

READ ONLINE THE PRINCIPAL LEADERSHIP FOR A GLOBAL SOCIETY

The Principal

The Principal: Leadership for a Global Society is the core textbook for aspiring and practicing K--12 school principals. Taking a practical and research-grounded approach, this inspiring text prepares school leaders to successfully face the opportunities and challenges that they will encounter on a day-to-day basis and throughout their careers. The book provides a wide array of pedagogical features to help practicing and aspiring school principals improve programs; create a safer and more enriching environment for students and faculty; meet school, district, community, state, and national standards; and much more. After reading The Principal, the educational leaders of tomorrow will be equipped with innovative, practical, and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors, but the community as well. --Book Jacket.

The Nature of School Leadership

This book explores school leadership through a cross-cultural comparative lens, drawing on data from 16 countries located on five continents. The book gives a voice to both primary and secondary school principals, who discuss the nature of their work and explain their understanding of school leadership, strategies used to support their leadership, and how they 'do leadership' in a time of unprecedented change. The book highlights a number of important elements in school leadership: that it is personal and internally-motivated; change oriented and entrepreneurial; dependent on the qualities and motivations of school teachers; dependent on environmental factors related to economy, geography, political stability; heavily influenced by policies within and outside the field of education; and dependent on partnerships within and outside education. The book provides an authoritative cross-cultural account of what school leaders regard as school leadership. It will be essential reading for students, researchers and policy-makers in the fields of educational leadership and management, in particular those with an interest in comparative and international research, school leadership, and education policy.

Understanding Educational Leadership

Understanding Educational Leadership guides you through critical perspectives and approaches across the world, taking in the global north and south, and explores the ways in which educational leadership is currently understood, theorised, researched, modelled and practised. The book also covers contemporary issues including gender, sexual identity and race, as well as topics such as governance, performativity and corporatisation. It brings together evidence and ideas that illuminate the power structures and relations in educational leaders, leading and leadership and helps you to consider the impact on policy and practice, and to think about changes needed to mitigate the issues identified. The book showcases a wide range of theorists, including Bourdieu, Foucault and Fraser. Its impressive scope includes analyses of collectivist, neoliberal and historical influences on educational leadership. It explores forensically leadership styles, with an explicit focus on distributed, instructional, democratic, autocratic, laissez-faire and organisational forms. Carefully curated by the editors, the world-leading contributors draw on their wealth of knowledge about research and practice to provide you with an overview of educational leadership today, looking at global research, evidence, arguments and conceptualisations. Each chapter is written in an engaging and inspiring way, following a consistent approach to help you to develop your understanding in each of the areas covered. Full pedagogical features throughout include chapter summaries, key questions, case studies, questions for

readers and further reading suggestions with questions on key texts. A companion website provides links to open-access outputs, research-project outcomes, and networking seminars, conferences with links to local, national and global events and connections.

Social Justice Leadership for a Global World

The global economic meltdown has highlighted the interconnectedness of nations. This book seeks to provide an overview of topics, issues, and best practices related to defining social justice leadership given our increasingly global world. Refugees and immigrants from around the globe now inhabit schools and institutions of higher education across the nation and US students, teachers, and leaders are traversing international borders both physically and virtually through international collaboration, technology, and exchange programs. Although there have been increased efforts and scholarship in support of diversity and multicultural awareness, these efforts have largely focused on the US. We acknowledge that many leadership theories are “domestic” in that they typically incorporate US perspectives or a single-culture description of effective leadership. This book provides a deeper understanding of diverse and multicultural perspectives as they relate to a world that is becoming increasingly interconnected economically, socially, and culturally. Particular attention is paid to providing specific strategies for social justice leaders working in PK-12 and/or higher education, and leadership preparation programs to promote effective leadership that reflects multicultural understanding of the diversity both within and outside the US. Within the context of leadership practice, internationalization offers new insights and ideas about leadership aims, processes, and competencies as a means for addressing equity concerns throughout PK-20 education.

Leading and Managing Education

One of the difficulties with the production of a book that describes the international terrain of leadership and management is that political and social contexts in which policy and practice occur are multi-dimensional. Yet the authors have successfully woven a narrative that engages the reader and helps shape our understanding of diverse ways in which leading and managing occurs in a range of countries. In particular I found the examples regarding schools, resources and teachers' professional work from developing countries a disturbing component of what could be termed the trauma of leadership in those sites. These examples served to enrich my own understanding and provide further evidence that there can be no framework or paradigm for understanding leadership and management in a global context? - Educational Review `Foskett and Lumby's book forms an important and a timely contribution to comparative international studies of educational leadership.... In challenging a range of deeply embedded suppositions about leading and managing in education the authors remind us regularly that the mightiest task of even the most accomplished transformational leader, or radical government policy, is to transform values, attitudes and professional culture. So this exposition of similarities and contrasts in practices makes a useful contribution to the literature on educational leadership in this country and beyond? - David Wood, Journal of Inservice Education This accessible book provides a critical review of educational leadership and management from an international perspective. It addresses the expectation that practitioners and students of educational management and administration will have an international perspective on their roles, responsibilities and tasks. Increasingly, teachers as education leaders are expected to keep pace with developments in other school and college systems, and to engage with international networks to debate and exchange practical experience. The book covers a series of key themes in educational leadership, drawing on a wide range of examples, including: - Learners and learning - People and communities in education - Managing strategy and resources - Learning futures and the changing challenges for educational leaders. In this context the authors: - Describe the international landscape of leadership and management. - Provide an overview of practice in different national settings. - Identify global patterns and trends. - Challenge some of the accepted norms in leadership and management. - Build managers' confidence as part of a global community of professional educators. - Support informed choice about policy and practice from government to school. This is a key text for students of educational leadership and management as well as for managers and administrators in schools, colleges and other educational settings.

Educational Leadership

Various definitions of leadership have transformed the way that educators around the world think about teaching, administration, and policy over the years. This title investigates the changing face of educational leadership from comparative and international perspectives.

The Principal

The path to becoming a leader for your students, faculty, and community begins here. *The Principal: Leadership for a Global Society* is the core textbook for aspiring and practicing K-12 school principals. Taking a practical and research-grounded approach, this inspiring text prepares school leaders to successfully face the challenges that they will deal with on a day-to-day basis and throughout their careers. From curriculum development to staff development to policy and discipline, it addresses the most up-to-date practices in developing leadership skills. The book provides a wide array of pedagogical features to help practicing and aspiring school principals improve programs, create a safer and more enriching environment for students and faculty; meet school, district, community, state, and national ideologies and standards; and much more. After reading *The Principal*, the educational leaders of tomorrow will be equipped with innovative, practical, and successful leadership concepts and ideas that will help them make a powerful impact on not just those who walk through the school doors, but the community as well.

The Moral Imperative of School Leadership

The time has come to change the context of school leadership! The role of the principal is pivotal to systemic school change. That is the fundamental message in *The Moral Imperative of School Leadership*, which extends the discussion begun in Fullan's earlier publication, *What's Worth Fighting for in the Principalship?* The author examines the moral purpose of school leadership and its critical role in "changing the context" in which the role is embedded. In this bold step forward, Fullan calls for principals to become agents as well as beneficiaries of the processes of school change. Concepts explored in-depth include: Why "changing the context" should be the main agenda for the principalship Why barriers to the principalship exist Why the principal should be seen as the COO (chief operating officer) of a school Why the role of the principal should figure more prominently within the system

Sustainable School Leadership

'Finalist' 2019 Association of American Publishers PROSE Award - Education Practice and Theory We live in a complex age, with multiple challenges to the practice of educational leadership, and where there is widespread evidence of individuals wanting to retire early from leadership positions, and of fewer wishing to take up the role. This highly experienced team of cross-cultural researchers combine scholarly research with over a decade of extensive empirical research using an innovative 'portrait' methodology to investigate the challenges that educational leaders on two continents currently face. The kinds of challenges described include: · the personal (e.g. being new to the job, coping with the role, approaching retirement) · the interpersonal (e.g. power relations, personal challenges with staff, parents and children) · the local (e.g. issues faced by the school in the community) · the national (e.g. government initiatives, inspection) · the global (e.g. the impact of economic forces on political and institutional management). *Sustainable School Leadership* then contributes to the field of educational leadership in several ways. First, the authors bring scholarly enquiry to life by providing detailed descriptions of the challenges which individual educational leaders face in different cultures in a globalised world. Second, they show how the combined insights from individual portraits provide important and meaningful critiques of national policies and organizational functioning. Such critiques can then inform current and future leadership research by a better understanding of how links between the micro-, meso-, and macro-levels of education promote or discourage school leaders' sustainability. Finally, the authors present important cross-cultural comparisons of eastern and western

approaches to educational leadership, suggesting that sustainability – or a lack of it – may have different roots in different cultures. Sustainable School Leadership is relevant to students on educational leadership and management courses, academics and researchers and school leaders.

Considerations and Characteristics of the Millennial Leader in Today's Global Society

As leaders climb the executive ladder, there are unique differences between age groups. The millennial leader must be groomed for success and faces many obstacles as they progress. As prior generations begin to retire, the next set of leaders must be in the position to sustain the new roles that they are ascending to and have the knowledge and competency to do so. As these leaders quickly move into senior roles, they must be sufficiently prepared. Without this advancement and preparation, there will be no leaders to sustain our organizations and institutions. Considerations and Characteristics of the Millennial Leader in Today's Global Society explores the routes of millennial leaders for ascension through the educational and corporate ranks, along with the challenges, lessons learned, and qualifications needed to be successful. It provides narratives and insights on the millennial leader, leadership qualities needed of future leaders, and delves into other millennial leaders who have ascended, as well as how managers, supervisors, and senior leaders can help in the changes of the organizational life cycle. Covering topics such as emotionally intelligent leadership, positive social psychology, and leadership development, this premier reference source is an essential resource for business executives and managers, human resource managers, entrepreneurs, government officials, politicians, community leaders, students and educators of higher education, librarians, researchers, and academicians.

Becoming a Globally Competent School Leader

Schools today face a crisis of relevance. Issues that people everywhere face—climate change, disease, hunger—require interdisciplinary solutions. Yet schools are still predominately organized by single-subject courses and narrowly focused high-stakes tests. By contrast, our students need to develop a range of academic, social, and emotional competencies to solve issues that transcend national borders; live peacefully among neighbors in a culturally, politically, racially, ethnically, and religiously diverse society; and thrive in a global, knowledge-based economy. Youth and adults alike know this; it's time for schools to catch up. Global competence—the set of dispositions, knowledge, and skills needed to live and work in a diverse, global society—helps educators balance social-emotional and academic learning goals. To that end, school leaders play a critical role in designing and scaling relevant global learning experiences for both students and teachers. *Becoming a Globally Competent School Leader* details how school leaders can implement change by aligning aspirational initiatives to existing ones, generating will across school stakeholders, wrangling resources, and creating capacity. This book offers a holistic approach to school leadership, one that grounds education in the complexities of the real world and aims to prepare all students to understand, engage with, and influence what happens in that interconnected world.

A Global Perspective of Social Justice Leadership for School Principals

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

Global Perspectives on Educational Leadership Reform

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.

Human Factors of a Global Society

During the last 60 years the discipline of human factors (HF) has evolved alongside progress in engineering, technology, and business. Contemporary HF is clearly shifting towards addressing the human-centered design paradigm for much larger and complex societal systems, the effectiveness of which is affected by recent advances in engineering, science, and education. *Human Factors of a Global Society: A System of Systems Perspective* explores the future challenges and potential contributions of the human factors discipline in the Conceptual Age of human creativity and social responsibility. Written by a team of experts and pioneers, this book examines the human aspects related to contemporary societal developments in science, engineering, and higher education in the context of unprecedented progress in those areas. It also discusses new paradigms for higher education, including education delivery, and administration from a systems of systems perspective. It then examines the future challenges and potential contributions of the human factors discipline. While there are other books that focus on systems engineering or on a specific area of human factors, this book unifies these different perspectives into a holistic point of view. It gives you an understanding of human factors as it relates to the global enterprise system and its newly emerging characteristics such as quality, system complexity, evolving management system and its role in social and behavioral changes. By exploring the human aspects related to actual societal developments in science, the book opens a new horizon for the HF community.

Educational Leaders Without Borders

Building from the history of inequality in education up to current problems, this text posits viewpoints on how to cultivate humanistic leaders in education to best benefit underserved children around the world. Among perspectives examined are economic, cultural, and political circumstances that benefit some and harm others, creating educational inequality. To illustrate the work that must be done, this book connects vignettes of compelling school issues to educational philosophies, e.g., Makiguchi's work, to bridge the theoretical and the practical and pose real solutions.

Exploring School Leadership in England and the Caribbean

· What drives school leaders? · What do they do on a day to day basis? · What helps or constrains their decision-making? · What keeps them focused amidst challenges? Rather than applying theory to practice, *Exploring School Leadership in England and the Caribbean* draws on how school leaders practice and experience their own leadership. Paul Miller draws on case studies from Jamaica and England to explore what it means to be a school leader and explores a wide-range of issues, including accountability, performativity, inclusion and multiculturalism, technology, staffing and resourcing decisions. While no two school leaders will have identical experiences as a school leader, Paul Miller draws on the first-hand accounts of school leaders to show that regardless of school size, type and location there are a number of common experiences and themes. Miller acknowledges that the practice of school leadership is occurring in an

uncertain economic environment, buoyed by a fast paced policy context where by targets linked to national economic development are the new normal. He concludes that school leadership is a continuous balancing act driven by and experienced through an “Economic-motor model” of schooling- which he proposes.

The Palgrave Handbook of Educational Leadership and Management Discourse

This Handbook explores the discourse within the field of educational leadership and management. It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion. The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders. By looking at the knowledge dynamic rather than a static knowledge base , this Handbook allows research to be presented in its multidimensional, evolving reality.

The Global Fourth Way

Learn from global lessons of successful educational change Deep and lasting educational reform doesn't happen overnight, even in this fast and flexible 21st century. This example- packed sequel to The Fourth Way draws upon inspiring examples unearthed by brand new research to challenge educational leaders, teachers, and policy makers to put proven strategies to work promoting student learning and achievement and the high quality teaching that drives it. With striking success stories from diverse systems around the world, Andy Hargreaves and Dennis Shirley present a bold new vision for education aimed at: Focusing on the real-life, nitty-gritty challenges facing change leaders on a global scale Anticipating stumbling blocks to enacting best principles and practices Developing and implementing a dynamic and coherent plan of action and culture of determination to overcome challenges to lasting change

Transformative Leadership in Education

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.

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

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration

considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Leadership Without Borders

Business leaders in today's borderless global marketplace face unprecedented challenges. The emergence of the knowledge economy has demanded that business leaders become global leaders. Successful global leaders are those with strategies for guiding and empowering a diversified workforce operating in different countries, cultures, and time zones so that they can maximize the returns from trading in a worldwide market with distinct local needs. *Leadership Without Borders* poses the question: What advice do successful global leaders have for future and current global leaders? Part 1 distills the practical insights provided by a large number of global business leaders into five key areas: The personal characteristics required to ensure success as a global leader. The business acumen needed to thrive as a global leader. Methods for expanding global awareness – or “worldview”. The people leadership skills and attributes needed to succeed in any environment. Business leadership skills and attributes that will enhance global leadership ability. The practical suggestions in business acumen, worldview, people leadership skills, and business leadership will equip the readers to become leaders in the new borderless marketplace. Each chapter ends with a summary of the global leadership viewpoints presented, to assist you in building your own checklist of global leadership knowledge, skills, and behaviors that you can start to use right away.

Leadership in Diverse Learning Contexts

This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place: classrooms, schools, professional development settings, community projects and service sector agencies. It invites the reader to engage with two related questions of contemporary concern in the leadership field: “What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership?” In doing so, this collection emphasises three of the critical concepts at play when leadership is viewed, not as position, but as activity. The three concepts are purpose, context and human agency. When this view of leadership is understood, it is always about achieving shared goals with people power, no matter the circumstances in which they are gathered together.

The Practices of School Middle Leadership

This book uses practice theory to examine the role of ‘middle-leadership’. In particular, it investigates the practices of ‘leading in the middle’ in the cultural-discursive, material-economic, and social-political domains – i.e., the sayings, doings and relatings of middle leading. This perspective acknowledges the ecological arrangement of leading practices in schools, and the necessity of considering the unavoidable reality of the site. The analysis is used to promote the need to view leading in the middle as a form of praxis – a morally and ethically informed practice that requires thoughtful decision-making and action in situations where the outcomes are not always clear. This book focuses on the practice of leading for those in ‘middle management’ positions in primary and secondary schools, such as those responsible for curriculum leadership, including senior teachers, assistant principals, and curriculum leaders. In their positions that bridge ‘management’ and ‘the classroom’ they are significant leaders in promoting and sustaining effective pedagogy for good learning outcomes, and they have to continue to provide high-quality teaching in their own classrooms, while simultaneously being a mentor, coach, supporter and evaluator for their colleagues.

International Handbook on the Preparation and Development of School Leaders

Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for

Educational Administration and Management (CCEAM), this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe. It describes current issues and debates and offers an assessment of where the field of leadership development is headed. Key features include the following: Global Focus: this book provides the first comprehensive look at leadership preparation and development across the globe. The chapter authors are distinguished scholars, drawn from the US, UK, Europe, Asia, Canada, Australia/New Zealand, and Africa. Topical & Geographical Focus: provides researchers and policymakers with critical descriptions and assessments of both topical and geographical areas. International Expertise: chapter contributors are drawn from a variety of theoretical perspectives and represent all major continents.

Concept and Design Developments in School Improvement Research

This open access book discusses challenges in school improvement research and different methodological approaches that have the potential to foster school improvement research. Research on school improvement and accountability analysis places high demands on a study's design and method. The potential of combining the depth of case studies with the breath of quantitative measures and analyses in a mixed-methods design seems very promising. Consequently, the focus of the book lies on innovative methodological approaches. The book chapters address design, measurement, and analysis developments as well as theoretical and conceptual developments. The relevance of the research presented in the chapters for educational accountability is discussed in the book's discussion chapter. More specifically, authors present one specific innovative methodological approach and clarify that approach with a concrete example in the context of school improvement, based on empirical data when possible. In this way, this book helps researchers designing complex useful studies.

Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries

Democratizing educational access and building capacity in developing countries and amongst indigenous peoples in developed countries may be elusive but are hopeful goals. Many developing countries are striving to reengineer their incoherent education systems at a time when they are most vulnerable, particularly with susceptibility to natural disasters, political unrests, and economic instabilities (UNESCO, 2007). Similarly, indigenous peoples in developed countries are seeking more control over education as they consider the long-term effects of educational policies that have been forced on them. Research on education and social change in developing countries has a long history (Glewwe, 2002; Hanushek, 1995; Sider, 2011). However, there is limited research on educational capacity-building in developing countries such as Kenya, Honduras, Haiti, Ghana, Hong Kong, India, Peru, China, and Thailand. Further, the educational frameworks by which Indigenous peoples (M?ori, Canada's First Nations, and American Indian/Alaska Natives) have been educated have some significant similarities to those encountered in developing countries. The compilation of chapters illuminates research and collaborative initiatives between the authors and local leaders in developing countries' and Indigenous peoples in developed countries' efforts to solve the complexity of social inequities through educational access and quality learning. The authors draw on theoretical lens, knowledge bases, and strategies, and identify trends and developments to provide the scope of educational improvement in a globalization context (Brooks & Normore, 2010; Jean-Marie, Normore & Brooks, 2009).

Perspectives on School Leadership in Asia Pacific Contexts

This book casts a refreshingly new light on current literature on school leadership, which has predominantly been viewed through Western lenses. Accordingly, key concepts and theories on leadership and school leadership have primarily been generated from thinking and research in the Western sphere. This is problematic, considering the fact that the leadership concept or construct, and its practices, are significantly influenced and shaped by contexts, and even situations. However, there are various contextual conditions and forces that can separately or collectively affect how school leadership is understood and practiced, including

social, cultural, historical, geographical, economic and political conditions. In response, the book seeks to provide readers a better awareness of how the leadership construct or phenomenon is shaped by the varying contexts constantly affecting school leadership, while specifically focusing on the Asia Pacific region. In turn, it highlights various Asia Pacific contexts that shape school leadership, so as to 'speak back' to existing theories on school leadership.

Being Global

Why do we need global leaders? The voyage of a pair of blue jeans, from inception to product release, offers a glimpse into the inexorably international--and complex--world of business today: The cotton may be picked from Peruvian or Ugandan fields, shipped to China for finishing, and then sent to Malaysia to be woven into yarn. The yarn goes to Thailand where the fabric is made, and the fabric is cut in Singapore before it is sent to Indonesia for sewing. Labels come from India. Zippers from Hong Kong. Thread from Malaysia. Buttons and rivets from Taiwan. The range of countries and systems involved in this production demonstrates that business in most industries (automotive and electronics, food and pharma) has become inescapably linked across borders. But it's more than mastering geography and culture that makes a leader today a different breed. You must master the complex mindset and competencies needed to lead in today's fully globalized world. No easy task. Enter Angel Cabrera and.

Dive Into Deep Learning

The leading experts in system change and learning, with their school-based partners around the world, have created this essential companion to their runaway best-seller, *Deep Learning: Engage the World Change the World*. This hands-on guide provides a roadmap for building capacity in teachers, schools, districts, and systems to design deep learning, measure progress, and assess conditions needed to activate and sustain innovation. *Dive Into Deep Learning: Tools for Engagement* is rich with resources educators need to construct and drive meaningful deep learning experiences in order to develop the kind of mindset and know-how that is crucial to becoming a problem-solving change agent in our global society. Designed in full color, this easy-to-use guide is loaded with tools, tips, protocols, and real-world examples. It includes:

- A framework for deep learning that provides a pathway to develop the six global competencies needed to flourish in a complex world — character, citizenship, collaboration, communication, creativity, and critical thinking.
- Learning progressions to help educators analyze student work and measure progress.
- Learning design rubrics, templates and examples for incorporating the four elements of learning design: learning partnerships, pedagogical practices, learning environments, and leveraging digital.
- Conditions rubrics, teacher self-assessment tools, and planning guides to help educators build, mobilize, and sustain deep learning in schools and districts. Learn about, improve, and expand your world of learning. Put the joy back into learning for students and adults alike. Dive into deep learning to create learning experiences that give purpose, unleash student potential, and transform not only learning, but life itself.

Enhancing Teaching and Learning

Rapid change calls for informed leadership. The goal of Donham's text has always been to help school library professionals make a difference in the educational experience and academic attainment of students in their schools. With the addition of new co-author Sims, a junior high school librarian, this newly revised fourth edition rises to the challenge with updates and enhancements that confirm its value as an important resource for both LIS students and current school librarians. Covering all aspects of the school system, including students, curriculum and instruction, principals, district administration, and the community, it demonstrates how to interact and collaborate in order to integrate the school library program throughout these environments. Inside, readers will find myriad real-world examples of issues in school librarianship and evidence-based practice; discussion of such urgent topics as the educational needs of the iGen (those born between 1995 and 2012), changing reading habits, the influence of the media, and news literacy and other issues related to the proliferation of fake news; updates which touch upon the new AASL Standards, inquiry-

based learning, assessment, and library program evaluation; specific tactics for establishing the library program as an active player in teaching and learning; an overview of education-related technology such as course management systems, the virtual library, makerspaces, information presentation and data representation tools like ScreenCast and Google Maps, online home-school communication, and online student safety and privacy; and end-of-chapter discussion scenarios that explore opportunities for the practical application of concepts. Reflecting changes—professional, theoretical, legal, and political—in both the library field and education, this new edition of a groundbreaking school library text will equip readers to be leaders at their schools and in their communities.

Transformative Leadership in Education

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, 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.

Leadership Development in a Global World

Global companies are facing a new, pressure to develop leaders with global mindsets. The war for managerial talent has never been so intense. Companies and business schools need not only to fine tune practices and models, but redesign current paradigms and create more effective and sustainable ways to invest in leadership development.

Considerations and Characteristics of the Millennial Leader in Today's Global Society

"This book will provide narrative and insight on the millennial leaders, leadership qualities needed of future leaders, with an investigation into other millennial leaders who have ascended, and how managers, supervisors and senior leaders can help in the changes of the organizational life cycle"--

Handbook of Research on Educational Leadership for Equity and Diversity

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

Pedagogies to Enhance Learning for Indigenous Students

This book describes research undertaken by leading Australian researcher in Indigenous communities. While the chapters are Australian in their focus, the issues that are discussed are similar to those in other countries where there are indigenous people. In most cases, in Australia and internationally, Indigenous learners are not succeeding in school, thus making the transition into work and adulthood quite tenuous in terms of mainstream measures. The importance of being literate and numerate are critical in success in school and life in general, thus making this collection an important contribution to the international literature. The collection of works describes a wide range of projects where the focus has been on improving the literacy and numeracy outcomes for Indigenous students. The chapters take various approaches to improving these outcomes, and have very different foci. These foci include aspects of literacy, numeracy, curriculum leadership, ICTs, whole school planning, policy, linguistics and Indigenous perspectives. Most of the chapters report on large scale projects that have used some innovation in their focus. The book draws together these projects so that a more connected sense of the complexities and diversity of approaches can be gleaned.

Strategic Leadership Across Cultures

Unique in its focus, methodology, and impact, Strategic Leadership Across Cultures: The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries is a must-have for those studying or practicing in the fields of global leadership, cross-cultural leadership, and organization studies. Reporting on research obtained during the third phase of the ten-year GLOBE project, the book examines strategic leadership effectiveness for executive and top-level management based on data from more than 1,000 CEOs and over 6,000 top management team members in 24 countries. Authors Robert J. House, Mary Sully de Luque, Peter Dorfman, Mansour Javidan, and Paul L. Hanges offer a series of propositions about executive leadership based on the unified theory—developed after the publication of the first GLOBE book—and empirically test these propositions. They provide evidence that leadership matters, executive leadership matters greatly, and that societal cultures influence the kind of leadership that is expected and effective.

5-Gen Leadership

An unprecedented leadership challenge for school administrators Today's school leaders face the unprecedented challenge of leading five generations: Baby Boomers, Generation X, Millennials, and brand-new Generation Z teachers, along with Gen Alpha, today's youngest students. Based on extensive research and the author's experience working with thousands of educators and students, 5-Gen Leadership addresses the nuances and expectations implicit with leading each generation. With an emphasis on developing a multi-generational lens through which to view school improvement, this book covers topics such as recruiting and retaining today's young teachers, tailoring professional development for each generation, and helping each generation succeed in a complex, accelerating world. Readers will also find: Tactics for transitioning to 5-Gen Leadership and understanding the four distinct generations in the teaching staff Moving leadership styles from a managing model to a coaching model Advice for understanding and creating a welcoming environment for Gen Z and Gen Alpha Suggestions for closing the digital generation gaps that emerged during the COVID-19 school closures A glimpse into the future to imagine how new generations of leaders will help reshape schools by 2030 If we're going to make the most of reforming our schools in the 2020s and keep up with the exponential rate of change in society we must understand today's students and the four disparate generations in our staffs. This book is critical to help leaders bridge those gaps. "How do we prepare today's students for the rapidly changing workplace and society in which they will live, work, and interact in an education system designed for a century that has passed us by? In 5-Gen Leadership: Leading 5

Generations in Schools in the 2020s, Mark White clearly provides a well-lit path to assist educators to successfully make the necessary cultural, structural and instructional changes that are needed.” -Bill Daggett, Founder International Center for Leadership in Education (ICLE)

Global Leadership

The clash of cultures, coupled with rapid technological advances, seems to be pushing us in paradoxical directions. On the one hand, the world seems to be falling apart; while on the other, the world seems to be converging. Do we have thoughtful leaders to guide us through these uncertain times? As globalization breaks down barriers, global leaders are becoming more visible players on the world stage. From executives of multinational corporations (e.g., high-tech entrepreneurs in Silicon Valley) to social activists (e.g., Malala Yousafzai), individuals from many different cultural backgrounds and ages are reshaping the way we see global leadership. These global leaders have to contend with a variety of transnational contexts that call for different leadership styles. This book assesses four of these styles – transactional, participatory, transformational, and directive – with representative case studies for each. It provides practical skills that global leaders must master in order to be more effective at the transnational level – cultivating a global mindset; developing intercultural communication; leveraging diversity and inclusion; and managing intercultural conflict. Global Leadership is valuable reading for educators in undergraduate and graduate leadership programs; practitioners involved in global for-profit and nonprofit organizations; and leadership educators interested in exploring the impact of technology on global leadership. It provides an excellent balance between the study and practice of global leadership.

Paradox and the School Leader

This book proposes that paradox, as a theoretically rich and historically enduring concept, has significant potential for researchers in the field of critical leadership studies. By enriching its general form and infusing it with added complexity and theoretical influence, it is argued that paradox can be legitimately applied as a lens for examining and as a pedagogy for realising new learning possibilities. The book takes paradoxes as formed out of the constitutive practices of discourse rather than as representations of conflict or complexity. Using fifteen paradoxes derived from theoretical and empirical analysis, it provides insights into the competing forces that contradict simplistic positivist accounts of contemporary school leadership and reveal the presence of a political struggle for the soul of the principal in the neoliberal era. It considers these paradoxes in three categories: (1) principal subjectivity and authority, (2) neoliberal policy and (3) managerial practice. The book advocates critique, counter-conduct and agonistic thought and practice as resources for principals participating in such a struggle, and employs Foucault's 'care of the self' and 'practices of freedom' to promote more active involvement of principals in authoring their ethical and political selves.

The Principal

Note: This is the bound book only and does not include access to MyEdLeadershipLab®. To order MyEdLeadershipLab® packaged with the bound book, use ISBN 0134311795. With its focus on the critical elements of leadership essential for today's school principals, this widely popular resource combines a strong research base with a practical, hands-on approach to help aspiring, new, and experienced educators become effective school administrators. Organized into four sections, The Principal presents a vision for leadership and learning and shows how to create a positive school culture, manage the organization, and interact with the external environment. The new edition reflects the evolution in the roles of educational leaders; explores the increased tasks that are requiring principals to expand their toolboxes of skills in such areas as instructional leadership, data analysis, technology, utilization, staff evaluation, and community relations; and looks at the mounting demands to rewrite their job descriptions every year. Also available with MyEdLeadershipLab® This title is also available with MyEdLeadershipLab— an online homework, tutorial, and assessment program designed to work with this text to engage students and improve results. Within its

structured environment, students practice what they learn, test their understanding, and pursue a personalized study plan that helps them better absorb course material and understand difficult concepts.

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