Read Online Theories Of Educational Leadership And Management By Tony Bush

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Theories of Educational Leadership and Management-Tony Bush 2020-05-11 This fifth edition of Tony Bush’s bestselling text explores the links between educational management theories and the main models of leadership, and their application to policy and practice globally across varied educational contexts. This fully updated new edition is informed by an enhanced global perspective and expanded coverage of important contemporary issues including teacher leadership, professional learning communities, transformational leadership, instructional leadership and a critical assessment of distributed leadership. This is essential reading for all teachers who aspire to management, as well as for experienced leaders on Masters’ level courses, and for those studying school management as part of education degrees.

Theories of Educational Leadership and Management-Tony Bush 2020-06-13 This fifth edition of Tony Bush's bestselling text explores the links between educational management theories and the main models of leadership, and their application to policy and practice globally across varied educational contexts. This fully updated new edition is informed by an enhanced global perspective and expanded coverage of important contemporary issues including teacher leadership, professional learning communities, transformational leadership, instructional leadership and a critical assessment of distributed leadership. This is essential reading for all teachers who aspire to management, as well as for experienced leaders on Masters’ level courses, and for those studying school management as part of education degrees.

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.

Educational Leadership and Organizational Management-Victor C.X. Wang 2016-10-01 This book is intended for students, leaders and managers who wish to explore the personal relevance and conceptual bases of educational leadership and organizational management and to develop their expertise in this field. It is a book written for both scholars and practitioners. The general public will also appreciate the accessible language in the book. There are two goals in the experiential learning process. One is to learn the specificus of a particular subject matter, in this case, educational leadership and organizational management. The other is to learn about one's own strengths and weaknesses as a learner. This book is focused on the analysis of prevalent theories and concepts and their application to the development of leadership and management skills, and the knowledge and attitudes required to solve real world problems in the workplace. For decades, students have focused their studies of educational leadership and organizational management theories in classroom settings without actual opportunities to apply these theories in the workplace. A profound and significant lesson learned in history is that we must follow the principle of integrating theory with practice (unity of theory with practice). Then, we can follow the policy of walking on two legs, an analogy made by the late Chinese chairman, Mao Ze Dong.

School Leadership and Complexity Theory-K Keith Morrison 2012-12-06 Interest in complexity theory, a relation of chaos theory, has become well established in the business community in recent years. Complexity theory argues that systems are complex interactions of many parts which cannot be predicted by accepted linear equations. In this book, Keith Morrison introduces complexity theory to the world of education, drawing out its implications for school leadership. He suggests that schools are complex, nonlinear and unpredictable systems, and that this impacts significantly within them. As schools race to keep up with change and innovation, he suggests that it is possible to find order without control and to lead without coercion. Key areas: * schools and self-organisation * leadership for self-organisation * supporting emergence through the learning organisation * schools and their environments * communication * fitness landscapes This book will be of interest to headteachers and middle managers, and those on higher level courses in educational leadership and management.

Educational Leadership-Steven J Courtney 2017-08-10 Educational Leadership brings together innovative perspectives on the crucial role of theory and theorising in educational leadership at a time when the multiple pressures of marketisation, competition and system fragmentation dominate the educational landscape. This original and highly thought-provoking edited collection is a much-needed counterbalance to the anti-theoretical trends that have underpinned recent education reforms. Contributors employ a range of theories in original and innovate ways in order to reveal the lived experiences of what it means to be an educational leader at a time of rapid modernisation, where the conceptual terrain of ‘modern’ has been appropriated by corporate and private interests, where notions of ‘public’ are not only hidden, but also derided, and where school leaders must meet the conflicting demands of competing accountabilities. Drawing on research projects conducted in the UK, Educational Leadership presents convincing evidence that the need to consider theory crosses national borders, and the authors discuss changes to professional identities and practices that researchers around the world will recognise. This detailed and insightful work will appeal to academics, researchers and postgraduate students in the fields of education and sociology, as well as those with an interest in organisational and political theory. The topical subject matter also makes the book of relevance to practitioners and policy-makers in education and the public services more generally.

Introduction to Educational Leadership & Organizational Behavior-Patti Chance 2013-10-31 Like the bestselling first edition, this introductory textbook succinctly presents concepts and theories of educational leadership and organizational behavior and immediately applies them to problems of practice. The second edition includes a new chapter on organizational culture, expanded coverage of organizational structure, systems, and leadership, and additional case studies and scenarios representing real problems of practice.

Bridging Educational Leadership, Curriculum Theory and Didaktik-Michael Ulijens 2017-10-04 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 theories of educational leadership and management by tony bush
concepts along with discursive institutionalism as an analytical tool to bridge these fields. It 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 ‘globopolitism’. 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 rethik and re-theorize these traditions with non-affirmative education theory moving beyond social reproduction and social transformation perspectives.

Educational Leadership, Management, and Administration through Actor-Network Theory-Paolo Landri 2020-11-06 Educational Leadership, Management, and Administration through Actor-Network Theory presents how actor-network theory (ANT) and the related vocabularies have much to offer to a critical re-imagination of the dynamics of management in education and educational leadership. It extends the growing contemporary perspective of ANT into the study of educational administration and management. This book draws on case studies focusing on new configurations of educational management and leadership. It presents new developments of ANT (“After ANT” and “Near ANT”) and clarifies how these “sensibilities” can contribute to thinking critically and intervening in the current dynamics of education. The book proposes that ANT can offer an ecological understanding of educational leadership which is helpful in abandoning the narrow humanistic world of managerialism, considering a post-anthropocentric scenario where it is necessary to compose together new “ivories” of human and nonhumans. This book will be of great interest to academics, scholars and post-graduate students in the fields of educational management, leadership and administration, as well as education policy. It will also be highly relevant to policy makers and experts of education policy at the national, European and international levels.

Educational Leadership Relationally-Scott Eacott 2015-01-19 Educational leadership, management and administration has a rich history of epistemological and ontological dialogue and debate. However in recent times, at least since the publication of Colin Evers and Gabriele Lakomski’s trilogy – knowing, exploring and doing educational administration – there has been a distinct dearth. Educational Leadership Relationally explicitly returns matters of epistemology and ontology to the centre of the discussion. Through a sustained and rigorous engagement with contemporary thought and analysis, Scott Eacott articulates and defends a relational approach to scholarship in educational leadership, management and administration. Eacott belongs to a group of scholars in educational administration who could be called meta-sociologist. This group blends sociology, historical revisionism, managerial theories and general philosophy to emphasise the relevance of sociological analysis in the field of educational administration. Proposing a relational turn, Eacott outlines a methodological agenda for educational leadership, management and administration to explore the theoretical traditions that might be persuasive beyond the critical frontier. The relational research programme is arguably the most ambitious agenda in educational leadership, management and administration coming out of Australia since Colin Evers and Gabriele Lakomski’s natural coherence and Richard Bates’ Critical Theory of Educational Administration. As a research agenda, it engages with: the centrality of administration in constrictions of the social world; the legitimation of popular labels such as ‘leadership’; the inexhaustable and inseparable grounding of administrative labour in time and space; and overcomes contemporary tensions of individualism/collectivism social world; the legitimisation of popular labels such as ‘leadership’; the inexhaustable and inseparable grounding of administrative labour in time and space; and overcomes contemporary tensions of individualism/collectivism; the inseparable grounding of administrative labour in time and space; and overcomes contemporary tensions of individualism/collectivism; and overcomes contemporary tensions of individualism/collectivism; and overcomes contemporary tensions of individualism/collectivism.

Applying Turbulence Theory to Educational Leadership in Challenging Times-Steven Jay Gross 2019-09-25 In an increasingly complex world, the turbulent forces affecting educators have become vastly more dynamic, creating complex challenges but, perhaps paradoxically, also unique opportunities. Reframing how to understand the drivers of turbulence, Applying Turbulence Theory to Educational Leadership in Challenging Times provides aspiring and practicing educational leaders with the theory and tools for understanding Turbulence Theory and its application to school contexts. Renowned author Steven Jay Gross explores how you can apply turbulence theory to respond to critical incidents, as well as how to address the tensions across various stakeholders, including the central office, principals, teachers, students, families, and communities. With over 20 innovative, case-based examples and discussion questions, this book explores how turbulence can be leveraged or minimized to increase creative opportunity and address dilemmas in schools.

Introduction to Educational Administration-Douglas Fiore 2013-10-11 Organized around the ISLLC standards, this text introduces students to the concepts and theories of educational leadership. The new edition adds coverage of such topics as data usage, ethics, innovative hiring practices, and student discipline. Appearing in the second edition are chapter-ending sections called “Point-Counterpoint” which prompt readers to examine their own beliefs regarding the material presented in the chapter and its application to work in our schools.

Beyond Theory and Degrees-James E. Fitzpatrick 2020 The scope and theme of the book is to inspire people to consider making a difference in aspiring to leadership roles in schools and school districts. Jim Doyle, Governor of Wisconsin 2003-2011

Educational Administration and Leadership Identity Formation-Eugenie A. Samier 2020-07-31 Educational Administration and Leadership Identity Formation explores approaches and issues that arise in leadership identity formation in a variety of educational contexts. Bringing together a range of national and international contributions, this volume provides a global perspective on this multi-dimensional topic. This book examines the theoretical foundations relevant to identity and identity formation, and their implications for researching and teaching in educational administration and leadership. It includes a range of sociological, psychological, political, cultural, and socio-linguistic approaches to examining leadership identity formation. It also addresses models, practices and experiences that vary according to identity politics, cultural difference, and historical and contemporary privilege in leadership identity formation. Working from theoretical and practice-base perspectives, this book will be of great interest for researchers, practitioners, policy-makers and academics, as well as students in teacher education programs and graduate courses in educational administration and leadership, organisational studies, and educational ethics for broad international use.

Introduction to Educational Leadership & Organizational Behavior-Patti Chance 2013-10-31 Like the bestselling first edition, this introductory textbook succinctly presents concepts and theories of educational leadership and organizational behavior and immediately applies them to problems of practice. The second edition includes a new chapter on organizational culture, expanded coverage of organizational structure, systems, and leadership, and additional case studies and scenarios representing real problems of practice.

Education, Leadership and Islam-Saeeda Shah 2015-07-03 Educational institutions are undergoing complex and sensitive changes in the context of immigration, international mobility, globalisation, and shifting economic scenarios, making highly challenging demands on educational leaders. Leadership is increasingly being perceived and theorised as pivotal to students’ achievement and institutional performance. In this book, Saeeda Shah considers educational leadership from an Islamic perspective to debate theoretical positions underpinned by Islamic texts and teachings, and the resulting conceptualisations and interpretations. While educational leadership literature and research have flourished in recent years, this is predominantly informed by Western ideologies, concepts, theories and practices. Education, Leadership and Islam focuses on contemporary educational settings and practices, drawing on research and empirical evidence from multicultural contexts in order to enrich theory and inform policy and practice in relevant frameworks, particularly in relation to the growing Muslim population in the West. Chapters also discuss gender in Islam, educational expectations and Islamic faith schools to comprehensively explore education in relation to Islamism. Situating Muslims within contemporary societies, this book extends debates regarding educational philosophy and leadership, endorsing diversity and plurality through an appreciation of difference. Education, Leadership and Islam will appeal to education researchers as well as social and political scientists attempting to understand Muslim educational issues in contemporary life, both in the east and in the west. This book offers critical insight into educational leadership and provides a much-needed and contemporary approach to the topic of educational leadership in Muslim educational settings.
theory and practice, and as such will be key reading for policy makers and educational leaders.

**Instructional Leadership and Leadership for Learning in Schools** Tony Townsend 2019-09-27 This book offers a nuanced understanding of how two different theories of leadership can be applied to achieve better results within schools. These leadership theories - Instructional Leadership and Leadership for Learning - have assisted our recent understanding of school leadership. This book interrogates the theories themselves as well as their impact on education systems around the world. It also looks at how they can be practically applied to educate school leaders within their schools and beyond, building partnerships with families, schools and other community agencies serving students. In doing so, the book considers the possibility that these theories are not opposed, but two sides of the same coin. Both are underpinned by the question 'how do we provide the best educational experience for students?'. The answer to this question will determine the way leaders go about the task of leading schools. This important book will be of interest and value to students and scholars of educational leadership, as well as educational leaders themselves.

**Leadership and Diversity** Jacky Lumby 2007-03-01 'What makes this book stand out in the crowd is the engaging approach the authors have taken to present their argument and the novel treatment they offer of diversity and diversity management... a must-read for anyone in a leadership position or interested in investigating education leadership and diversity'. Gender and Education 'The authors should be congratulated for tackling the crucial topic of diversity within educational leadership... the book makes a major contribution to the small but emergent body of studies in this area' - Journal of Educational Administration & History 'This book sets out a central aim of stimulating reflection on diversity and implications for leaders in education. It also aims to support the development of practice. It is a useful book for those involved in educational management and for policy makers at all levels' - ESCaDate The authors challenge the reader to reconsider leadership theory in light of notions of diversity, and to put into practice newly articulated frameworks for action. The text is richly supported by strong empirical research and a sometimes-intricate philosophical approach in making its case for fairness and justice in education and beyond'. Choice Magazine What do we mean by diversity? Why is it an important issue for leaders of schools, colleges and universities? As society becomes increasingly diverse, there is significant international awareness in education about how this impacts on leaders and leadership. For decades the emphasis has been placed on increasing the number of leaders with specific attributes, such as women or those from ethnic minorities, to encourage a true representation of society. This far-reaching book takes a wider view, challenging the reader to recognise the importance of diversity issues and to embed diversity as central within leadership theory and practice. Drawing on their extensive research the authors establish a clear understanding of what diversity means and use this to develop a distinct approach to conceiving leadership, preparing current leaders. They explain how diversity should be a holistic issue which coaches every aspect of leadership and is vital to ensuring effective and appropriate leadership for education in pluralist societies. The authors explore the history of approaches to addressing inequities in access to leadership positions and the experience of leadership, from equal opportunities, to diversity and inclusion, to capabilities approaches. The book also proposes fundamental and concrete changes that leaders can undertake both in their own and their organisation's practice, to reflect a real commitment to social justice in a diverse society.

**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 explanation of the leading 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.

**Educational Leadership and Reform** Wayne K. Hoy 2005 Hoy (educational administration, Ohio State University) and Miskel (University of Michigan) present work by new and established scholars representing a variety of theoretical perspectives on leadership and reform in K-12 schools. They draw on a mix of methodologies, including surveys, case studies, and structural equation modeling, to examine issue

**Leadership in Education** Russ Marion 2013-06-12 With new coauthor Leslie Gonzales, Russ Marion maintains the tradition of well-balanced, well-researched, and lively discussions of classic and contemporary leadership theories and their applications. The extensively revised Second Edition adds coverage of leader-member exchange theory, sensemaking, group conflict, and critical race and critical feminist perspectives, as well as a fuller treatment of transformational leadership. The authors begin with a brief look at the pros and cons of general entity- and collectivist-based approaches to leadership, reflecting key debates in the leadership literature. Next, readers encounter the history and applications of specific entity-based theories, followed by a discussion of conflict theory, which provides an apt transition to the exploration of collectivist ideas. The book finishes with coverage of critical theory, institutionalism, and population ecology theories that focus more on the organizational context for leadership than on leadership styles. Throughout this updated edition, the authors use metaphors and real-world examples from inside and outside educational contexts. Numerous figures, case studies, roundtable discussions, group activities, and reflective exercises engage readers and accelerate learning. Link Forward and Link Back sections reference upcoming or previous chapters to show that theories are dynamic. Leadership in Education, Second Edition, raises the bar for understanding and reinforcing practical applications of various theories in settings and situations that school administrators are likely to encounter.

**Organizational Theory for Equity and Diversity** Colleen A. Capper 2018-10-17 Organizational Theory for Equity and Diversity covers the full range of organizational theories as applied to educational leadership practice and research, exploring not only traditional perspectives but also critically oriented epistemologies including Critical Race Theory; LatCrit, Asian, Tribal Crit, and Black Crit; Disability Studies theories; feminist theories; Queer Theory, and theories of intersectionality. Each chapter features teaching suggestions, discussion questions, and questions to help aspiring leaders critically analyze their leadership strengths and limitations in order to understand, apply, and integrate theories into practice. This valuable text provides aspiring school leaders and administrators with the theory and tools for creating equitable and diverse schools that are effective and sustainable.

**Encyclopedia of Educational Leadership and Administration** Fenwick W. English 2006-02-16 The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories, research, terms, concepts, ideas, and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today. With more than 600 entries, written by more than 200 professors, graduate students, practitioners, and association officials, the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has, as yet, been compiled.

**Theories of Educational Leadership and Management** Tony Bush 2010-11-11 In this established text Tony Bush presents the major theories of educational management, and links them to contemporary policy and practice. Leadership continues to be one of the major criteria used to differentiate the models; but the author now makes clear links between educational management theories and the main models of leadership. The author applies the models to a range of international contexts, including both developed and developing countries. This relates to global interest in concepts of leadership and management and to an increasing recognition of the need
to customize theory and practice to each context and culture rather than adopting a ’one size fits all’ approach. For the Fourth Edition, the essential conceptual models remain. New case study material has been added from the full range of education and non-school settings, from early years through to further and higher education. Each chapter now includes key words, summary and end of chapter materials including issues for discussion. Key terms are defined in-text for the non-expert reader and all references and relevant key legislation details have been fully updated. This book is essential reading for all teachers who aspire to management, as well as for experienced leaders on Masters’ level courses, and for those studying school management as part of education studies degrees.

Social, Critical and Political Theories for Educational Leadership - Richard Niesche 2020-08-09 This book makes the case for the continued and expanded use of social, critical and political theories in the field of educational leadership. It helps readers understand educational leadership by introducing them to a wide variety of theoretical and philosophical approaches and positions. The book incorporates a rich blend of ideas and concepts, and compares and contrasts the approaches discussed. The content largely focuses on four educational thinkers: Michel Foucault, Judith Butler, Bernard Stiegler and Karen Barad. The chapters do not cover each thinker’s oeuvre exhaustively, but instead provide a brief overview of his/her ideas, while also helping readers understand a particular aspect of the educational leadership discourse. Each chapter also provides supplementary reading recommendations for those interested in pursuing these ideas in more depth.

Educational Administration: Theory, Research, and Practice - Wayne Hoy 2012-03-22

The Principles of Educational Leadership & Management - Tony Bush 2010-05-05 Fully revised and thoroughly updated, this Second Edition of this classic book brings together many leading international authors on educational leadership, with brand new chapters from leaders in the field - Ken Leithwood, Paul Begley, Allan Walker and Alma Harris. Providing an overview of essential topics within the field, this book adopts an international perspective and offers conceptual and empirical insights.

Feminist Theory and Educational Leadership - Robert Palestini, Ed.D 2013-05-09 Historically, leadership positions, as well as research on leadership and effective leadership, was primarily reserved for men or masculine characteristics. With most societies traditionally following a patriarchal hierarchy, few people questioned inequalities in leadership attainment, largely because of supernatural and/or natural explanations of men’s natural ability and desire to lead. This book runs counter to that culture and examines the experiences and leadership enactments of ten historically famous women leaders in hopes of gaining insight into their uniquely female leadership styles.

Educational Leadership and Michel Foucault - Donald Gillies 2013-06-19 Drawing from the ideas of Michel Foucault, this book offers a critical examination of today’s dominant discourse of educational leadership. Foucault’s understanding of critique is as a ‘permanent’ ethos in which humans explore the nature of their existence but at the same time query the limits imposed upon them, and probe opportunities for increasing freedom. This book outlines the key concepts in the work of Foucault, and demonstrates how his concepts of discourse, power/knowledge, and governmentality offer an understanding of how ideas of educational leadership and management have emerged, how they serve to establish a discipline, and how they construct individuals - pupils, teachers, and head teachers - in particular ideological ways. The discourse of educational leadership and management not only represents a specific means of ‘governing’ education but also calls for the development of approved management and leadership skills and behaviours. The related focus on cultivating, valuing, and rewarding effective leaders is eminently suited to Foucauldian critique, which not only questions the basis for its assumptions and norms, but also examines the way in which the subjects of ELMA - today’s educational professionals - are both constructed by the discourse and are called upon to shape themselves accordingly. Included in the book: educational leadership as discourse - educational leadership as discipline - power and educational leadership - governmentality and educational leadership. By both applying theory and examining empirical exemplars, this volume offers a challenge to dominant leadership discourse and suggests alternative understandings of the field and approaches to practice. The book will be of value to researchers and postgraduate students with an interest in educational leadership, management and administration, as well as to practitioners in the school system.

Leading and Managing People in Education - Tony Bush 2013-06-17 This cutting-edge publication is drawn on international research and practice, and undoubtedly encourages reflection and personal development. The authors are experts in the field of educational leadership and management. - Professor Raj Mestry, University of Johannesburg The Third Edition of this successful and respected book covers leadership and management of people at all levels in educational organisations. It contains up-to-date research and literature, covering the entire spectrum of educational institutions. This new and revised edition: deals with issues such as succession planning, leadership development and diversity has an enhanced focus on international trends, examples and research acknowledges the changing English context, including the shift to system leadership, academies and free schools covers changes in Scotland, Wales and Northern Ireland The book will be of great interest to postgraduate students, researchers and academics; candidates on professional leadership qualifications; middle and senior managers, and aspiring leaders in schools and colleges. Tony Bush is Professor of Educational Leadership at the University of Warwick, UK and Visiting Professor at the University of the Witwatersrand, South Africa. David Middlewood is a Research Fellow at The University of Warwick.

Leadership and Organizational Behavior in Education - William A. Owings 2011-07-31 &>Leadership and Organizational Behavior in Education puts theory into practice in a readable, teachable, relevant, and timely look at actual leadership behaviors through numerous case studies and personal experiences. Readers get a firm understanding of the information in how to relate it to their own personal experiences or transfer it to new situations. The author addresses a number of “hot topics” in leadership and describes how to apply the concepts in actual work settings, now or in the future...

Educational Leadership and Nancy Fraser - Jill Blackmore 2016-06-10 Drawing on the work of Nancy Fraser, this book offers a critical view of contemporary educational leadership and reform discourses, exploring how key concepts and representations of social justice are used in the construction and reproduction of social inequality. Fraser offers a political and pragmatic reconciliation between feminist, neo-Marxist, critical and post-structuralist theories. This book outlines how Fraser has worked on and worked over theories of social justice and how this can inform how we can understand educational theory, policy and practice generally. In particular, the book focuses on the field of educational administration and leadership (ELMA) as it relates to equity issues such as school choice and inequality, gender and inclusive leadership, and 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 edu-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.

Educative Leadership - R.J.S. Macpherson 2003-09-02 Responding to the international problem identified by the US National Commission on Excellence in Educational Administration, that the field of educational leadership lacks a “good definition”, this book reports a collaboration process that produced a practical theory of educative leadership. In offering a holistic theory which deals with the abstract world of ideas and reflection, this volume shows how these ideas are translated into management practice and what happens, or what is likely to happen in such a process. The theory integrates management and evaluation with the philosophical, strategic, political and inspirational services that educative leaders give. It is aimed at lecturers in education administration/management, headteachers, ME4 lecturers and students, leadership and management lecturers and students.
Mastering Theories of Educational Leadership and Management: Donnie Adams 2018-10-08 The field of Educational Leadership and Management originated and grew to maturity in the Western societies of the USA, UK and Australia. However, since the mid-1990s, scholars in east Asia have asserted the need to ground leadership theories and practices in the ‘local contexts’ in which school leaders practice. Mastering Theories of Educational Leadership and Management is one of the first volumes published which seeks to do this. The edited chapters illustrate and elaborate how perspectives on key concepts and theories of educational leadership are being interpreted and enacted in East Asian societies. By doing so the book makes a valuable contribution which will hopefully reduce the gap between theories as explained by Western scholars and practices as enacted in East Asian societies. – Professor Dr. Philip Hallinger

Theories of Educational Management: Tony Bush 1995-03-30 This book provides some conceptual frameworks to guide the practice of educational managers. There has been extensive research linking theory to practice in schools and colleges, and these studies are reflected in this book. The author presents a complex body of theory in clear straightforward terms and illustrates the models with examples of management in educational institutions. In making the relevant theory more accessible to practitioners, the author’s intention is to promote greater understanding of the concepts underlying effective management practice and to develop the capability of senior and middle managers in schools and colleges.

Curriculum Leadership by Middle Leaders: Kelvin Heng Kiat Tan 2016-08-12 Curriculum Leadership by Middle Leaders focuses on major issues relating to the continuing national and international discourse on curriculum leadership, and highlights the vital role of middle leaders in schools. School leadership has focused primarily on first-order change involving school leaders or principals. This book seeks to put the spotlight on second-order change that involves curriculum leadership and professional development support on the part of middle leaders for more sustainable and long-term change in teaching and learning that will influence what happens in classrooms. With timely and thought-provoking contribution from authors who pursue a range of scholarly interests in multiple educational settings, the book is guided by several underlying questions: How might we re-envision curriculum leadership so that it addresses both local and global concerns and aspirations? How might we better grasp how middle leaders understand and respond to the pressures of educational reform initiatives? How might middle leaders transform pressures into possibilities? This book will appeal to current teachers, those currently undertaking teacher training and students or academics carrying out research in the field of educational leadership.

The Principles and Practice of Educational Management: Tony Bush 2002-08-09 “The Principles and Practice of Educational Management” contains newly commissioned material from leading national and international authors who provide a review of relevant theory and explain relevant research in the field.

The Art of Educational Leadership: Fenwick W. English 2007-08-14 *English successfully challenges the established educational community to rethink the current state of research on school leadership in the social sciences...The inclusion of theory, discourse, and stories of recognized leaders followed by chapter learning extensions that include key concepts, movie recommendations, and prompted reflective journaling makes this book a most valuable resource for the educational leadership community.” —H.J. Bultinck, CHOICE “The Art of Educational Leadership provides one of the most complete examinations of leadership that I have encountered. I admire the way it urges students to think and reflect. The format allows individual learners to focus on those materials that best fit their learning style. While the numerous presentations of a single topic through different modalities strengthens the learning. This text is a fresh, new look at leadership.” —Louise L MacKay, East Tennessee State University “Fenwick W. English returns to themes of leadership he explored in more than 20 earlier books and dozens of presentation to educator audiences. He favors “re-centering educational leadership in the humanities,” rather than acting on the recommendation of the business literature, and he emphasizes the use of films as a way to humanize leadership concepts.” —THE SCHOOL ADMINISTRATOR “Excellent cogent analysis of key concepts of leadership are presented in a reader friendly style.” —Saul B. Grossman, Temple University “Moves beyond established notions of leadership to recognize that effective leading is about drama and performance—artistry! The Art of Educational Leadership: Balancing Performance and Accountability stresses the human side of leadership. No other text on this topic demonstrates so ably the importance of artistry in leadership in a field that has been lopsidedly dominated by concepts informed by science. Presenting the idea that leadership is an art, this book: Exemplifies a balance between the science and the art of educational leadership: The real improvement of practice is rooted in the art of application, which is about context and represents the key to leadership practice. Connects content material to self-discovery: Exercises at the end of each chapter include creating a personal, reflective journal to engage the reader in and reflect upon theories and practices presented in the book. Films are suggested for viewing to illustrate the interaction between context, culture, decisions, and outcomes. Portrays multicultural leadership in action: Biography boxes throughout the book share how multicultural educational and political leaders who have been recognized as “expert” practitioners learned the art of leadership in the public arena. This is the first book in educational leadership to sketch out a balance between the science and the art of the field. The text illustrates how performance and practice represent the art, while the delineation of the skills and conceptual models represent the science. Educational Leadership and Pierre Bourdieu: Pat Thomson 2016-11-03 Bringing Bourdieu to the study of Education Management. Leadership and Administration assumes a normative opposition to a meritocratic view of education. Through a lifetime’s explication of the ways in which schooling both produces and reproduces the status quo, Bourdieu offers a powerful critique and method of analysis of the history of schooling and of contemporary educational policies and trends. This volume will explain each of the key terms in Bourdieu’s thinking tool kit, showing how the tripartite concepts of field, habitus and capitals offer a way through which to understand the interaction of structure and agency and the limits on the freedom of an individual - in this case educational leaders - to act. It will provide a range of exemplars of the application of these tools to questions of concern to the scholars in the field of educational leadership, and of interest to those whose primary focus is the utility of Bourdieu’s social theory.