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This book is a longitudinal life history of the lives and work of primary school principals in Ireland. It provides a unique opportunity to peer inside the realities of leading schools in changing times. In a system that until recently did not prepare principals for the onerous roles and responsibilities, a small system with limited mobility, inter-personal relationships emerge as critical, frequently privileged over professional relationships. Consequently, principals struggle to bring about change, to build trust in

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order to cultivate a transformative leadership agenda, while several aspects of systemic structures and processes emerge as constraints on leadership capacity building. In the absence of comprehensive leadership portfolio development, classroom teachers, catapulted into the principal's office, tend to be cautious and careful in ways that tend to perpetuate the status quo while putting a premium on the exercise of soft power and an over-reliance on the good will of colleagues. Several of the 'leadership lessons' that emerge from this in-depth analysis concur with an increasing international consensus that due to complexity and increasingly performative policy demands, learning about leadership

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for all is an absolute necessity. However, care must be taken to avoid overly scripted programmes. Critical to the cultivation of a professionally responsible leadership disposition, rather than capitulation to 'technologies of control,' is professional renewal cultivated through adequate attention to the Zone of Proximal Distance. Peer Coaching in Higher Education describes a simple, five-step method for the improvement of teaching in colleges and universities. Professors and instructors in small groups, as departmental faculty, or as inter- and intra-departmental partners can increase faculty collegiality and improve their teaching techniques for increases in student learning. Gottesman explains the

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theory and practice of peer coaching, specifically describing its application among the faculty and students of five universities. She provides directions for a faculty conducting its own peer coaching seminar, including necessary hand-outs and examples. Actual peer coaching exchanges give faculty ideas about the extended applications of this process.

Explores the significance of person-centered thinking for leadership in education.

This book explores school leadership through a cross-cultural comparative lens, drawing on data from 16 countries located on five continents. The book gives a voice to both primary and secondary school principals,

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who discuss the nature of their work and explain their understanding of school leadership, strategies used to support their leadership, and how they 'do leadership' in a time of unprecedented change. The book highlights a number of important elements in school leadership: that it is personal and internally-motivated; change oriented and entrepreneurial; dependent on the qualities and motivations of school teachers; dependent on environmental factors related to economy, geography, political stability; heavily influenced by policies within and outside the field of education; and dependent on partnerships within and outside education. The book provides an authoritative cross-cultural account of what

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school leaders regard as school leadership. It will be essential reading for students, researchers and policy-makers in the fields of educational leadership and management, in particular those with an interest in comparative and international research, school leadership, and education policy.

Exploring Social, Political, and Community Contexts and Meaning

Peer Leadership in Higher Education

Teachers Bringing Out the Best in Teachers

A Longitudinal Life History of School Leaders

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications

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Building Bridges Among Ideas, Schools, And Nations
Anti-Racist Educational Leadership and Policy

How can educators work together more effectively to improve professional practice in a way that enhances student performance? The answer, says author Pam Robbins, involves combining collaborative activities and peer coaching—teachers supporting teachers. This book describes how any school can implement these proven practices and experience positive changes in teaching, school culture, and learning. Robbins explains how to develop a collaborative, learning-focused culture and build trust among colleagues; offers strategies for participating in difficult conversations that yield useful

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feedback; clarifies how to develop, sustain, and evaluate peer coaching efforts; and showcases exemplary peer coaching practices used in real schools. She also includes coaching tools, scenarios, process guidelines, and reflection questions that make it easier to transfer these ideas into a school setting. Peer coaching offers a job-embedded learning strategy; it's a valuable structure for supporting schoolwide and districtwide priorities such as analyzing data, improving instruction, integrating technology, and implementing standards. In short, it creates an effective way to support the growth of every teacher and enrich learning processes in any school. Pam Robbins is a former teacher, coach, director of

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professional development, and school leader. She consults with high-performing and low-performing districts and designs and conducts workshops on leadership, school culture, organizational change, mentoring, and peer coaching.

This book presents a new approach to school leadership – Holistic School Leadership, whereby school leaders lead schools through systems-thinking concepts and procedures. Facing growing complexity, change and diversity, school leaders need to regularly apply the systems view and perform at the systems level. This book proposes a holistic approach, providing school leaders with systemic principles of action for excellence

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in education. “What a wonderful book – once I started it, I couldn’t put it down. The book masterfully makes a systems leadership perspective accessible and grounded in the reality of the daily life of educators. Holistic School Leadership is a “must read” for anyone who has the responsibility for making schools better places, from professors to emerging teacher leaders.” Karen Seashore (Louis), Regents Professor of Organizational Leadership, Policy and Development, University of Minnesota “Shaked and Schechter have constructed a much needed bridge to the future of educational leadership, a future of systemic thinking and positivity.” Joseph Murphy, Professor of Education and

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Public Policy, Peabody College of Education, Vanderbilt University “Shaked and Schechter offer a comprehensive yet concise account of the meaning of systems thinking. The authors systematically develop their Holistic School Leadership approach with compelling examples, carefully attending to the perennial challenge of implementation. Important reading for scholars and practitioners of school leadership and management!” James P. Spillane, Olin Professor in Learning and Organizational Change, Northwestern University “This is the most important book on systems thinking since Senge’s (1990) seminal work on learning organizations. Shaked and Schechter demonstrate the

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critical and practical utility of systems thinking for school leaders—a must read for all reflective practitioners.”

Wayne K. Hoy, Professor Emeritus, The Ohio State University. “Holistic School Leadership provides an innovative and exciting look into a new perspective on educational leadership that holds tremendous potential in reshaping educational research, policy, and practice.

The idea of interdependence alone makes this powerful new book required reading for anyone concerned with the future of education and educational leadership in particular. Give yourself, your colleagues, your students, and your system the gift of the wisdom in this book.”

Alan J. Daly, Chair and Professor, Department of

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Education Studies, University of California, San Diego

“In this informative book, Shaked and Schechter offer a fresh application of systems thinking to schools and to the work of school leaders. This book is a useful addition to the bookshelves of both those who prepare and those who support school leaders.” Megan Tschannen-Moran, Professor of Educational Leadership, College of William and Mary

Leadership and School Quality is the twelfth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Hence, the chapters include analyses that investigate relationships between school

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organizations and leadership behaviors that have an impact on teacher and school effectiveness.

Keywords: peer cohesion, educational leadership.

Volume 1 #1

EBOOK: Educational Leadership And Management:
Developing Insights And Skills

Understanding Educational Leadership

New Perspectives in Educational Leadership

The Wiley International Handbook of Educational
Leadership

Five Practices for Equity-Focused School Leadership

Peer Coaching to Enrich Professional Practice, School
Culture, and Student Learning

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New Perspectives in Educational Leadership examines educational administration and leadership within the complex social, political, and community contexts that inform and influence the work of today's educational leaders. With particular attention to the implications and larger contexts of shifting demographics, high-stakes accountability, and globalization on schools and society in the twenty-first century, this volume seeks to advance lines of inquiry presented in other areas of education research, that have yet to be fully explored or imagined in the field of educational leadership. This unique blend of empirical, theoretical, and conceptual research by both established and emerging scholars in the field directly acknowledges and addresses the demands of leading increasingly diverse and complex school communities. Topics include: the social and cultural dynamics of leadership,

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reflective practice, politics of equity and adequacy, critical servant leadership, and the possibilities of transformative leadership within these dynamic educational contexts. As a primary or supplementary text in educational administration, leadership, and foundations courses, *New Perspectives in Educational Leadership* provides a much-needed complement to the traditional topics of instructional leadership and education management given the expanding and increasingly complex conditions that face educational administrators and school leaders today.

Contributors offer ideas, applications, and resources for helping leaders and educators tackle the challenges of building successful professional learning communities. This wide-ranging text will prove indispensable for any democratically accountable leader committed to organizational change through communities of

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practice.

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

Educational Leadership: Building Bridges Among Ideas, Schools, and Nations breaks new ground by connecting many ideas to educational leadership that have traditionally been discussed as part of leaders' contexts by connecting them and showing how

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international issues can unite scholars and educators in action. The book draws on the authors' extensive experiences in U.S. public schools, research in the field of educational leadership, and programmatic practices to prepare school leaders to commit themselves to social justice. The book provides a forum for this important work in the ongoing conversation about equity and excellence in education, and the role(s) leadership can assume in building bridges among ideas, people, and educational organizations. Chapters center on creating spaces for vigorous dialogue. Authors call upon scholars and practitioners to reconsider their intent to empower those who live on the margins. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves

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and those they serve.

On Poverty and Learning: Readings from Educational Leadership
(EL Essentials)

Issues of Educational Leadership

A Reflective Practice Training Program for Educational Leadership

The Handbook of Leadership and Professional Learning

Communities

Examining the Relationship Between Teachers' Perception of the
Importance of the Transformational Individual Consideration

Behaviors of School Leadership and Teachers' Perception of the
Importance of the Peer Cohesion of School Staff

Encyclopedia of Educational Leadership and Administration

Good ideas, the best intentions, and a

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stirring vision aren't enough to effect change in schools. Unstuck offers a road map to help schools change from the inside out instead of the top down. Inside-out approaches are designed to encourage schools to become more innovative and entrepreneurial, finding better ways to help students learn and pursue their own intellectual passions and talents—while also maintaining a healthy skepticism and reliance on data to make sure new approaches and ideas are working. This process involves seven steps: starting with moral purpose, unleashing curiosity, building on bright

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spots, peer coaching toward precision, leading from the inside out, and moving the goal posts. This book's tips, real-life examples, and next steps will help leaders get from where they are now to where they want to be.

A comprehensive and research-based text detailing the important relationship between school administration and human resources administration. "The author provides [students] with specific strategies for navigating the treacherous waters of personnel selection, development, retention, and removal. I wish I had the book when I

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began my work as Director of Personnel."
–Zach Kelehear University of South Carolina
Human Resources Administration for
Educational Leaders balances theory and
pedagogy to demonstrate the historical
evolution of the human resources function in
education, the link between human resources
and organizational effectiveness, and the new
trends in human resources accountability. Key
Features and Benefits: Provides students with
samples of the tools that practicing HR
administrators use for planning, recruiting,
interviewing, selecting, evaluating,
compensating, and developing staff personnel

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Dedicates separate chapters to areas often neglected in other texts: collective bargaining, human resources responsibility for classified personnel, accountability, and organizational climate and the human resources function Features engaging simulations in the form of case studies and critical questions to help students apply the concepts to practice Accompanied by High-Quality Ancillaries Instructors' Resources on CD-ROM includes a test bank, sample syllabi, PowerPoint slide presentations, and more. Contact SAGE to request your copy. Meet the author!

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<http://coe.asu.edu/elps/faculty/norton.php>

This book focuses on the need for school and organizational leaders to be able to lead others through a crisis, such as school and community shootings and unrest; pandemic issues; and weather-related emergencies. This collection of articles from Educational Leadership brings together fifteen insightful and passionate pieces that will help you better understand how poverty affects learning and what educators can do to make a positive difference for each learner every day. The authors examine the existence and persistence of economic inequality,

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demythologize poverty as a culture, explore interventions large and small, and discuss practical ways to engage, support, and challenge students living in poverty. With candor and compassion, they inspire us to think creatively about ways to help these young people see and achieve their full potential.

Peer Coaching in Higher Education
Superintendents and School Boards in Changing Times

A Guide to Peer Consultation for
Administrators and Teachers
Challenges and Opportunities for Women in

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Higher Education Leadership
Addressing Racism in Public Education
A Person-centered Challenge
The Nature of School Leadership

The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies, skills, and techniques needed to enhance administrative performance. This guide emphasizes the important skills that effective leaders must

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develop and refine, including communication, developing teams, coaching and motivating, and managing time and priorities. While being brief, simply written, and a highly practical overview for individuals who are new to this field, this reference guide will combine practice and research, indicate current issues and directions, and choices that need to be made. Features & Benefits: 30 brief, signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to

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enable quick access to basic information. Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action. Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in-depth presentations in other published sources. Back matter includes an annotated listing of organizations, associations, and journals focused on educational leadership and administration and a detailed index. This reference guide will serve as a vital source

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of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic.

A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to

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these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco-justice, advocacy, Big Data

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and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and systematic rigor Challenges traditional

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epistemological, cultural, and methodological concepts of education and educational leadership Explores the field's historical antecedents and ways in which leadership can transcend the narrow disciplinary and bureaucratic constraints imposed by current research designs and methods Advances radically new possibilities for remaking educational leadership research and educational institutions

The delivery of quality education to students relies heavily on the actions of an

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institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators,

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professionals, school administrators, researchers, and practitioners in the field of education.

This book analyses selected critical concepts of policy and practice in educational leadership in five European countries. The editors and contributors cover Croatia, Slovenia, Lithuania, Denmark and Norway, spanning a wide geographical region as well as diverse historical and political contexts. The analyses primarily consider the issues of convergence and divergence in local educational leadership

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policies and practice that are developing and emerging from traditional structures and discourses under global, trans-national and regional influences. Focusing on both the macro and micro levels, this book examines a range of topics including international benchmarking, inclusive education practices and digital transformation. It will be of interest and value to scholars of educational leadership in Europe, particularly within smaller countries. "Today's local educational leadership policies and practice are

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connected with the historical roots of five small European countries. In the analysis, perspectives from within each country and comparisons are used interestingly. Both levels of analysis bring out new understandings of the relationship between policy and practice and how they have been related to leadership in a historical discourse. In my opinion the different country chapters and the comparisons represent important new knowledge and I recommended the book as reading for school leaders and policy makers in the field

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of educational leadership.” —Professor Olof Johansson, Umeå University, Sweden “The book fills a gap in the research of cross-national research, comparing school leadership issues in two Balkan countries, Croatia and Slovenia, one Baltic country, Lithuania, and two Scandinavian countries, Norway and Denmark. To my knowledge it is the first time there has been this sort of cross-investigation of commonalities and differences in school leadership conditions between these countries in the age of globalization. I am sure that many scholars

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**and practitioners can benefit from this book
and hereby recommend it. “ —Associate
Professor Emeritus Klaus Kasper Kofod,
Aarhus University, Denmark**
**A Mindfulness Approach to Educational
Leadership**
On Becoming a School Leader
Volume 1 #2
Unmasking School Leadership
Leadership and School Quality
**How Schools and Parents Around the World
are Inspiring Greatness, One Child at a Time**
Helping Educators Grow

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Understanding Educational Leadership guides you through critical perspectives and approaches across the world, taking in the global north and south, and explores the ways in which educational leadership is currently understood, theorised, researched, modelled and practised. The book also covers contemporary issues including gender, sexual identity and race, as well as topics such as governance, performativity and corporatisation. It

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brings together evidence and ideas that illuminate the power structures and relations in educational leaders, leading and leadership and helps you to consider the impact on policy and practice, and to think about changes needed to mitigate the issues identified. The book showcases a wide range of theorists, including Bourdieu, Foucault and Fraser. Its impressive scope includes analyses of collectivist, neoliberal and historical

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influences on educational leadership. It explores forensically leadership styles, with an explicit focus on distributed, instructional, democratic, autocratic, laissez-faire and organisational forms. Carefully curated by the editors, the world-leading contributors draw on their wealth of knowledge about research and practice to provide you with an overview of educational leadership today, looking at global research, evidence, arguments

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and conceptualisations. Each chapter is written in an engaging and inspiring way, following a consistent approach to help you to develop your understanding in each of the areas covered. Full pedagogical features throughout include chapter summaries, key questions, case studies, questions for readers and further reading suggestions with questions on key texts. A companion website provides links to open-access outputs, research-project outcomes, and

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networking seminars, conferences with links to local, national and global events and connections.

This book is based on an educational research study that sought to investigate strategies school Principals use to nurture collaborative relationships within schools. A comprehensive literature review revealed Principals play a critical role in nurturing collaborative relationships. The extent of

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collaboration within a school is a major contributor to student achievement in schools. Using a convenience sampling technique, semi-structured interviews were conducted with six retired school Principals. Thematic narrative analysis revealed six leadership strategies Principals use to nurture collaborative relationships. First, regular participation in classrooms enables Principals to model task mastery.

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Second, Principals encourage teachers to model their area of task mastery to their peers. Third, Principals engage in peer support networking to support their leadership practice. Fourth, Principals structure teamwork to facilitate collaborative relationships amongst teachers. Fifth, Principals' wellbeing relies on alignment of their leadership strategies and personal values. The sixth theme explored communicating compassion with change-

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reluctant teachers. This book discusses the 6 themes: role modelling; promoting voice; peer support networking; structured teamwork; aligning actions and values; and compassion with change reluctant teachers and by doing so, engages educational leaders in the mindful re-imagination of ways they might realise greater self-integrity, sustain their wellbeing for educational leadership work, support change-reluctant staff and nurture student

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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

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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

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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.

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Education inevitably influences society and our future. As literature and experience tells, educational leaders impact not only their institutions, but ultimately the learning outcomes for a large portion of society's members. Educational leaders are charged with more than creating a viable future for an institution; they are also charged with contributing to and creating a viable, positive human future--not an easy task amid the turbulence and

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disruption of our times. The Handbook of Research on Educational Leadership and Research Methodology discusses the evolution of educational leadership knowledge, thoughts, and practices by sharing the perspectives, experiences, theories, and philosophies related to educational leadership and research methodologies across all levels of education. Covering topics such as critical race design, toxic leadership, and adult learning, this major

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reference work is a critical resource for faculty and administrators of both K-12 and higher education, principals, superintendents, chancellors, directors, pre-service teachers, teaching instructors, government officials, librarians, researchers, and academicians.

Peer Feedback in the Classroom

Global Practice Perspectives

Unstuck

Advances in Theory, Research, and

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Practice

*Systems Thinking for School Leaders
Educational Leadership*

Leadership Legacies of Women Leaders

Peers have always been an important influence on students' college experience. Peer leadership programs are not only pervasive but also offer an effective means to advance students' adjustment, learning, development, and success. This issue covers peer leadership as an emerging high-impact practice in support of 21st Century Learning Outcomes. In it, you'll learn: The benefits of peer leader programs A history of peer education How to

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provide academic support through peer education Peer leadership in the cocurriculum Integrating technology into peer leader responsibilities Peers in doctoral education The architecture of a high-impact and sustainable program. This is the 157th volume of thid Jossey-Bass series. Addressed to higher education decision makers on all kinds of campuses, New Directions for Higher Education provides timely information and authoritative advice about major issues and administrative problems confronting every institution.

Our colleges and universities are being led in large part by baby boomers who are now in later midlife. Huge numbers of those middle-aged leaders will retire within

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the next 10 years. While we know that being in later midlife and impending retirement must influence a person in a leadership position at an institution of higher learning, we don't really understand how. This book is based upon an empirical study that linked higher education leadership to one aspect of midlife known as generativity. This psychosocial phenomenon was described by Erik Erikson as a desire that peaks in midlife to leave something for future generations before one dies. Generativity typically manifests itself in the legacy one intends to leave. The author of this book has completed a multiple case study of women who are in later midlife and who hold high-level leadership positions at an institution of higher learning. In

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this work, she shares more than has ever been known about the nature, antecedents, and support of generativity in the leadership of female higher education leaders in midlife.

This timely and essential book provides a comprehensive guide for school leaders who desire to engage their school communities in transformative systemic change.

Sharon I. Radd, Gretchen Givens Generett, Mark Anthony Gooden, and George Theoharis offer five practices to increase educational equity and eliminate marginalization based on race, disability, socioeconomics, language, gender and sexual identity, and religion. For each dimension of diversity, the authors

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provide background information for understanding the current realities in schools and beyond, and they suggest "disruptive practices" to replace the status quo in order to achieve full inclusion and educational excellence for every child. Assuming that leadership to create equity is a unique practice, the book offers

- * Clear explanations of foundational terms and concepts, such as equity, systemic inequity, paradigms and cognitive dissonance, and privilege;*
- * Specific recommendations for how to build support and sustainability by engaging colleagues and other stakeholders in constructive dialogues with multiple perspectives;*
- * Detailed descriptions of routines and roles for building effective equity-leadership teams;*

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*Guidelines and tools for performing an equity audit, including environmental scans; * A change framework to skillfully transform your system; and * Reflection activities for self-discovery, understanding, and personal and professional growth. A call to action that is both passionate and practical, Five Practices for Equity-Focused School Leadership is an indispensable roadmap for educators undertaking the journey toward an education system that acknowledges and advances the worth and potential of all students.*

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,

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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

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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.

*New Directions for Higher Education, Number 157
The Leader in Me*

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How Curiosity, Peer Coaching, and Teaming Can Change Your School

Concepts, Methodologies, Tools, and Applications

Holistic Leadership for Excellence in Education

On Poverty and Learning

Jsl Vol 6-N4

Boost teacher-to-teacher collaboration and learning as a means of informal, but powerful professional development! Most teachers have experienced some kind of formal mentoring or induction program. What these programs can miss is the meaningful daily interaction with peers that builds mutual trust and

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instructional collaboration. Based on a unique investigative study of nearly 300 teachers, this powerful new resource provides informative teacher perspectives of informal, naturally occurring, teacher-to-teacher professional development. The authors identify the following five teacher behaviors that can positively influence other teachers' morale, teaching skills, and professional growth: Building healthy relationships by communicating, caring, and developing trust? Using five guiding principles for structuring learning experiences? Planning and organizing for learning? Showing and sharing? Guiding

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for classroom management This excellent resource helps school leaders promote a culture that encourages lasting professional development. In each chapter, educators share specific experiences and examples, showing each skill in action. School leaders will learn what strong teacher peer "consultants" actually do that leads to improved teacher confidence and motivation, enhanced trust and mutual respect, and reflective instructional behavior among their colleagues. These cost-effective, authentic strategies will build camaraderie and leadership in your school, engaging colleagues as a team in the vital

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mission of all schools-educating our youth. The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six

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bimonthly issues to: deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

Anti-Racist Educational Leadership and Policy helps educational leaders better comprehend the racial implications and challenges of the current educational policy landscape. Each chapter unpacks a policy issue such as school choice, school closures, standardized testing, discipline, and school funding, and analyzes it through the racialized and market-

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driven lenses of the current leadership context. Full of real examples, this book equips aspiring school leaders with the skills to question how a policy addresses or fails to address racism, action-oriented strategies to develop anti-racist solutions, and the tools to encourage their school community to promote racial equity. This important book demystifies a complex policy context and prepares current and future teacher leaders, principals, and superintendents to lead their schools towards more equitable practice.

There is a growing realization that the role

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of educational leaders has been undergoing many changes in the era of globalization due to the diverse needs and expectations of the stakeholders of education. Schools have different specific needs due to their demographical structure, the academic achievement level of students, the experience of teachers and parental involvement and they need educational leaders who can transform and develop schools. This book intends to provide the reader with a comprehensive overview of the expected responsibilities and features of school leaders in the context of the different models of educational

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leadership. Scholars from different countries share their opinions about the challenges faced by the school leaders as principals, teachers, students, school committees, and boards in schools; the importance of leader preparation and the need for the professional development of educational leaders.

Strategies and Practices for Leadership Development

SAGE Publications

The SoJo Journal

The Politics of Leadership

Discourse and Systems in Europe

Peer Assisted Leadership

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Lasting Female Educational Leadership

This book integrates theory with practice by presenting a real life scenario in each chapter to illustrate insights and skills needed by leaders in education in an increasingly diverse society. It draws on literature and examples from both the UK and international sources, taking a stance on equity and offering a fresh look at what it means to be a leader in education today. The book will be of interest to both practitioners and students of educational leadership and management with an interest in values of social justice and equity. Special features

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of the book are: It brings together theory and practice on aspects of educational leadership and management; Each chapter includes an illustrative scenario drawn from real life situations; It encourages reflection; Leadership is generally understood to be distributed; An ethical stance is promoted based on values of social justice and equity; There is a focus on cultural diversity; The authors draw on their own research.

Handbook of Research on Educational Leadership and Research Methodology
Information Science Reference

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The SoJo Journal: Educational Foundations and Social Justice Education is an international peer-reviewed journal of educational foundations. The Department of Educational Leadership at California State University, East Bay, whose mission is to prepare and influence bold, socially responsible leaders who will transform the world of schooling, 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

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conceptual, theoretical, philosophical, and policy?analysis essays that advance educational practices 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

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scholarship mainly from professors who reside in Britain and the United States. This journal is also unique because it will bring 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.

In *Peer Feedback in the Classroom*, National Board Certified Teacher Starr Sackstein explores the powerful role peer feedback can play in learning and teaching. Peer feedback gives students control over their learning, increases their engagement and self-

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awareness as learners, and frees up the teacher to provide targeted support where it's needed. Drawing from the author's successful classroom practices, this compelling book will help you

- * Gain a deeper understanding of what meaningful feedback looks like and how it can be used as a tool for learning.
- * Establish a respectful, student-led learning environment that supports risk taking and honest sharing.
- * Teach students to be adept peer strategists who can pinpoint areas of needed growth and move forward with specific strategies for improvement.
- * Develop cooperative student expert

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groups to help sustain effective peer feedback throughout the year. * Use technology to enhance collaboration, streamline the learning and revision process, and strengthen students' digital citizenship skills. The book also includes extended reflections that express, in students' and teachers' own words, the approach's powerful effect on their practice. Invite students to be your partners in learning, and enrich your collective classroom experience. The SAGE Guide to Educational Leadership and Management
Educational Leadership, Improvement and Change

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Empowering Students to Be the Experts
Handbook of Research on Educational Leadership
and Research Methodology

Crisis Management During Challenging Times

The SAGE Handbook of Educational Leadership

Human Resources Administration for Educational
Leaders

How can we prepare practicing and aspiring education
leaders for the complex, adaptive challenges they face?

In Helping Educators Grow, Eleanor Drago-Severson
presents a new approach to leadership development.

Too often, she argues, we teach leadership development

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the same way we teach world history: just the facts. Instead, we need to create professional learning environments that invite educational leaders to experience the conditions that support adult growth, even as they are learning about them. The book takes as its starting point the premise that adult development is leadership development—that is, the task of school leaders is to develop the capacities of adults as well as students. Drawing on the principles of constructive-developmental theory, Drago-Severson offers a framework for conceptualizing growth based on the core elements of care, respect, trust, collaboration, and intentionality. Richly informed by examples of effective,

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developmentally oriented learning experiences for aspiring and practicing leaders, the book includes application exercises and reflective questions to help readers engage with the ideas presented. Widely respected for her groundbreaking work in adult development, leadership, and capacity building in learning communities, Drago-Severson provides the tools and concepts to make any professional learning initiative a developmental opportunity for individuals and groups in a variety of contexts: university-based seminars, professional development workshops, professional learning communities, or peer-to-peer networks.

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

The primary contribution of this book, is not its advocacy of a specific position but rather, its objective analysis of

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cogent topics. The content prompts us to consider governance in relation to quality education and to ponder alternative policy strategies that have yet to be fully evaluated. As a young doctoral student more than a few years ago, William Van Til, an eminent scholar and a mentor, reminded me almost daily that members of the education profession had a moral responsibility to address the most difficult questions about education and democracy. These enduring queries, he argued, extended to determining how this critical social service should be organized and controlled and to determining the appropriate roles for administrators and teachers. Those in our profession who fail to heed his advice by

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remaining indifferent to these philosophical dilemmas should consider Plato ' s long-standing warning: " One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors."

Critical Perspectives and Approaches