

# Reconsidering

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## FEMINIST RESEARCH

*In Educational Leadership*

Edited by Michelle D. Young and Linda Skrla

# Reconsidering Feminist Research In Educational Leadership

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## **Reconsidering Feminist Research In Educational Leadership:**

Reconsidering Feminist Research in Educational Leadership Michelle D. Young, Linda Skrla, 2003-08-01 A critical reflection on the field of feminist research in educational leadership

**Reconsidering Feminist Research in Educational Leadership** Michelle D. Young, Linda Skrla, 2012-02-01 Ten prominent feminist researchers from diverse backgrounds examine educational leadership by focusing on critical questions about the theories methods and epistemologies feminist researchers use The contributors analyze the impact of research on participants and assess the ethical and political implications of researching across groups They explore the types of strategies feminist researchers have developed to address the problems of the field and propose alternative epistemologies that provide for more sensitive research methods and more complex research results The book provides a timely examination of how gender inequalities were created and structured within U S systems of school administration how they are maintained and perpetuated and how they might best be understood and dismantled

**Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership** Adrianna Kezar, Rozana Carducci, Melissa Contreras-McGavin, 2011-10-19 In these times of change and challenge in higher education pleas for leadership have become frequent However the type of leadership required within this new context of globalization demographic changes technological advancement and questioning of social authority may call for different skills requiring a re education among campus stakeholders if they want to be successful leaders In the past twenty years there has been a revolution in the way that leadership is conceptualized across most fields and disciplines Leadership has moved away from being leader centered individualistic hierarchical focused on universal characteristics and emphasizing power over followers Instead a new vision has emerged leadership that is process centered collective context bound non hierarchical and focused on mutual power and influence processes This volume summarizes research and literature about new conceptualizations of leadership to inform practice This is volume 31 number 6 of the ASHE Higher Education Report a bi monthly journal published by Jossey Bass See our entire list of ASHE Higher Education Report titles for a wide variety of critical issues facing Higher Education today

Culturally Responsive Leadership in Higher Education Lorri Santamaría, Andrés Santamaría, 2015-10-16 Rapidly changing global demographics demand visionary collaborative and culturally appropriate leadership practices on university campuses In the face of widening gaps in academic achievement and socio economic roadblocks Culturally Responsive Leadership in Higher Education offers a new vision of leadership where diversity is transformed from challenge into opportunity This book offers a range of perspectives from culturally racially linguistically ability and gender diverse contributors who demonstrate that effective leadership springs from those who engage link theory to practice and promote access equity and educational improvement for underserved students Each chapter explores a critical higher educational leadership issue with feasible strategies and solutions In this exciting book theory and research based chapters unpack culturally responsive leadership revealing how higher education leaders in the U

S and international contexts can improve their practice for social equity and educational change      **Activist Educators** Catherine Marshall, Amy L. Anderson, 2008-10 *Activist Educators* offers a view of assertive idealistic professionals' lives by presenting rich qualitative data on the impetus behind their activism and the strategies they used to push limits in fighting for a cause      **Critical Approaches to Education Policy Analysis** Michelle D. Young, Sarah Diem, 2016-11-18 This volume informs the growing number of educational policy scholars on the use of critical theoretical frameworks in their analyses. It offers insights on which theories are appropriate within the area of critical educational policy research and how theory and method interact and are applied in critical policy analyses. Highlighting how different critical theoretical frameworks are used in educational policy research to reshape and redefine the way scholars approach the field, the volume offers work by emerging and senior scholars in the field of educational policy who apply critical frameworks to their research. The chapters examine a wide range of current educational policy topics through different critical theoretical lenses including critical race theory, critical discourse analysis, postmodernism, feminist poststructuralism, critical theories related to LGBTQ issues and advocacy approaches      **Shaping Social Justice Leadership** Linda L. Lyman, Jane Strachan, Angeliki Lazaridou, 2012-05-31 *Shaping Social Justice Leadership: Insights of Women Educators Worldwide* contains evocative portraits of twenty-three women educators and leaders from around the world whose actions are shaping social justice leadership. Woven from words of their own narratives, the women's voices lift off the page into readers' hearts and minds to inspire and inform. Representing fourteen countries, these members of Women Leading Education Across the Continents (WLE) portray the complexity of twenty-first century leadership. The variety of continents, countries, personal backgrounds, professional positions, and ages of those who contributed narratives give the book credibility. The portraits are framed with relevant scholarship and grouped thematically. Each carefully crafted portrait highlights an aspect of a chapter theme followed by practical insights. The chapters develop a range of cultural comparisons, illustrate imperatives for social justice leadership, and examine values, skills, resilience, leadership pathways, and actions. The authors invite all educators, both women and men, to shape social justice leadership through collective efforts around the globe that create new possibilities for a more just world. Learn more about *Shaping Social Justice Leadership* here      **Research Methods in Educational Leadership and Management** Ann R. J. Briggs, Marianne Coleman, Marlene Morrison, 2012-04-12 This classic guide continues to be the leading *Research Methods* text that specifically deals with Educational Leadership and Management. The collection boasts an array of high-profile international expert contributors covering a wide range of specialisms, emphasising the importance of the critically engaged practitioner. Accessible and user-friendly, this edition has been fully revised and updated to take full account of online research. It features new authors, more case studies and examples, and brand new chapters on research design, grounded research, ethnography, discourse analysis, narrative, life history, student voice. Whether you are postgraduate, an academic, or a practitioner/researcher, if you are investigating *Research Methods, Leadership, Management, or Educational Research*, this is

the book you will need      **The SAGE Handbook of Educational Leadership** Fenwick W. English, 2011-01-11 This fully updated Second Edition offers an unflinching and comprehensive overview of the full range of both practical and theoretical issues facing educational leadership today Editor Fenwick W English and 30 renowned authors boldly address the most fundamental and contested issues in the field including culturally relevant and distributed leadership critical policy and practice issues predicting the new century's conflict the paradox of changes and the promises paradoxes and pitfalls of standards for educational leaders      The SAGE Handbook of School Organization Michael Connolly, David H. Eddy-Spicer, Chris James, Sharon D. Kruse, 2018-12-10 The SAGE Handbook of School Organization provides a substantial review of the history current status and future prospects of the field of school organization Bringing together chapters exploring key issues important debates and points of tension the Handbook highlights school and system organisational structure processes and dynamics coupled with insights into important theoretical foundations from diverse perspectives This volume is designed to provide a much needed critically informed and coherent account of the field against a backdrop of increasing complexity in which schooling as an institution and schools as organisations operate      **Leaders Who Dare** Linda L. Lyman, Dianne E. Ashby, Jenny S. Tripses, 2005-07-21 Here the authors focus on educators who dare to lead their schools districts universities and educational organizations to new possibilities The leadership practices of the individuals featured contribute significantly to craft knowledge and to the discourse on contemporary issues of educational leadership These leaders develop collaborative decision making processes push the bureaucratic boundaries claim power through politics and live and lead from values The authors contend that the leadership practices depicted reflect a redefinition of leadership that emanates from a constructive postmodern paradigm aimed at social reconstruction These leaders are redefining leadership by integrating doing and being This book is a report of the results of a collective qualitative inquiry into the leadership of eighteen impressive women educational leaders from Illinois representing a diversity of roles community sizes institutional types and racial perspectives The chapters intertwine personal stories with the scholarship about leadership No pseudonyms are used Although several recent books have been published about the experiences of women as leaders leadership studies have generally not included women or failed to point to women leaders as role models who could even should be emulated by leaders of both genders It is past time to close the gender leadership gap in educational administration This book will contribute to the ongoing redefinition of leadership and perhaps after reading this book leaders who dare will move themselves and our culture closer to gender inclusive perceptions of what leadership is and who leaders are      **Caring Leadership in Turbulent Times** Mary G. Green, 2014-06-01 This book analyzes education reform through the eyes of those entrenched in the process policy makers administrators middle managers principals and teachers in the context of care A senior administrator who participated in the implementation of an unprecedented series of reforms that flattened the education system in a Canadian province and rebuilt it with a new mandate examines learning from the

shortcomings of the past and provides a critical enquiry that can help determine the success or failure of future reform efforts by shedding light on the obstacles to avoid problems to correct and methods to embrace in order to overcome hurt and disappointment in a turbulent environment and foster more caring and effective educational organizations Few attempts have been made to write a book about women s work from the perspective of those in senior leadership roles in education others have written about it but not experienced it firsthand This book illuminates the controversial debate between women and gender in education and challenges assumptions about equity and the caring and democratic nature of education It contributes to a broader understanding and knowledge of the complexities of leadership work within education which in turn can lead to improvement in professional relationships as well as organizational effectiveness The book contains enlightening and compelling stories about the unique and shared experiences of people navigating turbulence within an organization Author Mary Green draws on her career spent teaching and learning to provide a unique Canadian perspective and context She offers a rigorous self social historical and political reflection of educators who despite experiencing particular challenges draw purpose from faith in the possibilities and potential of more caring practice in education The content will prove useful to those committed to infusing more humanity into work in education with reference to individuals institutions and the social and political challenges in the field Specifically this book is relevant to graduate students in faculties of education policy makers principals other administrators and organizational leaders Universal issues of power and politics reveal interconnections between the personal and the global workplace underscoring the importance of care in the workplace

**Rural Teacher Education** Michael Corbett,Dianne Gereluk,2020-02-15 This book examines challenges associated with the education of teachers in and for rural places It offers a new perspective with respect to how Canadian educators are shifting the conversation toward a hopeful discourse concerning how educators can foster meaningful rural learning environments which will contribute to building stronger rural communities and regions A central focus of the book is emerging reconceptualization of education place and indigeneity in Canadian education in the wake of the Truth and Reconciliation Commission Though the challenge of addressing rural teaching and learning lies partly in the nuances and complexities of unique places there are also common threads that affect virtually all communities in rural regional and remote educational cultural economic and social geographies Chapters in this collection provide current research in Canadian rural education including examples and stories from the field contributed by teachers administrators and superintendents on the challenges and creative opportunities that they have discovered in their own rural context giving hope and inspiration for what is possible The book will appeal to all readers interested in rural education and teacher education as well as to those concerned with educational inequality and indigenous education Diversity in Leadership Joy Damousi,Kim Rubenstein,Mary Tomsic,2014-11-25 While leadership is an over used term today how it is defined for women and the contexts in which it emerges remains elusive Moreover women are exhorted to exercise leadership but occupying

leadership positions has its challenges Issues of access acceptable behaviour and the development of skills to be successful leaders are just some of them Diversity in Leadership Australian women past and present provides a new understanding of the historical and contemporary aspects of Indigenous and non Indigenous women s leadership in a range of local national and international contexts It brings interdisciplinary expertise to the topic from leading scholars in a range of fields and diverse backgrounds The aims of the essays in the collection document the extent and diverse nature of women s social and political leadership across various pursuits and endeavours within democratic political structures

**Socioculturally Responsive Assessment** Randy E. Bennett, Linda Darling-Hammond, Aneesha Badrinarayan, 2025-05-01 Socioculturally Responsive Assessment assembles the best available thinking from within and outside the educational measurement community about the theoretical foundations and systems level policy implications of formal assessment programs designed to be socioculturally responsive Synthesized from culturally responsive assessment design and practices culturally relevant pedagogy and funds of knowledge universal design for learning the learning sciences and other literatures this emerging concept affirms that students learning and performance is inextricably tied to the social cultural and linguistic contexts in which they live and develop knowledge Across four sections this book provides an argument and initial evidence for impact on students users and assessment quality offers guidance for implementation and examines the potential limitations pitfalls barriers and measurement issues that such programs will inevitably raise Scholars teaching faculty test developers and policymakers will come away with integral foundations new assessment approaches and a greater sense of the potential for positive impact that these assessments may afford

**Women Leading Education Across the Continents** Helen C. Sobehart, 2009-01-16 Women Leading Education across the Continents is the first collection of research about and stories of women in basic and higher education leadership from every region of the globe The chapters are authored by scholars representing every continent including a keynote from the first all female team to traverse Antarctica The book captures not only statistical data about the position of women in basic and higher education in over 17 countries but relates compelling insights and stories about the challenges that women face in leadership the limited access to education by young women and some strategies for success that have fanned a flame to light the way for both women and men to follow toward equity and social justice

*Performing and Reforming Leaders* Jill Blackmore, Judyth Sachs, 2012-02-01 Winner of the 2007 Critics Choice Award presented by the American Educational Studies Association Performing and Reforming Leaders critically analyzes how women negotiate the dilemmas they face in leadership and managerial roles in Australian schools universities and continuing education To meet the economic needs of the post welfare nation state of the past decade Australian education systems were restructured and this restructuring coincided with many female teachers and academics moving into middle management as change agents The authors examine how new managerialism and markets in education transformed how academics and teachers did their work and in turn changed the nature of educational leadership in ways that were

dissonant with the leadership practices and values women brought to the job While largely focused on Australia *Performing and Reforming Leaders* strongly resonates with the experiences of leaders in the United States and other nations that have undergone similar educational reforms in recent decades *Handbook of Urban Educational Leadership* Muhammad Khalifa, Noelle Witherspoon Arnold, Azadeh F. Osanloo, Cosette M. Grant, 2015-06-01 This authoritative handbook examines the community district and teacher leadership roles that affect urban schools It will serve as a foundation for pedagogical and educational leadership practices that foster social justice equity and advocacy for those who have been traditionally and historically underserved in education The handbook's ten sections cover topics as diverse as curriculum instruction and educational outcomes gender race and class higher education and leadership preparation and support Its twenty nine chapters offer both American and international perspectives **Jsl Vol 17-N5 JOURNAL OF SCHOOL**

**LEADERSHIP**, 2008-04-15 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement *Hispanic Women/Latina Leaders Overcoming Barriers in Higher Education* Indira Barrón, Daisy, 2020-12-18 Though the percentage of Hispanics in universities continues to grow few Hispanic women Latinas advance into leadership positions instead many are constrained by a glass ceiling Therefore the voices and experiences of those that have overcome these barriers in higher education are pivotal stories to be told Ranging from the perceptions of these women's journeys to leadership to an understanding of the barriers they encounter to the question of their access to the resources they need each factor is a critical component to understanding Hispanic women Latinas in the higher education atmosphere Comprehensive research in this area is needed to explore the themes of identity in terms of racial ethnic identification social perception and gender along with systemic themes on the institutional level regarding the recruitment retention and promotion of a diverse higher education administration *Hispanic Women Latina Leaders Overcoming Barriers in Higher Education* explores the recruitment promotion retention process and the barriers and resilience needed for Hispanic women Latinas in higher education leadership roles The chapters use data collected via a qualitative phenomenological research study including open ended interviews field notes biographical questionnaires and a researcher's reflective journal While covering topics surrounding these women's experiences such as identity themes self identification institutional shortcomings and valuable support systems this book is ideally intended for Latina educators informing legislators educational officials and higher education administrators along with practitioners researchers



academicians and students interested in institutional equality female empowerment and Hispanic women Latinas journey in higher education

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## **Table of Contents Reconsidering Feminist Research In Educational Leadership**

1. Understanding the eBook Reconsidering Feminist Research In Educational Leadership
  - The Rise of Digital Reading Reconsidering Feminist Research In Educational Leadership
  - Advantages of eBooks Over Traditional Books
2. Identifying Reconsidering Feminist Research In Educational Leadership
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Reconsidering Feminist Research In Educational Leadership
  - User-Friendly Interface
4. Exploring eBook Recommendations from Reconsidering Feminist Research In Educational Leadership

- Personalized Recommendations
  - Reconsidering Feminist Research In Educational Leadership User Reviews and Ratings
  - Reconsidering Feminist Research In Educational Leadership and Bestseller Lists
5. Accessing Reconsidering Feminist Research In Educational Leadership Free and Paid eBooks
    - Reconsidering Feminist Research In Educational Leadership Public Domain eBooks
    - Reconsidering Feminist Research In Educational Leadership eBook Subscription Services
    - Reconsidering Feminist Research In Educational Leadership Budget-Friendly Options
  6. Navigating Reconsidering Feminist Research In Educational Leadership eBook Formats
    - ePub, PDF, MOBI, and More
    - Reconsidering Feminist Research In Educational Leadership Compatibility with Devices
    - Reconsidering Feminist Research In Educational Leadership Enhanced eBook Features
  7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Reconsidering Feminist Research In Educational Leadership
    - Highlighting and Note-Taking Reconsidering Feminist Research In Educational Leadership
    - Interactive Elements Reconsidering Feminist Research In Educational Leadership
  8. Staying Engaged with Reconsidering Feminist Research In Educational Leadership
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Reconsidering Feminist Research In Educational Leadership
  9. Balancing eBooks and Physical Books Reconsidering Feminist Research In Educational Leadership
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Reconsidering Feminist Research In Educational Leadership
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Reconsidering Feminist Research In Educational Leadership
    - Setting Reading Goals Reconsidering Feminist Research In Educational Leadership
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Reconsidering Feminist Research In Educational Leadership

- Fact-Checking eBook Content of Reconsidering Feminist Research In Educational Leadership
- Distinguishing Credible Sources

### 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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