. Chapters synthesize literature, share practical strategies and tools, include school-level and district-level cases illustrating inclusive leadership, and provide extended learning opportunities. Online eResources features additional resources, documents, and links to specific tools described in the chapters, accessible at www.routledge.com/9780367404604.

This book provides the theoretical and analytical resources for an urgent rethinking of the social project of educating and educational leading. It examines what educational leadership is, namely the politics and power of leadership as a practice, and what it can and should be, offering a pedagogical and praxis-informed approach to educational practice. Drawing on research conducted at various Australian schools and education districts, it argues for a reframing of educational leadership as pedagogical practice/praxis to transform theorising and practice in the field. The book provides a rich account of educational leading through a practice lens, bringing into dialogue the theory of practice architectures with site ontologies, Bourdieu's thinking tools and feminist critical scholarship. The book tracks the practices and praxis of educational leaders as they grapple with the changing landscape and forces of educational policies that have informed Australian education. It reimagines education leadership by integrating Continental and Northern European understandings of pedagogy and praxis as being morally and ethically informed, as opposed to the narrower Anglophone notions of pedagogy as teaching and learning. The book adds to the body of knowledge on the "actual work of leadership" as a "distinct set of practices" that is morally and ethically informed. Readers will find a more holistic understanding of educational leadership practice and praxis, based on the everyday accounts of educational leaders, teachers and students in schools and education districts.

Early Childhood Education in the 21st Century

Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices

Perspectives on Women's Higher Education Leadership from around the World

Intersectionality in Action