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New Perspectives on Transformative Leadership in Education

Summary: The authors report on the results of a study of the effects of a 12-week, 12-session, group-based, cognitive-behavioral intervention on the self-efficacy and self-esteem of 100 low-income, African American, high school students. The intervention was designed to help students develop a positive self-image and a sense of control over their lives. The results of the study showed that the intervention had a significant positive effect on the self-efficacy and self-esteem of the students. The authors conclude that the intervention is a promising approach to improving the self-efficacy and self-esteem of low-income, African American, high school students.

Abstract



New Perspectives In Educational Leadership New Perspectives In Educational Leadership

Lei Huang



New Perspectives In Educational Leadership New Perspectives In Educational Leadership:

New Perspectives in Educational Leadership Sonya Douglass Horsford, 2010 *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, 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.

Leadership as Lunacy Jacky Lumby, Fenwick W. English, 2010-08-10 Research has shown that metaphors inspire leaders to reflect on their mind sets, behaviors, practices and approaches, leading to new perspectives on their roles. Using such thought provoking and unexpected metaphors as leadership as war and leadership as lunacy, the authors draw readers through historical perspectives and cognitive possibilities that inspire, resolve, confuse and provoke reflection on the state of leadership in education. This book examines the current discourse on educational leadership models, behaviors and roles and helps school and district leaders.

New Perspectives on Education for Democracy Stewart Riddle, Amanda Heffernan, David Bright, 2021-11-29 *New Perspectives on Education for Democracy* brings together diverse communities of education research in an innovative way to develop a nuanced understanding of the relationship between education and democracy. This book synthesises a range of theoretical, conceptual and empirical approaches to address the complex challenges faced by young people and societies in the 21st century. Each chapter provides accounts of local democratic encounters in education while engaging with global debates and issues such as democratisation and growing social, economic and educational inequality. This book presents new ways of thinking about democracy, local/global enactments of democracy through teaching and learning and future thinking for a new era of democracy. This book will be relevant for educators, researchers and policymakers who are interested in educational sociology, critical pedagogy and democratic education.

Theorising Identity and Subjectivity in Educational Leadership Research Richard Niesche, Amanda Heffernan, 2020-03-11 *Theorising Identity and Subjectivity in Educational Leadership Research* brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and

original ways The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership The book highlights empirical theoretical and conceptual research that offers new ways of thinking about the work of educational leaders The authors take critical approaches to exploring the influences of gender race sexuality class power and discourse on the identity and subjectivity formation of educational leaders It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues This book will appeal to researchers students and professionals working in the fields of educational leadership and sociology and the chapters within offer readers new perspectives in understanding educational leaders their work and their identities *Anti-Racist School Leadership* Jeffrey S. Brooks, Noelle

Witherspoon-Arnold, 2013-03-01 Since the passing of Brown versus Board of Education to the election of the first Black president of the United States there has been much discussion on how far we have come as a nation on issues of race Some continue to assert that Barack Obama's election ushered in a new era making the US a post racial society But this argument is either a political contrivance borne of ignorance or a bold faced lie There is no recent data on school inequities or inequity in society for that matter that suggests we have arrived at Dr King's dream that his four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character Children today are instead still judged by the color of their skin and this inequitable practice is manifest in today's schools for students of color in the form of disproportionate student discipline referrals achievement and opportunity gaps pushout rates overrepresentation in special education and underrepresentation in advanced coursework among other indicators Brooks 2012 Though issues of race in the public education system may take an overt or covert form racial injustice in public schools is still pervasive complex and cumulative For example many students of color year after year do not have access to good teachers experience low staff expectations and are subject to new and improved forms of tracking Brooks Arnold Brooks in press The authors in this book explore various ways that racism are manifest in the American school system Through a plurality of perspectives they deconstruct challenge and reconstruct an educational leadership committed to equity and excellence for marginalized students and educators Feminist Perspectives on Contemporary Educational Leadership Kay Fuller, 2021-11-29 This timely book explores how various feminist perspectives fruitfully explain women's experience of educational leadership drawing on a contemporary conceptualisation of fourth wave feminism that is intersectional and inclusive The book asks which and whose feminist theory is used to explain gender and feminism in educational leadership management and administration ELMA the scholar's the research participant's or a combination of the two in the co construction of knowledge from an intersectional feminist perspective It conceptualises intersectional and inclusive feminist perspectives on educational leadership theorising research through a Black British feminist perspective a gender and Islamic perspective and a queer

theory perspective depending on the self identification of participants It explores digital feminism and men s pro feminism The book identifies feminist leadership praxis as a focus for future research and explores how leaders can draw on funds of knowledge identity cultural wealth and lead and educate diverse populations of students Highlighting the importance of intersectional feminist perspectives in ELMA the book will appeal to scholars researchers and postgraduate students in the fields of inclusive educational leadership and management gender studies and feminism *Intersectional Identities and Educational Leadership of Black Women in the USA* Sonya Douglass Horsford,Linda C. Tillman,2016-04-08 This volume examines the educational leadership of Black women in the U S as informed by their raced and gendered positionalities experiences perspectives and most importantly the intersection of these doubly marginalized identities in school and community contexts While there are bodies of research literature on women in educational leadership as well as the leadership development philosophies and approaches of Black or African American educational leaders this issue interrogates the ways in which the Black woman s socially constructed intersectional identity informs her leadership values approach and impact As an act of self invention the volume simultaneously showcases the research and voices of Black women scholars perspectives traditionally silenced in the leadership discourse generally and educational leadership discourse specifically Whether the empirical or conceptual focus is a Black female school principal African American female superintendent Black feminist of the early twentieth century or Black woman education researcher the framing and analysis of each article interrogates how the unique location of the Black woman at the intersection of race and gender shapes and influences their lived personal and or professional experiences as educational leaders This collection will be of interest to education leadership researchers faculty and students practicing school and district administrators and readers interested in education leadership studies leadership theory Black feminist thought intersectionality and African American leadership This book was originally published as a special issue of the International Journal of Qualitative Studies in Education

Handbook of Critical Race Theory in Education Marvin Lynn,Adrienne D. Dixson,2013-09-02 This handbook illustrates how education scholars employ Critical Race Theory CRT as a framework to bring attention to issues of race and racism in education It is the first authoritative reference work to provide a truly comprehensive description and analysis of the topic from the defining conceptual principles of CRT in the Law that gave shape to its radical underpinnings to the political and social implications of the field today It is divided into three sections covering innovations in educational research policy and practice in both schools and in higher education and the increasing interdisciplinary nature of critical race research With 28 newly commissioned pieces written by the most renowned scholars in the field this handbook provides the definitive statement on the state of critical race theory in education and on its possibilities for the future

Educational Leadership of Immigrants Emily R. Crawford,Lisa M. Dorner,2019-08-15 This book prepares current and future educational leaders to adapt to the changing terrain of U S demographics education and immigration policy

Educational Leadership of Immigrants highlights the educational practices and discourses around immigration that intersect with policies and laws in order to support K 12 students educational access and families participation in schooling Drawing primarily on research from the fields of educational leadership and educational policy this book employs a case study approach to address immigration in public schools and communities school leaders responses to ethical dilemmas the impact of immigration policy on undocumented students and the varying cultural sociopolitical legal and economic contexts affecting students educational circumstances Special features include case narratives drawn from real life experiences to support the educational needs of immigrant students teaching activities and reflective discussion questions pertaining to each case study to crystallize leaders knowledge and facilitate their comfort levels in practice discussions of current challenges in education facing immigrant students their families educators and school leaders especially with changing immigration law

International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, Judith Chapman, P. Corson, P. Hallinger, Ann Hart, 2012-12-06 EDITORS This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing 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 example 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 leadership 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 Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings M.C. Kate Esposito, Anthony H. Normore, 2015-04-01 Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education Drawing from the authors extensive experience in educational research and practice coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools Effective inclusionary practices most certainly benefit all students including English language learners those who face gender discrimination those who are in the foster care system and those who are Gay Lesbian Bisexual or Transgendered

This collection presents a broader theoretical inclusive framework rooted in social justice which we assert offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students especially those in urban centers. It is hoped that lessons learned will improve the preparation and practice of school leaders thus improve educational outcomes for students from special populations.

New Perspectives on Young Children's Moral Education Tony Eaude, 2015-12-17 *New Perspectives on Young Children's Moral Education* explores how to approach young children's moral education in a world of uncertainty and change. What is moral education? How do young children learn to act and interact appropriately? How do we enable children to recognise that how they act and interact matters? How can character virtues and value help young children internalise qualities associated with living a good life? Challenging many current assumptions about ethics and education, Tony Eaude suggests that a moral dimension runs through every aspect of life and that ethics involves learning to act and interact appropriately based on an ethic of care and enduring qualities and attributes to equip children to resist strong external pressures. Drawing accessibly on research in neuroscience and psychology, he discusses how young children learn, highlighting the role of emotion, culture, example, habituation and feedback. Small actions can help to develop agency, empathy and thoughtfulness and a sense of moral identity with an increasing emphasis on self-regulation, a vocabulary of ethics and intrinsic motivation. Eaude explores how character virtues and values can help young children and adults to recognize and internalize qualities associated with living a good life. He identifies how adults and learning environments can support these processes and shows why an inclusive approach is needed rather than focusing on these topics only in particular settings, programmes or lessons. Recognising pitfalls and dilemmas, Eaude argues that an approach based on virtue ethics and an apprenticeship model is suitable in school and other settings, both religious and otherwise internationally.

The Cultural and Social Foundations of Educational Leadership Romuald Normand, Leif Moos, Min Liu, Pierre Tulowitzki, 2021-07-12 This book identifies the cultural and moral foundations of country-specific educational governance and school leadership and presents the principles of justice and the diversity of common goods that guide leadership practices in schools. It contributes to an existing research field that studies diversity and ethical leadership in schools. The social dimension of school leadership is not limited to issues related to equality and equity or social inclusion. The capacity of leaders to promote civic-mindedness and social cooperation, consensus and acceptance of others, the right balance between freedom and duties and reciprocity of obligations are essential to maintain democratic rights and facilitate the life together while respecting ethnic and cultural differences. Therefore, the book gathers contributions from a range of international authors capable of reporting these moral and cultural features while broadening the research perspectives on school leadership.

A Guide to Effective School Leadership Theories Matthew Lynch, 2012-03-22 Educational

administrators know that leadership requires hundreds of judgments each day that require a sensitivity and understanding of various leadership strategies Bridging the gap between the academic and practical world A Guide to Effective School Leadership Theories provides an exploration of ten dominant leadership strategies to give school leaders a solid basis in theory and practical application Demonstrating the advantages and drawbacks of each theory readers are encouraged to discover the most appropriate strategy or combination of strategies that will best enable their school to achieve positive results Each Chapter Includes Introductory vignettes grounding the leadership theory in practice Discussion of the history development and utility of the strategy Research findings for further exploration of the theory End of chapter questions and activities designed to connect theory to practice This book is essential reading for aspiring and practicing school leaders who wish to have a better understanding of their leadership role Providing a focused up to date introduction to the current themes and dimensions of educational leadership A Guide to Effective School Leadership Theories presents all the tools necessary to analyze and implement effective leadership in readers own settings **Global Perspectives on Educational Leadership Reform** Anthony H. Normore,2010-11-08 This volume focuses on educational reform leadership development programs and professional development processes intended to prepare and develop prospective and practicing educational leaders into leadership positions and examines issues that affect leaders serving in the role of educational leader learner

Urban Educational Leadership for Social Justice Jeffrey S. Brooks,Melanie C. Brooks,2015-06-01 The chapters in Urban Educational Leadership for Social Justice International Perspectives constitute a collection of works that explore dynamics related to equity in multiple contexts Authors examined these issues in Turkey Egypt the United States Thailand and at a global level by comparing and contrasting school leadership practice across borders Considered as a whole these papers explore various topics that will be at the forefront of educational research for years to come Increasingly educational leadership understand that there are important lessons to be learned internationally and globally This book includes important research conceived from these perspectives Our hope is that individually and collectively they might contribute to our understanding of international and global issues in educational leadership and that they will extend challenge and deepen extant lines of inquiry and begin others School Leadership Stuart C. Smith,Philip K. Piele,2006-06-08 Finely crafted and beautifully written the most comprehensive and extensive treatment of the school leadership literature available to date From the Foreword by Joseph Murphy A set of key leadership behaviors can help create the right kind of conditions in schools for learning to occur How can school leaders excel in those behaviors An important and trusted resource for 25 years this fourth edition of School Leadership Handbook for Excellence in Student Learning emphasizes the school leader s role as champion of student learning Integrating theory and practice the editors introduce school leadership from five perspectives the person the values the structure the mission and the skills This expanded edition draws from a variety of viewpoints on educational leadership to give school leaders and those preparing for the role insight and wisdom to meet the challenges of

helping all their students learn Updates include Expanded coverage of instructional leadership and the principal's role in student learning New chapters covering the principalship accountability effects of leadership distributed leadership political leadership and engaging the public New chapters on data based decision making and allocation of human financial and physical resources Eight completely reworked chapters that tie back to student learning End of chapter reflection questions for group discussion This is the ultimate guide for all principals and administrators both a life preserver and indispensable coach for the important work of school leadership

Identification, Evaluation, and Perceptions of Distance

Education Experts Kurubacak, Gulsun, Yuzer, T. Volkan, 2015-02-28 Instructional quality can make or break the learning experience especially in digital environments where the expressional nuances of interpersonal communication are lost The most effective distance education instructors and experts are those who recognize the educational needs of students and are able to address those needs through creative use of the technological tools available to them Identification Evaluation and Perceptions of Distance Education Experts explores the current and future trends needs and priorities that affect the development of distance education in a postmodern world This premier reference work will be of significance to those interested in online learning teaching and training communication and education across multiple sectors such as universities colleges schools profit non profit e organizations and e commerce

Confronting Racism in Higher Education Jeffrey S. Brooks, Noelle Witherspoon-Arnold, 2013-03-01 Racism and ignorance churn on college campuses as surely as they do in society at large Over the past fifteen years there have been many discussions regarding racism and higher education Some of these focus on formal policies and dynamics such as Affirmative Action or The Dream Act while many more discussions are happening in classrooms dorm rooms and in campus communities Of course corollary to these conversations some of which are generative and some of which are degenerative is a deafening silence around how individuals and institutions can actually understand engage and change issues related to racism in higher education This lack of dialogue and action speaks volumes about individuals and organizations and suggests a complicit acceptance tolerance or even support for institutional and individual racism There is much work to be done if we are to improve the situation around race and race relation in institutions of higher education There is still much work to be done in unpacking and addressing the educational realities of those who are economically socially and politically underserved and oppressed by implicit and overt racism These realities manifest in ways such as lack of access to and within higher education in equitable outcomes and in a disparity of the quality of education as a student matriculates through the system While there are occasional diversity and inclusion efforts made in higher education institutions still largely address them as quotas and not as paradigmatic changes This focus on counting toward equity rather than creating a culture of equity is basically a form of white privilege that allows administrators and policymakers to show incremental progress and avoid more substantive action toward real equity that changes the culture of institutions with longstanding racial histories that marginalize some and privilege others Issues in higher education are

still raced from white perspectives and suffer from a view that race and racism occur in a vacuum Some literature suggests that racism begins very early in the student experience and continues all the way to college Berlak Moyenda This mis education mislabeling and mistreatment based on race often develops as early as five to ten years old and follows them to postgraduate education and beyond Who Controls the Preparation of Education Administrators? Arnold B. Danzig, William R. Black, 2019-09-01 This is the first volume in the re imagined series Research and Theory in Educational Administration The volume includes a variety of perspectives written by university professors in the field of educational administration which moves our thinking beyond the traditional scope of organizational theory and institutional analysis It is this combination of theory of new directions in leadership preparation and new narratives of participation that we hope will contribute to a more engaging volume for its readers graduate students researchers and practitioners The volume will provide evidence of and explanation for changing patterns of institution production explored through academic and epistemic drift It also provides a deeper understanding of how state regulation is related to the school administrator pipeline or pathways The concepts explained and illustrated in the volume hopes to provide a better framework for understanding how administrator preparation is unfolding across the U S and internationally as well as the direction of the field of educational administration in the future

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