

Transformative Leadership In Education Equitable Change In An Uncertain And Complex World By Shields Carolyn M 2012 Paperback

Understanding Contemporary Education offers an essential exploration of key concepts and issues in education that will allow education studies students, as well as trainee and practising teachers to engage in reflection, not only on work at the classroom level, but on education more broadly. Using detailed examples, the book problematises many popular and taken-for-granted views, allowing the reader to challenge and seriously consider the nature of the education enterprise. In each chapter, a concept is carefully considered, with major features, controversies, and strengths and weaknesses highlighted. Key follow-up questions challenge the reader to reflect on specific issues, and encourage involvement, not just in their own teaching, but in the planning and determination of the total programme of their school, and where possible, that of the nation. The book is divided into seven main parts: The Social Context of Education Education Policy Curriculum Teaching and Learning Leadership in Education Teacher Preparation International Developments in Education. Drawing upon a wide variety of theoretical positions, Understanding Contemporary Education provides an accessible introduction to key themes and concepts in education, challenging readers to fully consider the purpose of education and to reflect intelligently on issues that affect all schools. It is a must-read book for those on education studies courses, as well as trainee and practising teachers.

This book is an edited collection of chapters from academic leaders and doctoral researchers in the field that records a coherent journey through the purposes, pedagogies and impact of doctoral study as a key contributing force in managing education for the public good.

Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness. The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility. Reflecting on the educator's experience, each chapter engages with critical questions surrounding teaching global citizenship, such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism, and how to do so without frightening, regressing, mythicizing, imposing, or colonizing. Based on narrative inquiry, the contributors convey their insights through stories from their classroom experiences, which take place in diverse educational settings: from New Brunswick to British Columbia to Nunavut, in rural and urban areas, and in public and private schools. Covering a broad range of topics surrounding the complexity of educating for global citizenship, this timely text will benefit those in education, global citizenship, curriculum development, and social studies courses across

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alternative schooling. Fraser's argument about 'scaling up' social justice theory is shown to be highly salient given the emergence of the field of transnational education policy and its role in the context of intensified nation-state and education-business competition. Overall, through the lens of Nancy Fraser's unitary framework, this book considers epistemological questions about the nature of knowledge, examines the relationship between the state, the individual, education and social movements, addresses the difficulties and dilemmas which arise due to the intersections of gender, class, race, sexuality and culture in a globalized context, and illustrates how the principles of social justice can be mobilized by leaders in everyday practice. *Educational Leadership and Nancy Fraser* is an illuminating read for those policymakers, researchers and practitioners engaged in the field of educational administration, leadership and social justice.

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

The 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

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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.

What is (R)Evolutionary Leadership? Why Does it Matter? How can contemporary school district administrators, specifically superintendents, contend with so many difficult, and almost impossible competing commitments? Building on the definitions of revolution, revolutionary, evolution, and evolutionary, the notion of (R)Evolutionary Leadership emerged while discussing the need for school district leaders to push back against the status quo while improving teacher and leadership practices, improving student learning outcomes, engaging with the community, and ensuring decision making processes that include check and balance systems that are just, fair, and equitable for all. The chapters in this book introduce superintendents or research on superintendents in which these tenants were practiced; both in their ability to enact radical change by “overthrowing” the status quo – as well as evolutionary in their deliberate approach to viewing change as a process they can control over time. These leaders were willing to confront and defy practices and policies that were counter to student well-being and achievement while concurrently knowing how to reach their desired results. The chapters chosen for inclusion in this volume are those that offered a glimpse of these revolutionary tenants in practice. We ask that you consider this emerging concept as you explore the chapters of our book. You will find the (R)evolutionary Leaders you meet in the chapters know how to evolve, not just to stay alive, but to ensure the organization (school) remains relevant and

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vital to society. These leaders use their positional power, social capital, and expertise to advocate for policies and practices that are in the best interest of the school community and they innovate in ways that challenge the status quo. You will also find practices that are (R)Evolutionary and provide ways for leaders to innovate, collaborate, and simply take care of themselves and those around them. Our description does not seek to support or define or delineate the characteristics of a (R)Evolutionary Leader or how one might enact (R)Evolutionary Leadership—but serves as a way to (re)think the way we view the vastly complex work of school district administrators, specifically the superintendent. (R)Evolutionary leadership may change our ways of thinking about the significant advocacy role a superintendent can play in influencing both practice and policy to enact the change necessary to move forward issues of justice, equity, and quality in PK-12 schools and further to improve educational and social outcomes for those served.

The Handbook of Ethical Educational Leadership brings together an array of key authors to provide comprehensive coverage of the field of ethical educational leadership. This important volume describes contemporary educational issues that necessitate the practice of ethical leadership, reviews current theory and research-informed practices, and also explores a coherent framework for how ethical educational leadership can be achieved. With chapters from leading authors and researchers from around the world, each author contributes to a discussion of current thinking and an analysis of the field of ethical educational leadership. Coverage includes professionalism, educational purpose, social justice, multiculturalism, sustainability, empathy and caring, organizational culture, moral development, motivation, integrity, values, and decision-making. Providing practical, philosophical, and experiential insights into the field, The Handbook of Ethical Educational Leadership is an essential resource for the study of ethical leadership.

The book *Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender and Difference in Educational Leadership Research* promotes new theoretical and conceptual frameworks for the study of race and ethnicity in educational leadership. In this volume, new generations of scholars of color are moving beyond research that has not been necessarily focused or generated by diverse groups. The authors are purposeful in transcending systemic inequities and injustices in the stratified representation of practitioners and researchers by bringing in a new movement with innovative and impactful theoretical and conceptual frameworks in educational leadership.

Issues of social justice and equity in the field of educational leadership have become more salient in recent years. The unprecedented diversity, uncertainty and rapid social change of the contemporary global era are generating new and unfamiliar equity questions and challenges for schools and their leaders. In order to understand the moral and ethical complexity of work undertaken in the name of social justice and equity in diverse contexts, this book uses a range of different

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theoretical tools from the work of Michel Foucault. Rather than a prescriptive, best practice approach to leadership and social justice, this book draws on Foucault's four-fold ethical framework, and specifically, the notions of advocacy, truth-telling and counter-conduct to critically examine the leadership work undertaken in case studies in schools in Australia and England. Our approach makes transparent the ethical work that leaders in these contexts conduct on themselves towards creating schools that can address the equity challenges of the present climate. It illuminates and enables critical analysis of the moral imperatives shaping the equity work of school leaders and, in particular, the possibilities for transformative leadership that can work to create schools and school systems that are more socially just. Overall, the book's key aims are to: Provide an innovative and comprehensive theorising of leadership for social justice in contemporary times; Explicate the utility of key elements of Foucault's theorising of the ethical self to the domain of educational leadership; and Provide significant practical insight into the social justice possibilities of school leadership in contemporary times through two in depth case studies

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.

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This exciting book explores the concept of transformative leadership and how leaders can create learning environments that are academically excellent, equitable, inclusive, and socially just. Grounded in research and real examples, Dr. Carolyn Shields presents an approach to leadership that is engaged, authentic, courageous, and effective in addressing the needs of today's diverse student bodies. Featuring examples from schools and leaders, questions for reflection, downloadable eResources, and links to useful websites, *Becoming a Transformative Leader* is an invaluable and practical guide for school administrators, teacher leaders, and district leaders concerned about the uneven educational playing field for students in our schools.

The *International Handbook on Educational Leadership and Social (In)Justice* creates a first-of-its-kind international forum on conceptualizing the meanings of social justice and leadership, research approaches in studying social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, global policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete, contextualized illustrations on how to address inequities and combat social, political and economic injustices through the processes of education in societies and educational institutions around the world.

The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion, and postsecondary attendance has made equity and diversity two of the principle issues in education, educational leadership, and educational leadership research. The *Handbook of Research on Educational Leadership for Equity and Diversity* is the first research-based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity, and class. The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools, yet at the same time candidly critiques the destructive deficit thinking, biases, and prejudices that undermine school success for many groups of students. Well-known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders. Each chapter reviews theoretical and empirical evidence of these inequities and provides research-based recommendations for practice and for future research. Celebrating the broad diversity in U.S. schools, the *Handbook of Research on Educational Leadership for Equity and Diversity* critiques the inequities

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connected to that diversity, and provides evidence-based practices to promote student success for all children.

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The Listening Leader fills an urgent gap in the literature on educational leadership. Leadership is second only to teacher quality in its impact on student learning and achievement. Copious research has linked school success with quality leadership, yet districts struggle to train and retain tomorrow's leaders. Across the nation, we have overlooked the educational leader's ability to create a culture of improvement through a simple but easily forgotten skill: listening. Listening is the heart of school transformation--the one skill that allows leaders to connect with diverse stakeholders, gather rich data, and drive reform through the power of relationships. Today's educational leaders must learn to distinguish critical signals coming from their stakeholders from the noise of everyday school life. By inviting readers to cultivate a listening mindset, Safir's book offers a powerful new way of leading. This book speaks to leaders who care deeply and want to make a difference, but who often feel ineffective. Its practical strategies will help readers foster a thriving culture of improvement. The Listening Leader offers districts a framework for leadership development and a strategy to interrupt the churn that plagues them. It will change the conversation about educational data and leadership. Designed to be practical, The Listening Leader is filled with vignettes, self-assessment tools, and concrete strategies that can be put to immediate use. To facilitate extended learning, chapters include reflective questions and discussion points for adaptation in a professional learning community or a study group. Readers will walk away rejuvenated--relieved that there is a better way to lead--and motivated to shift their approach.

??????:??,?????????;????????:????????????????:????????????????;?????:??,???????. Successful educational leaders develop people, processes, culture, and structures in their schools. Creating Capacity for Learning and Equity in Schools provides a comprehensive guide for aspiring and practicing leaders to strengthen their capacity to create high levels of learning and equity. Chapters explore key theories and research, provide resources for developing personal and organizational leadership capacity, and guide leaders through a reflective process to help them link theory and practice. Hooper and Bernhardt's model for excellence and equity provides a pathway for educators to create and sustain learning communities in schools. Exploring three leadership approaches—Instructional, Adaptive, and Transformational—this textbook prepares and develops leaders to engage school communities through effective instructional leadership, data-informed decision-making, and a vision for learning and equity for all. Special Features: Theory to Practice (T2P) Framework—A series of structured exercises help readers review and reflect on existing organizational practices and develop new action plans. Case Studies—Encourage individual reflection and collective discussion on key leadership scenarios.

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Examples in Action—Challenge readers to analyze new connections and leadership processes. A companion website—Includes additional resources and tools for instructors to facilitate activities in the classroom.

This volume examines different conceptualizations of ‘human rights’, ‘citizenship’ and ‘interculturalism’, as well as their inter-relationships in different national contexts. This intersection, in its various combinations, is explored theoretically, pedagogically and practically, with the studies investigating whether certain human rights demands reveal patterns that are incompatible with citizenship and multiculturalist claims. Contributions also explore the theoretical and practical bases on which human rights, citizenship and intercultural education should be grounded, as well as how human rights, citizenship and intercultural education can join forces to make policy, practice and research stronger and more robust. The issues explored in this volume continue to feature on policy agendas at local, national and international levels at a time when considerable changes are taking place within and across societies. Particularly in Europe, the current refugee and migration crisis complicates this situation further, creating new, complex challenges for countries and regions, including how to respond productively and justly to the migration of peoples; how to complement existing legal frameworks and modes of governance to face threats to social justice, security and social cohesion of political and civil societies; and how to develop new rights that increase participation in social and political life, especially in groups that are vulnerable and marginalized. As shown here, however, these challenges provide unique opportunities to re-imagine the transformative potential of the intersection among intercultural, human rights and citizenship education in different situations and contexts.

A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-educators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco?justice, advocacy, Big Data and technology, neoliberalism, emerging philosophies and theories, critical democracy, gender and radical feminism, political economies, emotions, postcolonialism, and new directions in higher education. A must-read for teachers, researchers, scholars, and policy makers, this Handbook: Champions radical pluralism over consensus and pseudoscientific or political solutions to problems in education Embraces social, economic, and political relevance alongside the traditions of careful and

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

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

As the first country in the world to enact a formal policy of multiculturalism, Canada has made impressive strides toward promoting civic inclusion for all; however, the education system remains less than forthcoming about the injustices that shape our democracy and create conditions that teach young people to see difference as deficiency. Ratna Ghosh and Mariusz Galczynski seek to persuade educators to incorporate the ideology of multiculturalism into their classroom pedagogy and professional practice. In this third edition, *Redefining Multicultural Education* mobilizes an expanded definition of multiculturalism that encompasses gender identity, sexual orientation, religious expression, and (dis)ability. New features include material on environmental awareness, cyberbullying, multilingual learners, digital technologies, youth radicalization, and recent events in Quebec and First Nations communities. Integrating vignettes, discussion questions, and sample activities with techniques for applying a multicultural lens to any subject area or level of study, this lively and accessible guide is essential for those interested in preparing students for a global economy in which innovation relies, before all else, on diversity.

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Society perceives the role of school leaders as 'fixers'. Yet the author poses some confronting questions: can they fix or manage the out-of-field phenomenon without having in-depth knowledge and understanding? Can educators teach the next generation of teachers and school leaders without appreciating the realities of the workplace? Can policymakers develop effective policies without a deeper understanding of the workforce issues that influence quality education beyond the obvious issues? Many dilemmas face today's teaching workforce and workplaces. The book takes the reader on a journey as experienced in real life by teachers and school leaders. It aims an extreme global focus on the quality of education and on governments' achievements in providing opportunities to prepare the next generation of students for their future. The author's assessment exposes more concerns than assurances. Anna du Plessis' academic career includes more than 25 years of classroom experience across three countries. Her journey in leadership positions started during her fourth year of teaching. Her compassion for teachers, school leaders and students stimulated a search for a deeper understanding of the lifeworld and challenges facing educational practitioners. The objective in this book is to share information that will improve education systems, strategies, decisions, policies and actions. Readers of this book might be parents, student teachers, prospective school leaders, educational directors, policymakers or teacher educators. Only knowing and understanding can inform well-directed decisions.

"This study is a phenomenographic investigation of the ways in which educational leaders in International Language Schools in Cairo, Egypt understand their leadership as potentially being transformational for socioeconomic justice. Working through the theoretical framework of neoliberalism and contextualizing its manifestations in the Egyptian educational context, the study then reviews the literature surrounding theories of transformational and transformative leadership for social justice education. Guided by that framework, and through semi-structured interviews with five educational leaders in affluent schools in Egypt, the study analyzes the participants' conceptions of their roles, informed by how they situate themselves within the educational system and how they regard others within the public system. The findings explore some of the work geared towards addressing socioeconomic justice the participants were involved in and highlights the challenges the leaders face in conducting the said work. The main finding of the study is that although the leaders have stated that they believe they have a role to play in addressing socioeconomic inequities in education, they do not see themselves as involved or implicated in the systemic reproduction of injustice. The educational leaders of affluent, International Language Schools in Cairo have not been found to exhibit a leadership that is transformative; that challenges the status quo and affects equitable change"--

This important, timely, and thought-provoking reader is a collection of original chapters by authors from five different countries, each of whom explores a facet of transformative leadership. Transformative leadership is fundamentally a critical

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approach to leadership that goes well beyond the tenets of most current leadership theories to focus on social transformation as the basis for both individual and collective achievement. The text clarifies and elaborates the concept, linking it to other theories including ways of thinking about curriculum and pedagogy to prepare leaders for a more transformative role.

<l>Transformative Leadership: A Reader provides examples of studies conducted using the lens of transformative leadership as well as of research re-analyzed through its perspective.

There seems to be renewed interest in having universities and other higher education institutions engage with their communities at the local, national, and international levels. But what is community engagement? Even if this interest is genuine and widespread, there are many different concepts of community service, outreach, and engagement. The wide range of activity encompassed by community engagement suggests that a precise definition of the “community mission” is difficult and organizing and coordinating such activities is a complex task. This edited volume includes 18 chapters that explore conceptual understandings of community engagement and higher education reforms and initiatives intended to foster it. Contributors provide empirical research findings, including several case study examples that respond to the following higher education community engagement issues. What is “the community” and what does it need and expect from higher education institutions? Is community engagement a mission of all types of higher education institutions or should it be the mission of specific institutions such as regional or metropolitan universities, technical universities, community colleges, or indigenous institutions while other institutions such as major research universities should concentrate on national and global research agendas and on educating internationally-competent researchers and professionals? How can a university be global and at the same time locally relevant? Is it, or should it be, left to the institutions to determine the scope and mode of their community engagement, or is a state mandate preferable and feasible? If community engagement or “community service” are mandatory, what are the consequences of not complying with the mandate? How effective are policy mandates and university engagement for regional and local economic development? What are the principal features and relationships of regionally-engaged universities? Is community engagement to be left to faculty members and students who are particularly socially engaged and locally embedded or is it, or should it be, made mandatory for both faculty and students? How can community engagement be (better) integrated with the (other) two traditional missions of the university—research and teaching? Cover image: The Towering Four-fold Mission of Higher Education, by Natalie Jacob

This book is open access under a CC BY 4.0 license. This volume argues for the need of a common ground that bridges leadership studies, curriculum theory, and Didaktik. It proposes a non-affirmative education theory and its core concepts along with discursive institutionalism as an analytical tool to bridge these fields. It

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concludes with implications of its coherent theoretical framing for future empirical research. Recent neoliberal policies and transnational governance practices point toward new tensions in nation state education. These challenges affect governance, leadership and curriculum, involving changes in aims and values that demand coherence. Yet, the traditionally disparate fields of educational leadership, curriculum theory and Didaktik have developed separately, both in terms of approaches to theory and theorizing in USA, Europe and Asia, and in the ways in which these theoretical traditions have informed empirical studies over time. An additional aspect is that modern education theory was developed in relation to nation state education, which, in the meantime, has become more complicated due to issues of 'globopolitanism'. This volume examines the current state of affairs and addresses the issues involved. In doing so, it opens up a space for a renewed and thoughtful dialogue to rethink and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives.

Surface treatment is an efficient means for protection of various products against corrosion and also for increasing strength or resistance to wear or fatigue. Also certain electrical, chemical or optical properties may be achieved only by creating special surface layers. Many examples can be given: leaf springs with shot-peened surfaces; carburised and hardened tooth gears; coated cutting tips for machining; chemical appliances made of glass strengthened by ion exchange; enamelled vessels and containers; components for engines or turbines with heat insulating ceramic surface layers; chemical equipment made from low-carbon steel clad with a layer of stainless steel or other more expensive material; endoprostheses of hip joints with ceramic coatings; multilayered integrated circuits and other components for electronics and electrotechnology. In many of these components, high stresses often act; from mechanical loading as well as thermal and residual ones, caused by the surface treatment itself. These stresses can sometimes lead to a failure of parts bearing small or even no load. Thus, for an efficient utilisation of all the advantages surface treatment offers, and for assuring that the designed component will work reliably for a certain period, often under very severe conditions, it is necessary to know how components with coated or otherwise treated surfaces behave under mechanical loading, and what the reasons may be for their preliminary fracture or rejection from service. It is also important to know the general principles of design of surface treated components.

In the fall of 2009, the Fox network took a bold step in their primetime television lineup. Borrowing from the success of reality music performance shows like its own American Idol, the network introduced us to the students at McKinley High School, a fictional high school in Lima, OH, and home to the glee club known as the New Directions. The group is made up of freaks and geeks who feel the wrath of being "different." The cool kids are hell bent on making life difficult for the students in glee club. Yet, because of the determination of Mr. Will

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Schuester, the club's advisor, along with a few great songs, Glee has brought a new tone of inclusion to modern television and direct parallels can be seen between the experiences of the show choir members and what is happening in contemporary society. Glee has shown the importance of examining the intersections of pop culture and social issues; this text will encourage thinking on how effective the show has been beyond the screen. Essays provide critical analyses of the show, its characters, and its overall usefulness as a commentary on social issues. The show's content often deals with subject matter that would lend easily to critique around such social issues as sexuality, bullying, interpersonal communication, conflict resolution, and family relationships. This text invites readers to examine the intersections between media, society, and the individual.

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.

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 conceptual, theoretical, philosophical, and policy?analysis essays that advance educational practices that challenge the existing state of affairs in society, schools, and (in)formal

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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 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.

The creation of a sustainable and accessible higher education systems is a pivotal goal in modern society. Adopting strategic frameworks and innovative techniques allows institutions to achieve this objective. The Handbook of Research on Administration, Policy, and Leadership in Higher Education is an authoritative reference source for the latest scholarly research on contemporary management issues in educational institutions and presents best practices to improve policies and retain effective governance. Addressing the current state of higher education at an international level, this book is ideally designed for academicians, educational administrators, researchers, and professionals.

Adventurous Learning interrogates the word 'adventure' and explores how elements of authenticity, agency, uncertainty and mastery can be incorporated into educational practices. It outlines key elements for a pedagogy of adventurous learning and provides guidelines grounded in accessible theory. Teachers of all kinds can adapt these guidelines for indoor and outdoor teaching in their own culturally specific, place-responsive contexts, without any requirement to learn a new program or buy an educational gimmick. As forces of standardization and regulation continue to pervade educational systems across the globe, both teaching and learning have been starved of creativity, choice and 'real world' relevance. Many teachers are keen to improve their practice yet feel constrained by the institutional structures within which they work. By carefully examining adventure and its role in education, teachers can become better able to design and deliver engaging programmes that are underpinned by sound pedagogical principles, and which have deep and enduring meaning for their students.

In the volatile, uncertain, complex, and ambiguous world of education today, leaders need to take an engaged, activist, and courageous approach to help build optimistic futures for all students. Transformative Leadership in Education presents an alternative approach to leadership for deep and equitable change. Using vignettes, stories, research, and drawing on scholarship from a range of disciplines, noted scholar Carolyn M. Shields explores the concept of transformative leadership and its potential to create learning environments that are just and inclusive. Drawing on examples from transformative school leaders, Shields demonstrates that this leadership can promote academic achievement,

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family and community empowerment, democratic engagement, and global citizenship. Special features include: End-of-chapter guiding questions to help readers reflect on their own practice and to apply the concepts in their own contexts Vignettes and stories from students, teachers, and community members illustrate how transformative leadership can promote academic achievement and democratic engagement A robust companion website with extra resources, video and audio clips, and an author blog to further understanding and lead to sustained action toward the goals of transformative leadership. This exciting text will appeal to all aspiring and practicing leaders who want to prepare students to be successful, caring, and engaged citizens of the global community.

Transformative Leadership: A Primer both delivers a complete and engaging overview of transformative leadership and also clearly distinguishes it from other popular approaches to leadership. Hence, this will be the text of choice for many graduate courses in educational leadership. Carolyn M. Shields shows how the tenets of transformative leadership interact with one another, and how they provide a lens for leadership that offers an excellent, inclusive, equitable, and socially just education for all students. Using anecdotes and narratives drawn from empirical research, as well as current data, Dr. Shields establishes how transformative leadership comprises a comprehensive approach to leadership in highly diverse contexts, and how it can empower students who are traditionally marginalized due to race, ethnicity, sexual orientation and gender identity, home language, or religion. Accepting a mandate for educational change, reconstructing knowledge frameworks, and redistributing power in more equitable ways are starting points for transformative leaders. Changing the structures, cultures, curricula, and pedagogies of the school to be more democratic and emancipatory; acknowledging our interconnectedness and interdependence with global neighbors; and accepting responsibility for promoting both public and private good are processes that implement the transformation. Taken together, these changes cannot be accomplished without considerable collaboration, conversation, and moral courage. No leader wanting to promote excellence and equity for all should be without this primer that offers a new way of thinking about all aspects of schooling, from facilities and fiscal issues to academic programs and school policy. Transformative leadership offers a promising and robust theory of change for all situations and contexts.

The Responsive University puts forward the proposition that the societal legitimacy of universities depends on whether and how they respond to societal challenges. This issue is exemplified in South Africa, one of the most unequal countries in the world. Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, *I Am What I Become: Constructing Identities as Lifelong Learners*, is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate and intricate connections between learning and identity. The

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series aims to assist our readers to understand and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond. Narratives on Becoming: Identity and Lifelong Learning, Volume Three of the series, explores a myriad of ways that authors' personal and professional growth has influenced identity development. These chapters provide insights into the intersectional identities and learning of writers. Drawing from the multiple paths that comprise the journey of lifelong learning, these authors present powerful stories that identify the ways relationships, environments, culture, travel, and values shape their identities; use literacy, teaching, and learning as vehicles for experimenting with new identities, negotiate multiple identities, contexts, and transitions involved in becoming, and construct meaning. Through their narrative essays and ethnographic/autobiographical accounts, the authors in this volume illuminate the power of transformational learning during life-changing events and transitions. Praise for: Narratives on Becoming: Identity and Lifelong Learning "The third volume in the I Am What I Become series, Narratives on Becoming: Identity and Lifelong Learning invites readers into the lives of educators from around the world. This book includes important narratives from students, secondary educators, and post-secondary educators alike, highlighting how race, class, gender, and a wide range of other intersectional identities shape the diverse lived experiences of educators and their students. This volume also serves as an important reminder for all of us that the learning process continues across a lifetime and transcends the limits of the traditional classroom." Brian Bicknell, President Manchester Community College "We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series." Ruthellen Josselson, Author Paths to Fulfillment: Women's Search for Meaning and Identity "This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process." Jared D. Kass, Lesley University, Author, A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education

Within education there have been some notable attempts to frame social justice in ways

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that can help to explain and understand the practices of those working in schools, especially school leaders. The research contained in this book seeks to enhance our understanding of school leaders' actions as they work to promote socially just practices and/or outcomes in a range of different national contexts. The unique nature of this research is that studies took place in numerous schools across the globe in a variety of contexts yet utilized the same research protocols. This has allowed the researchers to draw conclusions at an international level about social justice decision making, the supports and barriers brought on school leaders by national policy and mandates, and the essential nature of context in the work of social justice leadership. The audience will include scholars on a global scale, given that cases in the book include authors and principals from around the world. The book can also serve as a text for leadership preparation courses as well as courses in social justice, research design, and qualitative research methodologies. Courses in human relations and communication can use the content as examples of the negotiations and challenges of teamwork in international settings. A primary audience for the book is system/school level leaders in contexts and communities throughout the world for understanding comparative leadership and social justice decision making. Current principals will find the cases useful as reflexive tools for their own work. Educational leaders, educational reformers, and policy makers will benefit from this book as they seek to understand the impact of their work and its influence on promoting equity in schools across the globe.

Featuring voices from academics, practitioners, school system leaders, school administrators, and graduate students from across Canada and abroad, this unique edited collection offers conceptual discussions and empirical examples of leadership for flourishing in a variety of educational contexts. This volume affirms that by fostering positive leadership, striving for well-being, and encouraging flourishing for all, significant benefits and new potentials will be felt throughout the learning communities. Grounded in theoretical approaches of positive leadership, positive psychology, and positive organizational scholarship, the accounts from K–12, post-secondary, and professional contexts explore the impacts and influences of leadership at all levels of education. Editors and chapter authors describe their research findings and first-hand experiences of supporting educators and school leaders in learning how to grow their agentic role for fostering well-being among all members of the community. The book is divided into three sections: stories of school-level flourishing, stories of personal professional flourishing, and stories of the impacts and influences of positive leadership in various educational contexts. Engaging and practical, this book encourages readers to reflect on the topics through discussion questions and to apply the learning to their own educational and organizational settings. This positively oriented volume will be invaluable for students of educational leadership, education administration, and organizational studies in education, in North America and beyond. FEATURES: - Chapters include pedagogical features such as concluding thoughts and discussion questions that bridge K–12 and higher education and reflect on education as a whole - Offers an approach to educational leadership that emphasizes the well-being of both educators and students - Features the voices of academics and school leaders from across Canada, the United States, the United Kingdom, and Australia

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