

What is the social construction of childhood?



- The idea is that what we know as childhood isn't an absolute truth which has always been around and is the same everywhere
- Instead, sociologists argue childhood is an idea which has been built (constructed) over time

Social Construction Of Educational Leade

Ying-Ying Zheng



Social Construction Of Educational Leade:

The Social Construction of Educational Leadership Anna Hicks McFadden, Penny Smith, 2004 Most historical and theoretical work on school administration choice has focused on the importance of race and class with increased attention to gender during the past two decades Rarely has geography been a consideration and when it appears at all it is used only to distinguish the unique conditions of urban school settings The Social Construction of Educational Leadership Southern Appalachian Ceilings addresses decisions about who is chosen to lead public schools and how they do it Using their research on senior level public school leaders in the southern mountains of North Carolina as a representative case study the authors construct an argument for a reconsideration of the role of place both in decisions about who becomes a school leader and in how those leaders behave professionally The authors describe the changes in a leadership system grounded in race class geographic and gender preferences that dating back to colonial systems of deference describing the pattern of those changes and exploring their implications for school leadership and the preparation of prospective leaders in the region and elsewhere

The Palgrave Handbook of Educational Leadership and Management Discourse Fenwick W. English, 2022-10-13 This Handbook explores the discourse within the field of educational leadership and management It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders By looking at the knowledge dynamic rather than a static knowledge base this Handbook allows research to be presented in its multidimensional evolving reality

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 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 attendance 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 highly values 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

Educational Leadership Margaret Preedy, Nigel Bennett, Christine Wise, 2011-11-01 Drawing together current thinking and research by leading writers in the field this Reader will help you to understand and critically analyse key strategic aspects of educational leadership including leadership perspectives and values external and internal contexts autonomy and accountability partnership and collaboration leading strategy and change The book explores major challenges for educational leaders in managing the increasingly permeable boundary between educational organisations and their external contexts and reconciling environmental expectations and internal priorities The Reader will encourage you to positively problematize the field and reflect on current debates and issues This book will be an essential resource for providers and students of postgraduate level courses in educational leadership and management as well as those involved in undertaking professional development programmes It will also serve the reflective practitioner as personal reference when occupying or aspiring towards leadership roles in schools colleges and other educational organisations Dr Maggie Preedy Professor Nigel Bennett and Dr Christine Wise have taught researched and published widely in the field of educational leadership and management Maggie Preedy and Christine Wise are Senior Lecturers in the Faculty of Education and Language Studies at The Open University UK Nigel Bennett is Emeritus Professor of Leadership and Management in Education at The Open University

Understanding Educational Leadership: People, Power And Culture Busher, Hugh, 2006-06-01 Understanding Educational Leadership is key reading for teachers headteachers school leaders policy makers Education students and practitioners and others who have an interest in improving schooling **BOOK JACKET**

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 **Critical Leadership Praxis for Educational and Social Change** Katie Pak, Sharon M. Ravitch, 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 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

The SAGE Handbook of Educational Leadership Fenwick W. English, Gary L. Anderson, 2005 The SAGE Handbook of Educational Leadership is a landmark work with contributions from 37 internationally renowned scholars covering an extensive range of issues confronting the field of educational leadership and administration The Handbook reviews how leadership was redefined by management and organizational theory in its quest to become scientific then looks forward to promising theories concepts and practices that show potential for development and application This Handbook represents the establishment of a new tradition in educational leadership It thoroughly covers a broad range of issues pertaining to curriculum leadership supervision teacher evaluation budgeting planning school design and issues facing the principalship and the superintendency in the United States

Theorising Identity and Subjectivity in Educational Leadership Research Richard Niesche, Amanda Heffernan, 2020-03-11 Theorising Identity and Subjectivity in Educational Leadership Research brings together a range of international scholars to examine identity and subjectivities in educational leadership in new and original ways The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership The book highlights empirical theoretical and conceptual research that offers new ways of thinking about the work of educational leaders The authors take critical approaches to exploring the influences of gender race sexuality class power and discourse on the identity and subjectivity formation of educational leaders It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues This book will appeal to researchers students and professionals working in the fields of educational leadership and sociology and the chapters within offer readers new perspectives in understanding educational leaders their work and their identities

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 1980s 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 Nancy Fraser Jill Blackmore, 2016-06-10 Drawing on the work of Nancy Fraser this book offers a critical view of contemporary educational leadership and reform discourses exploring how her key concepts of redistribution recognition and representation may apply to social and therefore educational justice. Fraser offers a political and pragmatic reconciliation between feminist neo Marxist critical and post structuralist theories. This book outlines how Fraser has worked on and worked over theories of social justice and how this can inform how we can understand educational theory policy and practice generally. In particular the book focuses on the field of educational administration and leadership ELMA as it relates to equity issues such as school choice and inequality gender and inclusive leadership and alternative schooling. Fraser's argument about scaling up social justice theory is shown to be highly salient given the emergence of the field of transnational education policy and its role in the context of intensified nation state and edu business competition. Overall through the lens of Nancy Fraser's unitary framework this book considers epistemological questions about the nature of knowledge examines the relationship between the state the individual education and social movements addresses the difficulties and dilemmas which arise due to the intersections of gender class race sexuality and culture in a globalized context and illustrates how the principles of social justice can be mobilized by leaders in everyday practice. Educational Leadership and Nancy Fraser is an illuminating read for those policymakers researchers and practitioners engaged in the field of educational administration leadership and social justice.

Understanding Educational Leadership Steven J. Courtney, Helen M. Gunter, Richard Niesche, Tina Trujillo, 2021-01-28 Understanding Educational Leadership guides you through critical perspectives and approaches across the world taking in the global north and south and explores the ways in which educational leadership is currently understood theorised researched modelled and practised. The book also covers contemporary issues including gender sexual identity and race as well as topics such as governance performativity and corporatisation. It brings together evidence and ideas that illuminate the power structures and relations in educational leaders leading and leadership and helps you to consider the impact on policy and practice and to think about changes.

needed to mitigate the issues identified The book showcases a wide range of theorists including Bourdieu Foucault and Fraser Its impressive scope includes analyses of collectivist neoliberal and historical influences on educational leadership It explores forensically leadership styles with an explicit focus on distributed instructional democratic autocratic laissez faire and organisational forms Carefully curated by the editors the world leading contributors draw on their wealth of knowledge about research and practice to provide you with an overview of educational leadership today looking at global research evidence arguments and conceptualisations Each chapter is written in an engaging and inspiring way following a consistent approach to help you to develop your understanding in each of the areas covered Full pedagogical features throughout include chapter summaries key questions case studies questions for readers and further reading suggestions with questions on key texts A companion website provides links to open access outputs research project outcomes and networking seminars conferences with links to local national and global events and connections

The Bloomsbury Handbook of Gender and Educational Leadership and Management Victoria Showunmi,Pontso Moorosi,Charol Shakeshaft,Izhar Oplatka,2022-02-24

Drawing together diverse research perspectives and theoretical underpinnings this handbook explores gender as a social category and examines cultural and social differences Bringing together diverse perspectives from around the world including from Africa Europe the Middle East the UK and the USA the volume sets out the gender and educational leadership and management field providing a snapshot of the field as it stands signalling its development and directions for future development It offers focused reviews of empirical research on particular aspects of the field and presents new insights from research findings and methodological approaches

Educational Leadership Relationally Scott Eacott,2015-01-19

Educational leadership management and administration has a rich history of epistemological and ontological dialogue and debate However in recent times at least since the publication of Colin Evers and Gabriele Lakomski s trilogy knowing exploring and doing educational administration there has been a distinct dearth Educational Leadership Relationally explicitly returns matters of epistemology and ontology to the centre of the discussion Through a sustained and rigorous engagement with contemporary thought and analysis Scott Eacott articulates and defends a relational approach to scholarship in educational leadership management and administration Eacott belongs to a group of scholars in educational administration who could be called meta sociologist This group blends sociology historical revisionism managerial theories and general philosophy to emphasise the relevance of sociological analysis in the field of educational administration Proposing a relational turn Eacott outlines a methodological agenda for constructing an alternative approach to educational leadership management and administration scholarship that might be persuasive beyond the critical frontier The relational research programme is arguably the most ambitious agenda in educational leadership management and administration coming out of Australia since Colin Evers and Gabriele Lakomski s natural coherentism and Richard Bates Critical Theory of Educational Administration As a research agenda it engages with the centrality of administration in constructions of the

social world the legitimation of popular labels such as leadership the inexhaustible and inseparable grounding of administrative labour in time and space and overcomes contemporary tensions of individualism collectivism and structure agency to provide a productive rather than merely critical space to theorise educational leadership management and administration

The SAGE Guide to Educational Leadership and Management Fenwick W. English, 2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic

Feminist Perspectives on Contemporary Educational Leadership Kay Fuller, 2021-11-29 This timely book explores how various feminist perspectives fruitfully explain women s experience of educational leadership drawing on a contemporary conceptualisation of fourth wave feminism that is intersectional and inclusive The book asks which and whose feminist theory is used to explain gender and feminism in educational leadership management and administration ELMA the scholar s the research participant s or a combination of the two in the co construction of knowledge from an intersectional feminist perspective It conceptualises intersectional and inclusive feminist perspectives on educational leadership theorising research through a Black British feminist perspective a gender and Islamic perspective and a queer theory perspective depending on the self identification of participants It explores digital feminism and men s pro feminism The book identifies feminist leadership praxis as a focus for future research and explores how leaders can draw on funds of knowledge identity cultural wealth and lead and educate diverse populations of students Highlighting the importance of intersectional feminist perspectives in ELMA the book will appeal to scholars researchers and postgraduate students in the fields of inclusive educational leadership and management gender studies and feminism

Educational Leadership and Critical Theory Charles L. Lowery, Chetanath Gautam, Robert White, Michael E. Hess, 2023-11-16 This book shows how critical theory can help school leaders and

administrators to prepare students for the ever changing political cultural economic and societal conditions of the world The contributors use ideas from critical theorists including Adorno Fromm Marcuse and Habermas and connect them with contemporary theories and debates in educational leadership from moral education to critical theories on race to culturally relevant practice Educational Leadership and Critical Theory challenges the misconceptions of many present day educators about the analytical lens offered by the Frankfurt School theorists which is often dismissed by policymakers and practitioners Written by leading scholars based in the UK USA and Canada the contributors emphasize and explain the importance of educational aesthetics dialectics education and civilization the structural transformation of education s place in the public sphere and education as revolution and enlightenment Educational Leadership Clive Dimmock, Allan Walker, 2005-06-03 A highly recommendable and powerful work I have found this book to be both a revelatory mirror on past events and an inviting window to future prospects I am certain that it will be of equal or greater value to all those involved and interested in the tangled complexities and inherent rewards of educational leadership particularly within international or cross cultural contexts Daniel H Jarvis International Review of Education Clive Dimmock and Allan Walker s books is a valuable addition to the overcrowded literature on leadership This is a useful and important book because citizenship globalization and the tensions with nationality should be the concern of all who lead any school even monofaith monoethic and monolingual schools Tim Brighouse TES Friday The authors offer a rigorous and systematic analysis based on careful definition illustration and discussion which demonstrates the importance of understanding culture leadership and their interaction in different contexts in doing so they provide a powerful antidote to the simplistic export of ideas and lay foundations for a more sophisticated conceptual framework for the study of educational leadership John West Burnham International Leadership Centre University of Hull This key text in educational leadership focuses on the significance of the context and culture of schools The book addresses the growing recognition of cultural differences between societies and the resultant differences in schooling It also deals with vital issues relating to multicultural education and the leadership of multicultural schools Drawing on their first hand experience the authors explore the differences evident in classroom teaching and learning as well as organizational leadership and management aspects of schools They show how such differences can make over reliance on Anglo American approaches misleading ineffective and restrictive Key features of the book include a methodology to support the emerging field of international and comparative educational leadership and management in depth comparative analysis of Anglo American and Asian schooling and educational management the leadership of multi cultural schools This book is essential reading for professionals and students of educational leadership and management as well as administrators

Educational Leadership Alexander W. Wiseman, 2009-12-21 Various definitions of leadership have transformed the way that educators around the world think about teaching administration and policy over the years This title investigates the changing face of educational leadership from comparative and international perspectives **Perspectives on Women's**

Higher Education Leadership from around the World Karen Jones,Arta Ante,Karen A. Longman,Robyn Remke,2018-10-30 This book is a printed edition of the Special Issue Perspectives on Women s Higher Education Leadership from around the World that was published in Administrative Sciences

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