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**International Handbook of Educational Leadership and Social (In)Justice**-Ira Bogotch 2013-11-11 The International Handbook on Educational Leadership and Social (In)Justice creates a first-of-its-kind international forum on conceptualizing the meanings of social justice and leadership, research approaches in studying social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, glocal policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice in the educational leadership research community and describes the developments in the conceptualization and study of the social justice and leadership. The Handbook is designed as a comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, glocal policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice in the educational leadership research community and describes the developments in the conceptualization and study of the social justice and leadership.

**Leadership and Management Development in Education**-Tony Bush 2008-03-17 “This is a very good and much needed book. Written by a very experienced researcher and teacher in the education leadership world it brings together a wealth of understanding and insights in the field of leadership and management development in education”- International Journal of Educational Management ‘This book is an excellent survey of practice on a truly international scale which many will find valuable’- Educational Management Administration and Leadership ‘Few people could be better qualified to write about this topic than Tony Bush. The book draws on a wealth of experience and detailed research. Typically, it is extremely well structured, written with great clarity, and combines the highest levels of scholarship with an accessible style that will enable it to appeal to a wide audience. This is a book that many in the field have been waiting for’- Professor Mark Brundrett, Professor of Educational Research, Liverpool John Moores University, Liverpool ‘This book is far and away the best international comparative study of leadership development for schools. There are countless books highlighting the importance of leadership but none have satisfactorily gone to the heart of the issue, especially for developed and developing countries, and Tony Bush has done it here. It is a sure guide to policymakers, practitioners and researchers who want to make a difference’ - Professor Brian J. Caldwell, Managing Director of Educational Transformations and former Dean of Education at the University of Melbourne, Australia Leadership is critical to educational development and specific preparation is vital if leaders are to maximise their effectiveness. In this major new text, Tony Bush draws on his extensive international experience and research to examine the case for leadership development and assess the different modes of preparation used in Europe, including the U.K., North America, Asia Pacific, Australia, New Zealand and Africa. He also examines research on how leadership impacts on school and student outcomes and considers future directions for leadership and management development in education. This text is essential reading for students of educational leadership and management as well as for policy-makers, headteachers and principals.

**Leadership for Education Development in Nigeria**-M. C. Anna 2003*

leadership educational development and social development

leadership and of high-needs schools address the social conditions, learning experiences, and performance of their students. Other international school leadership research consortia have emerged in the 21st century; however, the ISLDN is the second longest operating project, after the International Successful School Principalship Project (ISSPP). Since its creation in 2010, ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications, including books and special issues of journals. Until now, ISLDN research findings have been disseminated separately for the project’s two strands: (a) social justice leadership and (b) leadership in underperforming high-needs schools. Therefore, the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project’s research findings, methodologies, and collaborative processes across the two strands. This volume captures studies of school leaders from 19 countries representing six continents - Africa, Asia, Australia and Oceania, Europe, North America, and South America. The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high-needs school settings. Numerous practical strategies are provided for school leaders working in schools with similar conditions. The concluding chapter by the co-editors synthesizes the structural factors, personal beliefs and values, and contextualized change management strategies that shape school leaders’ actions aimed at ensuring the best learning outcomes for their students. Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade, several chapters critically examine the project’s current contributions to the field. Authors suggest broadening the dissemination of our findings to increase the visibility of the project, expanding the research methods beyond qualitative interviews, incorporating studies from non-Anglophone countries, and augmenting the scope of our analyses and research focus. These researchers’ journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures.

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**Critical Leadership Praxis for Educational and Social Change**-Katie Pak 2021 “In this edited volume, contributors draw on the work of Andrade and Morrell (2008) in articulating critical leadership praxis, as well as critical race theory and critical education leadership scholarship, in order to "offer new and generative theories of change; they make explicit power dynamics, social inequities, and taken-for-granted forms of stratification in educational organizations with the primary purpose of offering specific and useful frames, concepts, and practices to educational leaders that they can adopt in their own work. The goal is for educational leaders to develop their sense of agency and their knowledge and professional competencies for taking an equity and inquiry stance in their work of transforming the organizations and people around them." The work is intended to provide a counter narrative to a broad literature in educational leadership that "reinscribe white middle-class male leadership styles, values, and priorities as an assumed and normative backdrop, both in terms of the frames used and the values and epistemologies promoted." The work is organized into four sections: Transforming Self; Transforming Educators; Transforming Organizations; and Transforming Systems. Contributors include practicing leaders, doctoral students with leadership experience, and leadership faculty and researchers”--

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**The Cultural and Social Foundations of Educational Leadership**-Romuald Normand

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**Educational Leadership for Social Justice and Improving High-Needs Schools**-Bruce G. Barnett 2021-01-01 To commemorate the 10-year anniversary of the International School Leadership Development Network (ISLDN), this book is a compilation of the work conducted by network scholars. This volume is the first comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice and leadership educational development and social development moreover it is not directly done, you could agree to even more all but this life, as regards the world.

leadership educational development and social development
Mastering Theories of Educational Leadership and Management-Donnie Adams 2018-10-06 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 reach the gap between theories as explained by Western scholars and practices as enacted in East Asian societies. – Professor Dr. Philip Hallinger

Educational Leadership and the Community-Tony Gelsthorpe 2003 Educational Leadership and the Community has been written in conjunction with the Community Education Department Centre (CEDC) and offers you different approaches to educational leadership which are focused on community engagement and social regeneration.

The Jossey-Bass Reader on Educational Leadership-Margaret Grogan 2013-05-13 The newest edition of the bestselling book on educational leadership This expanded and thoroughly updated edition of the popular anthology contains the articles, book excerpts, and seminal reports that define and drive the field of educational leadership today. Filled with critical insights from bestselling authors, education research, and expert practitioners, this comprehensive volume features six primary areas of concern: The Principles of Leadership; Moral and Trustworthy Leadership; Culture and Change; Leadership for Learning; Diversity and Leadership; The Future of Leadership. Offers a practical guide for timeless and current thinking on educational leadership Includes works by Peter Senge and Tom Sergiovanni From Jossey-Bass publishers, a noted leader in the fields of education and leadership This important resource includes relevant and up-to-date articles for leaders today on gender, diversity, global perspectives, standards/testing, e-learning/technology, and community organizing.

Educational Leadership-Christa Boske 2013-02-01 Educational Leadership: Building Bridges Among Ideas, Schools, and Nations breaks new ground by connecting many ideas to educational leadership that have traditionally been discussed as part of leaders' contexts by connecting them and showing how international issues can unite scholars and educators in action. The book draws on the authors' extensive experiences in U.S. public schools, research in the field of educational leadership, and programmatic practices to prepare school leaders to commit themselves to social justice. The book provides a forum for this important work in the ongoing conversation about equity and excellence in education, and the role(s) leadership can assume in building bridges among ideas, people, and educational organizations. Chapters center on creating spaces for vigorous dialogue. Authors call upon scholars and practitioners to reconsider their intent to empower those who live on the margins. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and those they serve.

Ethical Technology Use, Policy, and Reactions in Educational Settings-Beciyoglu, Kadir 2012-07-31 As computers are increasingly integrated into the classroom, instructors must address a number of pressing ethical questions regarding online behavior, course design, cyberbullying, and student cyber behavior. Ethical Technology Use, Policy, and Reactions in Educational Settings provides state-of-the-art research on the impact of ethical computer use in academia and emphasizes the cyberphilosophical aspects of human-computer interactions. It provides significant analysis of the ethical use of educational Internet and computer applications.

Handbook of Research on Educational Leadership for Equity and Diversity-Linda C. Tillman 2013-08-21 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 enrollment 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 highlights 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.

The Routledge International Handbook on Teacher and School Development-Christopher Day 2012 The International Handbook of Teacher and School Development brings together a collection of research and evidence-based author contributions that focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improved Successful Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.

Transformational and Distributed Leadership : Research and Evidence-Donnie Adams 2020-08-23 This book, which is part of the Institute of Educational Leadership (IEL), University of Malaya book publication series, is written to help students better understand their research in Transformational and Distributed Leadership. The first objective is to provide access and visibility on past Transformational and Distributed Leadership Dissertations and Thesis at IEL to the public and other Higher Education Institutions, local and international. The second objective is to provide quick facts and information to postgraduate students in their quest for past dissertations and thesis. Thus, this will save time spent searching for each dissertation and thesis separately. The structure of the book is based on the students' interest and need. The original full text of these dissertations and thesis can be accessed through the QR code provided at the end of each chapter. Future postgraduate students interested in Transformational and Distributed Leadership will also find this book useful. The book highlights what sort of research was done before, what kind of research is expected on Transformational and Distributed Leadership and finally how can they write a research proposal with a clear goal in mind.

A New Agenda for Research in Educational Leadership-William A. Firestone 2005-11-12 This book, the product of the task force on research co-sponsored by the American Educational Research Association Division A and the University Council on Educational Administration, sets an ambitious agenda for research in educational leadership. Prominent scholars in the field review current knowledge about leadership, frame new questions to generate important research in the field, and direct researchers and policymakers to rethink how educational administration, leadership, and policy should be understood. Covering a broad range of topics, from accountability systems and school community relationships to the education of students from diverse backgrounds, the authors submit current research to critical scrutiny in order to develop frameworks for new research that can have a significant impact on policy and practice.

Enacting and Conceptualizing Educational Leadership within the Mediterranean Region-2021-04-06 This edited collection documents and deconstructs the concept of educational leadership within various education settings across the Mediterranean region, exploring the intersection of education, culture and geopolitics as shaped by the distinct social, religious, national, cultural and geographic contexts.
Change Forces - Michael Fullan 1993-01 Knowledge in the process of educational change is said to be a missing ingredient in attempts to bring about educational innovation. This volume analyzes what is known about productive change processes and identifies corresponding action strategies at the individual, school, local and state levels.

Challenges and Opportunities of Educational Leadership Research and Practice - Alex J. Bowers 2015-09-01 As the sixth volume in the International Research on School Leadership series, the contributing authors in this volume consider the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, our aim with the present volume was to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty-first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators of schools and districts around the world. Confrontingly, the field experienced significant growth and change, as multiple new sub/domains flourished and were founded. Thus, in this volume we were delighted to included excellent chapters from multiple authors that considered the duality of the challenges and opportunities of -The work of the field of educational leadership and administration research to date. - The opportunities and challenges of new visions of leadership in traditional and non/traditional schools. - The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice. - The preparation of educational leaders. - And the emerging trends in the professional development of school leaders. The authors of the nine chapters in the present book volume took on this challenge by using the duality of not only including the dual nature of the field but also including the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools. In the first section of the book (Chapters 2, 3 and 4), the authors examine the interplay of educational leadership research and theory as it relates to reform in schools, especially as it relates to serving historically underserved populations globally. In section 2 (Chapters 5 and 6), the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through relying on current innovations noted within the chapters. Section 3, (Chapters 7 and 8) examine the research and practice of school leadership preparation, especially as it relates to universitydistrict partnerships and non/traditional school settings. And in the final chapter, (Chapter 9), our capstone contributor provides a means to link the present volume with the past writings on these topics, while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice.

Educational Leadership for Ethics and Social Justice - Anthony H. Normore 2014-01-01 The purpose of this book is to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to ask whether these lessons might offer implications for school leaders. In particular, we examine philosophy, anthropology, sociology, economics, political science, public policy, and psychology. Our contention is that the field of educational leadership might consider taking a step backward in order to take several forward. That is, educational leadership researchers might re-examine social justice, both in terms of social and individual dynamics and as disciplinary-specific, multidisciplinary and interdisciplinary phenomenon. By adopting this approach, we can connect and extend long-established lines of conceptual and empirical inquiry and thereby gain insights that may otherwise be overlooked or assumed. This book's primary promise for generating, refining, and testing theories of social justice in educational leadership and will help strengthen already vibrant lines of inquiry. That is, rather than citing a single, or a few, works out of their disciplinary context it might be more fruitful to situate educational leadership for social justice research in their respective traditions. This could be carried out by extending extant lines of inquiry in educational leadership research and then incorporating lessons gleaned from this work into innovative practice. For example, why not more clearly establish lines of educational leadership and justice research into the philosophy of Social Justice, Economics of Social Justice, Political Studies of Social Justice, Sociology of Social Justice, Anthropology of Social Justice, and the Public Policy of Social Justice as focused and discrete areas of inquiry? Once this new orientation toward the knowledge base of social justice and educational leadership is laid, we might then seek to explore some of the natural connections between traditions before ultimately investigating justice in educational leadership through a free association of ideas as the worlds of practice and research co-construct a "new" language. They can use to discuss educational leadership. Such an endeavor may demand reconceptualization of both the processes and products of collaborative research and the communication of findings, but it will demand a breaking-down of methodological and epistemological biases and a more meaningful level and type of engagement between primary and applied knowledge bases.

Leader Development Deconstructed - Matthew G. Clark 2017-10-10 This book examines both academic and practical theories relating to leader development. It broadens the scope of this topic by including data-driven theory and proposals from diverse areas that are either not currently represented or are poorly addressed in existing literature. This 15th volume in the Annals of Theoretical Psychology series aims to propose, identify, and characterize new theoretical, educational, and practical gaps in leader development. The initial chapters explore concepts related to individual or internal aspects of leaders. Subsequent chapters deconstruct leader development by considering behaviors or skills and various environmental factors that affect development. The book also examines shortcomings of our current understanding of this topic that cuts across multiple disciplines. Topics featured in this book include: Cognition, readiness to lead, courage through dialogue, and relationship considerations Behavioral elements and approaches for developing followership, conflict management, creativity, virtue, and epistemic cognition in growing leaders for complex environments. Seven Steps to establish a Leader and Leadership Education and Development Program. The Dark Triad of personality, psychobiological perspectives, and mental ability in leaders Leader Development Deconstructed will be of interest to research scholars, academics, educators, and practitioners as well as executive coaches, college or university administrators, military leaders, philanthropic and non-profit organization leaders, and management consultants.

Principal 2.0 - Matthew Mühlteillo 2013-03-01 This volume of essays provides insights into educational technology from a diverse set of vantage points. Each chapter provides school leaders with both conceptual insights and practical guides. Moreover, the authors of these insights and guides are eclectic including; current K-12 school educators and students, professors and graduate students of educational technology and educational leadership, and technology industry leaders. Our goal was to provide a thoughtful and thought-provoking set of essays that propels your own work in the world of educational technology forward. The audience for this book includes teachers, school and district leaders, educational technologists, educational policymakers, and higher education faculty. Chapters demonstrate a number of specific uses of advanced technologies in schools, in educational leadership, and in leadership preparatory programs. Chapters are accompanied by screen-captured images and links to multimedia examples that are accessible to readers via the Internet, including digital artifacts of leadership and learning that will guide readers to implementation in diverse educational settings.
Urban Educational Leadership for Social Justice-Jeffrey S. Brooks 2015-06-01 The chapters in Urban Educational Leadership for Social Justice: International Perspectives constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt the United States, Thailand and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.

Educational Leadership-Carolyn S. Carr 2004 The twelfth annual yearbook of the National Council of Professors of Educational Administration represents the latest work and research of NCPEA members, who include both professors and practitioners of educational leadership. This collection of essays represents the current thinking in educational administration and principal preparation, and is an excellent resource for leadership preparation programs.

New Perspectives in Educational Leadership-Sonya Douglass Horsford 2010 New Perspectives in Educational Leadership examines educational administration and leadership within the complex social, political, and community contexts that inform and influence the work of today’s educational leaders. With particular attention to the implications and larger contexts of shifting demographics, high-stakes accountability, and globalization on schools and society in the twenty-first century, this volume seeks to advance lines of inquiry presented in other areas of education research, that have yet to be fully explored or imagined in the field of educational leadership. This unique blend of empirical, theoretical, and conceptual research by both established and emerging scholars in the field directly acknowledges and addresses the demands of leading increasingly diverse and complex school communities. Topics include: the social and cultural dynamics of leadership, reflective practice, politics of equity and adequacy, critical servant leadership, and the possibilities of transformative leadership within these dynamic educational contexts. As a primary or supplementary text in educational administration, leadership, and foundations courses, New Perspectives in Educational Leadership provides a much-needed complement to the traditional topics of instructional leadership and education management given the expanding and increasingly complex conditions that face educational administrators and school leaders today.

Social, Critical and Political Theories for Educational Leadership-Richard Niesche 2019-07-30 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.

The Wiley International Handbook of Educational Leadership-Duncan Waite 2017-04-10 A provocative and authoritative compendium of writings on leadership in education from distinguished scholar-eduators worldwide. What is educational leadership? What are some of the trends, questions, and social forces most relevant to the current state of education? What are the possible futures of education, and what can educational leadership contribute to these futures? To address these questions, and more, editors Duncan Waite and Ira Bogotch asked distinguished international thought leaders on education to share their insights, observations, and research findings on the nature of education and educational leadership in the global village. The Wiley International Handbook of Educational Leadership brings together contributions from authors in twenty-one countries, spanning six continents. Topics examined include leadership and aesthetics, creativity, eco-justice, advocacy, Big
Technology and Its Impact on Educational Leadership: Innovation and Change—Wang, Victor C.X. 2012-01-31 Educational leadership draws upon interdisciplinary literature, but distinguishes itself through its focus on pedagogy, epistemology, and human development. As a field of study, it has prescribed pertinent philosophies and practices and has specified specific roles for school administrators and teachers. Technology and Its Impact on Educational Leadership: Innovation and Change covers not only K-12 and higher education leadership, but also the relationship between Web 2.0 technologies and educational leadership. Contributions within this book discuss chronic issues in the study of technology and its impact on educational leadership that have perplexed educational establishments. This work promotes learning and further research for professors, scholars, researchers, and graduate students involved in educational leadership and related fields. 

Handbook of Urban Educational Leadership—Rene O. Guillaume 2021 This book seeks to center positive education discourses of urban education and leadership.

Sustainable Development and Social Responsibility—Volume 1—Miroslav Mateev 2020-02-13 The book presents high-quality research papers presented at the 2nd American University in the Emirates International research conference, AUEIRC'18, organized by the American University in the Emirates, Dubai, held on November 13th-15th, 2018. The book is broadly divided into four sections: Sustainability and Smart Technology, Sustainability and Social Responsibility, Sustainability, Human Security and Legislation, Sustainability and Education. The topics covered under these sections are sustainable smart technology such as developing green curriculum for information technology, use ultrasonic velocity to predict quality of wheat, improve security features for visa system, factors affecting the cost of production of electricity and desalination plants, impact of smart traffic sensing in smart cities, smart healthcare system, simulation of Grey wolf optimization algorithm in painting digital forensics. The topics covered for sustainability and creative industries such as sustainable concrete production, multimedia applications in digital transformation art, integrating biomimicry principles in concrete production, multimedia applications in digital transformation art, integrating biomimicry principles in sustainable architecture. Sustainability, human security and legislation covered topics of urban performance and sustainable environment, Eco-certification as response on climate change, the criminal offence of tax evasion in law: case study, skills engineering in sustainable counter defense against Cyber extremism, the international law enhanced through learning and teaching in the classroom. The distinction between teachers who are caring mentors and those who simply impart knowledge has attracted considerable interest among researchers; however, in the twenty-first century education seems to be playing a more restricted role, due to the predominant focus on performance outcomes. This book addresses and identifies teachers' expanding role in education. It describes various types of support that teachers can offer students, and which serve to enhance a range of learning outcomes. Further, it provides evidence suggesting that teachers' commitment to learner development is a prerequisite for a satisfying teaching career, and that teachers' knowledge, skills and ability to provide social support in the classroom form a pathway of professional learning that can take their teaching expertise to a higher level. Lastly, the book offers policymakers suggestions on how to rekindle social support in an increasingly globalised setting in which people are becoming more and more disconnected. Given its multidisciplinary approach, the book is a unique contribution within its subject area, and will be of interest to practitioners in education and beyond.

Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications—Management Association, Information Resources 2016-10-12 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 for Social Justice—Anthony H. Normore 2008-12-01 The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education. Within this book Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice the contributors provide a variety of rich perspectives to the social justice phenomenon from the lens of empirical, historical, narrative, and conceptual designs. These designs reiterate the importance of bridging theory and practice while simultaneously producing significant research and scholarship in the field. Collectively, the authors seek to give voice to empowering, social justice-focused research—an area that continues to garner much interest in the areas of educational leadership research, teaching, and learning. In conjunction with the “theme” of this issue, the chapters offer research from an American perspective and offer suggestions, and implications for the field of educational leadership on both a national and international level. The collection contributes to research, theory and practice in educational and community settings.

Leadership and Teams in Educational Management—Megan Crawford 1997-03-16 This book takes readers through the different dimensions of leadership, and its relationship to good team work.

Social Support, Well-being, and Teacher Development—Bick-har LAM 2019-01-14 This book uses social support as a central theme to provide a sound underpinning for guiding teachers to play more supportive roles in schools. It comprises a series of empirical studies that address the psychological processes involved in feeling supported and providing support, and which demonstrate how students’ and teachers’ well-being can be enhanced through learning and teaching in the classroom. The distinction between teachers who are caring mentors and those who simply impart knowledge has attracted considerable interest among researchers; however, in the twenty-first century education seems to be playing a more restricted role, due to the predominant focus on performance outcomes. This book addresses and identifies teachers’ expanding role in education. It describes various types of support that teachers can offer students, and which serve to enhance a range of learning outcomes. Further, it provides evidence suggesting that teachers’ commitment to learner development is a prerequisite for a satisfying teaching career, and that teachers’ knowledge, skills and ability to provide social support in the classroom form a pathway of professional learning that can take their teaching expertise to a higher level. Lastly, the book offers policymakers suggestions on how to rekindle social support in an increasingly globalised setting in which people are becoming more and more disconnected. Given its multidisciplinary approach, the book is a unique contribution within its subject area, and will be of interest to practitioners in education and beyond.

Leading With Teacher Emotions in Mind—Kenneth Leithwood 2007-12-14 This research-based study helps administrators create a school environment that responds to teacher emotions and results in higher teacher retention, instructional effectiveness, and student achievement.