
EDUCATIONAL LEADERSHIP

A CRITICAL
PRAGMATIC
PERSPECTIVE

SPENCER J. MAXCY

CRITICAL STUDIES
IN EDUCATION AND
CULTURE SERIES

*Edited by Henry A. Giroux
and Peter Fiske*

Educational Leadership A Critical Pragmatic Perspective

RM Cervero



Educational Leadership A Critical Pragmatic Perspective:

Educational Leadership Spencer J. Maxcy, 1991-09-23 Underlying the controversy surrounding educational reform and the crisis facing American public education today is the question of leadership Who is to exercise it and what direction should it take In his systematic redefinition of educational leadership Spencer J Maxcy develops a democratic participatory model of leadership at all levels Drawing on the work of philosophers from John Dewey and William James to contemporary neo pragmatists he explores the nature of shared leadership and its potential to foster socio cultural reform through schooling Maxcy begins with a review of leadership theory and the ways in which competing theories continue to affect education New directions in research are assessed particularly the shift away from treating educational leadership as a form of management rather than a relational phenomenon In examining the implications of a philosophy of democratic leadership the author takes his inquiry into practical areas including the empowerment of teachers the sharing of leadership among teachers and administrators the preparation of educational leaders for a postmodern era and the development of leadership qualities in children The current trend toward decentralization of schooling is discussed in light of his proposed model together with the demand for moral vision in education and the need for creativity as an integral part of the educational process Making a convincing case for the distribution of leadership among the administration teachers students and the larger community this book will be of interest to anyone concerned with critical issues in education from policy makers and educators to the informed general reader

Foucault and Educational Leadership Richard Niesche, 2011-03-15 This book argues that the work of educational leadership needs more sophisticated theorisation in order to better understand the complexities that face many school principals

New Directions in Educational Leadership Theory Scott Eacott, Colin Evers, 2018-02-02 Educational leadership has a rich history of epistemological debate From the Theory Movement of the 1950 1960s through to Greenfield s critique of logical empiricism in the 1970s the emergence of Bates and Foster s Critical Theory of educational administration in the 1980s and Evers and Lakomski s naturalistic coherentism from 1990 to the present time debates about ways of knowing doing and being in the social world have been central to advancing scholarship However since the publication of Evers and Lakomski s work questions of the epistemological preliminaries of research have become somewhat marginalised This is not to suggest that such discussions are not taking place but rather that they have been sporadic and piecemeal In New Directions in Educational Leadership Theory the contributors sketch possible alternatives for advancing scholarship in educational leadership The coherence of this volume comes not from the adoption of a single theoretical lens but rather from its engagement with epistemology ontology and methodology The choice of the plural alternatives is deliberate and its use is to evoke the message that there is more than one way to advance knowledge The approaches adopted across this collection offer fruitful directions for the field and hopefully will stimulate substantive dialogue and debate in the interest of advancing knowledge This book was originally published as a special issue of *Educational Philosophy*

and Theory Educational Leadership in Becoming Nuraan Davids, Yusef Waghid, 2016-08-25 Educational Leadership in Becoming reconsiders educational leadership in its current forms and presents a more plausible form of educational leadership to contend with the complexities currently found in universities and schools Much of the literature in vogue concerning educational leadership ranges from transactional to transformative representations of the concept in relation to educational management and policy curriculum inquiry and pedagogical action The primary aim of this book is to revisit some of the dominant understandings of educational leadership and to offer an extended view of the practice along the lines of potentiality and becoming Davids and Waghid argue that all current forms of educational leadership are insufficient to enact responsible human action particularly when it comes to addressing the combined issues of globalisation and equitable redress and transformation whether in relation to leading schools or universities The primary objective of the book is to draw on the Agambian notion of becoming in order to show that an educational leadership in becoming is better placed to not only address the myriad challenges besetting education but to also enhance the potential of leadership in action The book addresses an international audience by analysing conceptions of transformative leadership and should be read by anyone who is interested in education and educational leadership as well as the impact of neoliberal agendas on education and society It should also appeal to those interested in the philosophy of education Second International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, P. Hallinger, 2012-12-06 The first International Handbook of Educational Leadership and Administration Leithwood et al was published in 1996 and quickly became something of a best seller for reference works within education Such success we suggest was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980 s combined with a widespread belief in leadership as the single most powerful contribution to such improvement The roots of this belief can be found in evidence produced by the early effective schools research although there is a romance with leadership as an explanation for success in many non school enterprises as well During the two year period during which this current handbook was being written activity in the realms of school leadership school improvement and leadership development gained further momentum The English government created its new National College of School Leadership and several Asian nations announced new initiatives in leadership selection preparation and development *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 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 **International Handbook of Educational Leadership and Administration** Kenneth A. Leithwood,Judith Chapman,P. Corson,P. Hallinger,Ann Hart,2012-12-06 EDITORS This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters A synopsis of the contents of those chapters is also provided SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail After all there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years Such a view is captured for example in Bennis observation that Of all the hazy and confounding areas in social psychology leadership theory undoubtedly contends for top nomination Probably more has been written and less is known about leadership than any other topic in the behavioural sciences 1959 page 259 We do not find this state of affairs discouraging nor entirely accurate and of course it did not prevent Bennis from proceeding either One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory a theory which applies to all or most domains of organized human activity This aspiration inevitably produces decontextualized and therefore abstract categories of practice Howard Gardner s 1995 depiction of leadership as story telling is a case in point **Social, Critical and Political Theories for Educational Leadership** Richard Niesche,Christina Gowlett,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

Deconstructing Educational Leadership Richard Niesche, 2013-07-18 Jacques Derrida and Jean Fran ois Lyotard constitute two of the most notable figures of poststructuralist thought and philosophy of the postmodern period Both worked to reveal instabilities and uncertainty and to destabilise assumptions and self evident traditions for the purposes of reflection creativity and innovative thinking This significant volume explores the key concepts central to the work of Derrida and Lyotard in relation to educational leadership and reveals how these ideas challenge existing structures hierarchies and models of thought Derrida s notions of difference and deconstruction and Lyotard s concepts of language games performativity and the differend are specifically used to inform provocative and insightful critiques of the positivist assumptions and knowledge construction in the field of educational leadership The book provides concrete examples of the application of theories to policy literature and empirical data and identifies ideas which continue to impact contemporary practices of educational leadership and management Included in the book why bring Derrida and Lyotard to ELMA a Lyotardian politics of the standards movement in educational leadership managing performance witnessing deconstructions of the leader follower binary in ELMA limitations and critiques of Derrida and Lyotard This important volume in the series will be of value to all those working and researching in the field of Educational Leadership Management and Administration

Dewey's Democracy and Education Revisited Patrick M. Jenlink, 2009-05-16 This book presents a collection of contemporary discourses that reconsider the relationship of democracy as a political ideology and American ideal i e Dewey s progressivist ideas and education as the foundation of preparing democratic citizens in America **JSL Vol 26-N1**

JOURNAL OF SCHOOL LEADERSHIP, 2016-03-17 JSL invites the submission of manuscripts that contribute to the exchange of ideas and scholarship about schools and leadership All theoretical and methodological approaches are welcome We do not advocate or practice a bias toward any mode of inquiry e g qualitative vs quantitative empirical vs conceptual discipline based vs interdisciplinary and instead operate from the assumption that all careful and methodologically sound research has the potential to contribute to our understanding of school leadership We strongly encourage authors to consider both the local and global implications of their work The journal s goal is to clearly communicate with a diverse audience including both school based and university based educators The journal embraces a broad conception of school leadership and welcomes manuscripts that reflect the diversity of ways in which this term is understood The journal is interested not only in manuscripts that focus on administrative leadership in schools and school districts but also in manuscripts that inquire about teacher student parent and community leadership

Multicultural Education for Educational Leaders Abul Pitre, Tawannah G. Allen, Esrom Pitre, 2014-12-16 *Multicultural Education for Educational Leaders* Critical Race Theory and Antiracist Perspectives is a riveting book that contains a compilation of powerful essays that cogently argue why multicultural education is important for educational leaders Using a critical multicultural framework the contributors of this powerful book highlight the varying ways racism finds its way into schools Essentialist in its tone the book might be considered straight talk

or what some might describe as tell it like it is Educational scholars and students will find a wide array of compelling essays that are written to disrupt the inequitable school policies and practices that contribute to the negative school experiences of African American students Key features of this book include Reflective Steps for Educational Leaders Discussion Questions designed help educational leaders critically reflect on pertinent issues facing educational leaders Imagination for Inclusion Derek Bland, 2016-02-12 Imagination for Inclusion offers a reconsideration of the ways in which imagination engages and empowers learners across the education spectrum from primary to adult levels and in all subject areas Imagination as a natural expedient and exciting learning tool should be central to any approach to developing and implementing curriculum but is increasingly undervalued as learners progress through the education system this disregards not only imagination s potential but its paramount place in informing truly inclusive approaches to teaching and learning This book presents a new theory of imagination and includes discussion about its application to teaching and learning to increase the engagement of disaffected students and reinvigorate their relationships with curriculum content Chapters include key ideas and discussion surrounding the benefits of introducing imaginative practices into the classroom for learners from a range of marginalised backgrounds such as young people with disabilities and adult learners from socio economically disadvantaged environments In exploring imagination in the practice of inclusive education the book includes chapters from researchers and practitioners in education who have fresh ideas about how learners and teachers have benefited from introducing imaginative pedagogies The diverse collection featuring writers with backgrounds from early childhood to adult education will be essential reading for academics and researchers in the fields of education inclusive education social policy professional development teacher education and creativity It will be of particular interest to current and pre service teachers who want to develop inclusive practice and increase the engagement of all students with formal education **THE**

POSTMODERN CHALLENGE TO THE THEORY AND PRACTICE OF EDUCATIONAL ADMINISTRATION

2003-01-01, 2003-01-01 Based on nearly a decade of scholarship this is a highly focused book on the implications of postmodernism for the construction and assessment of theory and practice in educational administration Current ideas of practice are deconstructed from the notions of sound research to the use of national standards in the preparation of educational leaders along with ways of examining and resolving the theory practice gap Part One of the book contains chapters dealing with the rise of postmodernism and describes its broad based dissent from a century of thought in the field including a penetrating examination of whether the concept of a field itself is viable Part Two of the book explores the many ramifications of postmodernism to practice beginning with ideas concerning educational research These chapters tackle the tough issues of the efficacy of the Interstate Leaders Licensure Standards ISLLC and the national exam as examples of job deskilling and deprofessionalization in the guise of raising standards of preparation of future educational leaders Other chapters deal with deconstructing the popular managerial ideas contained in Stephen Covey s works and dispute Joe Murphy

s call for a new center of gravity in the field as reinforcing the status quo Finally the book tackles the issue of the theory practice gap and indicates that new and progressive theories which anticipate problems of practice are what is required to deal with this persistent issue The book contains many helpful exhibits in understanding the issues concerning theory and practice as well as a glossary of terms most commonly found in postmodern discourse This book is designed for college and university programs engaged in the preparation of educational leaders for elementary secondary schools and college administrative positions

Routledge Library Editions: Higher Education Various, 2021-03-29 The volumes in this set originally published between 1964 and 2002 draw together research by leading academics in the area of higher education and provide a rigorous examination of related key issues The volume examines the concepts of learning teaching student experience and administration in relation to the higher education through the areas of business sociology education reforms government educational policy business and religion whilst also exploring the general principles and practices of higher education in various countries This set will be of particular interest to students and practitioners of education politics and sociology

Ethical Foundations for Educational Administration Eugenie Samier, 2003-12-16 Christopher Hodgkinson is one of the most important contributors to the field of educational administration This collection of essays open up the philosophical foundations of ethical educational administration by reviewing his writings and exploring the ethical theories of major philosophers as they apply to administration and leadership *Ethical Foundations of Educational Administration* is published in honour of the work of Christopher Hodgkinson It is divided into two sections The first comprises biographical essays and a critical evaluation of Professor Hodgkinson's work focusing on his personal and intellectual contributions to a moral theory of educational administration and leadership The second section looks at how his moral philosophy can inform administrative practice The work of a broad range of philosophers is discussed from the pre 20th century theories of Aquinas Adam Smith and Kant to the pragmatists Peirce James and Dewey Heidegger MacIntyre Bourdieu Churchland and Thagard Christopher Hodgkinson's definition of administration as philosophy in action is now famous within the field This collection illustrates the essential truth of that maxim showing that moral philosophy approached in the spirit promoted by Hodgkinson has both practical and critical purpose when brought to bear upon educational administration and leadership

Women in Power Barbara K. Curry, 2000 In this exciting addition to the field of leadership development author Barbara Curry charts a course for women as leaders on their own terms Curry moves beyond traditional formulaic conceptions to examine leadership as a fluid adaptive process closely entwined with adult development Drawing from philosophical sociological and physiological explorations of the leader persona Curry approaches leadership as an interdisciplinary art She casts aside mythical characterizations of leadership to illuminate a more holistic conceptual framework that fosters the development of authentic leadership Using portraits of eight women in high level leadership roles Curry probes the kinds of conflict that often accompany women's ascendancy to positions of power Thoughtfully Curry examines the constellation of character traits

and environmental circumstances that enable individuals to perceive of themselves as leaders and to function productively in such roles The book s dynamic approach provides a bridge between explanation and proactive intervention offering guidance for organizations and institutions aiming to encourage employees ascendancy to leadership positions Through incisive analysis of the psychological and sociological evolution of women s emergence in leadership roles the Developing Leader Persona will enable both women and men to don the mantle of leadership with increased confidence

The Lifecycle of Trust in Education Kutsyuruba, Benjamin, Walker, Keith D., 2021-08-27 Understanding the dynamics of trust is an imperative undertaking for educational leaders In this book using an ecological perspective of the lifecycle the authors situate trust as an essential ingredient of school leaders moral agency and ethical decision making Based on their 15 years of research on trust in education the authors describe the nature and dimensions of trust its importance and imperative and its fragility and usefulness for school leaders positioning them as trust brokers in school organizations

Work Values, 2020-10-12 This book is an important contribution to the Values literature on the meanings of work These essays explore the philosophical ethical religious and social foundations that underscore so much of the current thinking and concern about work satisfaction and the place of work in the search of meaning Various points of view are presented and these include among others historical perspectives empirical studies and cross cultural explorations The result is a compelling and critical volume which challenges many basic cultural and empirical assumptions and raises many questions about values and value based decisions

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Educational Leadership A Critical Pragmatic Perspective Introduction

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