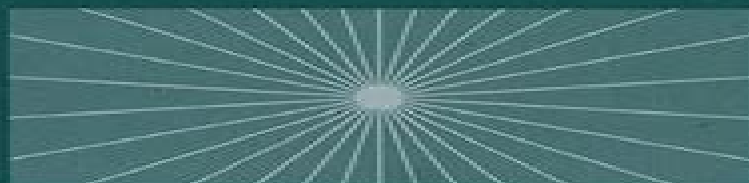


RECLAIMING EDUCATIONAL ADMINISTRATION

AS A CARING PROFESSION



LYNN G. BECK
Foreword by Nel Noddings

Critical Issues in Educational Leadership Series
Joseph Murphy, Series Editor

Reclaiming Educational Administration As A Caring Profession

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Reclaiming Educational Administration As A Caring Profession:

Reclaiming Educational Administration as a Caring Profession Lynn G. Beck,1991 **Professional Standards for Educational Leaders** Joseph F. Murphy,2016-12-21 Unpack the standards and build a plan for leading learning Professional Standards for Educational Leaders introduces the foundations of the recently revised professional educational leadership standards and provides an in depth explanation and application of each one Written by the primary architect of PSEL educational leadership expert Joseph F Murphy this authoritative guide to understanding and applying the standards explores the new emphasis on Leadership of learning school culture and diversity Values ethics and professional norms of educational leadership Teacher quality instruction and caring support Written for higher education faculty professional development providers and school and district leaders the author truly brings the standards to life This comprehensive manual will power the educational leadership profession through the challenges of the next decade and beyond Murphy offers an exploration of the kind of leadership that matters most for each and every student Let us hope the thinking reflected in this book and the new PSEL standards redirects our attention to what it really means to lead in education Michelle D Young UCEA Executive Director Professor of Leadership University of Virginia Joseph Murphy debunks myths about standards for educational leaders and skillfully unpacks the moral foundational and experiential basis for the revised professional standards to guide effective leadership of our nation s schools This book is a must read for those interested in leadership for learning and the academic success and wellbeing of students because these standards will shape our field for the next quarter century as the ISLLC standards have done since 1996 Martha McCarthy Presidential Professor Loyola Marymount University **Handbook of Ethical Educational Leadership** Christopher M. Branson,Steven Jay Gross,2014-05-09 The Handbook of Ethical Educational Leadership brings together an array of key authors to provide comprehensive coverage of the field of ethical educational leadership This important volume describes contemporary educational issues that necessitate the practice of ethical leadership reviews current theory and research informed practices and also explores a coherent framework for how ethical educational leadership can be achieved With chapters from leading authors and researchers from around the world each author contributes to a discussion of current thinking and an analysis of the field of ethical educational leadership Coverage includes professionalism educational purpose social justice multiculturalism sustainability empathy and caring organizational culture moral development motivation integrity values and decision making Providing practical philosophical and experiential insights into the field The Handbook of Ethical Educational Leadership is an essential resource for the study of ethical leadership **Centering Educational Administration** Robert J. Starratt,2003-04-02 In this book Starratt enters the national conversation among educational administration scholars and practitioners about what constitutes the core of their knowledge and practice In Part I he develops three main themes cultivating meaning community and moral responsibility which he then positions against

national themes about the core of educational administration school improvement democratic community and social justice Rather than focusing on the routine managerial tasks normally associated with school administration budgeting personnel and legal problems time and resource management etc this text asks aspiring school leaders to reflect first on the underlying philosophical and sociological perspectives that constitute the substance of administrative work in education Centering Educational Administration provides A Unique Perspective on Leadership The author views leadership as organically related to teaching and learning as concerned with internal capacity building in response to state imposed accountability pressures and as an existential process of writing one s autobiography through their day to day work An Interdisciplinary View of Educational Administration Centering Educational Administration asks educational administrators to bring contemporary philosophical ethical and anthropological issues as well as learning theory social theory and political theory into their thinking about the daily operation of the school A Unique Perspective on School Improvement This text asserts that school improvement narrowly defined as improving results on high stakes tests can likewise place the nation at risk An equally important agenda is teaching the young the basic satisfactions norms and potential of using their knowledge in the service of the community and of a wider humanity Exercises in Reflective Practice This book challenges the reader to use the ideas of each chapter to analyze the current practices in their school and to propose concrete changes to improve the teaching and learning environment of their school

African American Perspectives on Leadership in Schools Lenoar Foster, Linda C. Tillman, 2009-11-16 This book fills an educational void in the school leadership literature as it relates to historical theoretical intellectual and cultural understandings among those who prepare individuals for leadership in schools and for those who practice leadership in schools attended by significant numbers of African American students Contributors to this volume are scholars whose research and service in schools have been important in understanding the historical intellectual and cultural traditions that facilitate and support effective leadership and in schools where African American school leaders teachers students parents and their communities of support construct effective and productive cultures of empowerment and achievement It is these cultures that this volume addresses for their efficacy to support empower and sustain visible and measurable achievement among African American students

Ethical Educational Leadership in Turbulent Times Joan Poliner Shapiro, Steven Jay Gross, 2013-05-13 This text is designed to assist educational leaders in the ethical decision making process Theoretically it is based on Gross s Turbulence Theory and Shapiro and Stefkovich s Multiple Ethical Paradigms of justice critique care and the profession The authors clearly explain these concepts and demonstrate how they can work together to assist leaders in dealing with challenging situations Authentic ethical dilemmas are provided to be analyzed using Turbulence Theory and the Multiple Ethical Paradigms and to engage readers in applying these concepts to practice The text is intended for use in a range of educational leadership educational administration and teacher education programs that prepare both educational leaders administrators and lead teachers

Educational Leadership and Pierre Bourdieu Pat

Thomson,2016-11-03 Pierre Bourdieu was one of the most important thinkers of the twentieth century He argued for and practiced rigorous and reflexive scholarship interrogating the inequities and injustices of modern societies Through a lifetime s explication of the ways in which schooling both produces and reproduces the status quo Bourdieu offered a powerful critique and method of analysis of the history of schooling and of contemporary educational policies and trends Though frequently used in educational research Bourdieu s work has had much less take up in Educational Leadership Management and Administration Educational Leadership and Pierre Bourdieu argues that ELMA scholars have much to gain by engaging more thoroughly with his work The book explains 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 an educational leader to act Educational Leadership and Pierre Bourdieu offers an analysis of dominant trends in ELMA research examining the kinds of questions asked projects undertaken and methods used It provides alternative questions and methods based on a Bourdieusian approach further readings and a range of exemplars of the application of these tools The book will be of interest to those whose primary focus is the utility of Bourdieu s social theory *Educational Leadership and Moral Literacy* Patrick M. Jenlink,2014-03-18 What makes a moral person moral Who decides what morality means What makes leadership practice moral In today s schools what stands as moral leadership These are questions that reflect the complexity integral to the calculus of human morality especially in a world that is defined daily by its variant meanings of morality its acts of immorality The school as an educational setting is or should be a decidedly moral center of the society it is the natural intersect between the family and the multi dimensional nature of public life Educational Leadership and Moral Literacy addresses these questions situating the reader in a conversation that examines the meaning and nature of moral leadership through the lens of moral literacy and the dispositional aims of moral leadership in educational settings The contributing authors extend an argument that the work of leader educators and practitioners alike must continuously be re articulated around the dispositional aims aligned with a moral democratic education Educators must be concerned with developing the moral intellectual and aesthetic dimensions of the educational leader as a moral person *Developing Sustainable Leadership* Brent Davies,2007-05 This book tackles the leadership question by looking both outward and inward the latter being how to sustain oneself as a leader Developing Sustainable Leadership is an important contribution to the field of educational leadership Education Libraries This collection of pithy analysis and insightful solutions will be easily assimilated by school leaders policy makers and community stakeholders who will with relative ease be left eager to recontextualise the wisdom within to their own unique circumstances ESCalate School leaders and teachers know a lot more than they think they do So what prevents the release of that creative energy Look no further than this thought provoking collection of essays from world leading scholars It treats us to a kaleidoscopic view of what we do know what we ought to know and what we urgently need to do to harness the power of

sustainable leadership Policy makers please take careful note John MacBeath Professor Education Leadership University of Cambridge With increasing accountability pressures developing and sustaining leaders is a major challenge for all those involved in education today This book brings together eleven outstanding writers to provide insights frameworks and ideas on how we can sustain our school leaders and develop values based leadership in order to counter the short term management solutions that abound Andy Hargreaves Dean Fink Michael Fullan Brent Davies Ken Leithwood David Hopkins Geoff Southworth Brian Caldwell Chris Day Terry Deal and Gib Hentschke represent some of the most powerful thinkers and writers in the educational leadership field who respond to the challenge of how we can develop and sustain our school leaders While a great deal has been written on preparation for leadership this book takes leadership thinking to the next level by providing strategies for enhancing and empowering the leaders we have This book is a key source of ideas insights and frameworks for all those involved in sustaining our school leaders Offers a clarity to complex problems that enables both the academic and general reader to identify with the issues dealt with the book is an enjoyable insight into several leaders view on leadership which Brent Davies has pulled together well and which will be of use to headteachers aspiring leaders and academics alike International Journal of Educational Management **Jsl Vol 10-N1 JOURNAL OF SCHOOL LEADERSHIP**,2000-01-01 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 *Interrogating Critical Pedagogy* Pierre Wilbert Orelus,Rochelle Brock,2014-11-13 Educators teacher practitioners and social activists have successfully used critical pedagogy as a tool to help marginalized students develop awareness and seek alternative solutions to their poor educational and socioeconomic situations However this theory is often criticized as being mostly dominated by privileged white males bringing issues of race and gender to the forefront This volume provides insight on how critical pedagogy can be helpful to scholars and teachers alike in their analysis of racial gender linguistic and political problems It features a wide range of respected scholars who examine the way and the degree to which critical pedagogy can be used to improve education for students of color women and other marginalized groups *International Handbook of Leadership for Learning* Tony Townsend,John MacBeath,2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty one countries in nine different regions of the world The handbook contains nine sections that provide regional overviews a consideration of theoretical and contextual aspects system and policy approaches that

promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning. It also considers the challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean. Whereas common terms such as instructional leadership reduce learning to outcomes, leadership for learning embraces a much wider developmental view of learning.

Jsl Vol 7-N1 JOURNAL OF SCHOOL LEADERSHIP, 1997-01-01 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.

Resources in Education, 1997

Ethical Leadership and Decision Making in Education Joan Poliner Shapiro, Jacqueline A. Stefkovich, 2021-11-29 The fifth edition of the best selling text *Ethical Leadership and Decision Making in Education* continues to address the increasing interest in ethics and assists educational leaders with complex dilemmas in today's challenging, divided and diverse societies. Through discussion and analysis, Shapiro and Stefkovich demonstrate the application of four ethical paradigms: the ethics of justice, critique, care and the profession. After illustrating how the Multiple Ethical Paradigms may be applied to authentic dilemmas, the authors present cases written by graduate students, practitioners and academics representing dilemmas faced by educational leaders in urban, suburban and rural public and private schools and universities in the U.S. and abroad. Following each case are questions that call for thoughtful, complex thinking and help readers apply the Multiple Ethical Paradigms to practical situations. New in the Fifth Edition are more than ten new cases that cover issues of food insufficiency, the pandemic's effects on diverse school populations, a student's sexual orientation, transgender students in the university, lockdown drills for young children, refugees in a Swedish school, boundaries in high school sports, generational differences in an adult diploma school, acceptance of animals on campus and hate speech in the academy. This edition also includes teaching notes for the instructor stressing the importance of self-reflection, use of new technologies and global appeal of ethical paradigms and dilemmas. This book is a critical resource for aspiring and practicing administrators, teacher leaders and educational

policy makers *The Active/Ethical Professional* Michael G. Gunzenhauser, 2012-03-08 A winner of the 2012 Critics Choice Book Award of the American Educational Studies Association AESA The Active Ethical Professional proposes an ethical framework for educators and school leaders who find their practice constrained by the demands of policies and structures created in response to accountability legislation The framework is derived from Michel Foucault's theories of discipline surveillance resistance and care of the self Gunzenhauser asserts that an educator's dual position of being normalized especially in relations with those above them in the education hierarchy and normalizing especially in relations with their students can be troubling and difficult The book argues that this position requires educators to be both ethical and active To be ethical educators not only need to resolve ethical dilemmas in defensible ways but they also need to recognize themselves as powerful in relation to others To be active educators need to be vigilant for moments when they are placed in the position to be reactive to normalizing pressures and they also need to develop clear notions of how they may create opportunities for the cultivation of educational selves selves that are rich ethically aesthetically epistemologically and politically **Leading Schools Through and Beyond the Pandemic** Suzy Hardie, Helen Goode, David Gurr, 2024-07-01 Much of the literature has relied on others commenting on the work of educational leaders rather than the voice of the leaders driving the commentary There have been few studies attempting to capture principal voices within and between countries The International School Leadership Development Network ISLDN was formed in 2009 and has had scholars from more than 20 countries involved Barnett Woods 2021 In response to the pandemic the ISLDN embarked on a study that analyzed the impact Covid 19 had on the school leaders and the way that they lead The study captures a unique timeframe as the school leaders were still leading through the pandemic and adjusting to leadership after a global pandemic In this book we are using these cases to describe how principals not only led their schools during the pandemic but what they are doing as we come out of the pandemic What makes this book different from many of the other publications about education and the pandemic is A Principal voice is often missing from research and writing about the educational impact of the COVID pandemic B The book draws upon empirical research conducted in 2022 It is reporting on principal case studies collected as part of the research of the International School Leadership Development Network There are 37 principal cases from seven countries and 25 writers These cases have not been reported elsewhere and were collected especially for the book C The cases are focused not only on how principals led their school through the pandemic but how they are leading beyond the pandemic A feature of the cases is reflection on enduring changes to education and the implications for future educational leadership D Whilst principals discuss their responses to the various mandates and pressures and what worked well and what could have been done better they also reflect on the support they gave others and the support they got **Leading Diverse Schools** Jim Ryan, 2006-04-11 This book explores the challenges that school administrators face in ethnically diverse contexts Based on an empirical study it shows how principals do or do not promote inclusive practices in their schools This volume is the first of its kind to

specifically target school administrators and ethnic diversity It will be of interest to school administrators prospective administrators teachers graduate students and academics

Leadership in Education, Corrections and Law

Enforcement Anthony H. Normore, Brian D. Fitch, 2011-11-23 Leadership in Education Corrections and Law Enforcement A Commitment to Ethics Equity and Excellence fills a unique gap in the knowledge base the juncture between leadership ethics law and how public institutions organizations understand and practice the essence of all three SLLA Crash Course Wafa Hozien, 2017-01-09 This book fully prepares test takers with the content knowledge and strategies to pass the School Leaders Licensure Assessment SLLA The review manual and comprehensive study guide includes a thorough content review targeted strategies for every question type and two full length practice tests with complete answer explanations aligned to the updated ISLLC Standards 2015 By implementing a few critical strategies and focusing study time on the material contained here readers will be ready to ace the SLLA

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