Educational Leadership A Critical Pragmatic Perspective

Sponsored by the American Association of Adult & Continuing Education "This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes. It is a veritable feast for nourishing our understanding of the current field of adult education. The editors and their well-chosen colleagues consistently question how we know and upon what grounds we act. They invite us to consider not only how we can design effective adult education, but also why we practice in a particular socio-economic context." —Jane Vella, author of Taking Learning to Task and Learning to Listen, Learning to Teach "This new handbook captures the exciting intellectual and professional development of our field in the last decade. It is an indispensable resource for faculty, students, and professionals." —Jack Mezirow, emeritus professor, Adult and Continuing Education, Teachers College, Columbia University For nearly seventy years, the handbooks of adult and continuing education have been definitive references on the best practices, programs, and institutions in the field. In this new edition, over sixty leading authorities share their diverse perspectives in a single volume--exploring a wealth of topics, including: learning from experience, adult learning for self-development, race and culture in adult learning, technology and distance learning, learning in the workplace, adult education for community action and development, and much more. Much more than a catalogue of theory and historical facts, this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices.

EDITORS This introduction to the International Handbook of Educational Lead ership and Administration describes some of the motivation for devel oping the book and several assumptions on which is based much of the work represented in its 31 chapters. A synopsis of the contents of those chapters is also provided. SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail. After all, there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years. Such a view is captured, for exam ple, in Bennis' observation that: Of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for top nomination. Probably more has been written and less is known about lead ership than any other topic in the behavioural sciences. (1959, page 259) We do not find this state of affairs discouraging (nor entirely accurate) and, of course, it did not prevent Bennis from proceeding either. One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory, a theory which applies to all or most domains of organized human activity. This aspiration inevitably produces decontextualized and, therefore, abstract categories of practice. Howard Gardner's (1995) depiction of leadership as story telling is a case in point.

Based on nearly a decade of scholarship, this is a highly focused book on the implications of postmodernism for the construction and assessment of theory and practice in educational administration. Current ideas of practice are deconstructed, from the notions of sound research to the use of national standards in the preparation of educational leaders along with ways of examining and resolving the theory-practice gap. Part One of the book contains chapters dealing with the rise of postmodernism and describes its broad-based dissent from a century of thought in the field, including a penetrating examination of whether the concept of a field itself is viable. Part Two of the book explores the many ramifications of postmodernism to practice, beginning with ideas concerning educational research. These chapters tackle the tough issues of the efficacy of the Interstate Leaders Licensure Standards (ISLLC) and the national exam as examples of job deskilling and deprofessionalization in the guise of raising standards of preparation of future educational leaders. Other chapters deal with deconstructing the popular managerial ideas contained in Stephen Covey's works and dispute Joe Murphy's call for a new center of gravity in the field as reinforcing the status quo. Finally, the book tackles the issue of the theory-practice gap and indicates that new and progressive theories which anticipate problems of practice are what is required to deal with this persistent issue. The book contains many helpful exhibits in understanding the issues concerning theory and practice, as well as a glossary of terms most commonly found in postmodern discourse. This book is designed for college and university programs engaged in the preparation of educational leaders for ele-mentary/secondary schools and college administrative positions.

Addresses the question of what postmodernism and poststructuralism has to say about educational leadership and the restructuring of schools in the United States today.

The impact of globalization is being felt in numerous spheres of educational policy and practice, in rapid growth of information and communication technologies, in economic transformation, and international market competition, all of which conspire to create new demands and place new pressures on school leadership.

JSL invites the submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership. All theoretical and methological approaches are welcome. We do not advocate or practice a bias toward any mode of inquiry (e.g., qualitative vs. quantitative; empirical vs. conceptual; discipline-based vs. interdisciplinary) and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership. We strongly encourage authors to consider both the local and global implications of their work. The journal's goal is to clearly communicate with a diverse audience including both school-based and university-based educators. The journal embraces a board conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood. The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts, but also in manuscripts that inquire about teacher, student, parent, and community leadership.

Effective leaders and organizations blossom in productive climates. Personal transformation, one person at a time is the key to building a team of empowered educators.

A critical look at urban school reform efforts.

It is no surprise that successful school leaders have strong interpersonal skills. That they can communicate, motivate, resolve conflict, build teams, and persuade others at high levels is well documented by research. However, new research indicates that emotion plays a pivotal role in using these skills and there is a new awareness of the importance of the emotions in our behavior and decision-making. This book explains the research and concepts and places them in the nitty-gritty environment in which school leadership occurs. The exercise of leadership is analyzed through three conceptual frames: (1) The Leader, (2) Constituents, and (3) The Situation. Case studies, events taken from recent news, and behavioral and neurological research are described to illustrate the importance of emotions in leadership. Each chapter closes with a statement of five fundamental facts to aid the reader in integrating and applying the information to his or her situation. It will also enable readers to know and manage their own emotional stability and engender emotional awareness and assurance in others.

Skills for Successful 21st Century School Leaders provides a complete overview of the knowledge base and skills for successful school leaders. The publication is based on the standards developed by AASA, ISLLC, NPBEA, NCATE, and state education agencies.

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.

The question of aesthetics as a theoretical framework for thinking about modern leadership issues in educational settings is an emergent area of inquiry that is receiving considerable attention. There is a growing sense that the mechanistic approach to leadership, which has been widely encouraged over the last ten years, is sterile and that a more philosophical approach is now required. This approach is covered here, taking into account the importance of aesthetics on all aspects of the administrative and leadership world: the ways ideas and ideals are created, how their expression is conveyed, the impact they have on interpersonal relationships and the organisational environment that carries and reinforces them and the moral boundaries or limits that can be established or exceeded. While presenting a significant departure from conventional studies in the field, the international contributors reflect a continuity of thought on administrative and leadership authority, from the writings of Plato through to current theory.

This book makes the case for the continued and expanded use of social, critical and political theories in the field of educational leadership. It helps readers understand educational leadership by introducing them to a wide variety of theoretical and philosophical approaches and positions. The book incorporates a rich blend of ideas and concepts, and compares and contrasts the approaches discussed. The content largely focuses on four educational thinkers: Michel Foucault, Judith Butler, Bernard Stiegler and Karen Barad. The chapters do not cover each thinker's oeuvre exhaustively, but instead provide a brief overview of his/her ideas, while also helping readers understand a particular aspect of the educational leadership discourse. Each chapter also provides supplementary reading recommendations for those interested in pursuing these ideas in more depth.

Underlying the controversy surrounding educational reform and the crisis facing American public education today is the question of leadership: Who is to exercise it and what direction should it take? In his systematic redefinition of educational leadership, Spencer J. Maxcy develops a democratic, participatory model of leadership at all levels. Drawing on the work of philosophers from John Dewey and William James to contemporary neo-pragmatists, he explores the nature of shared leadership and its potential to foster socio-cultural reform through schooling.

The Handbook contains a gold mine of articles by leading scholars on what has come to be known as the third methodological movement in social research. Aimed at surveying the differing viewpoints and disciplinary approaches of mixed methods, this breakthrough book examines mixed methods from the research enterprise to paradigmatic issues to application. The book also discusses the strengths and weaknesses of mixed methods designs, and provides an array of specific examples in a variety of disciplines, from psychology to nursing. The book closes with a brief section on how to teach and perform collaborative research using a mixed methods research design. Written so that it can be used either as a pedagogical tool or as a reference for researchers, the book is rich in examples and includes a glossary, easy-to-follow diagrams, and tables to help readers become more familiar with the language and controversies in this evolving area.

Although there are many textbooks in the field of educational administration describing various organizational theories, this text is unique in tying organizational theory explicitly and systematically to a well-formulated problem- analysis methodology. It provides particular examples of bureaucratic, political, and leadership theories as well as descriptions of two broader theoretical frameworks: Burrell and Morgan's conceptual matrix and systems thinking. Special features include: * a fully developed methodology for describing and documenting problems in schools; * a systematic method for using different theoretical perspectives to analyze the causes of problems in schools; * carefully formulated questions illustrating how different theoretical frameworks lead policy analysts to look at problems differently and to focus on different types and sources of information concerning their possible causes; * substantial sample papers illustrating the methodology; and * a range of illustrative organizational theories, amply described and succinctly grounded intellectually. This book is directed toward students in organizational theory and problem analysis classes and their professors, as well as to school administrators seeking to examine their problems and policies from perspectives that go beyond personal experience.

Typically, educational leadership is not considered a moral-ethical undertaking. But educators face a dismaying array of moral-ethical challenges from academic dishonesty to sexual harassment every day in our nation's schools. Ethical School Leadership provides a systematic approach to resolving these school-based moral-ethical issues. It offers real world moral-ethical dilemmas, alternate theories of ethical decision-making, and differing philosophies of leadership. Present and future school leaders will find knowledge, dispositions, and performance criteria by which to evaluate case studies of moral-ethical leadership. This book provides an up-to-date treatment of the subject without arcane terminology or abstract argument. Its aim is to provide encouraging, practical thinking about the moral-ethical problems facing our school leaders today and will be of interest to school principals, teachers, school board members and students of education.

Educational LeadershipA Critical Pragmatic PerspectivePraeger

This is a riveting book that contains a compilation of powerful essays that cogently argue why multicultural education is important for educational leaders. Using a critical multicultural framework the contributors of this powerful book highlight the varying ways racism finds its way into schools.

Christopher Hodgkinson is one of the most important contributors to the field of educational administration. This collection of essays open up the philosophical foundations of ethical educational administration by reviewing his writings and exploring the ethical theories of major philosophers, as they apply to administration and leadership. Ethical Foundations of Educational Administration is published in honour of the work of Christopher Hodgkinson. It is divided into two sections. The first comprises biographical essays and a critical evaluation of Professor Hodgkinson's work, focusing on his personal and intellectual contributions to a moral theory of educational administration and leadership. The second section looks at how his moral philosophy can inform administrative practice. The work of a broad range of philosophers is discussed, from the pre-20th century theories of Aquinas, Adam Smith and Kant to the pragmatists Peirce, James and Dewey, Heidegger, MacIntyre, Bourdieu, Churchland and Thagard. Christopher Hodgkinson's definition of administration as 'philosophy-in-action' is now famous within the field. This collection illustrates the essential truth of that maxim, showing that moral philosophy, approached in the spirit promoted by Hodgkinson has both practical and critical purpose when brought to bear upon educational administration and leadership.

Jacques Derrida and Jean-François Lyotard constitute two of the most notable figures of poststructuralist thought and philosophy of the postmodern period. Both worked to reveal instabilities and uncertainty, and to destabilise assumptions and self-evident traditions for the purposes of reflection, creativity and innovative thinking. This significant volume explores the key concepts central to the work of Derrida and Lyotard in relation to educational leadership, and reveals how these ideas challenge existing structures, hierarchies and models of thought. Derrida's notions of difference and deconstruction, and Lyotard's concepts of language games, performativity and the differend, are specifically used to inform provocative and insightful critiques of the positivist assumptions and knowledge construction in the field of educational leadership. The book provides concrete examples of the application of theories to policy, literature and empirical data, and identifies ideas which continue to impact contemporary practices of educational leadership and management. Included in the book: - why bring Derrida and Lyotard to ELMA? - a Lyotardian politics of the standards movement in educational leadership - managing performance - witnessing deconstructions of the leader-follower binary in ELMA - limitations and critiques of Derrida and Lyotard. This important volume in the series will be of value to all those working and researching in the field of Educational Leadership, Management and Administration.

Educational Leadership and Moral Literacy situates the reader in a conversation that examines the meaning and nature of moral leadership through the lens of moral literacy and the dispositional aims of moral leadership in educational settings.

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

With the influence and pressures of the globalized economy, education systems are at a crossroads and need to find a place and/or identity that reflect new or transformed realities for learning environments. Questions such as to what extent, in what way, and how are we doing will need to be raised and answered before learning environments can begin

This book presents a collection of contemporary discourses that reconsider the relationship of democracy as a political ideology and American ideal (i.e., Dewey's progressivist ideas) and education as the foundation of preparing democratic citizens in America.

This book argues that the work of educational leadership needs more sophisticated theorisation in order to better understand the complexities that face many school principals.

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

This book about valuation processes in educational administration has a particular focus on the notions community and professionalism. The topic is addressed comprehensively bringing together the work of some of the best-known and most respected philosophers, theorists and researchers working in this field. It will be of interest to university faculty, graduate students and educational administrators.

This book is an important contribution to the Values literature on the meanings of work. These essays explore the philosophical, ethical, religious, and social foundations that underscore so much of the current thinking and concern about work satisfaction and the place of work in the search of meaning. Various points of view are presented and these include among others historical perspectives, empirical studies and cross-cultural explorations. The result is a compelling and critical volume which challenges many basic cultural and empirical assumptions and raises many questions about values and value-based decisions.

Maxcy develops a democratic, participatory model of administration and teaching that emphasizes the value of present trends toward decentralization and the need for teacher empowerment through shared leadership. Drawing on the work of philosophers from John Dewey and William James to contemporary neo-pragmatists, Maxcy presents a new approach to educational leadership that reflects the demand for moral vision in education and the inclusion of creativity in the educational process at all levels.

At a time when America's schools face many of the most difficult challenges ever, the authors of Leading for Democracy: A Case-Based Approach to Principal Preparation return the reader to an agenda for democratic leadership for schools. Emphasizing the need for leadership preparation programs to reexamine existing and more traditional approaches to principal preparation, this

comprehensive book draws to the foreground the need for a case-based approach that reflects the real-world problems and challenges faced by principals in schools today.

As its title implies, this book has a deceptively simple mission: to prepare would-be school leaders to draw upon a variety of theoretical perspectives when thinking about schools and schooling. It shows how theories can function as cognitive tools to be mastered, carefully stored in one's intellectual toolbox and used to interpret and resolve real world problems. Beneath this goal lies the belief that the most effective leaders are those who are able to construct their own well-grounded interpretations of events and their own responses to those events. Key features of this exciting new text include the following. Focus on Alternative Theories - The functionalist theoretical views that have dominated administrator preparation programs for the last half-century are reviewed early in the book and are shown to be inadequate to the task of understanding and coping with the complex realities of modern day schooling. The remainder of the book presents alternative views of schooling that, taken together, can be thought of as a theoretical repertoire from which to construct interpretations and solutions to everyday, real-world problems. Focus on Diversity - Diversity is examined from a variety of viewpoints. Chapter 6 looks at the cultural bases of leadership, Chapter 7 at comparative and international contexts, and Chapter 8 at gender and sexual orientation. Illustrative Cases - Each chapter contains a case with an embedded dilemma similar to those that real-world administrators confront. While illustrating the particular theoretical view presented in the chapter, these cases are sufficiently complex that they lend themselves to interpretation by any of the other theories considered in the book. This book is appropriate for graduate-level courses with titles such as Organizational Theory, Theory of School Leadership, or Introduction to Educational Administration. It might also be used as one of several texts in advanced courses on leadership theory.

This book provides educators with guidance on studying and practicing a curriculum problem solving artistry that is focused on deepening students' subject matter understandings through democratic self and social understandings. The book begins with a discussion of seven principles of curriculum leadership, which provide a framework for the presentation of a theoretical platform that guides a four-phased process. The curriculum problem solving has four interrelated phases, and advice on studying and practicing each phase has been organized into separate chapters using a montage format incorporating inquiry prompts, supportive quotations, critical commentaries, practical tips, narrative illustrations, and study recommendations. There is a continuous recognition of the ways in which the four phases are folded into one another in highly interactive ways; hence, the problem solving approach is described as a fourfold process. The text concludes with an epilogue honoring the disciplined journey of understanding and the pursuit of professional virtues that are central to the cultivation of problem solving artistry. An ethical oath that was created by twenty Ohio teacher leaders serves as a collegial pledge to embrace this disciplinary commitment.

Educational leadership has a rich history of epistemological debate. From the 'Theory Movement' of the 1950-1960s, through to Greenfield's critique of logical empiricism in the 1970s, the emergence of Bates' and Foster's Critical Theory of educational administration in the 1980s, and Evers' and Lakomski's naturalistic coherentism from1990 to the present time, debates about ways of knowing, doing, and being in the social world have been central to advancing scholarship. However, since the publication of Evers' and Lakomski's work, questions of the epistemological preliminaries of research have become somewhat marginalised. This is not to suggest that such discussions are not taking place, but rather that they have been sporadic and piecemeal. In New Directions in Educational Leadership Theory, the contributors sketch possible alternatives for advancing scholarship in educational leadership. The coherence of this volume comes not from the adoption of a single theoretical lens, but rather from its engagement with epistemology, ontology, and methodology. The choice of the plural 'alternatives' is deliberate, and its use is to evoke the message that there is more than one way to advance knowledge. The approaches adopted across this collection offer fruitful directions for the field and hopefully will stimulate substantive dialogue and debate in the interest of advancing knowledge. This book was originally published as a special issue of Educational Philosophy and Theory.

Understanding the dynamics of trust is an imperative undertaking for educational leaders. In this book, using an ecological perspective of the lifecycle, the authors situate trust as an essential ingredient of school leaders' moral agency and ethical decision making. Based on their 15 years of research on trust in education, the authors describe the nature and dimensions of trust, its importance and imperative, and its fragility and usefulness for school leaders, positioning them as trust brokers in school organizations.

Educational Leadership in Becoming reconsiders educational leadership in its current forms, and presents a more plausible form of educational leadership to contend with the complexities currently found in universities and schools. Much of the literature in vogue concerning educational leadership ranges from transactional to transformative representations of the concept in relation to educational management and policy, curriculum inquiry and pedagogical action. The primary aim of this book is to revisit some of the dominant understandings of educational leadership and to offer an extended view of the practice along the lines of potentiality and becoming. Davids and Waghid argue that all current forms of educational leadership are insufficient to enact responsible human action, particularly when it comes to addressing the combined issues of globalisation and equitable redress and transformation, whether in relation to leading schools or universities. The primary objective of the book is to draw on the Agambian notion of becoming in order to show that an educational leadership in becoming is better placed to not only address the myriad challenges besetting education, but to also enhance the potential of leadership in action. The book addresses an international audience by analysing conceptions of transformative leadership and should be read by anyone who is interested in education and educational leadership, as well as the impact of neoliberal agendas on education and society. It should also appeal to those interested in the philosophy of education.

This collection explores historical and present-day issues in education management, the training and development of leaders, and their roles in leading people and managing resources, and provides a focus on the major management issues which are current throughout the education world.The articles reprinted here include the management of applied individual psychology; organizational psychology; individual, interpersonal and group interaction; personality theory; leadership theory and organization theory.

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